

2015-2016 CATALOG

ALL INFORMATION CONTAINED IN THIS DOCUMENT IS ACCURATE AS OF JULY 1, 2015.

***WEB ADDRESSES ARE PROVIDED WITHIN THIS DOCUMENT WHERE APPROPRIATE
TO DIRECT THE READER TO UP-TO-DATE/REVISED INFORMATION.***

This catalog contains requirements, regulations, facts, and descriptions which are subject to change at any time. The University specifically reserves the right and authority to alter and amend any and all statements contained herein. The educational policies and procedures are continually reviewed and changed in keeping with the educational mission of the University. Consequently, the catalog is not a contract and is intended to be used only as an informational guide. Students are responsible for keeping informed of official policies and regulations and for meeting all appropriate requirements. Current information is available at the Registrar's Office and in other appropriate offices.

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OVERVIEW OF THE UNIVERSITY

Social Equity

http://www.lhup.edu/About/finance_administration/Human_Resources/socialequity.html

Lock Haven University is firm in its resolve that equal employment and educational opportunity shall be accorded to all qualified individuals without regard to race, color, religion, disability, life-style, sexual orientation, national origin, sex, ancestry, age or other factors prohibited by law.

The objective of the LHU Social Equity Plan is to facilitate equal opportunity by taking positive, aggressive steps to improve the employment and educational conditions for all who choose our university as their place of work or study. By enlisting the aid and cooperation of all segments of the campus community behind the equal opportunity effort, the objectives of the LHU Social Equity Plan shall be accomplished.

All inquiries concerning the program are encouraged to be submitted to the Associate Director of Human Resources and Social Equity, Ms. Jamie K. Shipe, (570) 484-2838.

This policy is in compliance with federal and state laws, including, but not limited to, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Pennsylvania Human Relations Act.

Any individual having suggestions, problems, complaints, or grievances with regard to discrimination under Title IX is encouraged to contact one or both of the campus Title IX coordinators who will review, investigate and respond as appropriate. The Title IX coordinators are:

Coordinator: Ms. Deana L. Hill – Associate Vice President, Human Resources, (570) 484-2014

Deputy Coordinator: Ms. Jamie K. Penn – Associate Director of Human Resources and Social Equity, (570) 484-2838

Any individual having suggestions, problems, complaints, or grievances with regard to discrimination under Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act is encouraged to contact one or both of the campus Section 504/ADA coordinators who will review, investigate and respond as appropriate. The Section 504/ADA coordinators are:

Maribeth Hanna Long - Director, Disability Services/Associate Professor
Ulmer Hall 137
(570) 484-2454

Ms. Jamie K. Penn – Associate Director of Human Resources and Social Equity
East Campus J100
(570) 484-2838

Mr. Keith Roush - Director of Facilities
Facilities Building 112
(570) 484-2018

Historical Perspectives

The first catalog of Lock Haven University of Pennsylvania--then called the Central State Normal School--was published in 1878. We have included excerpts from it to give you a sense of how the university began. The Central State Normal School had a staff of seven, and graduated 16 students in 1878. It consisted of one building on the hill near what is now High Hall.

In 1878 Rutherford Hayes was President of the United States. Speaker of the House of Representatives was Pennsylvanian Samuel Randall. In 1800 there were approximately 50 million residents in the United States and more than 4 million in Pennsylvania. More than 800 colleges had been established in America, and *The Yale News* became the first daily college newspaper in 1878. The Edison Electric Light Company was formed providing electricity for household use. The first telephone exchanges were established across the country, and Thomas Edison patented his phonograph. The country was in the early stages of advanced technology.

Location – Historical Perspectives

The Central State Normal School is located in the western part of the city of Lock Haven. The site which is a hill overlooking the city, and commanding some of the finest scenery in the world, consists of over eighteen acres of land generously donated to the Normal School authorities by the late lamented Philip M. Price. The School Building is located about one hundred feet above the level of the town, and for healthfulness and the superiority of its accommodations, it cannot be excelled. The scenery surrounding it, embracing views of the river, the railway, the city, and the neighboring mountains, is rarely equaled for beauty and grandeur. The buildings are supplied with pure mountain water, lighted with gas, and warmed throughout with steam.

Government – Historical Perspectives

All Students entering the Institution are supposed to be ladies and gentlemen, and all will be treated as such. It is the aim of the Institution to make cultivated ladies and gentlemen as well as thorough, practical scholars.

Expenses – Historical Perspectives

For tuition and boarding, including light, room, heat, and washing.

For the Winter Term of 26 weeks, \$130.00

For any time less than half a term, per week, \$5.25

For the Summer Term of 16 weeks, \$80.00

School Regulations – Historical Perspectives

Extracted from 21 total and not part of regulations for 2013

- 1. Students rooming in the Building are requested to provide themselves with slippers.*
- 3. Wrestling, Scuffling, Whistling, or any other rude or boisterous behavior is prohibited in the Building.*
- 5. No Water, Dirt, or other material must be thrown from the porticoes or the windows.*
- 11. Students are not permitted to visit one another's rooms during the regular hours for study.*
- 12. At the ringing of the bell for study all Students will immediately repair to their respective rooms.*
- 13. At the ringing of the bell for retiring, all lights must be extinguished.*
- 18. The Sexes must not associate with each other, except at such times and on such occasions as may be designated by the Principal.*
- 19. Neither Sex will be permitted to trespass on that portion of the Building assigned to the other, nor Students be allowed to assemble in the hall or the recitation-rooms during recreation hours, except when permission is given.*
- 21. It is taken for granted that every Student entering the School is disposed to do right and comply with the Regulations of the Institution. When it is found a Student cannot be trusted he will be dismissed...*

Locations

The main campus of LHU is located in the ridge and valley province on the edge of the Allegheny Plateau. The West Branch of the Susquehanna River runs alongside the campus and the valley is surrounded by the Bald Eagle Mountains. The area is rich in outdoor recreational opportunities -- swimming, boating, fishing, hunting, hiking, canoeing, camping, and skiing. The cultural centers of New York City, Philadelphia, Pittsburgh, Baltimore, and Washington, D.C. are only a few hours drive from the main campus.

The town of Lock Haven is a small, charming community. The historic district contains tree-shaded streets and immaculate Victorian homes. The university supports the city in many ways. For example, students volunteer to work in local social service agencies and businesses, and the university sponsors cultural and athletic events.

The university also operates a branch campus in Clearfield, 60 miles west of Lock Haven, that offers associate degrees in criminal justice, healthcare professions, business administration, and nursing as well as an online RN to BSN program. This campus is also located near the west branch of the Susquehanna River.

The graduate-level physician assistant program also offers courses in Clearfield, Coudersport, and Harrisburg at the Dixon University Center.

History, Philosophy and Objectives

LHU was founded in 1870 as the Central State Normal School, offering a two-year program designed to train teachers for the public schools. In 1927, the school became a four-year degree-granting college of teacher education. With the inauguration of the Arts and Science degree program in 1960, the multi-purpose institution became Lock Haven State College offering Bachelor of Arts and Bachelor of Science degrees in liberal arts fields, along with the Bachelor of Science in Elementary and Secondary Education, and a Bachelor of Science in Health and Physical Education. In 1983, the institution was renamed Lock Haven University.

Today, the university offers the Bachelor of Arts and Bachelor of Science degrees in liberal arts fields; the Bachelor of Fine Arts in Music; the Bachelor of Science in Education; the Bachelor of Science in Health and Physical Education; the Bachelor of Science in Recreation Management and the Bachelor of Science in Health Sciences. At the graduate level, the university offers the Master of Education in Teaching and Learning, Master of Education in Alternative Education, Master of Education in Educational Leadership, the Master of Health Science in Physician Assistant, Master of Science in Sport Science, and the Master of Science in Clinical Mental Health Counseling.

The individual student is the focal point for the educational program at LHU. Although specific requirements are established for each major field, each of the university's 5000 students (4700 at the main campus and 300 at the Clearfield branch campus) still has the responsibility for choosing electives and for pursuing individual interests. Through formal and informal instruction, students are guided in developing their own potential and in achieving a better self-understanding.

Lock Haven University encourages academic excellence in both the General Education program and in an area of specialization. The university's educational program is designed to stimulate a student's intellect, develop a sense of individual and community responsibility, and increase knowledge and understanding of different cultures. Through formal instruction and extracurricular activities, students develop intellectual, emotional, and physical capabilities to achieve personal and professional goals and to participate in, as well as to improve and preserve, a democratic society.

By the time a student graduates, he or she should:

- Have acquired through general studies the knowledge, skills and values needed to live effectively in one's own culture;
- Have mastered the skills of effective written, oral and visual communication;
- Be informed and intellectually curious about himself/herself as a human being, about the natural world, and about his/her own cultural heritage;
- Appreciate other cultures through knowledge of art, religion, politics, literature, and history;
- Employ knowledge of the past to understand current and future problems.

Alumni Association

The Lock Haven University Alumni Association was founded in 1887 and has served through the years as the continuing tie between the alumni and their alma mater. Its members include most of the more than 25,000 living graduates and former students with known addresses.

The Alumni Association provides the alumni of LHU with opportunities to share their memories and remain active participants in the university community through communications and specific programs. This is accomplished through regional receptions from coast to coast; planned events for Homecoming; **The Haven**, the university/alumni magazine which is published two times a year; and the alumni homepage (www.alumni.lhup.edu) which is dedicated to informing alumni of upcoming events, benefits and opportunities available to them as well as current news about the university.

The office of Alumni Relations, located in Durrwachter Alumni Conference Center, is the center of alumni activities on campus. The office maintains the alumni records, assists in conducting the affairs of the association and serves as the communication center for all alumni inquiries. Alumni are always welcome and should feel free to visit the campus on any occasion.

Campus and Physical Plant

Lock Haven University's (LHU) physical assets are divided among three distinct sites: Main Campus in the City of Lock Haven; Clearfield Campus in Lawrence Township, Clearfield County; and Sieg Conference Center in Porter Township, Clinton County. The three sites combined include 43 buildings (including three leased facilities such as Fairview Suites, Campus Village, Chair Factory containing 1,730,849 gross square footage). Total acreage owned by LHU is 332.98 acres which includes 44 acres at Sieg Conference Center.

Academic and Auxiliary Buildings

(Identification of the person whose name the building carries is noted parenthetically)

Akeley Building (Archibald Paul Akeley, Potter County Schools superintendent and trustee) - Completed in 1930 and formerly known as the Campus School, this building contains classrooms, the department of Business and Computer Science offices, computer laboratories, and the Office of the Dean of Business, Information Systems & Human Services.

Bentley Hall (Deborah M. Bentley, college dietician, 1923-1957) - A food service building, opened in 1966. More than 800 students can be served at one sitting in the dining area. Also in this building are the faculty/staff dining facility and the Bentley food court and convenience store. Completely renovated: 2007.

Durrwachter Alumni Conference Center (Dr. George, alumnus 1961 and trustee, and Mrs. Shirley Durrwachter) – Office of Alumni Relations, Admissions, University Foundation Office, Department of Marketing and Communications

East Campus – Purchased from Keystone Central School District in 2003, East Campus is comprised of an administration/classroom building; a gymnasium building housing a food service area, classrooms, and gymnasium; the science center building; and surrounding property. The buildings house Purchasing and Business Office, Human Resources, the Small Business Development Center, Social Equity, the sciences, and criminal justice.

Facilities Building – Purchased in 2003 from Keystone Central School District. Presently houses the Facility Department.

Glennon Infirmary (Katherine A. Glennon, R.N., college nurse, 1941-1967) - Completed in 1967, the infirmary has staff members available Monday through Saturday. Law Enforcement is housed in half of this building and provides campus security, parking control, and other safety services.

Himes Building (Jesse Scott Himes, elementary education teacher, 1920-1936) - Himes was completed in 1961 for use as a Special Education building. Today, it houses the department of Recreation Management.

Honors House – Built in 1940 as the home for the Lock Haven State Teachers College Maintenance Superintendent. After 1990 this 3,435 square foot building was turned over to the departments of Recreation Management and the Honors Program. In 2010, the use of the building changed once again to house only the Honors Program.

Hursh-Nevel Maintenance Building (George B. Hursh, 1898-1941; E. Ross Nevel, Sr., 1941-1956; superintendents of buildings and grounds) - Completed in 1968, the building houses maintenance equipment, duplicating, mailroom, a receiving/storage area, and a garage for university vehicles.

Jack Stadium (Hubert H. Jack, professor of health and physical education, coach of football and wrestling, 1943-1968) - Completed in 1975, the football field, locker rooms, and an all-weather track provide facilities for instructional, intramural, and intercollegiate programs. A capital improvement project added an artificial turf surface to the field, which was then renamed as the Charlotte T. Smith field in honor of the former professor and field hockey coach. The stadium complex also features a new eight lane track and complete lighting system.

Parsons Union Building (Richard T. Parsons, Ed.D., alumnus '31, president, 1942-1970) - Completed in 1968, expanded and rededicated in 1993, the Student Union contains the Eagle Wing snack bar, LHU Bookstore, Student Activities Office, Eagle Eye student newspaper as well as several other student organizations. Recreation facilities include a game room, TV viewing, conference rooms and a commuter lounge.

Price Performance Center (Philip M. Price, donor of land on which the university was originally built) - The center, constructed in 1938, has a seating capacity of 672 and was completely renovated and reopened in 1989. The building features an extensive electronic music lab and a center for student testing and evaluation.

Raub Hall (Albert N. Raub, Ph.D., first principal of Central State Normal School, 1877-1884) - Completed in 1964, this classroom building also houses the department of History, Political Science, and Foreign Language, and the department of English. This building also features a computer assisted teaching classroom, and a state-of-the-art distance education classroom.

Robinson Hall (Gerald R. Robinson, Ed.D., professor, dean of instruction, vice president for academic affairs, 1954-1976) - This seven-story multi-purpose building was completed in 1981. It houses the departments of Education-PreK-8 and Professional Studies, Special Education, Sport Studies, Psychology, Mathematics, and Communications and Philosophy. The building also contains the Hamblin International Auditorium, a color television studio, a radio station, and a developmental mathematics facility devoted to remediation and placement testing. The Computing Center in Robinson Hall is the nerve center of the LHUPnet, a high speed fiber optic network which connects all of the campus's buildings together for email, bulletin programs, electronic library, and Internet access. The LHUPnet is connected to the State System of Higher Education Network, which electronically links the 22 campuses of the 14 State System Universities, including LHU's Clearfield Campus. Also contained in Robinson Hall are the "Personal Studios" used to deliver courses at a distance and communicate via compressed video technology.

Rogers Gymnasium (James H. Rogers, alumnus '49, an athlete, World War II veteran, and popular high school teacher who died shortly after receiving his degree) - This is the oldest building on campus dating from 1896 and is used for classes in physical education, intramurals, sport practice and weight training.

Sieg Conference Center (donated to the university in 1965 by the Cerro Corporation of Bellefonte, Pennsylvania, and named to honor the William Sieg family who were instrumental in donating this facility to the university) - The property consists of 44 acres of woodland and is located in the "Narrows" of Fishing Creek, approximately three miles east of Lamar on Route 780 (25 minutes from the university). There is a large main lodge equipped to feed up to 200 people and bunkhouses which will accommodate 40 people. The center offers ideal facilities for a variety of uses such as seminars, conferences, training courses, staff meetings, outdoor class meetings, camping, outings, picnics and recreation. (The fishing in Fishing Creek, incidentally, is excellent.) The center may be scheduled for use by day, overnight or weekends.

Sloan Fine Arts Building (John Sloan, internationally renowned artist, born in Lock Haven) - Completed in 1973, the building contains classrooms, practice rooms, art studios, faculty offices, a small theatre, and a large theatre for student and professional performances and lectures. Housed here is the department of Visual and Performing Arts.

Stevenson Library (George B. Stevenson, graduate 1906, state senator, trustee) - The library, completed in 1969, contains books, journals, DVDs, educational curriculum materials, media equipment, and other collections; space for individual and group study; and desktop and laptop computers. Librarians provide research assistance, in-class instruction, and consultations. The second floor holds the University Archive, the Helen Burgess Terrill Archive Treasury Room and the new Stephanie A. Wollock Learning Commons, which includes the University Writing Center and the Schantz Tutorial Center. The Academic Technology Department is on the ground floor.

Student Recreation Center (SRC) opened its doors in April 2002. The 42,000 sq. foot facility has been a significant addition to student life at LHU. The SRC houses three multipurpose courts which can be used for basketball, volleyball, tennis or badminton. Also included in the building is a dance/exercise room for aerobics, yoga and other isolated programs. A fitness room is available for use with free weights, nautilus-style machines, and dumbbells. A 1/9th mile track is also located in the facility. An indoor climbing wall, standing at a height of 30', is available for use by LHU students.

Sullivan Hall (Cornelius M. Sullivan, dean of instruction, 1908-1950) - Originally constructed as a library in 1938, it is now the university's administration building. The three-story structure contains the offices of the President and the Provost and Vice President for Academic Affairs. This building is scheduled for demolition.

Thomas Annex was completely renovated in 1984. It houses athletic coaches' offices.

Thomas Field House (David W. Thomas, M.D., alumnus '06, trustee) - This facility, built in 1935, was completely renovated in 1984. It is used for the teaching of physical education classes, sport practices and competition, and intramural activities. It contains a large wrestling room, main arena, press box, training rooms, offices for faculty and coaches, classrooms, and locker/shower accommodations. The Director of Athletics, Director of Sports Information, and the offices of a number of coaches are located here.

Ulmer Hall (Levi J. Ulmer, science and geography teacher, 1918-1941) - The main building, constructed in 1952 and renovated in 1996, contains a planetarium. This building was previously the main science building until construction of the East Campus Science Center. Ulmer now contains the office of Financial Aid, Student Accounts, Registrar, Associate Provost for Enrollment Management, Associate Provost for Student Affairs, Associate Dean for Student and Residence Life, Institute for International Studies, Center for Career and Professional Development, ROTC, Center for Excellence and Inclusion, the Department of Academic Development and Counseling, and the Pennsylvania State Athletic Conference Office.

Willis Health Professions Center (Craig Dean Willis, President, 1982-2004) – Purchased from Keystone Central School District in 2006. This 43,146 square foot building contains the departments of Health Sciences, Physician Assistant, and the Facilities Maintenance Shop.

Zimmerli Gymnasium (Elizabeth K. Zimmerli, Ed.D., director of health and physical education, 1946-1966) - Completed in 1970, the gymnasium contains three teaching stations, a swimming pool, dressing/locker/shower facilities offices for the department of Health and Physical Education, and classrooms.

Residence Halls

Campus Village – An apartment complex which houses 170 students. Operated by university personnel.

Fairview Suites – Located on North Fairview Street, opening in the Fall 2012. Two-person, suite-type facility housing 686 students and staff. Operated by university personnel. Owned by the LHU Foundation.

High Hall (Morris DeTurk High, dean of instruction, 1904-1937) - Completed in 1970, High Hall houses 200 students and overlooks a wooded section of the campus. Operated by university personnel. High Hall will be taken off line in the fall of 2013 with the additional beds provided in Fairview Suites.

McEntire Hall (Helen L. McEntire, trustee, 1939-1957) - Completed in 1969, this seven-story building houses 400 students. Located on the highest point on campus, it affords a scenic view of Bald Eagle Valley. Operated by university personnel.

North Hall (William R. North, Ph.D., chairman of the English Department, 1935-1963) - Completed in 1967, North Hall provides a scenic view of the campus area and the river beyond. It houses 200 students. Operated by university personnel.

Smith Hall (Samuel Jacob Smith, teacher of math, 1927-1958) - Completed in 1960, Smith Hall houses up to 250 students, includes single units, and is located on the lower part of the campus. Operated by university personnel.

Woolridge Hall (Harold D. Woolridge, alumnus '11, trustee, 1932-1960) - Completed in 1964 and housing 200 students, Woolridge Hall is located on the lower part of the university campus. Operated by university personnel.

All residence halls provide kitchen, recreation lounge, coin and card operated laundry, and study facilities. Computer laboratories located in all residence halls link students to the campus network.

Foundation Owned Housing

Evergreen Commons – Completed in 2003 and housing 408 upper-class students, Evergreen Commons provides a suite style environment with single rooms, a common living area, a kitchen, full size washer and dryer and full kitchen with stove, refrigerator, garbage disposal and dishwasher in each suite

Accreditations

<http://www.lhup.edu/About/accreditation/>

Lock Haven University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Program Accreditations

Accounting – Accreditation Council for Business Schools and Programs (ACBSP)

Athletic Training – Commission on Accreditation of Athletic Training (CAATE)

Business Administration – Accreditation Council for Business Schools and Programs (ACBSP)

Community Health – SOPHE/AAHE Baccalaureate Program Approval Committee (SABPAC)

Counseling Center – International Association of Counseling Services (IACS) Board of Accreditation

Nursing – Accreditation Commission for Education in Nursing (ACEN)

Physician Assistant – Accreditation Review Commission of Education for the Physician Assistant (ARC-PA)

Recreation Management – Council on Accreditation for Parks, Recreation, Tourism and other Related Fields (NRPA)

Social Work – Council on Social Work Education (CSWE)

Teacher Education – National Council for the Accreditation of Teacher Education (NCATE) and the Pennsylvania Department of Education (PDE)

In addition, the following programs within teacher education have been nationally recognized by the appropriate Specialty Professional Associations (SPAs).

- Early Childhood Education – National Association for the Education of Young Children (NAEYC)
- Elementary Education – Association for Childhood Education International (ACEI)
- English – National Council of Teachers of English (NCTE)
- Health & Physical Education – Society for Health and Physical Educators (Health Education) and Society for Health and Physical Educators (Physical Education)
- Mathematics – National Council of Teachers of Mathematics (NCTM)
- Science (Biology, Chemistry, Earth Science, General Science, Physics) – National Science Teachers Association (NSTA)
- Social Studies – National Council for the Social Studies (NCSS)
- Special Education – Council for Exceptional Children (CEC)

Program Recognitions

Chemistry – American Chemical Society (ACS)

The curricula and physical plant of Lock Haven University are fully accredited by:

The American Medical Association

The Bureau of Professional and Occupational Affairs of the Commonwealth of Pennsylvania

The Association of American Colleges and Universities

The Pennsylvania State Board of Nursing

The university is a member of leading educational organizations, including:

The Center for Agile Pennsylvania Education

The International Association of University Presidents

The Pennsylvania Black Conference on Higher Education

The American Council on Education

The American Association of Colleges for Teacher Education

The American Association of State Colleges and Universities

The American College Personnel Association

The National Association of College and University Business Officers

The Pennsylvania Association of Colleges and Universities

The National Association of Student Personnel Administrators

The university is an associate member of the Wallops Island Marine Science Consortium, Wallops Island, Virginia

The university is recognized as a military friendly institution.

HIGHER EDUCATION ACT

<http://www.govtrack.us/congress/bills/110/hr4137>

The Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA), includes disclosure and reporting requirements to allow consumers to make informed decisions about postsecondary education.

The link to LHU's consumer information can be found under the "About" section on the university's main web page and is entitled "Consumer Information." [<http://www.lhup.edu/About/consumerinfo.html>]

STATE AUTHORIZATIONS FOR DISTANCE EDUCATION AND FIELD EXPERIENCES

<http://www.lhup.edu/About/stateauthorization/>

Due to new federal regulations, all universities offering distance education programs and field experiences in states other than their own must receive authorization from those states to do so. Please review the State Authorization website to determine if Lock Haven University is authorized in your state of residence and/or placement **prior** to applying for enrollment and field placements.

ADMISSIONS

<http://www.lhup.edu/Admissions/index.html>

Standards and Requirements

The following general requirements have been established for admission to LHU.

- High School Curriculum – Students must successfully graduate from an approved four-year high school or institution of equivalent grade, or equivalent preparation (e.g., GED) as determined by the Credentials Division of the Pennsylvania Department of Education. Students must be enrolled in a college preparatory program throughout high school to be eligible for admission. Although Advanced Placement (AP) or Honors courses are not required for admission, they do carry extra weight in the application review process.

Please refer to the following table for high school curriculum requirements:

Subjects	Number of Years	Requirements
Language Arts Literacy	4	Content may include English language, communication, writing, composition, research, logic, media, and literature.
Math	3	Content that incorporates the equivalent of Algebra I, Geometry and a third year course in either Algebra II or a rigorous course based in Probability/Statistics. Mathematics and/or mathematical-based science taken in senior year is highly recommended, especially for math/science majors.
Science	3	Content that incorporate the equivalent of biology (with lab), chemistry (with lab), and other inquiry-based lab or technical sciences such as physics, engineering, environmental, or earth science. Science majors are required to have four years of an academic science.
Social Studies	3	Content that incorporates the equivalent of civics, US history, world history, geography, and economics. Content must provide an understanding of the influence of heritage, cultural context, diversity, and global perspectives.

- Grades – Students must demonstrate academic achievement in the classroom. The admission committee will consider high school GPA, class rank, grades in academic core subject areas, and quality of curriculum. In many cases, senior grades are requested and taken into consideration during the application review process. In all cases, admission is contingent upon successful completion of the final year.
- SAT/ACT Scores – Students must submit college entrance examination scores from the SAT or ACT. The writing section of the SAT exam is not used in the admission decision process. *Students who graduated from high school three years prior to applying for admission to LHU are not required to submit SAT/ACT scores.*

Application Procedures

- A completed application is required. Applicants are encouraged to complete the application online. The online application fee is \$25.00 and the paper application fee is \$40.00.
- Students should request that an official copy of their secondary school transcript be forwarded from the guidance office directly to Lock Haven University Office of Admissions.
- SAT or ACT scores should be requested from the respective testing center or the high school. Test scores printed on the secondary school transcript or enclosed with the official documents from the high school are considered official.

Supplemental Materials

Letters of recommendation, essays, and interviews are optional. High achieving students typically do not need to interview or submit these extra documents. However, students who feel that a blemish on their transcript can be explained through an essay or letter of recommendation should consider submitting the additional documents or scheduling an interview.

Enrollment Procedures

- Once admitted, students are required to pay a \$200.00 non-refundable enrollment deposit. The National Candidates Reply Date is May 1 of the year that the student will enroll. Once the enrollment deposit has been paid, the Registrar's Office will begin working to construct the student's schedule, and the Housing Office will assign housing for those requesting on-campus housing.
- All new students must have the medical history report completed by a physician. This form must be returned to LHU prior to enrollment.

Special Programs

Accelerated 3+2 Health Science Pre-Physician Assistant Program-

Students who wish to be considered for the 3+2 program must first apply for admission to the traditional Health Science/Pre-Physician Assistant program and have all required application materials submitted no later than November 1. The 3+2 admission review committee will review applications and invite select applicants to campus for an interview.

Accelerated 3+3 Health Science Pre-Physical Therapy Program-

Students who wish to be considered for the 3+3 program must first apply for admission to the traditional Health Science/Pre-Physical Therapy program and have all required application materials submitted no later than November 1. The 3+3 admission review committee will review applications and invite select applicants for an interview.

Transfer Student Policy

- Any student who has enrolled at a post-secondary institution following high school graduation is considered to be a transfer applicant. The exception is if courses are taken during the summer between high school graduation and matriculation.
- A minimum cumulative grade point average (GPA) of 2.0 is required for admission. Select majors may require a higher GPA.
- Students with fewer than 12 transferable credits must provide an official copy of their high school transcript.

Application Procedure for Transfer Students

- Admission to LHU is offered on a rolling basis; therefore, priority is given to those students who apply early. To ensure adequate time for scheduling, financial aid, etc., required application materials should be received by **December 1 for spring** semester consideration, and by **June 15 for fall** semester consideration.
- Official transcripts must be sent from all previously attended post-secondary institutions.

- Students are provided with an unofficial credit evaluation at the time of acceptance. Official credit evaluations are provided once students pay the enrollment deposit. All offers of admission are contingent upon successful completion of course work completed after the time of acceptance

International Students

Lock Haven University recommends that students seeking admission from foreign countries submit the [online application](#) and all application materials at least three months prior to their start date. Application materials include an official evaluation of educational credentials, an official English proficiency exam score, a copy of a current passport, and immigration documentation. All application materials must be completed and received prior to consideration for admission.

Students whose primary language is not English are required to submit one English proficiency exam score. Acceptable English proficiency exams include the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), the SAT and the ACT. For information on minimum exam scores, see <http://www.lhup.edu/Admissions/International/>.

Students with transcripts from non-U.S. institutions are required to submit an official educational credential evaluation of transcripts, academic records, diplomas, national examination results, certificates or degrees received from all secondary, post-secondary, university and/or professional schools.

We recommend World Education Services, Inc. (WES.org) or EducationUSA.info for this service.

Readmission of Former Students

Students who have withdrawn from the University may apply for re-entry to any semester by following the [Request to Resume Studies](#) process on the Registrar's website. Official transcripts of any credits completed at other institutions during the withdrawal period must accompany the request. Students are encouraged to check with the Financial Aid Office about how financial aid is affected by re-entry.

Students who graduated from LHU must [re-apply](#) to the university through the Office of Admissions by following the "Second Degree" process.

STUDENT ACCOUNTS AND FINANCIAL AID INFORMATION

<http://www.lhup.edu/students/studentaccounts/index.html>

<http://www.lhup.edu/students/financialaid/>

The Student Accounts Office generates and distributes student bills, processes payments, offers a third-party payment plan, and issues refunds.

The Financial Aid Office reviews eligibility for and disburses financial aid, processes verification forms, and conducts a Federal Satisfactory Academic Progress review.

Tuition rates and refund schedules for all state system universities are established by the Board of Governors of the State System of Higher Education. Since the state subsidizes these institutions, and since it is possible for a number of students to earn part of their expenses through campus employment or the Federal work-study program, the total yearly costs are comparatively low. All fees are subject to change without notice. Please check our web site at http://www.lhup.edu/students/studentaccounts/cost_information.html for the most up-to-date tuition and fees.

The university operates on a semester based system. Each student will be invoiced at least twice during the year: in late July for the Fall semester and then in December for the Spring semester. Due dates will be on the student's invoice as well as listed on the department's website at http://www.lhup.edu/students/studentaccounts/Billing_Payment/index.html.

Housing and Food Service

The university makes every effort to help beginning students adapt successfully to college. For this reason, the university reserves the right to require students to live on campus for a designated period during their study at LHU. Exceptions from this requirement will be considered on a case by case basis.

All arrangements for housing services other than those noted are subject to the action of the Council of Trustees as reviewed by the Fees Committee of the Board of Presidents and approved by the Board of Governors. All students who live on campus are required to accept the board contract.

Current costs for housing and food service/meal plans can be found at http://www.lhup.edu/students/studentaccounts/cost_information.html.

Deposits and Other Fees

Deposits

A deposit of \$200 will be required at a designated time after the university notifies applicants of their acceptance. This deposit is credited to the account of applicants when their bill is rendered at the beginning of the semester. The deposit is non-refundable.

All checks should be made payable to "Lock Haven University" and sent directly to the Admissions Office.

Student Activity Fee

All full-time students of LHU must pay an activities fee as mandated by the President of the university under Legislative Act XIII of the General Assembly of Pennsylvania, and administered under regulations approved by the Council of Trustees through the student association. This fee helps to underwrite the cost of student activities, intercollegiate athletics, social functions, dances, movies, concerts, art and lecture series, cultural events, the student newspaper, and PUB recreational facilities.

Student ID Cards

Each student receives a student identification/activities (I.D.) card. This card is the property of Lock Haven University. It is issued at the beginning of the student's freshman year and should be kept as long as the student is enrolled at the university. The I.D. card is validated each semester upon the payment of tuition and fees. The validated I.D. card must be presented to gain admission to all events sponsored by the university and student organizations. There is no charge for the original card. There is a charge of \$15 for replacement cards.

Married Students

One activities fee will cover the entire family of a married student. Any member of the family who is an enrolled student of the university must pay the full individual activities fee. It is the responsibility of the student to inform the I.D. Office secretary that he/she is married so the I.D. card can be marked accordingly.

Delinquent Accounts

No student shall be enrolled, graduated or entitled to receive an official transcript until all charges have been paid. Failure to pay will result in collection proceedings. No academic transcript will be issued until the total account is zero.

Other Fees

Other, or miscellaneous, fees include, but are not limited to, the following. Tuition and fees are required for all credits earned, including internships and self-study credits. These mandatory fees are required to support academic and ancillary functions along with the university and our student. Details may be found at http://www.lhup.edu/students/studentaccounts/cost_information.html.

Application Fee
Certification Fee
Damage Fee
Deferred Payment Fee
Diploma Replacement Fee
International Student Teaching Fee
Late Payment Fee
Library and Parking Fines
Non-Sufficient/Returned Payment Fee
Off-Campus Service Fee
One-Time Registration & Transcript Fee
Overseas Student Fee
Parking Decal Fee
Recording Fee

Failure to Pay

A student's failure to pay their bill(s) by the specified due date will result in late fees and/or a financial hold added to the student's account. This financial hold will prevent the processing of diplomas/transcripts as well as any changes in registration for the current and subsequent semesters. Additional information regarding the late fee and financial hold policies can be found at <http://www.lhup.edu/students/studentaccounts/index.html>. If the student accounts becomes delinquent, collection proceedings will result. Please refer to the below "Delinquent Accounts" sections for further detail.

Delinquent Accounts

No student shall be enrolled, graduated, or entitled to receive an official transcript until all charges have been paid. Failure to pay will result in collection proceedings, including possible reporting to credit bureaus. No academic transcript will be issued until the total account is zero. Additional details regarding the university's delinquent accounts policy can be found at <http://www.lhup.edu/students/studentaccounts/index.html>.

Refunds of Financial Aid or Account Overpayment

LHU has partnered with Higher One to provide students with a quick and easy way to receive their refunds. Upon acceptance to LHU, students will receive a green envelope from Higher One containing a Haven Card. Instructions will be included on how to choose a preference for receiving refunds. The Student Accounts Office processes refunds and oversees the Higher One vendor. Additional information regarding the Higher One refund process can be found at <http://www.lhup.edu/students/studentaccounts/policies.html>.

Refunds Due to Withdrawal from LHU

If a student withdraws from the university, a refund of tuition and fees may be issued depending on the date of the withdrawal. Medical withdrawals are treated in the same manner as any other withdrawal and subject to the same refund policy. Please note that the Technology Tuition Fee is nonrefundable. Refund information can be found at http://www.lhup.edu/students/studentaccounts/Billing_Payment/billing_payment.html.

Financial Aid

Financial Aid to meet the costs of attending LHU is available from a variety of programs. The majority of these programs provide funds based on computed financial need, but some non-need-based programs are also available.

The Financial Aid Office coordinates these programs. Detailed information can be found at <http://www.lhup.edu/students/financialaid/>.

Programs Available

Need-based financial aid includes:

Grants (Gift aid with no repayment or work requirement)

State

Pennsylvania Higher Education Assistance Agency (PHEAA)

Other PA Grant programs: <http://www.pheaa.org/>

Grants of other states for their residents

Federal

Federal Pell Grant Program

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal TEACH Grant (Additional information below)

Loans

Federal Perkins Loan Program - A long term, low interest program with repayment following graduation or termination of enrollment.

Lock Haven University participates in the Federal Direct Loan Program. This program offers loans to both students and parents. These loans include: Federal Direct Stafford, Federal Direct Plus, and Federal Direct Graduate Plus. Also, information about Private Alternative Loans is available. For up-to-date information, please go to <http://www.lhup.edu/students/financialaid/>.

Student Employment (On-campus work during school enrollment)

Federal Work Study Program (FWSP)

Campus Employment Program

Details for these opportunities can be found at the Career Services website,

http://www.lhup.edu/students/student_resources/career_services/job_search.html.

The following financial aid programs are available on the basis of need and/or merit:

Scholarships

A number of scholarships (restricted and unrestricted) are made available to both incoming and presently enrolled students by the LHU Foundation, a charitable non-profit corporation established to accept gifts and bequests for the benefit of the university and to administer them according to the donor's wishes. For information about the different types and amounts of scholarship awards available for both freshmen and currently enrolled students, please visit <http://www.lhup.edu/Admissions/scholarships.html>.

The Mary Ann Fox Scholarship awards are made to graduates of any high school in Lycoming County or Clinton County, Pennsylvania who are of good character and whose financial conditions are such that they could not otherwise attend college. The awards are made annually but subject to renewal, in varying amounts, depending on the applicants' justification of need and the amount of money available in the scholarship fund. These awards are limited to use at four institutions: The Pennsylvania State University, Lock Haven University, Lycoming College, and Bucknell University. The scholarship applications are available through the President's Office at LHU at the beginning of February each year.

In addition, two and three-year scholarships are available through the Department of Military Science. Information about these scholarships is available by contacting the Office of Military Science.

Athletic Grants

LHU provides grants-in-aid to outstanding student athletes at a level compatible with available funding. The Department of Athletics, through the LHU Foundation, assists men and women athletes with their educational expenses. The amount of aid available varies from program to program and within NCAA limitations.

Teach Grant

Teacher Education Assistance for College and Higher Education Grant (TEACH) –is a federal grant for current and prospective teachers created by the College Cost Reduction Act of 2007. Eligible students may receive up to \$4,000 per academic year with aggregate amounts of \$16,000 for students for their first undergraduate or post-baccalaureate program. To be eligible for a TEACH Grant at Lock Haven University, a student must complete a current FAFSA have a 3.25 cumulative GPA, have been granted degree candidacy by the LHU education department and be pursuing a degree in a high needs teaching field. For more information about the TEACH Grant, please visit <http://studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp>. Please Note: Interested students should carefully review the eligibility requirements of this grant and consider how likely they are to meet them.

IMPORTANT: If a grant recipient fails to complete this service obligation, all TEACH Grant funds that he or she received will be converted to a Federal Direct Unsubsidized Stafford Loan. The recipient must then repay this loan to the U.S. Department of Education and will be charged interest from the date the grant(s) was disbursed.

Applying for Financial Aid

To apply for financial aid, all students must complete the Free Application for Federal Student Aid (FAFSA). This form can be accessed at www.fafsa.ed.gov and filed after January 1st of each year. Pennsylvania residents should complete the FAFSA before May 1st of each year. Completion of the FAFSA and transferring the data to the Pennsylvania Higher Education Assistance Agency (PHEAA) allows Pennsylvania residents to be considered for a Pennsylvania State Grant. Students must complete any other supplemental forms requested by the Pennsylvania Higher Education Assistance Agency for State Grant consideration. Residents of all other states should apply for the state grant of their own state according to required procedures. Applications should be submitted by March 15th each year for the following Fall semester. Please go to <http://www.lhup.edu/students/financialaid/> for more detailed information.

Return of Title IV Funds

In accordance with Federal regulations, those students who receive federal financial aid and who officially withdraw from Lock Haven University during the first 60% of a term will have their federal financial aid adjusted.

The adjustment is based on the percentage of **calendar days used** in the academic period. This percent is calculated by dividing the number of days in the term (excluding breaks of five days or longer) into the number of days completed prior to the withdrawal (excluding breaks of five days or longer).

The date of withdrawal will be the date the student **begins** the withdrawal process with the Associate Provost for Enrollment Management unless there is documentation of class attendance beyond that date.

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 term unless attendance is documented after that time. There will be no adjustment to federal financial aid after the completion of 60% or more of the term.

Once the amount of federal funds to be returned has been calculated, the funds will be returned in the following order:

- Direct Unsubsidized Loans
- Direct Subsidized Loans
- Perkins Loans
- Direct Graduate PLUS
- Direct Parent PLUS

Pell Grant
 Supplemental Educational Opportunity Grants
 TEACH Grant
 Iraq Afghanistan Service Grant

Students who receive a refund of financial aid prior to withdrawing from the university may owe a repayment of federal financial aid funds received. Students will be billed by the Student Accounts Office and will be given 30 (thirty) days to repay the funds to the university. Students who fail to repay the unearned portion of federal financial aid funds given to them will become ineligible for continued receipt of financial aid until the repayment is made. Failure to pay will result in collection proceedings, including possible reporting to credit bureaus.

Satisfactory Academic Progress (SAP)

Federal Satisfactory Academic Progress Policy:

In accordance with federal regulations, this policy applies to all students requesting Title IV federal financial aid regardless of whether federal aid has been received previously. These regulations require that recipients of federal financial aid maintain a satisfactory rate of progress toward completion of a degree (i.e. pace) and must be in good academic standing based on a cumulative GPA.

Students will be reviewed at the end of each semester (fall, spring, and summer), after grades are transcribed by the Registrar's Office. All enrollment terms, including summer, must be considered in the determination of SAP, even enrollment terms for which the student did not receive federal financial aid. For the details of the SAP policy, please refer to the following website:

<http://www.lhup.edu/students/financialaid/overview/academicprogress.html>.

In addition to the federal SAP policy, PHEAA has a separate SAP policy for PA State Grant recipients. If a student receives a full-time PA State Grant for the fall and spring terms, PHEAA requires the student to complete at least 24 credit hours before any additional PA State Grants can be awarded and disbursed.

SERVICES FOR STUDENTS

The opportunities provided to students for growth as individuals will be guided by their interests and concerns in Lock Haven's supportive environment. Learning takes place in many ways and in many different forms. Students undertake all of the aspects of achieving a college education through participation in activities in the classroom and outside of it. This basic philosophy directs the types of services that are provided to the student body by the university.

The university has an investment in its student body and in maintaining a healthy environment for learning. The initial year of college experience is the most important in forming foundations for future achievements. The Division of Student Affairs provides the leadership for creating an environment that supports students in achieving their educational goals, especially during the freshman year.

On-Campus Housing^[AD1]

The university provides accommodations for approximately 1,800 students living on campus. Residence halls are available for freshmen, and all students have an opportunity to reside on campus during their college career. Students admitted to the Lock Haven Campus beginning Fall 2015 will comply with the following on-campus residency requirement. Students who enter as first-time fulltime students must reside in university housing their first four (4) regular semesters (summer and winter sessions not included). The following exceptions apply with verification:

- Students who will reside with parent(s) or legal guardian within the commuting distance of 30 miles from Lock Haven University.
- Students over the age of 21.
- Students married.

- Students with children.
- Transfer students who have completed a total of 4 regular semesters, including their prior college experience, or 60 credits. (Students who have completed fewer than 4 regular semesters of college, or 60 credits, will be required to live on campus until they have completed a total of 4 regular semesters of college or 60 credits).

The Associate Dean of Student & Residence Life or designee shall have authority to review and make initial determinations pursuant to this policy and/or to grant applications for waivers in extenuating circumstances. Requests for review of application for waiver should be made to the Associate Dean of Student & Residence Life.

Students learn many responsibilities by residing on campus and assume responsibility for their living environment. Events are planned to foster educational, social, cultural, and recreational interests among all students. Students participate in governing themselves by formulating policies that are reviewed annually. Professional staff members live in the residence hall and upper-class students who reside on the floor and work as resident assistants are available to assist residents with concerns. All university residence halls are smoke-free.

All students living on campus are required to purchase a 19, 14, 10 or 175 block meal plan. The university has adopted a food court approach to dining. The dining service offers 19, 14, 10, 5, 175 block, 50 block or all flex meal plans for all students living off campus. Students will be able to use flex dollars for additional meals at the various locations. Flex-dollars are a part of the charge for each meal plan.

Health Services^[AD2]

Students enrolling at the university must submit a completed Medical History Report prior to the start of the fall semester. This information must be completed by a physician, along with immunization data, and sent to the Glennon Health Services Center. Students may not enroll or attend classes without a completed form. Glennon Health Service provides outpatient consultation for students experiencing health difficulties. Staff members are available Monday through Thursday between the hours of 8 a.m. and 8 p.m., Friday 8 a.m. to 5 p.m., and Saturday 10 a.m. to 2 p.m. All students will be charged a health service fee whether or not the services offered on the campus are utilized. Students are strongly encouraged to have some form of health insurance. The university does not provide any medical insurance coverage to students.

University Counseling Services

University Counseling Services is a component of the Department of Academic Development and Counseling. Counseling is provided to students with personal, emotional or academic adjustment concerns. Professional counselors assist students with questions about achievement, educational progress, interpersonal relationships, self-image, social skills or other potentially stressful or emotionally disturbing experiences. Services are provided daily during regular working hours. Students may be referred to off-campus agencies and private practitioners when desired or needed for more lengthy care.

The counseling center is approved by International Association of Counseling Services (IACS) Board of Accreditation.

Cultural Diversity Concerns

Because of the university's mission to enhance multiculturalism, many students from a variety of backgrounds are represented at LHU. The Director of the Center for Excellence and Inclusion works with students from all cultures to create an environment that recognizes the value of diversity. The university strives to cultivate a climate that is free of bias and prejudice.

Intercollegiate Athletics

The university is a National Collegiate Athletic Association (NCAA) Division II competitor in 16 intercollegiate sports programs for men and women; the field hockey and wrestling programs are Division I. Programs for women athletes include basketball, cross-country, field hockey, lacrosse, soccer, softball, swimming, indoor and outdoor track and field, and volleyball. Men's sports include baseball, basketball, cross-country, football, soccer, indoor and outdoor track and field, and wrestling.

LHU provides grants-in-aid to outstanding student-athletes in accordance with available funding. The Department of Athletics, through the LHU Foundation, assists male and female athletes with their educational expenses. The amount of aid available varies from program to program and within NCAA limitations. The individual sport program works to provide the aid and is limited to the amount of money it raises.

Student Activities^[AD3]

The Student Activities Office provides support, advisement, leadership opportunities and training for over 140 campus clubs and organizations recognized by the Lock Haven University Student Auxiliary Services, Inc., including the Student Government Board and the Haven Activities Council. Each year campus clubs and organizations develop and implement a variety of campus programs and events, including concerts, lectures, special events, performing arts, trips, movies, cultural programs, competitions, conferences, fundraisers, publications, open forums and community service initiatives to enhance campus life. The Student Activities Office sponsors an annual Club and Organization Fair during the first month of the fall semester to encourage participation and involvement, and to allow clubs and organizations the opportunity to showcase their membership activities to the campus community.

The Student Activities Office also oversees the management of the Parsons Students Union Building (PUB) and the Student Recreation Center (SRC). The PUB houses meeting space, common areas, a computer lab, the campus Bookstore, a game room, and office space for the Student Activities Office, the student newspaper and clubs and organizations. The SRC provides a weight room, climbing wall, indoor track, fitness equipment, three multi-use courts, racquetball courts and a dance room for students to use. Both facilities provide a variety of student employment opportunities.

Global MountainServe Center for Community Service

Lauren Wright, Director of Community Service (law3363@lhup.edu) 570-484-2498
http://www.lhup.edu/students/student_life/global_mountain/index.html

At LHU, your education will not be confined to just the four walls of a classroom. LHU has been nationally recognized since 2006, by the President's Higher Education Community Service Honor Roll (<http://www.nationalservice.gov/special-initiatives/honor-roll>) for our dedication to solving community problems through community service and learning opportunities. LHU's Global MountainServe Center for Community Service is a campus resource for civic engagement activities, service learning, community service projects, community partnership resources for some External Experience (EE) requirements, alternative break, and alternative service programs to promote active and global citizenship. A variety of volunteer opportunities are open to LHU students and faculty interested in helping with short or long term community projects throughout the year. Get involved with our local partnerships, including: Clinton County Housing Authority Community Programs for mentoring youth, Annual Hunger Bowl Event: Hunger Awareness Food Drive, Annual Adopt A Family: Holiday Gift Drive, Big Brothers Big Sisters, Salvation Army Community Lunch Program, and many additional programs and events. LHU's Global MountainServe Center for Community Service has additional opportunities for selected students to enroll with our office for recognition of their volunteer hours through, The President's Volunteer Service Award program, community service leadership student worker positions, engaged academic department partnerships, community service leadership opportunities with the Office of Student Activities through Student Government as a community service representative, Outreach for Humanity Student Club & American Red Cross Student Chapter, and a full-time national service opportunity with an AmeriCorps Volunteers in Service to America (VISTA) partnership.

Please refer to LHU's website under "Student Life" for a link to community service opportunities each semester, or contact us at the information listed above. We look forward to having you volunteer through our office and learn more about our programs, partnerships and services while making a difference in our local and global communities.

Center for Career and Professional Development

The Center for Career and Professional Development is an integral part of the university's educational program and focuses on the relationship between self, education and careers. It promotes the concept that career development is an ongoing, lifelong process, which incorporates self-assessment and career awareness. Resources and programs are provided to help students explore, select and pursue meaningful careers that are consistent with their interests, abilities and values. Individual counseling is available to assist students with the career planning process, as well as FOCUS, a web-based career guidance and information system. Group and individual instruction is offered on career implementation skills such as resume writing, interviewing and job searching. The Center also maintains a career library, with additional information and resources available 24/7 through the Center's homepage, <http://www.lhup.edu/career>.

Veterans

<http://www.lhup.edu/Admissions/Veterans/index.html>

The university is accredited to offer education to veterans as authorized under the provisions of Title 38, United States Code, Section 3675. The university cooperates with the Veterans Administration in making available curricula for those desiring to enroll in programs of study leading to the following degrees: Associate of Science; Bachelor of Arts; Bachelor of Fine Arts in Music; Bachelor of Science; Bachelor of Science in Education; Master of Health Science; Master of Education; or Master of Science. Credits for educational experiences earned while in the armed services may be granted by the university in accordance with the policies of the Board of Governors of the State System of Higher Education and regulations of the American Council of Education. The Registrar's Office evaluates military experiences upon receipt of Joint Services Transcripts. A school certifying official in the Financial Aid Office provides counseling and assistance in financial matters for veterans.

Act 46 of 2014 requires public institutions of higher education in Pennsylvania to provide veteran students, as defined in the Act, with preference in course scheduling. At Lock Haven University, scheduling preference is the day prior to when other students with the same classification will register.

Veteran students also will have access to the veteran's lounge.

New Student Orientation Programs

Introducing students and their parents to the college experience is one of the most important programs provided by the Division of Enrollment Management. Various mandatory sessions are available during the month of June. New students are required to attend one of the sessions; their parents are strongly encouraged to attend. Student participation in these programs is most beneficial and helps students adjust to college living.

Educational Opportunity Program

LHU's Educational Opportunity Program (EOP), partially funded by the Pennsylvania ACT 101/Higher Education Equal Opportunity Program state grant, assists students whose educational and economic backgrounds impair their initial ability to pursue higher education successfully. The faculty and staff of the ACT 101 Program provide ongoing professional and peer counseling, study skills instruction and tutorial services.

The summer component provides credit-bearing instruction in writing, learning strategies, reading, and other communication skills. Participating freshmen who successfully complete the summer requirements are enrolled for the regular academic year. Prospective students interested in the EOP Summer Session should contact the Act 101 Program Director for more information. Summer EOP students should meet ACT 101 guidelines established by the Pennsylvania Higher Education Assistance Agency (PHEAA) which include residency requirements, income guidelines and academic criteria to be met through high school rank, high school grade point average and an average score on the Scholastic Aptitude Test (SAT) or its equivalent.

Tutoring is provided at no charge and is available to all students in most basic subject areas. Students in their first two years of study are encouraged to arrange tutorial assistance during the early part of each semester if they anticipate or encounter difficulty with course work. Students in the Educational Opportunity Program (EOP) may be required to use tutorial services to remain in the program.

Counseling services provided by the Educational Opportunity Program render professional support to students, particularly those who are in their first two years at the university. These services help EOP students deal with academic and personal concerns such as time management, stress management, and conflict resolution. Peer counselors provided to freshmen EOP students help to facilitate their adjustment to college life and the university environment.

Tutorial Services

Tutorial Services provides free tutoring for math, writing and general education 100 and 200 level courses. Math and writing tutoring are provided on a drop-in, one-on-one basis. Group peer tutoring is provided for the other general education courses. Tutors are students at Lock Haven University who are trained to be tutors.

Tutoring is beneficial to all students, not just those doing poorly. Students are encouraged to seek tutorial assistance before they experience serious difficulties in their coursework. To apply for tutoring or to be a tutor, go to Tutorial Services website http://www.lhup.edu/students/student_resources/tutoring/. Click either 'Get A Tutor' or 'Become A Tutor'.

Contact information for the Director, Dr. Pamela Czapl is 215 Stevenson Library, (570) 484-2442 or Tutoring@lhup.edu.

TRiO Student Support Services (SSS) SCHOLARS Program

The U.S. Department of Education provides grant funding for the TRiO SSS Scholars program to give eligible students additional resources for success in higher education from freshman year through graduation. Participants could be first-generation college students or have limited incomes, documented disabilities or a range of academic needs. The program's goals are to boost students' grade point averages and rates of remaining in college until graduation. Benefits are academic support (e.g., tutoring, advising, success workshops), career exploration, personal development and counseling, financial aid counseling, financial literacy programs, grant aid, graduate school readiness, and social and cultural events. Students are assisted by the Director, Dr. Julie A. Story; the Writing Specialist, Dr. MG Gainer; Staff Assistant, Roni Roan; peer tutors and mentors; counselors; educational technologies; and learning communities. For more information or to apply, contact 570-484-3847, visit Ulmer 116/117, or see http://www.lhup.edu/colleges/Business_Information/academic_development/student_support/.

The Writing Center

The Writing Center provides work space, computers, and support for students who wish to improve their writing skills. Staffed by student writing consultants and an English faculty director, the Center offers individualized, drop-in assistance with papers from any course in any format, whether electronic or print. Students receive assistance at any phase of the writing process, including planning, organizing, developing, revising, and editing. Additional writing assistance can be gained through use of an on-site library of self-instructional materials or by visiting our website at http://www.lhup.edu/students/student_resources/tutoring/writingcenter/. The website offers an online tutoring option for those who cannot make it physically to the Center. The Writing Center is located in Stevenson Library, Wollock Learning Commons, second floor.

The SMaRT Center (Science and Mathematics Resource and Technology Center)

The SMaRT Center is a resource center for: education majors (science, mathematics, middle level/elementary education, mathematics and science majors, and university faculty. The purpose of the center is to provide a facility for students, faculty and teachers to collaborate on research projects and on the improvement of the teaching and learning of mathematics and science. The center is equipped with: computers, mathematical software (Minitab, Mathematics, Geometer Sketchpad), teaching manipulatives (attribute blocks, geoboards, base-10 blocks, geometric solids, mathematics puzzles and games), textbooks for lesson plans and unit plans, Smart board. The materials in the center can be borrowed for classroom teaching. Those interested in borrowing materials should contact Dr. Denine Simin directly at dcs719@lhup.edu. The center also sponsors seminars and teacher in-service workshops. The center is located in Robinson Hall.

Disability Services

The Office of Disability Services for Students exists to provide equal access to Lock Haven University programs for students with disabilities. Equal access will be achieved through the provision of services, accommodations, and advocacy designed to provide an accessible learning environment. Our goals include the coordination of accommodations to provide services for students with disabilities and to pursue the removal of informational, physical, and attitudinal barriers to access at Lock Haven University for individuals with disabilities.

Information about Disability Services can be found on the web at http://www.lhup.edu/colleges/Business_Information/academic_development/disability_services/.

Library Services

At the Main Campus and at the Clearfield Campus, the goal of the LHU Libraries is to provide you with easy access to information resources and services that support your academic and professional studies. Our librarians are here to help you locate, evaluate, and effectively use all kinds of information sources: print and electronic books, journals, databases, videos, websites, and more. Our staff in Interlibrary Loan Services can provide you with research materials from other libraries. For your convenience, the librarians have created online study guides (called "LibGuides") for various courses and disciplines to assist you with your research. You can find them at <http://research.lhup.edu>.

We strive to create comfortable spaces inside the library where you can study in groups, find quiet study areas, or just sit and relax. Stevenson Library on Main Campus includes a 24-hour study room which is accessible by I.D. card after normal library hours.

The Stephanie A. Wollock Learning Commons is on the 2nd Floor of Stevenson Library. It includes the Writing Center, the Betty B. Schantz Tutorial Center, the Helen Burgess Terrill Archives, and Media Services. The purpose of the Wollock Learning Commons is to provide students with easy access to several related support services, all in one location.

Students and faculty can borrow laptops, iPads, cameras, and other media equipment from Media Services. A large collection of instructional and feature films is also available. For more information, call Media Services at 570-484-2545.

All LHU students, faculty, and staff can access the library's e-resources from anywhere on or off campus. Your I.D. card number and your name are all you need to access these e-resources from off campus.

If you have questions about library resources or services, the best place to start is the library's FAQ page at <http://ask.lhup.edu>. If you don't find your answer there, or if you prefer personal communication, feel free to call us, send us an email, use our reference chat service, or stop by to speak with us in person. The phone number to Stevenson Library is 570-484-2310. The phone number to the Clearfield Campus Library is 814-768-3410. The librarians are listed with their research specialties and email addresses at <http://research.lhup.edu/mylibrarian>.

Information Technology

Each of our campus buildings and residence halls is connected to the LHU Network (LHUPnet), a high-speed fiber optic network. Student computer laboratories are located in all residence halls and most academic classroom buildings. More than 500 network-attached computers have access to the broad range of information resources available on the campus network. These include electronic mail, file sharing, administrative systems, specialized academic applications, programming languages, and the Keystone Library Network as well as the World Wide Web and Internet. All LHU students receive electronic mail and network access privileges to correspond with their advisers, professors and other students. Electronic mail forms an important communication means for students who are a part of our international exchange program.

The LHUPnet is linked to the Pennsylvania State System of Higher Education Network (SSHEnet) and the Internet, allowing connections to the SSHE Keystone Library Network and many other available services worldwide. Potential students can receive information from our website (<http://www.lhup.edu>), as well as apply for admission directly online.

Distance learning technology links the main campus with the Clearfield Campus, as well as with other compatible video sites around the world. Registration for classes is done on-line, eliminating tedious manual processes formerly associated with registration.

Student Disciplinary Guidelines^[AD4]

Guidelines for student discipline have been established that are in accordance with federal, state and local laws. The university has adopted the American Association of State Colleges and Universities standards for a drug and alcohol free environment. The university is also committed to providing a safe campus environment for its students, faculty and staff. All university regulations governing academic, social and behavioral standards appear in the Student Handbook.

Involuntary Leave of Absence

The purposes and objectives of the university include establishing an environment that promotes individual well-being. Occasionally, a student may experience medical and/or psychological difficulties that interfere with academic and personal progress. An involuntary leave of absence occurs in those cases where psychological and/or medical evaluation indicate a necessity for a student to withdraw from the university but the student refuses to do so. The Associate Provost for Student Affairs will determine, after consultation with professionals and following university procedures, that such action is appropriate and will forward a letter to the Registrar's Office after notifying the student.

Readmission to the university after an involuntary leave of absence will be based upon the Associate Provost's recommendation and other existing conditions for re-enrollment.

Withdrawal from Courses or the University – See Academic Information section of the catalog, Withdrawal from Courses and Withdrawal Policy, from the university

ACADEMIC POLICIES, PROCEDURES, DEFINITIONS, EXPLANATIONS

<https://myhaven.lhup.edu/ICS/Registrar/>

Academic Advising/Advisers

Each student is assigned to a faculty member for academic advising. Students who have declared a major have as their adviser a faculty member within that discipline.

Each student's relationship with her or his academic adviser is important. Through discussion with an academic adviser, a student is better able to:

- Clarify academic, life and career goals;
- Understand the nature and purpose of higher education;
- Gain information about educational options, requirements, policies and procedures;
- Plan a program of study consistent with interests and abilities;
- Select and schedule appropriate courses;
- Integrate institutional educational objectives.

Academic advisers attempt to make information about academic programs readily available to students and assist them in working out solutions to academic problems. Students are advised in course selection, schedule development and clarification of educational goals. Students should see their academic adviser regularly for assistance with academic issues and concerns. Ultimately, students are responsible for their academic decisions.

Academic Amnesty

Students returning to Lock Haven University after a minimum two-year interruption in matriculation have two options available concerning their previous academic record at the university. For either option the student's past academic record remains on the transcript, and the student receives full credit for courses taken.

Option I Previously earned quality points will continue to be calculated in the student's grade point average.

Option II Previously earned quality points will not be calculated in the student's grade-point average after readmission.

In addition, readmitted students must meet the university's requirements as well as the individual departmental and certification requirements that are in place the year in which they return. Credit for courses already taken may be accepted toward graduation, but, at the discretion of individual departments, students may be required to repeat those courses in which significant changes in content have occurred.

Specific questions concerning these options should be addressed to the Registrar's Office.

Academic Honesty Policy

PREAMBLE

Lock Haven University endeavors to promote an appreciation of the values of fairness and intellectual honesty and to establish a climate of academic freedom within which students learn. Any breach of trust may undermine academic freedom and diminish the integrity of the university's mission. The university has established means of discouraging academic dishonesty and has established procedures to protect every student's right to fair treatment and due process.

Instructors share the expectation that students demonstrate their mastery of subject matter in an honorable and straightforward manner. Violations of ethical norms are very serious.

POLICY

Lock Haven University forbids academic dishonesty. Students who commit acts of academic dishonesty shall be subject to the sanctions outlined below. This policy applies to all students registered at Lock Haven University during or after their enrollment. Students may contest only (1) whether or not academic dishonesty has occurred

or (2) whether a penalty was given capriciously.

RESPONSIBILITIES OF INSTRUCTOR

Instructors are encouraged to include a statement regarding academic dishonesty in the course outline. Faculty members have the right to investigate any circumstances that may constitute violations of academic honesty.

RESPONSIBILITIES OF STUDENTS

Students who do not attend the first day of class must seek out a copy of the course outline. Students must meet the time deadlines outlined in this policy or forfeit the opportunity to appeal the decision.

As members of the university community, students share the responsibility for promoting and maintaining academic integrity. A student who becomes aware of an act of academic dishonesty by another student should bring this information to the attention of the instructor.

Either the instructor or student may initiate a charge of academic dishonesty.

DEFINITIONS

An act of academic dishonesty involves fraud, deceit, or misrepresentation in attempting to obtain academic credit or influence the grading process by means unauthorized by the course instructor or inconsistent with university policy. Academic honesty is breached when a student willfully gives or receives assistance not authorized in course work, and/or who intentionally fails to adhere to, or assists others in failing to adhere to, the university policy on academic honesty.

Academic dishonesty includes, but is not limited, to the following:

1. **Plagiarism.** The definition of plagiarism for purposes of Lock Haven University policy is as follows: At one extreme, plagiarism is the word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a proper citation. At the other end of the spectrum, plagiarism is the casual inclusion of a particular idea or term which one has obtained from another's writing or speaking, and which is presented as one's own opinion or idea. Within the broad spectrum, plagiarism may include weaving into the text random writings of others without proper identification of the sources. It is also the paraphrased and abbreviated restatement of the analysis and conclusions of another, without the due acknowledgment of the author's text as the basis for recapitulation. Plagiarism also includes, but is not limited to, "the wrongful appropriation, in whole or part, of another's literary, artistic, musical, mechanical, technical, or computer program composition."
2. Receiving and/or providing unauthorized assistance for and during examinations.
3. Using unauthorized notes, materials and devices during examinations.
4. Presenting material research prepared by others, including commercial services, as one's own work in fulfilling course requirements.
5. Collusion with others in attempting to circumvent course requirements.
6. Making fraudulent statements or claims to gain academic credit or influence grading.
7. Attempting to bribe faculty or other university personnel in order to gain academic advantage.
8. Securing or possessing course examination material prior to the administration of the examination from the instructor or proctor without the consent of the instructor.
9. Taking an examination or course on another's behalf or arranging for another to take an examination or course on one's behalf.
10. Altering transcripts and misusing other records and identification material.
11. Intentionally falsifying or arbitrarily inventing research and data to be presented as an academic endeavor.

PROCEDURE FOR HANDLING AN INCIDENT INFORMALLY

When an instructor observes a student engaging in an act of academic dishonesty in the classroom, such as cheating on a test, the instructor has the authority to confiscate the materials at that time and place, and discreetly inform the student that the student is required to make an appointment with the instructor to discuss the alleged incident. During that meeting between instructor and student, the instructor shall inform the student of the accusations against him or her. The accuser shall have thirty calendar days to notify the student of the allegations. In the event an incident occurs at the end of the spring semester, the thirty-day notification may apply

to the following fall semester, with the consensus of all parties. If no consensus exists, the Vice President for Academic Affairs or designee will decide whether or not to carry over the action.

If an instructor believes a student has engaged in an academically dishonest act outside the classroom, such as plagiarism, then the instructor shall so inform the student in a discreet, confidential setting, such as the instructor's office.

In cases of academic dishonesty, the instructor may elect to implement a sanction that can be given within the confines of the course. If that sanction is not acceptable to the student, or if an instructor feels that more severe sanctions should be implemented, either party may initiate the procedures detailed below. In most instances, the final decision on a grade rests only with the instructor.

Should the student feel that the sanction is not acceptable, he/she may implement the following process:

- The student first notifies the instructor of his or her dissatisfaction with the sanction by arranging a meeting with the instructor in a discreet, confidential setting. This must be done within ten days of the implementation of the sanction; both the student and the instructor may appear with an adviser.
- If dissatisfied with the instructor's response, the student should submit in writing a statement of his or her dissatisfaction to the department chairperson and to the faculty member. The chairperson may attempt to work out a solution acceptable to both the student and the instructor.
- If the chairperson suggests a solution, the proposed solution should be discussed first with the instructor, who must approve it prior to the solution being offered to the student.
- If the instructor will not accept the chairperson's proposal, the chairperson then informs the student that no resolution is possible.
- If a student is dissatisfied with the department chairperson's response, the student must:
 - a. initiate the formal process;
 - b. give oral notification to the instructor of his/her dissatisfaction with the solution; and
 - c. submit a written statement about his/her dissatisfaction to the department chairperson.
- Notification must occur within ten days of the chairperson's response.

Should the instructor feel that an act of academic dishonesty warrants a more severe sanction than can be given within the confines of the course, the instructor retains the right to submit the evidence to the Vice President for Academic Affairs or a designee with recommendations for further sanctions. The instructor must also inform the student of his/her action in a discreet, confidential setting such as the instructor's office.

FORMAL RESOLUTION PROCESS

The formal process may be initiated by either the instructor or the student by submitting in writing a complaint to the Vice President for Academic Affairs. Once the Vice President for Academic Affairs or designee determines the actual charges, the Vice President for Academic Affairs or designee may not be involved in any aspect of the resolution process or an appeal. Once the Vice President for Academic Affairs or designee initiates the formal proceedings, the student and instructor shall be informed in writing of the alleged violation. Both the student and the instructor may be assisted by a representative or an adviser who may be an attorney. If an attorney is present, he/she may not argue the case. The student shall be given, by personal delivery or by certified mail to the last known address, written notification of the date, time, place of the hearing and the alleged violation. Such notification shall not occur more than twenty-one days from the start of the formal process. The student will be given the right to review, prior to the hearing, any written material that will be used against the student at the hearing.

The hearing will be an administrative hearing with the hearing officer appointed by the Vice President for Academic Affairs. The hearing officer is empowered with the right and obligation of judging the evidence and implementing a sanction if so warranted. The student has the right to cross examination and the right to present a defense. This cross examination and defense must be confined to the issue of whether or not academic dishonesty has occurred. The hearing must be recorded and a determination must be made as to whether a violation of this policy has occurred. The results of the hearing must be sent to the student and instructor in writing within five days of the termination of the hearing.

Students shall be advised that failure to attend the hearing, except for "good cause," may result in sanctions being

imposed and the university is under no obligation to reschedule a hearing.

AN APPEAL

If the student is dissatisfied with the determination of the hearing officer, an appeal shall be made in writing to the Vice President of Academic Affairs or designee within ten days after the student is notified of the results of the administrative hearing. Filing an appeal does not automatically result in a new hearing. The Vice President or designee shall refer the appeal to the University Academic Appeals Board.

The Academic Appeals Board shall consist of a College Dean not previously involved in the resolution process or a substitute mutually agreed to by the instructor and the accused. The board shall include two faculty members chosen by APSCUF, as well as two undergraduate students appointed by the Student Cooperative Council, Inc. Terms of appointment will be for one academic year. The College Dean or substitute shall serve as the chairperson.

The Academic Appeals Board shall review all evidence pertaining to (1) the fact of whether or not academic dishonesty has occurred or (2) whether or not the penalty was given capriciously. The board shall determine whether or not due process was given in reaching the decision, or based upon the introduction of new evidence, request a new hearing by a different hearing officer designated by the Vice President for Academic Affairs. Only new evidence with direct bearing to issues (1) and (2) above may be introduced to the Academic Appeals Board. No disciplinary action will be taken before an appeal is decided unless the President determines that the integrity of the academic process requires immediate implementation. The chairperson and the board shall render a written decision to the student and instructor within ten days of receipt of an appeal. The decision of the Academic Appeals Board shall be final.

For the purposes of this policy, all time limits shall be construed to mean class days within the academic year. Summer school may constitute part of the academic year. Infractions occurring at the end of the spring semester or during the summer terms may be carried over until the next fall semester, with the consensus of all parties. If no consensus exists, the Vice President for Academic Affairs or designee will decide whether or not to carry over the action.

SANCTIONS

The following is a list of the range of sanctions that may be imposed against a student found to have committed acts of academic dishonesty:

Sanctions which may be given within the confines of the course:

- **Grade Penalty:** An instructor's refusal to correct an assignment or test or an instructor's requiring the rewriting of an assignment or the retaking of a test for reasons related to academic dishonesty.
- **Grade Reduction:** If a student is found to have committed an act of academic dishonesty, then a grade for a particular unit of work or for the entire course may be reduced. This includes a grade of "E".
- **Imposition of a failing "E" grade:** A student who has withdrawn from a course in which he/she committed an act of academic dishonesty may receive an "E" for the course.

Instructors are encouraged to notify the Vice President for Academic Affairs when a sanction is given within the confines of the course. The student must be notified when such action is taken. Once a sanction is given within the confines of a course and there is no formal process initiated, the sanction will be put in place and no other action will be taken by the student or faculty member.

Sanctions which may result from Formal Resolution Process:

- **Official Reprimand:** An official letter reprimanding the student for the commission of an offense may be placed in the student's official file for a specified period of time.
- **Suspension:** If a student is found to have committed an act of academic dishonesty, the student may be suspended from the university for a specific period of time unless specific and significant mitigating factors are present.
- **Dismissal:** Permanent removal of the student from enrollment at the university may be imposed for repeated violations, cumulative violations, or egregious first offenses.

DEFINITION OF TERMS:

university - the community of faculty, staff and students at Lock Haven University

instructor - any person employed by the university who holds academic rank or performs teaching duties

staff - any person employed by the university who is not a faculty member or an instructor

class days - days upon which classes in general are held during the academic year (normally five days a week)

designee - any person appointed by the Vice President for Academic Affairs to represent the university. This person may not be a member of the faculty

Academic Passport

If you are ready to transfer to LHU from a Pennsylvania State System university (PASSHE) or a Pennsylvania Community College, the [Academic Passport](#) ensures that a maximum number of your credits will transfer.

To be eligible for an [Academic Passport](#), you must have a grade point average of at least 2.0. If you are a community college student with an Associate of Arts or Associate of Science degree, you must have earned at least 30 credits in liberal arts courses. Remedial, developmental, or study skills courses do not transfer under the Academic Passport.

An Academic Passport, which will assure the holder entry into LHU, will be awarded to students who have earned either an Associate of Arts or an Associate of Science degree from any Pennsylvania public community college, or who have earned at least 12 credits from another PASSHE school. To be eligible for the passport, a community college student must have a grade point average of at least 2.0 and earned at least 30 of their credits in liberal arts courses at a Pennsylvania public community college. State System students must have at least 12 credits with a 2.0 GPA to qualify for the passport. Students seeking detailed information about transferring to LHU are urged to contact the transfer coordinator at their community college or the LHU Office of Admissions.

Academic Standing

Good standing for undergraduate students will be set at 2.00 GPA.

Good standing for graduate students will be set at 3.00 GPA.

(SSHE – System Academic Procedures – SA043 – June 2010)

Advanced Placement (AP)

Lock Haven University will accept any Advanced Placement courses for credit with a score of 3 or better on the College Board Advanced Placement examination. In most cases, courses will transfer as a General Education Requirement or Elective, but for more specific information on the awarding of credit, please visit the [Registrar's Office website](#) and select "Credit for AP Exams."

The various subject examinations offered through the College Board's Advanced Placement Program (AP) are approved by the faculty for the award of credit based on a test score of 3 or higher. There is no limit to the number of courses for which AP may award credit. Consequently, in some cases entering students qualified for advanced standing may be eligible for placement at sophomore level. No letter grades are recorded, only credit hours for the corresponding university catalog course title and number.

Official score reports for the AP examination sent directly from the College Board testing service are required.

https://myhaven.lhup.edu/ICS/Registrar/Transfer_Credit_Information.jnz

Agreement, Letters of and Articulation

Lock Haven University has the following Letters of Agreement with other colleges and universities. See the LHU web page (https://myhaven.lhup.edu/ICS/Registrar/Transfer_Credit_Information.jnz) for an up-to-date list and to review the agreements for details.

Agreements for LHU students to continue at the following institutions:

East Stroudsburg University	Program/Early Admission	Graduate Program in Clinical Exercise Science
Gannon University	Program/Early Admission	Graduate Program in Doctor of Physical Therapy
Gannon University	3+3 Program	Doctor of Physical Therapy Program
SUNY Upstate Medical University	Graduate Program	Selected science programs
Penn State University	3+2 Program	Engineering

Lock Haven University has the following Articulation Agreements with other colleges and universities. See the university web page (https://myhaven.lhup.edu/ICS/Registrar/Transfer_Credit_Information.jnz) for an up-to-date list and to review the agreements for details.

Agreements for students from these institutions to matriculate at LHU:

Northampton Community College	Early Childhood Education to PreK-Grade 4
Penn College	Early Childhood Education to PreK-Grade 4
Reading Area Community College	Science to Biology or Biology/Chemistry or minor in Nanotechnology
Tompkins Cortland Community College	Outdoor Recreation Management

Lock Haven University follows the Pennsylvania State System of Higher Education (PASSHE) Academic Passport and Student Transfer Policy (http://www.passhe.edu/inside/policies/BOG_Policies/Policy%201999-01.pdf).

Lock Haven University is a participant in Pennsylvania state-wide transfer and articulation. More information can be found at <http://www.patrac.org/>.

Army Reserve Officers Training Corps (ROTC)

http://www.lhup.edu/students/student_resources/ROTC/index.html

The Army Reserve Officers' Training Corps provides the world's best leadership training while preparing qualified young men and women for service as commissioned officers in the United States Army. Army ROTC attains this objective by providing leadership training to students while they pursue their college academic studies. There is no military obligation incurred until you contract with the ROTC program.

The program involves both classroom and applied learning. Through "hands on" instruction, students learn and practice related skills. As students' progress through the program, senior cadets are given the opportunity to lead and mentor freshmen and sophomore cadets.

Competitive four-, three-, and two-year scholarships which pay tuition and mandatory fees or room and board (capped at \$10,000 annually), \$600 per semester for books, and a stipend between \$300-500 per month subsistence allowances are available to select qualified students.

Army ROTC offers the student a variety of social and professional activities, membership in several fraternal organizations and Army ROTC-sponsored university activities. These organizations are open to all participants and supplement the military education through achievement and service.

Graduation from LHU and completion of the advanced course leads to a commission as a Second Lieutenant in the United States Army Active Duty, National Guard or Reserves.

Articulation, Agreements and Pennsylvania State-Wide

See "Agreement, Letters of and Articulation"

Attendance Policy

Faculty determine attendance policies for their classes consistent with university approved guidelines. Attendance policies are to be included on syllabi.

University Approved Guidelines

1. Students are expected to attend all classes. It is the student's responsibility to complete all course requirements even if a class is missed. If a student misses class for an officially excused reason, then he/she is entitled to make up the missed work but only at the convenience of the faculty member. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes lies solely with the student.

2. Students are not penalized for absences caused by verified conditions beyond their personal control. The student may be required to provide non-family, third-party documentation. Examples of these conditions may include: personal illness, death or critical illness in the immediate family, jury duty, military duties, religious holidays

3. Absences due to Students' participations in the university approved athletics, curricular, and extra-curricular activities shall be recognized as excused absences for which they cannot be penalized. However, to recognize that students' participating in the activities as official representatives of the university, instructors and staff overseeing the events (sponsors), will submit the University Approved Activities Form (UAAF, available online) clearly stating the dates, names of student participants, and objectives of the activities to the dean of the college. Coaches will submit the UAAF to the AD who will forward it to the deans. After evaluating the relevance of the activities to the university's mission, the deans will return the UAAF to faculty/staff sponsors. Sponsors will be responsible for providing copies to students who will share the information with their course instructors

- Such requests using the Form must be initiated by the sponsors within the *first 2 weeks* of the semester;
- Due to weather and other unforeseen reasons, some athletic and curricular events change schedule without adequate lead time. Such events would be treated as exceptions to the rule as stated above (a).

4. Students are responsible for dropping/withdrawing from a class in which they are no longer are attending. Deadlines are included on the academic calendar. Students who do not properly drop/withdraw from a class will be responsible for the grade earned and tuition and fees incurred.

Auditing a Course

In special instances, a student may audit a course if a seat is available in the course. The instructor will provide the student with the course requirements needed to be awarded an audit (AU) grade at the conclusion of the semester. If successful completion of the audit requirements is not met, the course will be administratively withdrawn as of the end of the semester. A withdrawn grade (W) will appear on the student's academic record.

An audited course provides no academic credit nor may it be changed later to a credit grade. In order to audit a course, the student must first enroll in the course and then request approval from the Registrar.

The deadline to declare audit for a course is the same as that to declare pass-fail: twenty-one days into the semester (prorated for other sessions).

Criteria for auditing:

- There must be space available in the class.
- The student is not required to take an active part in class exercises or take exams.
- There is no cost for auditing a course provided the student's total credits are between 12 semester hours and 18 semester hours.
- The student must attend 75% of the class periods to receive the 'AU' grade; otherwise a 'W' is given.
- Approval is given by the Registrar.

Chincoteague Bay Field Station

Classroom study, laboratory research and extensive hands-on experiences in marine environments will prepare the student for a career as a marine biologist. Lock Haven University is a member of the Chincoteague Bay Field Station which operates the Marine Science Center on the Delmarva Peninsula in Virginia. This location provides ready access to wetlands and barrier islands as well as inshore and offshore ocean habitats. Students who major in Biology with a concentration in Marine Biology are required to spend three summer sessions (three weeks each) at the Wallops Island facility where the student will collect data and perform research on a diverse variety of aquatic life. The student will use ocean-going research boats to reach points of study and to collect samples. Recent graduates of this program have entered graduate schools or found employment with private, state, and federal agencies.

Class Meeting Times

<http://www.lhup.edu/About/Class%20Meeting%20Schedules.pdf>

Regular/Standard Class Meeting Times

Some classes meet at times other than the standard time below. Be sure to review the schedule of classes or your student schedule for accurate class meeting times.

Monday - Wednesday - Friday		Tuesday - Thursday
8:00 - 8:50 AM		8:00 - 9:15 AM
9:05 - 9:55 AM		9:30 - 10:45 AM
10:10 - 11:00 AM		11:00 - 12:15 PM
11:15 - 12:05 PM		2:10 - 3:25 PM
12:20 - 1:10 PM		3:40 - 4:55 PM
1:25 - 2:15 PM		5:10 - 6:25 PM
2:30 - 3:20 PM		
3:35 - 4:25 PM		
4:40 - 5:30 PM		
Monday - Wednesday		Single Evening Meeting
3:35 - 4:50 PM		5:05 - 7:55 PM
5:05 - 6:20 PM		6:30 - 9:20 PM

Condensed Schedule ~ Convocation & Martin Luther King, Jr. Celebration Days

For Convocation & Martin Luther King, Jr. Celebration Days, the following condensed schedule will be used.

REGULAR MEETING TIME	SPECIAL MEETING TIME
8:00 - 8:50 AM	8:00 - 8:40 AM
9:05 - 9:55 AM	8:55 - 9:35 AM
10:10 - 11:00 AM	9:50 - 10:30 AM
11:15 - 12:05 PM	10:45 - 11:25 AM
12:20 - 1:10 PM	11:40 - 12:20 PM
1:25 - 2:15 PM	12:35 - 1:15 PM
	<i>PROGRAM 1:30 - 2:45 PM</i>
2:30 - 3:20 PM	3:15 - 3:55 PM
3:35 - 4:25 PM	4:10 - 4:50 PM
3:35 - 4:50 PM	4:10 - 5:10 PM

4:40 - 5:30 PM	5:05 - 5:45 PM
4:40 - 5:55 PM	5:05 - 6:05 PM
5:05 - 6:20 PM	5:25 - 6:25 PM
Other evening classes	Normal class period

Compressed Schedule ~ Inclement Weather

For a delayed opening for academic instruction, the following compressed schedule will be used.

Monday - Wednesday - Friday		Tuesday - Thursday	
Regular Time	Adjusted Time	Regular Time	Adjusted Time
8:00 - 8:50 AM	10:00 - 10:40 AM	8:00 - 9:15 AM	10:00 - 11:00 AM
9:05 - 9:55 AM	10:55 - 11:35 AM	9:30 - 10:45 AM	11:15 - 12:15 PM
10:10 - 11:00 AM	11:50 - 12:30 PM	11:00 - 12:15 PM	12:30 - 1:30 PM
11:15 - 12:05 PM	12:45 - 1:25 PM	12:30 - 1:45 PM	1:45 - 2:45 PM
12:20 - 1:10 PM	1:40 - 2:20 PM	2:10 - 3:25 PM	3:00 - 4:00 PM
1:25 - 2:15 PM	2:35 - 3:15 PM	3:40 - 4:55 PM	4:15 - 5:15 PM
2:30 - 3:20 PM	3:30 - 4:10 PM	5:10 - 6:25 PM	5:30 - 6:30 PM
3:35 - 4:25 PM	4:25 - 5:05 PM		
4:40 - 5:30 PM	5:20 - 6:00 PM		
Monday - Wednesday		Single Evening Meeting	
Regular Time	Adjusted Time	Regular Time	Adjusted Time
3:35 - 4:50 PM	4:25 - 5:25 PM	5:05 - 7:55 PM	6:45 - 8:30 PM
5:05 - 6:20 PM	6:15 - 7:15 PM	6:30 - 9:20 PM	6:45 - 8:30 PM

*On days when the compressed schedule is used, all night classes will begin at 6:30 PM.

Length of Class Meeting Times (SSHE – System Academic Procedures – SA040 – June 2010)

The length of class meeting times is defined as the number of contact hours per week per course credit hour.

One semester academic credit hour is the equivalent to a minimum of 700 minutes of instruction (50 minutes x 14 weeks), exclusive of time for final examination. This is equivalent to 35 hours of instruction plus time for final examination for a three credit-hour course. Note: This definition is for traditional classroom (face-to-face) instruction.

Class Standing/Classification

Number of earned credits required for each class level.

- 0.0 – 29.5 Freshman
- 30.0 – 59.5 Sophomore
- 60.0 – 89.5 Junior
- 90.0+ – Senior

(SSHE – System Academic Procedures – SA0013 – June 2010)

College-Level Examination Program (CLEP)

With the exception of only one General Examination (English Composition) and four subject tests (Business Law, Educational Psychology, College Composition, and Freshman English) offered through the College Board's College-Level Examination Program (CLEP), degree credit may be earned by candidates who achieve a scaled score equivalent to the 50th percentile or higher using current national norms for each test. No letter grades are recorded; rather only credit hours for the corresponding university catalog course title and number.

Bachelor's degree candidates – up to twenty-four semester hours may be earned using CLEP credit.

Associate's degree candidates – up to twelve semester hours may be earned using CLEP credit.

Restrictions applicable to CLEP include no award of credit for a course previously attempted and failed at this university and no award of credit for any General Examination test administered after the student has matriculated at this university, with the single exception of the General Examination in Mathematics.

CLEP may not be taken to replace a failing grade earned at LHU.

CLEP may be earned only by students who have earned less than 30.0 semester hours.

https://myhaven.lhup.edu/ICS/icsfs/CREDIT_FOR_CLEP_EXAMS.pdf?target=9a908cc6-1569-4a36-a948-c015a127b2fb

Continuing Education

In general terms, continuing education at Lock Haven University refers to enrolling in credit courses as a student who has not been formally accepted by the Office of Admissions. The main limitations on enrolling as a continuing education student include a course load limitation (normally no more than 7.0 semester hours) per semester and ineligibility for financial aid.

There are limited seats available for this opportunity.

Course Descriptions

Current course descriptions are available on the web at <http://www.lhup.edu/students/Registrar/coursecatalog/>; course descriptions available at the time of this publication are included at the end of this document.

Credit by Examination/ Credit for Life Experience

It is possible to earn credit toward graduation by satisfactory completion of examinations in areas where students have had good preparation. Students interested in this procedure should discuss their preparation with the department chairperson in whose area the expertise is claimed. If the chairperson thinks that the applicant has adequate preparation, a faculty member will be assigned to administer a comprehensive examination. If a student completes an examination successfully, the chairperson recommends through his dean to the Registrar's Office that the specific course in question be entered on the student's record with credit by examination; letter grades are not awarded in this procedure.

Credit by exam is counted as resident credit for graduation.

Credit by examination will be limited to a total of six semester hours throughout a student's academic career. Exceptions to this limit may be reviewed by the Registrar.

Approval for credit by examination is required prior to completing the examination.

The credit by exam fee will be charged at the time of the pre-approval and is nonrefundable regardless of the student's success or failure in receiving the credit.

No credit by examination will be awarded without completing the pre-approval and paying the fee in advance.

If a department can provide appropriate assessment, life/work experiential learning can be assessed and evaluated to meet credit-hour requirements in a specified area or to count as program credits toward the fulfillment of degree requirements and will be awarded as credit by exam.

If a department is unable to provide appropriate assessment, prior learning may be assessed through an alternate process provided by the Council for Adult and Experiential Learning (CAEL).

Explanation of CAEL Process

What is prior learning assessment? A process for evaluating knowledge and skills in order to award college credit for learning from on-the-job training, corporate training, independent study such as MOOCs, military service, and volunteer service.

If you have significant knowledge in a particular subject area and it might be at the college level, then you are a candidate for prior learning assessment.

Students can only earn college credits for college-level learning derived outside the traditional college or university classroom by attaining the same learning outcomes as students who pass the same course.

POSSIBLE CANDIDATES

- Significant work experience with increasing levels of responsibility
- Significant experience through volunteer service in managing people, fundraising, museum tours, coalition building, professional associations
- Learning from free online content such as MOOCs, iTunes University, etc
- Significant continuing education or intellectual pursuits such as Civil War enthusiast, history buff, creative writing, etc

If you believe you are a candidate for prior learning assessment, visit [LearningCounts](#) on the web for more information.

- You will be able to speak with an associate of LearningCounts to get more information.
 - Help student identify areas of learning
 - Determine if subject area aligns with National Exams such as CLEP, DSST, Excelsior College Exams, Uexcel
 - See if student might have had training previously evaluated by ACE
 - Identify whether student is a good candidate for portfolio assessment
- You will enroll in one of the Learning Portfolio development courses. Both courses lead to the same portfolio assessment process.
 - CAEL100 Prior Learning Assessment Theory and Practice
 - Online, six-week, instructor-led course (3 lower-level semester credit hours as evaluated by ACE CREDIT)
 - Students learn what college-level learning is, how to document it, and how to develop portfolios
 - Weekly assignments, structured environment
 - Courses start twice a month, ongoing registration available
 - Cost \$300 for PASSHE student with Discount Code (*LHU discount code = PAS-LH-C*)
 - DYP: Developing Your Portfolio for College Credit
 - Online, non-credit, interactive, self-paced “workshop-like experience” (non-instructor led)
 - Students learn the difference between experience and college-level learning and progress step-by-step to build their portfolios.
 - Available on-demand – can be completed over a weekend or a semester
 - Cost \$99 for PASSHE student with Discount Code (*LHU discount code = PAS-LH-NC*)
- Portfolio Assessment Process
 - Portfolios are built with software linked directly to the courses and submitted for evaluation/assessment (all electronic, no paper).
 - Portfolios are developed using a course match system.

- A successful portfolio proves through a learning narrative that addresses every learning outcome and proves that the student has achieved the same learning as those students who pass the same course with a “C” or better. (NOTE: Some courses may require a “B” or better.)
- Council for Adult and Experiential Learning (CAEL)-trained faculty from colleges and universities across the country evaluate the portfolios and make credit recommendations according to their subject matter expertise. A rubric is used to make the determination as to whether credit can be recommended or denied.
- Recommendations are for full credit or no credit.
- Cost \$250 Assessment Fee per Portfolio for 1-12 credits attempted in the same subject area. One portfolio per subject area. Students can submit more than one portfolio.

STUDENT DECISIONS

- Students may complete a LearningCounts.org course and decide not to submit a portfolio
 - Students decide it is too much work.
 - Students decide they do not have college-level learning.
 - Students decide to postpone submitting a portfolio.
- Students only pay the \$250 Assessment Fee upon submission of the portfolio. They have up to one year to submit a portfolio.
 - The Assessment Fee covers the cost of having an expert faculty assessor evaluate the portfolio for credit. It is not refundable.
 - Students receive detailed feedback based on the rubric.
 - Upon success with a portfolio, a student may decide to submit another one later.

DEGREE REQUIREMENTS

Students must work with their academic advisors on their degree plan to ensure credits they seek to earn are applicable to their degree requirements.

Portfolio requests cannot be duplicative of credit already earned and is only applicable if advised that it meets their degree requirements.

Upon consultation with the academic advisor, the student and advisor must complete the [Transfer Credit Approval form](#) to confirm the credits will apply toward the degree requirements and will be properly evaluated upon receipt.

- Name and address of other college/university – enter Prior Learning Assessment
- Course Number, Title, & Credit Hours – enter Prior Learning Assessment
- Comparable Course Number, Title, & Credit Hours at LHU – enter the appropriate, anticipated course(s) for which student will be submitting portfolio information and expects to receive credit

HOW IS THE PRIOR LEARNING ASSESSMENT EXPERIENCE DOCUMENTED FOR REVIEW BY THE UNIVERSITY?

- If the student passes CAEL100 (a pass/fail course), the 3 credit hours are also documented on an ACE Credit Transcript and sent to the Registrar’s Office.
- Credit recommendations from successful portfolios are documented on an ACE Credit Transcript
 - Includes a course number, title, description, and recommended credits at upper or lower level
- ACE Credit charges \$40 to set up the student’s record and provide the first transcript. Future ACE Credit Transcripts are \$15 per request. *The student is responsible for these fees.*

Lock Haven University Contact for Prior Learning Assessment

Jill R. Mitchley, Registrar
 Ulmer Hall 224
 570-484-2006
 jmitchle@lhup.edu

Credit Hours

Credit hours have a special meaning that is distinct from clock hours. Lock Haven University operates on a semester system and awards semester credit hours. Usually, a one-semester-hour course meets for one hour per week for a semester (fifteen weeks). A three-semester-hour course meets for three hours per week, etc. Classes are typically fifty minutes in length. There is considerable variation in the relationship between credit hours and clock hours for special courses, for example, laboratories, internships, and studios.

Students should plan to spend approximately two hours per week studying for each credit hour registered. For instance, a student taking 15 credits should plan to study 30 hours per week.

One credit is earned for each semester hour of collegiate coursework. The usual structure of courses is to meet 150 minutes per week for an entire semester, and following a final exam this results in three (3 semester hours) of credit earned. There are many exceptions to this structure, most involving laboratory and activity courses.

The standard academic course load is 15 to 17 semester hours in one semester. A student doing work of poor quality is asked to reduce the number of hours taken. A student's request for more than 18 semester hours must be requested by use of the [Change of Schedule](#) form.

Dean's List

The Dean's Honor List, prepared at the end of each semester, recognizes those students who have achieved academic distinction. To qualify for the Dean's List, the student must have earned a GPA of at least 3.500 in 12 semester hours of letter grades.

Students who have an incomplete on their academic record will not be awarded Dean's List. However, when the incomplete grade is changed to the earned letter grade, the record will be reviewed to determine if the criteria have been met and Dean's List can be awarded.

Degree

A degree is an academic title used as an indication of the completion of a course of study. The degree is what is earned upon completion of the requirements for the chosen major, which includes general education.

Ultimate responsibility for the successful completion of the degree lies with the student. The student must know and observe the academic policies and regulations of the university and must meet the requirements for graduation. The student must know the sources of academic information and work closely with an adviser in examining program and course requirements.

While each major has its own individual set of requirements in order to graduate with a degree, the overall requirement for a baccalaureate degree is 120.0 earned semester hours of work. (Associate and master degrees have varying requirements.)

Bachelor of Arts (BA) vs. Bachelor of Science (BS) Degree

All candidates for a Bachelor of Arts degree must achieve proficiency through level IV (course number 202) of a foreign language. Proficiency shall be demonstrated by successful completion of foreign language IV or, with the approval of the chairperson of the Foreign Languages Department, a course to which level IV is a prerequisite. The Foreign Language Department offers guidance in placing individual students at a level appropriate to their background and ability.

Some Bachelor of Science programs also have a foreign language requirement. BS candidates should consult with their department chairperson or academic adviser to determine if a foreign language is required in their program.

In addition, BA degree programs require two liberal arts seminars selected from areas of humanities, social science, and science/math. These seminars provide a context to examine inter-relational aspects of knowledge and experience. Each seminar is taken in a different area and is required of all students majoring in any of the arts and sciences who are candidates for the Bachelor of Arts degree.

Through small group processes, assigned readings, informal conversations, and papers, seminar participants become involved in a cross-disciplinary environment in which each student is encouraged to develop informed insights and perspectives. Seminars focus on elements of history, culture, and science that influence the continuing development of human value systems and endeavors. The substance of a particular seminar includes consideration of the manner in which knowledge is developed and the impact of particular knowledge on contemporary society and on life as it may be experienced in the future. NOTE: All liberal arts seminars carry the course number 328.

Drop versus Withdrawal

Drop

- Takes place during the first few days of the semester/session, typically the first eight days of the semester
- Does not appear on a student's academic record with a "W" grade
- Semester hours are not included in the student's attempted hours
- Student drops courses online (using myHaven, Add/Drop Courses), unless dropping all classes, then needs to contact Enrollment Management Office

Withdraw (with "W")

- Takes place after the last day to "drop" through the end of the fifth week of the semester
- Appears on a student's academic record with a "W" grade
- Semester hours are included in the student's attempted hours
- Student withdraws from courses online (using myHaven, Add/Drop Courses), unless withdrawing from all classes, then needs to contact Enrollment Management Office

Withdraw (with "WP" or "WF")

- Takes place after the last day to withdraw (with "W") through the end of the tenth week of the semester
- Appears on a student's academic record with a "WP" or "WF" grade
- Semester hours are included in the student's attempted hours
- "WP" or "WF" is assigned by the instructor and has no impact on the student's GPA
- Student uses the Change of Schedule form (myHaven > Registrar tab > Forms) to withdraw from the course (there is a section on the form related to this action), unless withdrawing from all classes, then needs to contact Enrollment Management Office

Dual/Second Degree Policy

Action for Undergraduate Students:

The common standard will be to require a 150-credit minimum for simultaneous completion of dual degrees. Two diplomas are awarded.

Students meeting all of the requirements of two majors with less than 150 credit hours can obtain a double-major (one diploma). In the case of a double major, if the two majors involve multiple degree designations (e.g., B.A. in English and B.S. in Psychology), the student will have the option to select the degree designation that appears on the transcript and diploma.

Action for Graduate Students:

For awarding two dual graduate degrees at least 12 hours will be required beyond the minimal credit requirements for the degree program with the most required credits.

Please Note:

- Action for Post-Baccalaureate Students Returning for a Second Undergraduate Degree:
 - Students need to complete an additional 30 credits (regardless of number of earned credits of the first degree) and complete degree requirements in effect at time of matriculation for second undergraduate degree.
- Action for Post-Masters Students Returning for a Second Master's Degree:

- Students need to complete an additional 15 credits (regardless of number of earned credits of the first master's degree) and complete degree requirements in effect at time of matriculation for second Master's Degree.

(SSHE – System Academic Procedures – SA056 – June 2010)

Disney College Program

Students must complete the Transfer Credit Approval form to ensure transferability.

Credit for courses taken while participating in the Walt Disney World College Program may be based on the American Council on Education's recommendations or as reviewed by the academic department per the chart below. Course transferability is also based on the grade awarded by Disney College.

Detailed information about the courses can be found at <https://www.acenet.edu/NationalGuide>; choose Walt Disney Co. from the list of organizations.

More information about the Program can be found at https://www.wdwcollegeprogram.com/sap/its/mimes/zh_wdwcp/students/education/edu_collegiate.html.

WDW Course Number	WDW Title	LHU Course Number & Title	LHU Semester Hours (SH)
WALT0010	Disney Advanced Studies in Hospitality Course	MANG179 Business Administration Elective	3.0 sh
WALT0008	Disney College & International Interactive Learning Program	GNED179 General Education Elective	1.0 sh
WALT0013	Disney College & International Program Internship	Review on a case-by-case basis	3.0 sh
WALT0002	Disney Communications Course	COMM189 General Education Speech Requirement	3.0 sh
WALT0001	Disney Corporate Analysis Course	MANG179 Business Administration Elective	3.0 sh
WALT0011	Disney Corporate Communication Course	COMM179 Speech Elective	3.0 sh
WALT0012	Disney Creativity and Innovation Course	MANG179 Business Administration Elective	3.0 sh
WALT0003	Disney Experiential Learning	GNED179 General Education Elective	3.0 sh
WALT0004	Disney Hospitality Management Course	MANG179 Business Administration Elective	3.0 sh
WALT0005	Disney Human Resource Management Course	MANG179 Business Administration Elective	3.0 sh
WALT0006	Disney Leadership Speaker's Series	GNED179 General Education Elective	1.0 sh
WALT0009	Disney Marketing You Course	GNED179 General Education Elective	3.0 sh
WALT0007	Disney Organizational Leadership Course	MANG179 Business Administration Elective	3.0 sh

IMPORTANT REMINDERS

1. Prior to participating, students must complete the [Transfer Credit Approval Form](#).
2. Students need to be aware that they are not registered students at LHU during this time even though they may transfer credit. LHU will not be able to verify enrollment for the student for health insurance coverage or for loan deferments.
3. Students need to [request to resume studies](#) in order to come back to LHU to continue their academic career.

Exam Policy

Recognizing that corrected exams can be learning tools, the university accepts as educationally sound policy that faculty make available* to students term papers, tests, and quizzes within two weeks of the date of submission.

Final exams, term papers or project reports will be retained by faculty members for a full semester and made available to students upon request.

Final comprehensive exams are prohibited during the fourteenth week.

*It is the instructor's prerogative either to return work or to allow students to see it.

Exploratory Studies

Students who are undecided about a choice of major are identified as Exploratory Studies at Lock Haven University.

National research indicates that some form of undecidedness, tentativeness, or uncertainty about choice of major exists for at least three out of four first year college students. A student's decision to be an Exploratory Studies student at Lock Haven University could mean openness to new ideas and suggestions concerning a major, and eventually, a career. This perspective can bring very positive experiences during a student's academic career. However, in order to complete requirements for graduation in a timely manner, a student must be intentional about exploring majors. Students are encouraged to declare a major by the time they have earned 24 – 30 credits and must declare a major by the time they have earned 60 credits.

The university can assist students in making the most appropriate choice of major through the following activities, coursework, and services:

- First Year Seminar for Exploratory Studies Students (1-credit course)
- Academic and career-focused advising
- The Career and Professional Development Center's FOCUS website
- Academic Majors Fair – September of each academic year
- Workshops and programs for the undecided student

For many entering students, the freshman year provides an opportunity to explore potential life and career goals and examine the relationship between those goals and specific academic programs. Exploratory Studies students are strongly urged to work closely with their academic adviser and to take full advantage of all the assistance available to them to help them select the most appropriate choice of major.

Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. When a student reaches the age of 18 or attends a school beyond the high school level, these rights transfer to the student.

- Students have the right to inspect and review their education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for students to review the records. Schools may charge a fee for copies.

- Students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the student in order to release any information from a student's education record.

However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools **may** (schools are not required to disclose, given the situation) disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

A student may request that any or all of this information not be made publicly available by request to the Office of the Vice President for Student Affairs or to the Registrar's Office.

However, schools must tell students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Directory of information at LHU includes:

- Name
- Local/permanent/university email address/telephone numbers
- Major field of study
- Participation in officially recognized activities/sports
- Weight/height of members of athletic teams
- Dates of attendance
- Degree and awards received and dates of receipt
- Academic awards received, including but not limited to Dean's List
- Most recent previous educational institution attended
- Academic level
- Enrollment status (full- or part- time)
- Classification
- Receipt or non-receipt of a degree

Additional Information:	LOCK HAVEN UNIVERSITY Contact:
Family Policy Compliance Office U.S. Department of Education 400 Maryland Ave, SW Washington, DC 20202-5901	Ms. Jill R. Mitchley, Registrar Ulmer Hall 224 Lock Haven University of PA Lock Haven PA 17745 570-484-2526 jmitchle@lhup.edu

Final Exams

The final exam schedule is provided on the Official University Calendar at http://www.lhup.edu/About/academic_calendars.html.

Final exams are prohibited during the fourteenth week of the semester.

Final exams are to be given according to the published final exam schedule.

Early in the semester, a memo is sent to department chairs to request a common night final exam for courses with three or more sections. The night exam schedule runs on the regularly scheduled exam days with evening periods being 6:00-7:50 PM and 8:00-9:50 PM.

Foreign Language Proficiency/Requirement

All candidates for a Bachelor of Arts degree must achieve proficiency through level IV (course number 202) of a foreign language. Proficiency shall be demonstrated by successful completion of foreign language IV or, with the approval of the chairperson of the Foreign Languages Department, a course for which level IV is a prerequisite. The Foreign Language Department offers guidance in placing individual students at a level appropriate to their background and ability.

International students in a BA degree program do not need to complete the foreign language requirement, as English is their second language. The language of their native country satisfies the requirement.

Some Bachelor of Science programs also have a foreign language requirement. BS candidates should consult with their department chairperson or academic adviser to determine if a foreign language is required in their program.

General Education

<http://www.lhup.edu/majors/generaleducation.html>

General education is a required program of study developed and approved by Lock Haven University faculty to ensure that our students acquire a broad intellectual context for their majors as well as a foundation for the complex and multiple roles they will undertake as citizens of the twenty-first century. As students begin upper-division study, faculty will assume that they have developed the ability to communicate effectively in both written and oral form and demonstrate an appropriate level of numerical literacy.

LHU students, as citizens, will have futures extending beyond service to professions and places of employment. They will have responsibilities as members of a family, community, nation, and world. Increasingly, graduates will be called upon to make informed choices regarding public policy, health care, education, the environment, and technology. While a general education program cannot equip them with information relevant to every situation they will encounter, the university's goal is to provide them with the skills, research tools, modes of inquiry, and knowledge of the arts, humanities, and social and natural sciences that will assist them in making responsible decisions.

In creating a general education program, the faculty make certain assumptions about the future: on-going advances in technology, rapidly expanding sources of information, growing global interdependence and increasing multicultural interactions, changing natural resources, varying practices in labor and employment, and revised conceptions of the nature of knowledge. Lock Haven University faculty have developed a wide variety of

educational experiences that allow students to explore topics from different points of view and to integrate information from various sources with the intent of creating knowledge or forming new perspectives.

The LHU general education program challenges students intellectually, encourages them to raise questions and helps them in establishing the foundation for active and effective participation in an ever-changing world and complex future.

There is a list of courses that meet general education requirements and the competencies near the end of this document (just after Faculty Listing and before Course Descriptions). An up-to-date list is available at <http://www.lhup.edu/majors/generaleducation.html>.

Global Honors Program

http://www.lhup.edu/students/global_honors/

Interested students, regardless of major, are encouraged to seek admission in the Global Honors Program. Incoming freshmen with combined SAT scores of 1100+, a high school GPA of 3.5+, and a high school class rank of 80%+ are eligible to apply. Students already enrolled at LHU with a grade point average of 3.200+ may seek admission as well. In the evaluation of applications, weaknesses in one area may be offset by strengths in another.

Small, discussion-oriented classes taught by outstanding professors, the opportunity to work one on one with professors on projects of the student's own design, as well as the chance to participate in regional and national honors conferences are just some of the ways Honors students challenge themselves to grow personally and academically. In addition, our co-curricular program of discussion groups, activity groups, speakers, public issues forums, and service-learning opportunities, provides opportunities for making friends and developing leadership experience. Honors students also have use of the Honors House, a "home-away-from-home" on campus – complete with a common room, activity rooms, and a computer lab. Finally, all honors students are automatically considered each year for merit-based scholarships reserved for students in this program.

The LHU Global Honors Program is open to students from every major.

The Global Honors Program expresses LHU's continuing commitment to academic excellence. The special honors curriculum combines a rigorous subject matter grounding in the broad sweep of human civilization with an integrated program of high-level intellectual skills development. A spirit of inquiry in the tradition of the liberal arts inspires the program and fosters maximum realization of each student's capacity for independent learning. The Global Honors Program draws on the university's strength in international education by encouraging honors students to study abroad. Those who complete an international experience will earn Global Honors with Distinction upon graduation. LHU encourages and every student to consider study abroad. The sophomore year is the best time for this experience.

Highly talented students admitted to the Global Honors Program take one or two classes together each semester. These classes share an interdisciplinary approach, a heavy reliance on classic sources, a small size, and active student involvement in discussion. Honors classes satisfy requirements either in General Education or in the student's major. The curriculum is designed to provide an enhanced educational experience and requires a serious commitment and hard work on the part of students.

Honors students also plan, organize and participate in a variety of co-curricular activities, which add a lively, more student-directed dimension to the intellectual life of the university community. These activities are open to all members of the university community and provide regular opportunities for informal faculty-student interaction.

Successful students may receive special recognition, officially noted on transcripts and diploma, in one of two categories: Global Honors and Global Honors with Distinction. Both require the completion of an individually designed program of study in the last two years culminating in a Capstone Project.

Honors courses are open to all students, space permitting. Non-honors students must attain permission of the instructor and the Honors Director.

Grade Appeal Policy

The goal of this grade appeal policy is to establish a clear, fair process by which students can contest a course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor. The appeal process starts within 20 days after a student receives the final course grade.

Informal Procedure

If a student believes the final course grade awarded by the instructor has resulted from an error in calculation or recording of the grade or reflects an unwarranted deviation from grading procedures and course outlines set out at the beginning of the course, the student should discuss the matter with the instructor and if unsatisfied, with the department chair in the department in which the course was offered.

Formal Procedure

If a student believes that an improper final course grade has been assigned and is dissatisfied with the outcome of an informal procedure, a formal appeal may be filed on the following grounds:

1. Error in Calculation or Recording of a Grade.
2. Arbitrary and Capricious Evaluation: Significant and unwarranted deviation from grading procedures and course outlines set at the beginning of the course (ordinarily during the first week of the course) or a grade assigned arbitrarily and capriciously on the basis of whim, impulse or caprice. The student may not claim arbitrariness and capriciousness if he/she disagrees with the subjective professional evaluation of the instructor.

The following steps must be followed:

The student submits a written statement to the instructor explaining his/her request to review the grading procedure.

Possible outcomes from step 1:

- A. Faculty member finds in the student's favor -- a grade change will be processed at the Registrar's Office.
- B. Faculty member determines original grade is appropriate -- the student will be notified in writing by the faculty member within 10 working days. (Reasonable and necessary extensions of time may be granted by the reviewing officer at any point in the process.)

If the outcome is 2B and the student is not satisfied with that decision, the student may prepare a written complaint which contains supporting evidence and indicates the desired solution. This complaint must be submitted to the dean of the college in which the course is offered and the faculty member within 20 regular semester class days from the dated response of the faculty member.

Within 10 working days, the dean shall hear the evidence by each side and may collect further evidence. Both sides must be given access to such evidence and given the opportunity to rebut it. The dean shall attempt to achieve a negotiated settlement and will notify in writing the student and the faculty member of his/her findings and decision within 10 working days of the meeting.

If the student is not satisfied with the dean's decision, he/she may appeal in writing to the Provost/Senior Vice President for Academic Affairs within 10 working days of the dated response of the dean. The appeal must be accompanied by a copy of the written complaint that was given to the dean and faculty member in step 3.

Within 10 working days, the Provost/Senior Vice President for Academic Affairs shall hear evidence by each side and may collect further evidence. Both sides must be given access to such evidence and given the opportunity to rebut it. The Provost/Senior Vice President for Academic Affairs shall attempt to achieve a negotiated settlement and will notify in writing the student and the faculty member of his/her decision within 10 working days.

The Provost/Senior Vice President for Academic Affairs shall take whatever action is necessary to restore equity in the situation. This includes the assignment of an equitable letter grade or a W or P where appropriate. The decision of the Provost/Senior Vice President for Academic Affairs shall be final within the University.

Approved – President – January 2014 (implementation fall 2014)

Grading

Grades are a reflection of academic performance. Prospective employers and graduate schools consider grades when making decisions about employment or admission. Grades are a record of achievement satisfying learning, interest, application, and motivation.

Grades are submitted by faculty using online grade entry. Grades are due by the deadline on the academic calendar, typically Tuesday at 3 PM following the close of a semester.

A quality point is the unit of measurement of the quality of work done by the student. For graduation, students must have to their credit twice as many quality points as they have semester hours, or a 2.0 GPA. Quality points are computed as follows:

Letter Grade	Quality Points Per Credit Hour	Interpretation
A	4.000	Excellent
A-	3.700	
B+	3.300	
B	3.000	Good
B-	2.700	
C+	2.300	
C	2.000	Fair
C-	1.700	
D+	1.300	
D	1.000	Passing
E	.000	Failure
EW	.000	Failure (unofficial withdrawal)
F		Failure*
P		Passed*
CH		Credit w/Honors*
CR		Credit*
NC		No Credit*
INC		Incomplete*
AU		Audit*
W		Withdrawal*
WP		Withdrawal/Passing*
WF		Withdrawal/Failing*

* Does not affect GPA; "passed" indicates a grade of "D" or better.

The GPA is obtained by dividing the total quality points a student has earned at LHU by the total of semester hours attempted or scheduled (less those semester hours taken as pass/fail, repeated, or credit/no credit or transferred).

To compute a grade (or quality) point average for a semester, multiply the value of each grade earned by the credit hours of the course; add up all the products, and divide that sum by the total number of credit hours for the semester.

Example:

Course	Course Credit Hours	Grade	Quality Points (Value of Grade)	Quality Points Earned
ENGL100	3.0	B	3.0	9.0
PSYC100	3.0	C	2.0	6.0
SOCI101	3.0	A	4.0	12.0
BIOL101	3.0	C+	2.3	6.9
ADAC100	1.0	B-	2.7	2.7
TOTALS	13.0			36.6
36.6 quality points divided by 13.0 credit hours = 2.815 (semester GPA)				

Graduation Policy

Including Participation in Commencement Ceremony

The University confers degrees three times annually – at the conclusion of the fall semester, spring semester, and the second summer session.

Formal commencement exercises are held in December and May of each year. Participation in the December ceremony is limited to prospective graduates, both undergraduate and graduate, who will complete their degree requirements in the fall semester. Participation in the May ceremony is limited to prospective graduates, both undergraduate and graduate, who will complete their degree requirements in the spring semester or summer sessions. *(See possible exception at the end of this document.)*

Students must complete an Application for Graduation to be considered a prospective graduate. Applications are available on myHaven > Registrar tab > Graduation and at the Registrar's Office. The deadline to submit an application is published on the Academic Calendar, but typically it is September 24 for December graduation and February 12 for May and August graduation.

At the time of application for graduation, students must (1) have a declared academic major (Exploratory Studies is not considered an academic major for graduation), (2) have at least the required minimum cumulative grade point average for the declared major, and (3) show a projected completion of the required minimum credit hours (based on earned hours to date plus registered hours) in order to participate in the commencement ceremony. Any student who does not meet the criteria will not be permitted to participate in the ceremony.

Upon completion of the final coursework required for degree completion, students must (1) have a declared academic major (Exploratory Studies is not considered an academic major for graduation), (2) have the required minimum cumulative grade point average for the declared major, (3) have the required number of earned hours for the major, and (4) have completed the courses (and any non-coursework, i.e. recital, show, etc) required for the declared degree, major, concentration, and general education. Any student who does not meet the criteria will not be graduated.

- *An exception to participating in the applicable commencement ceremony may be granted by the Registrar's Office if the student provides a legitimate explanation to participate in another ceremony. However, a student may adjust ceremony participation only by one semester. For example, a prospective May or August graduate who is unable to participate in the May ceremony, may request to participate in either the December ceremony of the year immediately prior to May or the December ceremony of the same year as completing degree requirements. A prospective December graduate may request to participate in the immediate preceding May ceremony or the immediate subsequent May ceremony.*

Approved by President 04/09/2014 per Provost Wilson

Graduation Requirements

Students must know and observe the academic policies and regulations of the university and must meet the requirements for graduation. Students must know the sources of academic information and work closely with an adviser in examining program and course requirements.

At least one hundred twenty (120.00) earned semester hours of work are required for graduation with a bachelor's degree.

Transfer students must earn a minimum of 30 semester hours as resident students in order to receive a degree from LHU.

Graduation Residency Requirements

For Undergraduates:

All first baccalaureate degree students will take at least 30 of their last 45 credits at Lock Haven University.

All first baccalaureate students will take at least 50% of credits required for the major from a PASSHE university.

Lock Haven University may not require more than 50% of the major credits. Program exceptions to the policy are to be approved by the Office of the Chancellor.

For Graduate Students:

For master's students, at least 2/3 of the credits meeting program requirements must be taken from the university offering the degree.

Doctoral residency requirements are determined at the program level.

Note that these set the minimum number of credits that must be taken "in residence" and that universities can limit the number of hours that will be allowed to transfer into a graduate program.

For Undergraduate Active-Duty Service Members:

For active-duty service members, the academic residency requirements will not exceed 25 percent of the undergraduate degree program.

If the undergraduate degree is available 100 percent online, the academic residency requirements will not exceed 30 percent of the undergraduate degree program.

With the exception of specific course areas such as majors, the academic residency requirements for active-duty service members will not include a "final year" or "final semester" requirement. In addition, each program is expected to confirm with its respective accrediting agencies the allowable flexibility in order to meet the needs of active-duty service members.

Note also that collaborative programs will be identified such that residency can be met consistent with the collaborative agreement.

(SSHE – System Academic Procedures – SA047 – June 2010)

Residency Requirements for Associate Degrees (LHU Policy)

Associate degree candidates must have a minimum of 30.0 sh in residency.

Graduation with Latin Honors

Commencement Ceremony Recognition

Baccalaureate Degree Candidates - Students who have completed at least forty-five (45) semester hours from Lock Haven University and have the required cumulative grade point average for honors designation will be included in the program and announced at commencement. Final determination of honors will be based upon the student's cumulative grade point average at the end of the last semester after all grades are finalized.

Associate Degree Candidates – Ineligible for Latin honors

Master Degree Candidates – Ineligible for Latin honors

Diploma Notation

Baccalaureate Degree Candidates -- Students who have completed at least sixty (60) semester hours from Lock Haven University and have the required cumulative grade point average for honors designation will have a notation on the diploma. Final determination of honors will be based upon the student's cumulative grade point average at the end of the last semester after all grades are finalized.

Cum Laude	3.500-3.599
Magna cum Laude	3.600-3.749
Summa cum Laude	3.750-4.000

Associate Degree Candidates – Ineligible for Latin honors

Master Degree Candidates – Ineligible for Latin honors

NOTES:

- (1) Students who have declared academic amnesty during their academic career must meet the semester hour criteria with coursework completed after declaring amnesty.
- (2) Students who have earned a bachelor's degree from LHU and return for another degree must meet the semester hour criteria with coursework completed after earning the initial degree because the student's grade point average is restarted upon return.

Approved by President 04/09/2014 per Provost Wilson
BOG Policy 1989-01-A University Diplomas-amended April 9, 2015

Incomplete Grade Policy

Students who receive "Incomplete" grades for their coursework must make an arrangement with the instructor outlining what is required to complete the course. LHU will not permit students to graduate if any incomplete grades remain on the student's academic transcript.

At the end of the *4th week* of the next subsequent regular semester, the incomplete grade converts to an "E" for GPA calculations, assuming the student has not completed the assignments or the instructor has not turned in an alternate grade.

Faculty members may request that students complete work prior to the default period and turn in a change of grade form based upon the arrangement with the student.

Faculty may request an extension to the four-week deadline through the Registrar's Office. However, no extension may go beyond the last day of the semester in which the incomplete is to be completed.

Approved by President 04/09/2014 per Provost Wilson
(SSHE – System Academic Procedures – SA022A – June 2010)

Independent Study

The purpose of independent study is to permit outstanding students the opportunity to undertake advanced study in a specialized area not normally provided by regularly scheduled courses. To qualify, a student must have earned at least 30.0 semester hours and have a minimum grade average of 2.000.

Independent studies may not duplicate existing departmental courses, either in name or content, nor are independent studies available during the summer, except in the case of in-service teachers or other extraordinary situations.

The procedure for applying for an independent study is to confer with the faculty sponsor, complete an independent study application packet from the dean of the college providing the independent study and submit the completed application to the department chairperson, the student's adviser, the dean of the college providing the independent study, and the Vice President for Academic Affairs.

Evaluation of independent studies is the responsibility of the faculty sponsor and may include a written paper, an oral report, or other project materials appropriate to the nature of the study. Credit is variable (one to three semester hours) depending upon the nature of the study. Under normal circumstances, independent study projects will be of such length and complexity that they may be completed in one semester. Students desiring to do additional work on the problem, or to do a problem for the period of a year or more, must submit successive applications through the normal channels.

The final written report shall be submitted to the sponsor. The sponsor shall file the written report with the Office of the Vice President for Academic Affairs at the time that the grade is submitted.

https://myhaven.lhup.edu/ICS/icsfs/independent_study_application.pdf?target=7819d4da-9d50-4adc-916c-07f9cabff5a7

Individualized Instruction

Under certain prescribed conditions, students may take courses that are included in the university catalog but that are not being currently offered on an individual basis. A limited number of students are permitted to take an individualized instruction with the same instructor during the same semester. Application is made in the same manner as independent study.

https://myhaven.lhup.edu/ICS/icsfs/individualized_instruction_application.pdf?target=14f8d7df-1f40-46ce-a764-5b7c8a17fb8b

International Studies

http://www.lhup.edu/students/student_resources/international_studies/index.html

The Institute for International Studies (IIS), located in Ulmer Hall 200, offers study abroad opportunities to students of any major who have a minimum GPA of 2.5 and have earned at least 30 credit hours. With over 30 partner school locations on six continents (North America, South America, Oceania, Europe, Asia, and Africa), students can work with their academic advisers and the IIS staff to choose the partner school that best fits their academic needs and interests. Semester and year-long programs are based on a bed for bed exchange agreement with LHU's partners abroad. Students pay LHU tuition and fees and earn course credits as if they were on campus. Students are billed by the partner schools for room and board. Other international opportunities include faculty-led programs during Spring Break and summer, and student-teaching placements (Croatia, Mexico, Ireland, or Spain) for education majors.

Additional information is available from the Institute for International Studies located in Ulmer Hall 200 or at the above web link.

Internship Programs

An internship is any off-campus program for which college credit is awarded and which serves as a vehicle for providing adjunct practical experience related to on-going professional development at Lock Haven University. The university offers interested and qualified students an opportunity to participate in various internship programs which provide field experiences to supplement classroom learning. Internship information is available from the appropriate dean.

Qualified students must have completed 60 semester hours of credit and have a 2.5 GPA overall and in the major. Students may apply for a total of 15 semester hours of internship credit. These programs are not mandatory and may require additional justification for administrative approval.

https://myhaven.lhup.edu/ICS/icsfs/student_internship_application.pdf?target=2623dca7-f4b5-42f9-acdd-fbc05b3604b8

The Harrisburg Internship Semester (THIS)

The Dixon University Center at Harrisburg of the Pennsylvania State System of Higher Education sponsors a student internship each semester during the academic year for one outstanding student from each of the 14 System universities. The major purpose of the internship program is to provide students with an important practical experience and an enriching academic experience. Students are placed in offices where they participate directly in public policy formulation.

The internship experience is structured in the following way:

I. GNED369 Harrisburg Government Internship

This is the practical component of the internship experience, which includes the day-to-day work experience in a government position.

II. GNED369 Harrisburg Government Intern Project

One of the many advantages of studying in Harrisburg is the opportunity to develop direct knowledge of state politics and public policy development. The intern project component of the THIS project serves three purposes. First, it encourages students to focus their attention on a particular aspect of state government politics and policy making. Second, the requirement affords students an opportunity to develop an in-depth knowledge about that subject. Third, it gives the students the opportunity to develop skills in public research and preparing a formal written presentation.

III. POLI369 Seminar on Public Policy making in Harrisburg

The seminar meets one night per week at the Dixon University Center. This seminar explores policy making within the Harrisburg community by looking carefully at both the institutions which shape the state's political life and those individuals who play a major role in influencing institutional behavior. The seminar serves a two-fold purpose: first, to introduce students to concepts that will help them understand the political environment in which they will be working on a daily basis; second, to provide a focal point for integrating their various learning experiences in Harrisburg.

Prospective student interns are chosen in a process which is determined on each campus. The student intern must, at the time of appointment, have maintained at least a 3.0 quality point average in 45 undergraduate credit hours. A student may be chosen from any academic major and the credits from this program may be applied to any discipline at the approval of the appropriate department(s).

Liberal Arts Seminars

Liberal arts seminars in the areas of the humanities, social sciences, and natural and mathematical sciences provide a context to examine inter-relational aspects of knowledge and experience. Two seminars from different areas is required of all students majoring in any of the arts and sciences who are candidates for the Bachelor of Arts degree.

Through small group processes, assigned readings, informal conversations, and papers, seminar participants become involved in a cross-disciplinary environment in which each student is encouraged to develop informed insights and perspectives. Seminars focus on elements of history, culture, and science that influence the continuing development of human value systems and endeavors. The substance of a particular seminar includes

consideration of the manner in which knowledge is developed and the impact of particular knowledge on contemporary society and on life as it may be experienced in the future. NOTE: All liberal arts seminars carry the course number 328.

Major, Definition, Declaring or Changing

A major is the main field of study in an academic program. For baccalaureate degrees, the academic major (comprised of core and cognate courses) and general education are the two principal components of the degree. For master's degrees, the academic major (common core), concentration or specialization, and the capstone experience(s) are the principal components of the degree. Academic major can be a sequence of courses, activities, and/or experiences constituting a major field of study, culminating in a credit-based degree or certificate. (*PASSHE definition, 2012*)

Students should select a major as early as they are comfortable making the choice. They should also decide early whether to pursue the Bachelor of Arts or the Bachelor of Science degree. All students will be expected to have declared an academic major prior to the completion of the third semester (45.0 semester hours). Delay in declaring a major may result in spending additional time in completion of a degree.

All students should be aware that there is no assurance they will be able to declare any program they choose. Programs with limited capacity may be restricted or closed.

A student may petition for a change of academic major after having enrolled at LHU. The application will be reviewed with respect to selected aptitude and academic records, which are requested in support of the application. It must be understood that students accepted in a particular major at the time of admission to LHU are not eligible for automatic acceptance into another major within the university at a later date.

Majors, List of

A wide variety of majors is offered. A complete list is available under "Programs of Study."

Mid Semester Grades

At the designated time of each semester, faculty are to submit mid-semester grades via the student information system. Since mid-semester grading is not restricted to low grades, faculty are encouraged to provide all grades so that students are aware of their progress.

All students will be notified to review their academic record for mid-semester grades. Low grades (C-, D+, D, and E) will be e-mailed to the students.

Military Training, Credit for

Students who have completed courses, occupational experiences, and national examinations during military service shall receive credit for courses listed on the Army/American Council on Education Registry Transcript System (AARTS) and the Sailor/Marine American Council on Education Registry Transcripts (SMART).

To determine the value of learning acquired in military service and to award credit for learning, the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services will serve as a guide.

Credit for military training will appear as transfer credit on the student's academic record.

Minor, Definition

A minor is an organized program of study that comprises the fundamental requirements of an academic major (core and cognate courses) equivalent to a minimum of 18 semester hours. As a secondary field of study, the academic minor should reflect a minimum of six credits of advanced standing coursework from the academic major. Exceptions to the advanced standing requirements may be granted on a case-by-case basis per request to the chancellor. (*PASSHE definition, 2014*)

Minors, List of

See Programs of Study

Pass-Fail Option

Each semester a student may be permitted to take one course outside the requirements of his/her major on a pass-fail basis and receive no letter grade in that course. The pass-fail option is limited to 6.0 semester hours in the General Education free elective category. Courses taken on a pass-fail basis are not used in computing a student's GPA.

Students must decide during the first 15 days of registration whether they wish to take the course on a pass-fail basis and, once decided, cannot change that decision. To take a course pass-fail, the student must complete a pass-fail form, available at the Registrar's Office or Clearfield Main Office.

If students repeat a course, they must take it on the same basis as they registered for it originally. Students should exercise extreme caution in choosing this option as employers and other schools frequently are reluctant to accept these grades.

The instructor will not be notified of students taking the course on a pass-fail basis and the Registrar's Office will translate final grades from a letter grade to a pass-fail grade.

Post-Baccalaureate Grade Point Average Calculation

The student's grade point average is "sealed" at the time of baccalaureate graduation. If a student returns for post-baccalaureate or for second degree work, then a new grade point average will be started.

This policy does not extend to an associate degree if the student continues to work toward a bachelor degree or another associate degree at the same institution.

Programs of Study**Major Areas of Study**

Degree	Major	Concentration	College
Bachelor of Science	Accounting		Business, Information Systems & Human Services
Master of Education	Alternative Education	Instructional Technology	Liberal Arts & Education
Master of Education	Alternative Education	PreK-Grade 4/Early Childhood Education	Liberal Arts & Education
Master of Education	Alternative Education		Liberal Arts & Education
Bachelor of Science	Applied Computer Science and Information Systems	Database & Network Administration	Business, Information Systems & Human Services
Bachelor of Science	Applied Computer Science and Information Systems	Interdisciplinary Computing	Business, Information Systems & Human Services
Bachelor of Science	Applied Computer Science and Information Systems	Mobile & Game Application Development	Business, Information Systems & Human Services
Bachelor of Arts	Art		Liberal Arts & Education
Bachelor of Science	Athletic Training	<i>Students may be admitted to this program of study upon successful completion of the first two years at LHU.</i>	Natural, Behavioral & Health Sciences
Bachelor of Science	Biology		Natural, Behavioral & Health Sciences
Bachelor of Science	Biology	Cellular-Organismal	Natural, Behavioral & Health Sciences
Bachelor of Science	Biology	DNA Analysis Methods	Natural, Behavioral & Health Sciences
Bachelor of Science	Biology	Ecology-Environmental	Natural, Behavioral & Health

			Sciences
Bachelor of Science	Biology	Marine Biology	Natural, Behavioral & Health Sciences
Bachelor of Science	Biology-Chemistry		Natural, Behavioral & Health Sciences
Bachelor of Science	Biology-Chemistry	Medical Technology	Natural, Behavioral & Health Sciences
Bachelor of Science	Biology-Chemistry	Pre-dental	Natural, Behavioral & Health Sciences
Bachelor of Science	Biology-Chemistry	Pre-medical	Natural, Behavioral & Health Sciences
Bachelor of Science	Biology-Chemistry	Pre-pharmacy	Natural, Behavioral & Health Sciences
Bachelor of Science	Biology-Chemistry	Pre-veterinary	Natural, Behavioral & Health Sciences
Bachelor of Science	Business Administration	Entrepreneurship	Business, Information Systems & Human Services
Bachelor of Science	Business Administration	Finance and Economics	Business, Information Systems & Human Services
Bachelor of Science	Business Administration	International Business	Business, Information Systems & Human Services
Associate of Science	Business Administration	Management	Business, Information Systems & Human Services
Bachelor of Science	Business Administration	Management	Business, Information Systems & Human Services
Associate of Science	Business Administration	Management Info Systems	Business, Information Systems & Human Services
Bachelor of Science	Business Administration	Management Info Systems	Business, Information Systems & Human Services
Bachelor of Science	Business Administration	Marketing	Business, Information Systems & Human Services
Bachelor of Science	Chemistry	Forensic	Natural, Behavioral & Health Sciences
Bachelor of Science	Chemistry	Nanoscience	Natural, Behavioral & Health Sciences
Bachelor of Science	Chemistry		Natural, Behavioral & Health Sciences
Master of Science	Clinical Mental Health Counseling	Child & Adolescent Counseling	Business, Information Systems & Human Services
Master of Science	Clinical Mental Health Counseling	General Individualized	Business, Information Systems & Human Services
Master of Science	Clinical Mental Health Counseling	Military-Veterans	Business, Information Systems & Human Services
Bachelor of Arts	Communication	Advertising & Public Relations	Liberal Arts & Education
Bachelor of Arts	Communication	Electronic Media	Liberal Arts & Education
Bachelor of Arts	Communication	Journalism	Liberal Arts & Education
Bachelor of Arts	Communication	Professional Communication	Liberal Arts & Education
Bachelor of Arts	Communication	Public Discourse & Performance	Liberal Arts & Education
Associate of Arts	Criminal Justice		Business, Information Systems & Human Services
Bachelor of Science	Criminal Justice		Business, Information Systems & Human Services
Bachelor of Science	Criminal Justice	Conservation Law Enforcement	Business, Information Systems & Human Services
Bachelor of Science	Disability Community		Liberal Arts & Education

	Service		
Bachelor of Arts	English	Literature	Liberal Arts & Education
Bachelor of Arts	English	Writing	Liberal Arts & Education
Associate of Arts	Environmental & Sustainability Studies		Natural, Behavioral & Health Sciences
	Exploratory Studies		Business, Information Systems & Human Services
Bachelor of Arts	Foreign Language	French	Liberal Arts & Education
Bachelor of Arts	Foreign Language	Spanish	Liberal Arts & Education
Bachelor of Science	Geology	Applied Geology	Natural, Behavioral & Health Sciences
Bachelor of Science	Geology	Engineering Geology	Natural, Behavioral & Health Sciences
Bachelor of Science	Geology	Geography-GIS	Natural, Behavioral & Health Sciences
Bachelor of Science	Geology	Water and Environment	Natural, Behavioral & Health Sciences
Bachelor of Science	Health & Physical Education	Aquatics	Liberal Arts & Education
Bachelor of Science	Health & Physical Education	Coaching	Liberal Arts & Education
Bachelor of Science	Health & Physical Education	Sport & PE in Correction	Liberal Arts & Education
Bachelor of Science Education	Health & Physical Education		Liberal Arts & Education
Bachelor of Science	Health Sciences	Applied Health Studies	Natural, Behavioral & Health Sciences
Bachelor of Science	Health Sciences	Athletic Training	Natural, Behavioral & Health Sciences
Bachelor of Science	Health Sciences	Community Health	Natural, Behavioral & Health Sciences
Bachelor of Science	Health Sciences	Physician Assistant	Natural, Behavioral & Health Sciences
Bachelor of Science	Health Sciences	Pre Physician Assistant	Natural, Behavioral & Health Sciences
Bachelor of Science	Health Sciences	Pre-physical Therapy	Natural, Behavioral & Health Sciences
Bachelor of Science	Health Sciences	Pre-physical Therapy 3+3	Natural, Behavioral & Health Sciences
Bachelor of Science	Health Sciences	Pre-professional	Natural, Behavioral & Health Sciences
Master of Health Science	Health Sciences	Healthcare Management	Natural, Behavioral & Health Sciences
Master of Health Science	Health Sciences	Health Promotion/Education	Natural, Behavioral & Health Sciences
Associate of Applied Science	Healthcare Professions		Natural, Behavioral & Health Sciences
Associate of Applied Science	Healthcare Professions	Healthcare Management	Natural, Behavioral & Health Sciences
Associate of Applied Science	Healthcare Professions	Social Services	Natural, Behavioral & Health Sciences
Bachelor of Arts	History	Public History	Liberal Arts & Education
Bachelor of Arts	History		Liberal Arts & Education
Bachelor of Science	Interdisciplinary Studies	Option 1 (<i>Specialized program that requires review and</i>	Liberal Arts & Education

		<i>approval by a board)</i>	
Bachelor of Science	Interdisciplinary Studies	Option 2	Liberal Arts & Education
Bachelor of Arts	International Studies	Global Economy	Liberal Arts & Education
Bachelor of Arts	International Studies	Human Geography	Liberal Arts & Education
Bachelor of Arts	International Studies	Humanities	Liberal Arts & Education
Bachelor of Arts	International Studies	International Relations	Liberal Arts & Education
Bachelor of Arts	International Studies	Latin American Studies	Liberal Arts & Education
Bachelor of Science	Mathematics	Actuarial Science	Natural, Behavioral & Health Sciences
Bachelor of Science	Mathematics	Biomathematics	Natural, Behavioral & Health Sciences
Bachelor of Science	Mathematics		Natural, Behavioral & Health Sciences
Bachelor of Science in Education	Middle/Elementary Education 4-8	Biology	Liberal Arts & Education
Bachelor of Science in Education	Middle/Elementary Education 4-8	Geology	Liberal Arts & Education
Bachelor of Science in Education	Middle/Elementary Education 4-8	Language Arts	Liberal Arts & Education
Bachelor of Science in Education	Middle/Elementary Education 4-8	Language Arts-Biology	Liberal Arts & Education
Bachelor of Science in Education	Middle/Elementary Education 4-8	Language Arts-Geology	Liberal Arts & Education
Bachelor of Science in Education	Middle/Elementary Education 4-8	Math-Biology	Liberal Arts & Education
Bachelor of Science in Education	Middle/Elementary Education 4-8	Mathematics	Liberal Arts & Education
Bachelor of Science in Education	Middle/Elementary Education 4-8	Math-Geology	Liberal Arts & Education
Bachelor of Science in Education	Middle/Elementary Education 4-8	Math-Language Arts	Liberal Arts & Education
Bachelor of Science in Education	Middle/Elementary Education 4-8	Math-Social Studies	Liberal Arts & Education
Bachelor of Science in Education	Middle/Elementary Education 4-8	Social Studies	Liberal Arts & Education
Bachelor of Science in Education	Middle/Elementary Education 4-8	Social Studies-Biology	Liberal Arts & Education
Bachelor of Science in Education	Middle/Elementary Education 4-8	Social Studies-Geology	Liberal Arts & Education
Bachelor of Arts	Music	Marketing	Liberal Arts & Education
Bachelor of Arts	Music	Popular Music/Jazz Studies	Liberal Arts & Education
Bachelor of Arts	Music		Liberal Arts & Education
Bachelor of Fine Arts	Music		Liberal Arts & Education
Associate of Applied Science	Nanotechnology	Applied Computer Science	Natural, Behavioral & Health Sciences
Associate of Applied Science	Nanotechnology	Earth Science	Natural, Behavioral & Health Sciences
Associate of Applied Science	Nanotechnology	Life Sciences	Natural, Behavioral & Health Sciences
Associate of Applied Science	Nanotechnology	Physical Sciences	Natural, Behavioral & Health Sciences
Associate of Science Nursing	Nursing		Natural, Behavioral & Health Sciences
Bachelor of Science in Nursing	Nursing		Natural, Behavioral & Health Sciences

Master of Health Science	Physician Assistant		Natural, Behavioral & Health Sciences
Bachelor of Science	Physics	Applied Physics Nanotech	Natural, Behavioral & Health Sciences
Bachelor of Science	Physics	Pre-Engineering	Natural, Behavioral & Health Sciences
Bachelor of Science	Physics	Traditional	Natural, Behavioral & Health Sciences
Bachelor of Arts	Political Science	Pre-law	Liberal Arts & Education
Bachelor of Arts	Political Science		Liberal Arts & Education
Bachelor of Science in Education	PreK-Grade 4 / Special Education		Liberal Arts & Education
Bachelor of Science in Education	PreK-Grade 4/Early Childhood Education		Liberal Arts & Education
Bachelor of Arts	Psychology		Natural, Behavioral & Health Sciences
Bachelor of Science	Psychology		Natural, Behavioral & Health Sciences
Bachelor of Science	Recreation Management	Community-Commercial	Business, Information Systems & Human Services
Bachelor of Science	Recreation Management	Fitness Management	Business, Information Systems & Human Services
Bachelor of Science	Recreation Management	Outdoor Management	Business, Information Systems & Human Services
Bachelor of Science	Recreation Management	Therapeutic	Business, Information Systems & Human Services
Bachelor of Science in Education	Secondary Education-Biology/Special Education		Natural, Behavioral & Health Sciences
Bachelor of Science in Education	Secondary Education-Chemistry/Special Education		Natural, Behavioral & Health Sciences
Bachelor of Science in Education	Secondary Education-English/Special Education		Liberal Arts & Education
Bachelor of Science in Education	Secondary Education-Earth Space Science/Special Education		Natural, Behavioral & Health Sciences
Bachelor of Science in Education	Secondary Education-General Science/Special Education		Natural, Behavioral & Health Sciences
Bachelor of Science in Education	Secondary Education-Math/Special Education		Natural, Behavioral & Health Sciences
Bachelor of Science in Education	Secondary Education-Physics/Special Education		Natural, Behavioral & Health Sciences
Bachelor of Science in Education	Secondary Education-Social Studies/Special Education		Liberal Arts & Education
Bachelor of Science in Education	Secondary Education	Biology	Natural, Behavioral & Health Sciences
Bachelor of Science in Education	Secondary Education	Chemistry	Natural, Behavioral & Health Sciences
Bachelor of Science in Education	Secondary Education	Earth & Space Science	Natural, Behavioral & Health Sciences
Bachelor of Science in Education	Secondary Education	English	Liberal Arts & Education
Bachelor of Science in	Secondary Education	General Science	Natural, Behavioral & Health

Education			Sciences
Bachelor of Science in Education	Secondary Education	Mathematics	Natural, Behavioral & Health Sciences
Bachelor of Science in Education	Secondary Education	Physics	Natural, Behavioral & Health Sciences
Bachelor of Science in Education	Secondary Education	Social Studies	Liberal Arts & Education
Bachelor of Science	Social Work		Business, Information Systems & Human Services
Bachelor of Science	Sociology	Delinquent Youth Analysis	Liberal Arts & Education
Bachelor of Science	Sociology	Global Diversity	Liberal Arts & Education
Bachelor of Science	Sociology		Liberal Arts & Education
Bachelor of Science	Sport Administration		Business, Information Systems & Human Services
Master of Science	Sport Science	Sport & Exercise Psychology	Business, Information Systems & Human Services
Master of Science	Sport Science	Sport Administration	Business, Information Systems & Human Services
Bachelor of Fine Arts	Studio Arts	Graph-Online Interactive Design	Liberal Arts & Education
Bachelor of Fine Arts	Studio Arts		Liberal Arts & Education
Master of Education	Teaching and Learning	Instructional Technology	Liberal Arts & Education
Master of Education	Teaching and Learning	PreK-Grade 4/Early Childhood Education	Liberal Arts & Education
Master of Education	Teaching and Learning		Liberal Arts & Education
Bachelor of Arts	Theatre		Liberal Arts & Education

Minor Areas of Study

Minor	College	Minor	College
Applied Computer Science & Information Systems	Business, Information Systems & Human Services	History	Liberal Arts & Education
Alternative Education	Liberal Arts & Education	International Studies	Liberal Arts & Education
Anthropology	Liberal Arts & Education	Leadership Studies	Natural, Behavioral & Health Sciences
Aquatics	Liberal Arts & Education	Latin American Studies	Liberal Arts & Education
Art History	Liberal Arts & Education	Mathematics	Natural, Behavioral & Health Sciences
Biology	Natural, Behavioral & Health Sciences	Middle School Mathematics	Natural, Behavioral & Health Sciences
Business	Business, Information Systems & Human Services	Nanotechnology	Natural, Behavioral & Health Sciences
Chemistry	Natural, Behavioral & Health Sciences	Philosophy	Liberal Arts & Education
Coaching	Liberal Arts & Education	Physics	Natural, Behavioral & Health Sciences
Community Health	Natural, Behavioral & Health Sciences	Political Science	Liberal Arts & Education
Dance	Liberal Arts & Education	Psychology	Natural, Behavioral & Health Sciences
Early Childhood Education	Liberal Arts & Education	Recreation Management	Business, Information Systems & Human Services
Economics	Business, Information Systems & Human Services	Sociology	Liberal Arts & Education
English	Liberal Arts & Education	Spanish	Liberal Arts & Education
Environmental &	Natural, Behavioral &	Special Education	Liberal Arts & Education

Sustainability Studies	Health Sciences		
Fine Arts/Music	Liberal Arts & Education	Sport & Exercise Psychology	Business, Information Systems & Human Services
French	Liberal Arts & Education	Studio Art	Liberal Arts & Education
Geography	Liberal Arts & Education	Theatre	Liberal Arts & Education
Geoscience	Natural, Behavioral & Health Sciences	Women and Gender Studies	Liberal Arts & Education
College of Business, Information Systems and Human Services Dean – Dr. Stephen Neun Assistant to the Dean – Mr. Lucas Fanning Administrative Assistant – Ms. Ginny Snyder Akeley Hall 118 Phone: 570-484-2136		College of Natural, Behavioral and Health Sciences Interim Dean – Dr. Jonathan Lindzey Assistant to the Dean – Ms. Denise Shoemaker Administrative Assistant – Ms. Cheri Dolan East Campus J108 Phone: 570-484-2204	College of Liberal Arts and Education Dean – Dr. Susan Rimby Assistant to the Dean – Ms. Kelly Hibbler Administrative Assistant – Ms. Tammie Allen Sloan 105-106 Phone: 570-484-2137

Repeat Policy

Visit the [Registrar's Office on the web](#) for more explanation and examples.

(This policy is effective for students entering LHU Fall 2014 or after.)

For Undergraduate Students:

Undergraduate students will be limited to a maximum total of six repeats.

A single course can be repeated a maximum of two times (shows on transcript maximum of three times).

The most recent grade (regardless of whether it is higher or lower) will be the grade used for the GPA calculation.

For Graduate Students:

Graduate students can repeat a single course for grade improvement only once.

Graduate students will be limited to a maximum total of two repeats across the program.

The most recent grade (regardless of whether it is higher or lower) will be the grade used for the GPA calculation.

Note: For Post Baccalaureate students, the Course Repeat Policy will be the same as the one for Graduate Students. That is, Post Baccalaureate students can repeat a single course for grade improvement only once with a limit of a maximum total of two repeats during the Post Baccalaureate career.

(SSHE – System Academic Procedures – SA022B – June 2010)

Requirements for Graduation

Ultimate responsibility for the successful completion of a degree program lies with the student; therefore, the student must know and observe the academic policies and regulations of the university and must meet the requirements for graduation. Students must work closely with an adviser in examining program and course requirements.

Reserve Officers Training Corps (ROTC)

See "Army Reserve Officers Training Corps (ROTC)."

Second Bachelor's Degree

Students who earn a bachelor's degree from another university (or return to LHU after completing a bachelor's degree) meet the general education requirements for the second bachelor's degree, unless the new major requires specific general education courses.

Students who transfer to LHU with a BA or BS degree and want to pursue a BA degree from LHU will not need to complete the seminars and language requirement.

Students who have earned a BS degree from LHU and return for a BA degree may request a waiver of seminars but should complete the foreign language requirement.

Students who have earned their bachelor's degree from another university can be identified in the following ways:

1. A note will appear on the degree audit.

General education requirements met by previously earned bachelor's degree (college). Specific general education courses required by the student's selected major may need to be met. Students should check with adviser or major department chairperson.

2. A comment will appear on the student's transcript. Unfortunately it does not show on the web academic record.

Earned bachelor's degree from (college), (date)

3. All courses presented for transfer will be evaluated and added as transfer coursework. They may not complete LHU's general education requirements on the degree audit; however, they are intended to satisfy the requirements unless the student's major has specific general education requirements. (Prior to 2008 these credits were posted as GNED489 General Education Requirements 52.0 semester hours.)

4. Degree audit will use all courses, whether completed as part of the first degree or as part of the second degree, being applied to the requirements to compute the grade point average on the audit. This grade point average will not match the GPA on the academic record, nor is it the official GPA.

Students who have earned their bachelor's degree from LHU will have their cumulative grade point average restarted upon their first semester of returning to LHU after completing the first bachelor's degree. The cumulative grade point average on the student's academic record is the official GPA. Degree audit will calculate a GPA based on all courses being evaluated for progress toward degree.

Simultaneous Degree Completion

Undergraduate Students:

The common standard will be to require a 150-credit minimum for completion of simultaneous degrees.

Students meeting all of the requirements of two majors with less than 150 credit hours can obtain a double-major. In the case of a double major, if the two majors involve multiple degree designations (e.g., B.A. in English and B.S. in Psychology), the student will have the option to select the degree designation that appears on the transcript and diploma.

Graduate Students:

For awarding two simultaneous graduate degrees at least 12 hours will be required beyond the minimal credit requirements for the degree program with the most required credits.

Student Responsibility for Academic Programs

Ultimate responsibility for the successful completion of a degree program lies with the student; therefore, the student must know and observe the academic policies and regulations of the university and must meet the requirements for graduation. Students must work closely with an adviser in examining program and course requirements.

Study Abroad

Study abroad information is available from the Institute for International Study located in Ulmer Hall 200 and on the web at http://www.lhup.edu/students/student_resources/international_studies/study_abroad/index.html.

Syllabus

A syllabus is a schedule of course events and requirements that is given to student in each class. The syllabus outlines what the class will cover, when homework is due, when exams and finals are scheduled, and includes expected student learning outcomes. It also includes the contact information for the instructor and office hours.

Transfer Credit

Lock Haven University accepts credits from regionally accredited colleges and universities.

Regional accreditations include the following:

- Middle States Association of Colleges and Schools
- Northwest Commission on Colleges and Universities
- North Central Association of Colleges and Schools
- New England Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

Credits from either non-accredited institutions or institutions not accredited by the above will be reviewed for possible acceptance upon receipt of a course syllabus and through the Transfer Credit Appeal process (see Transfer Credit Appeal at the end of this document).

Courses from non-US institutions must be evaluated by World Education Services (WES; phone 212-966-6311) with a copy of the evaluation sent to LHU for a review of possible credit transfer.

LHU complies with the [PASSHE Academic Passport Policy](#) and the [Pennsylvania statewide transfer and articulation requirements](#).

Evaluation

All courses presented for transfer will be reviewed by the Registrar's Office and posted to a student's academic record if they meet LHU criteria.

Credit for a specific course matching the goals, objectives, outcomes, and credit hours of an LHU course will be awarded. If there is no specific course at LHU but there is sufficient academic content in a course, elective credit will be awarded either in the discipline of the transfer course or for general education.

Only courses in which a grade of "C" (2.0) or higher is earned will be transferred. (See exception related to PASSHE Academic Passport Policy below.)

Exclusions

Courses which generally do not transfer include, but are not limited to, vocational courses, technical, remedial/developmental courses, and theological courses.

Courses graded on a pass/fail basis do not transfer.

Credits earned by examination at other colleges will not transfer.

Courses in which a student receives a grade of "D" or better at LHU may not be repeated elsewhere for a higher grade and transferred back to LHU. Only new coursework and failed ("E" grade) LHU courses may transfer.

Calculations

Transfer grades are not included in the computation of LHU grade point averages. (See exception related to PASSHE Visiting Student Policy below.)

Transfer credits are used for total hours toward graduation requirements.

Credits for courses from institutions that operate on a quarter-hour system will be converted to semester hours by multiplying the quarter hours by .667.

Limitations

There is no minimum or maximum number of credits which will transfer.

For an undergraduate degree, at least 50% of a student's major credits must be taken from LHU. *Some programs may have stricter requirements.*

For a graduate degree, at least 2/3 of the credits meeting program requirements must be taken from LHU. *Some programs may have stricter requirements.*

For an undergraduate degree, at least 30 semester hours of the student's last 45 semester hours must be taken from LHU. *Some programs may have stricter requirements.*

There is no "age limit" on courses. However, if a department feels there has been significant content change, a student may be required to forfeit the transfer credit and take the course at LHU.

Credit for Experiential Learning

LHU awards credit for CLEP and AP exams based on the exam and the percentile/grade earned.

https://myhaven.lhup.edu/ICS/Registrar/Transfer_Credit_Information.jnz

LHU awards credit for military experience using the American Council on Education (ACE) Guide to the Evaluation of Educational Experience in the Armed Services as a guide.

Transfer Credit Appeal

Lock Haven University provides students with the opportunity to appeal how courses have transferred (or were not evaluated for transfer entirely).

1. Complete the [Transfer Credit Appeal](#) form.
2. Attach a course description/syllabus to the completed form. Submit the information to the department chairperson of the department in which the course is offered.
3. The department chairperson will review the course description/syllabus and provide to the Registrar's Office a recommendation for a change in the course equivalency or indicate the original equivalency is accurate.

Undergraduate Enrollment in Graduate Courses

Undergraduate students meeting the following criteria may enroll in graduate courses for graduate credit.

The student must:

- Be in the last semester of the Bachelor's program and eligible for graduation at the completion of the semester.
- Be in Good Academic Standing with a minimum 3.0 GPA
- Apply to the graduate program and be provisionally accepted.
- Restrictions -- Registration is limited to a maximum of 6.0 graduate credits; the graduate credits will not be counted toward requirements needed for the Baccalaureate degree.

Visiting Student Program, Pennsylvania State System of Higher Education (PASSHE)

A. Purpose

1. To facilitate undergraduate student enrollment at institutions of the Pennsylvania State System of Higher Education to take advantage of courses available across the System, without loss of institutional residency, eligibility for honors or athletics, or credits toward graduation at the home institution.

B. Standards

1. The student must be matriculated at the home university with a minimum of 12 college-level credits and be in good academic standing.
2. Students may take a maximum of 24 credits via the Visiting Student Policy.
3. The student who presents evidence of good standing at the home university will be allowed to register for courses at other PASSHE universities. The visiting student priority level for registration will be determined by each university.
4. All credits and grades accrued at other PASSHE universities shall be accepted in full by the home university and thereafter treated as home university credits, residency, and grades.
 - a. It is the responsibility of the student to work with the student's adviser at the home institution regarding applicability of credits towards graduation requirements at the home institution consistent with PASSHE procedures.
 - b. It is the responsibility of the student to complete the Visiting Student Notification Form and submit to the home institution prior to enrolling in courses at another PASSHE institution.
 - c. Students cannot use the Visiting Student Program to repeat courses.
 - d. Students cannot use the Visiting Student Program for internship or practica that are required for licensure or certification without the express written permission of their appropriate university officials at the home university and placement availability at the requested institution.
5. The student shall register at, and pay tuition and fees to, the State System University visited. A student wishing to divide a course load between two institutions during the same term shall register and pay appropriate tuition and fees at both universities.
6. The Office of the Chancellor will work with universities to establish and publish procedures to identify visiting students such that financial aid, residency, eligibility for honors, eligibility for athletics and credits to graduation are assured.

https://myhaven.lhup.edu/ICS/icsfs/Application_for_Visiting_Student_Status.pdf?target=b60caf6b-ce24-4282-a6e9-4c564bbee212

Waivers, Course

Course waivers will be recorded on the academic record. Students do not earn credit for a course that has been waived; however, the waiver will complete the requirement on a degree audit. Students are responsible for completing the minimum hours required for a degree. Waivers do not appear on official transcripts.

Warning/Probation/Suspension/Dismissal-Academic-Undergraduate

Students who are on academic warning, probation, or suspension will be monitored and supported up to six semesters at LHU prior to dismissal.

Warning: First semester freshmen, or first semester transfer students, whose GPA is below a 2.2 but above 0.000 will receive a warning letter and a copy of the Academic Probation, Suspension, and Dismissal Policy at the conclusion of their first semester. Any student on warning status will be required to work with the AIP Coordinator and/or the student's academic advisor, to develop an appropriate Academic Improvement Plan (AIP), analogous to a fully developed AIP required of students on probation, including but not limited to workshops, use of tutoring center, and progress reports as deemed necessary.

Probation: After the completion of two semesters at LHU, the student whose GPA falls below a 2.0 will be placed on Academic Probation. While on probation, a student must work with the AIP Coordinator, in consultation with the academic advisor, to develop an Academic Improvement Plan (AIP). The student will meet with the AIP Coordinator to review and sign the AIP; the AIP Coordinator will also sign and will send a copy to the student's academic advisor. The student will be responsible for completing the AIP. The AIP Coordinator will monitor the student's progress in adhering to the plan. The plan should include the following:

1. Credit limit: Full-time students on probation will be restricted to a maximum of 12 credits unless they are repeating a course. Students who are repeating a course will be limited to 15 credits.
2. Courses to be completed: Students should repeat courses with E grades. Repeating courses with E grades is the most effective way of raising a GPA. Students receiving financial aid should contact the Financial Aid Office about the impact of repeating courses on their financial aid packages. *Please note the PASSHE Repeat Policy limiting the number of times this option may be exercised.
3. Weekly class attendance monitoring sheet.
4. Participation in use of tutoring center, structured semester program, mandatory study sessions, and other support services

A student on probation must earn a minimum of a 2.0 semester GPA or face suspension. Students on probation may not enroll in condensed courses of less than five weeks in length. Students on probation may enroll in summer classes that are five weeks or longer in length; however, academic standing for the purposes of probation will only be determined at the conclusion of the fall and spring semesters. If after two consecutive semesters on probation the student does not have a 2.0 Cumulative GPA, s/he will face suspension from the University.

Suspension: If after four semesters of coursework (including two semesters of probation) the student does not have a cumulative GPA of a 2.0 or higher, s/he will be suspended from the University for one full semester (either fall or spring). A student may appeal the suspension if extenuating circumstances are considered to be impacting the student's performance. In consideration of the appeal, the University will determine if it is mathematically possible for the student to earn a Cumulative GPA of 2.0 if two additional semesters of probation are granted. In cases where it is determined that a student will not be able to earn a 2.0 GPA if given two more semester of coursework, the student's appeal will be denied. Any student who is readmitted will be placed back on probation for two additional semesters. The student must achieve a semester GPA of 2.0 at the completion of the first additional probation semester and a cumulative GPA of 2.0 at the completion of the second additional probation semester. Students who do not meet these conditions will be dismissed.

Students granted two additional semesters of probation must meet with the AIP Coordinator and complete an AIP. (See Probation)

Dismissal: Unless extenuating circumstances exist that warrant a retroactive withdrawal (see University Withdrawal Policy), any first year student earning a 0.00 GPA at the conclusion of the first semester at LHU, will be dismissed from the University. A student who has been suspended and then readmitted must earn a 2.0 GPA during the first semester upon return or face dismissal from the University. Any student who has been dismissed from the University must sit out for two academic years. A dismissed student may request readmission after two years (readmission form). Students must complete productive activities, such as college coursework at another campus, during the time away from Lock Haven to strengthen their readmission application. Any readmitted student will be placed on academic probation and must meet with the AIP Coordinator and complete an AIP. (See Probation)

Withdrawal from Courses

During the first five weeks of the semester students may exercise the option to withdraw from one or all classes without any grading penalty ("E" grades). Students who formally withdraw from a course after the 5th week of a semester and before the 11th week (after the 1st week and before the 4th week of a five-week summer session) will be assigned a grade of either WP or WF by the instructor. Although the WP or WF will continue to appear on the academic transcript, neither grade will raise or lower the student's semester or cumulative grade point average.

During the final five weeks of the semester, withdrawal will be with academic penalty ("E" grade) except when withdrawing from the university (see *University Withdrawal Policy*) with medical documentation.

Withdrawal Policy, from the University

A student who is registered in courses for any semester or summer session is considered an enrolled student to receive grades and to be assessed tuition, fees, and any other applicable charges.

Students who are unable to attend classes or complete the semester for any reason must request a withdrawal from the university by contacting the Associate Provost for Enrollment Management, Ms. Tyana Lange, Ulmer Hall 214, phone 570-484-2905, or email tsl400@lhup.edu.

Effective Date

The effective date of the withdrawal is the date which is verified by the Associate Provost for Enrollment Management as the last date of class attendance.

The effective date of the withdrawal will determine the grade to be recorded on the academic record and the amount of tuition, fees, and other charges to be refunded, if applicable. Refunds will be processed according to the university's refund schedule.

Deadline

The deadline to withdraw from the university without academic penalty is on the academic calendar, for an academic semester usually the first through fifth week of classes. Withdrawing after this published date will be with academic penalty, "E" grades.

University withdrawals will not be processed retroactively. Therefore, it is important for the student to contact the university upon deciding to discontinue enrollment.

Students who do not officially withdraw will receive failing grades and be responsible for all financial obligations.

Medical Withdrawals

In the event of a serious medical condition, a medical withdrawal may be requested. Documentation from a medical professional will be required after the fifth week of enrollment in order to avoid failing grades. If a medical withdrawal is granted, "W" grades will be awarded. A medical withdrawal does not imply forgiveness of charges. A student who incurs charges will be subject to the published refund schedule.

Medical withdrawals must be requested immediately but no later than thirty (30) days after the close of the semester in which the student seeks medical attention.

Students Called to Active Military Duty

Students who are called to **active** duty (confirmed by official military orders from the President of United States or the Governor of the Commonwealth of Pennsylvania, reference BOG Policy 1983-19-A) should contact the Associate Provost for Enrollment Management immediately in Ulmer Hall 214, phone 570-484-2905 or email tsl400@lhup.edu.

In some cases, a student may have completed a sufficient part of his courses to be able to receive grades or incompletes rather than withdrawing. The student must decide whether he/she will attempt to complete the courses or withdraw completely from the semester/session. If the student chooses a complete withdrawal, the entire semester will be removed from his/her record. This decision is binding.

Military withdrawals are to be requested immediately upon receipt of orders but no later than thirty (30) days after the close of the semester in which the student receives orders.

Withdrawal from Web-Based Courses

The last date of attendance for a web-based course will be provided by the Office of Distance Education. All activity in a web-based course will be considered (i.e. reviewing the syllabus, participating in discussions/chats, submitting assignments, completing a quiz or exam, etc.)

Refund Schedule

No withdrawal, including a medical withdrawal, implies forgiveness of financial obligations. A student who has incurred charges will be subject to the published refund schedule.

The university's refund schedule is available at <http://www.lhup.edu/students/studentaccounts/>.

Withdrawal Appeals

Any appeal related to a withdrawal must be submitted in writing to the Registrar within ten days of notification of action. Appeals will be reviewed by a committee consisting of the Registrar, Director of Financial Aid, and the Associate Provost for Enrollment Management. If the committee is unable to reach a decision, the issue will be forwarded to the Vice President for Academic Affairs.

CLEARFIELD CAMPUS

www.lhup.edu/Clearfield

The LHU Clearfield Campus is the RIGHT SIZE and RIGHT FIT for many students. Our classes are the right size and taught by highly skilled faculty who are committed to the success of our students, as they strive for academic excellence. The staff is also dedicated to helping our students prepare for their futures. Here you will get the individual attention and support that you need to excel in your chosen field of study. As the most affordable University in the region we will provide a significant return on your investment.

The LHU Clearfield Campus is located in the small, friendly, and supportive community of Clearfield, along the Susquehanna River, about 60 miles west of Lock Haven University. The campus includes comfortable classrooms with state of the art technology, an extensive library, computer labs, bookstore, and on-campus housing . . . everything you need for a quality educational experience. The campus is fully wired with a fiber-optic network that allows easy internet access, e-mail, file sharing, computer programs, specialized applications, and the on-line card catalog at the Lock Haven campus library. In addition to serving traditional-aged students, we also offer evening coursework that is convenient for working adults.

There is plenty to do outside the classroom and our students are encouraged to get involved! The Student Leadership Center facilitates many student activities, including pizza parties, bowling, bus trips to various cities, theme parties, ice cream socials, movie nights, and events to engage the community. The campus walking trail provides students and community members an opportunity to take advantage in outdoor exercise. Additionally, all of our students receive a membership to the Clearfield YMCA. We encourage you to visit our website at www.lhup.edu/clearfield .

The LHU Clearfield Campus offers the following degree programs (<http://www.lhup.edu/Clearfield/Majors/index.html>):

Associate of Science/Business Administration

Concentration in Management:

Students are able to attend either full-time or part-time while taking both day and evening courses. The program is made up of traditional and non-traditional students. All coursework can be applied towards the Bachelor's degree in Management offered at Clearfield campus or at the main campus of Lock Haven University. Students completing the A.A.S. in Management will be better prepared for entrepreneurial endeavors, office promotions in their current careers, or additional management opportunities.

Associate of Arts/ Environmental and Sustainability Studies

The Associate of Arts (AA) degree in Environmental and Sustainability Studies will combine ideas and methods from a variety of disciplines, including environmental studies, social sciences and humanities to prepare graduates for careers in multiple industry sectors, and to create pathways for further study in fields in which sustainability is especially relevant. Graduates would be prepared for such careers as Environmental Education Specialist, Ecological Program Specialist, Environmental Trainee, Geologic Trainee, Oil and Gas Inspector, Forestry Worker Supervisor, and Healthcare Sustainability Specialist.

Associate of Applied Science/Healthcare Professions

The Associate of Applied Science in Healthcare Professions program is a flexible design, which can prepare students with a healthcare background to have a better understanding of the healthcare system in America, to be better prepared to meet changes in the healthcare system in American society and to gain a fundamental understanding of the process of setting and accomplishing goals through the use of appropriate resources. Tracks include: Academic, Certification, Healthcare Management, and Social Services

Associate of Arts/Criminal Justice

This two-year program will prepare students for careers in law enforcement, corrections and government. The program emphasizes critical thinking, creative problem solving, ethical decision-making and support for an understanding of constitutional protections for the people of the United States. Students will receive a comprehensive understanding based upon courses in law enforcement, corrections, social problems, juvenile delinquency, and racial and ethnic studies.

Associate Science/Nursing (RN)

Students are instructed in the theory and clinical aspects of patient care and are prepared to sit for their RN licensure exam following successful completion of the program. Several hospitals and agencies are utilized in order to provide a variety of clinical experiences for our students. Advanced placement is also available for eligible L.P.N.s. This demanding program prepares students and a highly rewarding career in healthcare and provides a seamless transition to our RN to BSN program. The program is accredited by ACEN (Accreditation Commission for Education in Nursing, Inc.).

Bachelor of Science/Degree Completion Program - RN to BSN

The BSN program provides upper division opportunities facilitating mobility of graduates from Associate Degree and diploma programs, allowing them the opportunity to enhance their education and career options. The primary goal is to function in a variety of settings: providing care of the sick in and across environments; participating in, planning, implementing and evaluating activities and programs to promote health; and facilitating population-based health care. The program is designed to build on the student's knowledge and experience as a registered nurse, enhancing skills in critical thinking, case management, and leadership roles. The program is accredited by ACEN (Accreditation Commission for Education in Nursing, Inc.).

Bachelor of Science/Applied Health Studies Track

The Applied Health Studies Track is a degree completion program for individuals who are certified, licensed or registered in a healthcare profession. These individuals will have graduated from an accredited healthcare program (i.e. medical radiology, occupational therapy assistant, surgical technology, etc.) and have earned an associate's degree. After graduation, many of these students have a desire to continue their education and earn a bachelor's degree. The purpose of the Applied Health Studies Track is to prepare the student to grow as a professional and assume a position in healthcare leadership.

Bachelor of Science/Business Administration

Concentration in Management:

Managers are needed in every organization to plan, organize, lead and control human and other resources to achieve organizational goals. All organizations need people with strong communications skills who can lead a team, think logically, and be decisive. By studying management students will not only develop competencies in areas such as accounting, computers, economics, business law, management and marketing, but will also develop effective interpersonal skills, be exposed to diverse business environments, advance decision making skills, and cultivate entrepreneurial thinking. Management skills can be applied to such areas and industries as supervisor/management; human resources; production; marketing; organizational behavior; international; small business; government; healthcare; hospitality; retail; banking; education, and many more.

Concentration in Entrepreneurship:

In this concentration, you will learn the skills necessary to launch your own full or part-time business. You can even launch all or part of it while in school and utilize the free services of LHU's Nano-Incubator. Courses include Entrepreneurship, Small Business Management, Human Resources Management, International Business, and Behavioral Pricing.

Bachelor of Science / Criminal Justice

Students pursuing a degree in Criminal Justice at Lock Haven University will develop knowledge of issues in the field of criminal justice through a balanced presentation of student learning and program objectives to include; 1) knowledge of the nature and causes of crime and deviance; 2) knowledge of the history and practices of the major organizational systems in criminal justice; and 3) the ability to analyze and critique emerging research and current trends in criminal justice. Students complete a core set of required courses covering all components of the criminal justice system. Learning opportunities are enhanced in the curriculum with topic specific elective courses and a variety of experiential learning opportunities.

Continuing Education

The LHU Clearfield Campus offers non-credit certificate courses through the LHU Workforce Development and Continuing Education division. Many of these programs prepare students for national certifications that can then apply to our degree programs. Please contact the Clearfield Campus (814-768-3405) for additional information.

GRADUATE PROGRAMS

Additional information about Lock Haven University's graduate program, including admissions, contacts, costs, financial aid, and program requirements can be found at <http://www.lhup.edu/graduatestudies/>. LHU offers the following programs at the graduate level.

Master of Education: Alternative Education (100% On-line Delivery)

The goal of the Alternative Education program is to prepare graduate students with the knowledge and skill base required to work with at-risk youth in non-traditional school settings. Teachers, social workers, counselors, and administrators in alternative settings, correctional settings, urban schools and regular education settings will find the Master's program to be an asset in their work and of value to the students they serve.

Master of Education: Teaching and Learning (100% On-line Delivery)

The Master of Education in Teaching and Learning, aligned with the National Board for Professional Teaching Standards (NBPTS) and fully accredited by the National Council for the Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Education Preparation (CAEP), is designed to provide in-service teachers and other education professionals with an opportunity to enhance their knowledge of instructional design, assessment, classroom management and technology integration. Courses include activities for Education professionals to develop reflective practice skills through action research within the classroom.

Early Childhood Director Credential (100% On-line Delivery)

The Director Credential is designed for directors and administrators of early childhood and school-age programs in Pennsylvania that are part of the Keystone STARS program. Graduate courses in Early Childhood Education at Lock Haven University can be taken to complete this Credential. Lock Haven University offers five 100% online graduate courses in Early Childhood Education. Students pursuing the Director Credential take one required course and two electives (9 credits) to apply toward the Credential.

Master of Health Science with Concentrations in (1) Healthcare Management and (2) Health Promotion/Education (100% On-line Delivery)

This 36 credit program can be completed in one-year with full time enrollment or two-years with part-time enrollment. Health Science is broadly defined as the study and research of selected components of health and healthcare. The Master of Health Science is an advanced degree in the area of Health Science which focuses on the study and research of health and healthcare in areas such as health promotion/education, healthcare administration and leadership, as well as current issues in Health Science. Significant areas of study in the MHS degree include assessment, planning, leadership, and evaluation of health programs. Students typically utilize the MHS degree in a variety of healthcare settings including the Healthcare Systems, the American Cancer Society, and Departments of Health.

Master of Health Science: Physician Assistant (Face to Face & Distance Delivery)

The 24 month program leads to a Masters of Health Science Degree and a certificate as a Physician Assistant. With locations at the Lock Haven University Main Campus, and three branch locations (Clearfield Campus of LHU, Charles Cole Hospital - Coudersport, and the Dixon University Center – Harrisburg) via distance education (Internet TV delivery), the LHU program offers students a high quality affordable educational experience. In addition to the core Physician Assistant education, students concentrate their studies on the care of rural and or underserved populations or corrections medicine.

Master of Science: Sport Science with Concentrations in (1) Sport Administration and (2) Sport and Exercise Psychology (100% On-line Delivery)

The Master of Science in Sport Science is a 30 credit fully online graduate program for those who wish to pursue sport related careers. Graduates of the Sport Administration track are prepared for careers ranging from marketing, sales and sponsorship to event planning and facility management in professional, amateur, educational and community sport settings. Having examined how psychological factors influence sport performance and physical activity participation and how sport and physical activity involvement affect psychological well-being, graduates of the Sport and Exercise Psychology track are prepared to help athletes and others achieve optimal performance.

Master of Science: Clinical Mental Health Counseling with Concentrations in (1) Children and Adolescent Counseling (2) Counseling Veterans and their Families, and (3) General Clinical Mental Health Counseling (100% On-line Delivery)

The MS in Clinical Mental Health Counseling (CMHC) is an online 60 credit degree program that is designed to be consistent with the requirements for licensure as a professional counselor in Pennsylvania (049 PA Code § 49.13) and to fulfill the accreditation requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the primary accrediting body in the professional counseling field.

The program will educate students to provide therapeutic interventions to a diverse population across the spectrum of cognitive, emotional and behavioral disorders. The program will provide opportunities for students throughout the Commonwealth to become eligible for licensure to practice counseling independently or as members of interdisciplinary teams in Pennsylvania and nationwide. Upon graduation from the program, you will be license eligible and ready to fulfill the remainder of the Pennsylvania state requirements for licensure as a counselor. The program is consistent with other state licensure codes and a non-Pennsylvania student may be license eligible in another state as a counselor. Students seeking licensure outside of Pennsylvania must contact their state licensing boards for requirements.

GRADUATE PROGRAM POLICIES

Academic Advising/Advisors

Academic advising varies by program.

Academic Amnesty

Not applicable at the graduate level.

Academic Honesty Policy

PREAMBLE

Lock Haven University endeavors to promote an appreciation of the values of fairness and intellectual honesty and to establish a climate of academic freedom within which students learn. Any breach of trust may undermine academic freedom and diminish the integrity of the University's mission. The University has established means of discouraging academic dishonesty and has established procedures to protect every student's right to fair treatment and due process.

Instructors share the expectation that students demonstrate their mastery of subject matter in an honorable and straightforward manner. Violations of ethical norms are very serious.

POLICY

Lock Haven University forbids academic dishonesty. Students who commit acts of academic dishonesty shall be subject to the sanctions outlined below. This policy applies to all students registered at Lock Haven University during or after their enrollment. Students may contest only (1) whether or not academic dishonesty has occurred or (2) whether a penalty was given capriciously.

RESPONSIBILITIES OF INSTRUCTOR

Instructors are encouraged to include a statement regarding academic dishonesty in the course outline. Faculty members have the right to investigate any circumstances that may constitute violations of academic honesty.

RESPONSIBILITIES OF STUDENTS

Students who do not participate the first day of classes must seek out a copy of the course outline. Students must meet the time deadlines outlined in this policy or forfeit the opportunity to appeal the decision. As members of the University community, students share the responsibility for promoting and maintaining academic integrity. A student who becomes aware of an act of academic dishonesty by another student should bring this information to the attention of the instructor.

Either the instructor or student may initiate a charge of academic dishonesty.

DEFINITIONS

An act of academic dishonesty involves fraud, deceit, or misrepresentation in attempting to obtain academic credit or influence the grading process by means unauthorized by the course instructor or inconsistent with University policy. Academic honesty is breached when a student willfully gives or receives assistance not authorized in course work, and/or who intentionally fails to adhere to, or assists others in failing to adhere to, the University policy on academic honesty.

Academic dishonesty includes, but is not limited, to the following:

1. Plagiarism. The definition of plagiarism for purposes of Lock Haven University policy is as follows: At one extreme, plagiarism is the word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a proper citation. At the other end of the spectrum, plagiarism is the casual inclusion of a particular idea or term which one has obtained from another's writing or speaking, and which is presented as one's own opinion or idea. Within the broad spectrum, plagiarism may include weaving into the text random writings of others without proper identification of the sources. It is also the paraphrased and abbreviated restatement of the analysis and conclusions of another, without the due acknowledgment of the author's text as the basis for recapitulation. Plagiarism also includes, but is not limited to, "the wrongful appropriation, in whole or part, of another's literary, artistic, musical, mechanical, technical, or computer program composition."
2. Receiving and/or providing unauthorized assistance for and during examinations.
3. Using unauthorized notes, materials and devices during examinations.
4. Presenting material research prepared by others, including commercial services, as one's own work in fulfilling course requirements.
5. Collusion with others in attempting to circumvent course requirements.
6. Making fraudulent statements or claims to gain academic credit or influence grading.
7. Attempting to bribe faculty or other University personnel in order to gain academic advantage.
8. Securing or possessing course examination material prior to the administration of the examination from the instructor or proctor without the consent of the instructor.
9. Taking an examination or course on another's behalf or arranging for another to take an examination or course on one's behalf.
10. Altering transcripts and misusing other records and identification material.
11. Intentionally falsifying or arbitrarily inventing research and data to be presented as an academic endeavor.

PROCEDURE FOR HANDLING AN INCIDENT INFORMALLY

When an instructor observes a student engaging in an act of academic dishonesty, such as testing irregularities, the instructor has the authority to confiscate the materials at that time and place, and inform the student that the student is required to make an appointment with the instructor to discuss the alleged incident. During that meeting between instructor and student, the instructor shall inform the student of the accusations against him or her. The accuser shall have thirty calendar days to notify the student of the allegations. In the event an incident occurs at the end of the spring semester, the thirty-day notification may apply to the following semester/session, with the consensus of all parties. If no consensus exists, the Vice President for Academic Affairs or designee will decide whether or not to carry over the action. If an instructor believes a student has engaged in an academically dishonest act outside the classroom, such as plagiarism, then the instructor shall so inform the student in a discreet, confidential manner.

In cases of academic dishonesty, the instructor may elect to implement a sanction that can be given within the confines of the course. If that sanction is not acceptable to the student, or if an instructor feels that more severe sanctions should be implemented, either party may initiate the procedures detailed below. In most instances, the final decision on a grade rests only with the instructor.

Should the student feel that the sanction is not acceptable, he/she may implement the following process:

- The student first notifies the instructor of his or her dissatisfaction in writing. This must be done within ten days of the implementation of the sanction. The instructor must respond in writing within 10 days.
- If dissatisfied with the instructor's response, the student should submit in writing a statement of his or her dissatisfaction to the department chairperson and to the faculty member within 10 days.
- The chairperson may attempt to work out a solution acceptable to both the student and the instructor within 10 days.
- If the chairperson suggests a solution, the proposed solution should be discussed first with the instructor, who must approve it prior to the solution being offered to the student.
- If the instructor will not accept the chairperson's proposal, the chairperson then informs the student that no resolution is possible.
- If a student is dissatisfied with the department chairperson's response, the student must:
 - a. initiate the formal process;
 - b. give oral notification to the instructor of his/her dissatisfaction with the solution; and
 - c. submit a written statement about his/her dissatisfaction to the department chairperson.
- Notification must occur within ten days of the chairperson's response.

Should the instructor feel that an act of academic dishonesty warrants a more severe sanction than can be given within the confines of the course, the instructor retains the right to submit the evidence to the Vice President for Academic Affairs or a designee with recommendations for further sanctions. The instructor must also inform the student of his/her action in a discreet, confidential setting such as the instructor's office.

FORMAL RESOLUTION PROCESS

The formal process may be initiated by either the instructor or the student by submitting in writing a complaint to the Vice President for Academic Affairs. Once the Vice President for Academic Affairs or designee determines the actual charges, the Vice President for Academic Affairs or designee may not be involved in any aspect of the resolution process or an appeal.

Once the Vice President for Academic Affairs or designee initiates the formal proceedings, the student and instructor shall be informed in writing of the alleged violation. Both the student and the instructor may be assisted by a representative or an advisor who may be an attorney. If an attorney is present, he/she may not argue the case. The student shall be given, by personal delivery or by certified mail to the last known address, written notification of the date, time, place of the hearing and the alleged violation. Such notification shall not occur more than twenty-one days from the start of the formal process. The student will be given the right to review, prior to the hearing, any written material that will be used against the student at the hearing.

The hearing will be an administrative hearing with the hearing officer appointed by the Vice President for Academic Affairs. The hearing officer is empowered with the right and obligation of judging the evidence and implementing a sanction if so warranted. The student has the right to cross examination and the right to present a defense. This cross examination and defense must be confined to the issue of whether or not academic dishonesty has occurred.

The hearing must be recorded and a determination must be made as to whether a violation of this policy has occurred. The results of the hearing must be sent to the student and instructor in writing within five days of the termination of the hearing.

Students shall be advised that failure to attend the hearing, except for “good cause,” may result in sanctions being imposed and the University is under no obligation to reschedule a hearing.

AN APPEAL

If the student is dissatisfied with the determination of the hearing officer, an appeal shall be made in writing to the Vice President of Academic Affairs or designee within ten days after the student is notified of the results of the administrative hearing. Filing an appeal does not automatically result in a new hearing. The Vice President or designee shall refer the appeal to the University Academic Appeals Board.

The Academic Appeals Board shall consist of a College Dean not previously involved in the resolution process or a substitute mutually agreed to by the instructor and the accused. The Board shall include two faculty members chosen by APSCUF, as well as two undergraduate students appointed by the Student Auxiliary Services, Inc. Terms of appointment will be for one academic year. The College Dean or substitute shall serve as the Chairperson.

The Academic Appeals Board shall review all evidence pertaining to (1) the fact of whether or not academic dishonesty has occurred or (2) whether or not the penalty was given capriciously. The Board shall determine whether or not due process was given in reaching the decision, or based upon the introduction of new evidence, request a new hearing by a different hearing officer designated by the Vice President for Academic Affairs. Only new evidence with direct bearing to issues (1) and (2) above may be introduced to the Academic Appeals Board. No disciplinary action will be taken before an appeal is decided unless the President determines that the integrity of the academic process requires immediate implementation. The Chairperson and the Board shall render a written decision to the student and instructor within ten days of receipt of an appeal. The decision of the Academic Appeals Board shall be final.

For the purposes of this policy, all time limits shall be construed to mean class days within the academic year. Summer school may constitute part of the academic year. Infractions occurring at the end of the spring semester or during the summer terms may be carried over until the next fall semester, with the consensus of all parties. If no consensus exists, the Vice President for Academic Affairs or designee will decide whether or not to carry over the action.

SANCTIONS

The following is a list of the range of sanctions that may be imposed against a student found to have committed acts of academic dishonesty:

Sanctions which may be given within the confines of the course:

- **Grade Penalty:** An instructor’s refusal to correct an assignment or test or an instructor requiring the rewriting of an assignment or the retaking of a test for reasons related to academic dishonesty.
- **Grade Reduction:** If a student is found to have committed an act of academic dishonesty, then a grade for a particular unit of work or for the entire course may be reduced. This includes a grade of “E”.
- **Imposition of a failing “E” grade:** A student who has withdrawn from a course in which he/she committed an act of academic dishonesty may receive an “E” for the course.

Instructors are encouraged to notify the Vice President for Academic Affairs when a sanction is given within the confines of the course. The student must be notified when such action is taken. Once a sanction is given within the confines of a course and there is no formal process initiated, the sanction will be put in place and no other action will be taken by the student or faculty member.

Sanctions which may result from Formal Resolution Process:

- **Official Reprimand:** An official letter reprimanding the student for the commission of an offense may be placed in the student's official file for a specified period of time.
- **Suspension:** If a student is found to have committed an act of academic dishonesty, the student may be suspended from the University for a specific period of time unless specific and significant mitigating factors are present.
- **Dismissal:** Permanent removal of the student from enrollment at the University may be imposed for repeated violations, cumulative violations, or egregious first offenses.

DEFINITION OF TERMS

University - the community of faculty, staff and students at Lock Haven University.

Instructor - any person employed by the University who holds academic rank or performs teaching duties.

Staff - any person employed by the University who is not a faculty member or an instructor.

Class days - days upon which classes in general are held during the academic year (normally five days a week)

Designee - any person appointed by the Vice President for Academic Affairs to represent the University. This person may not be a member of the faculty.

Academic Standing

Good standing for graduate students is 3.00 GPA.

Attendance Policy

Faculty determine attendance policies for their classes consistent with University Approved Guidelines. Attendance policies are to be included on syllabi.

University Approved Guidelines

1. Students are expected to participate in all classes. It is the student's responsibility to complete all course requirements even if a class is missed. If a student misses class for an officially excused reason, then he/she is entitled to make up the missed work but only at the convenience of the faculty member. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes lies solely with the student.

2. Students are not penalized for absences caused by verified conditions beyond their personal control. The student may be required to provide non-family, third-party documentation. Examples of these conditions may include: personal illness, death or critical illness in the immediate family, jury duty, military duties, and religious holidays.

3. Absences. Absences due to students' participations in the university approved athletics, curricular, and extra-curricular activities may vary by program.

4. Students are responsible for dropping/withdrawing from a class they are no longer attending. Deadlines are included on the academic calendar. Students who do not properly drop/withdraw from a class will be responsible for the grade earned and tuition and fees incurred.

Auditing a Course

In special instances, a student may audit a course if a seat is available in the course. The instructor will provide the student with the course requirements needed to be awarded an audit (AU) grade at the conclusion of the semester. If successful completion of the audit requirements is not met, the course will be administratively withdrawn as of the end of the semester. A withdrawn grade (W) will appear on the student's academic record.

An audited course provides no academic credit nor may it be changed later to a credit grade. In order to audit a course, the student must first enroll in the course and then request approval from the Registrar.

The deadline to declare audit for a course is the same as that to declare pass-fail: twenty-one days into the semester (prorated for other sessions).

Criteria for auditing:

- There must be space available in the class.
- The student is not required to take an active part in class exercises or take exams.
- All tuitions and relevant fees apply as per LHU policy.
- The student must attend 75% of the class periods to receive the 'AU' grade; otherwise a 'W' is given.
- Approval is given by the Registrar.

Credit Hours

Credit hours have a special meaning that is distinct from clock hours. Lock Haven University operates on a semester system and awards semester credit hours. Usually, a one-semester-hour course meets for one hour per week for a semester (fifteen weeks). A three-semester-hour course meets for three hours per week, etc. Classes are typically fifty minutes in length. There is considerable variation in the relationship between credit hours and clock hours for special courses, for example, laboratories, internships/field experiences, and studios.

One credit is earned for each semester hour of collegiate coursework. The usual structure of courses is to meet 150 minutes per week for an entire semester, and following a final exam this results in three (3 semester hours) of credit earned. There are many exceptions to this structure, most involving laboratory and activity courses.

The standard academic course load for graduate students is nine semester hours in one semester. A student doing work of poor quality is asked to reduce the number of hours taken. Any limit on the number of semester hours per semester are on a program by program basis.

Degree

A degree is an academic title used as an indication of the completion of a course of study. The degree is what is earned upon completion of the requirements for the chosen program.

Ultimate responsibility for the successful completion of the degree lies with the student. The student must know and observe the academic policies and regulations of the university and must meet the requirements for graduation. The student must know the sources of academic information and work closely with an advisor in examining program and course requirements.

Dual/Second Degree Policy

For awarding two dual graduate degrees at least 12 hours will be required beyond the minimal credit requirements for the degree program with the most required credits. Students should consult with the program coordinator/director. Please Note:

Action for Post-Masters Students Returning for a Second Master's Degree:

- Students need to complete an additional 15 credits (regardless of number of earned credits of the first master's degree) and complete degree requirements in effect at time of matriculation for second Master's Degree.

(SSHE – System Academic Procedures – SA056 – June 2010)

Exam Policy

Recognizing that corrected exams can be learning tools, the university accepts as educationally sound policy that faculty make available* to students term papers, tests, and quizzes within two weeks of the date of submission.

Final exams, term papers or project reports will be retained by faculty members for a full semester and made available to students upon request.

*It is the instructor's prerogative either to return work or to allow students to see it.

Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. When a student reaches the age of 18 or attends a school beyond the high school level, these rights transfer to the student.

- Students have the right to inspect and review their education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for students to review the records. Schools may charge a fee for copies.
- Students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the student in order to release any information from a student's education record.

However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may (schools are not required to disclose, given the situation) disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

A student may request that any or all of this information not be made publicly available by request to the Office of the Vice President for Student Affairs or to the Registrar's Office.

However, schools must tell students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Source: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Additional Information:	LOCK HAVEN UNIVERSITY Contact:
Family Policy Compliance Office U.S. Department of Education 400 Maryland Ave, SW Washington, DC 20202-5901	Ms. Jill R. Mitchley, Registrar Ulmer 224 Lock Haven University of PA Lock Haven PA 17745 570-484-2526 jmitchle@lhup.edu

Final Exams

Final exams will be given during the 15th week of the semester.

Grade Appeal Policy

The goal of this grade appeal policy is to establish a clear, fair process by which students can contest a course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor. The appeal process starts within 20 days after a student receives the final course grade.

Informal Procedure

If a student believes the final course grade awarded by the instructor has resulted from an error in calculation or recording of the grade or reflects an unwarranted deviation from grading procedures and course outlines set out at the beginning of the course, the student should discuss the matter with the instructor and if unsatisfied, with the department chair in the department in which the course was offered.

Formal Procedure

If a student believes that an improper final course grade has been assigned and is dissatisfied with the outcome of an informal procedure, a formal appeal may be filed on the following grounds:

1. Error in Calculation or Recording of a Grade.
2. Arbitrary and Capricious Evaluation: Significant and unwarranted deviation from grading procedures and course outlines set at the beginning of the course (ordinarily during the first week of the course) or a grade assigned arbitrarily and capriciously on the basis of whim, impulse or caprice. The student may not claim arbitrariness and capriciousness if he/she disagrees with the subjective professional evaluation of the instructor.

The following steps must be followed:

The student submits a written statement to the instructor explaining his/her request to review the grading procedure. Possible outcomes from step 1:

- A. Faculty member finds in the student's favor -- a grade change will be processed at the Registrar's Office.
- B. Faculty member determines original grade is appropriate -- the student will be notified in writing by the faculty member within 10 working days. (Reasonable and necessary extensions of time may be granted by the reviewing officer at any point in the process.)

If the outcome is 2B and the student is not satisfied with that decision, the student may prepare a written complaint which contains supporting evidence and indicates the desired solution. This complaint must be submitted to the dean of the college in which the course is offered and the faculty member within 20 regular semester class days from the dated response of the faculty member.

Within 10 working days, the dean shall hear the evidence by each side and may collect further evidence. Both sides must be given access to such evidence and given the opportunity to rebut it. The dean shall attempt to achieve a negotiated settlement and will notify in writing the student and the faculty member of his/her findings and decision within 10 working days of the meeting.

If the student is not satisfied with the dean's decision, he/she may appeal in writing to the Provost/Senior Vice President for Academic Affairs within 10 working days of the dated response of the dean. The appeal must be accompanied by a copy of the written complaint that was given to the dean and faculty member in step 3.

Within 10 working days, the Provost/Senior Vice President for Academic Affairs shall hear evidence by each side and may collect further evidence. Both sides must be given access to such evidence and given the opportunity to rebut it.

The Provost/Senior Vice President for Academic Affairs shall attempt to achieve a negotiated settlement and will notify in writing the student and the faculty member of his/her decision within 10 working days.

The Provost/Senior Vice President for Academic Affairs shall take whatever action is necessary to restore equity in the situation. This includes the assignment of an equitable letter grade or a W where appropriate. The decision of the Provost/Senior Vice President for Academic Affairs shall be final within the University.

Grading

Grades are a reflection of academic performance. Prospective employers and graduate schools consider grades when making decisions about employment or admission. Grades are a record of achievement satisfying learning, interest, application, and motivation.

Grades are submitted by faculty using online grade entry. Grades are due by the deadline on the academic calendar[WDF5].

A quality point is the unit of measurement of the quality of work done by the student. Quality points are computed as follows:

Letter Grade	Quality Points Per Credit Hour	Interpretation
A	4.000	Excellent
A-	3.700	
B+	3.300	
B	3.000	Good
B-	2.700	
C+	2.300	
C	2.000	Fair
C-	1.700	
F[WDF6]		Failure
INC		Incomplete*
AU		Audit*
W		Withdrawal*
* Does not affect GPA The GPA is obtained by dividing the total quality points a student has earned at LHU by the total of semester hours attempted or scheduled (less those semester hours taken as pass/fail, repeated, or credit/no credit or transferred).		

To compute a grade (or quality) point average for a semester, multiply the value of each grade earned by the credit hours of the course; add up all the products, and divide that sum by the total number of credit hours for the semester.

Example:

Course	Course Credit Hours	Grade	Quality Points (Value of Grade)	Quality Points Earned
ADAC605	3.0	B	3.0	9.0
ALTE692	3.0	C	2.0	6.0
EDLD650	3.0	A	4.0	12.0
SPRT600	3.0	C+	2.3	6.9
PYAS615	1.0	B-	2.7	2.7
TOTALS	13.0			36.6
36.6 quality points divided by 13.0 credit hours = 2.815 (semester GPA)				

Graduation Requirements

Students must know and observe the academic policies and regulations of the university and must meet the requirements for graduation. Students must know the sources of academic information and work closely with an advisor in examining program and course requirements.

The total number of credits required for graduation varies by program.

Graduation Residency Requirements

For master's students, at least 2/3 of the credits meeting program requirements must be taken from the university offering the degree.

Doctoral residency requirements are determined at the program level.

Note that these set the minimum number of credits that must be taken "in residence" and that universities can limit the number of hours that will be allowed to transfer into a graduate program.

(SSHE – System Academic Procedures – SA047 – June 2010)

Incomplete Grade Policy

Students who receive "Incomplete" grades for their coursework must make an arrangement with the instructor outlining what is required to complete the course. LHU will not permit students to graduate if any incomplete grades remain on the student's academic transcript.

At the end of the 4th week of the next subsequent regular semester, the incomplete grade converts to an "F" for GPA calculations, assuming the student has not completed the assignments or the instructor has not turned in an alternate grade.

Faculty members may request that students complete work prior to the default period and turn in a change of grade form based upon the arrangement with the student.

Faculty may request an extension to the four-week deadline through the Registrar's Office.

Independent Study

The purpose of independent study is to permit outstanding students the opportunity to undertake advanced study in a specialized area not normally provided by regularly scheduled courses. To qualify, a student must have earned at least 6.0 semester hours and have a minimum grade average of 2.75^{[WDF7][LPS8]}. The availability of independent study is offered on a program by program and student by student basis.

Independent studies may not duplicate existing departmental courses, either in name or content.

The procedure for applying for an independent study is to confer with the faculty sponsor, complete an independent study application packet and submit the completed application to the department chairperson, the

student's advisor, the dean of the college providing the independent study, and the Vice President for Academic Affairs.

Evaluation of independent studies is the responsibility of the faculty sponsor and may include a written paper, an oral report, or other project materials appropriate to the nature of the study. Credit is variable (one to three semester hours) depending upon the nature of the study. Under normal circumstances, independent study projects will be of such length and complexity that they may be completed in one semester. Students desiring to do additional work on the problem, or to do a problem for the period of a year or more, must submit successive applications through the normal channels.

The final written report shall be submitted to the sponsor. The sponsor shall file the written report with the Office of the Vice President for Academic Affairs at the time that the grade is submitted.

Please see Independent Study Application: <https://myhaven.lhup.edu/ICS/Registrar/Forms.jnz>

Individualized Instruction

Under certain prescribed conditions, students may take courses that are included in the university catalog but that are not being currently offered on an individual basis. A limited number of students are permitted to take an individualized instruction with the same instructor during the same semester. The application procedure is the same as that for independent study.

Please see Individualized Instruction Application: <https://myhaven.lhup.edu/ICS/Registrar/Forms.jnz>

Internship/Field Experience Programs

An internship/field experience is any off-campus program for which college credit is awarded and which serves as a vehicle for providing adjunct practical experience related to on-going professional development at Lock Haven University.

The university offers interested and qualified students an opportunity to participate in various internship/field experience programs which provide on-site experiences to supplement classroom learning. Internship/field experience information is available from the program coordinator/director^[LPSJ].

Minimum requirements for internships/field experiences vary by program.

Please See Internship Application: <https://myhaven.lhup.edu/ICS/Registrar/Forms.jnz>

Major, Definition, Declaring or Changing

The academic major (common core), concentration or specialization, and the capstone experience(s) are the principal components of the degree. Academic major can be a sequence of courses, activities, and/or experiences constituting a major field of study, culminating in a credit-based degree or certificate. (*PASSHE definition, 2012*)

A student matriculated into one graduate program who wishes to change to another must withdraw from the one in which he/she is enrolled and apply anew to the one to which he/she wishes to enroll.

Probation/Suspension/Dismissal

Probationary Period

If grades fall below a 3.0 cumulative gpa, students will be placed on academic probation for one semester. Specific program policies may supersede this.

Suspension

If grades^[WDF10] are not above a cumulative 3.0 after one semester, student will be placed on suspension. . Specific program policies may supersede this.

Reinstatement

Students on suspension, may petition for reinstatement within 20 days of suspension in writing to the Dean of the appropriate College. If approved, the student can be Readmitted on Probation” for the following semester/session. Should the student fail to raise his/her gpa above 3.0 during this semester, he/she will be dismissed from the program. . Specific program policies may supersede this.

Repeat Policy

Graduate students can repeat a single course for grade improvement only once.

Graduate students will be limited to a maximum total of two repeats across the program.

The most recent grade (regardless of whether it is higher or lower) will be the grade used for the GPA calculation.

(SSHE – System Academic Procedures – SA022B – June 2010)

Requirements for Graduation

Graduation requirements vary by program. Students are responsible for meeting all requirements of their program.

Student Responsibility for Academic Programs

Ultimate responsibility for the successful completion of a degree program lies with the student; therefore, the student must know and observe the academic policies and regulations of the university and must meet the requirements for graduation. Students must work closely with an advisor in examining program and course requirements.

Syllabus

A syllabus is a schedule of course events and requirements that is given to student in each class. The syllabus outlines what the class will cover, when assignments are due, when exams and finals are scheduled, and includes expected student learning outcomes. It also includes the contact information for the instructor and office hours.

Transfer Credit

Lock Haven University accepts credits from regionally accredited colleges and universities.

Regional accreditations include the following:

- Middle States Association of Colleges and Schools
- Northwest Commission on Colleges and Universities
- North Central Association of Colleges and Schools
- New England Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

Credits from either non-accredited institutions or institutions not accredited by the above will be reviewed for possible acceptance upon receipt of a course syllabus and through the Transfer Credit Appeal process (see Transfer Credit Appeal at the end of this document).

Courses from non-US institutions must be evaluated by World Education Services (WES; phone 212-966-6311) with a copy of the evaluation sent to LHU for a review of possible credit transfer.

Evaluation

All courses presented for transfer will be reviewed by the Program Director/Coordinator for acceptability to the program on a case by case basis. If approved, credits will be posted to the student’s academic record by the Registrar’s Office

Please see Transfer Credit Approval Form: <https://myhaven.lhup.edu/ICS/Registrar/Forms.inz>

Calculations

Transfer grades are not included in the computation of LHU grade point averages. (See exception related to PASSHE Visiting Student Policy below.)

Transfer credits are used for total hours toward graduation requirements.

Credits for courses from institutions that operate on a quarter-hour system will be converted to semester hours by multiplying the quarter hours by .667.

Limitations

The number of credits which may transfer varies by program.

No graduate credits earned greater than ten years prior to enrollment will be accepted for transfer.

Transfer Credit Appeal

Lock Haven University provides students with the opportunity to appeal how courses have transferred (or were not evaluated for transfer entirely).

1. Complete the Transfer Credit Appeal Form: <https://myhaven.lhup.edu/ICS/Registrar/Forms.jnz>
2. Attach a course description/syllabus to the completed form. Submit the information to the department chairperson of the department in which the course is offered.
3. The department chairperson will review the course description/syllabus and provide to the Registrar's Office a recommendation for a change in the course equivalency or indicate the original equivalency is accurate.

Undergraduate Enrollment in Graduate Courses

Undergraduate students meeting the following criteria may enroll in graduate courses for graduate credit.

The student must:

- Be in the last semester of the Bachelor's program and eligible for graduation at the completion of the semester.
- Be in Good Academic Standing with a minimum 3.0 GPA
- Apply to the graduate program and be provisionally accepted.
- Restrictions -- Registration is limited to a maximum of 6.0 graduate credits; the graduate credits will not be counted toward requirements needed for the Baccalaureate degree.

Waivers, Course

Course waivers will be recorded on the academic record. Students do not earn credit for a course that has been waived; however, the waiver will complete the requirement on a degree audit. Students are responsible for completing the minimum credit hours required for a degree. Waivers do not appear on official transcripts.

Withdrawal from Courses

During the first five weeks of the semester students may exercise the option to withdraw from one or all classes without any grading penalty ("F" grades). Students who formally withdraw from a course after the 5th week of a semester and before the 11th week (after the 1st week and before the 4th week of a five-week summer session) will be assigned a grade of either W by the instructor. Although the W will continue to appear on the academic transcript, it will neither raise nor lower the student's semester or cumulative grade point average.

During the final five weeks of the semester, withdrawal will be with academic penalty ("F" grade) except when withdrawing from the university (see *University Withdrawal Policy*) with medical documentation.

The number of permitted course withdrawals vary by program.

Withdrawal from the University

A student who is registered in courses for any semester or summer session is considered an enrolled student to receive grades and to be assessed tuition, fees, and any other applicable charges.

Students who are unable to attend classes or complete the semester for any reason must request a withdrawal from the university by contacting the Associate Provost for Enrollment Management, Ms. Tyana Lange, Ulmer Hall 214, phone 570-484-2905, or email tsl400@lhup.edu.

Effective Date

The effective date of the withdrawal is the date which is verified by the Associate Provost for Enrollment Management as the last date of class attendance.

The effective date of the withdrawal will determine the grade to be recorded on the academic record and the amount of tuition, fees, and other charges to be refunded, if applicable. Refunds will be processed according to the university's refund schedule.

Deadline

The deadline to withdraw from the university without academic penalty is on the academic calendar, for an academic semester usually the first through fifth week of classes. Withdrawing after this published date will be with academic penalty, "F" grades.

University withdrawals will not be processed retroactively. Therefore, it is important for the student to contact the university upon deciding to discontinue enrollment.

Students who do not officially withdraw will receive failing grades and be responsible for all financial obligations.

Medical Withdrawals

In the event of a serious medical condition, a medical withdrawal may be requested. Documentation from a medical professional will be required after the fifth week of enrollment in order to avoid failing grades. If a medical withdrawal is granted, "W" grades will be awarded. A medical withdrawal does not imply forgiveness of charges. A student who incurs charges will be subject to the published refund schedule.

Medical withdrawals must be requested immediately but no later than thirty (30) days after the close of the semester in which the student seeks medical attention.

Students Called to Active Military Duty

Students who are called to active duty (confirmed by official military orders from the President of United States or the Governor of the Commonwealth of Pennsylvania, reference BOG Policy 1983-19-A) should contact the Associate Provost for Enrollment Management immediately in Ulmer Hall 214, phone 570-484-2905 or email tsl400@lhup.edu.

In some cases, a student may have completed a sufficient part of his courses to be able to receive grades or incompletes rather than withdrawing. The student must decide whether he/she will attempt to complete the courses or withdraw completely from the semester/session. If the student chooses a complete withdrawal, the entire semester will be removed from his/her record. This decision is binding.

Military withdrawals are to be requested immediately upon receipt of orders but no later than thirty (30) days after the close of the semester in which the student receives orders.

Withdrawal from Web-Based Courses

The last date of attendance for a web-based course will be provided by the Office of Distance Education. All activity in a web-based course will be considered (i.e. reviewing the syllabus, participating in discussions/chats, submitting assignments, completing a quiz or exam, etc.)

Refund Schedule

No withdrawal, including a medical withdrawal, implies forgiveness of financial obligations. A student who has incurred charges will be subject to the published refund schedule.

The university's refund schedule is available at <http://www.lhup.edu/students/studentaccounts/index.html>.

Withdrawal Appeals

Any appeal related to a withdrawal must be submitted in writing to the Registrar within ten days of notification of action. Appeals will be reviewed by a committee consisting of the Registrar, Director of Financial Aid, and the Associate Provost for Enrollment Management. If the committee is unable to reach a decision, the issue will be forwarded to the Vice President for Academic Affairs.

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Pennsylvania State System of Higher Education (PASSHE) <http://www.passhe.edu/Pages/default.aspx>

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<http://www.passhe.edu/inside/bog/Pages/BOG-Home.aspx>

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SENIOR ADMINISTRATION (2015-2016)

As of July 1, 2015

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Dr. Stephen Neun	Dean, College of Business, Information Systems, & Human Services
Dr. Scott Carnicom	Dean, College of Natural, Behavioral & Health Sciences
Dr. Susan Rimby	Dean, College of Liberal Arts & Education

FACULTY LISTING (2015-2016)

As of July 1, 2015

Name	College	Department
Abeyasinghe, Wadduwage P.	Natural/Behav/Health Sci	Mathematics
Ahmed, Emdad	Bus/Info Syst/Human Srvc	Computer Science
Akram, Muhammad	Natural/Behav/Health Sci	Mathematics
Allen, Cindy L.	Natural/Behav/Health Sci	Health Sciences
Allison, Kathleen	Natural/Behav/Health Sci	Health Sciences
Andresky, Nikolai	Bus/Info Syst/Human Srvc	ROTC-Military Science
Ardan, Brian M.	Bus/Info Syst/Human Srvc	Library
Ardary, Darlene A.	Natural/Behav/Health Sci	Nursing
Arnold, Elizabeth J.	Liberal Arts/Education	English
Aslam, Muhammad	Natural/Behav/Health Sci	Mathematics
Baker, Alyce R.	Liberal Arts/Education	English
Baker, Michelle K.	Liberal Arts/Education	Communication
Ballat, Paul C.	Liberal Arts/Education	Health & Physical Educ
Barilla, Margaret K.	Liberal Arts/Education	PreK-8 Educ and Professional Studies
Barney, Danielle	Bus/Info Syst/Human Srvc	Sport Studies
Barney, Sandra L.	Liberal Arts/Education	History
Barth, Amy M.	Liberal Arts/Education	PreK-8 Educ and Professional Studies
Batty, Kimberly A.	Bus/Info Syst/Human Srvc	Recreation Management
Baylor, Timothy J.	Liberal Arts/Education	Sociology
Bean, James R.	Natural/Behav/Health Sci	Psychology
Beardsley, Ann M.	Natural/Behav/Health Sci	Nursing
Bechtold, Heather A.	Natural/Behav/Health Sci	Biology
Becker, Melissa J.	Liberal Arts/Education	Music
Beetem, Julie A.	Liberal Arts/Education	Theatre
Bell, Jennifer Kay	Natural/Behav/Health Sci	Physician Assistant
Berard, Stanley P.	Liberal Arts/Education	Political Science
Berrios, Ruben	Bus/Info Syst/Human Srvc	Economics
Bhushan, Latha K.	Liberal Arts/Education	Special Education
Boland, Susan M.	Natural/Behav/Health Sci	Psychology
Bower, Lane R.	Natural/Behav/Health Sci	Physician Assistant
Bowman, Edward L.	Bus/Info Syst/Human Srvc	Criminal Justice
Breon, Timothy C.	Liberal Arts/Education	Music
Brink, Judy H.	Liberal Arts/Education	Anthropology
Bronner, Jason A.	Liberal Arts/Education	Art
Broomer, Ramona	Liberal Arts/Education	Theatre
Bruner, Lynn A.	Natural/Behav/Health Sci	Psychology
Brust, Steven J.	Liberal Arts/Education	Political Science
Bugaj, Stephen J.	Liberal Arts/Education	Special Education
Burkett, Richard J.	Natural/Behav/Health Sci	Mathematics
Burkholder-Mosco, Nicole P.	Liberal Arts/Education	English

Calabrese, Joseph P.	Natural/Behav/Health Sci	Biology
Campbell, Peter A.	Bus/Info Syst/Human Srvc	Sport Studies
Campbell, Rosana L.	Liberal Arts/Education	General Education
Canatella, Holle M.	Liberal Arts/Education	History
Cannady, Laurie J.	Liberal Arts/Education	English
Chase, Susan M.	Natural/Behav/Health Sci	Nursing
Chelladurai, Jeyaprakash	Bus/Info Syst/Human Srvc	Computer Science
Cloud, Mark D.	Natural/Behav/Health Sci	Psychology
Conklin, Bridget A.	Natural/Behav/Health Sci	Nursing
Conteh, John A.	Bus/Info Syst/Human Srvc	Acad Development & Couns
Cook, Fay L.	Natural/Behav/Health Sci	Health Sciences
Corman, Brenda M.	Bus/Info Syst/Human Srvc	Library
Correia, John	Bus/Info Syst/Human Srvc	ROTC-Military Science
Coval, Stephen J.	Natural/Behav/Health Sci	Chemistry
Cullin, Michael J.	Natural/Behav/Health Sci	Physics
Cummings, Tracey A.	Liberal Arts/Education	English
Curtin, David T.	Liberal Arts/Education	Music
Czapla, Pamela J.	Bus/Info Syst/Human Srvc	Acad Development & Couns
De Silva, Nishantha	Natural/Behav/Health Sci	Biology
Deitloff, Jennifer M.	Natural/Behav/Health Sci	Biology
Dellantonio, Jennifer K.	Natural/Behav/Health Sci	Nursing
Dermota, Troy E.	Natural/Behav/Health Sci	Chemistry
Devi, Gayatri S.	Liberal Arts/Education	English
Dickson, Loretta D.	Natural/Behav/Health Sci	Geoscience
Dixon, Curt B.	Natural/Behav/Health Sci	Health Sciences
Dombroski, Phileshia A.	Bus/Info Syst/Human Srvc	Recreation Management
Downes, Amy B.	Bus/Info Syst/Human Srvc	SocWk/ClinMentalHlthCoun
Drouin, Joshua M.	Natural/Behav/Health Sci	Health Sciences
DuGan, Joyce Eileen	Natural/Behav/Health Sci	Nursing
Eaton, Michelle M.	Liberal Arts/Education	Health & Physical Educ
Eisenhauer, Walter A.	Natural/Behav/Health Sci	Physician Assistant
Ely, Katherine J.	Bus/Info Syst/Human Srvc	Criminal Justice
Erickson, Deborah	Natural/Behav/Health Sci	Psychology
Ernst, Craig A.	Natural/Behav/Health Sci	Physician Assistant
Everett, Robert W.	Bus/Info Syst/Human Srvc	Accounting
Everhart, Brett W.	Liberal Arts/Education	Health & Physical Educ
Everhart, Kimberly A.	Liberal Arts/Education	Health & Physical Educ
Farley, Lawrence T.	Liberal Arts/Education	Political Science
Fernando, T. Sarath	Natural/Behav/Health Sci	Mathematics
Fiegel, Katherine A.	Bus/Info Syst/Human Srvc	Recreation Management
Finalle, Pamela C.	Natural/Behav/Health Sci	Nursing
Foor, Jamie L.	Natural/Behav/Health Sci	Psychology
Fortney, Teresa J.	Bus/Info Syst/Human Srvc	Recreation Management
Fowler, Heather L.	Bus/Info Syst/Human Srvc	Acad Development & Couns

Frayeh, Amanda L.	Bus/Info Syst/Human Srvc	Sport Studies
Gainer, Mary G.	Liberal Arts/Education	English
Gales, Daniel J.	Natural/Behav/Health Sci	Health Sciences
Gardner, Laura M.	Bus/Info Syst/Human Srvc	Acad Development & Couns
Garey, Regan W.	Bus/Info Syst/Human Srvc	Accounting
Gessner, Catherine R.	Bus/Info Syst/Human Srvc	Library
Girton, Matthew K.	Liberal Arts/Education	Communication
Goonewardene, Anura U.	Natural/Behav/Health Sci	Physics
Goulet, Richard J.	Liberal Arts/Education	History
Granich, Steven M.	Bus/Info Syst/Human Srvc	SocWk/ClinMentalHlthCoun
Grass, Mahlon O.	Liberal Arts/Education	Music
Grenoble, Curtis M.	Natural/Behav/Health Sci	Physician Assistant
Gruber, Elizabeth D.	Liberal Arts/Education	English
Guerriero, J. Patrick	Bus/Info Syst/Human Srvc	Acad Development & Couns
Guler, Ahmet	Bus/Info Syst/Human Srvc	Criminal Justice
Guthrie, Steven P.	Bus/Info Syst/Human Srvc	Recreation Management
Haile, Luke	Natural/Behav/Health Sci	Health Sciences
Hanna, Dolores A.	Natural/Behav/Health Sci	Nursing
Hanson, Clare William,, II	Natural/Behav/Health Sci	Biology
Harlowe, Elizabeth B.	Liberal Arts/Education	Political Science
Harman, Alanna K.	Bus/Info Syst/Human Srvc	Sport Studies
Harmon, Andrea S.	Natural/Behav/Health Sci	Health Sciences
Harnishfeger, Ralph L.	Natural/Behav/Health Sci	Biology
Hazel, Marianne E.	Liberal Arts/Education	Education
Heffner, Raymond L.	Liberal Arts/Education	Art
Heltman, Ryan A.	Bus/Info Syst/Human Srvc	ROTC-Military Science
Hepler, Darlene L.	Natural/Behav/Health Sci	Nursing
Herrera, Enrique A.	Liberal Arts/Education	Spanish
Hess, Gerald A.	Liberal Arts/Education	Art
Hicks, Stephen J.	Liberal Arts/Education	English
Himes, MacKinlay S.	Liberal Arts/Education	Music
Hoff, Joan Whitman	Liberal Arts/Education	Philosophy
Hoffman, Patrizia	Liberal Arts/Education	Communication
Hosley, Jessica B.	Liberal Arts/Education	Alternative Education
Hosley, Nathaniel S.	Liberal Arts/Education	Alternative Education
Host, Jayme K.	Liberal Arts/Education	Theatre
Houser, Anne Marie	Liberal Arts/Education	Sociology
Howell, Carina Y._E.	Natural/Behav/Health Sci	Biology
Hoy, Frederick R.	Natural/Behav/Health Sci	Physics
Huber, Philip	Liberal Arts/Education	Art
Huegler, Peter A.	Bus/Info Syst/Human Srvc	Computer Science
Hunter, Shonah A.	Natural/Behav/Health Sci	Biology
Ingram, Yvette M.	Natural/Behav/Health Sci	Health Sciences
Irons, Janet C.	Liberal Arts/Education	History

Jenkins, Charles M.	Liberal Arts/Education	English
Jensen, Edward A.	Liberal Arts/Education	PreK-8 Educ and Professional Studies
Jensen, Marlene	Bus/Info Syst/Human Srvc	Marketing
Johnson, Kimberly A.	Liberal Arts/Education	Sociology
Johnston, Brian S.	Natural/Behav/Health Sci	Chemistry
Jones, Laird R.	Liberal Arts/Education	History
Jones, Mark A.	Bus/Info Syst/Human Srvc	Computer Science
Jung, Sea_Hwa	Liberal Arts/Education	Music
Kennedy, Erin A.	Natural/Behav/Health Sci	Psychology
Kerszberg, Annik D.	Liberal Arts/Education	French
Khalequzzaman, Md.	Natural/Behav/Health Sci	Geoscience
Kline, Karen E.	Liberal Arts/Education	Communication
Koehle, Gregory M.	Bus/Info Syst/Human Srvc	Criminal Justice
Kulas, Stephanie	Bus/Info Syst/Human Srvc	Library
Kurzynski, Marcia J.	Bus/Info Syst/Human Srvc	Management
Kutay, Amy L.	Natural/Behav/Health Sci	Biology
Lally, Patricia S.	Bus/Info Syst/Human Srvc	Sport Studies
Lally, Richard A.	Bus/Info Syst/Human Srvc	Sport Studies
Lammel, Julie A.	Bus/Info Syst/Human Srvc	Recreation Management
Langdon, Carla D.	Bus/Info Syst/Human Srvc	Acad Development & Couns
Lee, Laura K.	Natural/Behav/Health Sci	Chemistry
Leffert, John E., IV	Natural/Behav/Health Sci	Physician Assistant
Lewis, Sarah K.	Natural/Behav/Health Sci	Physician Assistant
Lilla, Rick R.	Bus/Info Syst/Human Srvc	Library
Lindzey, Jonathan K.	Natural/Behav/Health Sci	Biology
Lippincott, Eric L.	Natural/Behav/Health Sci	Health Sciences
Lloyd, William H.	Bus/Info Syst/Human Srvc	Accounting
Lombard, Bobbi L.	Liberal Arts/Education	PreK-8 Educ and Professional Studies
London, Julie E.	Natural/Behav/Health Sci	Nursing
Long, Leonard K.	Bus/Info Syst/Human Srvc	Recreation Management
Long, Maribeth Hanna	Bus/Info Syst/Human Srvc	Acad Development & Couns
Lopez, Damarys	Liberal Arts/Education	Spanish
Losey, Lauren P.	Liberal Arts/Education	History
Lovik-Powers, Marianne R.	Liberal Arts/Education	PreK-8 Educ and Professional Studies
Maddox Hafer, Marjorie L.	Liberal Arts/Education	English
Manlove, Elizabeth E.	Liberal Arts/Education	PreK-8 Educ and Professional Studies
Maresch, Martin J.	Natural/Behav/Health Sci	Chemistry
Marshall, Dwayne	Bus/Info Syst/Human Srvc	Criminal Justice
May, Brent D.	Natural/Behav/Health Sci	Chemistry
Maynard, Jacinth A.	Natural/Behav/Health Sci	Mathematics
McCoy, Vance K.	Liberal Arts/Education	Art
McKee, Stephanie M	Natural/Behav/Health Sci	Nursing
McMahon, Beth F.	Natural/Behav/Health Sci	Health Sciences
McSkimming, Michael J.	Bus/Info Syst/Human Srvc	Criminal Justice

Mikula, Richard	Natural/Behav/Health Sci	Mathematics
Mitchell, Tara L.	Natural/Behav/Health Sci	Psychology
Moore, Erica R.	Liberal Arts/Education	Special Education
Morehouse, Jair B	Bus/Info Syst/Human Srvc	ROTC-Military Science
Morgan, Charles H., Jr.	Natural/Behav/Health Sci	Mathematics
Morrin, Kevin A.	Natural/Behav/Health Sci	Psychology
Mosser-Wooley, Diane G.	Bus/Info Syst/Human Srvc	Computer Science
Myers, Cori J.	Bus/Info Syst/Human Srvc	Management
Myers, Robert M.	Liberal Arts/Education	English
Neal, Jonathan R.	Liberal Arts/Education	Music
Nesbitt, J. Todd	Liberal Arts/Education	Geography
Newburg, Cheryl L.	Natural/Behav/Health Sci	Psychology
Newhouse, Joseph R.	Natural/Behav/Health Sci	Biology
Norris, Ryan W.	Natural/Behav/Health Sci	Biology
Nuttall, Ted R.	Natural/Behav/Health Sci	Biology
O'Brien, Amber C.	Natural/Behav/Health Sci	Physician Assistant
O'Brien, Joseph A.	Natural/Behav/Health Sci	Chemistry
O'Hara, Ellen Patricia	Liberal Arts/Education	Liberal Arts
Obenreder, Paul J.	Bus/Info Syst/Human Srvc	Computer Science
Offutt, Christine A.	Natural/Behav/Health Sci	Psychology
Orndorf, Briton D.	Bus/Info Syst/Human Srvc	ROTC-Military Science
Overton, Barrie E.	Natural/Behav/Health Sci	Biology
Owens, Kimberly A.	Natural/Behav/Health Sci	Nursing
Page, Jeanine L.	Natural/Behav/Health Sci	Health Sciences
Park, Tulare W.	Bus/Info Syst/Human Srvc	Acad Development & Couns
Patton, Cheryl M.	Natural/Behav/Health Sci	Health Sciences
Paulus, Michael D.	Bus/Info Syst/Human Srvc	SocWk/ClinMentalHlthCoun
Peek, Gregory A.	Liberal Arts/Education	History
Penman, Jane L.	Liberal Arts/Education	Special Education
Pierce, Samuel C.	Natural/Behav/Health Sci	Biology
Pillai, Krishnakumar B.	Bus/Info Syst/Human Srvc	Computer Science
Poehner, Priya M.	Liberal Arts/Education	Elementary/Middle Level
Poff, Carl A.	Bus/Info Syst/Human Srvc	Sport Studies
Porter, Michael S.	Natural/Behav/Health Sci	Health Sciences
Posey, Douglas M.	Bus/Info Syst/Human Srvc	Acad Development & Couns
Postlethwaite, Sara Sue	Liberal Arts/Education	English
Pribble, Barbara J.	Liberal Arts/Education	Health & Physical Educ
Prien, Helen E.	Liberal Arts/Education	Communication
Range, Kevin M.	Natural/Behav/Health Sci	Chemistry
Reading, Ann Y.	Liberal Arts/Education	English
Reece, Constance G.	Liberal Arts/Education	Communication
Reid, John D.	Natural/Behav/Health Sci	Geoscience
Reitz, Lynette M.	Bus/Info Syst/Human Srvc	SocWk/ClinMentalHlthCoun
Remley, Christine M.	Liberal Arts/Education	PreK-8 Educ and Professional Studies

Richards, Kathy M.	Liberal Arts/Education	Elementary/Middle Level
Rickley, Richard E.	Natural/Behav/Health Sci	Nursing
Riede, Lisa E.	Liberal Arts/Education	Communication
Rinker, Cathy J.	Natural/Behav/Health Sci	Health Sciences
Rogers, Wendy L.	Liberal Arts/Education	Special Education
Ross, Annjane	Bus/Info Syst/Human Srvc	SocWk/ClinMentalHlthCoun
Roun, Virginia E.	Bus/Info Syst/Human Srvc	Sport Studies
Ruane, Pamela Lee	Natural/Behav/Health Sci	Physician Assistant
Rublein, Edmund	Natural/Behav/Health Sci	Chemistry
Rush, Cathy T.	Liberal Arts/Education	Elementary/Middle Level
Russell, David W.	Liberal Arts/Education	English
Russell, Jody R.	Natural/Behav/Health Sci	Health Sciences
Sakchutchawarn, Sut	Bus/Info Syst/Human Srvc	Management
Sanchez-Penalver, Alfonso	Bus/Info Syst/Human Srvc	Economics
Sandow, Robert M.	Liberal Arts/Education	History
Satya, Laxman D.	Liberal Arts/Education	History
Sayers, Therese M.	Natural/Behav/Health Sci	Nursing
Schatz, SueAnn V.	Liberal Arts/Education	English
Schillig, Lisette T.	Liberal Arts/Education	English
Schulze, Frederick W.	Natural/Behav/Health Sci	Health Sciences
Seiler, Meredith B.	Natural/Behav/Health Sci	Biology
Seiler, Steven M.	Natural/Behav/Health Sci	Biology
Senevirathne, Indrajith C.	Natural/Behav/Health Sci	Physics
Severn, Edwin P.	Liberal Arts/Education	Music
Shaw, Daniel C.	Liberal Arts/Education	Philosophy
Sherburne, Mark C.	Bus/Info Syst/Human Srvc	Sport Studies
Sicree, Andrew A.	Natural/Behav/Health Sci	Geoscience
Simin, Denine C.	Natural/Behav/Health Sci	Mathematics
Sinha, Hansa	Bus/Info Syst/Human Srvc	Computer Science
Six, Tamson L.	Bus/Info Syst/Human Srvc	Criminal Justice
Slane, Michael S.	Liberal Arts/Education	Theatre
Smith, Anna Mae	Natural/Behav/Health Sci	Physician Assistant
Smith, Broc D.	Natural/Behav/Health Sci	Chemistry
Smith, David A.	Natural/Behav/Health Sci	Biology
Smith, Kurt A.	Liberal Arts/Education	History
Staff, Unassigned	Liberal Arts/Education	General Education
Story, Julie A.	Bus/Info Syst/Human Srvc	Acad Development & Couns
Story, Sally S.	Liberal Arts/Education	Theatre
Stout, Jonathan E.	Liberal Arts/Education	Special Education
Strayer, James K.	Natural/Behav/Health Sci	Mathematics
Strayer, Susan H.	Bus/Info Syst/Human Srvc	Computer Science
Streator, Stephen S.	Natural/Behav/Health Sci	Health Sciences
Stringer, Sharon B.	Liberal Arts/Education	Communication
Sturrock, Melissa S.	Natural/Behav/Health Sci	Nursing

Swartz, Suzanne E.	Liberal Arts/Education	PreK-8 Educ and Professional Studies
Talbot, Andrew	Natural/Behav/Health Sci	Psychology
Taylor, Jennifer H.	Natural/Behav/Health Sci	Psychology
Tess, Daniel E.	Bus/Info Syst/Human Srvc	Acad Development & Couns
Test, Faculty Production,, IV	Bus/Info Syst/Human Srvc	Criminal Justice
Traister, Catherine A.	Liberal Arts/Education	Health & Physical Educ
Tyson, Denise L.	Liberal Arts/Education	PreK-8 Educ and Professional Studies
Tzolov, Marian B.	Natural/Behav/Health Sci	Physics
Valerio, Eduardo M.	Liberal Arts/Education	Spanish
Van Dyke, Richard K.	Liberal Arts/Education	English
Vincenzes, Kristin A.	Bus/Info Syst/Human Srvc	SocWk/ClinMentalHlthCoun
Walker, Gregory W.	Liberal Arts/Education	Sociology
Walsh, Jeffrey A.	Bus/Info Syst/Human Srvc	Recreation Management
Wartella, Justin Q.	Bus/Info Syst/Human Srvc	Sport Studies
Washington, Dana J._S.	Liberal Arts/Education	English
Way, Amy L.	Natural/Behav/Health Sci	Health Sciences
Weaver, Lisa D.	Bus/Info Syst/Human Srvc	SocWk/ClinMentalHlthCoun
Wheatley, Thomas J.	Liberal Arts/Education	Communication
Wheeler, Ann B.	Bus/Info Syst/Human Srvc	Management
Wheeler, James W.	Natural/Behav/Health Sci	Physics
Whitling, Jacqueline M.	Natural/Behav/Health Sci	Chemistry
Wiblishauser, Michael J.	Natural/Behav/Health Sci	Health Sciences
Widmann, Louis S.	Natural/Behav/Health Sci	Health Sciences
Williams, Bonnie M.	Liberal Arts/Education	Special Education
Williams, Marlon L.	Bus/Info Syst/Human Srvc	Economics
Williams, Steven T.	Natural/Behav/Health Sci	Mathematics
Wilt, Brian J.	Bus/Info Syst/Human Srvc	Recreation Management
Winch, Elsa E.	Bus/Info Syst/Human Srvc	Library
Wollam, Seth F.	Liberal Arts/Education	Music
Wynn, Thomas C.	Natural/Behav/Health Sci	Geoscience
Yakut, Cengiz	Liberal Arts/Education	Health & Physical Educ
Young, Kathleen N.	Natural/Behav/Health Sci	Nursing

Adjunct Faculty

Cruz-Vetrano, Wilhelmina P., MD, Director, Department of Laboratory Services, Altoona Regional Health System, School of Medical Technology/Medical Laboratory Science (*adjunct*)

Beecham, Heidi, MS, MT (ASCP), Medical Technology Program Director, Altoona Regional Health System, School of Medical Technology/Medical Laboratory Science (*adjunct*)

Wheary, Christine, MS, MT (ASCP), Program Director, Susquehanna Health, The Williamsport Hospital Program in Clinical Laboratory Science (*adjunct*)

EMPLOYEE LISTING

Please see the employee directory at http://www.lhup.edu/faculty_staff/directory/.

EMERITI

Dr. A. Wayne Allison	Recreation Management
Dr. Charles Arrington	Psychology
Dr. Peter Auringer	Health & Physical Education
Dr. Allienne Becker	Foreign Language- German
Dr. Isadore Becker	English
Miss Paula Bell	Computer Info. Science
Dr. Bradley Black	Health & Physical Education
Dr. Janice Bosworth	Health & Physical Education
Dr. A. Dane Bowen	History and Economic
Mr. Michael Brady	Computer Info. Science
Dr. John Brendel	Psychology
Mr. Terry Brink	PreK-Grade 8/Prof. Studies
Mr. Donald Brobst	Earth Science & Geology & Planetarium Director
Mr. Charles Bromberg	Speech & Communication
Mrs. Beatrice Brown	English
Dr. Jeff Burnham	Political Science
Dr. Florentino Caimi	Music
Dr. Douglas Campbell	Communications
Dr. Blair Carbaugh	Biological Science
Dr. Carl Carnein	Chemistry/Physics/Geoscience
Dr. Esther Jane Carrier	Library
Dr. Richard Carroll	Economics
Mrs. Shirley Chang	Library
Mr. Tien Lu "Bob" Chu	Library
Dr. Gerald Cierpilowski	Elementary & Secondary Education
Dr. Edward Clawson	Education
Dr. Robert Coltrane	English
Dr. Howard Congdon	Philosophy
Mr. Dale Cooper	Physical Science
Dr. Kenneth M. Cox	Health & Physical Education
Dr. Alan Crosby	Chemistry
Dr. Jeanette Cruse	Education
Dr. James Dayananda	English
Ms. Mary Sue Diehl	Nursing
Mr. James Dolan	Health Science
Dr. Lisa Donahue	PreK-Grade 8/Prof. Studies
Mr. Bernard Dornisch	Math
Dr. May Dyer	Art
Dr. Charles Eberle	Health & Physical Education
Ms. Judith Elliott	Recreation Management
Dr. Chick Empfield	Education
Mrs. Elaine Filsinger	Library
Mr. Jack Fisher	Health Science
Mr. Ted Forbes	Psychology
Dr. Donald Fostvedt	Education

Ms. Nancy Berry Galgoci	Accounting
Dr. Mohinder Gill	Art
Mr. John Gordon	Performing Arts
Dr. Arthur Gray	Chemistry
Dr. Donald Green	Geography
Mr. Harold Hacker	Health & Physical Education and Rec
Dr. Karen Harvey	History, Political Science and Economics
Dr. Charles Hayes	Foreign Language- German
Mr. Karl Herrmann	Health Sciences
Dr. Patrizia Hoffman	Communications
Dr. Arden W. Holland	Education
Dr. Zakir Hossain	Sociology & Anthropology
Dr. Glenn Hosterman	Music
Ms. May Ireland	English
Dr. John Irwin	Philosophy
Dr. William Irwin	Financial Aid
Dr. Charles Jenkins	English
Dr. Edward Jensen	Master of Education
Mr. Donald Keener	Health & Physical Education and Rec
Mr. Charles Kent	History/ University Archivist
Dr. Carole Kidder	Education
Dr. Clay Kleckley	Academic Development & Counseling
Dr. James Knauer	Political Science
Dr. Richard G. Kohlan	Psychology
Mr. Lawrence Lebin	English
Mr. John Leffert	Physician Assistant
Mr. Ralph Lehman	Education
Ms. Carol Liddick	Special Education
Dr. Sally Lima	Education
Ms. Lois Lynn	Nursing
Dr. Cecilia Maciá	Foreign Language-Spanish
Mr. Lewis Magent	Special Education
Dr. Sue Malin	Music
Dr. Stephen Marvel	Biology
Dr. Ira Masemore	Dean of Education
Dr. Peter Matthews	Special Education
Dr. John McGowan	Music
Dr. H. Faith McNitt	Music
Dr. Kathleen McQuaid	History, Political Science, Economics & Geography
Mr. Ronald Miller	Performing Arts
Dr. James Miller	Education
Dr. Samuel Nantogmah	Health & Physical Education
Dr. Rose Ann Neff	Recreation
Dr. Russell Nelson	Music
Dr. Charles Newcomer	Psychology
Dr. Gregory Nolan	Educational Foundations
Dr. Donald Oakley	Science
Ms. Mary O' Neill	Academic Counseling & Development.
Mr. Richard Parker	English
Dr. Arunkant Patel	Computer Science
Mrs. Carolyn Perry	English
Dr. Peter Podol	Foreign Language - Spanish
Dr. Carol Pollard	English
Mr. John Potter	Computer Science, Management Science & Accounting

Dr. Joseph Priddy	Education
Mr. Rudy Radocaj	Computing Center
Ms. Carol Rehn	Mathematics
Mr. Gary Renzelman	Music
Mrs. Mary Renzelman	Music
Mr. Bruce Robertson	Business Admin, Computer Sci & Information Tech
Dr. Mary Rose-Colley	Health Sciences
Ms. Mary Ann Rudella	Nursing
Mr. Carl Rumbalski	Art
Dr. Steven Rush	Pre-K/Grade 8 Prof. Studies
Mr. John "Jack" Schmidt, Jr.	Visual & Performing Arts
Dr. Paul Schwalbe	Biological Science
Mr. Mark Seeber	Mathematics
Dr. Wade Seibert	Social Work
Dr. Kenneth Settlemyer	Biological Science
Dr. Robert Seyfarth	Business Admin, Computer Sci & Information Tech
Dr. Blanche Shamma	Speech & Theatre
Mr. Leonard Shepard	Elementary Education
Dr. Daniel Showan	History
Mr. Terry Shultz	Health Science
Dr. Donald Simanek	Physics
Dr. William Smith-Hinds	Sociology
Mr. Leroy Straley	Education
Ms. Maria Sweet	Academic Devel & Counsel
Dr. Lucille Tabler	Social Work
Dr. Kenneth Thompson	Biological Sciences
Mr. Tu Hsun Tsai	Sociology
Dr. Dora Vandine	Health & Physical Education & Recreation
Mr. Dean Wagner	Mathematics
Dr. Patrick Wardell	Social Work
Dr. David Warner	Performing Arts
Mr. John Weigel	English
Mr. Robert Weller	Health & Physical Education & Recreation
Mr. Raymond Whitney	Mathematics
Ms. Nina Williams	Elementary & Secondary Education
Dr. Douglas Wion	History, Political Science, Economics & Geography
Dr. Nan Wood	Health & Physical Education
Mr. James A. Woodward	Mathematics
Mr. Bruce Wooley	Business & Computer Science
Dr. Tim Yoho	Biological Science
Dr. Judith Yoho	Education
Dr. John Zaharis	Biological Science & VP Academics Affairs
Mr. George Zakem	Computer Center

REQUIREMENTS FOR MAJORS

NOTE: Academic check sheets below were approved to reflect the general education program implemented fall 2014. Not all major check sheets were approved during the 2014-2015 year. Please check the department's website for information related to requirements.

<http://www.lhup.edu/majors/programs.html>

Lock Haven University
Business & Computer Science Department
Bachelor of Science
Accounting Major

For Students entering LHU Fall 2014

GENERAL EDUCATION REQUIREMENTS (42 sh)

INTELLECTUAL FOUNDATION 9 sh Taken

Written Communication	3 sh	
ENGL100: Composition (3 sh)		
<i>WC Competency 1: ENGL345 ✓</i>		
<i>WC Competency 2: MANG475 ✓</i>		
Oral Communication	3 sh	
Mathematical and Computational Thinking	3 sh	
MATH107 #		
Critical Thinking		
<i>CT Competency 1:</i>		
<i>CT Competency 2: MANG475 ✓</i>		

KNOWLEDGE & INQUIRY 21 sh

Natural Science Inquiry (one lab science)	6 sh	
Historical, Behavioral, and Social Science Inquiry	6 sh	
ECON101		
Philosophical, Literary, and Aesthetic Inquiry	9 sh	
PHIL425#		
<i>Visual or Performing Arts (1 course)</i>		

PERSONAL & SOCIAL RESPONSIBILITY 12 sh

Global Awareness and Citizenship	9 sh	
Wellness	3 sh	
Experiential Learning		
<i>EL Competency 1 (14 hours)</i>		
<i>EL Competency 2 (14 hours)</i>		
<i>OR Internship (1 credit minimum)</i>		

ELECTIVES (Internship(s) strongly advised!) (18 sh)

Electives can be used for internships, study abroad, or other student interests.

MAJOR CORE -- REQUIRED FOR ALL (36 sh)

Note: A minimum GPA of 2.0 is required in the major

Recommended before Junior Year Taken

MANG105: Introduction to Business	3 sh	
<i>Upper-level transfer students may substitute an elective</i>		
<i>Meets LHU's FYS requirement</i>		
ACCT110: Financial Accounting	3 sh	
ACCT115: Management Accounting #	3 sh	
<i>Prerequisite: ACCT110</i>		
COMP150: Introduction to Computers	3 sh	
COMP250: Advanced Microcomputer Apps #	3 sh	
<i>Prerequisite: COMP150, & grade "C" or better in MATH107</i>		
Either	MATH180: Math for Management #	3 sh
	MATH141: Calculus 1	
<i>Prerequisites: MATH107. Also MATH 112 or placement score of 9+ in Categories 1-3</i>		
MRKT200: Introduction to Marketing	3 sh	

Recommended for Juniors & Seniors

Either	MANG302: Business Law I #	3 sh
	ENGL345: Business Writing (WC) #	
	ENGL360: Technical Writing	
<i>Prerequisite: 60 semester hours</i>		
MANG315: Management: Concepts & Strategies #	3 sh	
<i>Prerequisite: MANG105 or ACCT110 or Permission of Instructor</i>		
MANG325: Financial Management #	3 sh	
<i>Prerequisite: ECON101 & ACCT110</i>		

For Seniors Only

MANG475: Capstone/Strategic Mgmt (CT & WC) #	3 sh	
<i>Prerequisites: MANG325</i>		
<i>Must have 75 sh to register and 90 when course begins.</i>		

ACCOUNTING REQUIREMENTS (18 sh)

ACCT210: Intro. To Federal Tax #	3 sh	
ACCT215: Acct. Info. Systems #	3 sh	
ACCT300: Cost Accounting #	3 sh	
ACCT335: Intermediate Accounting I #	3 sh	
ACCT340: Intermediate Accounting II #	3 sh	
ACCT400: Auditing #	3 sh	

ACCOUNTING ELECTIVES (6 sh)

#		
#		

Accounting electives include ACCT333, ACCT369 (Internship), ACCT410, ACCT435, ACCT450, ACCT460, COMP160, COMP255, COMP260, COMP305, MANG303, MANG430

Designates advanced coursework

BACHELOR OF SCIENCE in APPLIED COMPUTER SCIENCE AND INFORMATION SYSTEMS
Declared Fall 2014

GENERAL EDUCATION REQUIREMENTS (60)

Hrs.	Course	Taken	Grade
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INTELLECTUAL FOUNDATION (9)

Written Communication (3)

3	ENGL100		
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WC Competency 1: COMP220 ✓
WC Competency 2: COMP304 or COMP405 ✓

Oral Communication (3)

3			
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Mathematical and Computational Thinking (3)

3	MATH107#		
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Prerequisite: MATH100 or score of 9+ in Cat. 1 & 2
CT Competency 1: COMP160 ✓
CT Competency 2: COMP220 ✓

KNOWLEDGE AND INQUIRY (21)

Natural Sciences Inquiry (6)

3			
3			

Note: At least one course must include a science lab

Historical, Behavioral and Social Science Inquiry (6)

3			
3			

Philosophical, Literary and Aesthetic Inquiry (9)

3			
3			
3			

Note: At least one course must come from the Visual or Performing Arts and one from Philosophy or Literature

PERSONAL AND SOCIAL RESPONSIBILITY (12)

Global Awareness and Citizenship (9)

3			
3			
3			

Note: At least one course must fulfill the historical foundation component of the competency

WELLNESS (3)

3			
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EL Competency Units(2):
or Internship (1 credit)

ELECTIVES (18)

3			
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Note: Either ENGL345 or ENGL360 is recommended.

3			
3			
3			
3			
3			

Note: Math courses may be required depending on math placement results.

MAJOR REQUIREMENTS (60)

A GPA of 2.0 or higher is required for graduation, both overall and in the major.

MAJOR CORE (30)

		Hrs.	When	Taken	Grade
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RECOMMENDED COMPLETION BEFORE JUNIOR YEAR

COMP119	Freshman Seminar <i>Transfer Students may substitute a major elective</i>	3	F		
COMP150	Introduction to Computers	3	F&S		
COMP160	Programming I# (CT) <i>Prerequisite: Appropriate Math Placement/MATH112</i>	3	F&S		
COMP200	Fundamentals of Networking # <i>Prerequisite: COMP150</i>	3	S		
COMP202	Introduction to Systems Admin # <i>Corequisite: COMP160</i>	3	F		
COMP205	Web-Based Application Dev. # <i>Prerequisite: COMP160</i>	3	S		
COMP220	Contemp Issues in Computing # (CT & WC) <i>Prerequisite: COMP150</i>	3	F		
COMP255	Database Design # <i>Prerequisite: COMP160 or COMP250</i>	3	F		
COMP230	Discrete Structures & Formal Lang # <i>Prerequisite: COMP160 and MATH107</i>	3	S		

RECOMMENDED COMPLETION DURING SENIOR YEAR

COMP475	Senior Capstone #	3	S		
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MAJOR TRACKS (30)

Each student is required to complete a track within the major. Current options are:

- Mobile and Game Application Development Track
- Database and Network Administration Track
- Interdisciplinary Computing Track

Requirements for our three tracks are provided on the next page.

If your placement result is below:

- Cat. 1, MATH 009 is required as a 0 credit course
- Cat. 2, MATH100 is required as a gen ed elective
- Cat. 3, MATH112 is required as a gen ed elective
- Cat. 4, MATH113 is required as a gen ed elective

Note: The # symbol indicates advanced coursework.

Lock Haven University
Health Science
Bachelor of Science
Athletic Training

Effective Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition	3 sh
WC Competency 1: <i>ATTR230</i>	
WC Competency 2: <i>ATTR415</i>	
Oral Communication	3 sh
ATTR415: Current Issues in Athletic Training	
Mathematical and Computational Thinking	3 sh
MATH112: Intermediate Algebra	3 sh
Critical Thinking	
CT Competency 1: <i>ATTR453</i>	
CT Competency 2: <i>ATTR456</i>	

First Year Student Seminar	1 sh
HLTH119: First Year Student Seminar	1 sh

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
BIOL106: Principles of Biology I	3 sh
BIOL107: Principles of Biology II	3 sh
Historical, Behavioral, and Social Science Inquiry	6 sh
PSYC100: Introduction to Psychological Science	3 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh

Major Area and Cognate Courses	73 sh
ATTR100: Introduction to Athletic Training	3
ATTR202: Care & Prevention of Athletic Injuries	3
#ATTR230: Evidence Based Medicine	1
#ATTR300: General Medical Conditions	3
#ATTR322: Functional Anatomy 1	4
#ATTR342: Functional Anatomy 2	4
#ATTR364: Evaluation Techniques 1	3
#ATTR365: Evaluation Techniques 2	3
#ATTR453: Clinical Experience 1	3
#ATTR454: Clinical Experience 2	3
#ATTR455: Clinical Experience 3	3
#ATTR456: Clinical Experience 4	6
#ATTR410: Administration & Organization	3
#ATTR472: Therapeutic Interventions 1	4
#ATTR473: Therapeutic Interventions 2	4
HLTH115: Anatomy & Physiology I	4
HLTH120: Anatomy & Physiology II	4
#HLTH305: Introduction to Biomechanics	3
#HLTH332: Psychological Aspects of Injury	3
#HLTH353: Physiology of Exercise	3
#HLTH363: Applied Sport and Exercise Science	3
#HLTH415: Pharmacology	3

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
Wellness	3 sh
HLTH105: Introduction to Health	3 sh
Experiential Learning	
EL Competency 1: <i>ATTR453</i>	
EL Competency 2: <i>ATTR456</i>	

Electives	4 sh
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#: BOG Advanced coursework

**Lock Haven University
Health Science
Athletic Training
Course Sequence**

Fall Freshman

ATTR100: Intro to Athletic Training (3)
HLTH119: First Year Student Seminar (1)
HLTH115: Anatomy & Physiology 1 (4)

Spring Freshman

BIOL106: Principles of Biology I (3)
HLTH105: Introduction to Health (3)
HLTH120: Anatomy & Physiology 2 (4)

Fall Sophomore

BIOL106: Principles of Biology II (3)
HLTH305: Intro to Biomechanics (3)
HLTH353: Physiology of Exercise (3)

Spring Sophomore

ATTR202: Care & Prevention (3)

Fall Junior

ATTR230: Evidence Based Medicine (1)
ATTR322: Functional Anatomy 1 (4)
ATTR364: Evaluation Techniques 1 (3)
ATTR453: Clinical Experience 1 (3)
ATTR472: Therapeutic Interventions 1 (4)

Spring Junior

ATTR300: General Medical Conditions (3)
ATTR342: Functional Anatomy 2 (4)
ATTR365: Evaluation Techniques 2 (3)
ATTR454: Clinical Experience 2 (3)
ATTR473: Therapeutic Interventions 2 (4)

Fall Senior

ATTR410: Administration & Organization (3)
ATTR455: Clinical Experience 3 (3)
HLTH332: Psychology of Injury and Illness (3)
HLTH363: Applied Sport & Exercise Science (3)
HLTH415: Intro to Pharmacology (3)

Spring Senior

ATTR415: Current Issues in Athletic Training (3)
ATTR456: Clinical Experience 4 (6)

Lock Haven University
Biological Sciences
Bachelor of Science
Biology: General
 Effective Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition (3 sh)	
WC Competency 1	
WC Competency 2	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
Math 141-Calculus I	
Critical Thinking	
CT Competency 1	
CT Competency 2	

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
BIOL106-Principles of Biology I	
BIOL107-Principles of Biology II	
Historical, Behavioral, and Social Science Inquiry	6 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
Wellness	3 sh
Experiential Learning	
EL Competency 1	
EL Competency 2	

Electives	17 sh

First Year Student Seminar	1 sh
SCI119-Freshmen Seminar	

Major Area and Cognate Courses	60 sh
Area Requirements	24
CHEM120-Principles of Chemistry I	4
CHEM121-Principles of Chemistry II	4
CHEM220-Organic Chemistry I#	4
CHEM221-Organic Chemistry II#	4
PHYS130-Physics I	4
PHYS130-Physics II#	4
Core Biology Requirements	12
BIOL202-Genetics#	3
BIOL206-Botany#	3
BIOL240-Zoology#	3
BIOL410-Organismal Physiology#	3
Other Biology Requirements-take 24 credits of BIOL courses at 200 level or higher#*	
BIOL ____	
BIOL ____	
BIOL ____	
BIOL ____	
BIOL ____	
BIOL ____	
BIOL ____	
BIOL ____	
BIOL ____	
BIOL ____	
*Other Biology courses, including Chincoteague Bay Field Station Biology Field Courses, could be substituted on a case by case basis, as approved by the Department.	

Lock Haven University
Biological Sciences
Bachelor of Science
Biology: Cellular and Organismal Biology

Effective Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition (3 sh)	
WC Competency 1	
WC Competency 2	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
Math 141-Calculus I	
Critical Thinking	
CT Competency 1	
CT Competency 2	

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
BIOL106-Principles of Biology I	
BIOL107-Principles of Biology II	
Historical, Behavioral, and Social Science Inquiry	6 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
Wellness	3 sh
Experiential Learning	
EL Competency 1	
EL Competency 2	

Electives	17 sh

First Year Student Seminar	1 sh
SCII19-Freshmen Seminar	

Major Area and Cognate Courses	60 sh
Area Requirements	28
CHEM120-Principles of Chemistry I	4
CHEM121-Principles of Chemistry II	4
CHEM220-Organic Chemistry I#	4
CHEM221-Organic Chemistry II#	4
CHEM410-Biochemistry I#	4
PHYS130-Physics I	4
PHYS130-Physics II	4
Core Biology Requirements	12
BIOL202-Genetics#	3
BIOL206-Botany#	3
BIOL240-Zoology#	3
BIOL410-Organismal Physiology#	3
Other Biology Requirements	20
<i>Students must take</i>	
BIOL330-Cell & Molecular Biology#	4
BIOL340-Microbiology #	4
<i>Choose 12 credits from courses listed below*</i>	
BIOL302 Developmental Biology#	3
BIOL303-Vertebrate Endocrinology#	2
BIOL310-Immunology#	2
BIOL315-Comparative Vertebrate Anatomy#	3
BIOL317 Mycology#	3
BIOL323-Bioinformatics and Genomics#	3
BIOL345-Advanced DNA Methods#	3
BIOL425 Environmental Toxicology#	3
BIOL440-Environmental Microbiology#	3
BIOL450-Senior Seminar#	1
*Other Biology courses, including Chincoteague Bay Field Station Biology Field Courses, could be substituted on a case by case basis, as approved by the Department.	

Lock Haven University
Biological Sciences
Bachelor of Science
Biology: DNA Analysis Methods

Effective Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition (3 sh)	
WC Competency 1	
WC Competency 2	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
Math 141-Calculus I	
Critical Thinking	
CT Competency 1	
CT Competency 2	

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
BIOL106-Principles of Biology I	
BIOL107-Principles of Biology II	
Historical, Behavioral, and Social Science Inquiry	6 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
Wellness	3 sh
Experiential Learning	
EL Competency 1	
EL Competency 2	

Electives	17 sh

First Year Student Seminar	1 sh
SCII19-Freshmen Seminar	

Major Area and Cognate Courses	60 sh
Area Requirements	28
CHEM120-Principles of Chemistry I	4
CHEM121-Principles of Chemistry II	4
CHEM220-Organic Chemistry I	4
CHEM221-Organic Chemistry II	4
CHEM410-Biochemistry I	4
PHYS130-Physics I	4
PHYS130-Physics II	4
Core Biology Requirements	12
BIOL202-Genetics	3
BIOL206-Botany	3
BIOL240-Zoology	3
BIOL410-Organismal Physiology	3
Other Biology Requirements	20
<i>Students must take the following</i>	
BIOL330-Cell & Molecular Biology	4
BIOL340-Microbiology	4
<i>Choose 6-9sh from the following</i>	
BIOL317 Mycology	3
BIOL323 Bioinformatics & Genomics	3
BIOL345 Advanced DNA Methods	3
<i>Choose 3-6sh from the following*</i>	
BIOL220 DNA Methods in Biology	1
BIOL302 Developmental Biology	3
BIOL303 Vertebrate Endocrinology	2
BIOL310 Immunology	2
BIOL315 Comparative Vertebrate Anatomy	3
BIOL402 Biological Evolution	3
BIOL440 Environmental Microbiology	3
*Other Biology courses, including Chincoteague Bay Field Station Biology Field Courses, could be substituted on a case by case basis, as approved by the Department.	

Lock Haven University
Biological Sciences
Bachelor of Science
Biology: Ecology and Environmental
 Effective Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition (3 sh)	
WC Competency 1	
WC Competency 2	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
Math 141-Calculus I	
Critical Thinking	
CT Competency 1	
CT Competency 2	

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
BIOL106-Principles of Biology I	
BIOL107-Principles of Biology II	
Historical, Behavioral, and Social Science Inquiry	6 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
Wellness	3 sh
Experiential Learning	
EL Competency 1	
EL Competency 2	

Electives	17 sh

First Year Student Seminar	1 sh
SCI119-Freshmen Seminar	

Major Area and Cognate Courses	60 sh
Area Requirements	23
CHEM120-Principles of Chemistry I	4
CHEM121-Principles of Chemistry II	4
CHEM205-Intro to Organic Chemistry#	4
GEOS130-Principles of Geology I	3
PHYS130-Physics I	4
PHYS130-Physics II#	4
Core Biology Requirements	12
BIOL202-Genetics#	3
BIOL206-Botany#	3
BIOL240-Zoology#	3
BIOL410-Organismal Physiology#	3
Other Biology Requirements	25
<i>Students must take</i>	
BIOL309-Ecology#	3
<i>Choose 22 credits from the following courses.* Three courses must be designated as field courses.</i>	
BIOL267-GIS#	3
BIOL402-Biological Evolution#	3
BIOL317-Mycology#	3
BIOL405-Field Ecology#	3
BIOL409-Ornithology#	3
BIOL411-Aquatic Biology#	3
BIOL413-Entomology#	3
BIOL415-Environmental Policy and Regulations#	3
BIO425-Environmental Toxicology#	3
BIOL450- Senior Seminar#	1
*Other Biology courses, including Chincoteague Bay Field Station Biology Field Courses, could be substituted on a case by case basis, as approved by the Department.	

Lock Haven University
Biological Sciences
Bachelor of Science
Biology: Marine Biology
 Effective Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition (3 sh)	
WC Competency 1	
WC Competency 2	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
Math 141-Calculus I	
Critical Thinking	
CT Competency 1	
CT Competency 2	

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
BIOL106-Principles of Biology I	
BIOL107-Principles of Biology II	
Historical, Behavioral, and Social Science Inquiry	6 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
Wellness	3 sh
Experiential Learning	
EL Competency 1	
EL Competency 2	

Electives	17 sh

First Year Student Seminar	1 sh
SCI119-Freshmen Seminar	

Major Area and Cognate Courses	60 sh
Area Requirements	23
CHEM120-Principles of Chemistry I	4
CHEM121-Principles of Chemistry II	4
CHEM205-Intro. to Organic Chemistry#	4
GEOS120 Oceanography at LHU or MS110 Intro. to Oceanography at CBFS	3
PHYS130-Physics I	4
PHYS130-Physics II#	4
Core Biology Requirements	12
BIOL202-Genetics#	3
BIOL206-Botany#	3
BIOL240-Zoology#	3
BIOL410-Organismal Physiology#	3
Marine Biology Requirements	9
BIOL200-Marine Biology (summer)#	3
Minimum of 6 SH of Biology courses offered at CBFS or other marine station#	6
Other Biology Requirements*	16
Choose 16 credit hours from courses below.	
Biol213 GIS#	3
BIOL309-Ecology#	3
Biol315 Comparative Vertebrate Anatomy#	3
Biol405 Field Ecology#	3
Biol411 Aquatic Biology#	3
Biol415 Environmental Policy and Regulation#	3
Biol425 Environmental Toxicology#	3
Biol450-Senior Seminar#	1
*Other Biology courses, including Chincoteague Bay Field Station Biology Field Courses, could be substituted on a case by case basis, as approved by the Department.	



Lock Haven University
Business & Computer Science Department
Associate of Science
Business Administration Major (total 63 credits)

For Students entering LHU Fall 2014

GENERAL EDUCATION REQUIREMENTS	27 sh	
INTELLECTUAL FOUNDATION	9 sh	Taken
Written Communication	3 sh	
ENGL100: Composition (3 sh)		
Oral Communication	3 sh	
Mathematical and Computational Thinking	3 sh	
MATH107		
Critical Thinking		
CT Competency 1:		
CT Competency 2:		
KNOWLEDGE & INQUIRY	9 sh	
Natural Science Inquiry (with lab)	3 sh	
Historical, Behavioral, & Social Science Inquiry	3 sh	
ECON101		
Philosophical, Literary, & Aesthetic Inquiry	3 sh	
PHIL102		
PERSONAL & SOCIAL RESPONSIBILITY	6 sh	
Global Awareness and Citizenship	3 sh	
Wellness	3 sh	
ELECTIVES	3 sh	

MAJOR REQUIREMENTS	36 sh
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An overall minimum 2.00 grade point average is required in major

CORE REQUIREMENTS	24 sh	Taken
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MANG105: Introduction to Business	3 sh	
<i>Upper-level transfer students may substitute major elective</i>		
<i>Meets LHU's FYSS requirement</i>		
ACCT110: Financial Accounting	3 sh	
ACCT115: Management Accounting	3 sh	
<i>Prerequisite: ACCT110</i>		
COMP150: Introduction to Computers	3 sh	
COMP250: Advanced Microcomputer Apps	3 sh	
<i>Prerequisite: COMP150, & grade "C" or better in MATH107</i>		
ENGL345: Business Writing (CT & WC)	3 sh	
MANG315: Management: Concepts & Strategies	3 sh	
<i>Prerequisite: MANG105 or ACCT110 or Permission of Instructor</i>		
MRKT200: Introduction to Marketing	3 sh	

MANAGEMENT TRACK	12 sh
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PSYC235: Interpersonal & Leadership Skills (EL)	3 sh	
<i>Prerequisite: 3 s.h. of Psychology</i>		
MANG317: Entrepreneurship	3 sh	
<i>Prerequisite: MANG315 & MRKT200</i>		
MANG320: Human Resources Management	3 sh	
<i>Prerequisite: MANG315</i>		
MAJOR ELECTIVE: _____	3 sh	

MANAGEMENT INFORMATION SYST TRACK	12 sh
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MANG101: Intro to Management Info Systems	3 sh	
COMP200: Fundamentals of Networking	3 sh	
COMP220: Contemp. Issues in Computing	3 sh	
COMP255: Database Design	3 sh	
<i>Prerequisite: COMP250</i>		

MAJOR ELECTIVES

Major electives include any ACCT, COMP, ECON, MANG, or MRKT Course. Major electives may also come from any major/major elective course listed on the B.S. in Business Administration Checklist if approved by advisor.

Lock Haven University
Business & Computer Science Department
Bachelor of Science
Business Administration Major

For Students entering LHU Fall 2014

GENERAL EDUCATION REQUIREMENTS (42 sh)

INTELLECTUAL FOUNDATION 9 sh Taken

Written Communication	3 sh	
ENGL100: Composition (3 sh)		
<i>WC Competency 1: ENGL345 v</i>		
<i>WC Competency 2: MANG475 v</i>		
Oral Communication	3 sh	
Mathematical and Computational Thinking	3 sh	
MATH107 #		
Critical Thinking		
<i>CT Competency 1:</i>		
<i>CT Competency 2: MANG475 v</i>		

KNOWLEDGE & INQUIRY 21 sh

Natural Science Inquiry (one lab science)	6 sh	
Historical, Behavioral, and Social Science Inquiry	6 sh	
ECON101		
Philosophical, Literary, and Aesthetic Inquiry	9 sh	
PHIL102 or PHIL425		
Visual or Performing Arts (1 course)		

PERSONAL & SOCIAL RESPONSIBILITY 12 sh

Global Awareness and Citizenship	9 sh	
Wellness	3 sh	
Experiential Learning		
<i>EL Competency 1 (14 hours)</i>		
<i>EL Competency 2 (14 hours)</i>		
<i>OR Internship (1 credit minimum)</i>		

ELECTIVES (Internship(s) strongly advised!) (18 sh)

Electives can be used to earn a 2nd concentration (see box on right), for internships, study abroad, study of a foreign language, or other student interests.

Designates advanced coursework

MAJOR CORE -- REQUIRED FOR ALL (42 sh)

Note: A minimum GPA of 2.0 is required in the major

Recommended before Junior Year Taken

MANG105: Introduction to Business	3 sh	
<i>Upper-level transfer students may substitute an elective</i>		
<i>Meets LHU's FYS requirement</i>		
ACCT110: Financial Accounting	3 sh	
ACCT115: Management Accounting #	3 sh	
<i>Prerequisite: ACCT110</i>		
COMP150: Introduction to Computers	3 sh	
COMP250: Advanced Microcomputer Apps #	3 sh	
<i>Prerequisite: COMP150, & grade "C" or better in MATH107</i>		
Either	MATH180: Math for Management #	3 sh
	MATH141: Calculus 1	3 sh
<i>Prerequisites: MATH107. Also MATH 112 or placement score of 9+ in Categories 1-3</i>		
MRKT200: Introduction to Marketing	3 sh	

Recommended for Juniors & Seniors

Either	MANG302: Business Law I #	3 sh
	ENGL345: Business Writing (WC) #	3 sh
	ENGL360: Technical Writing	3 sh
<i>Prerequisite: 60 semester hours</i>		
	MANG305: Operations/Production Mgmt #	3 sh
<i>Prerequisites: MATH180 & COMP250</i>		
	MANG315: Management: Concepts & Strategies #	3 sh
<i>Prerequisite: MANG105 or ACCT110 or Permission of Instructor</i>		
Either	ECON310: Intermediate Macroeconomics #	3 sh
	ECON315: Intermediate Microeconomics	3 sh
<i>Prerequisite: Grade "C" or better in ECON101</i>		
	MANG325: Financial Management #	3 sh
<i>Prerequisite: ECON101 & ACCT110</i>		

For Seniors Only

MANG475: Capstone/Strategic Mgmt (CT & WC) #	3 sh	
<i>Prerequisites: MANG325</i>		
<i>Must have 75 sh to register and 90 when course begins.</i>		

MAJOR ELECTIVES (0 sh for MIS, 3sh for other concentrations)

#	3 sh	
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Major electives include any ACCT, COMP, ECON, MANG, OR MRKT course, as well as COMM333, GEOG440, HIST205, PHIL425, POLI260, POLI315, POLI322, POLI325, POLI330, POLI350, PSYC235 and PSYC313. Internships can count for up to 6 credits in the major.

CONCENTRATIONS IN BUSINESS ADMINISTRATION
(Shown on the back of this sheet)

To meet requirements for this degree, students MUST have a minimum of 18 credits beyond the core (above). Options include:

- * One concentration and additional major electives to make up the 18 total.
- * Two concentrations, using some of your Electives to meet the required number of courses for both concentrations.

Note: Students may double count 2 courses to meet requirements for 2 concentrations, but 2 concentrations require 30 business credits beyond the core.

**Lock Haven University
Chemistry Department
Chemistry, B.S. Track
Suggested Course Sequence**

Fall Freshman (example)

ENGL100: Composition (3)
SCI119: First Year Student Seminar (1)
CHEM120: Principles of Chemistry I (4)
MATH141: Calculus I (3)
HBSS1 (Historical, Behavioral, and Social Science Inquiry) (3)

Credit Total: _____14

Spring Freshman (example)

CHEM121: Principles of Chemistry II (4)
MATH142: Calculus II (3)
PHYS170: Intermediate General Physics I (4)
GAC1 (Global Awareness and Citizenship) (3)
PLA1 (Philosophical, Literary, and Aesthetic Inquiry)(3)

Credit Total: _____17

Fall Sophomore (example)

CHEM220: Organic Chemistry I (4)
CHEM316: Quantitative Analysis (4)
PHYS171: Intermediate General Physics II (4)
Elective (3)

Credit Total: _____15

Spring Sophomore (example)

CHEM221: Organic Chemistry II (4)
CHEM410: Biochemistry I (4) or
CHEM In-depth (4)
HBSS2 (3)
Oral Communication (3)
PLA2 (3)

Credit Total: _____17

Fall Junior (example)

CHEM320: Physical Chemistry I (4),
CHEM301: Inorganic Chemistry (3),
CHEM Elective (3-4), and/or
CHEM In-depth (4)
GAC2 (3)
Elective (3)

Credit Total: _____12-16

Spring Junior (example)

CHEM321: Quantum Chemistry (4),
CHEM440: Advanced Inorganic Chemistry (4),
CHEM410 Biochemistry I (4),
CHEM In-depth (4), and/or
CHEM Elective (3-4)
Elective (3)

Credit Total: _____14-15

Fall Senior (example)

CHEM301: Inorganic Chemistry (3),
CHEM320: Physical Chemistry I (4),
In-depth (4), and/or
CHEM Elective (3-4)
GAC3 (3)
Wellness (3)
Elective (3)

Credit Total: _____15-17

Spring Senior (example)

CHEM440 Advanced Inorganic Chemistry (4),
CHEM 321: Quantum Chemistry (4),
In-depth (4), and/or
CHEM Elective (3-4)
CHEM499 (1)
PLA3 (3)
Electives (5)

Credit Total: _____12-17

**Lock Haven University
Chemistry Department
Forensic Track
Suggested Course Sequence**

Fall Freshman (example)

ENGL100: Composition (3)
 SCII19: First Year Student Seminar (1)
 MATH141: Calculus I (3)
 CHEM120: Principles of Chemistry I (4)
 BIOL106: Principles of Biology I (3)

Credit Total: _____ 14

Spring Freshman (example)

MATH142: Calculus II (3)
 CHEM121: Principles of Chemistry II (4)
 BIOL107: Principles of Biology II (3)
 SOCI101: Intro Sociology (3)
 Wellness (3)

Credit Total: _____ 16

Fall Sophomore (example)

CHEM220: Organic Chemistry I (4)
 BIOL202: Genetics (3)
 Historical, Behavioral, and Social Science (3)
 PLA1 (Philosophical, Literary, and Aesthetic Inquiry) (3)
 GAC1 (Global Awareness and Citizenship) (3)

Credit Total: _____ 16

Spring Sophomore(example)

CHEM221: Organic Chemistry II (4)
 PHYS170: Intermediate General Physics I (4)
 PLA2 (3)
 Elective (3)

Credit Total: _____ 14

Fall Junior (example)

PHYS171: Intermediate General Physics II (4)
 CHEM316: Quantitative Analysis (4)
 CHEM320: Physical Chemistry I (4)*
 CRJS102: Intro Criminal Justice (3)

Credit Total: _____ 15*

Spring Junior (example)

CHEM317: Instrumental Analysis (4)
 CRJS240: Law Enforcement (3)
 GAC2 (3)
 Electives (6)

Credit Total: _____ 16

Fall Senior (example)

CHEM3xx/4xx: Upper level CHEM elective (3)*
 CRJS310: Criminal Investigation (3)
 Oral Communication (3)
 GAC3 (3)
 Electives (3)

Credit Total: _____ 15*

Spring Senior (example)

CHEM410: Biochemistry I (4)
 CRJS360: Criminal Procedure (3)
 PLA3 (3)
 Electives (4)

Credit Total: _____ 14

* When the Fall semester of the junior year occurs in an even year (e.g., 2016) as written. When the Fall semester of the junior year occurs in an odd year (e.g., 2017), CHEM320 and CHEM3xx/4xx switch places and the credit totals become 14 and 16 for the junior and senior Fall semesters respectively. Also, the distribution of free electives allows for considerable flexibility for taking CHEM3xx/4xx as they become available and strike the interest of particular students in a given semester in the last two years of study.

Lock Haven University
Communication and Philosophy
Bachelor of Arts
Communication Major
 For students entering LHU Fall 2015

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition (3 sh)	
WC (competency)	
WC (competency)	
Oral Communication (Not COMM 100)	3 sh
Mathematical and Computational Thinking	3 sh.
Critical Thinking (competency)	
CT	
CT	

Knowledge and Inquiry	21 sh
Natural Science Inquiry (At least one lab science)	6 sh
Historical, Behavioral, and Social Science Inquiry	6 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh
Performing Arts (3 sh)	
Philosophy or Literature (3 sh)	

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
Global Historical Foundation 3sh	
Wellness	3 sh
Experiential Learning (2 units)	

Electives	17 sh

First Year Student Seminar	1 sh
COMM 119	1

Major Area and Cognate Courses	42 sh
Core Courses (required for all tracks)	12
COMM100: Introduction to Communication	
COMM150: Introduction to Mass Communication	
#COMM330: Cultural Studies in Mass Comm	
#COMM400: Communication Capstone Seminar	
Required Track Courses (over)	15
1.	
2.	
3.	
4.	
5.	
Communication Electives (over)	15
1.	
2.	
3.	
4.	
5.	
(If three upper level language classes are taken, student can satisfy 42 credits of upper level coursework with two upper level COMM electives. If student tests out of upper level language classes, he or she will need to fulfill upper level coursework with additional upper level COMM electives and possibly upper level general education courses [e.g. additional seminars]).	

BA Degree requirements:	Up to 18sh
Seminars (2 of 3)	6sh
#Humanities 328	
#Social Science 328	
#Science/Math 328	
Foreign Language Requirement Level-IV proficiency	up to 12 sh
First semester language course	
#Second semester language course	
#Third semester language course	
#Fourth semester language course	
Total credit hours	120

- Indicates advanced coursework

II. Required TRACK courses – Each student must complete <u>one track</u>		
<u>Journalism Track</u> – required courses:	<u>Electronic Media Track</u> – required courses:	<u>Advertising and Public Relations Track</u> – required courses:
<ul style="list-style-type: none"> <input type="checkbox"/> COMM 190 Writing for the Mass Media <input type="checkbox"/> #COMM 290 News Reporting <input type="checkbox"/> #COMM 393 News Editing <input type="checkbox"/> #COMM 493 Online Journalism <input type="checkbox"/> #COMM 494 Communication Law and Ethics 	<ul style="list-style-type: none"> <input type="checkbox"/> COMM 190 Writing for the Mass Media <input type="checkbox"/> #COMM 295 Radio Journalism <input type="checkbox"/> #COMM 310 Television Journalism <li style="border: 1px solid black; padding: 5px;"><input type="checkbox"/> One specialty production course: #COMM 317 Radio Workshop or #COMM 370 Digital Video Editing or #COMM 315 Corporate Video Production <input type="checkbox"/> #COMM 494 Communication Law and Ethics 	<ul style="list-style-type: none"> <input type="checkbox"/> COMM 190 Writing for the Mass Media <input type="checkbox"/> #COMM 292 Principles of Advertising <input type="checkbox"/> #COMM 333 Public Relations <input type="checkbox"/> #COMM 495 Public Relations Writing <input type="checkbox"/> #COMM 494 Communication Law and Ethics

<u>Professional Communication Track</u> – required courses:	<u>Public Discourse and Performance Track</u> – required courses:
<ul style="list-style-type: none"> <input type="checkbox"/> COMM 103 Small Group Communication <input type="checkbox"/> #COMM 208 Communication Theory <input type="checkbox"/> Either #COMM 304 Intercultural Communication or #COMM 405 Communication and Responsibility <input type="checkbox"/> #COMM 320 Business Communication <input type="checkbox"/> #COMM 369 Internship 	<ul style="list-style-type: none"> <input type="checkbox"/> Either #COMM 200 Voice and Articulation or #COMM 345 Advanced Public Speaking <input type="checkbox"/> #COMM 220 Oral Interpretation <input type="checkbox"/> Either #COMM 317 Radio Workshop or #COMM 318 Video Workshop <input type="checkbox"/> #COMM 303 Argumentation and Debate <li style="border: 1px solid black; padding: 5px;"><input type="checkbox"/> One analytical course: #COMM 360 Communication Analysis or #COMM 375 Persuasion or #COMM 405 Communication and Responsibility

**Lock Haven University
Criminal Justice Department
Bachelor of Science
Criminal Justice Major
For all Students enrolled Fall 2015**

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition (3 sh)	3sh
WC Competency 1 (overlay)	
WC Competency 2 (overlay)	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh
MATH107: Basic Statistics 1	3sh
Critical Thinking (overlay)	
CT Competency 1 (overlay)	
CT Competency 2 (overlay)	

First Year Student Seminar	1 sh
CRJS119: Freshman Seminar	

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
Natural Science with Lab	3sh
Natural Science with or without Lab	3sh
Historical, Behavioral, and Social Science Inquiry	6 sh
PSYC100: Introduction to Psychological Science	3sh
SOCI101: Introduction to Sociology	3sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh
PLA #1 Philosophy/Literature Competency	3sh
PLA #2 Visual Performing Arts Competency	3sh
PLA #3	3sh
Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
GAC #1 Historical Foundation Course	3sh
GAC #2	3sh
GAC #3	3sh
Wellness	3 sh
Experiential Learning (overlay)	
EL Competency 1 (overlay)	
EL Competency 2 (overlay)	
Electives	17 sh
Elective One	3
Elective Two	3
Elective Three	3
Elective Four	3
Elective Five	3
Elective Six	2

Major Area and Cognate Courses	60 sh
Required Courses (36 sh)	
CRJS102: Introduction to Criminal Justice	3
#CRJS205: Drug Abuse OR #HLTH320: Drug Education OR #PSYC322: Drugs and Human Behavior	3
CRJS210: Diversity in Criminal Justice OR SOCI205: Race and Ethnic Relations OR SOCW110: Diverse Populations and Groups	3
#CRJS240: Law Enforcement	3
#CRJS260: Criminal Law	3
#CRJS290: World Criminal Justice Systems	3
#CRJS301: Juvenile Justice	3
#CRJS305: Corrections	3
#CRJS3xx: Criminology	3
#CRJS360: Criminal Procedure	3
#CRJS425: Senior Seminar OR #CRJS369: Criminal Justice Internship OR #CRJS499: Independent Study	3
#CRJS490: Criminal Justice Research OR #PSYC202: Research Methods in Psychology OR #SOCI404: Sociological Research	3
Electives toward the major (24 sh)	
At least 12 sh must be 300 or 400 level courses	
Elective	3
Elective	3
Elective	3
Elective	3
#Elective	3
#Elective	3
#Elective	3
#Elective	3

42 sh must be # ‘advanced coursework’

**Lock Haven University
B.S. in Criminal Justice**

Suggested Course Sequence

Fall Freshman (example)

ENGL100: Composition
CRJS119: First Year Student Seminar
CRJS102: Introduction to Criminal Justice
SOC1101: Introduction to Sociology
PSYC100: Introduction to Psychology
General Education (3)

Credit Total: 16

Spring Freshman (example)

CRJS240: Law Enforcement
CRJS205: Drug Abuse
General Education (9)

Credit Total: 15

Fall Sophomore (example)

CRJS260: Criminal Law
CRJS3xx: Criminology
General Education (9)

Credit Total: 15

Spring Sophomore (example)

CRJS360: Criminal Procedure
CRJS210: Diversity in Crim. Justice
MATH107: Basic Statistics 1
General Education (6)

Credit Total: 15

Fall Junior (example)

CRJS301: Juvenile Justice
General Education (12)

Credit Total: 15

Spring Junior (example)

CRJS290: World Criminal Justice Systems
CRJS305: Corrections
General Education (9)

Credit Total: 15

Fall Senior (example)

CRJS490: Criminal Justice Research
CRJS425, CRJS499, or CRJS369
Elective toward major
Elective toward major
Elective toward major

Credit Total: 15

Spring Senior (example)

Elective toward major
Elective toward major
Elective toward major
Elective toward major
Elective toward major

Credit Total: 15

Criminal Justice Department
Bachelor of Science in Criminal Justice
Conservation Law Enforcement Track

For all Students enrolled Fall 2015

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition	3sh
WC Competency 1	
WC Competency 2	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh
MATH107: Basic Statistics 1	3sh
Critical Thinking	
CT Competency 1	
CT Competency 2	

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
Natural Science w/Lab (BIOL102, CHEM101, or CHEM105)	3sh
Natural Science with or without Lab	3sh
Historical, Behavioral, and Social Science Inquiry	6 sh
PSYC100: Introduction to Psychological Science	3sh
SOCI 101: Introduction to Sociology	3sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh
PLA #1 Philosophy/Literature Competency	3sh
PLA #2 Visual Performing Arts Competency	3sh
PLA #3	3sh
Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
GAC#1: Historical Foundation	3sh
GAC #2	3sh
GAC #3	3sh
Wellness	3 sh
Experiential Learning	
EL Competency 1	
EL Competency 2	
Electives	17 sh
Elective One	3
Elective Two	3
Elective Three	3
Elective Four	3
Elective Five	3
Elective Six	2

First Year Student Seminar	1 sh
CRJS119: Freshman Seminar	

Major Area and Cognate Courses	60 sh
Required Courses (36 sh)	
CRJS102: Introduction to Criminal Justice	3
#CRJS205: Drug Abuse OR #HLTH320: Drug Education OR #PSYC322: Drugs and Human Behavior	3
CRJS210: Diversity in Criminal Justice OR SOCI205: Race and Ethnic Relations OR SOCW110: Diverse Populations and Groups	3
#CRJS240: Law Enforcement	3
#CRJS260: Criminal Law	3
#CRJS290: World Criminal Justice Systems	3
#CRJS301: Juvenile Justice	3
#CRJS305: Corrections	3
#CRJS3xx: Criminology	3
#CRJS360: Criminal Procedure	3
#CRJS425: Senior Seminar OR #CRJS369: Criminal Justice Internship OR #CRJS499: Independent Study	3
#CRJS490: Criminal Justice Research OR #PSYC202: Research Methods in Psychology OR #SOCI404: Sociological Research	3
Track in Conservation Law Enforcement (24sh)	
#CRJS220: Conservation Law Enforcement	3
#CRJS309: Environmental Justice	3
ENVT101: Intro to Environmental Studies	3
One of the following:	3
#CRJS310: Criminal Investigation OR #CRJS304: Ethics in Criminal Justice	
Elective	3
Elective	3
Elective	3
#Elective	3

42 sh must be # 'advanced coursework'

**Lock Haven University
Bachelor of Science in Criminal Justice
Conservation Law Enforcement Track**

Suggested Course Sequence

Fall Freshman (example)

ENGL100: Composition
CRJS119: First Year Student Seminar (1)
CRJS102: Introduction to Criminal Justice
SOCI101: Introduction to Sociology
PSYC100: Introduction to Psychology
General Education (3)

Credit Total: 16

Spring Freshman (example)

CRJS205: Drug Abuse
CRJS240: Law Enforcement
General Education (9)

Credit Total: 15

Fall Sophomore (example)

CRJS260: Criminal Law
CRJS304: Ethics OR
CRJS310: Criminal Investigation
CRJS3xx: Criminology
General Education (6)

Credit Total: 15

Spring Sophomore (example)

CRJS210: Diversity in Criminal Justice
CRJS220: Conservation Law Enforcement
CRJS360: Criminal Procedure
MATH107: Basic Statistics I
General Education (3)

Credit Total: 15

Fall Junior (example)

CRJS301: Juvenile Justice
CRJS309: Environmental Justice
General Education (9)

Credit Total: 15

Spring Junior (example)

CRJS290: World Criminal Justice Systems
CRJS305: Corrections
ENVT101: Intro. Environmental Studies
General Education (6)

Credit Total: 15

Fall Senior (example)

CRJS490: Criminal Justice Research
CRJS425, CRJS499, or CRJS369
General Education (9)

Credit Total: 15

Spring Senior (example)

Major Electives (12)
General Education (3)

Credit Total: 15

Lock Haven University
PreK-Grade 8 Education and Professional Studies Department

Bachelor of Science
Elementary Middle Level Education Major (122 sh)

Mathematics Concentration

For Students entering LHU Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENG100: Composition (3 sh)	
WC Competencies: ELML493	
WC Competencies: ELML494	
Oral Communication	3 sh
Speech (3 sh)	
Mathematical and Computational Thinking	3 sh.
MATH102: Number Systems (3 sh)	
Critical Thinking	
CT Competencies: ELML493	
CT Competencies: ELML494	

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
GEOS101: Earth Science (3 sh)	
BIOL101: Basic Biology (3 sh)	
Historical, Behavioral, and Social Science Inquiry	6 sh
HIST150: American History (3 sh)	
PSYC103: Adolescent Psychology (3 sh)	
Philosophical, Literary, and Aesthetic Inquiry	9 sh
Philosophy (3 sh)	
ENGL110: Introduction to Literature (3 sh)	
Art/Music/Theater/Dance (3 sh)	

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
HIST101 or HIST102: World History 1 or 2 (3 sh)	
POLI105: American National Government (3 sh)	
GEOG260: World Regional Geography (3 sh)	
Wellness	3 sh
Wellness (3 sh)	
Experiential Learning	
EL Competencies: ELML493	
EL Competencies: ELML494	

First Year Student Seminar	1 sh
ELML119: Freshmen Seminar for Elementary Middle Level Education Students (1 sh)	

Major Area and Cognate Courses	79 sh
Major Courses	
ELML200: Introduction to LA Methods (1 sh)	
ELML210: Learning Theory (3 sh)	
ELML250: Assessment and Differentiation (3 sh)	
#ELML330: Language Acquisition Theory and Writing Instruction (3 sh)	
#ELML322: Mathematics for the Elementary and Middle Level Learner (3 sh)	
#ELML335: Eff Instructional Literary Strategies (3 sh)	
#ELML405: Interventions and Classroom Management Strategies (3 sh)	
#ELML410: Science Methods I (1 sh)	
#ELML4—Language Arts Methods (1 sh)	
#ELML433: Mathematics Methods III (3 sh)	
#ELML441: Social Studies Methods I (1 sh)	
#ELML493: Student Teaching I (6 sh)	
#ELML494: Student Teaching II (6 sh)	
Cognate Courses	
MATH107: Basic Statistics (3 sh)	
MATH112: Intermediate Algebra (3 sh)	
MATH113: Precalculus (3 sh)	
#MATH215 Statistics and Geometry (3 sh)	
#MATH141: Calculus (3 sh)	
#MATH205: Foundations of Mathematics (3 sh)	
#MATH302: Number Theory (3 sh)	
#MATH307: Foundations of Geometry (3 sh)	
Art/Music/Theater/Dance (3 sh)	
PHYS101: Matter and Energy (3 sh)	
CHEM101: Chemistry in the Environment (3 sh)	
PSYC201: Educational Psychology (3 sh)	
SPEC204: Cognitive Development (3 sh)	
#SPEC309: Eff Instructional Strategies (3 sh)	
<i># Advanced Level Courses</i>	

Lock Haven University
Pre K-Grade 8 Education and Professional Studies Department
Elementary Middle Level Education Major
Mathematics Concentration

Fall Freshman

ENGL100 Composition (3)
HIST101/102 World Hist. 1/2 (3)
MATH112 Intermediate Algebra (3)
BIOL101 Basic Biology I (3)
Art/Music/Theater/Dance (3)
ELML119 Freshman Seminar (1)
Credit Total: 16

Spring Freshman

ENGL110 Introduction to Literature (3)
MATH113 Precalculus (3)
MATH115 Statistics and Geometry (3)
GEOS101 Earth Science (3)
PSYC103 Adolescent Psychology (3)
ELML200 Intro. to Lang Arts Methods (1)
Credit Total: 16

Fall Sophomore

MATH141 Calculus (3)
HIST150 American History (3)
Speech (3)
PHYS101 Matter and Energy (3)
PSYC 201 Educational Psychology (3)
ELML210 Learning Theory (3)
Credit Total: 18

Spring Sophomore

CHEM101 Chemistry in the Environment (3)
MATH102: Number Systems (3)
MATH205 Foundations of Mathematics (3)
SPEC204 Cog. Develop. of Div. Learners (3)
ELML250 Assess. and Diff. in 4-8 Class. (3)
Credit Total: 15

Fall Junior

MATH302 Number Theory (3)
MATH307 Foundations of Geometry (3)
Art/Music/Theater/Dance (3)
SPEC309 Eff Instructional Strategies (3)
POLI105 American National Government (3)
Credit Total: 15

Spring Junior

MATH107 Basic Statistics (3)
GEOG 260 World Regional Geography (3)
Wellness (3)
Philosophy (3)
ELML330 Lang. Acq. and Writ. Instruct. (3)
Credit Total: 15

Fall Senior

ELML335 Effect. Instruct. Lit. Strat. (3)
ELML322 Mathematics for the Elem. & Mid. (3)
ELML433 Mathematics Methods III (3)
ELML410 Science Methods I (1)
ELML441 Social Studies Methods I (1)
ELML405 Inter. and Class. Manage. Strat. (3)
ELML4-- Lang. Arts Methods (1)
Credit Total: 15

Spring Senior

ELML493 Student Teaching I(6)
ELML494 Student Teaching II(6)
Credit Total: 12

PreK-Grade 8 Education and Professional Studies Department
Bachelor of Science
Elementary Middle Level Education Major (122 sh)
Social Studies Concentration
 For Students entering LHU Fall 2014

Intellectual Foundation	9 sh	First Year Student Seminar	1 sh
Written Communication	3 sh	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494			
		Major Area and Cognate Courses	79 sh
		Major Courses	
Oral Communication	3 sh	ELML200: Introduction to LA Methods (1 sh)	
Speech (3 sh)		ELML210: Learning Theory (3 sh)	
Mathematical and Computational Thinking	3 sh.	ELML250: Assessment and Differentiation (3 sh)	
MATH102: Number Systems (3 sh)		#ELML330: Language Acquisition Theory and Writing Instruction (3 sh)	
Critical Thinking		#ELML322: Mathematics for the Elementary and Middle Level Learner (3 sh)	
CT Competencies: ELML493		#ELML335: Eff Instructional Literary Strategies (3 sh)	
CT Competencies: ELML494		#ELML405: Interventions and Classroom Management Strategies (3 sh)	
		#ELML410: Science Methods I (1 sh)	
		#ELML4—Language Arts Methods (1 sh)	
Knowledge and Inquiry	21 sh	#ELML431: Mathematics Methods I (1 sh)	
Natural Science Inquiry	6 sh	#ELML443: Social Studies Methods III (3 sh)	
GEOS101: Earth Science (3 sh)		#ELML493: Student Teaching I (6 sh)	
BIOL101: Basic Biology (3 sh)		#ELML494: Student Teaching II (6 sh)	
Historical, Behavioral, and Social Science Inquiry	6 sh	Cognate Courses	
PSYC103: Adolescent Psychology (3 sh)		MATH112: Intermediate Algebra (3 sh)	
HIST150: American History (3 sh)		MATH115: Statistics and Geometry (3 sh)	
		HIST112: Global History 2 (3 sh)	
Philosophical, Literary, and Aesthetic Inquiry	9 sh	#HIST245: History of Pennsylvania (3 sh)	
Philosophy (3 sh)		#300/400 American History (3 sh)	
ENGL110: Introduction to Literature (3 sh)		#300/400 Non-Western History (3 sh)	
Art/Music/Theater/Dance (3 sh)		ECON101: Economics (3 sh)	
		Art/Music/Theater/Dance (3 sh)	
Personal and Social Responsibility	12 sh	PHYS101: Matter and Energy (3 sh)	
Global Awareness and Citizenship	9 sh	CHEM101: Chemistry in the Environment (3 sh)	
HIST111: Global History 1 (3)		PSYC201: Educational Psychology (3 sh)	
POLI105: American National Government (3 sh)		SPEC204: Cognitive Development (3 sh)	
GEO260: World Regional Geography (3 sh)		#SPEC309: Eff Instructional Strategies (3 sh)	
Wellness	3 sh	#ELML323: Soc. Stud.for the Ele. & Mid (3 sh)	
Wellness (3 sh)			
Experiential Learning		# <i>Advanced Level Courses</i>	
EL Competencies: ELML493			
EL Competencies: ELML494			

**Pre K-Grade 8 Education and Professional Studies Department
Elementary Middle Level Education Major
Social Studies Concentration**

Fall Freshman

ENGL100 Composition (3)
HIST111 Global History 1 (3)
MATH102: Number Systems (3)
BIOL101 Basic Biology (3)
Art/Music/Theater/Dance (3)
ELML119 Freshman Seminar (1)
Credit Total: 16

Spring Freshman

ENGL110 Introduction to Literature (3)
HIST112 Global History 2 (3)
MATH115 Statistics and Geometry (3)
GEOS101 Earth Science (3)
PSYC 103 Adolescent Psychology (3)
ELML200 Introduction to Lang. Arts Meth. (1)
Credit Total: 16

Fall Sophomore

POLI105 American National Government (3)
HIST150 American History (3)
Speech (3)
PHYS101 Matter and Energy (3)
PSYC 201 Educational Psychology (3)
ELML210 Learning Theory (3)
Credit Total: 18

Spring Sophomore

CHEM101 Chemistry in the Environment (3)
HIST245 History of Pennsylvania (3)
GEOG 260 World Regional Geography (3)
SPEC204 Cog. Develop. of Div. Learners (3)
ELML250 Assess. and Diff. in 4-8 Class. (3)
Credit Total: 15

Fall Junior

ECON101 Economics (3)
300/400 American History (3)
Art/Music/Theater/Dance (3)
SPEC309 Eff Instructional Strategies (3)
Philosophy (3)
Credit Total: 15

Spring Junior

MATH112 Intermediate Algebra (3)
300/400 Non-Western History (3)
Wellness (3)
ELML323 Social Studies for the Ele. & Mid. (3)
ELML330 Lang. Acq. and Writ. Instruct. (3)
Credit Total: 15

Fall Senior

ELML335 Effect. Instruct. Lit. Strat. (3)
ELML322 Mathematics for the Ele. & Mid. (3)
ELML431 Mathematics Methods I (1)
ELML410 Science Methods I (1)
ELML443 Social Studies Methods III (3)
ELML405 Inter. and Class Manage Strat. (3)
ELML4— Language Arts Methods (1)
Credit Total: 15

Spring Senior

ELML493 Student Teaching I (6)
ELML494 Student Teaching II (6)
Credit Total: 12

Lock Haven University
PreK-Grade 8 Education and Professional Studies Department
Bachelor of Science
Elementary Middle Level Education Major (122 sh)
English, Language Arts, and Reading Concentration

For Students entering LHU Fall 2014

Intellectual Foundation	9 sh	First Year Student Seminar	1 sh
Written Communication	3 sh	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494			
		Major Area and Cognate Courses	79 sh
		Major Courses	
Oral Communication	3 sh	ELML200: Introduction to LA Methods (1 sh)	
Speech (3 sh)		ELML210: Learning Theory (3 sh)	
Mathematical and Computational Thinking	3 sh.	ELML250: Assessment and Differentiation (3 sh)	
MATH102: Number Systems (3 sh)		#ELML330: Language Acquisition Theory and Writing Instruction (3 sh)	
		#ELML335: Eff Instructional Literary Strategies (3 sh)	
Critical Thinking		#ELML322: Mathematics for the Elementary and Middle Level Learner (3 sh)	
CT Competencies: ELML493		#ELML405: Inter. & Class. Man. Strategies (3 sh)	
CT Competencies: ELML494		#ELML410: Science Methods I (1 sh)	
		#ELML422: Language Arts Methods II (3 sh)	
Knowledge and Inquiry	21 sh	#ELML441: Social Studies Methods III (1 sh)	
Natural Science Inquiry	6 sh	#ELML431: Mathematics Methods I (1 sh)	
GEOS101: Earth Science (3 sh)		#ELML493: Student Teaching I (6 sh)	
BIOL101: Basic Biology (3 sh)		#ELML494: Student Teaching II (6 sh)	
		Cognate Courses	
Historical, Behavioral, and Social Science Inquiry	6 sh	MATH112: Intermediate Algebra (3 sh)	
HIST150: American History (3 sh)		MATH115: Statistics and Geometry (3 sh)	
PSYC103: Adolescent Psychology (3 sh)		THEA110: Theatre an Orientation (3 sh)	
Philosophical, Literary, and Aesthetic Inquiry	9 sh	ENGL235: Lit. for Adol. & Young Adults (3 sh)	
Philosophy (3 sh)		#ENGL315: Comp.Use & Edit. Tech. (3 sh) OR	
ENGL110: Introduction to Literature (3 sh)		#ENGL357: Adv. Comp. & Writ. (3 sh) OR	
Art/Music/Theater/Dance (3 sh)		#ENGL405: Grammars of English (3 sh)	
		#READ300: Intermediate Reading (3 sh)	
Personal and Social Responsibility	12 sh	#ELML321: Lang. Arts for the Ele. & Mid. (3 sh)	
Global Awareness and Citizenship	9 sh	Art/Music/Theater/Dance (3 sh)	
HIST101 or HIST102: World History 1 or 2 (3 sh)		PHYS101: Matter and Energy (3 sh)	
POLI105: American National Government (3 sh)		CHEM101: Chemistry in the Environment (3 sh)	
GEOG260: World Regional Geography (3 sh)		PSYC201: Educational Psychology (3 sh)	
Wellness	3 sh	SPEC204: Cognitive Development (3 sh)	
Wellness (3 sh)		#SPEC309: Eff Instructional Strategies (3 sh)	
Experiential Learning			
EL Competencies: ELML493		# Advanced Level Courses	
EL Competencies: ELML494			

Lock Haven University
Pre K-Grade 8 Education and Professional Studies Department
Elementary Middle Level Education Track
English, Language Arts, and Reading Concentration

Fall Freshman

ENGL100 Composition (3)
 HIST101/102 World Hist. 1/2 (3)
 MATH102: Number Systems (3)
 BIOL101 Basic Biology (3)
 Art/Music/Theater/Dance (3)
 ELML119 Freshman Seminar (1)
 Credit Total: 16

Fall Sophomore

THEA 110 Theatre an Orientation (3)
 MATH112 Intermediate Algebra (3)
 Speech (3)
 PHYS101 Matter and Energy (3)
 PSYC 201 Educational Psychology (3)
 ELML210 Learning Theory (3)
 Credit Total: 18

Fall Junior

ENGL405 Grammars of English (3)
 Philosophy (3)
 Art/Music/Theater/Dance (Gen. Ed.) (3)
 SPEC309 Eff Instructional Strategies (3)
 POLI 105 American National Government (3)
 Credit Total: 15

Fall Senior

ELML335 Effect. Instruct. Lit. Strat. (3)
 ELML322 Mathematics for the Elem. & Mid. (3)
 ELML431 Mathematics Methods I (1)
 ELML410 Science Methods I (1)
 ELML441 Social Studies Methods I (1)
 ELML422 Language Arts Methods II (3)
 ELML405 Inter. and Class. Manage. Strat. (3)
 Credit Total: 15

Spring Freshman

ENGL110 Introduction to Literature (3)
 HIST150 American History 2 (3)
 MATH115 Statistics and Geometry (3)
 GEOS101 Earth Science (3)
 PSYC 103 Adolescent Psychology (3)
 ELML200 Intro. to Lang. Arts Meth. (1)
 Credit Total: 16

Spring Sophomore

CHEM101 Chemistry in the Environment (3)
 ENGL235 Lit. for Adol. (3)
 Wellness (3)
 SPEC204 Cog. Develop. of Div. Learners (3)
 ELML250 Assess. and Diff. in 4-8 Class. (3)
 Credit Total: 15

Spring Junior

ENGL315 Comp. Usage and Edit. Tech. (3) OR
 ENGL357 Adv. Comp. Rhet. & Writ. (3)
 READ300 Intermediate Reading (3)
 GEOG260: World Regional Geography (3)
 ELML330 Lang. Acq. & Writ. Instruct. (3)
 ELML321 Lang. Arts for Elem. & Mid. (3)
 Credit Total: 15

Spring Senior

ELML493 Student Teaching I (6)
 ELML494 Student Teaching II (6)
 Credit Total: 12

Lock Haven University
PreK-Grade 8 Education and Professional Studies Department
Bachelor of Science
Elementary Middle Level Education Major (122 sh)
Science (Biology) Concentration
For Students entering LHU Fall 2014

Intellectual Foundation	9 sh	First Year Student Seminar	1 sh
Written Communication	3 sh	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494			
		Major Area and Cognate Courses	79 sh
		Major Courses	
Oral Communication	3 sh	ELML200: Introduction to LA Methods (1 sh)	
Speech (3 sh)		ELML210: Learning Theory (3 sh)	
Mathematical and Computational Thinking	3 sh.	ELML250: Assessment and Differentiation (3 sh)	
MATH102: Number Systems (3 sh)		#ELML330: Language Acquisition Theory and Writing Instruction (3 sh)	
Critical Thinking		#ELML335: Eff Instructional Literary Strategies (3 sh)	
CT Competencies: ELML493		#ELML322: Mathematics for the Elementary and Middle Level Learner (3 sh)	
CT Competencies: ELML494		#ELML405: Inter. and Class. Man. Strat. (3 sh)	
		#ELML414: Science Methods III (3 sh)	
		#ELML4-- Language Arts Methods (1 sh)	
Knowledge and Inquiry	21 sh	#ELML441: Social Studies Methods I (1 sh)	
Natural Science Inquiry	6 sh	#ELML431: Mathematics Methods I (1 sh)	
GEOS101: Earth Science (3 sh)		#ELML493: Student Teaching I (6 sh)	
BIOL106: Principles of Biology I (3 sh)		#ELML494: Student Teaching II (6 sh)	
		Cognate Courses	
Historical, Behavioral, and Social Science Inquiry	6 sh	MATH112: Intermediate Algebra (3 sh)	
HIST150: American History (3 sh)		MATH115: Statistics and Geometry (3 sh)	
PSYC103: Adolescent Psychology (3 sh)		BIOL107: Principles of Biology II (3 sh)	
Philosophical, Literary, and Aesthetic Inquiry	9 sh	<i>Intro. Level Course Choice: Choose 1 (3 sh)</i>	
Philosophy (3 sh)		-BIOL108, BIOL110, PHYS102, PHYS110,	
ENGL110: Introduction to Literature (3 sh)		-PHYS135, PHYS140, PHYS145, CHEM105,	
Art/Music/Theater/Dance (3 sh)		-CHEM111, GEOS110, GEOS120, SCI201, or SCI110	
		BIOL102: Environmental Science (3 sh)	
Personal and Social Responsibility	12 sh	<i>#Adv. Level Course Choice: Choose 2 (6 sh)</i>	
Global Awareness and Citizenship	9 sh	-BIOL200, BIOL202, BIOL205, BIOL206,	
HIST101 or HIST102: World History 1 or 2 (3 sh)		BIOL240, or BIOL309	
POL1105: American National Government (3 sh)		#ELML320: Science for the El. and Mid. (3 sh)	
GEOG260: World Regional Geography (3 sh)		Art/Music/Theater/Dance (3 sh)	
Wellness	3 sh	PHYS101: Matter and Energy (3 sh)	
Wellness (3 sh)		CHEM101: Chemistry in the Environment (3 sh)	
Experiential Learning		PSYC201: Educational Psychology (3 sh)	
EL Competencies: ELML493		SPEC204: Cognitive Development (3 sh)	
EL Competencies: ELML494		#SPEC309: Eff Instructional Strategies (3 sh)	
		<i># Advanced Level Courses</i>	

**Elementary Middle Level Education Major
Science (Biology) Concentration**

Fall Freshman

ENGL100 Composition (3)
HIST101/102 World Hist.1/2 (3)
MATH102: Number Systems (3)
BIOL106 Principles of Biology I(3)
Art/Music/Theater/Dance (3)
ELML119 Freshman Seminar (1)
Credit Total: 16

Spring Freshman

ENGL110 Introduction to Literature (3)
MATH115 Statistics and Geometry (3)
BIOL107 Principles of Biology II(3)
GEOS101 Earth Science (3)
PSYC 103 Adolescent Psychology (3)
ELML200 Intro. to Lang. Arts Methods (1)
Credit Total: 16

Fall Sophomore

Biology: Introductory Level Course Choice (3)
HIST150 American History (3)
Speech (3)
PHYS101 Matter and Energy (3)
PSYC 201 Educational Psychology (3)
ELML210 Learning Theory (3)
Credit Total: 18

Spring Sophomore

CHEM101 Chemistry in the Environment (3)
BIOL102 Environmental Science (3)
MATH112 Intermediate Algebra (3)
SPEC204 Cog. Develop. of Div. Learners(3)
ELML250 Assess. and Diff. in 4-8 Class. (3)
Credit Total: 15

Fall Junior

Biology: Advanced Level Course Choice (3)
POLI105 American National Government (3)
Art/Music/Theater/Dance (Gen. Ed.) (3)
Philosophy (3)
SPEC309 Eff Instructional Strategies (3)
Credit Total: 15

Spring Junior

Biology: Advanced Level Course Choice (3)
GEOG 260 World Regional Geography (3)
Wellness (3)
ELML320 Sci. for the Ele. & Mid. Level (3)
ELML330 Lang. Acq. & Writ. Instruct. (3)
Credit Total: 15

Fall Senior

ELML335 Eff Instruct. Lit. Strat. (3)
ELML322 Mathematics for the Ele. & Mid (3)
ELML431 Mathematics Methods I (1)
ELML414 Science Methods III (3)
ELML441 Social Studies Methods I (1)
ELML405 Inter. and Class. Manage. Strat. (3)
ELML4—Lang. Arts Methods (1)
Credit Total: 15

Spring Senior

ELML493 Student Teaching I(6)
ELML494 Student Teaching II(6)
Credit Total: 12

Bachelor of Science
Elementary Middle Level Education Major (122 sh)
Science (Geology) Concentration
 For Students entering LHU Fall 2014

Intellectual Foundation	9 sh	First Year Student Seminar	1 sh
Written Communication	3 sh	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494			
		Major Area and Cognate Courses	79 sh
		Major Courses	
Oral Communication	3 sh	ELML200: Intro. to Lang. Arts Methods (1 sh)	
Speech (3 sh)		ELML210: Learning Theory (3 sh)	
		ELML250: Assessment and Differentiation (3 sh)	
Mathematical and Computational Thinking	3 sh.	#ELML330: Language Acquisition Theory and Writing Instruction (3 sh)	
MATH102: Number Systems (3 sh)		#ELML335: Eff Instructional Literary Strategies (3 sh)	
		#ELML322: Mathematics for the Elementary and Middle Level Learner (3 sh)	
Critical Thinking		#ELML405: Inter. and Class. Man. Strategies (3 sh)	
CT Competencies: ELML493		#ELML414: Science Methods III (3 sh)	
CT Competencies: ELML494		#ELML4-- Language Arts Methods (1 sh)	
		#ELML441: Social Studies Methods I (1 sh)	
Knowledge and Inquiry	21 sh	#ELML431: Mathematics Methods I (1 sh)	
Natural Science Inquiry	6 sh	#ELML493: Student Teaching I (6 sh)	
GEOS130 Principles of Geology I (3 sh)		#ELML494: Student Teaching II (6 sh)	
BIOL101: Basic Biology (3 sh)		Cognate Courses	
		MATH112: Intermediate Algebra (3 sh)	
Historical, Behavioral, and Social Science Inquiry	6 sh	MATH115: Statistics and Geometry (3 sh)	
HIST150 American History (3 sh)		<i>Intro. Level Course Choice: Choose 1 (3 sh)</i>	
PSYC103: Adolescent Psychology (3 sh)		-BIOL108, BIOL110, PHYS102, PHYS110,	
Philosophical, Literary, and Aesthetic Inquiry	9 sh	-PHYS135, PHYS140, PHYS145, CHEM105,	
Philosophy (3 sh)		-CHEM111, GEOS110, GEOS120, SCI201, or SCI110	
ENGL110: Introduction to Literature (3 sh)		<i>#Adv. Level Course Choice: Choose 3 (9 sh)</i>	
Art/Music/Theater/Dance (3 sh)		-GEOS131, GEOS213, GEOS215, GEOS230,	
		- GEOS301, GEOS305, or GEOS15	
Personal and Social Responsibility	12 s	BIOL102: Environmental Science (3 sh)	
Global Awareness and Citizenship	9 sh	#ELML320: Sci. for the Ele. & Mid. (3 sh)	
HIST101 or HIST102: World History 1 or 2 (3 sh)		Art/Music/Theater/Dance (3 sh)	
POLI105: American National Government (3 sh)		PHYS101: Matter and Energy (3 sh)	
GEOG260: World Regional Geography (3 sh)		CHEM101: Chemistry in the Environment (3 sh)	
Wellness	3 sh	PSYC201: Educational Psychology (3 sh)	
Wellness (3 sh)		SPEC204: Cognitive Development (3 sh)	
Experiential Learning		#SPEC309: Eff Instructional Strategies (3 sh)	
EL Competencies: ELML493			
EL Competencies: ELML494			
		<i># Advanced Level Courses</i>	

Science (Geology) Concentration

Fall Freshman

ENGL100 Composition (3)
HIST101/102 World Hist. 1/2 (3)
MATH102: Number Systems (3)
GEOS130 Principles of Geology I(3)
Art/Music/Theater/Dance (Gen. Ed.) (3)
ELML119 Freshman Seminar (1)
Credit Total: 16

Spring Freshman

ENGL110 Introduction to Literature (3)
Geology: Introductory Level Course Choice (3)
MATH115 Statistics and Geometry (3)
BIOL101 Basic Biology (3)
PSYC 103 Adolescent Psychology (3)
ELML200 Intro. to Lang. Arts Methods (1)
Credit Total: 16

Fall Sophomore

MATH112 Intermediate Algebra (3)
HIST150 American History (3)
Speech (3)
PHYS101 Matter and Energy (3)
PSYC 201 Educational Psychology (3)
ELML210 Learning Theory (3)
Credit Total: 18

Spring Sophomore

CHEM101 Chemistry in the Environment (3)
BIOL102 Environmental Science (3)
Geology: Advanced Level Course Choice (3)
SPEC204 Cog. Develop. of Div. Learners (3)
ELML250 Assess. and Differ.in 4-8 Class. (3)
Credit Total: 15

Fall Junior

Geology: Advanced Level Course Choice (3)
POLI105 American National Government (3)
Art/Music/Theater/Dance (3)
SPEC309 Eff Instructional Strategies (3)
Philosophy (3)
Credit Total: 15

Spring Junior

Geology: Advanced Level Course Choice (3)
GEOG 260 World Regional Geography (3)
Wellness (3)
ELML320 Sci. for the Ele. & Mid. Level (3)
ELML330 Lang. Acq. And Writ. Instruct. (3)
Credit Total: 15

Fall Senior

ELML335 Effect. Instruct. Lit. Strat. (3)
ELML322 Mathematics for the Elem. & Mid. (3)
ELML431 Mathematics Methods I (1)
ELML414 Science Methods III (3)
ELML441 Social Studies Methods I (1)
ELML405 Inter. and Class. Manage. Strat. (3)
ELML4—Lang. Arts Methods (1)
Credit Total: 15

Spring Senior

ELML493 Student Teaching I (6)
ELML494 Student Teaching II (6)
Credit Total: 12

Elementary Middle Level Education Major (122 sh)
Math/Social Studies Concentration
 For Students entering LHU Fall 2014

Intellectual Foundation	9 sh	First Year Student Seminar	1 sh
Written Communication	3 sh	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494			
		Major Area and Cognate Courses	79 sh
		Major Courses	
		ELML200: Introduction to LA Methods (1 sh)	
Oral Communication	3 sh	ELML210: Learning Theory (3 sh)	
Speech (3 sh)		ELML250: Assessment and Differentiation (3 sh)	
Mathematical and Computational Thinking	3 sh.	#ELML330: Language Acquisition Theory and Writing Instruction (3 sh)	
MATH102: Number Systems (3 sh)		#ELML322: Mathematics for the Elementary and Middle Level Learner (3 sh)	
Critical Thinking		#ELML335: Eff Instructional Literary Strategies (3 sh)	
CT Competencies: ELML493		#ELML405: Interventions and Classroom Management Strategies (3 sh)	
CT Competencies: ELML494		#ELML410: Science Methods I (1 sh)	
		#ELML4—Language Arts Methods (1 sh)	
Knowledge and Inquiry	21 sh	#ELML432: Mathematics Methods II (2 sh)	
Natural Science Inquiry	6 sh	#ELML442: Social Studies Methods II (2 sh)	
GEOS101: Earth Science (3 sh)		#ELML493: Student Teaching I (6 sh)	
BIOL101: Basic Biology (3 sh)		#ELML494: Student Teaching II (6 sh)	
		Cognate Courses	
Historical, Behavioral, and Social Science Inquiry	6 sh	MATH107: Basic Statistics (3 sh)	
GEOG260: World Regional Geography (3 sh)		MATH113: Precalculus (3 sh)	
PSYC103: Adolescent Psychology (3 sh)		MATH115: Statistics and Geometry (3 sh)	
Philosophical, Literary, and Aesthetic Inquiry	9 sh	#MATH141: Calculus (3 sh)	
Philosophy (3 sh)		#MATH205: Foundations of Mathematics (3 sh)	
ENGL110: Introduction to Literature (3 sh)		#300/400 American History (3 sh)	
Art/Music/Theater/Dance (3 sh)		#300/400 Non Western History (3 sh)	
		Art/Music/Theater/Dance (3 sh)	
Personal and Social Responsibility	12 sh	PHYS101: Matter and Energy (3 sh)	
Global Awareness and Citizenship	9 sh	CHEM101: Chemistry in the Environment (3 sh)	
HIST111 or HIST112: Global History 1 or 2 (3 sh)		PSYC201: Educational Psychology (3 sh)	
POLI105: American National Government (3 sh)		SPEC204: Cognitive Development (3 sh)	
ECON101: Principles of Economics (3 sh)		#SPEC309: Eff Instructional Strategies (3 sh)	
Wellness	3 sh	#ELML323: Soc. Stud. for the Ele. Mid. (3 sh)	
Wellness (3 sh)			
Experiential Learning		# <i>Advanced Level Courses</i>	
EL Competencies: ELML493			
EL Competencies: ELML494			

**Elementary Middle Level Education Track
Math/Social Studies Concentration**

Fall Freshman

ENGL100 Composition (3)
HIST111/112 Global Hist. 1/2 (3)
MATH102: Number Systems (3)
BIOL101 Basic Biology (3)
Art/Music/Theater/Dance (3)
ELML119 Freshman Seminar (1)
Credit Total: 16

Spring Freshman

ENGL110 Introduction to Literature (3)
MATH115 Statistics and Geometry (3)
Art/Music/Theater/Dance (3)
GEOS101 Earth Science (3)
PSYC 103 Adolescent Psychology (3)
ELML200 Introduction to Lang. Arts Meth. (1)
Credit Total: 16

Fall Sophomore

POLI105 American National Government (3)
MATH107 Basic Statistics (3)
Speech (3)
PHYS101 Matter and Energy (3)
PSYC 201 Educational Psychology (3)
ELML210 Learning Theory (3)
Credit Total: 18

Spring Sophomore

CHEM101 Chemistry in the Environment (3)
ECON101 Principles of Economics (3)
MATH113 Precalculus (3)
SPEC204 Cog. Develop. of Div. Learners (3)
ELML250 Assess. and Diff. in 4-8 Class. (3)
Credit Total: 15

Fall Junior

MATH141 Calculus (3)
300/400 American History (3)
GEOG 260 World Regional Geography (3)
SPEC309 Eff Instructional Strategies (3)
Wellness (3)
Credit Total: 15

Spring Junior

300/400 Non Western History (3)
MATH205 Foundations of Mathematics
Philosophy (3)
ELML323 Soc. St. for the Ele. & Mid. (3)
ELML330 Lang. Acq. and Writ. Instruct. (3)
Credit Total: 15

Fall Senior

ELML335 Effect. Instruct. Lit. Strat. (3)
ELML322 Mathematics for the Ele. and Mid. (3)
ELML432 Mathematics Methods II (2)
ELML410 Science Methods I (1)
ELML442 Social Studies Methods II (2)
ELML405 Inter. and Class. Manage. Strat. (3)
ELML4—Lang. Arts Methods (1)
Credit Total: 15

Spring Senior (example)

ELML493 Student Teaching I(6)
ELML494 Student Teaching II(6)
Credit Total: 12

Bachelor of Science
Elementary Middle Level Education Major (122 sh)
Math/English, Language Arts, Reading Concentration
 For Students entering LHU Fall 2014

Intellectual Foundation	9 sh	First Year Student Seminar	1 sh
Written Communication	3 sh	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494			
		Major Area and Cognate Courses	79 sh
		Major Courses	
Oral Communication	3 sh	ELML200: Introduction to LA Methods (1 sh)	
Speech (3 sh)		ELML210: Learning Theory (3 sh)	
		ELML250: Assessment and Differentiation (3 sh)	
Mathematical and Computational Thinking	3 sh.	#ELML330: Language Acquisition Theory and Writing Instruction (3 sh)	
MATH102: Number Systems (3 sh)		#ELML322: Mathematics for the Elementary and Middle Level Learner (3 sh)	
		#ELML335: Eff Instructional Literary Strategies (3 sh)	
Critical Thinking		#ELML405: Inter. and Class. Man. Strat. (3 sh)	
CT Competencies: ELML493		#ELML410: Science Methods I (1 sh)	
CT Competencies: ELML494		#ELML421: Language Arts Methods I (2 sh)	
		#ELML432: Mathematics Methods II (2 sh)	
Knowledge and Inquiry	21 sh	#ELML441: Social Studies Methods I (1 sh)	
Natural Science Inquiry	6 sh	#ELML493: Student Teaching I (6 sh)	
GEOS101 Earth Science (3 sh)		#ELML494: Student Teaching II (6 sh)	
BIOL101: Basic Biology (3 sh)		Cognate Courses	
		MATH107: Basic Statistics (3 sh)	
Historical, Behavioral, and Social Science Inquiry	6 sh	MATH113: Precalculus (3 sh)	
HIST150 American History (3 sh)		MATH115: Statistics and Geometry (3 sh)	
PSYC103: Adolescent Psychology (3 sh)		#MATH141: Calculus (3 sh)	
Philosophical, Literary, and Aesthetic Inquiry	9 sh	#MATH205: Foundations of Mathematics (3 sh)	
Philosophy (3 sh)		ENGL235: Lit. for Adol. & Young Adults (3 sh)	
ENGL110: Introduction to Literature (3 sh)		#READ300: Intermediate Reading (3 sh)	
Art/Music/Theater/Dance (3 sh)		#ELML321: Lang. Arts for the Ele. & Mid. (3 sh)	
		Art/Music/Theater/Dance (3 sh)	
Personal and Social Responsibility	12 sh	PHYS101: Matter and Energy (3 sh)	
Global Awareness and Citizenship	9 sh	CHEM101: Chemistry in the Environment (3 sh)	
HIST101 or HIST102: World History 1 or 2 (3 sh)		PSYC201: Educational Psychology (3 sh)	
POLI105: American National Government (3 sh)		SPEC204: Cognitive Development (3 sh)	
GEOG260: World Regional Geography (3 sh)		#SPEC309: Eff Instructional Strategies (3 sh)	
Wellness	3 sh		
Wellness (3 sh)			
Experiential Learning			
EL Competencies: ELML493		# <i>Advanced Level Courses</i>	
EL Competencies: ELML494			

**Elementary Middle Level Education Track
Math/English, Language Arts, and Reading Concentration**

Fall Freshman

ENGL100 Composition (3)
HIST101/102 World Hist. 1/2 (3)
MATH102: Number Systems (3)
BIOL101 Basic Biology (3)
Art/Music/Theater/Dance (3)
ELML119 Freshman Seminar (1)
Credit Total: 16

Spring Freshman

ENGL110 Introduction to Literature (3)
MATH115 Statistics and Geometry (3)
GEOS101 Earth Science (3)
Art/Music/Theater/Dance (3)
PSYC 103 Adolescent Psychology (3)
ELML200 Introduction to Lang. Arts Meth. (1)
Credit Total: 16

Fall Sophomore

HIST150 American History (3)
MATH107 Basic Statistics (3)
Speech (3)
PHYS101 Matter and Energy (3)
PSYC 201 Educational Psychology (3)
ELML210 Learning Theory (3)
Credit Total: 18

Spring Sophomore

CHEM101 Chemistry in the Environment (3)
Wellness (3)
MATH113 Precalculus (3)
SPEC204 Cog. Develop. of Div. Learners (3)
ELML250 Assess. and Diff. in 4-8 Class. (3)
Credit Total: 15

Fall Junior

MATH141 Calculus (3)
POLI105 American National Government (3)
GEOG 260 World Regional Geography
SPEC309 Eff Instructional Strategies (3)
Philosophy (3)
Credit Total: 15

Spring Junior

MATH205 Foundations of Mathematics (3)
READ300 Intermediate Reading (3)
ELML321 Lang. Arts for the Ele & Mid. (3)
ENGL235 Lit. for Adol. (3)
ELML330 Lang. Acq. and Writ. Instruct. (3)
Credit Total: 15

Fall Senior

ELML335 Effect. Instruct. Lit. Strat. (3)
ELML322 Mathematics for the Ele. & Mid. (3)
ELML432 Mathematics Methods II (2)
ELML421 Language Arts Methods I (2)
ELML410 Science Methods I (1)
ELML441 Social Studies Methods I (1)
ELML405 Inter. and Class. Manage. Strat. (3)
Credit Total: 15

Spring Senior

ELML493 Student Teaching I (6)
ELML494 Student Teaching II (6)
Credit Total: 12

Elementary Middle Level Education Major (122 sh)
Math/Science (Biology) Concentration
 For Students entering LHU Fall 2014

Intellectual Foundation	9 sh	First Year Student Seminar	1 sh
Written Communication	3 sh	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494			
		Major Area and Cognate Courses	79 sh
		Major Courses	
		ELML200: Introduction to LA Methods (1 sh)	
Oral Communication	3 sh	ELML210: Learning Theory (3 sh)	
Speech (3 sh)		ELML250: Assessment and Differentiation (3 sh)	
Mathematical and Computational Thinking	3 sh.	#ELML330: Language Acquisition Theory and Writing Instruction (3 sh)	
MATH102: Number Systems (3 sh)		#ELML322: Mathematics for the Elementary and Middle Level Learner (3 sh)	
Critical Thinking		#ELML335: Eff Instructional Literary Strategies (3 sh)	
CT Competencies: ELML493		#ELML405: Interventions and Classroom Management Strategies (3 sh)	
CT Competencies: ELML494		#ELML412: Science Methods II (2 sh)	
		#ELML4-- Language Arts Methods (1 sh)	
Knowledge and Inquiry	21 sh	#ELML432: Mathematics Methods II (2 sh)	
Natural Science Inquiry	6 sh	#ELML441: Social Studies Methods I (1 sh)	
GEOS101: Earth Science (3 sh)		#ELML493: Student Teaching I (6 sh)	
BIOL106: Principles of Biology I (3 sh)		#ELML494: Student Teaching II (6 sh)	
		Cognate Courses	
Historical, Behavioral, and Social Science Inquiry	6 sh	MATH107: Basic Statistics (3 sh)	
HIST150: American History (3 sh)		MATH113: Precalculus (3 sh)	
PSYC103: Adolescent Psychology (3 sh)		MATH115: Statistics and Geometry (3 sh)	
Philosophical, Literary, and Aesthetic Inquiry	9 sh	#MATH141: Calculus (3 sh)	
Philosophy (3 sh)		#MATH205: Foundations of Mathematics (3 sh)	
ENGL110: Introduction to Literature (3 sh)		BIOL107: Principles of Biology II (3 sh)	
Art/Music/Theater/Dance (3 sh)		#BIOL309: Ecology (3 sh)	
		#ELML320: Science for the Ele. and Mid. (3 sh)	
Personal and Social Responsibility	12 sh	Art/Music/Theater/Dance (3 sh)	
Global Awareness and Citizenship	9 sh	PHYS101: Matter and Energy (3 sh)	
HIST101 or HIST102: World History 1 or 2 (3 sh)		CHEM101: Chemistry in the Environment (3 sh)	
POL1105: American National Government (3 sh)		PSYC201: Educational Psychology (3 sh)	
GEOG260: World Regional Geography (3 sh)		SPEC204: Cognitive Development (3 sh)	
Wellness	3 sh	#SPEC309: Eff Instructional Strategies (3 sh)	
Wellness (3 sh)			
Experiential Learning			
EL Competencies: ELML493		# <i>Advanced Level Courses</i>	
EL Competencies: ELML494			

Math/Science (Biology) Concentration

Fall Freshman

ENGL100 Composition (3)
HIST101/102 World Hist. 1/2 (3)
MATH102: Number Systems (3)
BIOL106 Principles of Biology I(3)
Art/Music/Theater/Dance (3)
ELML119 Freshman Seminar (1)
Credit Total: 16

Spring Freshman

ENGL110 Introduction to Literature (3)
MATH115 Statistics and Geometry (3)
BIOL107 Principles of Biology II (3)
GEOS101 Earth Science (3)
PSYC 103 Adolescent Psychology (3)
ELML200 Introduction to Lang. Arts Meth. (1)
Credit Total: 16

Fall Sophomore

HIST150 American History (3)
MATH107 Basic Statistics (3)
Speech (3)
PHYS101 Matter and Energy (3)
PSYC 201 Educational Psychology (3)
ELML210 Learning Theory (3)
Credit Total: 18

Spring Sophomore

CHEM101 Chemistry in the Environment (3)
Wellness (3)
MATH113 Precalculus (3)
SPEC204 Cog. Develop. of Div. Learners (3)
ELML250 Assess. and Differ. In 4-8 Class. (3)
Credit Total: 15

Fall Junior

MATH141 Calculus (3)
POLI105 American National Government (3)
BIOL309 Ecology (3)
SPEC309 Eff Instructional Strategies (3)
Art/Music/Theatre/Dance (3)
Credit Total: 15

Spring Junior

MATH205 Foundations of Mathematics
GEOG 260 World Regional Geography
Philosophy (3)
ELML320 Science for the Ele. & Mid. (3)
ELML330 Lang. Acq. and Writ. Instruct. (3)
Credit Total: 15

Fall Senior

ELML335 Effect. Instruct. Lit. Strat. (3)
ELML322 Mathematics for the Ele. & Mid. (3)
ELML432 Mathematics Methods II (2)
ELML412 Science Methods II (2)
ELML441 Social Studies Methods I (1)
ELML405 Inter. and Class. Manage. Strat. (3)
ELML4—Language Arts Methods (1)
Credit Total: 15

Spring Senior

ELML493 Student Teaching I (6)
ELML494 Student Teaching II (6)
Credit Total: 12

Elementary Middle Level Education Major (122 sh)
Math/Science (Geology) Concentration
 For Students entering LHU Fall 2014

Intellectual Foundation	9 sh	First Year Student Seminar	1 sh
Written Communication	3 sh	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494			
		Major Area and Cognate Courses	79 sh
		Major Courses	
		ELML200: Introduction to LA Methods (1 sh)	
Oral Communication	3 sh	ELML210: Learning Theory (3 sh)	
Speech (3 sh)		ELML250: Assessment and Differentiation (3 sh)	
Mathematical and Computational Thinking	3 sh.	#ELML330: Language Acquisition Theory and Writing Instruction (3 sh)	
MATH102: Number Systems (3 sh)		#ELML322: Mathematics for the Elementary and Middle Level Learner (3 sh)	
Critical Thinking		#ELML335: Eff Instructional Literary Strategies (3 sh)	
CT Competencies: ELML493		#ELML405: Interventions and Classroom Management Strategies (3 sh)	
CT Competencies: ELML494		#ELML412: Science Methods II (2 sh)	
		#ELML4-- Language Arts Methods (1 sh)	
Knowledge and Inquiry	21 sh	#ELML432: Mathematics Methods II (2 sh)	
Natural Science Inquiry	6 sh	#ELML441: Social Studies Methods I (1 sh)	
GEOS130: Principles of Geology I(3 sh)		#ELML493: Student Teaching I (6 sh)	
BIOL101: Basic Biology (3 sh)		#ELML494: Student Teaching II (6 sh)	
		Cognate Courses	
Historical, Behavioral, and Social Science Inquiry	6 sh	MATH107: Basic Statistics (3 sh)	
HIST150 American History (3 sh)		MATH113: Precalculus (3 sh)	
PSYC103: Adolescent Psychology (3 sh)		MATH115: Statistics and Geometry (3 sh)	
Philosophical, Literary, and Aesthetic Inquiry	9 sh	#MATH141: Calculus (3 sh)	
Philosophy (3 sh)		#MATH205: Foundations of Mathematics (3 sh)	
ENGL110 Introduction to Literature (3 sh)		GEOS215: Environmental Geology (3 sh)	
Art/Music/Theater/Dance (3 sh)		# <i>Adv. Level Course Choice; Choose 1</i> (3 sh)	
		-GEOS131, GEOS213, GEOS215, GEOS230,	
Personal and Social Responsibility	12 sh	- GEOS301, GEOS305, or GEOS315	
Global Awareness and Citizenship	9 sh	#ELML320: Sci. for the Ele. and Mid. (3 sh)	
HIST101 or 102 World History 1 or 2 (3 sh)		Art/Music/Theater/Dance (3 sh)	
POLI105 American National Government (3 sh)		PHYS101: Matter and Energy (3 sh)	
GEOG260: World Regional Geography (3 sh)		CHEM101: Chemistry in the Environment (3 sh)	
Wellness	3 sh	PSYC201: Educational Psychology (3 sh)	
Wellness (3 sh)		SPEC204: Cognitive Development (3 sh)	
Experiential Learning		#SPEC309: Eff Instructional Strategies (3 sh)	
EL Competencies: ELML493			
EL Competencies: ELML494			
		# <i>Advanced Level Courses</i>	

Fall Freshman

ENGL100 Composition (3)
HIST101/102 World Hist. 1/2 (3)
MATH102: Number Systems (3)
GEOS130 Principles of Geology I(3)
Art/Music/Theater/Dance (3)
ELML119 Freshman Seminar (1)
Credit Total: 16

Fall Sophomore

GEOS215 Environmental Geology (3)
MATH107 Basic Statistics (3)
Speech (3)
PHYS101 Matter and Energy (3)
PSYC 201 Educational Psychology (3)
ELML210 Learning Theory (3)
Credit Total: 18

Fall Junior

MATH141 Calculus (3)
POLI105 American National Government (3)
Art/Music/Theater/Dance (3)
SPEC309 Eff Instructional Strategies (3)
Philosophy (3)
Credit Total: 15

Fall Senior

ELML335 Effect. Instruct. Lit. Strat. (3)
ELML322 Mathematics for the Ele. & Mid. (3)
ELML432 Mathematics Methods II(2)
ELML412 Science Methods II(2)
ELML441 Social Studies Methods I(1)
ELML405 Inter. and Class. Manage. Strat. (3)
ELML4-- Language Arts Methods (1)
Credit Total: 15

Spring Freshman

ENGL110 Introduction to Literature (3)
MATH115 Statistics and Geometry (3)
BIOL101 Basic Biology (3)
Wellness (3)
PSYC 103 Adolescent Psychology (3)
ELML200 Introduction to Lang. Arts Meth. (1)
Credit Total: 16

Spring Sophomore

CHEM101 Chemistry in the Environment (3)
HIST150 American History (3)
MATH113 Precalculus (3)
SPEC204 Cog. Develop. of Div. Learners (3)
ELML250 Assess. and Diff. in 4-8 Class. (3)
Credit Total: 15

Spring Junior

MATH205 Foundations of Mathematics (3)
GEOG 260 World Regional Geography
Geology: Advanced Level Course Choice (3)
ELML320 Science for the Ele. & Mid. (3)
ELML330 Lang. Acq. and Writ. Instruct. (3)
Credit Total: 15

Spring Senior

ELML493 Student Teaching I(6)
ELML494 Student Teaching II(6)
Credit Total: 12

Elementary Middle Level Education Major (122 sh)**Social Studies/ Science (Biology) Concentration**

For Students entering LHU Fall 2014

Intellectual Foundation	9 sh	First Year Student Seminar	1 sh
Written Communication	3 sh	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494			
		Major Area and Cognate Courses	79 sh
		Major Courses	
		ELML200: Introduction to LA Methods (1 sh)	
Oral Communication	3 sh	ELML210: Learning Theory (3 sh)	
Speech (3 sh)		ELML250: Assessment and Differentiation (3 sh)	
Mathematical and Computational Thinking	3 sh.	#ELML330: Language Acquisition Theory and Writing Instruction (3 sh)	
MATH102: Number Systems (3 sh)		#ELML322: Mathematics for the Elementary and Middle Level Learner (3 sh)	
Critical Thinking		#ELML335: Eff Instructional Literary Strategies (3 sh)	
CT Competencies: ELML493		#ELML405: Interventions and Classroom Management Strategies (3 sh)	
CT Competencies: ELML494		#ELML412: Science Methods II (2 sh)	
		#ELML4—Language Arts Methods (1 sh)	
Knowledge and Inquiry	21 sh	#ELML431: Mathematics Methods I (1 sh)	
Natural Science Inquiry	6 sh	#ELML442: Social Studies Methods II (2 sh)	
GEOS101: Earth Science (3 sh)		#ELML493: Student Teaching I (6 sh)	
BIOL106: Principles of Biology I (3 sh)		#ELML494: Student Teaching II (6 sh)	
		Cognate Courses	
Historical, Behavioral, and Social Science Inquiry	6 sh	MATH112: Intermediate Algebra (3 sh)	
GEOG260: World Regional Geography (3 sh)		MATH115: Statistics and Geometry (3 sh)	
PSYC103: Adolescent Psychology (3 sh)		#300/400 American History (3 sh)	
Philosophical, Literary, and Aesthetic Inquiry	9 sh	#300/400 Non Western History (3 sh)	
Philosophy (3 sh)		#ELML323: Soc. Stud. for the Ele. & Mid. (3 sh)	
ENGL110: Introduction to Literature (3 sh)		BIOL107: Principles of Biology II (3 sh)	
Art/Music/Theater/Dance (3 sh)		#BIOL309: Ecology (3 sh)	
		#ELML320: Science for the El/ Mid Learn (3 sh)	
Personal and Social Responsibility	12 sh	Art/Music/Theater/Dance (3 sh)	
Global Awareness and Citizenship	9 sh	PHYS101: Matter and Energy (3 sh)	
HIST111or HIST112: Global History 1 or 2 (3 sh)		CHEM101: Chemistry in the Environment (3 sh)	
POLI105: American National Government (3 sh)		PSYC201: Educational Psychology (3 sh)	
ECON101: Principles of Economics (3 sh)		SPEC204: Cognitive Development (3 sh)	
Wellness	3 sh	#SPEC309: Eff Instructional Strategies (3 sh)	
Wellness (3 sh)			
Experiential Learning			
EL Competencies: ELML493		# <i>Advanced Level Courses</i>	
EL Competencies: ELML494			

Social Studies/ Science (Biology) Concentration

Fall Freshman

ENGL100 Composition (3)
HIST111/112 Global Hist.1/2 (3)
MATH102: Number Systems (3)
BIOL106 Principles of Biology (3)
Art/Music/Theater/Dance (3)
ELML119 Freshman Seminar (1)
Credit Total: 16

Spring Freshman

ENGL110 Introduction to Literature (3)
MATH115 Statistics and Geometry (3)
BIOL107 Principles of Biology II(3)
GEOS101 Earth Science (3)
PSYC 103 Adolescent Psychology (3)
ELML200 Introduction to Lang. Arts (1)
Credit Total: 16

Fall Sophomore

POLI105 American National Government (3)
Art/Music/Theater/Dance (3)
Speech (3)
PHYS101 Matter and Energy (3)
PSYC 201 Educational Psychology (3)
ELML210 Learning Theory (3)
Credit Total: 18

Spring Sophomore

CHEM101 Chemistry in the Environment (3)
ECON101 Principles of Economics (3)
MATH112 Intermediate Algebra (3)
SPEC204 Cog. Develop. of Div. Learners (3)
ELML250 Assess. and Diff. in 4-8 Class. (3)
Credit Total: 15

BIOL309 Ecology (3)
300/400 American History (3)
GEOG260 World Regional Geography (3)
SPEC309 Eff Instructional Strategies (3)
Philosophy (3)
Credit Total: 15

Spring Junior

300/400 Non Western History (3)
Wellness (3)
ELML320 Sci. for the Ele. & Mid. (3)
ELML323 Soc. St. for the Ele. & Mid. (3)
ELML330 Lang. Acq. And Writ. Instruct. (3)
Credit Total: 15

Fall Senior

ELML335 Eff. Instruct. Lit. Strat. (3)
ELML322 Mathematics for the Ele. & Mid. (3)
ELML431 Mathematics Methods I (1)
ELML412 Science Methods II (2)
ELML442 Social Studies Methods II (2)
ELML405 Inter. and Class. Manage. Strat. (3)
ELML4-- Lang. Arts Methods (1)
Credit Total: 15

Spring Senior

ELML493 Student Teaching I (6)
ELML494 Student Teaching II (6)
Credit Total: 12

Bachelor of Science
Elementary Middle Level Education Major (122 sh)
Social Studies/ Science (Geology) Concentration
 For Students entering LHU Fall 2014

Intellectual Foundation	9 sh	First Year Student Seminar	1 sh
Written Communication	3 sh	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494			
Oral Communication	3 sh	Major Area and Cognate Courses	79 sh
Speech (3 sh)		Major Courses	
Mathematical and Computational Thinking	3 sh.	ELML200: Introduction to LA Methods (1 sh)	
MATH102: Number Systems (3 sh)		ELML210: Learning Theory (3 sh)	
Critical Thinking		ELML250: Assessment and Differentiation (3 sh)	
CT Competencies: ELML493		#ELML330: Language Acquisition Theory and Writing Instruction (3 sh)	
CT Competencies: ELML494		#ELML322: Mathematics for the Elementary and Middle Level Learner (3 sh)	
		#ELML335: Eff Instructional Literary Strategies (3 sh)	
		#ELML405: Interventions and Classroom Management Strategies (3 sh)	
		#ELML412: Science Methods II (2 sh)	
		#ELML4—Language Arts Methods (1 sh)	
Knowledge and Inquiry	21 sh	#ELML431: Mathematics Methods I (1 sh)	
Natural Science Inquiry	6 sh	#ELML442: Social Studies Methods II (2 sh)	
GEOS130: Principles of Geology I (3 sh)		#ELML493: Student Teaching I (6 sh)	
BIOL101: Basic Biology I (3 sh)		#ELML494: Student Teaching II (6 sh)	
Historical, Behavioral, and Social Science Inquiry	6 sh	Cognate Courses	
GEOG260: World Regional Geography (3 sh)		MATH112: Intermediate Algebra (3 sh)	
PSYC103: Adolescent Psychology (3 sh)		MATH115: Statistics and Geometry (3 sh)	
Philosophical, Literary, and Aesthetic Inquiry	9 sh	#300/400 American History (3 sh)	
Philosophy (3 sh)		#300/400 Non Western History (3 sh)	
ENGL110: Introduction to Literature (3 sh)		#ELML323: Soc. Stud. for the Ele. & Mid. (3 sh)	
Art/Music/Theater/Dance (3 sh)		GEOS215: Environmental Geology (3 sh)	
		#Adv. Level Course Choice; Choose 1 (3 sh)	
		-GEOS131, GEOS213, GEOS215, GEOS230,	
		- GEOS301, GEOS305, or GEOS315	
Personal and Social Responsibility	12 sh	#ELML320: SciFor the El/ Mid. Lvl learn (3 sh)	
Global Awareness and Citizenship	9 sh	Art/Music/Theater/Dance (3 sh)	
HIST111or HIST112: Global History 1 or 2 (3 sh)		PHYS101: Matter and Energy (3 sh)	
POL1105: American National Government (3 sh)		CHEM101: Chemistry in the Environment (3 sh)	
ECON101: Principles of Economics (3 sh)		PSYC201: Educational Psychology (3 sh)	
Wellness	3 sh	SPEC204: Cognitive Development (3 sh)	
Wellness (3 sh)		#SPEC309: Eff Instructional Strategies (3 sh)	
Experiential Learning			
EL Competencies: ELML493			
EL Competencies: ELML494			
		<i># Advanced Level Courses</i>	

Lock Haven University
Pre K-Grade 8 Education and Professional Studies Department
Elementary Middle Level Education Track
Social Studies/ Science (Geology) Concentration

ENGL100 Composition (3)
HIST111/112 Global Hist. 1/2 (3)
MATH102: Number Systems (3)
GEOS130 Principles of Geology I(3)
Art/Music/Theater/Dance (3)
ELML119 Freshman Seminar (1)
Credit Total: 16

Fall Sophomore

POLI105 American National Government (3)
GEOS215 Environmental Geology (3)
Speech (3)
PHYS101 Matter and Energy (3)
PSYC 201 Educational Psychology (3)
ELML210 Learning Theory (3)
Credit Total: 18

Fall Junior

Geology: Advanced Level Course Choice (3)
300/400 American History (3)
Wellness (3)
SPEC309 Eff Instructional Strategies (3)
Philosophy
Credit Total: 15

Fall Senior

ELML335 Effect. Instruct. Lit. Strat. (3)
ELML322 Mathematics for the Ele. & Mid. (3)
ELML431 Mathematics Methods I (1)
ELML412 Science Methods II (2)
ELML442 Social Studies Methods II (2)
ELML405 Inter. and Class. Manage. Strat. (3)
ELML4— Lang. Arts Methods (1)
Credit Total: 15

Spring Freshman

ENGL110 Introduction to Literature (3)
MATH115 Statistics and Geometry (3)
BIOL101 Basic Biology (3)
Art/Music/Theater/Dance (Gen. Ed.) (3)
PSYC 103 Adolescent Psychology (3)
ELML200 Intro. to Lang. Arts Meth. (1)
Credit Total: 16

Spring Sophomore

CHEM101 Chemistry in the Environment (3)
ECON101 Principles of Economics (3)
MATH112 Intermediate Algebra (3)
SPEC204 Cog. Develop. of Div. Learners (3)
ELML250 Assess. and Diff. in 4-8 Class. (3)
Credit Total: 15

Spring Junior

300/400 Non Western History (3)
GEOG 260 World Regional Geography (3)
ELML320 Science for the Ele. & Mid. (3)
ELML323 Soc. Stud. for the Ele. & Mid.(3)
ELML330 Lang. Acq. and Writ. Instruct. (3)
Credit Total: 15

Spring Senior

ELML493 Student Teaching I (6)
ELML494 Student Teaching II (6)
Credit Total: 12

PreK-Grade 8 Education and Professional Studies Department
Bachelor of Science
Elementary Middle Level Education Major (122 sh)
English, Language Arts, Reading/ Science (Biology) Concentration
 For Students entering LHU Fall 2014

Intellectual Foundation	9 sh	First Year Student Seminar	1 sh
Written Communication	3 sh	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494			
		Major Area and Cognate Courses	79 sh
		Major Courses	
Oral Communication	3 sh	ELML200: Introduction to LA Methods (1 sh)	
Speech (3 sh)		ELML210: Learning Theory (3 sh)	
		ELML250: Assessment and Differentiation (3 sh)	
Mathematical and Computational Thinking	3 sh.	#ELML330: Language Acquisition Theory and Writing Instruction (3 sh)	
MATH102: Number Systems (3 sh)		#ELML322: Mathematics for the Elementary and Middle Level Learner (3 sh)	
Critical Thinking		#ELML335: Eff Instructional Literary Strategies (3 sh)	
CT Competencies: ELML493		#ELML405: Inter. and Class. Man. Strat. (3 sh)	
CT Competencies: ELML494		#ELML412: Science Methods II (2 sh)	
		#ELML421: Language Arts Methods I (2 sh)	
Knowledge and Inquiry	21 sh	#ELML431: Mathematics Methods I (sh)	
Natural Science Inquiry	6 sh	#ELML441: Social Studies Methods I (1 sh)	
GEOS101: Earth Science (3 sh)		#ELML493: Student Teaching I (6 sh)	
BIOL106: Principles of Biology I (3 sh)		#ELML494: Student Teaching II (6 sh)	
		Cognate Courses	
Historical, Behavioral, and Social Science Inquiry	6 sh	MATH112: Intermediate Algebra (3 sh)	
HIST150: American History (3 sh)		MATH115: Statistics and Geometry (3 sh)	
PSYC103: Adolescent Psychology (3 sh)		ENGL235: Lit. for Adol. & Young Adults (3 sh)	
Philosophical, Literary, and Aesthetic Inquiry	9 sh	#READ300 Intermediate Reading (3 sh)	
Philosophy (3 sh)		#ELML321 Lang. Arts for the Ele. & Mid. (3 sh)	
ENGL110: Introduction to Literature (3 sh)		BIOL107 Principles of Biology II (3 sh)	
Art/Music/Theater/Dance (3 sh)		#BIOL309 Ecology (3 sh)	
		#ELML320 Sci. for the Ele. & Mid. Level (3 sh)	
Personal and Social Responsibility	12 sh	Art/Music/Theater/Dance (3 sh)	
Global Awareness and Citizenship	9 sh	PHYS101: Matter and Energy (3 sh)	
HIST101 or HIST102: World History 1 or 2 (3 sh)		CHEM101: Chemistry in the Environment (3 sh)	
POLI105: American National Government (3 sh)		PSYC201: Educational Psychology (3 sh)	
GEOG260: World Regional Geography (3 sh)		SPEC204: Cognitive Development (3 sh)	
Wellness	3 sh	#SPEC309: Eff Instructional Strategies (3 sh)	
Wellness (3 sh)			
Experiential Learning			
EL Competencies: ELML493		# <i>Advanced Level Courses</i>	
EL Competencies: ELML494			

Lock Haven University
Pre K-Grade 8 Education and Professional Studies Department
Elementary Middle Level Education Track
English, Language Arts, and Reading/Science (Biology) Concentration

Fall Freshman

ENGL100 Composition (3)
HIST101/102 World Hist. 1/2 (3)
MATH102: Number Systems (3)
BIOL106 Principles of Biology I(3)
Art/Music/Theater/Dance (3)
ELML119 Freshman Seminar (1)
Credit Total: 18

Spring Freshman

ENGL110 Introduction to Literature (3)
MATH115 Statistics and Geometry (3)
BIOL107 Principles of Biology II(3)
GEOS101 Earth Science (3)
PSYC 103 Adolescent Psychology (3)
ELML200 Introduction to Lang. Arts Meth. (1)
Credit Total: 16

Fall Sophomore

HIST150 American History (3)
Art/Music/Theater/Dance (3)
Speech (3)
PHYS101 Matter and Energy (3)
PSYC 201 Educational Psychology (3)
ELML210 Learning Theory (3)
Credit Total: 18

Spring Sophomore

CHEM101 Chemistry in the Environment (3)
Wellness (3)
MATH112 Intermediate Algebra (3)
SPEC204 Cog. Develop. of Div. Learners (3)
ELML250 Assess. and Diff. in 4-8 Class. (3)
Credit Total: 15

Fall Junior

BIOL309 Ecology (3)
POLI105 American National Government (3)
Philosophy (3)
SPEC309 Eff Instructional Strategies (3)
GEOG 260 World Regional Geography (3)
Credit Total: 15

Spring Junior

ENGL235 Lit. for Adol. (3)
ELML320 Science for the Ele. & Mid. (3)
ELML321 Lang. Arts for the Ele. & Mid. (3)
READ300 Intermediate Reading (3)
ELML330 Lang. Acq. and Writ. Instruct. (3)
Credit Total: 15

Fall Senior

ELML335 Effect. Instruct. Lit. Strat. (3)
ELML322 Mathematics for the Ele. & Mid. (3)
ELML431 Mathematics Methods I (1)
ELML412 Science Methods II (2)
ELML421 Language Arts Methods I (2)
ELML441 Social Studies Methods I (1)
ELML405 Inter. and Class. Manage. Strat. (3)
Credit Total: 15

Spring Senior

ELML493 Student Teaching I (6)
ELML494 Student Teaching II (6)
Credit Total: 12

Lock Haven University
Pre K-Grade 8 Education and Professional Studies Department
Elementary Middle Level Education Track
English, Language Arts, and Reading/Science (Geology) Concentration

Fall Freshman

ENGL100 Composition (3)
HIST101/102 World Hist. 1/2 (3)
MATH102: Number Systems (3)
GEOS130 Principles of Geology I(3)
Art/Music/Theater/Dance (3)
ELML119 Freshman Seminar (1)
Credit Total: 16

Fall Sophomore

GEOS215 Environmental Geology (3)
Art/Music/Theater/Dance (3)
Speech (3)
PHYS101 Matter and Energy (3)
PSYC 201 Educational Psychology (3)
ELML210 Learning Theory (3)
Credit Total: 18

Fall Junior

Geology: Advanced Level Course Choice (3)
POLI105 American National Government (3)
Philosophy (3)
SPEC309 Eff Instructional Strategies (3)
GEOG 150 World Regional Geography (3)
Credit Total: 15

Fall Senior

ELML335 Effect. Instruct. Lit. Strat. (3)
ELML322 Mathematics for the Ele. & Mid. (3)
ELML431 Mathematics Method I (1)
ELML412 Science Methods II (2)
ELML421 Language Arts I (2)
ELML441 Social Studies Methods I (1)
ELML405 Inter. and Class. Manage. Strat. (3)
Credit Total: 15

Spring Freshman

ENGL110 Introduction to Literature (3)
MATH115 Statistics and Geometry (3)
BIOL101 Basic Biology (3)
Wellness (3)
PSYC 103 Adolescent Psychology (3)
ELML200 Introduction to Lang. Arts Meth. (1)
Credit Total: 16

Spring Sophomore

CHEM101 Chemistry in the Environment (3)
HIST150 American History (3)
MATH112 Intermediate Algebra (3)
SPEC204 Cog. Develop/ of Div. Learners (3)
ELML250 Assess. and Diff. in 4-8 Class. (3)
Credit Total: 15

Spring Junior

ENGL235 Lit. for Adol. (3)
ELML321 Lang. Arts for the Ele. & Mid. (3)
ELML320 Science for the Ele. & Mid. (3)
READ300 Intermediate Reading (3)
ELML330 Lang. Acq. & Writ. Instruct. (3)
Credit Total: 15

Spring Senior

ELML493 Student Teaching I (6)
ELML494 Student Teaching II (6)
Credit Total: 12

UCC Approved: 4/10/2014

Administration Approved: 4/18/2014

Lock Haven University
English Department
Bachelor of Arts
English: Literature Concentration

Effective: Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition (3 sh)	
WC	
WC	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
Critical Thinking	
CT	
CT	

Knowledge and Inquiry	21 sh
Natural Science Inquiry (one w/ lab)	6 sh
Historical, Behavioral, and Social Science Inquiry	6 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh
Performing Arts course (3)	
Philosophy or Literature (3)	

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
(one course: Historical Foundation)	
Wellness	3 sh
Experiential Learning (2 units)	

Electives	18 sh

Major Area and Cognate Courses	42 sh
English Requirements (min. grade of C- required)	
ENGL1xx Intro to Literary Studies (Fall) meets FYS req.	
#ENGL220 World Literature (Spring)	
#ENGL225 Core Text/Western Trad (Fall)	
#ENGL230 Brit Lit Before 1800 (Fall)	
#ENGL231 Brit Lit After 1800 (Spring)	
#ENGL240 Amer Lit Before Civil War (Fall)	
#ENGL242 Amer Lit After Civil War (Spring)	
#ENGL336 Shakespeare (Spring)	
#Writing (Choose one)	
ENGL237, ENGL264, ENGL266, ENGL268, ENGL315, ENGL345, ENGL357, ENGL360, ENGL408	
#Literature electives (Choose five; topics courses can be taken up to 3x, with different topics)	
ENGL328, ENGL400, ENGL402, ENGL404 ENGL425, ENGL435	

Degree requirements:	
Seminars (2 of 3)##	6 sh
Humanities 328	
Social Science 328	
Science/Math 328	
Foreign Language Requirement (Level-IV proficiency #)	up to 12 sh
Total credit hours	120

Lock Haven University
English Department
BA in English: Literature Concentration
Suggested Course Sequence

Abbreviations: PLA (Philosophical, Literary and Aesthetic); HBSS (Historical, Behavioral and Social Sciences); NS (Natural Sciences); GAC (Global Awareness and Citizenship)

Italics indicate course is offered only in fall or spring semester, as noted

Fall Freshman (example)

ENGL100: Composition (3)
ENGL1xx
PLA Inquiry (Performing Arts)
HBSS Inquiry
Language 101

Credit Total: 15

Spring Freshman (example)

PLA Inquiry (Literature/Philosophy)
Natural Science Inquiry
HBSS Inquiry
Math/Computational Thinking
Language 102

Credit Total: 15

Fall Sophomore (example)

Global Awareness & Citizenship
ENGL225
ENGL230
PLA Inquiry
Language 201

Credit Total: 15

Spring Sophomore(example)

ENGL220
ENGL231
Global Awareness & Citizenship
Natural Science (lab)
Language 202

Credit Total: 15

Fall Junior (example)

ENGL240
Seminar
Global Awareness & Citizenship
ENGL writing
Wellness

Credit Total: 15

Spring Junior (example)

ENGL242
ENGL336
Seminar
Oral Communication
Free elective

Credit Total: 15

Fall Senior (example)

ENGL300-400
ENGL300-400
ENGL300-400
Free elective
Free elective

Credit Total: 15

Spring Senior (example)

ENGL300-400
ENGL300-400
Free elective
Free elective
Free elective

Credit Total: 15

**Lock Haven University
English Department**

Bachelor of Arts

English: Writing Concentration

Effective: Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition (3 sh)	
WC	
WC	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
Critical Thinking	
CT	
CT	

Knowledge and Inquiry	21 sh
Natural Science Inquiry (one w/ lab)	6 sh
Historical, Behavioral, and Social Science Inquiry	6 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh
Performing Arts course (3)	
Philosophy or Literature (3)	

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
(One course: Historical Foundation)	
Wellness	3 sh
Experiential Learning (2 units)	

Electives	18 sh

Major Area and Cognate Courses	42 sh
English Requirements (min. grade of C- required)	
ENGL1xx Intro to Literary Studies (Fall) meets FYS req.	
#ENGL225 Core Texts/Western Tradition (Fall)	
#ENGL230 Brit Lit Before 1800 (Fall) or ENGL231 Brit Lit After 1800 (Spr)	
#ENGL240 Amer Lit Bef Civil War (Fall) or ENGL242 Amer Lit After Civil War (Spr)	
#Four 300- or 400-level literature courses	
<i>Choose from ENGL336 (Spring); ENGL328;</i>	
<i>ENGL400, ENGL402, ENGL404, ENGL425,</i>	
<i>ENGL435 (Topics courses can be taken up to 3</i>	
<i>times, with different topics)</i>	

#ENGL315 Comp Usage & Editing (Spring)	
#ENGL357 Adv Comp, Rhetoric & Writing	
#Two writing courses (<i>from the following:</i>	
<i>ENGL237, ENGL264, ENGL266, ENGL268,</i>	
<i>ENGL345, ENGL360, ENGL408)</i>	

#Two English electives (200- to 400-level)	
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Degree requirements:

Seminars (2 of 3) ##	6 sh
Humanities 328	
Social Science 328	
Science/Math 328	
Foreign Language Requirement (Level-IV proficiency #)	up to 12 sh
Total credit hours	120

Lock Haven University
English Department
BA in English: Writing Concentration
Suggested Course Sequence

Abbreviations: PLA (Philosophical, Literary and Aesthetic); HBSS (Historical, Behavioral and Social Sciences); NS (Natural Sciences); GAC (Global Awareness and Citizenship)

Italics indicate course is offered only in fall or spring semester, as noted

Fall Freshman (example)

ENGL100: Composition (3)
ENGL1xx
PLA Inquiry (Performing Arts)
HBSS Inquiry
Language 101

Credit Total: 15

Spring Freshman (example)

PLA Inquiry (Literature or Philosophy)
HBSS Inquiry
Math/Computational Thinking
Natural Science Inquiry
Language 102

Credit Total: 15

Fall Sophomore (example)

ENGL225
ENGL230 or 240
PLA Inquiry
Language 201
Free elective

Credit Total: 15

Spring Sophomore(example)

ENGL231 or 242
Global Awareness & Citizenship
Natural Science (lab)
Language 202
Free elective

Credit Total: 15

Fall Junior (example)

ENGL357
ENGL writing
Global Awareness & Citizenship
ENGL300-400
Wellness

Credit Total: 15

Spring Junior (example)

ENGL315
ENGL300-400
328 Seminar
Oral Communication
Global Awareness & Citizenship

Credit Total: 15

Fall Senior (example)

ENGL writing
ENGL300-400
Seminar
Free elective
Free elective

Credit Total: 15

Spring Senior (example)

ENGL300-400
ENGL elective
ENGL elective
Free elective
Free elective

Credit Total: 15

Lock Haven University
Environmental Studies
AA in Sustainability Studies
Suggested Course Sequence

Abbreviations: PLA (Philosophical, Literary and Aesthetic); HBS (Historical, Behavioral and Social Sciences); NS (Natural Sciences); GAC (Global Awareness and Citizenship); MCT (Mathematical and Computational Thinking); OC (Oral Communication); WEL (Wellness); CT (Critical Thinking)

Fall Freshman (example)

ENGL100 Composition
ENVT101 Introduction to Environmental Studies
General Education: NS
General Education: HBS
General Education: MCT
Credit Total: 15

Spring Freshman (example)

CRJS220 Conservation Law Enforcement
MANG105 Introduction to Business
General Education: OC
General Education: HBS
General Education: GAC
Credit Total: 15

Fall Sophomore (example)

CRJS309 Environmental Justice
ECON101 Principles of Economics
SOC1101 Introduction to Sociology
ENVT328 Environmental Studies LA Seminar
SOCW102 Introduction to Social Work
Credit Total: 15

Spring Sophomore (example)

ENVT450 Environmental Studies Capstone
PHIL102 Ethics
General Education: PLA
General Education: GAC
General Education: WEL
Credit Total: 15

Lock Haven University
Geology and Physics Department
Bachelor of Science
Geology—Applied Geology
 For All Geology Majors Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition	3
WC Competency 1	
WC Competency 2	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
MATH141: Calculus 1	3
Critical Thinking	
CT Competency 1	
CT Competency 2	

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
GEOS130: Principles of Geology 1	3
GEOS131: Principles of Geology 2	3
Historical, Behavioral, and Social Science Inquiry	6 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
Wellness	3 sh
Experiential Learning	
EL Competency 1	
EL Competency 2	

Electives	17 sh

First Year Student Seminar	1 sh
SCII19: First Year Student Seminar	1 sh

Major Area and Cognate Courses	60 sh
BIOL106: Principles of Biology 1	3
BIOL107: Principles of Biology 2	3
CHEM120: Principles of Chemistry 1	4
CHEM121: Principles of Chemistry 2	4
PHYS130: Physics 1	4
PHYS131: Physics 2	4
GEOS213: Introduction to GIS	3
GEOS230: Geomorphology #	3
GOES301: Invertebrate Paleontology #	3
GEOS305: Mineralogy and Petrology #	4
GEOS315: Sedimentology #	3
GEOS360: Hydrogeology #	4
GEOS415: Stratigraphy #	3
GEOS420: Geology of Energy and Mineral Resources #	4
GEOS430: Structural Geology #	4
GEOS490: Capstone Research Project #	2
Geology Field/Lab Experience	5
A combination of any of the courses below	
GEOS260: Geology Field Trip (1-5 sh)	
GEOS369: Internship (1-5 sh)	
GEOS499: Independent Study (1-5 sh)	

= Advanced Course Work

Lock Haven University
Geology and Physics Department
Geology—Applied Geology Track
Suggested Course Sequence

Fall Freshman (example)	Credits
ENGL100: Composition	3
SCII19: First Year Student Seminar	1
GEOS130: Principles of Geology 1	3
BIOL106: Principles of Biology 1	3
MATH141: Calculus 1	3
General Education Course	3
Total Credits:	16

Spring Freshman (example)	Credits
GEOS131: Principles of Geology 2	3
BIOL107: Principles of Biology 2	3
General Education Course	3
General Education Course	3
General Education Course	3
Total Credits:	15

Fall Sophomore (example)	Credits
GEOS230: Geomorphology*	3
OR	
GEOS315: Sedimentology**	3
AND	
CHEM120: Principles of Chemistry 1	4
PHYS130: Physics 1	4
GEOS213: Introduction to GIS	3
Total Credits:	14

Spring Sophomore (example)	Credits
GEOS301: Invertebrate Paleontology**	3
OR	
GEOS415: Stratigraphy*	3
AND	
CHEM121: Principles of Chemistry 2	4
PHYS131: Physics 2	4
General Education Course	3
Total Credits:	14

Fall Junior (example)	Credits
GEOS230: Geomorphology*	3
GEOS360: Hydrogeology*	4
GEOS430: Structural Geology*	4
OR	
GEOS315: Sedimentology**	3
General Education Courses	6
AND	
Electives	6
Total Credits:	15 or 17

Spring Junior (example)	Credits
GEOS301: Invertebrate Paleontology**	3
GEOS305: Mineralogy and Petrology**	4
OR	
GEOS420: Geology of Energy and Mineral Resources*	4
GEOS415: Stratigraphy*	3
AND	
General Education Courses	6
Geology Field/Lab Experience	2
Total Credits:	15

Fall Senior (example)	Credits
GEOS360: Hydrogeology*	4
GEOS430: Structural Geology*	4
OR	
General Education Courses	6
AND	
GEOS490: Capstone Research Project	2
Geology Field/Lab Experience	1
Electives	5
Total Credits:	14 or 16

Spring Senior (example)	Credits
GEOS305: Mineralogy and Petrology**	4
OR	
GEOS420: Geology of Energy and Mineral Resources*	4
AND	
General Education Course	3
Electives	6
Geology Field/Lab Experience	2
Total Credits:	15

Upper Division Majors Courses are only offered every two years.

* = Offered Only in Odd Ending Years

** = Offered Only in Even Ending Years

Lock Haven University
Geology and Physics Department
Bachelor of Science
Geology—Engineering Geology
 For All Geology Majors Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition	3
WC Competency 1	
WC Competency 2	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
MATH141: Calculus 1	3
Critical Thinking	
CT Competency 1	
CT Competency 2	

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
GEOS130: Principles of Geology 1	3
GEOS131: Principles of Geology 2	3
Historical, Behavioral, and Social Science Inquiry	6 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
Wellness	3 sh
Experiential Learning	
EL Competency 1	
EL Competency 2	

Electives	17 sh

First Year Student Seminar	1 sh
SCII19: First Year Student Seminar	1 sh

Major Area and Cognate Courses	60 sh
CHEM120: Principles of Chemistry 1	4
CHEM121: Principles of Chemistry 2	4
PHYS170: Intermediate Physics 1	4
PHYS171: Intermediate Physics 2	4
PHYS105: Engineering Graphics	3
MATH142: Calculus 2	3
GEOS213: Introduction to GIS	3
GEOS230: Geomorphology #	3
GEOS305: Mineralogy and Petrology #	4
GEOS313: Advanced GIS#	3
GEOS315: Sedimentology #	3
GEOS360: Hydrogeology #	4
GEOS420: Geology of Energy and Mineral Resources #	4
GEOS430: Structural Geology #	4
GEOS450: Geophysics and Tectonics#	4
GEOS490: Capstone Research Project #	2
Geology Field/Lab Experience	4
A combination of any of the courses below	
GEOS260: Geology Field Trip (1-4 sh)	
GEOS369: Internship (1-4 sh)	
GEOS499: Independent Study (1-4 sh)	

= Advanced Course Work

Lock Haven University
Geology and Physics Department
Geology—Engineering Geology Track
Suggested Course Sequence

Fall Freshman (example)	Credits
ENGL100: Composition	3
SCII19: First Year Student Seminar	1
GEOS130: Principles of Geology 1	3
MATH141: Calculus 1	3
General Education Courses	6
Total Credits:	16

Fall Sophomore (example)	Credits
GEOS230: Geomorphology*	3
OR	
GEOS315: Sedimentology**	3
AND	
CHEM120: Principles of Chemistry 1	4
PHYS105: Engineering Graphics	3
GEOS213: Introduction to GIS	3
General Education Course	3
Total Credits:	16

Fall Junior (example)	Credits
GEOS360: Hydrogeology*	4
GEOS430: Structural Geology*	4
OR	
GEOS315: Sedimentology**	3
GEOS450: Geophysics and Tectonics**	4
AND	
PHYS171: Intermediate Physics 2	4
Electives	6
Total Credits:	17 or 18

Fall Senior (example)	Credits
GEOS230: Geomorphology*	3
GEOS360: Hydrogeology*	4
GEOS430: Structural Geology*	4
OR	
GEOS450: Geophysics and Tectonics**	4
Geology Field/Lab Experience	1
AND	
GEOS490: Capstone Research Project	2
Electives	5
Total Credits:	12 or 18

Spring Freshman (example)	Credits
GEOS131: Principles of Geology 2	3
MATH142: Calculus 2	3
General Education Course	3
General Education Course	3
General Education Course	3
Total Credits:	15

Spring Sophomore (example)	Credits
GEOS313: Advanced GIS**	3
OR	
GEOS415: Stratigraphy*	3
AND	
CHEM121: Principles of Chemistry 2	4
PHYS170: Intermediate Physics 1	4
Geology Field/Lab Experience	1
General Education Course	3
Total Credits:	15

Spring Junior (example)	Credits
GEOS313: Advanced GIS**	3
GEOS305: Mineralogy and Petrology**	4
OR	
GEOS420: Geology of Energy and Mineral Resources*	4
General Education Course	3
AND	
General Education Courses	6
Geology Field/Lab Experience	1
Total Credits:	14

Spring Senior (example)	Credits
GEOS305: Mineralogy and Petrology**	4
OR	
GEOS420: Geology of Energy and Mineral Resources*	4
General Education Course	3
AND	
Electives	6
Geology Field/Lab Experience	1
Total Credits:	12 or 14

UCC Approved: 05/19/2014

[Type here]

Administration Approved: 06/02/2014

* = Offered Only in Odd Ending Years

** = Offered Only in Even Ending Years

Lock Haven University
Geology and Physics Department
Bachelor of Science
Geology— Geography and GIS
 For All Geology Majors Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition	3
WC Competency 1	
WC Competency 2	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
MATH113: Pre-Calculus	3
Critical Thinking	
CT Competency 1	
CT Competency 2	

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
GEOS130: Principles of Geology 1	3
GEOS131: Principles of Geology 2	3
Historical, Behavioral, and Social Science Inquiry	6 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
Wellness	3 sh
Experiential Learning	
EL Competency 1	
EL Competency 2	

Electives	17 sh

First Year Student Seminar	1 sh
SCII19: First Year Student Seminar	1 sh

Major Area and Cognate Courses	60 sh
BIOL106: Principles of Biology 1	3
BIOL107: Principles of Biology 2	3
GEOG100: Physical Geography	3
PHYS135: Meteorology	3
GEOS120: Oceanography	3
GEOS213: Introduction to GIS	3
GEOS215: Environmental Geology #	3
GEOS230: Geomorphology #	3
GEOS313: Advanced GIS #	3
GEOS360: Hydrogeology #	4
GEOS451: Coastal and Environmental Oceanography # (Summer course at Wallops Island, VA)	3
GEOS490: Capstone Research Project #	2
Geography Course	
These can be any course above GEOG100	15
200+ Level Non-Science supporting courses	6
Geology Field/Lab Experience	3
A combination of any of the courses below	
GEOS260: Geology Field Trip (1-3 sh)	
GEOS369: Internship (1-3 sh)	
GEOS499: Independent Study (1-3 sh)	

= Advanced Course Work

Lock Haven University
Geology and Physics Department
Geology—Geography and GIS Track
Suggested Course Sequence

Fall Freshman (example)	Credits
ENGL100: Composition	3
SCI119: First Year Student Seminar	1
GEOS130: Principles of Geology 1	3
BIOL106: Principles of Biology 1	3
MATH113: Pre-Calculus	3
General Education Course	3
Total Credits:	16

Spring Freshman (example)	Credits
GEOS131: Principles of Geology 2	3
BIOL107: Principles of Biology 2	3
General Education Course	3
General Education Course	3
General Education Course	3
Total Credits:	15

Fall Sophomore (example)	Credits
GEOS230: Geomorphology*	3
OR	
GEOS215: Environmental Geology**	3
AND	
GEOG100: Physical Geography	3
General Education Courses	6
GEOS213: Introduction to GIS	3
Total Credits:	15

Spring Sophomore (example)	Credits
GEOS313: Advanced GIS **	3
OR	
Geography Course	3
AND	
Geography Course	3
GEOS120: Oceanography	3
General Education Course	6
Total Credits:	15

Fall Junior (example)	Credits
GEOS230: Geomorphology*	3
GEOS360: Hydrogeology*	4
OR	
Geography Course	3
GEOS215: Environmental Geology**	3
AND	
Electives	6
Total Credits:	12 or 13

Summer II Sophomore	Credits
GEOS451: Coastal and Environmental Oceanography	3

Spring Junior (example)	Credits
GEOS313: Advanced GIS**	3
OR	
Geography Course	3
AND	
Geography Courses	6
General Education Courses	6
Geology Field/Lab Experience	1
Total Credits:	16

Fall Senior (example)	Credits
GEOS360: Hydrogeology*	4
Geography Course	3
OR	
GEOS215: Environmental Geology**	3
Geography Course	3
AND	
GEOS490: Capstone Research Project	2
Geology Field/Lab Experience	1
Electives	5
Total Credits:	14 or 15

Spring Senior (example)	Credits
200+ Level Non-Science	6
Electives	6
Geology Field/Lab Experience	1
Total Credits:	13

Upper Division Majors Courses are only offered every two years.

* = Offered Only in Odd Ending Years; ** = Offered Only in Even Ending Years

Lock Haven University
Geology and Physics Department
Bachelor of Science
Geology— Water and Environment
For All Geology Majors Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition	3
WC Competency 1	
WC Competency 2	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
MATH113: Pre-Calculus	3
Critical Thinking	
CT Competency 1	
CT Competency 2	

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
GEOS130: Principles of Geology 1	3
GEOS131: Principles of Geology 2	3
Historical, Behavioral, and Social Science Inquiry	6 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
Wellness	3 sh
Experiential Learning	
EL Competency 1	
EL Competency 2	

Electives	17 sh

First Year Student Seminar	1 sh
SCII19: First Year Student Seminar	1 sh

Major Area and Cognate Courses	60 sh
BIOL106: Principles of Biology 1	3
BIOL107: Principles of Biology 2	3
CHEM120: Principles of Chemistry 1	4
CHEM121: Principles of Chemistry 2	4
GEOS120: Oceanography	3
GEOS213: Introduction to GIS	3
GEOS215: Environmental Geology #	3
GEOS230: Geomorphology #	3
GEOS301: Invertebrate Paleontology #	3
GEOS305: Mineralogy and Petrology #	4
GEOS313: Advanced GIS #	3
GEOS315: Sedimentology #	3
GEOS360: Hydrogeology #	4
GEOS361: Aqueous Environmental Geochemistry #	3
GEOS415: Stratigraphy #	3
GEOS420: Geology of Energy and Mineral Resources #	4
GEOS451: Coastal and Environmental Oceanography # (Summer course at Wallops Island, VA)	3
GEOS490: Capstone Research Project #	2
Geology Field/Lab Experience	2
A combination of any of the courses below	
GEOS260: Geology Field Trip (1-2 sh)	
GEOS369: Internship (1-2 sh)	
GEOS499: Independent Study (1-2 sh)	

= Advanced Course Work

Lock Haven University
Geology and Physics Department
Geology— Water and Environment Track
Suggested Course Sequence

Fall Freshman (example)	Credits
ENGL100: Composition	3
SCI119: First Year Student Seminar	1
GEOS130: Principles of Geology 1	3
BIOL106: Principles of Biology 1	3
MATH113: Pre-Calculus	3
General Education Course	3
Total Credits:	16

Spring Freshman (example)	Credits
GEOS131: Principles of Geology 2	3
BIOL107: Principles of Biology 2	3
General Education Course	3
General Education Course	3
General Education Course	3
Total Credits:	15

Fall Sophomore (example)	Credits
GEOS230: Geomorphology*	3
OR	
GEOS315: Sedimentology**	3
AND	
CHEM120: Principles of Chemistry 1	4
General Education Course	3
GEOS213: Introduction to GIS	3
Total Credits:	13

Spring Sophomore (example)	Credits
GEOS313: Advanced GIS **	3
GEOS301: Invertebrate Paleontology**	3
OR	
GEOS415: Stratigraphy*	3
AND	
CHEM121: Principles of Chemistry 2	4
GEOS120: Oceanography	3
Total Credits:	13

Summer II Sophomore	Credits
GEOS451: Coastal and Environmental Oceanography	3

Fall Junior (example)	Credits
GEOS230: Geomorphology*	3
GEOS360: Hydrogeology*	4
General Education Course	3
OR	
GEOS315: Sedimentology**	3
GEOS215: Environmental Geology**	3
AND	
Electives	6
Total Credits:	12 or 16

Spring Junior (example)	Credits
GEOS313: Advanced GIS**	3
GEOS305: Mineralogy and Petrology**	4
GEOS361: Aqueous Environmental Geochemistry**	3
GEOS301: Invertebrate Paleontology**	3
OR	
GEOS420: Geology of Energy and Mineral Resources*	4
General Education Course	3
AND	
General Education Courses	3
Electives	2
Total Credits:	12 or 18

Fall Senior (example)	Credits
GEOS360: Hydrogeology*	4
General Education Course	3
OR	
GEOS215: Environmental Geology**	3
AND	
GEOS490: Capstone Research Project	2
General Education Course	3
Geology Field/Lab Experience	1
Electives	3
Total Credits:	12 or 16

Spring Senior (example)	Credits
GEOS305: Mineralogy and Petrology**	4
GEOS361: Aqueous Environmental Geochemistry**	3
OR	
GEOS420: Geology of Energy and Mineral Resources*	4
General Education Course	6
AND	
Geology Field/Lab Experience	1
Electives	6
Total Credits:	14 or 17

Upper Division Majors Courses are only offered every two years.

* = Offered Only in Odd Ending Years

** = Offered Only in Even Ending Years

UCC Approved: 05/19/2014

[Type here]

Administration Approved: 06/02/2014

Lock Haven University
Health Science
Bachelor of Science in Health Science
Applied Health Studies Track

Effective Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition	3 sh
WC Competency 1: <i>HCP Transfer</i>	
WC Competency 2: <i>HCP Transfer</i>	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
Critical Thinking	
CT Competency 1: <i>HCP Transfer</i>	
CT Competency 2: <i>HCP Transfer</i>	

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
Historical, Behavioral, and Social Science Inquiry	6 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
Wellness	3 sh
Experiential Learning	
EL Competency 1: <i>HCP Transfer</i>	
EL Competency 2: <i>HCP Transfer</i>	

Electives	18 sh

Major Area and Cognate Courses	60 sh
#HLTH440: Research Methods in Health Science	3 sh
#HLTH Designated Electives *	15 sh
-HLTH200: Introduction to Disease (3)	
-HLTH208: Stress Management/Life Skills (3)	
-HLTH307: Cultural Aspects of Health (3)	
-HLTH315: Consumer Health (3)	
-HLTH320: Drug Education (3)	
-HLTH325: Death Education (3)	
-HLTH332: Psyc. Aspects of Injury/Illness (3)	
-HLTH350: Program Planning (3)	
-HLTH401: Current Issue in Health (3)	
-HLTH410: Community Health Org. Mngt. (3)	
-HLTH470: Sex Education (3)	
-HLTH498: Health Science Seminar (3)	
#PHIL415: Ethical Issues in Healthcare Prof.	3 sh
#POLI330: Public Policy	3 sh
Required Minor	18 sh
#Healthcare Professions Transfer **	varies

*: minimum of 12 sh must be at 300 or 400 level
 **: Up to 34 sh transferred from Healthcare Profession training program
 #: BOG Advanced coursework

CIS Approved: 03/14/2014

Administration Approved: 04/28/2014

**Lock Haven University
Health Science Department
Community Health Track
Suggested Course Sequence**

Fall Freshman (example)

ENGL100: Composition (3)
BIOL106: Principles of Biology I (3)
HLTH105: Introduction to Health (3)

HLTH119: First Year Student Seminar (1)

HLTH115: Anatomy and Physiology I (4)

HLTH204: Foundations of School and
Community Health Education (3)

Spring Freshman (example)

BIOL107: Principles of Biology II (3)
HLTH120: Anatomy and Physiology II (4)
HLTH140: Introduction to Public Health
(3)
HLTH214: Planning and Assessment in
School Health Education (2)
PSYC100: Introduction to Psychological
Science (3)

Fall Sophomore (example)

HLTH200: Introduction to Disease (3)

HLTH218: Public Health and the
Environment (3)
MATH107: Basic Statistics (3)

Spring Sophomore (example)

HLTH240: Introduction to Epidemiology
(3)
HLTHxxx: Community Health Strategies
(3)
HLTH Elective (3)

Fall Junior (example)

HLTH350: Health Program Planning
HLTH402: Evaluation in Health Education
and Health Promotion (2)

Spring Junior (example)

HLTH307: Cultural Aspects of Health (3)
HLTH330: School Health Programs (2)

HLTH410: Community Health
Organizations Management (3)
HLTH Elective (3)

Fall Senior (example)

HLTH401: Current Health Issues (3)

HLTH Elective (3)

Spring Senior (example)

HLTH485: Field Experience in Health
Science (9)

Lock Haven University
Health Science
Bachelor of Science in Health Science
Physician Assistant 3+2 Track

Effective Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition	3 sh
WC Competency 1:	
WC Competency 2:	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
Critical Thinking	
CT Competency 1	
CT Competency 2	

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
BIOL106: Principles of Biology I	3 sh
BIOL107: Principles of Biology II	3 sh
Historical, Behavioral, and Social Science Inquiry	6 sh
PSYC100: Introduction to Psychological Science	3 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
Wellness	3 sh
HLTH105: Introduction to Health	3 sh
Experiential Learning	
EL Competency 1: <i>HLTH485</i>	
EL Competency 2: <i>HLTH485</i>	

Major Area and Cognate Courses	69 sh
HLTH115: Human Anatomy and Physiology I	4 sh
HLTH120: Human Anatomy and Physiology II	4 sh
#HLTH407: Advanced Human Physiology	4 sh
#HLTH415: Introduction to Pharmacology	3 sh
#HLTH451: Advanced Anatomy	4 sh
#HLTH485: Field Experience in Health Science	1 sh
#HLTH Designated Electives	6 sh
-HLTH305: Introduction to Biomechanics (3)	
-HLTH315: Consumer Health (3)	
-HLTH320: Drug Education (3)	
-HLTH325: Death Education (3)	
-HLTH353: Physiology of Exercise (3)	
-HLTH401: Current Issues in Health (3)	
-HLTH430: Women's Health Issues (3)	
-HLTH440: Research in Health Science (3)	
-HLTH470 Sex Education (3)	
-BIOL310: Immunology (3)	
-PSYC307: Abnormal Psychology (3)	
#BIOL225: Human Genetics	3 sh
#BIOL340: Microbiology	4 sh
#CHEM111: Chemistry of Nutrition	3 sh
CHEM120: Principles of Chemistry I	4 sh
CHEM121: Principles of Chemistry II	4 sh
#CHEM205: Introduction to Organic Chemistry	4 sh
#CHEM410: Biochemistry	4 sh
#MATH107: Basic Statistics	3 sh
#PHYS130: Physics I	4 sh
#PHYS131: Physics II	4 sh
#PSYC240: Life Span Development	3 sh
#PYAS300: Introduction to Phys. Asst. Studies	3 sh

#: BOG Advanced coursework

**Lock Haven University
Health Science Department
3+2 Physician Assistant Track
Suggested Course Sequence**

Fall Freshman

BIOL106: Principles of Biology I (3)
CHEM120: Principles of Chemistry I (4)
HLTH115: Anatomy and Physiology I (4)
HLTH105: Introduction to Health (3)
General Education (3)

Spring Freshman

BIOL107: Principles of Biology II (3)
CHEM121: Principles of Chemistry II (4)
HLTH120: Anatomy and Physiology II (4)
MATH113: Pre-calculus (3)
PSYC100: Introduction to Psychological Sciences (3)

Summer Session: General Education (6 sh)

Fall Sophomore

CHEM205: Introduction to Organic Chemistry (4)
MATH107: Basic Statistics (3)

PHYS130: Physics I (4)
PYAS300: Introduction to Physician Assistant Studies (3)
General Education (3)

Spring Sophomore

BIOL225: Human Genetics (3)

HLTH407: Advanced Human Physiology (4)
PHYS131: Physics II (4)
PSYC240: Life Span Development (3)

HLTH Designated Electives (3)

Summer Session: General Education (6 sh); HLTH485: Field Experience (1 sh)

Fall Junior

BIOL340 Microbiology (4)

CHEM111: Chemistry of Nutrition (3)
HLTH Designated Elective (3)
General Education (6)

Spring Junior

HLTH415: Introduction to Pharmacology (3)
HLTH451: Advanced Anatomy (4)
CHEM410: Biochemistry (4)
General Education (3)

Summer Session: Master of Health Science in Physician Assistant Studies

Fall Senior

PYAS Module 1
PYAS Module 2
PYAS Module 3
PYAS Module 4
PYAS Module 5

Spring Senior

PYAS Module 6
PYAS Module 7
PYAS Module 8
PYAS Module 9
PYAS Module 10

Summer Session: Clinical Rotations

Fall Senior

Clinical Rotations

Spring Senior

Clinical Rotations

Lock Haven University
Health Science
Bachelor of Science in Health Science
Pre-Physician Assistant Track

Effective Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition	3 sh
WC Competency 1:	
WC Competency 2:	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
Critical Thinking	
CT Competency 1:	
CT Competency 2:	

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
BIOL106: Principles of Biology I	3 sh
BIOL107: Principles of Biology II	3 sh
Historical, Behavioral, and Social Science Inquiry	6 sh
PSYC100: Introduction to Psychological Science	3 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
Wellness	3 sh
HLTH105: Introduction to Health	3 sh
Experiential Learning	
EL Competency 1:	
EL Competency 2:	

Electives	17 sh

First Year Student Seminar	1 sh
HLTH119: First Year Student Seminar	1 sh

Major Area and Cognate Courses	60 sh
*HLTH115: Human Anatomy and Physiology I	4 sh
*HLTH120: Human Anatomy and Physiology II	4 sh
#HLTH200: Introduction to Disease	3 sh
#HLTH353: Physiology of Exercise	3 sh
**HLTH407: Advanced Human Physiology OR	4 sh
#BIOL410: Organismal Physiology	3 sh
**HLTH415: Introduction to Pharmacology	3 sh
**HLTH451: Advanced Anatomy	4 sh
#HLTH485: Field Experience in Health Science	3 sh
**BIOL225: Human Genetics	3 sh
**BIOL340: Microbiology OR	4 sh
**BIOL215: Basic Microbiology	3 sh
*CHEM120: Principles of Chemistry I	4 sh
*CHEM121: Principles of Chemistry II	4 sh
**CHEM205: Introduction to Organic Chemistry	4 sh
**CHEM410: Biochemistry	4 sh
**MATH107: Basic Statistics	3 sh
**PSYC240: Life Span Development	3 sh
#RECR205: Nutrition for Wellness OR	3 sh
#CHEM111: Chemistry of Nutrition	

4+2 Program Minimum Requirements	
-GPA 3.2 or better	
-B or better in courses identified by *	
-GRE: 300 combined score and 4/6 Writing	
-Complete application using caspaonline.org	
-Successful Interview	

#: BOG Advanced coursework
 *: 4+2 Program required course

**Lock Haven University
Health Science Department
Pre-Physician Assistant Track
Suggested Course Sequence**

Fall Freshman (example)

ENGL100: Composition (3)
BIOL106: Principles of Biology I (3)
HLTH105: Introduction to Health (3)
HLTH115: Anatomy and Physiology I (4)

HLTH119: First Year Student Seminar (1)

Spring Freshman (example)

BIOL107: Principles of Biology II (3)
HLTH120: Anatomy and Physiology II (4)
MATH113: Pre-calculus (3)
PSYC100: Introduction to Psychological Sciences (3)

Fall Sophomore (example)

CHEM120: Principles of Chemistry I (4)
HLTH200: Introduction to Disease (3)
HLTH353: Physiology of Exercise (3)
MATH107: Basic Statistics (3)

Spring Sophomore (example)

CHEM121: Principles of Chemistry II (4)
PSYC240: Life Span Development (3)
CHEM111: Chemistry of Nutrition OR
RECR205: Nutrition for Wellness (3)

Fall Junior (example)

CHEM205: Introduction to Organic Chemistry (4)

Spring Junior (example)

BIOL225: Human Genetics (3)
HLTH415: Introduction to Pharmacology (3)

Fall Senior (example)

BIOL340: Microbiology (4)
HLTH407: Advanced Human Physiology (4)

Spring Senior (example)

CHEM410: Biochemistry (4)
HLTH451: Advanced Anatomy (4)

Lock Haven University
Health Science
Bachelor of Science in Health Science
Pre-Physical Therapy Track

Effective Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition	3 sh
WC Competency 1	
WC Competency 2:	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
Critical Thinking	
CT Competency 1	
CT Competency 2	

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
BIOL106: Principles of Biology I	3 sh
BIOL107: Principles of Biology II	3 sh
Historical, Behavioral, and Social Science Inquiry	6 sh
PSYC100: Introduction to Psychological Science	3 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
Wellness	3 sh
HLTH105: Introduction to Health	3 sh
Experiential Learning	
EL Competency 1: <i>HLTH485</i>	
EL Competency 2: <i>HLTH485</i>	

Electives	19 sh

First Year Student Seminar	1 sh
HLTH119: First Year Student Seminar	1 sh

Major Area and Cognate Courses	58 sh
HLTH115: Anatomy and Physiology I	4 sh
HLTH120: Anatomy and Physiology II	4 sh
#HLTH200: Introduction to Disease	3 sh
#HLTH305: Introduction to Biomechanics	3 sh
#HLTH353: Physiology of Exercise	3 sh
#HLTH420: Clinical Eval. and Rehabilitation	3 sh
#HLTH440: Research Methods in Health Science	3 sh
#HLTH451: Advanced Anatomy	4 sh
#HLTH485: Field Experience in Health Science	3 sh
#BIOL Designated Elective	3 sh
-BIOL225: Human Genetics (3)	
-BIOL302: Developmental Biology (3)	
-BIOL310: Immunology (2)	
-BIOL315: Comparative Anatomy (4)	
-BIOL330: Cell and Molecular Biology (4)	
-BIOL340: Microbiology	
-BIOL410: Organismal Physiology (3)	
CHEM120: Principles of Chemistry I	4 sh
CHEM121: Principles of Chemistry II	4 sh
#PHYS130: Physics I	4 sh
#PHYS131: Physics II	4 sh
#MATH107: Basic Statistics	3 sh
#PSYC240: Life Span Development	3 sh
#PSYC307: Abnormal Psychology	3 sh

#: BOG Advanced coursework

**Lock Haven University
Health Science Department
Pre-Physical Therapy Track
Suggested Course Sequence**

Fall Freshman (example)

ENGL100: Composition (3)
BIOL106: Principles of Biology I (3)
HLTH105: Introduction to Health (3)
HLTH119: First Year Student Seminar (1)

HLTH115: Anatomy and Physiology I (4)
MATH112/113: Mathematics Gen. Ed. (3)

Fall Sophomore (example)

CHEM120: Principles of Chemistry I (4)
HLTH200: Introduction to Disease (3)
HLTH305: Introduction to Biomechanics (3)

Fall Junior (example)

PHYS130: Physics I (4)

PSYC307: Abnormal Psychology (3)

Fall Senior (example)

HLTH440: Research Methods in Health Science (3)
HLTH485: Field Experience in Health Science (3)

Spring Freshman (example)

BIOL107: Principles of Biology II (3)
HLTH120: Anatomy and Physiology II (4)
MATH113: Pre-calculus(3)
PSYC100: Introduction to Psychological Sciences (3)

Spring Sophomore (example)

CHEM121: Principles of Chemistry II (4)
HLTH353: Physiology of Exercise (3)
MATH107: Basic Statistics (3)

PSYC240: Life Span Development (3)

Spring Junior (example)

HLTH420: Clinical Evaluation and Rehabilitation (3)
PHYS130: Physics II (4)

Spring Senior (example)

HLTH451: Advanced Anatomy (4)

Lock Haven University
Health & Physical Education Department
Bachelor of Science

Pre K-12 Health and Physical Education Teaching Certification (123 sh)

For Students entering LHU Fall 2014

Intellectual Foundation	9 sh
Written Communication (WC)	3 sh
ENGL100 Composition	
WC Competency 1	
WC Competency 2	3
Oral Communication (OC)	3 sh
Mathematical and Computational Thinking (MCT)	3 sh
MATH101 or higher (C- or above)	3
Critical Thinking (CT)	
CT Competency 1	
CT Competency 2	

Knowledge and Inquiry	21 sh
Natural Science Inquiry (NS)	6 sh
HLTH122 Essentials of A & P NS (lab)	3
HPED302 Motor Learning for P.E.	3
Historical, Behavioral, and Social Science Inquiry (HBS)	6 sh
PSYC102 Child Dev. OR PSYC103 Adolescent Dev.	3
Philosophical, Literary, and Aesthetic Inquiry (PLA)	9 sh
Philosophy OR Literature (required)	3
Visual OR Performing Arts	3
	3

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship (GAC)	9 sh
(One course must meet the historical foundation competency)	
SPEC202 Cultural & Linguistic Diversity in Ed.	3
Wellness (WEL)	3 sh
HPED255 Teaching Fitness in K-12 School	3
Experiential Learning (EL) (2 units)	

Major Courses (HPED/HLTH)	81 sh
Theory Courses	40 sh
*HPED102 Foundations of P.E. Seminar	2
HPED115 Teaching Invasion Sports I	3
HPED125 Teaching Invasion Sports II	3
HPED130 Teaching Net Sports	3
HPED210 Teaching Rhythmic Activities & Dance	1
HPED213 Methods for Teaching Elem. P.E.	3
HPED214 Teaching Lifetime Activities	2
HPED352 Kinesiology	2
HLTH204 Found. of School & Com. Health Ed.	3
HLTH214 Planning & Assessment	2
HLTH330 School Health Programs	2
HLTH334 Teaching Nutrition & Consumer Health	3
HLTH336 Teaching Drug Education	3
HLTH341 Teaching Human Sexuality	3
HLTH353 Physiology of Exercise	3
Select one Swim Course based on Swim Assessment HPED134 EWS, HPED222 LGI, HPED225 LGT, HPED234 WSI	1
Select one Advanced Techniques Course (Refer to HPED student handbook)	1
Cognate Courses	12
MATH101 or higher (C- or above)	3
SPEC204 Cognitive Dev. of Diverse Learners	3
SPEC345 Literacy Instruction for Students with Disabilities	3
PSYC201 Educational Psychology (C or above)	3
Professional Semester (Block)	17
RECR305 Adventure Act. & Outdoor Pursuits	1
HPED310 Techniques & Strategies for Teaching P.E.	3
HPED311 Teaching Health	3
HPED312 Adapted Physical Education	3
HPED314 Measurement for Evaluation. in Health & P.E.	3
HPED400 Professional Development	1
HPED463 Organization & Admin. of HPE (IL, WE)	3
Student Teaching	12
HPED493 Elem Student Teaching, & Prof. Practicum IL, WE (EL)	6
HPED494 Secondary Student Teaching & Prof. Practicum IL, WE (EL)	6

*HPED102: Foundations of Physical Education meets First Year Seminar requirement

Lock Haven University
College of Liberal Arts and Education
Bachelor of Science
Interdisciplinary Studies Major

Effective Fall 2014

Intellectual Foundation		First Year Student Seminar	1 sh
Written Communication	3 sh		
ENGL100: Composition (3 sh)		Major Area and Cognate Courses	30 sh
WC Competency 1			
WC Competency 2		Academic Area 1 (6 sh upper division)	18sh
		These credits cannot be reused to fulfill a minor.	
Oral Communication	3 sh		
Mathematical and Computational Thinking	3 sh.		
Critical Thinking			
CT Competency 1			
CT Competency 2			
Knowledge and Inquiry		Academic Area 2	12sh
Natural Science Inquiry	6 sh	These credits can be reused to fulfill a minor.	
At least one course must be a lab course.			
Historical, Behavioral, and Social Science Inquiry	6 sh		
Philosophical, Literary, and Aesthetic Inquiry	9 sh		
One course must be a literature course and one course must come from visual or performing arts.			
Personal and Social Responsibility			
Global Awareness and Citizenship	9 sh		
One course must meet the historical foundations competency.			
Wellness	3 sh	Final Portfolio Project	
		This will include the following components:	
Experiential Learning		1. Resume	
EL Competency 1		2. Personal Vision Statement (this document will describe how Interdisciplinary Studies defines your unique academic identity, based on Academic Disciplines 1 and 2, your General Education courses, and your electives.	
EL Competency 2		3. Student samples of demonstrable proficiencies:	
		a. Sample paper demonstrating writing ability:	
Electives	47 sh	b. Sample paper demonstrating critical thinking:	
		c. Sample speech critique	
		Verification of Portfolio Project Completion:	
		Students must complete 42 credits of advanced course work.	
		Total Credits	120sh

UCC Approved: 04/24/2014

Administration Approved: 04/28/2014

Lock Haven University
Mathematics Department
Bachelor of Science
Mathematics Major
Actuarial Science Track

Effective LHU Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
MATH141: Calculus I	3 sh
Critical Thinking	
MATH141: Calculus I	3 sh

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
Historical, Behavioral, and Social Science Inquiry	6 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
Wellness	3 sh
Experiential Learning	

Electives	18 sh

First Year Student Seminar	1 sh
MATH119: First-Year Student Seminar	1 sh

Major Area and Cognate Courses	59 sh
COMP160: Programming 1	3 sh
MATH142: Calculus 2	3 sh
MATH205: Foundations of Mathematics	3 sh
MATH243: Calculus 3	3 sh
MATH244: Calculus 4	3 sh
MATH301: Differential Equations	3 sh
MATH311: Elements of Linear Algebra	3 sh
MATH312: Probability and Statistics	3 sh
MATH313: Mathematical Statistics	3 sh
MATH320: Linear Programming	3 sh
MATH412: Actuarial Mathematics	3 sh
MATH422: Applied Statistics	3 sh
ACCT110: Financial Accounting	3 sh

One of the following courses	2 sh
MATH369: Internship	2 sh
MATH499: Independent Study	2 sh

Two of the following courses	6 sh
MATH225: History of Mathematics	3 sh
MATH302: Number Theory	3 sh
MATH307: Foundations of Geometry	3 sh
MATH350: Numerical Methods	3 sh
MATH402: Real Analysis 2	3 sh
MATH403: Biomathematics	3 sh
MATH404: Applied Mathematics	3 sh
MATH405: Complex Analysis	3 sh
MATH410: Introduction to Topology	3 sh
MATH420: Modern Algebra 2	3 sh
MATHX59: Special Topics in Mathematics	3 sh

Four of the following courses	12 sh
ACCT335: Intermediate Accounting 1	3 sh
ACCT340: Intermediate Accounting 2	3 sh
ECON301: Economics of the Environment	3 sh
ECON310: Intermediate Macroeconomics	3 sh
ECON315: Intermediate Microeconomics	3 sh
ECON355: International Trade and Finance	3 sh
ECON360: Current Economic Problems	3 sh
ECON410: Econometrics	3 sh
ECON415: Mathematical Economics	3 sh
ECON320: American Public Finance	3 sh
ECON340: Money and Banking	3 sh
MANG325: Financial Management	3 sh
MANG326: Fundamentals of Investment Mgmt.	3 sh

**Lock Haven University
Mathematics Department
Actuarial Science Track
Suggested Course Sequence**

Fall Freshman (example)

ENGL100: Composition (3)
MATH119: First Year Student Seminar (1)
MATH141: Calculus 1 (3) [MCT, CT]
POLI210: St. and Loc. Gov. (3) [HBS,EL]
Natural Science (3) [NS]
Philos., Literary, and Aesth. (3) [PLA]

Credit Total: 16

Spring Freshman (example)

MATH142: Calculus 2 (3)
MATH205: Foundations of Math (3)
Philos., Literary, and Aesth. (3) [PLA]
Oral Communication (3) [OC]
Wellness (3) [WEL]

Credit Total: 15

Fall Sophomore (example)

MATH243: Calculus 3 (3)
COMP160: Programming 1 (3)
ECON101: Princ. Of Econ. (3) [HBS]
Elective (3) [WC]
Global Aware. And Citiz. (3) [GAC]

Credit Total: 15

Spring Sophomore (example)

MATH244: Calculus 4 (3)
MATH312: Prob and Stats (3)
MATH311: Elem. of Linear Alg (3)
Philos., Literary, and Aesth. (3) [PLA]
MATH225: History of Math (3) [WC,CT]

Credit Total: 15

Fall Junior (example)

MATH313: Mathematical Stat. (3)
MATH412: Actuarial Math. (3)
ACCT110: Financial Accounting (3)
Global Aware. And Citiz. (3) [GAC]
Elective (3)

Credit Total: 15

Spring Junior (example)

MATH422: Applied Statistics (3)
MATH320: Linear Programming (3)
Natural Science (with lab) (3) [NS]
Elective (3) [EL]
Elective (3)

Credit Total: 15

Fall Senior (example)

MATH401: Real Analysis 1 (3)
MATH301: Differential Equations (3)
Global Aware. And Citiz. (3) [GAC]
ACCT, ECON, MANG (3)
ACCT, ECON, MANG (3)

Credit Total: 15

Spring Senior (example)

MATH369: Internship (2) [EL]
ACCT, ECON, MANG (3)
MATH elective (3)
Elective (3)
Elective (3)

Credit Total: 14

Lock Haven University
Mathematics Department
Bachelor of Science
Mathematics Major
Biomathematics Track

Effective LHU Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
MATH141: Calculus I	3 sh
Critical Thinking	
MATH141: Calculus I	

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
BIOL106: Principles of Biology 1	3 sh
BIOL107: Principles of Biology 2	3 sh
Historical, Behavioral, and Social Science Inquiry	6 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
Wellness	3 sh
Experiential Learning	

Electives	17 sh

First Year Student Seminar	1 sh
MATH119: First-Year Student Seminar	1 sh

Major Area and Cognate Courses	60 sh
COMP160: Programming 1	3 sh
MATH142: Calculus 2	3 sh
MATH205: Foundations of Mathematics	3 sh
MATH243: Calculus 3	3 sh
MATH244: Calculus 4	3 sh
MATH301: Differential Equations	3 sh
MATH311: Elements of Linear Algebra	3 sh
MATH312: Probability and Statistics	3 sh
MATH313: Mathematical Statistics 1	3 sh
MATH403: Biomathematics	3 sh
MATH499: Internship or Independent Study	1 sh
CHEM120: Principles of Chemistry 1	4 sh
CHEM121: Principles of Chemistry 2	4 sh

One of the following courses	3 sh
MATH320: Linear Programming	3 sh
MATH350: Numerical Methods	3 sh
MATH404: Applied Mathematics	3 sh
MATH422: Applied Statistics	3 sh

Eighteen (18) sh from the following courses	18 sh
BIOL202: Genetics	3 sh
BIOL206: Botany	3 sh
BIOL220: DNA Methods in Biology	1 sh
BIOL302: Developmental Biology	3 sh
BIOL309: Ecology	3 sh
BIOL340: Microbiology	4 sh
BIOL310: Immunology	2 sh
BIOL323: Bioinformatics and Genomics	3 sh
BIOL330: Cellular and Molecular Biology	4 sh
BIOL345: Advanced DNA Methods	3 sh
BIOL402: Biological Evolution	3 sh
BIOL405: Field Ecology	3 sh
BIOL410: Organismal Physiology	3 sh
BIOL425: Environmental Toxicology	3 sh
BIOL440: Environmental Microbiology	3 sh
CHEM205: Intro to Organic Chemistry	4 sh
CHEM220: Organic Chemistry 1	4 sh
CHEM221: Organic Chemistry 2	4 sh
CHEM410: Biochemistry	4 sh
CHEM415: Biochemistry 2	4 sh

**Lock Haven University
Mathematics Department
Pure Track
Suggested Course Sequence**

Fall Freshman (example)

ENGL100: Composition (3)
 MATH119: First Year Student Seminar (1)
 MATH141: Calculus 1 (3) [MCT, CT]
 World History I or II (3) [HBS]
 BIOL106: Princ. Of Biology 1 (3) [NS]
 Philoso., Literary, and Aesth. (3) [PLA]

Credit Total: 16

Spring Freshman (example)

MATH142: Calculus 2 (3)
 MATH205: Foundations of Math (3)
 Philoso., Literary, and Aesth. (3) [PLA]
 BIOL107: Princ. Of Biol. 2 (3) [NS,WC]
 Hist., Behav., and Soc. Sci. (3) [HBS]

Credit Total: 15

Fall Sophomore (example)

MATH243: Calculus 3 (3)
 COMP160: Programming 1 (3)
 Oral Communication (3) [OC]
 CHEM120: Princ. Of Chem. 1 (4)

Credit Total: 13

Spring Sophomore (example)

MATH244: Calculus 4 (3)
 MATH elective (3)
 BIOL202: Genetics (3)
 CHEM121: Princ. Of Chem 2 (4)
 Global Aware. And Citiz. (3) [GAC]

Credit Total: 16

Fall Junior (example)

BIOL340: Microbiology (4)
 CHEM220: Organic Chemistry 1 (4)
 MATH301: Differential Equations (3)
 Global Aware. And Citiz. (3) [GAC]
 Wellness (3) [WEL]

Credit Total: 17

Spring Junior (example)

MATH311: Elem. of Lin. Alg. (3)
 MATH312: Prob. and Stats (3)
 Elective (3) [EL]
 CHEM221: Organic Chemistry 2 (4)
 Philoso., Literary, and Aesth. (3) [PLA]

Credit Total: 16

Fall Senior (example)

MATH403: Biomathematics (3)
 MATH313: Mathematical Stats 1 (3)
 BIOL330: Cell. And Mol. Biol. (4)
 Elective (3) [CT]

Credit Total: 13

Spring Senior (example)

MATH elective (3)
 MATH499: Intern. Or Ind. Study (3)
 BIOL310: Immunology (2)
 Elective (3) [WC]
 Elective (3) [EL]

Credit Total: 14

Lock Haven University
Visual and Performing Arts Department
Bachelor of Arts in Music
 Effective Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition (3 sh)	
WC Competency 1	
WC Competency 2	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
Critical Thinking	
CT Competency 1	
CT Competency 2	
Knowledge and Inquiry	21sh
Natural Science Inquiry	6 sh
Historical, Behavioral, and Social Science Inquiry	6 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh
MUSI 101 Intro to Music	3 sh
MUSI 103 Basic Musicianship	3 sh
Choose one Additional Course from PLA	3 sh
Personal and Social Responsibility	12 sh
Global Awareness and Citizenship - One course must satisfy the historical foundations competency.	9 sh
Wellness	3 sh
Experiential Learning	
EL Competency 1	
EL Competency 2	
Total Gen Ed Requirements	42 sh
Seminars- Two of three required from the following:	
Humanities (328)	
Social Sciences (328)	
Science/Math (328)	
	6 sh
Foreign Language Requirement	12 sh
Electives	18 sh
Total University Requirements	78 sh

First Year Student Seminar (VAPA119)	1 sh
(or equivalent)	
Major Area Courses	42 sh
Applied Music*	8 sh
Major Performance Area	
MUSI 121 Applied Music	1 sh per semester
Music History and Literature	6 sh
MUSI 312 Music from 1450-1800	2 sh
MUSI 313 Music of the Romantic Period	2 sh
MUSI 314 Twentieth Century Music	2 sh
Music Theory	7 sh
MUSI 203 Music Theory I	2 sh
MUSI 204 Music Theory II	2 sh
MUSI 322 Music Theory III	3 sh
REQUIRED SUPPORTING COURSES - 7 required	7 sh
MUSI 205 Music Technology	3 sh
MUSI 109 Group Piano I	2 sh
MUSI 210 Group Piano II	2 sh
ELECTIVES – 6 required	6 sh
MUSI 105 Exploring Contemporary Trends	3 sh
MUSI 108 Music Explorations	2 sh
MUSI 120 Music Literature	1 sh
MUSI 305 Jazz Studies	2 sh
MUSI 308 Music Marketing	2 sh
MUSI 315 American Music	3 sh
MUSI 319 Symphonic Music	3 sh
MUSI 320 Music for the Theatre	3 sh
MUSI 328 Seminar: Ethnic Music	3 sh
MUSI 343 Orchestration	3 sh
MUSI XXX Applied Pedagogy	3 sh
Independent Study	1/2/3 sh
Total Required Courses	42 sh

Additional requirements

*As an extension of the Applied Music/Major Performance Area, each BA Music Major will be required to attend and perform in student recitals. Students may also be required by their instructor to attend other concerts. Also, every BA major must present a Senior Recital featuring a minimum of 30 minutes' worth of music which has been learned during their study at LHU. Approval of the Recital is conditional upon successful completion of a pre-recital Jury performance for the music faculty, no later than one month before the intended recital date.

Lock Haven University
Visual and Performing Arts Department
Bachelor of Fine Arts in Music
 Effective Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition (3 sh)	
WC Competency 1	
WC Competency 2	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
Critical Thinking	
CT Competency 1	
CT Competency 2	
Knowledge and Inquiry	21sh
Natural Science Inquiry	6 sh
Historical, Behavioral, and Social Science Inquiry	6 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh
MUSI 101 Intro to Music	3 sh
MUSI 103 Basic Musicianship	3 sh
Choose one Additional Course from PLA	3 sh
Personal and Social Responsibility	12 sh
Global Awareness and Citizenship - One course must satisfy the historical foundations competency.	9 sh
Wellness	3 sh
Experiential Learning	
EL Competency 1	
EL Competency 2	
Total Gen Ed Requirements	42 sh
Seminars - Two of three required from the following:	
Humanities (328)	
Social Sciences (328)	
Science/Math (328)	6 sh
Foreign Language Requirement	12 sh
Electives	18 sh
Total University Requirements	78 sh

First Year Student Seminar (VAPA119) (or equivalent)	1 sh
Major Area Courses	54 sh
Applied Music* Major Performance Area	16 sh
MUSI 122 Applied Music	2 sh per semester
Music History and Literature	6 sh
MUSI 312 Music from 1450-1800	2 sh
MUSI 313 Music of the Romantic Period	2 sh
MUSI 314 Twentieth Century Music	2 sh
Music Theory	12 sh
MUSI 203 Music Theory I	2 sh
MUSI 204 Music Theory II	2 sh
MUSI 206 Sight Singing	2 sh
MUSI 322 Music Theory III	3 sh
MUSI 323 Music Theory IV	3 sh
ENSEMBLES - 8 required, minimum one per semester	8 sh
MUSI 111-116 Music Ensemble Performance	
Group Piano	4 sh
MUSI 109 Group Piano II	2 sh
MUSI 210 Group Piano II	2 sh
<i>With permission of instructor, MUSI 121 02 (applied piano) may serve as a substitute for Group Piano</i>	
MAJOR ELECTIVES – 8 required	8 sh
MUSI 105 Exploring Contemporary Trends	3 sh
MUSI 120 Music Literature	1 sh
MUSI 205 Music Technology	3 sh
MUSI 305 Jazz Studies	2 sh
MUSI 306 Popular Music and Jazz Theory	3 sh
MUSI 308 Music Marketing	2 sh
MUSI 315 American Music	3 sh
MUSI 319 Symphonic Music	3 sh
MUSI 320 Music for the Theatre	3 sh
MUSI 328 Seminar: Ethnic Music	3 sh
MUSI 343 Orchestration	3 sh
MUSI XXX Applied Pedagogy	3 sh
Independent Study	1/2/3 sh
Total Required Courses	54 sh

Additional Requirements

*As an extension of the Applied Music/Major Performance Area, each BFA Music Major will be required to attend and perform in student recitals. Students may also be required by their instructor to attend other concerts. Also, every BFA major must present a Senior Recital featuring a minimum of 45 minutes' worth of music which has been learned during their study at LHU. Approval of the Recital is conditional upon successful completion of a pre-recital Jury performance for the music faculty, no later than one month before the intended recital date.

UCC approved: 02/12/2015

Administration Approved: 3/17/2015

Lock Haven University
Nursing Department
Associates of Science
Nursing

For Students entering LHU Fall 2015

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition (3 sh)	
Oral Communication	3 sh
COMM 100, 102, 103, 104	
Mathematical and Computational Thinking	3 sh
Critical Thinking	
NURS101: Nursing 1	

Knowledge and Inquiry	9 sh
Natural Science Inquiry (at least one lab)	3 sh
Waived	
Historical, Behavioral, and Social Science Inquiry	3 sh
PSYC100: Introduction to Psychological Science	
Philosophical, Literary, and Aesthetic Inquiry	3 sh

Personal and Social Responsibility	3 sh
Global Awareness and Citizenship (at least one with GAC-Historical Foundation)	sh
GAC-History	

Major Area and Cognate Courses	49 sh
PSYC240: Life Span Development	3 sh
BIOL215: Basic Microbiology	4 sh
HLTH115: Human Anatomy and Physiology I	4 sh
HLTH120: Human Anatomy and Physiology II	4 sh
NURS101: Nursing 1	8 sh
NURS102: Nursing 2	8 sh
NURS201: Nursing 3	8 sh
NURS202: Nursing 4	8 sh
NURS212: Nursing Transition	2 sh

TOTAL ASN DEGREE CREDITS=67

UCC approved: 02/12/2015

Administration Approved: 3/17/2015

Lock Haven University
Department of Geology & Physics
Physics Major: Traditional Physics Track
Suggested Course Sequence

Fall Freshman (example)

ENGL100: Composition (3)
SCI119: First Year Student Seminar (1)
MATH141: Calculus 1(3)
CHEM120: Principles of Chemistry I (4)
COMP160: Programming I (3)

Credit Total: 14

Spring Freshman (example)

MATH142: Calculus II (3)
PHYS170: Intermed. Gen. Physics I (4)
General Education (9)

Credit Total: 16

Fall Sophomore (example)

PHYS171: Intermed. Gen. Phys II (4)
MATH243: Calculus III (3)
MATH211: Lin. Methods (3)
General Education (6)

Credit Total: 16

Spring Sophomore(example)

PHYS290: Electronics I (4)
PHYS330: Mechanics I (3)
MATH244: Calculus IV (3)
General Education (6)

Credit Total: 16

Fall Junior (example)

MATH301: Differential Equations (3)
PHYS315: Modern Physics (4)
PHYS331: Mechanics II (3)
General Education (4)

Credit Total: 14

Spring Junior (example)

PHYS250: Heat (3)
PHYS345: Math Methods of Phys (2)
PHYS350: Quantum Mechanics (3)
General Education (6)

Credit Total: 14

Fall Senior (example)

PHYS370: Electricity & Magnetism (3)
PHYS431: Advanced Lab (3)
General Education (8)

Credit Total: 14

Spring Senior (example)

PHYS325: Optics (4)
PHYS371: Electrodynamics (3)
General Education (8)

Credit Total: 15

Lock Haven University
Department of Geology & Physics
PHYSICS MAJOR: Applied Physics (Nanotechnology) Track
Suggested Course Sequence

Fall Freshman (example)

ENGL100: Composition (3)
 SCII19: First Year Student Seminar (1)
 MATH141: Calculus I (3)
 NANO100: Introduction to Nanoscience (1)
 CHEM120: Principles of Chemistry I (4)

Credit Total: 12

Spring Freshman (example)

MATH142: Calculus II (3)
 PHYS170: Intermediate General Physics I (4)
 General Education (6)

Credit Total: 13

Fall Sophomore (example)

PHYS171: Intermediate General Physics II (4)

MATH243: Calculus III (3)
 General Education (6)

Credit Total: 13

Spring Sophomore(example)

PHYS330: Mechanics I (3)
 NANO300: Thin Film Science and Technology (4)

General Education (6)

Credit Total: 13

Summer (Example)

NANO201: Materials, Safety and Equipment Overview for Nanofabrication (3)

NANO202: Basic Nanotechnology Processes (3)

NANO203: Materials in Nanotechnology (3)

Credit Total: 9

NANO204: Patterning for Nanotechnology (3)

NANO205: Materials Modification for Nanotechnology Applications (3)

NANO206: Characterization and Testing of Nanotechnology Structures and Materials (3)

Credit Total: 9

Fall Junior (example)

NANO458: Advanced Applied Nanotechnology Laboratory (3)

PHYS315: Modern Physics (4)
 General Education (6)

Credit Total: 13

Spring Junior (example)

NANO458: Advanced Applied Nanotechnology Laboratory (3)

PHYS350: Quantum Mechanics (3)
 General Education Electives (6)

Credit Total: 12

Fall Senior (example)

PHYS370: Electricity & Magnetism (3)
 PHYS Electives (3)

General Education (8)

Credit Total: 14

Spring Senior (example)

PHYS Electives (3)

General Education Electives (9)

Credit Total: 12

**Lock Haven University
Department of Geology and Physics
PHYSICS: PRE-ENGINEERING Track
Suggested Course Sequence**

Fall Freshman (example)

ENGL100: Composition (3)
SCI119: First Year Student Seminar (1)
MATH141: Calculus I (3)
CHEM120: Principles of Chemistry (4)
PHYS105: Engineering Graphics (3)
General Education (3)

Credit Total: 17

Spring Freshman (example)

CHEM121: Principles of Chemistry II (4)
MATH142: Calculus II (3)
PHYS170: Intermediate General Physics I (4)
ECON101: Economics I (3)
General Education (3)

Credit Total: 17

Fall Sophomore (example)

MATH211: Linear Methods (3)
MATH243: Calculus III (3)

PHYS171: Intermediate General Physics II (4)
COMP160: Programming I (3)
General Education (3)

Credit Total: 16

Spring Sophomore(example)

MATH244: Calculus IV (3)
PHYS290: Electronics (4)
or PHYS325: Optics (4)
PHYS330: Mechanics I (3)
General Education (6)

Credit Total: 16

Fall Junior (example)

MATH301: Differential Equations (3)
PHYS315: Modern Physics (4)
PHYS331: Mechanics II (3)
PHYS370: Electricity and Magnetism (3)
General Education (3)

Credit Total: 16

Spring Junior (example)

PHYS250: Heat (3)
PHYS345: Math. Methods of Physics (2)
PHYS350: Quantum Mechanics (3)
General Education (9)

Credit Total: 17

Fall Senior (example)

Credit Total: _____

Spring Senior (example)

Credit Total: _____

Lock Haven University
Psychology Department
Bachelor of Arts

Effective Fall 2014

Intellectual Foundation (9 sh)	
Written Communication	3 sh
ENGL100: Composition (3 sh)	
WC Competency 1: PSYC204	
WC Competency 2: PSYC409	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
# MATH107: Basic Statistics	
Critical Thinking	
CT Competency 1: PSYC202	
CT Competency 2: PSYC409	

Knowledge and Inquiry (21 sh)	
Natural Science Inquiry	6 sh
BIOL10: Basic Biology1	
Additional lab or non-lab science	
Historical, Behavioral, and Social Science Inquiry	6 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh

Personal and Social Responsibility (12 sh)	
Global Awareness and Citizenship	9 sh
	3
	3
	3
Wellness	3 sh
	3
Experiential Learning	
EL Competency 1	
EL Competency 2	

Electives (may be used to complete a minor) (17 sh)	

First Year Student Seminar	1 sh
PSYC119: Freshmen Seminar	

Major Area and Cognate Courses (42 sh)	
Major Core (18 sh) Minimum grade of C-	18 sh
PSYC100: Introduction to Psychological Science	
# PSYC202 : Research Methods in Psychology	
# PSYC204: Writing for Psychology	
# PSYC205: Applied Psychological Statistics	
# PSYC215: Foundations of Biopsychology	
# PSYC409: Applying Research Methods in Psyc.	

Supplemental Core (12 sh)	12 sh
PSYC102 (Child Devel), 103 (Adol. Devel), or 240 (Lifespan Devel)	
# PSYC235 (Leadership) or 250 (Social Psych)	
# PSYC305 (Learning Theories) or 310 (Cognitive Psych)	
# PSYC307 (Abnormal) or 308 (Personality)	

PSYCHOLOGY ELECTIVES (300 or 400 level)	12 sh
PSYC electives should be carefully selected, in consultation with your academic advisor, to prepare you for your specific career goals	
#	
#	
#	
#	

BA Degree Specific Requirements (18 sh)	
Completion of Level 4 of a Foreign Language	3-12 sh
FREN101, GERM101, or SPAN101*	
# FREN102, GERM102, or SPAN102*	
# FREN201, GERM201, or SPAN201*	
# FREN202, GERM202, or SPAN202	

*If lower levels are waived, credits become electives

Liberal Arts Seminars	6 sh
# _____ 328	
# _____ 328	

**Lock Haven University
Psychology Department
Bachelor of Arts
Suggested Course Sequence**

Fall Freshman (example)

PSYC119: First Year Student Seminar (1)
PSYC100: Introduction to Psychology (3)
ENGL100: Composition (3)
PLA course (3)
Wellness course (3)
HBSS course (3)

Credit Total: 16

Spring Freshman (example)

PSYC102, PSYC103, or PSYC240 (3)
BIOL101 (3)
PLA course (3)
PSYC235 or PSYC250 (3)
Free elective (may choose PSYC207) (2)

Credit Total: 14

Fall Sophomore (example)

Language 101 (3)
PSYC202 or PSYC204 (3)
PSYC307 or PSYC elective (3)
MATH100 (if needed) or free elective (3)
Lab or non-lab Science course (3)

Credit Total: 15

Spring Sophomore(example)

Language 102
MATH107 (3)
PSYC204 or PSYC202 (3)
PSYC215 (3)
PSYC308 or PSYC elective (3)

Credit Total: 15

Fall Junior (example)

Language 201 (3)
PSYC205 (3)
OC course (3)
PSYC450 (3)
HBSS course

Credit Total: 15

Spring Junior (example)

Language 202 (3)
PSYC409 (3)
PSYC470 (3)
GAC course (3)
PLA course (3)

Credit Total: 15

Fall Senior (example)

PSYC369 (fulfills EL) or PSYC electives (6)
328 Seminar course (3)
PSYC310 or free elective (3)
GAC course (3)

Credit Total: 15

Spring Senior (example)

PSYC305 or free elective (3)
328 Seminar course (3)
GAC course (3)
Free electives (3)

Credit Total: 15

EL = Experiential Learning; GAC = Global Awareness & Citizenship; HBSS = Historical, Behavioral, and Social Sciences Inquiry; OC = Oral Communication; PLA = Philosophical, Literary, and Aesthetic Inquiry. *At least 12 credits PSYC electives must be 300-400 level courses.*

**Lock Haven University
Psychology Department
Bachelor of Science**

Effective Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition (3 sh)	
WC Competency 1: PSYC204	
WC Competency 2: PSYC409	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
# MATH107: Basic Statistics	
Critical Thinking	
CT Competency 1: PSYC202	
CT Competency 2: PSYC409	

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
BIOL101: Basic Biology or BIOL106: Princ of Biol I	3
Additional lab or non-lab science	3
Historical, Behavioral, and Social Science Inquiry	6 sh
	3
	3
Philosophical, Literary, and Aesthetic Inquiry	9 sh
	3
	3
	3

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
	3
	3
	3
Wellness	3 sh
	3
Experiential Learning	
EL Competency 1	
EL Competency 2	

Electives	18 sh

First Year Student Seminar	1 sh
PSYC119: Freshmen Seminar	

Major Area and Cognate Courses	59 sh
Major Core (26 sh) Minimum grade of B-	
PSYC100: Introduction to Psychological Science	3
# PSYC202: Research Methods in Psychology	3
# PSYC204: Writing for Psychology	3
# PSYC205: Applied Psychological Statistics	3
# PSYC207: Careers in Psychology	2
# PSYC215: Foundations of Biopsychology	3
# PSYC250: Social Psychology	3
# PSYC409: Applying Research Methods in Psyc	3
# PSYC499: Independent Study	3

Supplemental Core (12 sh) Minimum grade of C+	
PSYC102: Child Devel, PSYC103: Adol. Devel, or PSYC240: Lifespan Devel	
# PSYC305: Learning Theories or PSYC310: Cognitive Psych	
# PSYC307: Abnormal or PSYC308: Personality	
# PSYC402: Sensation & Perception, PSYC410: Physio Psych, or PSYC412: Human Neuropsych	

Psychology Electives (18 sh) Minimum grade of C+	
(At least 9 sh must be 300 or 400 level courses #)	
#	
#	
#	

Computer Skill Enhancement (3 sh)	
COMP150: Intro to Computers or COMP160: Programming 1	

Advanced coursework (must be GTE 42 sh)

**Lock Haven University
Psychology Department
Bachelor of Science
Suggested Course Sequence**

Fall Freshman (example)

PSYC119: First Year Student Seminar (1)
PSYC100: Introduction to Psychology (3)
ENGL100: Composition (3)
PLA course (3)
Wellness course (3)
GAC course (3)

Credit Total: 16

Spring Freshman (example)

PSYC102, PSYC103, or PSYC240 (3)
BIOL101 or BIOL106 (3)
PLA course (3)
PSYC250 (3)
PSYC207 (2)

Credit Total: 14

Fall Sophomore (example)

PSYC202 (3)
PSYC307 or PSYC308 (3)
HBSS course (3)
MATH100 (if needed) or free elective (3)
COMP150 or COMP160 (3)

Credit Total: 15

Spring Sophomore(example)

PSYC215 (3)
PSYC204 (3)
MATH107 (3)
PLA course (3)
GAC course (3)

Credit Total: 15

Fall Junior (example)

PSYC205 (3)
PSYC310 or PSYC elective
OC course (3)
Lab or non-lab Science course (3)
HBSS course

Credit Total: 15

Spring Junior (example)

PSYC409 (3)
PSYC305 or PSYC elective (3)
PSYC elective (3)
GAC course (3)
Free elective (3)

Credit Total: 15

Fall Senior (example)

PSYC499 (3)
Free electives (6)
PSYC electives (6)

Credit Total: 15

Spring Senior (example)

PSYC369 (fulfills EL) or PSYC electives (6)
PSYC402, PSYC410, or PSYC412 (3)
Free electives (6)

Credit Total: 15

EL = Experiential Learning; GAC = Global Awareness & Citizenship; HBSS = Historical, Behavioral, and Social Sciences Inquiry; OC = Oral Communication; PLA = Philosophical, Literary, and Aesthetic Inquiry. *At least 9 credits PSYC electives must be 300-400 level courses.*

Lock Haven University
Recreation Management Department
Bachelor of Science
Recreation Management – Fitness Management

Effective: Fall 2014

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition (3 sh)	
WC Competency 1	
WC Competency 2	
Oral Communication	3 sh
Mathematical and Computational Thinking	3 sh.
Critical Thinking	
CT Competency 1	
CT Competency 2	

First Year Student Seminar	1 sh
RECR119: First Year Student Seminar	1 sh

Major Area and Cognate Courses	60 sh
RECR110: Introduction to Recreation and Leisure	3 sh
RECR210: Field Participation in Recreation	3 sh
RECR244: Recreation Leadership and Supervision	3 sh
RECR275: Inclusive Recreation and Therapeutic Recreation Services	3 sh
#RECR315: Program Planning and Design in Recreation	3 sh
#RECR330: Marketing Recreation Services	3 sh
#RECR410: Seminar in Current Issues of Recreation	3 sh
#RECR415: Organization and Management of Recreation	3 sh
#RECR420: Recreation Resource Management	3 sh
#RECR425: Professional Field Experience	10/12 sh
#RECR430: Assessment, Evaluation and Research	3 sh
RECR200: Personal Training and Aerobic Leadership	3 sh
RECR205: Nutrition for Wellness	3 sh
#RECR301: Exercise Prescription	3 sh
#RECR302: Supervision of Strength Training Programs	3 sh
#RECR303: Sports Nutrition	3 sh
#RECR312: Teaching Conditioning Principles for Certification Testing	3 sh
HLTH115: Anatomy and Physiology 1	4 sh
HLTH120: Anatomy and Physiology 2	4 sh
HLTH353: Physiology of Exercise	3 sh
HLTH305: Introduction to Biomechanics	3 sh

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Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
1 Lab Science	
Historical, Behavioral, and Social Science Inquiry	6 sh
Philosophical, Literary, and Aesthetic Inquiry	9 sh

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
1 GAC-H	
Wellness	3 sh
RECR105: Leisure, Wellness and Personal Lifestyle	3 sh
Experiential Learning	
EL Competency 1	
EL Competency 2	

Electives	17 sh
	5/3 sh

**Lock Haven University
Recreation Management Department
Fitness Management Track
Suggested Course Sequence**

Fall Freshman (example)

ENGL100: Composition (3)

RECR119: First Year Student Seminar (1)
RECR105: Leisure, Wellness and Personal Lifestyle (3 - WEL)
RECR110: Introduction to Recreation (3)

Elective/Gen Ed: (3)
Elective/Gen Ed: (3)

Credit Total: 16

Spring Freshman (example)

RECR200: Personal Training and Aerobic Leadership (3)
RECR244: Recreation Leadership and Supervision (3)
HLTH128: Anatomy and Physiology 1 (3)
HTLH129: Anatomy and Physiology 1 Lab (1)

Elective/Gen Ed: (3)
Elective/Gen Ed: (3)

Credit Total: 16

Fall Sophomore (example)

RECR205 Nutrition for Wellness (3)
RECR315 Program Planning (3)

HLTH130 A&P 2 (3)
HTLH131 A&P 2 Lab (1)
Elective/Gen Ed: (3)
Elective/Gen Ed: (3)

Credit Total: 16

Spring Sophomore(example)

RECR275 Inclusive Recreation and TR (3)
RECR330 Marketing Recreation Services (3)
HLTH353 Physiology of Exercise (3)
RECR210: Field Experience (3)
Elective/Gen Ed: (3)

Credit Total: 15

Fall Junior (example)

RECR301 Exercise Prescription (3)

RECR303 Sports Nutrition (3)

Elective/Gen Ed: (3)
Elective/Gen Ed: (3)
Elective/Gen Ed: (3)

Credit Total: 15

Spring Junior (example)

RECR302 Supervision of Strength Training Programs (3)
RECR312 Teaching Conditioning Principles for Certification Testing (3)
Elective/Gen Ed: (3)
Elective/Gen Ed: (3)
Elective/Gen Ed: (3)

Credit Total: 15

Fall Senior –Professional Semester

RECR405 Health Promotion (3)

RECR410 Issues (3)

Spring Senior (example)

RECR425 Professional Field Experience (10/12)

CIS Approved 3/14/2014

Administration Approved: 04/18/2014

RECR415 O & M (3)

RECR420 Recreation Resource

Management (3)

RECR320 Evaluation and Research (3)

Credit Total: 15

Credit Total: 10/12

**Lock Haven University
Recreation Management Department
Outdoor Recreation Track
Suggested Course Sequence**

Fall Freshman (example)

ENGL100: Composition (3)
RECR119: First Year Student Seminar (1)
RECR105: Leisure, Wellness and Personal
Lifestyle (3 - WEL)
RECR110: Introduction to Recreation (3)
Elective/Gen Ed: (3)
Elective/Gen Ed: (3)

Credit Total: 16

Spring Freshman (example)

RECR244: Recreation Leadership (3)
Elective/Gen Ed: (3)
Elective/Gen Ed: (3)

Elective/Gen Ed: (3)
Elective/Gen Ed: (3)

Credit Total: 15

Fall Sophomore (example)

RECR203: Team Building (3)
RECR315: Program Planning (3)
Elective/Gen Ed: (3)
Elective/Gen Ed: (3)
Elective/Gen Ed: (3)

Credit Total: 15

Spring Sophomore(example)

RECR320: Interpreting the Environment(3)
RECR275: Inclusive Recreation and TR (3)
RECR202: Outdoor Activities (3)
RECR210: Field Experience (3)
Elective/Gen Ed: (3)

Credit Total: 15

Fall Junior (example)

RECR356: Outdoor Education (3)
RECR330: Marketing (3)
Elective Gen Ed: (3)
Elective/Gen Ed: (3)
Elective/Gen Ed: (3)

Credit Total: 15

Spring Junior (example)

RECR325: Camp Counseling (3)
RECR355: Outdoor Recreation(3)
Lab Science: (3)
Elective/Gen Ed: (3)
Elective/Gen Ed: (3)

Credit Total: 15

Fall Senior –Professional Semester

RECR410: Issues (3)

RECR415: O & M (3)
RECR420: Recreation Resource Mgt (3)
RECR430: Evaluation and Research (3)

Credit Total: 12

Spring Senior (example)

RECR425 Professional Field Experience
(12)

Credit Total: 10/12

**Lock Haven University
Recreation Management Department
Therapeutic Recreation Track
Suggested Course Sequence**

Fall Freshman (example)

ENGL100: Composition (3)
RECR119: First Year Student Seminar (1)
RECR105: Leisure, Wellness and Personal
Lifestyle (3 - WEL)
RECR110: Introduction to Recreation (3)
Elective/Gen Ed: (3)
Elective/Gen Ed: (3)

Credit Total: 16

Fall Sophomore (example)

RECR204: Foundations of TR (3)
RECR315: Program Planning (3)
HLTH122: Essentials of A&P (3)

HLTH100: Medical Terminology (3)
Elective/Gen Ed: (3)

Credit Total: 15

Fall Junior (example)

Area Studies Course (3)
RECR330: Marketing Recreation Services
(3)
PSYC307: Abnormal Psych (3)
Elective/Gen Ed: (3)
Elective/Gen Ed: (3)

Credit Total: 15

Fall Senior –Professional Semester

RECR402 Leisure Education in TR (3)

RECR410 Issues (3)
RECR415 O & M (3)
RECR420 Recreation Resource
Management (3)
RECR430 Evaluation and Research (3)

Credit Total: 15

Spring Freshman (example)

PSYC100: Intro to Psych (3)
RECR244: Recreation Leadership and
Supervision (3)
HLTH100: Medical Terminology (1)
RECR275: Inclusive Recreation and TR (3)
Elective/Gen Ed: (3)
Elective/Gen Ed: (3)

Credit Total: 16

Spring Sophomore(example)

PSYC240: Lifespan Development (3)

RECR364: TR Assessment and
Documentation (3)
RECR365: TR Methods and Processes (3)
RECR210: (3)
Elective/Gen Ed: (3)

Credit Total: 15

Spring Junior (example)

Online TR Course (3)
Elective/Gen Ed: (3)

Elective/Gen Ed: (3)
Elective/Gen Ed: (3)
Elective/Gen Ed: (3)

Credit Total: 15

Spring Senior (example)

RECR425 Professional Field Experience
(14)

Credit Total: 14

Lock Haven University
English Department
Bachelor of Science
Secondary Education in English

For Students entering LHU Fall 2014

Name: ID#: Advisor:

Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition (3 sh) (min. grade C)	
WC Competency 1	
WC Competency 2	
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	XXXXXX
Oral Communication (min. grade C-)	3 sh
Mathematical and Computational Thinking (suggested: MATH102, 112, 115) (min. grade C-)	3 sh
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	XXXXXX
Critical Thinking	
CT Competency 1	
CT Competency 2	

Knowledge and Inquiry	21 sh
Natural Science Inquiry (min. grade C-) (one w/ lab)	6 sh
Historical, Behavioral, and Social Science Inquiry (min. grade C)	6 sh
PSYC103 Adolescent Psychology	
Philosophical, Literary, and Aesthetic Inquiry	9 sh
ENGL220 World Literature (min. grade C)	
THEA110 Intro to Theatre or THEA137 Creative Dramatics	

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship (One course: Historical Foundation)	9 sh
SPEC202 Cult/Ling Diversity in Education	
Wellness	3 sh
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	XXXXXX
Experiential Learning	
EL Competency 1 ENGL493	
EL Competency 2 ENGL494	

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	XXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	XXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	XXXXXX

First Year Student Seminar	1 sh
ENGL119	

Major Area and Cognate Courses	77 sh
Secondary Education Requirements (min. grade C)	36 sh
Math course (suggested MATH102, 112, 115) (min. grade C-)	
Block I (usually Spring of Sophomore year)	
PSYC201 Educational Psychology	
ENGL206 English Methods I	
Block II (usually Fall of Senior year)	
ENGL312 English Methods II (4 cr)	
EDUC212 Classroom Management (2 cr)	
Special Education	
SPEC204 Cog Dev of Diverse Learners	
SPEC309 Effect Inst Stud w/ Disabilities	
SPEC345 Literacy Skills Stud w/ Disab	
Student Teaching	
ENGL493 Student Teaching/Practicum	
ENGL494 Student Teaching/Practicum	
English Requirements (min. grade C)	41 sh
Literature	
ENGL1xx Intro to Literary Studies	
ENGL235 Teaching Adol & YA Lit	
ENGL230 British Lit Before 1800	
ENGL231 British Lit After 1800	
ENGL240 Amer Lit Before Civil War	
ENGL242 Amer Lit After Civil War	
ENGL280 Intro to Study of Language	
ENGL336 Shakespeare	
Writing & Language	
ENGL315 Comp Usage and Editing	
ENGL405 Grammars of English	
One of the following: ENGL237, ENGL264	
ENGL266, ENGL268, ENGL345,	
ENGL360, ENGL408	
ENGL	
English electives (Three 300-400-level literature and/or 200-400-level writing courses; 8 cr)	
ENGL	
ENGL	
ENGL	
TOTAL	120 sh

**Lock Haven University
English Department
Secondary Education in English
Suggested Course Sequence**

Abbreviations: PLA (Philosophical, Literary and Aesthetic); HBSS (Historical, Behavioral and Social Sciences); NS (Natural Sciences); GAC (Global Awareness and Citizenship)

A minimum grade of C is required for all English and education courses; please consult check sheet for minimum grades in General Education courses.

Italics indicate course is offered only in fall or spring semester, as noted.

Fall Freshman (example)

ENGL100: Composition

*ENGL119: First Year Student Seminar**ENGL1xx*

PSYC103

HBSS Inquiry

HIST101 or 102

Credit Total: 16

Spring Freshman (example)*ENGL220*

THEA110 or THEA137

NS Inquiry (w/ lab)

MATH (Suggested: 102, 112, 115)

Wellness

Credit Total: 15

Fall Sophomore (example)

PLA Inquiry

*ENGL230**ENGL280*

SPEC202

MATH (Suggested: 102, 112, 115)

Credit Total: 15

Spring Sophomore (example)*Block I:**PSYC201**ENGL206**ENGL231**ENGL235*

ENGL elective

Credit Total: 15

Summer: SPEC204

Credit total: 3

Fall Junior (example)*ENGL240**ENGL405*

ENGL writing course

GAC

NS Inquiry (no lab)

Credit Total: 15

Spring Junior (example)*ENGL242**ENGL336**ENGL315*

GAC

Oral Communication

Credit Total: 15

Summer: SPEC345

Credit total: 3

Fall Senior (example)*Block II:**ENGL312**EDUC212*

SPEC309

ENGL elective

ENGL elective

Credit Total: 15

Spring Senior (example)

ENGL493

ENGL494

Credit Total: 12

**Lock Haven University
Social Work Department
Suggested Course Sequence**

Fall Freshman (example)

ENGL100: Composition (3)
SOCW119: First Year Student Seminar (1)
SOCW102 Intro to Social Work (3)
BIOL101 Basic Biology (3)
SOCH101 Intro to Sociology (3)
Psychology (3)

Credit Total: 16

Spring Freshman (example)

SOCW110 Diverse Populations (3)
MATH107 Basic Statistics (3)
BIOL1xx Human Bio for S.W. (3)
Philosophical, Literary, Aesthetic Inq. (3)
Wellness (3)

Credit Total: 15

Fall Sophomore (example)

SOCW201 Human Behavior 1 (3)
Philosophical, Literary, Aesthetic Inq. (3)
Global Awareness & Citizenship (3)
Free Elective (3)
Free Elective (3)

Credit Total: 15

Spring Sophomore(example)

SOCW203 Human Behavior 2 (3)
SOCW301 Social Work Practice 1 (3)
Philosophical, Literary, Aesthetic Inq. (3)
Global Awareness & Citizenship (3)
Free Elective (3)

Credit Total: 15

Fall Junior (example)

SOCW302 Social Work Practice 2 (3)
SOCW412 Applied Social Research (3)
SOCW450 Social Work Elective (3)
Free Elective (3)
Free Elective (3)

Credit Total: 15

Spring Junior (example)

SOCW404 Rural Social Work (3)
SOCW425 Social Policy and Services (3)
SOCW450 Social Work Elective (3)
Free Elective (3)
Free Elective (3)

Credit Total: 15

Fall Senior (example)

SOCW450 Social Work Elective (3)
SOCW450 Social Work Elective (3)
SOCW450 Social Work Elective (3)
Free Elective (3)

Credit Total: 12

Spring Senior (example)

SOCW310 Social Policy and Practice (3)
SOCW401 Field Instruction 1 (6)
SOCW402 Field Instruction 2 (6)
SOCW420 Field Seminar (3)

Credit Total: 18

Lock Haven University
Sport Studies Department
Bachelor of Science in Sport Administration
 (For Students entering LHU Fall 2014)

GENERAL EDUCATION	42 sh
Intellectual Foundation	9 sh
Written Communication	3 sh
ENGL100: Composition (3 sh)	Sem/Grade
WC Competency 1 = SPRT324	
WC Competency 2 = SPRT465	
Oral Communication	3 sh
	Sem/Grade
Mathematical and Computational Thinking	3 sh.
	Sem/Grade
Critical Thinking	
CT Competency 1 = SPRT321	
CT Competency 2 = SPRT337	

Knowledge and Inquiry	21 sh
Natural Science Inquiry	6 sh
Science with lab	Sem/Grade
Science with/without lab	Sem/Grade
Historical, Behavioral & Social Science Inquiry	6 sh
	Sem/Grade
	Sem/Grade
Philosophical, Literary & Aesthetic Inquiry	9 sh
	Sem/Grade
	Sem/Grade
	Sem/Grade

Personal and Social Responsibility	12 sh
Global Awareness and Citizenship	9 sh
	Sem/Grade
	Sem/Grade
	Sem/Grade
Wellness	3 sh
	Sem/Grade
Experiential Learning	
EL Competency 1 = SPRT450	
EL Competency 2 = SPRT450	

SPORT ADMINISTRATION MAJOR	60 sh
ACCT110 Financial Accounting	Sem/Grade
SPRT106: Intro to Sport Administration (Meets First Year Seminar Requirement)	Sem/Grade
SPRT208: Intro to Sport & Ex Psychology# OR	Sem/Grade
SPRT305: Psychology of Coaching#	
SPRT223: Contemporary Issues in SA	Sem/Grade
SPRT233: Sales, Sponsorship, Fundraising	Sem/Grade
SPRT321: Management/Leadership of Sport#	Sem/Grade
SPRT323: Sport and Society#	Sem/Grade
SPRT324: Sport Law and Ethics#	Sem/Grade
SPRT332: Sport Marketing Management#	Sem/Grade
SPRT335: Sport Admin & Community Relat#	Sem/Grade
SPRT337: Governance of Sport#	Sem/Grade
SPRT340: Sport Media Communications#	Sem/Grade
SPRT350: Field Participation#	Sem/Grade
SPRT401: Sport Facility Management/Op #	Sem/Grade
SPRT402: Sport Business Finance#	Sem/Grade
SPRT450: Field Experience in Sport Admin#	Sem/Grade
SPRT465: Organization/Administration of SA#	Sem/Grade

NOTES:

Must have "C" in all major required courses

Must have a 2.0 in the major and overall

Must have a 2.25 to transfer into Sport Admin

SPRT450: Field Experience in Sport Admin is a credit bearing course to which all tuition and fees apply.

Electives	18 sh
Students are encouraged to consider using electives to complete minors including the Sport and Exercise Psychology, Business and Coaching Minors	Sem/Grade
	Sem/Grade
	Sem/Grade
Other Recommendations	Sem/Grade

COMP150: Introduction to Computers	Sem/Grade
ENGL345 Business Writing	Sem/Grade

**Lock Haven University
Sport Studies Department
Sport Administration Track
Suggested Course Sequence**

Fall Freshman (example)

SPRT106 Intro. Sport Administration	3
ENGL100: Composition	3
GE Global Awareness and Citizenship	3
GE Hist/Behavioral/Social Science Inquiry	3
GE Wellness	3

Credit Total 15

Spring Freshman (example)

SPRT223 Cont. Issues & Problems in Sport Admin.	3
SPRT233 Sport Sales, Sponsorship, & Fundraising	3
GE Philosophical, Literary and Aesthetic Inquiry	3
GE Math and Computational Thinking	3
GE Global Awareness and Citizenship	3

Credit Total 15

Fall Sophomore (example)

SPRT208 Intro to Sport & Exercise Psychology	3
OR	
SPRT305 Psychology of Coaching	
SPRT321 Manage. & Leadership of Sport	3
ACCT110 Financial Accounting	3
GE Natural Science Inquiry (without lab)	3
GE Philosophical, Literary and Aesthetic Inquiry	3

Credit Total 15

Spring Sophomore (example)

SPRT323 Sport and Society	3
SPRT332 Sport Marketing	3
SPRT350 Field Participation in Sport Admin	3
GE Natural Science Inquiry (with lab)	3
Free Elective	3

Credit Total 15

Fall Junior (example)

SPRT324 Sport Law and Ethics	3
SPRT337 Governance of Sport	3
GE Philosophical, Literary and Aesthetic Inquiry	3
GE Hist/Behavioral/Social Science Inquiry	3
Free Elective	3

Credit Total 15

Spring Junior (example)

SPRT335 Sport Admin. & Community Relations	3
SPRT340 Sport Media Communication Relations	3
GE Global Awareness and Citizenship	3
Free Elective	3
Free Elective	3

Credit Total 15

Fall Senior (example)

SPRT401 Sport Facility Management and Oper	3
SPRT402 Sport Business Finance	3
SPRT465 Org/Admin of Sport & Athletic Prog	3
GE Oral Communication	3
Free Elective	3
Free Elective	3

Credit Total 18

Spring Senior (example)

SPRT450 Prof. Field Experience in Sport Admin.	12
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Credit Total 12

REQUIREMENTS FOR MINORS

<http://www.lhup.edu/majors/minors.html>

COURSE DESCRIPTIONS

LOCK HAVEN UNIVERSITY – COURSE DESCRIPTIONS
As of July 1, 2015

ACCT110 Financial Accounting

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the process of financial reporting for business organizations including the preparation of financial statements. Primary emphasis is placed on accounting concepts with an exposure to procedural techniques to give students a basic knowledge of the accounting process. The course is designed for users of accounting information.

Prerequisite: None

Corequisite: None

ACCT115 Management Accounting

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focuses on the use of accounting data within a business for planning, controlling, and making decisions for the optimal utilization of the firm's financial resources.

Prerequisite: (ACCT110)

Corequisite: None

ACCT210 Intro Federal Income Tax

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to the federal income tax system, based on the Internal Revenue Code, its regulations and interpretations. Emphasis is placed, primarily, on the concepts of tax planning and compliance for business decision-making, and secondarily, for use in individual financial planning.

Prerequisite: (ACCT110)

Corequisite: None

ACCT215 Accounting Information Systems

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of modern concepts of accounting information systems including accounting systems design for organizations of differing character and complexity. Manual and automated accounting systems are reviewed including the transition from manual to automated accounting systems. Designing internal controls and auditing of computerized systems are reviewed.

Prerequisite: (ACCT115 AND CISC150) OR (ACCT115 AND COMP150)

Corequisite: None

ACCT300 Cost Accounting

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An in-depth study of the basic principles and procedures of cost accounting that are most often used by typical manufacturing and service organizations. The cost accounting cycle is studied in a step-by-step approach to the flow of costs. Emphasis is on estimating, planning and controlling costs.

Prerequisite: (ACCT115)

Corequisite: None

ACCT333 Accounting for Governmental and Other Nonprofit Entities

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to the principles and standards used in not-for-profit accounting, as applied to governmental entities, health care organizations, colleges and universities, and all other non-profit organizations.

Prerequisite: (ACCT115)

Corequisite: None

ACCT335 Intermediate Accounting 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Introduces students to the theoretical foundation of generally accepted accounting principles for financial reporting and how those principles apply to a firm's asset, liability, and owners' equity accounts. Asset accounts are examined in depth.

Prerequisite: (ACCT110)

Corequisite: None

ACCT340 Intermediate Accounting 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Applies intermediate accounting concepts to such advanced topics as liabilities, equity, income taxes, pensions, and postretirement benefits.

Prerequisite: (ACCT335)

Corequisite: None

ACCT410 Advanced Topics in Financial Accounting

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Develops topics emphasizing the relationship between specialized accounting functions and their impact on the financial statements of business organizations.

Prerequisite: (ACCT110)

Corequisite: None

ACCT420 Auditing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces the standards and procedures underlying auditing and emphasizes current auditing practices within the public accounting profession and operational auditing practices. The course stresses risk analysis and includes statistical sampling techniques.

Prerequisite: (ACCT335 AND ACCT340)

Corequisite: None

ACCT435 International Accounting

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focuses on how and why accounting principles differ among countries, and on financial and accounting issues that U.S.-based, international businesses face. The course includes international auditing, international taxation, currency transaction and translation issues, and preparation of consolidated financial statements.

Prerequisite: (ACCT335)

Corequisite: None

ACCT450 Advanced Topics in Managerial Accounting

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to supplement and integrate cost accounting, intermediate accounting, and management concepts and strategies. The course emphasizes strategic cost management and the impact of managerial accounting information on employees' behavior within a company.

Prerequisite: (ACCT300 AND MATH107)

Corequisite: None

ACCT460 Advanced Federal Taxation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to the concepts of corporate, partnership, estate, and trust taxation. Emphasis is placed on tax theory and application as well as projects in tax research. In addition, students will apply that theory in the preparation of Forms 1120, 1120S, 1065, 1041, and 706.

Prerequisite: (ACCT210)

Corequisite: None

ACCT480 Topics in Accounting

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Introduces in-depth aspects of accounting and topics of current interest. Topics to be determined prior to the semester in which the course is offered.

Prerequisite: (ACCT335 AND ACCT340)

Corequisite: None

ADAC100 Learning Strategies for College

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Designed to develop the learning styles, attitudes, and behavior of students with special academic needs. The students will be instructed in listening skills, note taking, textbook reading, preparation for tests, use of time, solving problems, organizing study, critical and creative thinking for studying, and methods for converting short-term memory to long-term memory.

Prerequisite: None

Corequisite: None

ADAC101 Introduction to Academic and Personal Development

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the evolution and purposes of American higher education and the value of general education requirements. Explores the psychosocial development of college students with a focus on self-awareness along multiple domains including academic skills, interpersonal relationships, career interests, and technological and communication skills. Acquaints students with university resources, diversity issues, and the connection between student learning styles and college success.

Prerequisite: None

Corequisite: None

ADAC105 Principles and Development of Cognitive Reading Processes

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

College students will learn strategies and techniques to enhance their abilities to learn from written materials, including both expository and narrative texts and professional journals. The development of students' cognitive reading processes will be emphasized. This includes stressing methods pertaining to activating, schema, predicting, anticipating, searching, verifying, organizing, remembering and elaborating. Students will learn to apply metacognitive monitoring and self-correction strategies. Vocabulary development skills will also be emphasized, including the effective use of graphophonic, syntactic, semantic, and structural cues to identify unknown words.

Prerequisite: None

Corequisite: None

ADAC119 First Year Student Seminar

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

An introduction to the culture and mission of the university and its programs of study. The course will explore the purpose of one's college education and provide the student an opportunity to engage with an academic field of interest. The student will be introduced to basic college learning and study skills. Through class discussion, the student will engage in active learning. Common co-curricular activities will facilitate the first year student's connection to the university.

Prerequisite: None

Corequisite: None

ADAC125 Introduction to Career/Life Planning

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Through an exploration of career development, thorough self-assessment, development of sound decision-making skills, and exploration of academic programs of study and the world of work, this course facilitates the ultimate declaration of an appropriate major and the first steps in navigating the career/life planning process. Restricted to second and subsequent semester students.

Prerequisite: None

Corequisite: None

ADAC200 Foundations of Group Peer Tutoring

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

An overview of the mission, philosophy, and operation of Lock Haven University Tutorial Services. Students will be acquainted with the critical issues encountered in tutoring including the following: legal, multiculturalism, disabilities, pedagogy, learning strategies, and group dynamics.

Prerequisite: None

Corequisite: None

ALTE300 Helping Skills in Alternative Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course is an introduction to working with at-risk youth in alternative education settings. The course is designed to prepare future educators and others for work in alternative education settings by introducing the scope and purpose of alternative education, the characteristics and dynamics of at-risk conditions for youth, and by providing opportunities to develop basic helping skills. Students will learn basic helping skills necessary for effective intervention with at-risk students including helping communication, referral/case-management, conflict management, interviewing and assessment. Approximately one-half of the course is designed to examine at-risk youth issues and the programmatic considerations related to those issues and one-half of the course is devoted to examining alternative education settings and the development of helping skills appropriate to working in those settings. Restricted to Elementary and Special Education majors with a minimum of 60 credit hours; others by permission.

Prerequisite: None

Corequisite: None

ALTE480 Alternative Education Practicum

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The capstone course for the Alternative Education minor. It includes four weeks of classroom-only experience and eleven weeks in a placement at an alternative education program site. The four weeks of classroom experience emphasize alternative education theory and skills development. The eleven-week placement allows students to participate in a supervised participation experience, emphasizing practical application of alternative education classroom interventions.

Prerequisite: (ALTE300)

Corequisite: None

ALTE600 Introduction: Inquiry and Educational Change

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Introduces the Master of Education in Teaching and Learning and Alternative Education. In this course graduate students will be introduced to the program expectations, tools and objectives including the technologies utilized for program delivery and electronic portfolio development, online learning strategies, the National Board for Professional Teaching Standards, the National Educational Technology Standards for Teachers, and educational research.

Prerequisite: None

Corequisite: None

ALTE604 Designing Assessments Using Performance Standards

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The purpose of this course is to provide graduate students an understanding of and practice with the design and analysis of assessments and rubrics that can be employed in a standards-based classroom. Readings and activities are grounded in educational research and illustrated with meaningful classroom practices of teaching and learning in a standards-based environment.

Prerequisite: None

Corequisite: None

ALTE607 Projects, Readings and Case Studies in Alternative Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Concentration on a project, readings, or reflective practice case studies in alternative education. Students choose from the following: (1) identify a curriculum, instruction, staff development, classroom management or leadership problem and design a plan or project to investigate that problem; (2) summarize and analyze scholarly writings in curriculum, instruction, classroom management, leadership, and other related areas in alternative education; (3) identify a curriculum, instruction, classroom management, leadership issue, and then plan and construct an inquiry regarding the issue.

Prerequisite: None

Corequisite: None

ALTE608 Education Reform

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An in-depth look at efforts to reform the education system in the United States. The course includes a historical overview of American education during the past 100 years; an analysis of reform efforts; contributions by various cultures, inside and outside of the United States to reform efforts; an overview of the process of reform; and, an exploration of current reform initiatives.

Prerequisite: None

Corequisite: None

ALTE609 Classroom Management and Control

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to promote student mastery of theory and practice related to classroom management. Students develop a repertoire of strategies to use for preventing and managing classroom discipline with all types of students and situations.

Prerequisite: None

Corequisite: None

ALTE610 Helping Skills in Alternative Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course is an introduction to working with at-risk youth in alternative education settings. The course is designed to prepare educators and others for work in alternative education settings by reviewing the characteristics and dynamics of at-risk conditions for youth and by providing opportunities to develop basic helping skills. Approximately 1/3 of the course is designed to examine at-risk youth issues, establishing appropriate

conditions for helping, and the programmatic considerations in Alternative Education. Two-thirds of the course is devoted to examining various alternative education settings and the development of helping skills appropriate to working in those settings. Students will learn basic helping skills necessary for effective intervention with at-risk students including helping communication, referral/case-management, conflict management, handling crises, and interviewing. Additional helping strategies including resilience education, social skills training, and community interventions are also introduced.

Prerequisite: None

Corequisite: None

ALTE611 Character Education: Developing Students to Become Productive Citizens

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focuses on the need for developing students' ability to make good decisions based on reasoned principles and an approach to incorporate this skill as a part of the regular curriculum. Graduate students enrolled in this course will trace the history of moral education and evaluate various approaches to improve the moral behavior of grade school learners. In addition, the graduate students will choose one area of the curriculum and devise a long-range plan that will enhance the character development of their student learners.

Prerequisite: None

Corequisite: None

ALTE612 Number and Number Systems and Pedagogy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Utilizes the five core propositions of the National Board for Professional Teaching Standards and the associated discipline/grade level standards as a framework. Graduate students will utilize best practice in mathematical pedagogy and collaborate with other teachers to plan, teach and revise lesson plans in a format that follows Lesson Study research.

Prerequisite: None

Corequisite: None

ALTE615 Alternative Education: An Introduction to Theory and Practice

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

This course is designed to be an introduction to theories and practices in Alternative Education. An array of topics is explored to bring research, theories and practices together in a meaningful format. The inquiry nature of this course will serve as a building block for issues in other courses and the capstone research project. Emphasis is placed upon the practical application of theories in the classroom, best practices and characteristics of effective programs.

Prerequisite: None

Corequisite: None

ALTE616 Curriculum Issues in Alternative Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course is an introduction to curriculum issues in alternative education settings. This course is designed to empower educators to facilitate a framework for instructional design in the classroom. Educational research proves that there are best practices that can be used to empower teachers to align curriculum, instruction, and assessment to the State and National Standards. Educators will be able to prepare environments that will promote success for at-risk students, by utilizing differentiated instructional and management techniques.

Prerequisite: None

Corequisite: None

ALTE617 Grant Writing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focuses on the process of writing grants in human services and education. Students will explore and analyze the various components of a grant, the process of developing and writing proposals, research techniques that produce results, the budgeting process, and how to develop a unified proposal. Students will write a grant proposal as a final product for the course.

Prerequisite: None

Corequisite: None

ALTE618 Understanding the Role of Cognition and Social Skills in the Classroom

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course is designed to promote student mastery of theory and practice related to cognitive and social skills training. Specifically, students will explore brain-based learning, cognitive skills research, social skills research, and the practical uses of these concepts with students in the classroom.

Prerequisite: None

Corequisite: None

ALTE625 Investigating Curriculum Issues in Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Students may select one issue from the following: curriculum mapping, designing assessment using performance standards, differentiated instruction, brain-based learning. In the alternative, they may propose another issue for instructor approval. Through investigation, analyzation, and discussion, students investigate and formulate criteria necessary for the implementation of best practices within the classroom. (ALTE625 does not supplant ALTE616.)

Prerequisite: None

Corequisite: None

ALTE645 Topics in Urban Education

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 3 sh]

An intensive approach to urban education issues and practices designed to explore specialized knowledge and skill pertinent to the field of education. Topics may include, among others, equity and diversity in the classroom, multi-ability classroom practices, urban curriculum issues, urban minority families and communities, and other relevant federal legislations, classroom management, and poverty. Emphasis is placed on written work and discussion.

Prerequisite: None

Corequisite: None

ALTE648 Topics in Alternative Education

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 3 sh]

An intensive approach to alternative education issues and practices designed to explore specialized knowledge and skill pertinent to the field of education. Topics may include, among others, correctional education, school and/or educational reform, charter schools, specialized alternative learning environments, residential settings, and urban education.

Prerequisite: None

Corequisite: None

ALTE692 Reflective Practice and Action Research 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The first of two courses designed to promote thoughtful consideration and application of educational theory and research to the analysis of student learning in the teacher's daily decision-making process.

Prerequisite: None

Corequisite: None

ALTE694 Reflective Practice and Action Research 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The second of two courses designed to promote thoughtful consideration and application of educational theory and research to the analysis of student learning in the teacher's daily decision-making process.

Prerequisite: (ALTE692) OR (EDTL692)

Corequisite: None

ALTE695 Advanced Field Experience

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The culminating course in the M.Ed. graduate program that allows the graduate student to apply knowledge and demonstrate skills gained in their professions. This course is restricted to graduate students and is a core requirement in the M.Ed. Teaching and Learning and Alternative Education programs.

Prerequisite: None

Corequisite: None

ANTH101 Intro Anthropology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An overview of what anthropology has discovered about our biological and cultural evolution in physical anthropology and archeology. Students will also examine contemporary societies from a cross cultural perspective.

Prerequisite: None

Corequisite: None

ANTH102 Cultural Anthropology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Explores and explains the diversity of human behavior in such areas as social organization, politics, economics and religion. The class also seeks to understand and explain this behavior. A goal of this course is to have students view new patterns of living using the principle of cultural relativism.

Prerequisite: None

Corequisite: None

ANTH223 Cultures North American Indians

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the American Indian experience using archeological, historical, and ethnographic data.

Prerequisite: None

Corequisite: None

ANTH328 Social Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

ANTH328-Anthropology of Women: Investigates the status of women in hunting and gathering, horticultural, agricultural, and industrial societies. Through this investigation we will discover the factors leading to sexual equality and inequality and make assessments about the status of women in the developing world.

Prerequisite: None

Corequisite: None

ANTH330 Japanese Culture and Society

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Sociological and anthropological perspectives are used to understand Japanese culture and society. The course will highlight various social institutions and cultural elements of the Japanese society, namely education, religion, popular culture, group dynamics, marriage and the family, and economy. Through the multidisciplinary approach, the course will investigate both historical as well as contemporary issues concerning Japan. See also SOCI330.

Prerequisite: (SOCI101) OR (ANTH102) OR (ANTH101)

Corequisite: None

ANTH422 Anthropology Latin America

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Studies indigenous cultures of Central and South America as constructed from archaeological and ethnographic. Ethnographic information on contemporary Indians, peasants, and urban residents and analysis of current events from an anthropological point of view will also be presented.

Prerequisite: None

Corequisite: None

ANTH424 Anthropology of the Middle East

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An exploration of the political, economic, religious and kinship systems of Middle Eastern peasants, pastoralists and townsmen. Contemporary issues such as the rise of Islamic Fundamentalism, Arab-Israeli relations, oil wealth, labor migration and development will also be examined from an anthropological perspective.

Prerequisite: (ANTH101) OR (ANTH102) OR (SOCI101)

Corequisite: None

ANTH622 Anthropology of Latin America

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of indigenous cultures of Central and South America as constructed from archaeological, ethnographic and historical data. Ethnographic information on contemporary peasants, Indians, and urban residents and analysis of current events from an anthropological point of view will also be presented.

Prerequisite: None

Corequisite: None

ANTH624 Anthropology of the Middle East

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration of the political, economic, religious and kinship systems of Middle Eastern peasants, pastoralists and townsmen. Contemporary issues such as the rise of Islamic Fundamentalism, Arab-Israeli relations, oil wealth, labor migration and development will also be examined from an anthropological perspective.

Prerequisite: None

Corequisite: None

ANTH628 Social Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course will investigate the status of men and women in hunting and gathering, horticultural, agricultural, developing and industrial societies. Through this investigation we will discover the factors heading to sexual equality and inequality and make some assessments about the status of women in our society using a comparative perspective.

Prerequisite: None

Corequisite: None

ANTH630 Japanese Culture and Society

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The course will use sociological and anthropological perspectives to understand Japanese culture and society. The course will highlight various social institutions and cultural elements of the Japanese society, namely education, religion, popular culture, group dynamics, marriage and the family, and economy. Through the multidisciplinary approach, the course will investigate both historical as well as contemporary issues concerning Japan.

Prerequisite: None

Corequisite: None

ART100 Understanding Art

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to the world of art both past and present. Essential ideas of art are examined in concrete form using examples from diverse times and cultures. The course stresses understanding that art as a universal human creative impulse by studying its forms in a variety of aesthetic and cultural contexts.

Prerequisite: None

Corequisite: None

ART102 Art Fundamentals

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of the basic principles which govern all art forms and an exploration of the art elements which allow these principles to be applied. The emphasis will be on the development of visual thinking and the ability to respond to art as well as to natural and manmade environments. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

ART103 Introduction to Art

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A survey of art history that serves as an introduction to aesthetics, perception, art criticism, and the art heritage of humankind. It is designed to help students develop appreciation and understanding of the visual arts. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

ART105 Introduction Three-Dimensional Art

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to the basic understanding of the elements of composition and principles of design as applied to the three-dimensional arts. The student will acquire this knowledge by executing a series of projects intended to stimulate visual problem solving. The course will examine the practical application of basic concepts of design in the plastic arts through the investigation of those masterworks which represent and inform core aesthetic concepts in the three three-dimensional arts.

Prerequisite: None

Corequisite: None

ART110 Color and Two-Dimensional Design

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Develops judgment and creativity in solving problems of abstract and decorative design with the use of color.

Prerequisite: None

Corequisite: None

ART112 Drawing 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A beginning exploration of the various approaches to drawing as a means of aesthetic expression. Introduces aspects of practice, materials and concepts. Covers major genre types including perspective, still life, landscape and the human figure.

Prerequisite: None

Corequisite: None

ART200 Visual Thinking

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The study of idea development as it applies to the graphic communicator. A variety of idea-generating techniques are explored with a strong emphasis upon quick visual exercises to stimulate innovative thinking and collaborative visual problem solving.

Prerequisite: None

Corequisite: None

ART208 History of Photography

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Investigates the development of photography from its inception (c. 1839) to the present. Students examine the primary photographers, techniques, and aesthetic issues addressed over the last 170+ years. These aspects of photography will be viewed within their historical and cultural context.

Prerequisite: None

Corequisite: None

ART210 Materials and Techniques

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An intensive study and experimentation with different media. Stress is placed on creative expression and the use of the principles of design. Students will be introduced to computer graphics. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

ART217 Introduction to Electronic Art

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to electronic and digital means of producing artworks utilizing primarily computer based technology. Students create electronically generated images and are required to solve specific design problems.

Prerequisite: (ART110) OR (ART212) OR (ART112)

Corequisite: None

ART221 Typography

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to typography: the art of designing with type, including the planning of typeface, size, composition, and page layout. This course explores the fundamental principles of typography and its integral role in graphic design.

Prerequisite: (ART110)

Corequisite: None

ART227 History of Graphic Design

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Survey of the history of design concentrating on visual communication and typography from prehistory to the digital revolution.

Prerequisite: (ART103) OR (ART105) OR (ART110)

Corequisite: None

ART300 Arts and Crafts

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to expose the student to a wide-range of fine applied crafts, featuring a variety of experiences utilizing various media and techniques. Students will be encouraged to develop and express creative ideas in their work, as well as be expected to broaden their ideas through research of designs from various sources. The practical application of the theoretical knowledge and understanding of the fundamental elements principles of design will be emphasized.

Prerequisite: None

Corequisite: None

ART301 Renaissance and Baroque Art

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Art historical survey that covers the architecture, sculpture and painting in Italy, Flanders, Holland, England, and Spain from the fifteenth through the seventeenth centuries. Fulfills General Education Requirements. Recommend ART103 or ART304 prior to enrolling.

Prerequisite: None

Corequisite: None

ART302 Art for Early Childhood

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An emphasis on art and art education for children between the pre-kindergarten and third grades. Students become familiar with the philosophy and theories of art education, curriculum planning, and teaching/learning strategies for young children. Various art activities will provide hands-on experience. ART302 is open only to students with a declared major in Early Childhood and a minimum number of 32 sh.

Prerequisite: None

Corequisite: None

ART304 Ancient and Medieval Art

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A detailed study of the history of art from Paleolithic times through the Gothic period. Art objects will be studied as reflections of changing cultural priorities that coincide with historic developments in Western Civilization. Fulfills General Education Requirements.

Prerequisite: (ART103)

Corequisite: None

ART305 Pottery

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the methods of forming pottery from primitive to contemporary techniques. Explores various types of decorating, glazing, and firing. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

ART306 Art Elem Self-Contained Classrm

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An art education course of theory, activities, media and appreciation for the classroom teacher to use for integrating art with other core subjects in the elementary grades. ART306 is open only to students with a declared major in Elementary Education with a minimum of 32 sh.

Prerequisite: None

Corequisite: None

ART307 Asian Art

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A survey of the visual arts in Asia (India, China and Japan) from prehistoric through the eighteenth century (pre-modern period). Emphasis will be on tracing major artistic developments and achievements in each region.

Prerequisite: None

Corequisite: None

ART308 On-line Interactive Design

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A studio course that explores concepts and structures of on-line communication employing interactive digital media. A variety of World Wide Web authoring tools and procedures are introduced.

Prerequisite: (ART217) OR (ART110)

Corequisite: None

ART309 Fabrics and Fibers

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Based upon contemporary design techniques for textiles that had their origin in other cultures. Students will engage in a wide range of fiber arts experiences, featuring a variety of media and techniques.

Prerequisite: None

Corequisite: None

ART312 Drawing 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to expand the students conception of drawing subjects, techniques, and materials. An appreciation and study of drawings by major artists is also included. Fulfills General Education Requirements

Prerequisite: (ART212) OR (ART112)

Corequisite: None

ART315 Ceramics: Techniques in Hand- building and Tile Construction

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A studio intensive exploration of various hand-building and tile construction techniques. The hand-built construction techniques investigated will be slab, drape, coil, additive, and reductive methods. The tile-making component of this course will emphasize various traditional and nontraditional mosaic tile construction methods. Bas, mezzo, and alto relief tile construction will be explored by creating plaster press and stamp molds of student generated relief tiles. Fulfills General Education Requirements

Prerequisite: None

Corequisite: None

ART318 Introduction to Digital Photography

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the art, craft and history of photography through digital media.

Prerequisite: (ART217) OR (ART217)

Corequisite: None

ART325 Printmaking

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration of various traditional and contemporary printmaking techniques. Media include linoleum, woodcut, wood engraving, copper and zinc etching and engraving. Fulfills General Education Requirements.

Prerequisite: (ART110 AND ART112) OR (ART110 AND ART212)

Corequisite: None

ART328 Humanities Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

In-depth exploration of a selected topic in art. Students engage in research and participate in intensive discussions. Emphasis will be on gaining critical understanding of works of art through contextualization and study of various issues related to a given genre or social/historical context.

Prerequisite: None

Corequisite: None

ART330 Painting

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An exploration of various painting materials, techniques, and styles of painting. Stress is placed on development of a creative, personal style. Paintings from the mid-1800s to the present serve as course models. Media may include watercolor, oil and acrylic paint. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

ART335 Sculpture and Three-Dimensional Design

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to three-dimensional design and sculpture with an examination of many sculptural techniques, both ancient and modern. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

ART340 Jewelry

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course is designed to introduce students to basic metal working tools and equipment, and a variety of hand fabrication and soldering techniques. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

ART342 Print Design

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to processes and problems in print design. This course specifically builds upon skills developed in ART221 Typography.

Prerequisite: (ART217 AND ART221)

Corequisite: None

ART345 Metals - Surface and Form Manipulation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to introduce students to a variety of surface decorations using texture and color, as well as to provide opportunities for students to explore numerous ways of manipulating metal into three-dimensional forms. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

ART350 Photography 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Beginning exploration of photographic processes and materials. The course attempts to take the subject matter beyond its stage of literalness to a more expressive and stylistic approach in content and technique. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

ART355 Life Studies

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration and study of the anatomy and expressive qualities of the human form through drawing.

Prerequisite: (ART312)

Corequisite: None

ART390 Video Art

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to digital video as an expressive art medium including filming, nonlinear editing, audio and post-production techniques.

Prerequisite: (ART217)

Corequisite: None

ART401 History of Modern Art

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Modern art from 1800 to 1990. Emphasis on relating concepts of modern art to the philosophy underlying development of various 19th and early 20th century art styles. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

ART411 Interactive Animation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Exploration of computer based animation and drawing techniques utilizing a vector-based animation program such as Macromedia Flash.

Prerequisite: (ART212 AND ART217) OR (ART112 AND ART217)

Corequisite: None

ART420 Art Since 1950

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey of art since 1950. Emphasis is placed on the study of artistic movements emerging in reaction to Modernism and the impact of critical theory on late twentieth and early twenty-first century art.

Prerequisite: (ART103 AND ART401)

Corequisite: None

ART425 Special Problems

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 4 sh]

Topics available from any studio course after having completed the basic course and gained permission from department. Makes possible individual study, creative work or research under the direct guidance of the art staff. May be taken for 1 to 3 credits more than one time to provide options for in-depth study within a specified area. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

ART430 American Art: Unity in Diversity

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A historical survey covering art produced in America from Colonial to Contemporary eras. Also examines influences that stem from multicultural sources, including the contributions of minorities to art in the US.

Prerequisite: (ART103)

Corequisite: None

ART440 Aesthetics, Portfolios and Exhibitions

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course is taught in three units. The first covers the aesthetics from a wide range of studio disciplines. The second focuses on methods for creating portfolios for professional presentation. The third deals with exhibition preparation and gallery and museum practices. Emphasis is placed on hands on experience and development of career enhancing skills for art majors.

Prerequisite: None

Corequisite: None

ART490 Senior Capstone

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Students engage in an intensive project related to their major concentration which will culminate in an exhibition or presentation. Emphasis will be on gaining critical understanding of their work through articulation of goals, active critique, and self-assessment.

Prerequisite: (ART440)

Corequisite: None

ART600 Renaissance and Baroque Art

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the architecture, sculpture and painting in Italy, Flanders, Holland, Germany, England, and Spain, with an emphasis on the general characteristics of the Renaissance.

Prerequisite: None

Corequisite: None

ART609 History of Modern Art

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Modern art from 1800-1940. Emphasis is placed on the development of concepts relating to modern art and the philosophy underlying the development of various styles of art in the Nineteenth and early Twentieth Centuries.

Prerequisite: None

Corequisite: None

ART628 Humanities Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The chief purpose of this seminar is to explore the role of the fine arts in contemporary society and in the life of the individual. Students will be required to attend all cultural events on campus (i.e., concerts, plays, art exhibits, etc.). These events will be the basis for discussion, and brief review papers of all these events will be required. Field trips to Bucknell University, Lycoming College, and The Pennsylvania State University may be planned. When possible a trip to Washington, D.C., or New York City will be scheduled.

Prerequisite: None

Corequisite: None

ART630 American Art: Unity in Diversity

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An historical survey of American art covering prehistoric through modern eras. In addition to the American core culture, it includes typical contributions of minorities, such as American Indians, African Americans, Hispanic Americans, and women artists of all ethnic groups.

Prerequisite: None

Corequisite: None

ART640 Jewelry 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An overview of the basic techniques for beginners in designing and making jewelry. A variety of tools and materials are used with a variety of different processes

Prerequisite: None

Corequisite: None

ATTR100 Introduction to Athletic Training

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the basic techniques and procedures used in the athletic training profession and to the policies and procedures of the Lock Haven University Athletic Training Education Program (ATEP). Emphasis will be on introductory athletic training skills and athletic training room management. This course will specifically train the student to be certified in professional rescuer cardiopulmonary resuscitation (CPR) and First Aid. Emphasis will be placed on skills pertaining to injury prevention and acute care.

Prerequisite: None

Corequisite: None

ATTR202 Care and Prevention of Athletic Injuries

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to expose students to prevention techniques related to injuries sustained during participation in physical activity. Students will develop skills necessary to interpret risk factors associated with participation as well as prevention and recognition skills for environmental injuries.

Prerequisite: (HLTH151 AND HLTH251) OR (HLTH128 AND HLTH130) OR (HLTH122)

Corequisite: None

ATTR230 Evidence-Based Medicine

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to introduce the concepts of evidence-based medicine. Students develop the skills to generate an appropriate clinical question, search and critically evaluate the relevant literature, and make a clinical recommendation based on the findings.

Prerequisite: None

Corequisite: None

ATTR260 General Medical Conditions in Athletic Training

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to allow students to develop knowledge and skill in the assessment of general medical conditions and illnesses that occur in the physically active individual which includes an analysis of illness transmission, pathology, prevention, recognition, treatment and referral.

Prerequisite: None

Corequisite: None

ATTR300 General Medical Conditions in Athletic Training

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to allow students to develop knowledge and skill in the assessment of general medical conditions and illnesses that occur in the physically active individual which includes an analysis of illness transmission, pathology, prevention, recognition, treatment and referral.

Prerequisite: None

Corequisite: None

ATTR304 Administration and Organization of Athletic Training 1

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh]

Designed to examine in-depth the various issues, policies and procedures involved with the administration of athletic training in the traditional and nontraditional settings. An intensive evaluation of facility organization and design, Standard Operating Procedures and Emergency Action Plans, legal issues, budgeting, health care services, organizations and documents that affect the profession of athletic training, and performance enhancement methods, as well as drug testing procedures are investigated.

Prerequisite: None

Corequisite: None

ATTR322 Functional Anatomy 1

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

A clinically based approach to human anatomy stressing the functional relationship and interaction of the various anatomical structures. Human cadaver dissection by the students is an integral part of the laboratory sessions. Major body areas covered include the lower extremity, spine, integument and reproductive organs.

Prerequisite: None

Corequisite: None

ATTR342 Functional Anatomy 2

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

A clinically based approach to human anatomy stressing functional relationship and interaction of the various anatomical structures. Human cadaver dissection by the students is an integral part of the laboratory sessions. Major body areas covered include the upper extremity, head, thorax, and abdominal cavity.

Prerequisite: None

Corequisite: None

ATTR364 Evaluation Techniques I

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to introduce students to on-field and off-field injury evaluation techniques and management of the lower extremity. Students will develop their general evaluation skills and decide how to deal with lower extremity injuries of the foot, ankle, lower leg, knee, hip, thigh, pelvis, and lumbar spine.

Prerequisite: None

Corequisite: None

ATTR365 Evaluation Techniques II

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to introduce students to on-field and off-field injury evaluation techniques and management of the upper extremity, head, neck, and thorax. Students will develop their general evaluation skills and incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings to formulate a differential diagnosis and/or diagnosis.

Prerequisite: None

Corequisite: None

ATTR404 Administration and Organization of Athletic Training 2

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Designed to prepare students for employment by organizing a resume, developing interview skills and employee evaluations, researching continuing education options, making decisions about employee conflict, and identifying Federal and State laws governing employment. Students will learn about the psychological techniques pertinent to athletics, as well as appropriate referral options and counseling techniques. In addition, this course will provide students with a strong background in research methodology and current issues in athletic training.

Prerequisite: None

Corequisite: None

ATTR410 Administration and Organization of Athletic Training

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An in-depth analysis of the issues, policies, and procedures involved with the organization and administration of athletic training in the traditional and non-traditional settings. This course evaluates allied health care professions, facility design, standard operating procedures, emergency action plans, budgeting, and health care services, as well as organizations and documents that affect the profession of athletic training.

Prerequisite: None

Corequisite: None

ATTR415 Current Issues in Athletic Training

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Analyzes the ever-changing factors that affect the athletic training profession. Students will evaluate continuing education options, analyze employment recruiting and retention practices, and review state and federal legislative efforts. Students will also be exposed to the associations and agencies that regulate the profession and the governing documents that they publish.

Prerequisite: None

Corequisite: None

ATTR453 Athletic Training Clinical Experience 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to provide opportunities for athletic training students to develop clinical skills in real life situations under the direct supervision of a clinical instructor. This course is the first of four clinical experiences occurring in a variety of clinical settings with a variety of patient populations. The skills developed by the students will address competencies and proficiencies as directed by the National Athletic Trainers' Association Educational Competencies.

Prerequisite: None

Corequisite: None

ATTR454 Athletic Training Clinical Experience 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provide opportunities for athletic training students to develop clinical skills in real life situations under the direct supervision of a clinical instructor. This course is the second of four clinical experiences occurring in a variety of clinical settings with a variety of patient populations. The skills developed by the students will address competencies and proficiencies as directed by the National Athletic Trainers' Association Educational Competencies.

Prerequisite: None

Corequisite: None

ATTR455 Athletic Training Clinical Experience 3

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provide opportunities for athletic training students to develop clinical skills in real life situations under the direct supervision of a clinical instructor. This course is the third of four clinical experiences occurring in a variety of clinical settings with a variety of patient populations. The skills developed by the students will address competencies and proficiencies as directed by the National Athletic Trainers' Association Educational Competencies.

Prerequisite: None

Corequisite: None

ATTR456 Athletic Training Clinical Experience 4

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

Designed to provide opportunities for athletic training students to develop clinical skills in real life situations under the direct supervision of a clinical instructor. This course is the final of four clinical experiences occurring in a variety of clinical settings with a variety of patient populations. The skills developed by the students will address competencies and proficiencies as directed by the National Athletic Trainers' Association Educational Competencies.

Prerequisite: None

Corequisite: None

ATTR457 Athletic Training Clinical Experience 5

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

This course is designed to allow students to begin applying athletic training clinical skills and proficiencies to real life situations under the supervision of a certified athletic trainer. The skills developed by the students will address competencies listed under the following content areas: Risk Management and Injury Prevention, Assessment and Evaluation, Acute Care of Injury and Illness, Pharmacology, Therapeutic Modalities, Therapeutic Exercise, General Medical Conditions and Disabilities, Nutritional Aspects of Injury and Illness, Psychosocial Intervention and Referral, and Health Care Administration. Restricted to students accepted into the Athletic Training Education Program.

Prerequisite: None

Corequisite: None

ATTR462 Physical Modalities in Sports Medicine

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

Designed as an in-depth analysis of the theory and application of hydrotherapy, electrotherapy, thermotherapy, cryotherapy, manual, and mechanical techniques for the treatment of injuries in the physically active patient.

Prerequisite: None

Corequisite: None

ATTR463 Therapeutic Exercise and Rehab

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

Designed to teach the theory and application of exercise prescription and rehabilitation techniques. Equipment utilized in the prevention and treatment of injuries is presented. Students will develop the skills necessary to design and implement an exercise program for individuals in both the healthy and diseased states.

Prerequisite: None

Corequisite: None

ATTR472 Therapeutic Interventions 1

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4sh]

Provides athletic training students the theoretical foundation and clinical skills necessary to create and implement therapeutic interventions for the physically active. The course focuses on the foundational knowledge required to develop evidence-based treatment programs.

Prerequisite: None

Corequisite: None

ATTR473 Therapeutic Interventions 2

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4sh]

Provides athletic training students the theoretical foundations and clinical skills necessary to create and implement therapeutic interventions. The course focuses on developing injury or condition specific evidence-based treatment programs in the physically active population.

Prerequisite: None

Corequisite: None

AVIA115 Aviation/Aerospace Workshop

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

This workshop is designed to give prospective teachers of aviation/aerospace specific preparation to teach typical courses. It will cover such scientific aspects as aerodynamics, aircraft components, weight and balance, meteorology, physiology of flight, and the nature of outer space. Technologically it will include aircraft systems, basic navigation, radio navigation, communications, and the like. Other factors to be dealt with include air traffic control, federal aviation regulations, military applications, commercial and general aviation, and the aviation/aerospace education movement. Special force will be lent to the program by field trips and flight instruction, as well as the use of outstanding specialist consultants. This course will meet 3 sh of the laboratory requirements for general education.

Prerequisite: None

Corequisite: None

AVIA615 Aviation/Aerospace Workshop

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

This workshop is designed to give prospective teachers of aviation/aerospace specific preparation to teach typical courses. It will cover such scientific aspects as aerodynamics, aircraft components, weight and balance, meteorology, physiology of flight, and the nature of outer space. Technologically it will include aircraft systems, basic navigation, radio navigation, communications, and the like. Other factors to be dealt with include air traffic control, federal aviation regulations, military applications, commercial and general aviation, and the aviation/aerospace education movement. Special force will be lent to the program by field trips and flight instruction, as well as the use of outstanding specialist consultants.

Prerequisite: None

Corequisite: None

BIOL101 Basic Biology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Covers topics across the biological hierarchy from atoms to issues of global ecology including genetics, molecular biology, and evolution. The intent is to further students' understanding of the impact of biological phenomena on their lives. Humans may provide the focus of some discussions; however, emphases include broader aspects of biological phenomena. Laboratory exercises provide students with practical experience using the scientific method.

Prerequisite: None

Corequisite: None

BIOL102 Environmental Science

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to ecological principles and concepts with an examination of the biological basis of contemporary environmental problems. Central topics include the social, political, ethical, and economic factors that influence the biological aspects of environmental issues such as population control, pollution, land use, as well as conservation of natural resources and natural habitats. Laboratory exercises demonstrate some of the biological aspects of environmental issues and introduce students to basic processes used in environmental research.

Prerequisite: None

Corequisite: None

BIOL103 Inquiry into Biology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An overview of the fundamental principles of biology that are emphasized in the National Science Education Standards, focusing on the nature and the processes of science. The course models hands-on, inquiry-based practices as students use reasoning, analysis, scientific processes, procedures and tools of scientific investigations to learn about the structure and functions of organisms, continuity of life and ecological systems.

Prerequisite: None

Corequisite: None

BIOL106 Principles of Biology 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to biology with emphasis on the chemistry of life, cell structure and function, cellular metabolism and cell reproduction. Laboratory exercises are designed to reinforce principles covered in lecture and to provide students with experiences in making observations, hypothesis testing, and data collection, analysis and interpretation. This course is designed for science and health science majors.

Prerequisite: None

Corequisite: None

BIOL107 Principles of Biology 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A continuation of BIOL106: Principles of Biology I with emphasis on cell reproduction and development, genetics, molecular biology, biological evolution and the diversity of life, behavioral ecology, and fundamentals of ecology. Laboratory exercises are designed to reinforce and supplement principles covered in lecture and to provide students with experiences in making observations, hypothesis testing, and data collection, analysis and interpretation.

Prerequisite: (BIOL106)

Corequisite: None

BIOL108 Field Natural History

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A survey course examining the variety of living things in Pennsylvania by focusing on the evolutionary history, taxonomy, life histories, diversity and ecological value of a variety of representative and biologically important groups of organisms. The impacts of human interactions with organisms are studied throughout the course. The course emphasizes identification of species (or other taxa) of plants and animals, habitat needs and their influence on economics and social life of humans.

Prerequisite: None

Corequisite: None

BIOL125 Topics in Biology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to fundamental biological concepts in the context of contemporary biological issues that affect citizens of human communities and members of broader biotic communities. Antibiotic resistance, human reproduction, disease, bio-magnification, climate change, and community level impacts of invasive species are just some of the contemporary topics that may be explored. Students will experience why biology is a fascinating human endeavor. Intended for non-science majors.

Prerequisite: None

Corequisite: None

BIOL130 Human Biology for Social Workers

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An overview of human bodily form and function appropriate for Social Work majors. Particular focus will be on where and to what degree the disciplines of Biology and Social Work overlap. The course will provide students with a foundational skill-set in biological knowledge for future employment in the field of social work.

Prerequisite: (BIOL101)

Corequisite: None

BIOL200 Marine Biology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of plant and animal life in the marine environment. Emphasis will be on physical and chemical factors affecting the biota in the intertidal, open water, and benthic habitats. Common biota characteristic of each habitat will be investigated in terms of their natural history, morphology and ecological relationships. Laboratory and field exercises will emphasize the identification, anatomy, physiology, systematics and behavior of marine plants and animals as well as the physical and chemical properties of seawater. This class will be taught during summer session at the Wallops Island Campus of the Marine Science Consortium by faculty from various member universities.

Prerequisite: (BIOL106 AND BIOL107)

Corequisite: None

BIOL202 Genetics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An overview of the basic principles of Mendelian genetics, cytogenetics, molecular genetics, and population genetics. Laboratory exercises emphasize molecular techniques, statistical evaluation of results, and case studies.

Prerequisite: (BIOL106 AND BIOL107)

Corequisite: (CHEM121)

BIOL205 Marine Ecology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the interrelationships among animals, plants, and physical and chemical aspects of the marine environment with an emphasis on unique adaptations for survival. This class is taught during summer session at the Wallops Island Campus of the Marine Science Consortium by faculty from various member universities.

Prerequisite: (BIOL106 AND BIOL107)

Corequisite: None

BIOL206 Botany

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the principles of botany. Emphasis is placed on the integration of structure and function that reflect plant diversity and evolution. The primary models for this approach are angiosperms but also include discussions of other plant taxa. Topics covered include plant cellular structure; anatomy and morphology of stems, roots, leaves, and flowers; transport processes; photosynthesis and respiration; plant growth and development; plant diversity; plant interactions with the environment; and economic botany.

Prerequisite: (BIOL106 AND BIOL107)

Corequisite: None

BIOL213 Introduction to Geographic Information Systems

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to geographic information systems (GIS) with emphasis on capturing, storing, editing, querying, displaying, and analyzing geographically referenced data. Lecture and laboratory materials are designed to provide students with hands-on experience on real-world applications of GIS in their respective fields.

Prerequisite: None

Corequisite: None

BIOL215 Basic Microbiology

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4sh]

Introduces clinical nursing students to the biology, metabolism, classifications, ecology, genetics and evolution of microbes. Emphasis is placed on the role of bacteria in human health and disease, control of microbial growth, and antimicrobial resistance. The laboratory includes techniques in handling, isolation, cultivation, staining, identification, and control of microorganisms. Intended for students in the Nursing program and will not satisfy a core requirement for a BS degree in Biology.

Prerequisite: None

Corequisite: None

BIOL220 DNA Methods in Biology

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

An overview of the uses of DNA-based methods in modern biology, such as forensic identification of humans and animals, species determination, parentage testing, medical diagnostics, and evolutionary biology. Topics include the history of DNA analyses, collection/preservation of DNA samples, DNA typing and sequencing applications, and DNA databases.

Prerequisite: (BIOL106 AND BIOL107)

Corequisite: None

BIOL225 Human Genetics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An overview of the basic principles of Mendelian genetics, cytogenetics, molecular genetics, and population genetics with a focus on the mechanisms of human inheritance and disease. Restricted to Health Science majors. Does not satisfy biology elective credits for Biology majors, Biology/Chemistry majors or Biology minors. Does not satisfy natural science general education requirements.

Prerequisite: (BIOL106 AND BIOL107 AND CHEM121)

Corequisite: None

BIOL240 Zoology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey of the animal kingdom with emphasis on evolutionary relationships within, between, and among constituent phyla. Lectures emphasize diversity, comparative anatomy, functional morphology, physiology, life history, ecology, and evolution. Laboratories emphasize and provide support for lecture concepts and comprise microscope analysis and gross animal dissection.

Prerequisite: (BIOL106 AND BIOL107)

Corequisite: None

BIOL245 Marine Invertebrates

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to utilize the marine invertebrate taxa to introduce students to the unique specializations that animals have evolved which allow them to successfully carry out the processes necessary for life and to exploit a wide variety of marine habitats. Major trends in invertebrate evolution will be used to illustrate the historical constraints upon these solutions and the necessity of narrative explanations of form and function in animals. It is assumed that each student has been introduced to the major taxa of animals in a prior introductory zoology course. Taxonomy will be used as a heuristic tool, but will not be stressed as a separate subject. This class will be taught during summer session at the Wallops Island Campus of the Marine Science Consortium by faculty from various member universities.

Prerequisite: (BIOL106 AND BIOL107 AND BIOL240)

Corequisite: None

BIOL250 Wetlands Ecology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An overview of the essential role of wetlands in ecological systems. Because wetlands are transitional between aquatic and terrestrial systems, they require an interdisciplinary approach to be fully understood. This class will be taught during summer session at the Wallops Island Campus of the Marine Science Consortium by faculty from various member universities.-

Prerequisite: (BIOL106 AND BIOL107)

Corequisite: None

BIOL300 Plant Physiology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course presents a treatment of central topics in modern plant physiology. Topics will include: plant-cell biology, ion transport, water relations, translocations, respiration, photosynthesis, mineral nutrition, nitrogen metabolism, plant hormones, senescence and abscission, stress physiology, and photomorphogenesis. Laboratory exercises are designed to demonstrate physiological processes in plants and introduce basic and advanced techniques used in plant physiological research.

Prerequisite: (BIOL106 AND BIOL107 AND BIOL206 AND CHEM120 AND CHEM121)

Corequisite: None

BIOL301 Behavior of Marine Organisms

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Concepts of ethology; discussion and observation of the influences of external and internal factors on the regulation and control of behavior of organisms living in the marine coastal environment. This class will be taught during summer session at the Wallops Island Campus of the Marine Science Consortium by faculty from various member universities.

Prerequisite: (BIOL106 AND BIOL107)

Corequisite: None

BIOL302 Developmental Biology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A study of classic embryology as well as relevant findings in cytogenetics, cell and molecular biology, and

biochemistry, as it relates to structural and functional changes in molecules, cells, tissues, and organs during developmental cycles of plants and animals. Labs will include developmental study of living organisms as well as the study of prepared stages of development.

Prerequisite: (BIOL106 AND BIOL107 AND BIOL202)

Corequisite: None

BIOL303 Vertebrate Endocrinology

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

A survey courses of the major endocrine systems in vertebrates. An introduction to the chemistry and cellular mechanisms of action of different hormones is followed by in-depth discussions of the physiological effects of hormones. Topics include hypothalamic-pituitary interactions, reproduction, growth, osmoregulation, digestion and metabolism, and stress. Mammalian endocrinology is emphasized with discussion of important species differences in endocrine systems.

Prerequisite: (BIOL106 AND BIOL107 AND BIOL202) OR (BIOL106 AND BIOL107 AND BIOL240)

Corequisite: None

BIOL305 Ichthyology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course is an introduction to the study of evolution, taxonomy and morphology of fishes. Emphasis is placed on biodiversity, morphology, and conservation of fishes. Lecture topics include the nomenclature, history and techniques of both ichthyology and fisheries biology. Laboratory emphasis will be on identification, dissection, and the standard techniques used in field collections.

Prerequisite: (BIOL106 AND BIOL107 AND BIOL240)

Corequisite: None

BIOL309 Ecology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to ecology. Emphasis is placed on evolutionary and classic ecology and effects of human society on natural systems. Topics include energy flow, nutrient recycling, and their influence on the distribution and abundance of organisms. Population studies include genetics, growth, age structure, density, and r and K selection. Community topics include competitive interactions, species diversity, community similarity, and keystone species. Field data collection and statistical techniques for data interpretation are treated in laboratory.

Prerequisite: (BIOL106 AND BIOL107)

Corequisite: None

BIOL310 Immunology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the study of immunology. Development, function, and interaction of the innate, adaptive, cellular, and humoral components of the immune system will be discussed. Immunopathology will be considered including infections, immunodeficiencies, and autoimmune diseases. The immune system implications of transplantation, vaccination, cancer, and hypersensitivities will be included.

Prerequisite: (BIOL202) OR (BIOL225)

Corequisite: None

BIOL312 Marine Botany

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course is the study of the primary producers of the ocean, estuaries and terrestrial margins. This includes the study of phytoplankton, benthic macrophytes, salt marsh macrophytes, and other edge communities like salt flats, mangroves and dunes. Although taxonomy will be important, it is not the sole focus of the course. Plant physiology and ecology will be stressed. The laboratory portion of the course will stress practical methods of measurement of the plants and their environment. This includes voucher production and specimen preservation, basic physical and chemical methods of abiotic environment measurement, growth and constituent analysis of plant tissue, chlorophyll analysis and wet and dry weight determination for biomass. This class will be taught

during summer sessions at the Wallops Island Campus of the Marine Science Consortium by faculty from various member universities.

Prerequisite: (BIOL106 AND BIOL107 AND BIOL206 AND CHEM120)

Corequisite: None

BIOL315 Comparative Vertebrate Anatomy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the evolutionary history and function of organ systems of different vertebrate classes with respect to each other and other subphyla within the phylum Chordata. Comparative dissections of specimens from selected vertebrate classes will be carried out.

Prerequisite: (BIOL240)

Corequisite: None

BIOL317 Mycology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A detailed examination of mushrooms, molds, and human mycoses, including an introduction to fungal ecology and assessment of fungal classification, as well as molecular systematics and an overview of medical significance. The course utilizes hands-on student-driven, inquiry-based practices. Students will use scientific processes and procedures, data analysis, and research tools to investigate fungal morphogenesis, molecular diagnostics, culture techniques, ecological relationships, and human pathogenesis.

Prerequisite: (BIOL202 AND CHEM121)

Corequisite: None

BIOL321 Marine Molecular Technology: Applications for Management and Forensics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Students will gain an overview of modern molecular technology and how it can be applied to the management of marine organisms and the forensics field. The laboratory component will allow students to learn some of the most widely used techniques and instrumentation in the molecular field.

Prerequisite: (BIOL106 AND BIOL107)

Corequisite: None

BIOL323 Bioinformatics and Genomics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to the recent technological advances in the life sciences that allow DNA sequencing of entire genomes, as well as analysis of the gene products of whole genomes simultaneously in one experiment. Topics include the structure and mechanics of the eukaryotic genome, transcriptome, and proteome in detail, with emphasis on hands-on exercises using public databases and software to extract, analyze and manipulate DNA and protein sequences.

Prerequisite: (BIOL202)

Corequisite: None

BIOL328 Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This seminar fulfills the natural and mathematical science seminar requirement in general education for the Bachelor of Arts degree; it does not fulfill biology majors course requirements but may be selected as a general education elective by biology majors. Topics studied each semester vary, but have included selected readings on ethics in science, evolution, genetics and genetic engineering, behavior, the brain, physiology, medicine and the world's environment. Assigned readings are used as a starting point for further student research and presentations. The interrelationships of biology with other disciplines such as economics, political science, and history are considered. A primary goal of this seminar is to increase the student's exposure to some contemporary topics of biology.

Prerequisite: None

Corequisite: None

BIOL330 Cellular and Molecular Biology

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

An in-depth study of the chemicals, organelles, and molecular genetics, and mechanisms of cellular function. Laboratory experiments give theoretical and hands-on experience in advanced molecular techniques, such as gel electrophoresis, DNA isolation, restriction digestion, DNA purity and quantification, bacterial transformation, Southern blotting, probe hybridization and detection, and PCR.

Prerequisite: (BIOL202)

Corequisite: None

BIOL340 Microbiology

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

A study of the anatomy, physiology, and taxonomy of microorganisms with a primary emphasis on prokaryotes. The laboratory component provides critical hands-on experience in standard bacteriological techniques involving the handling, cultivation, isolation, and identification of microorganisms. Additional emphasis will be placed on the role of bacteria, viruses, and other microorganisms in environmental and public health issues.

Prerequisite: (BIOL106 AND BIOL107 AND BIOL202 AND CHEM121) OR (BIOL106 AND BIOL107 AND BIOL225 AND CHEM121)

Corequisite: None

BIOL345 Advanced DNA Methods

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Prepares students for research and DNA forensics careers by presenting the theory and methods associated with characterizing organisms using modern DNA-based methods such as genotyping and sequencing. The laboratory techniques in this class can be used for human identification, species verification, parentage testing, and evolutionary research. Laboratory exercises and lectures cover sample preparation, PCR, theory and operation of the ABI 310 Genetic Analyzer, interpretation of results, and troubleshooting.

Prerequisite: (BIOL202) OR (BIOL330)

Corequisite: None

BIOL400 Ecology of Marine Plankton

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the phytoplankton and zooplankton in marine and brackish environments. In laboratory qualitative and quantitative comparisons will be made between the planktonic populations of various types of habitats in relation to primary and secondary productivity. This class will be taught during summer session at the Wallops Island Campus of the Marine Science Consortium by faculty from various member universities.

Prerequisite: (BIOL106 AND BIOL107 AND BIOL309)

Corequisite: None

BIOL402 Biological Evolution

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Intended for students interested in examining in detail the phenomenon of biological evolution. Although topics such as Cultural Evolution and Creationism will be considered briefly, the focus of this offering will be evolution as manifest in natural, biological systems. Topics to be presented via lecture and student presentation will include Population Genetics, Darwinism, Natural Selection, Sexual Selection and Altruism, Molecular Evolution, Human Origins and Evolution and Extinction.

Prerequisite: (BIOL202)

Corequisite: None

BIOL403 Coral Reef Ecology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A study of coral reef structure, formation, types, and the relationships of reef organisms to their environment. Emphasis is given to species diversity, identification, symbioses, and effects of temperature, salinity, light, nutrient concentration, predation, and competition on the abundance and distribution of coral reef organisms. This class will be taught during summer sessions at the Wallops Island Campus of the Marine Science Consortium by faculty from various member universities.

Prerequisite: (BIOL106 AND BIOL107)

Corequisite: None

BIOL405 Field Ecology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An advanced study of terrestrial community ecology including interactions between animal and plant populations. Special emphasis will be placed on standard techniques for estimating population size of various taxa, sampling plant community structure and statistical analysis and written interpretation of data.

Prerequisite: (BIOL309)

Corequisite: None

BIOL409 Ornithology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of identification of birds in the field, by study skins and by song. It includes study of basic bird biology, evolution, natural history, ecology, research methodologies, biodiversity and conservation.

Prerequisite: (BIOL106 AND BIOL107)

Corequisite: None

BIOL410 Organismal Physiology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of homeostatic mechanisms and systems in organisms and their relation to fundamental chemical and physical events in cells. Topics such as bioenergetics, osmoregulation, movement, and information processing are discussed as they relate to the function of organisms.

Prerequisite: (BIOL106 AND BIOL107 AND CHEM121)

Corequisite: None

BIOL411 Aquatic Biology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Flora and fauna of fresh water ecosystems. Emphasis on the biotic, physical and chemical characteristics of lotic and lentic systems and how these may affect abundance, distribution, and evolution within aquatic communities. Ecological effects of water pollution and some possible solutions for our increasing world problems. Laboratory will stress use of keys, field methods of water analysis, and applied techniques of individual scientific research.

Prerequisite: (BIOL106 AND BIOL107 AND CHEM121)

Corequisite: None

BIOL413 Entomology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A broadly balanced introduction to the insect world including structure and function, life cycles, habits, reproduction and development, disease relationships and agricultural implications. Students will be expected to collect and identify insect specimens.

Prerequisite: (BIOL106 AND BIOL107)

Corequisite: None

BIOL415 Environmental Policy and Regulations

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A review of significant United States Federal and Pennsylvania legislation and regulations pertinent to the study, protection and management of our biological resources. The legislation and rulemaking processes relevant to environmental issues will be investigated. The biological basis for resource management decisions and the role of the scientist in advocating, writing and implementing environmental legislation and regulations will be examined in detail.

Prerequisite: (BIOL309)

Corequisite: None

BIOL421 Marine Mammals

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A study of the distribution, population ecology, behavior, physiology and adaptations of marine mammals. Student projects will entail collecting physiological and behavioral data at field sites and at facilities studying marine mammals.

Prerequisite: (BIOL106 AND BIOL107)

Corequisite: None

BIOL422 Biological Oceanography

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Investigates the interactions among ocean communities (planktonic, benthic and nektonic) and the marine environment (chemical and physical). The effects of the environment on the distribution and abundance of marine organisms as well as their effect on the environment are emphasized. This class will be taught during summer sessions at the Wallops Island Campus of the Marine Science Consortium by faculty from various member universities.

Prerequisite: (BIOL106 AND BIOL107)

Corequisite: None

BIOL425 Environmental Toxicology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to environmental toxicology and an interdisciplinary study of the major classes of pollutants as well as ecotoxicology testing methods. Focus is on the effects of environmental toxins on living organisms and the ecosystem.

Prerequisite: (BIOL309 AND CHEM205) OR (BIOL309 AND CHEM220)

Corequisite: None

BIOL430 Herpetology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An overview of amphibians (salamanders, frogs, caecilians) and reptiles (lizards, snakes, tuatara, turtles, crocodilians). Emphasis is on the biology, evolution, ecology, behavior, and reproduction of amphibians and reptiles. Laboratory sessions focus on survey methods, identification, and habitats of amphibians and reptiles.

Prerequisite: (BIOL106 AND BIOL107 AND BIOL240)

Corequisite: None

BIOL432 Ecosystems

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to contemporary ecosystem science, focusing on two core concepts: energetics and biogeochemistry of ecosystems. This course will explore the interactions of terrestrial ecosystems (vegetative communities, forests, and soils) and aquatic systems (streams and lakes). Case studies and field work will be used to demonstrate the tools and methods by which ecosystem processes can be measured and analyzed.

Prerequisite: (CHEM121)

Corequisite: (BIOL309)

BIOL440 Environmental Microbiology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides a fundamental knowledge base of general microbiology, microbial ecology, and specific microbial processes essential to many sub-disciplines of environmental microbiology. Through intensive discussions, applied research investigations, and hands-on laboratory- and field-based experiences, students will be introduced to a variety of topics that are central to understanding microbial diversity and microbial evolution.

Prerequisite: (BIOL340 AND CHEM205) OR (BIOL340 AND CHEM220)

Corequisite: None

BIOL450 Biology Senior Seminar

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

A discussion-based course in which students read and critically evaluate journal articles, then present seminars and lead discussions on the articles. Students are also required to submit a research proposal on a topic agreed upon with the instructor. Themes and topics will vary with the instructor.

Prerequisite: None

Corequisite: None

BIOL628 Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Topics studied each semester vary, but have included selected readings on ethics in science, evolution, genetics and genetic engineering, behavior, the brain, physiology, medicine and the world's environment. Assigned readings are used as a starting point for further student research and presentations. The interrelationship of biology with other disciplines such as economics, political science, and history are considered. A primary goal of this seminar is to increase the student's exposure to some contemporary topics of biology. Additional coursework will be required for graduate level.

Prerequisite: None

Corequisite: None

CHEM101 Chemistry in the Environment

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to provide students with an introduction to chemical principles as they apply to important issues in everyday life. The American Chemical Society program Chemistry in Context serves as the basis. The laboratory experience emphasizes the scientific method and is designed to reinforce the topics from the lecture. Students make real world measurements as part of investigations of their environment and the applications of chemistry to their lives. Designed for students who have had no or limited high school chemistry. Does not satisfy requirements for a natural science major or minor. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

CHEM103 The Chemistry of Art

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Explore the intersection of chemistry with the visual arts. Basic principles of chemistry will be applied to the topics of color, paint, paper, clay, glass, metals, photography, and art restoration. Important chemical concepts and safety concerns will be investigated to learn how to properly handle art materials. Introduces the chemical and physical properties. Laboratory investigation will reveal how these properties change when substances are mixed.

Prerequisite: None

Corequisite: None

CHEM105 Forensic Chemistry

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to chemical principles as they apply to forensic investigations. By applying the scientific method to these basic principles, students will investigate the role of chemistry in solving crimes. The laboratory experience is designed to reinforce the scientific method and the topics from the lecture. Students make real world determinations as they investigate and apply chemistry to their lives. Meets general education lab science requirement, except for a natural science major or minor.

Prerequisite: None

Corequisite: None

CHEM110 Basic Chemistry

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces chemical principles as they apply to important issues in everyday life and incorporates chemical principles and problem solving into examples to help students gain an understanding of scientific and technological aspects of the contemporary world. Topics may include the properties of matter, atomic theory, chemical bonding, molecular structure, and types of chemical reactions.

Prerequisite: (MATH100)

Corequisite: None

CHEM111 Chemistry of Nutrition

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the chemistry of nutrition emphasizing nutrients and their interactions in the body. The chemical composition, energy value and by-products of food elements and water will be related to the needs of the human system. Nutrition will be studied not only from the point of view of how to get the necessities of life, but also what effect they have on the human being.

Prerequisite: None

Corequisite: None

CHEM120 Principles of Chemistry 1

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

The first of two semesters of a standard general chemistry sequence. Topics include measurement and dimensional analysis, atomic and molecular structure, mole and stoichiometry calculations, gas laws, thermochemistry, introductory quantum mechanics, electron configuration and periodicity. The chemistry laboratory work emphasizes introductory level techniques and follows several of the lecture topics.

Prerequisite: (MATH112) OR (MATH141) OR (MATH142) OR (MATH113)

Corequisite: None

CHEM121 Principles of Chemistry 2

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

Second of two semesters of a standard general chemistry sequence. Topics include solids and liquids, solutions and solubility, kinetics, equilibrium, acids and bases, spontaneity and free energy, electrochemistry, and nuclear chemistry. The chemistry laboratory work is introductory in nature and follows several of the lecture topics. Qualitative analysis is included as part of the laboratory experience.

Prerequisite: (CHEM120)

Corequisite: None

CHEM205 Introduction Organic Chemistry

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

An introduction to the subject of organic chemistry for students in majors that need some basic knowledge of organic chemistry. This course uses an integrated approach to the chemistry of organic compounds and emphasizes a problem-solving approach to the subject. Many examples of biologically important molecules will be used. The laboratory segment of the course introduces the student to the physical and chemical properties of organic compounds, the techniques used to separate and purify organic compounds, the synthesis of selected organic compounds, and the identification of unknowns by their physical and chemical behavior. Proper handling of chemicals is stressed throughout the course.

Prerequisite: (CHEM121)

Corequisite: None

CHEM220 Organic Chemistry 1

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4sh]

An integrated course covering the properties, reactions, and preparations of both aliphatic and aromatic compounds from the functional group approach. Explanations given in terms of mechanisms, rearrangements, stereochemistry, and energy diagrams. Lab consists of introduction to techniques of separation, some representative preparations including a sequence, and the identification of unknowns by their chemical behavior.

Prerequisite: (CHEM121)

Corequisite: None

CHEM221 Organic Chemistry 2

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4sh]

CHEM221 is a continuation of CHEM220. Relies heavily on concepts and laboratory techniques learned in CHEM220. Students are encouraged to derive from CHEM220 the fundamental concepts underlying the reactions, mechanisms and synthesis of organic compounds presented in CHEM221. The chemistry of carbonyl compounds and aromatic compounds is emphasized. Laboratory experiments emphasize the identification of unknowns by their physical and chemical behavior and the synthesis of organic compounds. Design of experimental procedure will be stressed.

Prerequisite: (CHEM220)

Corequisite: None

CHEM301 Inorganic Chemistry

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces fundamental concepts of inorganic chemistry including atomic and molecular structure, bonding theories, group theory, coordination chemistry and descriptive chemistry of the elements.

Prerequisite: (CHEM221) OR (CHEM205)

Corequisite: None

CHEM302 Introduction to Computational Chemistry

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the field of computational chemistry including molecular mechanical, semi-empirical, ab initio wavefunction, and density functional modeling of chemical systems. This course enables students to use

computational chemistry in their studies and to be critical consumers of computational chemistry results in scientific literature.

Prerequisite: (CHEM221 AND MATH141)

Corequisite: (CHEM221 ANDPHYS131) OR (CHEM221 ANDPHYS171)

CHEM316 Quantitative Analysis

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

An introduction to statistical analysis of experimental data, validation of analytical methods, gravimetric analysis, potentiometric measurements, and electrodes. An advanced examination of stoichiometric calculations, chemical equilibrium, acid-base equilibria, acid-base titrations, and complexometric reactions/titrations. Laboratory experimentation involves titrations, gravimetric analysis, electrochemical measurements, and statistical analysis.

Prerequisite: (CHEM121)

Corequisite: None

CHEM317 Instrumental Analysis

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

Fundamentals of spectroscopy, chromatography, electrochemistry, and mass spectrometry. Lecture topics include data treatment, data interpretation, theory of the underlying principles, and basic operating principles. Special attention is given to how these techniques are used to solve analytical problems, examples being taken from other areas of science. Laboratory experiments focus on the operation, maintenance, and optimization of instrumentation and interpretation of laboratory data

Prerequisite: (CHEM316) OR (CHEM421)

Corequisite: None

CHEM320 Physical Chemistry 1

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

A study of the content and transfer of energy in physical and chemical reactions. The laws of thermodynamics, and the concepts of work, enthalpy, entropy, and free energy are defined and given in a detailed quantitative treatment. The course also provides a detailed introduction to the topics of kinetics and reaction dynamics. The laboratory portion of the course is designed to provide students experience with a broad range of the topics covered during the course.

Prerequisite: (CHEM220 AND MATH141 AND PHYS130) OR (CHEM220 AND MATH141 AND PHYS170)

Corequisite: (CHEM316 ANDPHYS131) OR (CHEM316 ANDPHYS171)

CHEM321 Quantum Chemistry and Spectroscopy

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

An exploration of the application of quantum mechanics to understanding chemical phenomena, with special emphasis on chemical structure and spectroscopy.

Prerequisite: (MATH142 AND PHYS171) OR (MATH142 AND PHYS131)

Corequisite: (CHEM221)

CHEM328 Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

This seminar explores various topics in chemistry. Specific topic selection is based on the expertise and interest of the faculty.

Prerequisite: None

Corequisite: None

CHEM330 Chemical Literature

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Introduces students to important library resources in chemical research (i.e. handbooks, reviews, monographs, compendiums and abstracts). Emphasis will be given to development of systematic library search strategies and

information retrieval from library resources. Special emphasis will be given to instruction in the hands-on use of computerized scientific databases. Pre- or Co-requisite: CHEM221 or permission of instructor.

Prerequisite: None

Corequisite: (CHEM221)

CHEM350 Polymer Chemistry

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Major topics in polymer chemistry will be examined. Structure, synthesis, characterization, properties, and uses of polymers will be discussed. Much of the focus will be on polymers used or produced in industry.

Prerequisite: (CHEM221)

Corequisite: None

CHEM404 Spectroscopic Methods of Molecular Structure Determination

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focuses on the interpretation of spectral data. Theory of each spectroscopic method, sample preparation, instrumentation and applications of each method will also be discussed. Problems will be presented in class to demonstrate logical approaches to solving spectral problems. Student in-class problems will be used to generate open discussion. Spectral problems will be used to reinforce concepts and approaches to determining the structure of unknowns. Examples from both organic and inorganic chemistry will be used.

Prerequisite: (CHEM320)

Corequisite: (CHEM321)

CHEM410 Biochemistry

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

An introduction to modern biochemistry at the molecular level. Emphasis will be given to the structure and function of the major classes of biomolecules (proteins, nucleic acids, carbohydrates and lipids) and the bioenergetics of metabolic pathways. The laboratory portion will include the application of modern biochemical methods of analysis to the problems of: purification and characterization of biomolecules, quantitative measurement of enzyme activities, and the evaluation of metabolic processes.

Prerequisite: (CHEM221) OR (CHEM205)

Corequisite: None

CHEM415 Biochemistry 2

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

Presents an overview of the metabolic transformations of fatty acids and the complex lipids, amino acids and the purine and pyrimidine nucleotides. Emphasis will be given to biological synthesis of the building blocks of the major classes of biomolecules. The course will also provide an introduction to cellular signaling and specialized topics in biochemistry. The laboratory portion will expand on the techniques learned in first semester with application to independent/small group projects.

Prerequisite: (CHEM410)

Corequisite: None

CHEM430 Advanced Organic Chemistry

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

An in-depth study of organic chemistry with major emphasis on physical aspects as applied to syntheses, spectroscopy, structure elucidation, and reaction mechanisms. The laboratory component will emphasize advanced experimental techniques used in synthesis, mechanism elucidation, and the characterization of organic compounds.

Prerequisite: None

Corequisite: None

CHEM440 Advanced Inorganic Chemistry

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

Examines major topics in theoretical and descriptive inorganic chemistry including acid-base chemistry, oxidation and reduction, chemistry of transition metals, organometallic chemistry, catalysis, inorganic clusters, solid state and bioinorganic chemistry. The laboratory component of this course emphasizes experimental techniques in the synthesis and characterization of inorganic compounds.

Prerequisite: (CHEM301)

Corequisite: None

CHEM628 Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

This seminar explores various topics in chemistry. Specific topic selection is based on the expertise and interest of the faculty.

Prerequisite: None

Corequisite: None

CHIN101 Chinese 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to the basics of the foreign language in question; the course is especially designed for students who wish to spend a semester at a university in a country where the language is spoken. The primary emphasis of the course will be on developing basic listening, reading and speaking skills in the language and increasing the students' awareness of the foreign culture.

Prerequisite: None

Corequisite: None

CHIN102 Chinese 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The study of the foreign language in question, building on the material learned in the level I course. Especially designed for students who wish to improve their basic knowledge of the language in order to be able to study at the foreign university that supplied the instructor (completion of this course followed by a semester of study abroad at the university will satisfy the foreign language requirement).

Prerequisite: None

Corequisite: None

CHIN201 Chinese 3

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The study of the foreign language in question, building upon the material learned in the Level 2 course and especially designed for students who wish to enhance their knowledge of that language.

Prerequisite: None

Corequisite: None

CHIN202 Chinese 4

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The study of the foreign language in question, building upon the material learned in the Level 1, 2 and 3 courses and especially designed for students who wish to enhance their knowledge of that language.

Prerequisite: None

Corequisite: None

CMHC605 Clinical Mental Health Counseling as a Profession

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focuses on ethical, legal, and professional issues in clinical mental health counseling. The various roles of clinical mental health counselors and issues facing the practice of mental health counseling will also be explored in this

context. The profession of mental health counseling will be examined from both a historical standpoint and in light of current trends. Professional codes of ethics will be discussed as will critical legal cases and rulings. Professional credentialing and licensing requirements will be covered.

Prerequisite: None

Corequisite: None

CMHC610 Theories of Counseling and Psychotherapy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to theories and models of counseling and psychotherapy that are consistent with current professional practice and standards. The implications of various theories for conceptualizing client problems and generating intervention techniques will be highlighted. The course focuses upon counseling strategies whose efficacy is supported by empirical evidence.

Prerequisite: None

Corequisite: None

CMHC615 Assessment and Testing in Mental Health Counseling

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provide an overview of the assessment procedures and tools used by clinical mental health counselors. Students will learn to select, administer, and interpret tests of cognitive ability, achievement, aptitude, memory, personality, and mental and behavioral functioning. Additionally, students will learn to assess suicidality, lethality, and mental status. Emphasis will be placed on integrating the findings of various instruments and communicating the results via oral or written reports.

Prerequisite: None

Corequisite: None

CMHC620 Lifespan Development: Implications for Counseling

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to examine theories of human development across the lifespan. Emphasis will be placed on the importance of understanding developmental norms in conceptualizing the needs of clients and challenges they may be facing. Additionally, the importance of understanding typical human development in determining whether particular behaviors or responses are normative or whether they represent a need for intervention, will be covered.

Prerequisite: None

Corequisite: None

CMHC625 Skills and Techniques in Mental Health Counseling

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

This course focuses on interpersonal and counseling skills and techniques that characterize successful counseling interventions within and across various theoretical models. Evidence-based counseling interventions will be emphasized. The importance of various components of counseling such as goal-setting, developing a treatment plan, dealing with resistance, making a referral, and terminating the counseling relationship will be covered.

Prerequisite: None

Corequisite: None

CMHC630 Research and Evaluation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provide students with the skills and knowledge needed to critically evaluate research in the practice of clinical mental health counseling. The course will focus on research methods, statistical analyses, ethical and multicultural guidelines for conducting research, developing measurable outcomes to determine therapeutic effectiveness and models for evaluation of counseling services. Students will learn to critically evaluate research articles.

Prerequisite: None

Corequisite: None

CMHC635 Multicultural Counseling

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of the importance of cultural context in the process of counseling. Emphasis will be placed on developing cultural self-awareness as a foundation for becoming a culturally competent and responsive professional. The culturally sensitive application of counseling techniques and therapeutic interventions and the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client will be discussed in depth.

Prerequisite: (CMHC605)

Corequisite: None

CMHC640 Career Development and Counseling

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An overview of career development theories and decision-making models. Students will learn to identify and utilize appropriate assessment and counseling strategies. Career and educational planning across the lifespan will be emphasized.

Prerequisite: (CMHC605)

Corequisite: None

CMHC645 Addiction Counseling

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the assessment, etiology, understanding, and treatment of addictions, including substance abuse, gambling, shopping and other behavioral addictions. Prevention, dual diagnosis, risk assessment, crisis intervention and issues related to diagnosis and treatment in multicultural, rural and veteran populations will be covered. Empirically supported models of understanding and treating addictions will be emphasized.

Prerequisite: (CMHC605 AND CMHC610)

Corequisite: None

CMHC650 Psychopathology, Differential Diagnosis and Intervention

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An explication of diagnostic classification using the DSM-5. Students will gain an understanding of the etiology, symptoms, and clinical presentation of various mental disorders to facilitate differential diagnosis and treatment. The course also covers the basic classes and uses of commonly prescribed psychopharmacological medications. The importance of differential diagnosis in developing a treatment plan and selecting appropriate interventions will be emphasized.

Prerequisite: (CMHC615 AND CMHC620 AND CMHC625)

Corequisite: None

CMHC655 Advanced Counseling Skills

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Allows students to practice their newly developed differential diagnosis, treatment planning and counseling skills through role-playing to practice before entering the field experiences working with real clients. Direct supervision and feedback will enhance the students' abilities to become effective counselors.

Prerequisite: (CMHC620 AND CMHC625)

Corequisite: (CMHC650)

CMHC660 Family and Couples Therapy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to family and couples therapy from a systemic perspective. Focus on current evidence-based models commonly used in counseling families and couples will be emphasized. Approaches to assessment and treatment planning as well as ethical, legal and professional issues will be covered.

Prerequisite: (CMHC605 AND CMHC610)

Corequisite: None

CMHC662 Child and Adolescent Counseling

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to child and adolescent counseling. Common disorders and issues for this population will be explored, along with an overview of evidence-based interventions, strategies, and approaches to working with children, adolescents, and their parents/guardians. Ethical and legal considerations for counselors working with children, adolescents, and their families will be emphasized.

Prerequisite: (CMHC605 AND CMHC610 AND CMHC625)

Corequisite: None

CMHC664 Creative Therapies for Children and Adolescents

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides an overview of creative therapeutic techniques such as play therapy, cognitive-behavioral therapy, social skills training, art therapy and other types of interventions designed to engage children and adolescents into the therapy process. Discussion, demonstration and practice of a variety of techniques and strategies will be the focus.

Prerequisite: (CMHC605 AND CMHC610 AND CMHC625)

Corequisite: None

CMHC665 Group Counseling

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides didactic and experiential training in group counseling. Critical aspects of group processes and dynamics, including group formation, group stages, cohesion, norms, decision-making, and leading/co-leading will be emphasized. Issues related to confidentiality, client selection, ethics and diversity will be covered. Students will be introduced to and practice the skills required to lead counseling groups.

Prerequisite: (CMHC605 AND CMHC610)

Corequisite: None

CMHC670 Diagnosis and Treatment of Post- Traumatic Stress Disorder

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An in-depth examination of the etiology, diagnosis and treatment of Post-Traumatic Stress Disorder (PTSD). Evidenced-based treatment modalities will be emphasized. There will be a special focus on diagnosis and treatment of PTSD in military veterans as well as survivors of natural disasters, wars, school and community violence, domestic violence, sexual assault, and child sexual abuse.

Prerequisite: (CMHC605 AND CMHC610)

Corequisite: None

CMHC675 Issues Facing Military Veterans

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to psychological issues facing the veterans including dual diagnosis, risk assessment, crisis intervention, and issues related to diagnosis in multicultural veteran populations. Stages of military deployment will be assessed along with the common psychological and/or behavioral issues that veterans may experience during these stages. Considerations for counselors working with military veterans will be emphasized.

Prerequisite: (CMHC605 AND CMHC610 AND CMHC625)

Corequisite: None

CMHC680 Reintegration and Recovery for Veterans and their Families

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A review of the post-deployment stage and issues facing military veterans and their families during reintegration and recovery. Empirically supported techniques and interventions for veterans and their families will be analyzed. Issues facing military veterans and families once discharged will be discussed as well as advocacy processes to address challenges faced by the veteran population. Implications of vicarious trauma will be discussed along with individual and organizational strategies to mitigate the potential for vicarious trauma.

Prerequisite: (CMHC605 AND CMHC610 AND CMHC625)

Corequisite: None

CMHC685 Ethical, Legal, and Professional Issues in Counseling

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides students with an in-depth understanding and application of ethical, legal, and professional issues for counselors. Current professional issues within the field will provide a framework to thoroughly review the American Counseling Association (ACA) Code of Ethics. Emphasis will be placed on the wellness model and self-care issues as related to ethical decision making, as well as advocacy efforts for both the profession and the client.

Prerequisite: (CMHC605)

Corequisite: None

CMHC690 Practicum

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Introduces the student to the work experience of a professional clinical mental health counselor. Students will complete the practicum in a setting that reflects his/her career interests under the supervision of an on-site supervisor and a faculty member. The total practicum experience must yield 100 on-site clock hours to meet CACREP accreditation, of which at least 40 will be spent providing direct clinical service, including experience leading groups. Students will receive at least one hour of weekly individual supervision from the on-site supervisor, and 1.5 hours of group supervision per week from program faculty.

Prerequisite: (CMHC625 AND CMHC635 AND CMHC650 AND CMHC655 AND CMHC665)

Corequisite: None

CMHC695 Internship 1 for Clinical Mental Health Counseling

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Students complete a 300 on-site clock hour (120 hours providing direct clinical service, including leading groups) internship in a setting that reflects their career interests. Students receive one hour of weekly individual site supervision and 1.5 hours of group supervision from the program faculty. Students are encouraged to work in 2 different sites throughout the experience to reflect the comprehensive work experiences of a professional clinical mental health counselor.

Prerequisite: None

Corequisite: None

CMHC696 Internship 2 for Clinical Mental Health Counseling

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Students complete a 300 on-site clock hour (120 hours providing direct clinical service, including leading groups) internship in a setting that reflects their career interests. Students receive one hour of weekly individual site

supervision and 1.5 hours of group supervision from the program faculty. Students are encouraged to work in 2 different sites throughout the experience to reflect the comprehensive work experiences of a professional clinical mental health counselor.

Prerequisite: None

Corequisite: None

COMM100 Introduction to Communication

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the process of communication on the personal, group, and mass levels. Survey and analysis of the basic communication process and techniques as applied to various communication situations. Consideration of both the art and technical aspects of communication. Meets general education speech requirement.

Prerequisite: None

Corequisite: None

COMM102 Fundamentals of Public Speaking

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to develop the study and performance of speech as a means of communication, self-expression, and social control in a diverse society while incorporating theory and techniques of speaking and listening into a variety of speech activities. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

COMM103 Small Group Communication

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Addresses the theory and practice of small group communication. Students will identify and demonstrate the techniques of how to lead and participate in a small group.

Prerequisite: None

Corequisite: None

COMM104 Interpersonal Communication

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Emphasizes understanding and improving habits of human communication. The student will gain insight in the areas of applied interpersonal communication ethics -- skills needed in managing personal, community, and corporate relations in ways that are both effective and appropriate. The student will also display and support interpersonal competencies through a variety of communication mediums, which build communicator versatility.

Prerequisite: None

Corequisite: None

COMM110 Speech for Foreign Students

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to enhance the speech of students for who English is a second language. Through speaking activities, both in and out of class, students focus on naturalizing their spoken English to a more understandable and useful tool of communication. Emphasis is placed on neutralizing non-English pronunciation, melody pattern and phonation.

Prerequisite: None

Corequisite: None

COMM119 First Year Seminar for Communication Students

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Introduces communication majors to the university learning environment and their chosen program of study. Students will learn about the requirements of the Communication program, internships options, career paths, and

the competencies and professional behaviors expected of professionals in the field. The course also covers specific learning strategies, classroom technologies, and institutional resources that might help them achieve their goals.

Prerequisite: None

Corequisite: None

COMM150 Intro Mass Communication

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Survey of the American mass media with emphasis on historical development, economic structure, organization, function and effects in society today. The course is a core requirement for all Communication majors.

Prerequisite: None

Corequisite: None

COMM190 Writing for the Mass Media

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Examines basic principles of effective journalistic composition, emphasizing in particular the development and organization of ideas relevant to news events and the expression of those ideas in clear expository prose. Students will read a variety of prose models and write a specified number of news articles. The news writing process includes researching, interviewing, drafting, revising, and submissions in a timely fashion.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

COMM200 Voice and Articulation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Improvement of the physical act of speaking through work on diction, projection, vocal quality, pitch, and time factors. Physiological, phonetic, and psychological foundations considered. Students will be introduced to the rudiments of the international phonetic alphabet. Individual and group activities are an integral part of this course. Class attendance is a critical part of the successful completion of this course.

Prerequisite: None

Corequisite: None

COMM202 Supervised Communication Practicum

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 6 sh]

The primary focus is upon pre-professional communication praxis. Close supervision by journalism and mass communication faculty members is required to ensure a high quality field experience.

Prerequisite: (COMM190)

Corequisite: None

COMM205 Computer-Mediated Writing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Students will use techniques of computer word-processing and other applications to compose sophisticated written documents. Primary focus is on using computers to improve design, composition, editing, and revision skills.

Prerequisite: (CISC150 AND ENGL100) OR (CISC150 AND HONR111)

Corequisite: None

COMM208 Communication Theory

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Surveys dominant theories in interpersonal, group, public, and mass communication. Emphasis is placed on both establishing frameworks that provide a contest for each theory and demonstrating how theories help illustrate the process of communication in applied settings.

Prerequisite: (COMM100) OR (COMM102) OR (COMM103) OR (COMM104)

Corequisite: None

COMM210 Gender and the Mass Media

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Explores significant issues and representational practices in the relationship among women, men, and the mass media. Students will examine the sociological, psychological, historical, and cultural construction of gender and the influence of the media upon these processes.

Prerequisite: None

Corequisite: None

COMM215 Sports Broadcasting

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Examination of the industry, history, practice, ethics and theory of sports broadcasting. Particular attention given to sportscasts, play-by-play and color commentaries and production techniques.

Prerequisite: None

Corequisite: None

COMM220 Oral Interpretation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Theory and techniques of oral interpretation. Class activities include selection, analysis, preparation and presentations of selections from prose fiction, drama and poetry.

Prerequisite: None

Corequisite: None

COMM240 Online Public Relations

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Examines new media technologies used to publish public relations information on the Internet. Primary foci are gathering data, constructing multi-media public relations releases, and publishing on a website documents with embedded audio and video. Students gain practical experience in delivering information electronically.

Prerequisite: (COMM190) OR (JOUR190)

Corequisite: None

COMM250 The Movies Look at the Media Professions

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Encourage students to think critically about the media professions - journalism, advertising, public relations, and the entertainment industries - by watching and analyzing movies about them. Students will compare these filmic representations with scholarly and critical readings that explore how media professionals and others view the work that they do.

Prerequisite: (COMM150)

Corequisite: None

COMM290 News Reporting

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the practical knowledge and skills used in reporting news. Students will build upon news writing skills developed in COMM190 by concentrating on the use of news gathering techniques, including research and interviewing.

Prerequisite: (COMM190)

Corequisite: None

COMM292 Principles of Advertising

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the psychology, sociology, economics, and philosophy of advertising with special reference to creative strategy, copywriting, and design service to advertising campaigns. The course also examines the role and impact of advertising on society.

Prerequisite: None

Corequisite: None

COMM295 Radio Journalism

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Students will learn to record, edit and produce audio segments suitable for professional broadcast. Students will produce a weekly radio program.

Prerequisite: None

Corequisite: None

COMM300 Organizational Communication

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to examine verbal and written communication that occurs in organizations. Included in this focus are, among other topics, informal and formal methods of communication, power bases, leadership and corporate communication flow.

Prerequisite: None

Corequisite: None

COMM301 Listening and Conflict Management

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Introduces students to concepts of listening and teaches them how to manage conflicts through a variety of effective methods. Students will develop skills involved in the listening process to increase their understanding of others' thoughts and feelings and gather accurate information. They will overcome barriers to effective listening and be able to provide more accurate responses to questions. Students study and broaden their own conflict management styles. Students learn the principles of mediation and negotiation.

Prerequisite: (COMM102) OR (COMM103) OR (COMM104)

Corequisite: None

COMM303 Argumentation and Debate

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to improve analytical skills in construction of arguments and the debating skills of defending those arguments, and to develop the critical listening skills needed to analyze and evaluate the arguments of others. A study of the theories of argumentation and their practical application to debate.

Prerequisite: None

Corequisite: None

COMM304 Intercultural Communication

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces verbal and non-verbal intercultural communication as they apply to a variety of cultures, including

American subcultures. Discussion topics will include: the impact that cultural differences have on language, culture and communication, value differences, non-domestic cultures, verbal and non-verbal interaction. Students will investigate the implications of intercultural communication on business, education and tourism.

Prerequisite: (COMM102) OR (COMM103) OR (COMM104) OR (COMM110) OR (COMM202)

Corequisite: None

COMM305 Television Criticism

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey of contemporary critical methods used to examine the aesthetic and sociological aspects of television. Extensive reading in critical literature is supplemented by analyses of selected television programs.

Prerequisite: (COMM190)

Corequisite: None

COMM310 Television Journalism

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces skills in reporting, writing, and assembling audio and visual material for television news. Students use studio and field equipment to prepare, produce, and edit news and sports stories.

Prerequisite: (COMM190)

Corequisite: None

COMM315 Corporate Video Production

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Instructs students in the planning and production of video programs for business, industry, and nonprofit institutions. Through lecture, discussion and laboratory experiences, students learn to use video as a promotional tool in the business sector.

Prerequisite: None

Corequisite: None

COMM317 Radio Workshop

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A workshop providing direct practical experience in radio. Develops skills in producing dramatic musical productions as well as commercials and Public Service Announcements.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

COMM318 Video Workshop

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces principles and skills associated with effective television performance. The course emphasizes skills necessary for practicing television journalists and presenters.

Prerequisite: None

Corequisite: None

COMM320 Business Communication

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Advanced practice in effective speaking and listening: reports and sales presentations, policy speeches, and conference leadership techniques employed in business and industry. Special attention is paid to the vital role management plays in developing, initiating and maintaining effective communication within the business/industrial setting.

Prerequisite: None

Corequisite: None

COMM325 Film Today

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

This course will examine current and recent cinema, critically evaluating films of all kinds. These will include products of the American film industry, independent, documentary, and experimental films, films made for television and video-cassette, and foreign films released in this country.

Prerequisite: (COMM150)

Corequisite: None

COMM328 Humanities Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A contextual or situational approach to communication studies with emphasis on investigation, analysis, and critique. Topics might include, among others, political rhetoric in a presidential election, communication in the workplace, current issues in cross-cultural communication, modern trends in relationship development, and forensic methods for educators.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

COMM330 Cultural Studies in Mass Communication

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of the issues of access and representation in the mass media. Of central interest are the constraints and possibilities for change in the media industries' structures, practices, and relationships with social change coalitions concerned about gender, race, ethnicity, class, sexual orientation, and other markers of cultural identity.

Prerequisite: (COMM150)

Corequisite: None

COMM333 Public Relations

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The nature and scope of public relations; the principles and techniques underlying the practice of public relations. Emphasis on the public relations practitioner as a communication specialist who explores and maintains channels of communication between organizations and the public.

Prerequisite: (COMM102) OR (COMM103)

Corequisite: None

COMM340 Advertising Design

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Advertisements that can be designed on a computer constitute the content of the course. Enticement, composition, and impact form the three theoretical areas upon which advertising design will focus.

Prerequisite: (COMM190)

Corequisite: None

COMM345 Advanced Public Speaking

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Advanced study of the theory and practice of oral discourse. Projects, assignments, and coursework designed to provide students with the opportunity to develop skills in oral communication beyond the level achieved in Fundamentals of Public Speaking.

Prerequisite: (MCOM100) OR (SPCH100) OR (SPCH102) OR (SPCH103) OR (SPCH104) OR (COMM100) OR (COMM102) OR (COMM103) OR (COMM104)

Corequisite: None

COMM350 Introduction to Communication Research

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focuses on the basics of research in the field of communication. Through reading, class discussion, lecture, exercises and assignments, students will explore how to write a professional, academic or business research proposal. In addition, students will critically analyze others' research.

Prerequisite: None

Corequisite: None

COMM355 Environmental Journalism

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Presents the writing techniques students need to communicate simply and effectively for the media about science, environment, health and medical topics.

Prerequisite: (COMM290)

Corequisite: None

COMM360 Communication Analysis

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Analyzes the persuasion that impacts us all, often beneath the level of awareness. Students explore the process and purpose of analyzing and critiquing messages that affect social and political stability; self-fulfillment and personal happiness; and meaningful and healthy relationships. Students make connections between the rhetorical message and ideas such as quality, value, goodness, and rightness to ensure that the power of rhetoric is used competently.

Prerequisite: (COMM1**) OR (COMM1**)

Corequisite: None

COMM370 Topics in Communication

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A topical approach to applied communication practice designed to explore specialized knowledge and skills. Topics might include, among others, special events planning, gender and communication, digital video editing, and agricultural public relations.

Prerequisite: None

Corequisite: None

COMM375 Persuasion

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the factors related to attitude-change through oral communication. General theories of persuasion and an introduction to modern experimental research in the area included.

Prerequisite: (COMM102) OR (COMM103) OR (COMM104) OR (COMM202)

Corequisite: None

COMM390 Feature Writing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focus is on writing issue-oriented features and personality profiles. Attention given to structure, style, and content of features and to various ways to begin and end features. Also discussed are techniques of fiction writing that can be applied to features.

Prerequisite: (COMM190 AND ENGL100) OR (COMM190 AND HONR111)

Corequisite: None

COMM391 Sports Writing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A workshop providing direct practical experience in sports writing. Focus is on news gathering and writing techniques. Attention also given to ethics, business and financial aspects of sports, sports columns, investigative sports writing, sports features, and the history of sports writing.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

COMM392 Documentary Film

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the art and development of non-fiction film, examining the major documentary film movements and filmmakers.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

COMM393 News Editing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focus on editing copy and designing news pages for print and web. Attention given to the elements of typography, design, and computer usage in the news room.

Prerequisite: (COMM190)

Corequisite: None

COMM394 Magazine Writing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A workshop providing direct practice experience in magazine writing. Researching, writing, and marketing professional magazine articles of various kinds.

Prerequisite: (COMM190)

Corequisite: None

COMM400 Communication Capstone Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to use a workshop format to address communication theories, communication issues as they relate to the public, and practical applications. Students will read, discuss and analyze various communication theories, develop a major research project and a professional portfolio, and explore current issues affecting the industry, including the impact of emerging technologies and matters of professional ethics and responsibility. Topics will be addressed from the perspective of the student's major emphasis. Restricted to students who have completed 60 credits.

Prerequisite: None

Corequisite: None

COMM405 Communication and Responsibility

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to explore the appropriate and effective use of words and actions as they affect our communication and relationships. We discuss theories and standards by which our communicative acts are chosen and evaluated. We discuss responsible communicative choices we make in order to refine our various communicative paradigms. Finally, this course can help communicators deal with the consequences that result from using language and nonverbal communication competently and ethically. Restricted to students who have completed 60 credits or permission of the instructor.

Prerequisite: None

Corequisite: None

COMM450 Opinion Writing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Writing opinion in the form of editorials and reviews. For editorial writing, the course will use a critical thinking model to analyze social issues; for review writing, it will focus on aesthetic issues in various art forms.

Prerequisite: (COMM190)

Corequisite: None

COMM488 Case Studies in Public Relations

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A case study approach to examine concrete public relations settings and situations that illustrate the possibilities and limitations of public relations effectiveness. Students explore the range of strategies that businesses, nonprofit organizations, and government agencies have adopted in varied circumstances and learn how to assess the practical and ethical implications of these strategic choices thus developing an effective public relations management perspective.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

COMM491 Propaganda and Public Opinion

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A detailed study of propaganda and public opinion from World War II to the present. Special emphasis is given to the media of propaganda. The course also focuses on propaganda strategies in industrial and non-industrial countries.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

COMM493 Online Journalism

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Examines new media technologies used to communicate newsworthy information over the Internet. Primary foci are gathering data and constructing new forms of news. Students gain practical experience in delivering information electronically.

Prerequisite: (COMM190)

Corequisite: None

COMM494 Communication Law and Ethics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A detailed study of First Amendment law as it affects the press, and a survey of broadcast regulations. Students explore the relationships of law and ethics and examine and discuss ethical problems and practices.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

COMM495 Public Relations Writing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Writing news releases, annual reports, speeches, two-fold brochures, radio scripts, sports backgrounders, print advertisements, and political papers forms the center of this course. In addition, designing newsletters and fund raising packets is considered.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

COMM496 Advertising Campaign Development

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Acquaints students with the major phases involved in the development of an advertising campaign, from market research, creative copy writing and advertising design, to media placement and the testing of advertising

effectiveness. Students examine and critique specific advertising campaigns and construct a campaign for a specific client as a major course project.

Prerequisite: (COMM292)

Corequisite: None

COMM605 Communication and Responsibility

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to explore the appropriate and effective use of words and actions as they affect our communication and relationships. Discussion of theories and standards by which our communicative acts are chosen and evaluated. Will enable communicators to deal with the consequences that result from using language and nonverbal communication competently and ethically.

Prerequisite: None

Corequisite: None

COMM628 Humanities Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A thematic or topical approach to mass communication texts, practices, or policies, with emphasis on analysis, synthesis, and critique. Topics might include, among others, the media and terrorism, media effects and consequences, comparative study of international news processes, trends and issues in photojournalism, and media representations of disability, ethnicity and age.

Prerequisite: None

Corequisite: None

COMM630 Cultural Studies in Mass Communication

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of the issues of access and representation in the mass media. Of central interest are the constraints and possibilities for change in the media industries' structures, practices, and relationships with social change coalitions concerned about gender, race, ethnicity, class, sexual orientation, and other markers of cultural identity.

Prerequisite: None

Corequisite: None

COMM691 Propaganda and Public Opinion

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A detailed study of propaganda and public opinion from World War II to the present. Special emphasis is given to the media of propaganda. The course also focuses on propaganda strategies in industrial and non-industrial countries.

Prerequisite: None

Corequisite: None

COMM694 Communication Law and Ethics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A detailed study of First Amendment law as it affects the press, and a survey of broadcast regulations. Students explore the relationships of law and ethics and examine and discuss ethical problems and practices.

Prerequisite: None

Corequisite: None

COMP119 Freshman Seminar: Introduction to Computing and Problem Solving

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to the culture and mission of the university and to the field of Computer Science. Students are encouraged to explore the purpose of a college education within an academic discipline and are introduced to learning strategies and study skills for success in the major. Class discussion, active learning, common co-curricular

activities, service and/or civic opportunities are incorporated to promote connection with fellow students, faculty, university and the community.

Prerequisite: None

Corequisite: None

COMP150 Introduction to Computers

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Provides an introduction to computing systems and their applications in modern society. It acquaints students with the organization and operation of computer systems. Students are introduced to a variety of applications such as word processing, spreadsheets, database management, and web development.

Prerequisite: None

Corequisite: None

COMP160 Programming 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An overview of computer programming as a discipline and profession. Students study algorithm design and development using an object-oriented programming language. The emphasis is on Classes, Objects, and Methods, and topics include data types and storage, control structures, functions, arrays and files. This course introduces Object Oriented Design of Software and generic Integrated Development Environment.

Prerequisite: (MATH112) OR (MATH113) OR (MATH141)

Corequisite: None

COMP161 Programming 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Continuation of Programming I providing intermediate to advanced programming techniques in the programming language introduced in Programming I. Emphasis is placed on object-oriented techniques and modular design as well as algorithm design involving library objects, advanced techniques for input and output (I/O) and exception handling, and elementary data structures.

Prerequisite: (COMP160)

Corequisite: None

COMP200 Fundamentals of Networking

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces fundamentals of computer networks and the Internet. The TCP/IP protocol stack is introduced and concepts are discussed. Application layer protocols used for FTP, Web and email access, DNS etc are studied using network surveillance tools. Transport layer protocols TCP and UDP are investigated. Students learn the concept of IP address assignment, Router configuration and the physical layer. This course will introduce the students to the workings of the Internet Engineering Task Force and the standardization process.

Prerequisite: (CISC150) OR (COMP119) OR (CISC119) OR (COMP150)

Corequisite: None

COMP202 Introduction to Computer Systems Administration

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focuses on the installation, administration and use of software including a variety of operating systems, virtual machines, disk partitions and file management, application installation, OpenOffice, editors, scheduling task, backup and recovery, and basic scripting for automation of tasks. Additionally, students will acquire introductory knowledge of hardware requirements and components including CPUs, RAM, disk, flash, video and Networking.

Prerequisite: None

Corequisite: (COMP160)

COMP205 Web-Based Application Development

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey of business application development using web-based technologies.

Prerequisite: (COMP160)

Corequisite: None

COMP220 Contemporary Issues in Computing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of the legal, ethical, and unethical issues that arise as a result of the use of computers, and the responsibilities that all computer users, including computer scientists, have with regard to these developments.

Prerequisite: (COMP150) OR (COMP160)

Corequisite: None

COMP225 Mobile Application Development

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces the tools and techniques used to develop software applications for mobile devices and platforms. The course will examine topics such as user interface design, application portability, web protocols, software services, security and accessibility. The course will emphasize hands-on development using Google's Android platform.

Prerequisite: (COMP161)

Corequisite: None

COMP230 Discrete Structures and Formal Languages

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Provides the theoretical computer science foundation to support the success of the computing student. This course includes a study of algorithms, graphs, trees, Boolean expressions, logic networks, and formal models of computation.

Prerequisite: (COMP160 AND MATH107)

Corequisite: None

COMP240 Game Programming

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Provides a continuation of the concepts introduced in Programming I from the perspective of 2D game programming. Emphasis is placed on object-oriented techniques and modular design. Common algorithms used in game design are introduced, with a focus on utilizing the data structures and generics provided by the Java standard runtime library. Quality assurance, concurrent programming, event-driven programming, and graphical user interface programming are also covered.

Prerequisite: None

Corequisite: None

COMP250 Advanced Microcomputer Applications

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Teaches students how to use personal productivity software (including but not limited to word processors, spreadsheets, and databases), to collect data, manage data, analyze data, solve problems and effectively communicate results.

Prerequisite: (COMP150 AND MATH107) OR (CISC150 AND MATH107)

Corequisite: None

COMP255 Database Design

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to database design at the enterprise level. Coverage includes the development of logical and conceptual models, translation into the internal model using Structured Query Language (SQL), and creation of database queries.

Prerequisite: (CISC250) OR (COMP160) OR (COMP250)

Corequisite: None

COMP260 Information Technology Project Management

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to fundamentals of project management using both concept and application. A generic Information Technology Project Methodology (ITPM) is used. The nine areas of the Project Management Institute's Project Management Body of Knowledge (PMBOK) are incorporated.

Prerequisite: (COMP160) OR (COMP255)

Corequisite: None

COMP300 Data Structures and Algorithms

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces the fundamental concepts of data structures, abstractions for organizing and processing data, and the algorithms that evolve from them. Topics include basic data structure types (including stacks, queues, linked lists, hash tables, trees, heaps and graphs) and their applications, algorithms for searching and sorting, the use of object and generic programming techniques for implementation, algorithm analysis and algorithm design strategies including recursion and greedy approaches.

Prerequisite: (COMP161)

Corequisite: None

COMP302 C/C++ for Systems Programming

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to C and C++ and includes both procedural and object-oriented programming. Emphasis is placed on the use of Application Programming Interfaces (API) for use with systems, network, and graphics applications.

Prerequisite: (COMP161)

Corequisite: None

COMP304 Data and Computer Communications

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces communications architectures used in business and services industries. The network is viewed from an end-to-end perspective as a system of cooperating functional blocks. The course covers Public Switched Telephone Network, Voice over IP, Wireless Wide Area Networks, Satellite communications and WAN/MAN technologies using MPLS. Security frameworks, network management, protocol vulnerability, optimization techniques, and capacity analysis are topics covered in this course.

Prerequisite: (CISC200) OR (COMP200)

Corequisite: None

COMP305 Database Application Development

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Introduces the study of development of software applications that incorporate databases. Topics include the development of user and system requirements, analysis of work and data flow, database design and agile project management methods.

Prerequisite: (CISC255) OR (COMP255)

Corequisite: None

COMP306 Systems Analysis and Design

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Introduction to the systems concept, defining a system, system life cycle and information flow, systems analysis and design considerations, implementation and development of information systems. Through analysis of systems, simulated case studies, the use of CASE software, and the design of an actual business application, students learn the importance of efficient and effective information systems in modern organizations.

Prerequisite: (CISC255) OR (COMP255)

Corequisite: None

COMP315 Network Programming

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides students the necessary skill-set to design and implement software that employ Internet Protocols at various layers of the standards-based stack. Students will be introduced to the socket Application Programmer Interface (API), the transport layer, raw sockets that allow network layer programming, and specialized libraries that makes packet creation and injection possible at the data link layer. These skills will prepare students to design and build prototypes operating at various layers of the protocol stack.

Prerequisite: (CISC200) OR (COMP200)

Corequisite: None

COMP322 Database System Administration

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to installing and managing a database management system. Topics include installation, performance monitoring and tuning, user management, security, physical storage and backup and recovery techniques.

Prerequisite: (CISC255 AND COMP202) OR (COMP202 AND COMP255)

Corequisite: None

COMP325 Advanced SQL

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to advanced topics in Structured Query Language (SQL) such as subqueries, correlated queries, query tuning, and PL/SQL. Difference in SQL implementation between database management systems will also be highlighted.

Prerequisite: (CISC255) OR (COMP255)

Corequisite: None

COMP400 Computer Architecture

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to give students an understanding of the organization and relationship of components of computer systems. Concepts discussed include analysis and design of digital circuits, design of major components of computer systems, and interface of software and hardware in the control of hardware components.

Prerequisite: (COMP255)

Corequisite: None

COMP402 Algorithm Analysis and Design

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides a survey of classic and modern computer algorithms, demonstrates techniques to analyze algorithm performance and illustrates the design methodologies used to develop computer algorithms.

Prerequisite: (COMP300 AND MATH205 AND MATH211)

Corequisite: None

COMP405 Software Engineering

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the engineering principles and practices used in the process of developing usable, reliable, efficient, and maintainable software systems. Students will learn both classic and agile software development models and the process used in these models including specification, design, prototyping, implementation, integration, verification and validation.

Prerequisite: (COMP300)

Corequisite: None

COMP407 Network Systems Administration

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Imparts skills necessary for configuring, optimizing and administering computer networks. Emphasis on skills needed to translate requirements specifications into operational networks. Course includes the configuration of local and wide area networks (LAN/WAN) and wireless networks, network management protocols and frameworks. An understanding of open standards is promoted in this course. This course emphasizes hands-on experience of network provisioning interfaces and prepares the student for industry-based certification.

Prerequisite: (CISC200)

Corequisite: None

COMP410 Machine Learning and Robotics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Introduces algorithms that allow computers to learn and improve based on the analysis of empirical data gained from experience. Machine learning algorithms will be developed and applied in areas such as gaming and robotics.

Prerequisite: (COMP300)

Corequisite: None

COMP412 Network Security

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces applications and standards of network security. Emphasis on the operation of secure frameworks, system level security and the use of secure protocols. Topics include cryptography; secure applications and secret key management frameworks; intrusion detection; legal and ethical issues, and the dynamics of malicious software. An overview of open standards in this area is also included in this course.

Prerequisite: (CISC200)

Corequisite: None

COMP415 Structure Programming Languages

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Study of language design, language processors, syntax, and semantics. What makes a language good or bad and similarities in different languages? Brief introduction to a variety of high-level languages, such as Pascal, C, SNOBOL, PROLOG, ADA, LISP, MODULA-2, which contain advanced features.

Prerequisite: (COMP300)

Corequisite: None

COMP430 Interactive Graphics Programming

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces the theory and practice of interactive graphics programming. Emphasis on the use of Application Programming Interfaces (APIs) that are available across different systems. Topics in addition to applications programming, include interaction with input devices; geometric transformations and viewing; concepts of lighting and shading, and rendering of images on displays.

Prerequisite: (COMP302)

Corequisite: None

COMP465 Data Base Management Systems

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of the various levels of organization of data base systems including the hardware level (state-of-art media, devices, channels, controllers), the physical representation of data, the logical organization of data and the overall structure of large scale information processing systems. A survey of commercial data management products. Applications to management planning and control are included.

Prerequisite: (COMP300)

Corequisite: None

COMP475 Senior Capstone Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of major concepts and topics in Computer Science and Information Systems that encompass the student's concentration of study. As a capstone seminar, this course is an integrating experience that requires students to apply knowledge and skills gained from previous coursework in both the core and their concentration.

Prerequisite: None

Corequisite: None

COMP480 Special Problems

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 3 sh]

An in-depth investigation of aspects of computer science. Topics to be determined prior to the semester in which the course is offered.

Prerequisite: (COMP161)

Corequisite: None

CRJS102 Introduction to Criminal Justice

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The history, organization, and functions of various components of the criminal justice system. Focuses on the interrelationships among law enforcement agencies, prosecution, courts, correctional processes and institutions, probation, parole, juvenile justice, and other officials and their agencies. Critical thinking is applied to the system and its practices.

Prerequisite: None

Corequisite: None

CRJS119 Freshman Seminar

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Introduces students to the culture and mission of the University, as well as the University services available to students. The students are also exposed to the Criminal Justice major, with specific focus on required and elective coursework, internship options, and early career exploration. Students will engage in active learning and the development of effective study skills.

Prerequisite: None

Corequisite: None

CRJS205 Drug Abuse

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the use and abuse of drugs in America. The history of such use and abuse, the pharmacology and legalization or criminalization of such drugs, the social response to drug use and abuse, effects of drugs on the body and the role of law enforcement are considered.

Prerequisite: (CRJS102)

Corequisite: None

CRJS210 Diversity in Criminal Justice

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Encompasses a critical examination of the issues and problems relating to the administration of justice in a culturally diverse society. Emphasis is placed on the study of gender, race, class, sexual orientation, and ethnicity and the respective challenges these diverse characteristics pose in the various agencies of the criminal justice system. Emphasis is also placed on the opportunities and challenges of providing criminal justice services within a multicultural society. Theoretical perspectives will be included.

Prerequisite: (CRJS102 AND SOCI101)

Corequisite: None

CRJS215 American Gangs: History, Identification and Interdiction

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the social and cultural history of American gangs including the influence and relationship between national, regional and local adult and juvenile gangs. Includes evaluation of gang identification and membership with emphasis on their impact on crime. Emphasis is placed on growing concern within the criminal justice community of the influence and spread of youth gangs and growing hybridization and migration of gangs in terms of location, member diversity and organization.

Prerequisite: (CRJS102 AND SOCI101)

Corequisite: None

CRJS220 Introduction to Conservation Law Enforcement

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the theory and practice of Conservation Law Enforcement. An overview of the conservation law enforcement officer's role and duties in enhancing, protecting, and conserving natural areas and wildlife in the United States, with special focus on Pennsylvania, is provided. Attention is given to statutory provisions and regulations pertaining to natural resource protection and conservation. Focus is given to unique types of training requirements and risks inherent in this profession.

Prerequisite: None

Corequisite: (SOCI101) OR (CRJS102)

CRJS240 Law Enforcement

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The philosophical and historical background, Constitutional limitations, objectives, and processes in the enforcement of law. The nature and responsibilities of law enforcement are discussed and evaluated, including police accountability, civil liability, and multicultural issues. Critical thinking and ethical decision making in law enforcement situations are developed through case analysis, exercises and simulations.

Prerequisite: (CRJS102 AND SOCI101)

Corequisite: None

CRJS260 Criminal Law

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focuses on criminal law and practical application of the law. Specific emphasis on the parameters of criminal law, general principles of criminal liability, defenses to criminal liability, and definition of the different types of criminal offenses. The course emphasizes practical application of the law.

Prerequisite: (CRJS102)

Corequisite: None

CRJS290 World Criminal Justice Systems

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Considers issues related to criminal justice from the perspective of a number of nations. The course is intended to enable students to develop a creative approach to American criminal justice by seeing these issues are dealt with in other cultures.

Prerequisite: (CRJS102)

Corequisite: None

CRJS300 Forensic Criminology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to provide students with an in depth study of the concepts of profiling, behavioral analysis, and threat assessment. The course examines a variety of serious offenses such as serial murder, serial rape, school violence, workplace violence and child abduction. Emphasis will be placed upon the underlying psychological factors and societal stressors that contribute to the above events.

Prerequisite: (CRJS102)

Corequisite: None

CRJS301 Juvenile Justice

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Studies major components of the juvenile justice system in the United States. Emphasis is placed on major components of the juvenile justice system including; law enforcement, prosecution, courts, and corrections. Additional emphasis is placed on historical origins and philosophy of juvenile justice and evolution of reforms in juvenile justice. An overview of the legal framework in which the juvenile justice system operates highlights differences between adult and juvenile case processing.

Prerequisite: (CRJS102 AND SOCI101)

Corequisite: None

CRJS302 Criminology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of the development of criminological theory including historical influence, underlying premises and corresponding social responses to crime. Students will apply and analyze formal criminological theory in the examination and explanation of criminal behavior. Students will also examine the role that criminological theory plays in social science research and public policy development.

Prerequisite: (CRJS102 AND SOCI101)

Corequisite: None

CRJS304 Criminal Justice Ethics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the application of ethical theories relative to the practice of professionals in the criminal justice system. The course is designed to examine prominent moral issues faced by criminal justice professionals. The student will be required to conduct detailed examinations and evaluations of ethical issues and to apply various ethical theories, codes, and canons to arrive at moral decisions.

Prerequisite: (CRJS102)

Corequisite: None

CRJS305 Corrections

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An analysis and critique of what the criminal justice system does with convicted persons. Also a consideration of what the system should do with convicted persons. Further, considers the long term implications of corrections policy and practice on individuals and on society.

Prerequisite: (CRJS102)

Corequisite: None

CRJS309 Environmental Justice

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Explores prominent contemporary environmental issues. Engages students in analysis of various laws and policies developed to neutralize key environmental threats, including policy and statutes related to the following: natural resource management, clean air and water, and waste disposal. Specific attention is given to development and analysis of environmental laws and policy.

Prerequisite: (CRJS102)

Corequisite: None

CRJS310 Criminal Investigation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the principles and procedures used in criminal investigation including problem solving and scientific approaches to solving crimes.

Prerequisite: (CRJS102 AND CRJS240)

Corequisite: None

CRJS315 Terrorism in the 21st Century

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A study of the origin and history of terrorism and its conceptual and theoretical framework in the world. This course provides an emphasis on the pre-1980's historical development of the phenomenon of terrorism and the role that this history plays in terrorism today. An overview and analysis of the major active modern terrorist groups and their respective philosophies is presented.

Prerequisite: (CRJS102 AND SOCI101)

Corequisite: None

CRJS320 Topics in Criminal Justice

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Introduces in-depth topics relevant to the varied fields of criminal justice and aspects of the criminal justice system not otherwise substantially covered in existing courses, or which are of current topical interest. May be repeated for credit.

Prerequisite: (CRJS102)

Corequisite: None

CRJS360 Criminal Procedure

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Considers the procedures the criminal justice professional must use in implementing the criminal law. The course primarily focuses on the Fourth, Fifth, Sixth, and Fourteenth Amendments to the United States Constitution. The course examines issues related to the following: search and seizure, warrant requirements, right to counsel, pre and post-trial proceedings, and relevant case law.

Prerequisite: (CRJS102)

Corequisite: None

CRJS425 Senior Seminar in Criminal Justice

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course is intended to help students consolidate their learning in criminal justice and related areas and prepare for the world of work. Major concepts from throughout the criminal justice program are reconsidered and integrated. Major emphases include integrating theory, research and the application of findings to understanding the functioning of various functions of the criminal justice system. The process of obtaining employment in the criminal justice system is also a major emphasis of this course.

Prerequisite: None

Corequisite: None

CRJS490 Criminal Justice Research

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of research methods used in criminal justice which includes quantitative and qualitative paradigms. Includes an evaluation of the scientific method; sampling; reliability; validity; and the relationship of statistics, theory, and research. Emphasis will be placed on the use of various types of research in the criminal justice discipline.

Prerequisite: (MATH107 AND SOCI302)

Corequisite: None

CRJS600 The Correctional System

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course is a description and analysis of the correctional system with special emphasis on total institutions and their impact on clients and their lives. Special attention is given to the lives of clients in such systems and on their adaptations to such a way of living.

Prerequisite: None

Corequisite: None

CRJS605 Research Methods in Criminal Justice

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides an overview of applied research and the advanced concepts of research design most frequently used in the discipline. Students will learn how research builds to theory and how trends in the discipline are identified from the accumulation of research results. Students are also introduced to the dissemination of research in the field and ways to retrieve existing research.

Prerequisite: None

Corequisite: None

CVED200 Introduction to Deliberative Public Learning

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Students are introduced to the theory and practice of deliberative citizen discourse in a democracy. The course links study of theory with participation in actual public forums. Principles of deliberative discourse are studied in relation to theories of democracy and then applied in public forums. Students become effective moderators in public deliberative forums and interpreters of results. This course also prepares students for more advanced study in the theory and practice of civic engagement and public scholarship. (Fulfills external experience general education)

Prerequisite: None

Corequisite: None

DANC100 Beginning Modern Technique

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Offering an overview of modern technique styles on the beginning level constitutes the core of this course. Students will develop an understanding and appreciation for dance as a performing art. Through classroom activities the student's experience, knowledge, and perspective of the creative process of dance will be enhanced. Examination of Pioneer Modern Dancers will increase physical understanding of concepts and objectives of the class. Writing skills will be developed in response to videos, class discussions, research, and live performances.

Prerequisite: None

Corequisite: None

DANC105 Basic Ballet Technique

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to teach basic skills in classical ballet, Basic Ballet Technique will increase the student's understanding of this movement style as a participant and an observer. It will also help students to develop an appreciation for this art form. An emphasis will be placed on understanding of anatomy and kinesiology, proper alignment, increase flexibility, and building technical strength. Most classes will be movement based. Lectures, class exercises, exams, and papers will examine the history, practice and theory of ballet.

Prerequisite: None

Corequisite: None

DANC200 Intermediate Modern Technique

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Develops physical understanding of modern technique styles on the intermediate level with attention to the elements of dance - time, space, and energy. Designed to create a greater understanding and appreciation for dance as a performing art. Examination of pioneer modern dancers and post-modern figures to increase physical understanding of concepts and objectives of the class. Writing skills are developed in response to videos, class discussions, research, and live performances.

Prerequisite: None

Corequisite: None

DANC205 Intermediate Ballet Technique

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to teach intermediate skills in classical ballet technique, this course emphasizes a practical understanding of proper alignment, musicality, and performance energy. Studio time includes learning, refining, and strengthening these skills into longer movement combinations. Most classes are movement based. Examines the history, practice, and theory of ballet.

Prerequisite: None

Corequisite: None

DANC210 Dance Composition 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides practical experience in manipulating the tools of choreography, exploration of compositional devices, and development of solos and small group works through improvisation, problem-solving, and cooperative assignments. Visual skills are enhanced when critiquing dances.

Prerequisite: None

Corequisite: None

DANC300 Dance Integration for Elementary Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Gives an awareness and understanding of how to teach elementary curricular concepts through dance. Students use traditional educational theories as a base for developing lesson plans through interactive teaching methods utilizing the performing arts.

Prerequisite: None

Corequisite: None

DANC301 Advanced Ballet Technique

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Refinement of technical skills in Classical Ballet at the advanced level. Mastery of kinesthetic, expressive, and aesthetic principles of contemporary ballet at an advanced level. Emphasizes a practical understanding of proper alignment, musicality, and performance energy. Studio time includes learning, refining, and strengthening these skills through performance of advanced movement combinations. Most classes are movement based. Examines the history, practice, and theory of ballet.

Prerequisite: (DANC105 AND DANC205)

Corequisite: None

DANC302 Dance in Western Culture

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Through theoretical analysis and practical application this course examines the historical development of Western theatrical dance from European peasants to Renaissance Court dances to trends in the 21st Century. Socio-cultural influences and contributions of artists are investigated, including the religious, political, and performative functions of dance in Western Culture.

Prerequisite: None

Corequisite: None

DANC303 Advanced Modern Technique

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Refinement of technical skill in modern dance at the advanced level, including complex movement capabilities, rhythmic structure, spatial relationships, with emphasis on aesthetic and expressive qualities that lead to performance. Designed to create a greater understanding and appreciation for dance as a performing art and humanity. Writing skills are developed in response to videos, class discussions, research, and live performances.

Prerequisite: (DANC100 AND DANC200)

Corequisite: None

DRIV416 Intro to the Driving Task

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to the vehicle operator's task within the highway transportation system. Attention will be given to facts, rules, regulations, and attitudes for good driving. It is recommended that the course be taken early in the process of developing the driver educator. Required for certification in Safety/Driver Education.

Prerequisite: None

Corequisite: None

DRIV417 Driver Educ: Curriculum and Method

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to and practical application of methods and materials of teaching driver education. Future teachers of driver education will be able to plan, teach and evaluate the four modes of driver education. Participants will provide classroom instruction combined with road training and the teaching of driving to beginners by means of a dual-controlled car. Required for certification in Safety/Driver Education.

Prerequisite: None

Corequisite: None

DRIV418 General Safety Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

General Safety Education is for students in all curricula interested in improving the quality of life for all members of society. The course focuses on various areas of safety and accident prevention (e.g. home, school, industry, athletics, and recreation) that are related to today's major accident problems. The learner is given not only a broad coverage of each area but extensive specifics needed to be knowledgeable in the discipline of safety. Required for certification in Safety/Driver Education.

Prerequisite: None

Corequisite: None

DRIV429 Psychology Accident Prevention

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Attempts to establish the relationship between psychology and accident causation. Students will examine human behavior as a factor in the frequency of accidents in a wide variety of situations. Required for certification in Safety/Driver Education.

Prerequisite: None

Corequisite: None

ECED100 Introduction to Early Childhood Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of the historical, theoretical, and developmental foundations for young children, birth to 4th grade. While providing an orientation to early education of young children, topics will include the history of education, school law, ECED programs, current issues, families, and community.

Prerequisite: None

Corequisite: None

ECED101 Cultures of Childhood

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the complex social and cultural factors that influence children's development and learning as well as the ethical guidelines that determine professional conduct and development.

Prerequisite: None

Corequisite: None

ECED119 First Year Seminar for Education Students

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to embed education program requirements into a required course and to support student achievement of Education program requirements. This course also reviews campus services and certification requirements, provides students with an overview of teacher education at Lock Haven University and helps them develop effective learning skills for college.

Prerequisite: None

Corequisite: None

ECED150 Diversity in the Development of Infants, Toddlers and Young Children

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to offer an examination of the influence of culture, environment and context on development of infants, toddlers and young children across physical, cognitive and social/emotional domains of development.

Prerequisite: (PSYC111)

Corequisite: None

ECED200 Observing and Assessing Young Children

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to observing, documenting and assessing young children (birth-five years) using formal and informal assessment tools across all areas of development.

Prerequisite: (ECED100)

Corequisite: None

ECED212 Language Development in Early Childhood

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides a foundation of basic knowledge regarding language development in young children. Observation of and participation with young children are required.

Prerequisite: (ECED100 AND PSYC111)

Corequisite: None

ECED220 Emerging Mathematics and Science for Children Birth through Age 4

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Addresses the acquisition of knowledge and skills related to the development of mathematics and science concepts for preprimary children.

Prerequisite: (ECED100)

Corequisite: None

ECED225 Beginning Literacy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces appropriate methods for helping young children acquire literacy skills. The focus of this course is to provide students with information specific to children from PreK through grade 1. Students will learn to integrate literature with multiple curricular areas, how to assess young children's literacy, how to write appropriate lesson or activity plans, and what literature is appropriate for young children.

Prerequisite: (ECED212)

Corequisite: None

ECED230 Family, School and Community Collaboration

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the complex social, cultural and family factors that influence children's development and learning, as well as, collaboration across family, school and community.

Prerequisite: (ECED100)

Corequisite: None

ECED240 Topics in PreK-4/Early Childhood Education

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Designed to review the PreK-4/Early Childhood Education program requirements for the developing portfolio. This Topics course will include an opportunity for students to observe children in diverse populations, discuss special topics in the field, and complete a framework for the developing portfolio.

Prerequisite: None

Corequisite: None

ECED325 Assessment and Evaluation in Early Childhood Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to address the acquisition of knowledge and skills related to the development, as well as the interpretation, of assessments used in Early Childhood classrooms.

Prerequisite: None

Corequisite: None

ECED326 Child Guidance and Classroom Management

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to child guidance, communication skills and classroom management techniques that promote positive relationships and learning in settings birth through fourth grade.

Prerequisite: None

Corequisite: None

ECED331 Planning and Administering Early Childhood Programs: Fostering Partnerships w/Fam and Communts

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to exam the principles of effective program design and administration appropriate for infants to kindergarten in a variety of settings. Content includes child development theory, educational practice and governmental regulations.

Prerequisite: ECED230

Corequisite: None

ECED332 Developing Creative Expression

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This junior level course is designed to examine the content and methods available to facilitate children's expression through art, music and dramatic play within childcare, educational and academic settings.

Prerequisite: None

Corequisite: None

ECED340 Creating Healthy Environments for Infants and Toddlers

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to examine the content and methods of environments for infant and toddlers in caring, educational, academic and family/home and play settings.

Prerequisite: None

Corequisite: None

ECED415 Integrating Curriculum and Instruction

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to assist the students in synthesizing theory and content from a variety of pre-professional courses through actual teaching of preprimary and primary grade children. Students plan, teach, analyze, and reflect on segments of instruction under the supervision of college instructors in area school classrooms.

Prerequisite: None

Corequisite: None

ECED428 Student Teaching and Practicum Early Childhood 1

[Minimum Semester Hours: 7 sh; Maximum Semester Hours: 7 sh]

Student teaching provides the capstone experience for pre-service teachers. Two student teaching experiences are provided at two levels (appropriate to certification and grade level ranges). Supervised practice in classrooms with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the student teachers and conduct weekly practicum sessions.

Prerequisite: None

Corequisite: None

ECED429 Student Teaching and Practicum Early Childhood 2

[Minimum Semester Hours: 7 sh; Maximum Semester Hours: 7 sh]

Student teaching provides the capstone experience for pre-service teachers. Two student teaching experiences are provided at two levels (appropriate to certification and grade level ranges). Supervised practice in classrooms with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the student teachers and conduct weekly practicum sessions.

Prerequisite: None

Corequisite: None

ECED431 Science: Early Childhood Professional Semester

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to examine the content and methods of science education for young children in caregiving, educational and academic settings as a part of the PreK-4/Early Childhood Education Professional Semester.

Prerequisite: None

Corequisite: None

ECED432 Language Arts and Reading for Early Childhood

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to examine the content and methods of language arts and reading for young children in an academic setting.

Prerequisite: None

Corequisite: None

ECED433 Math Methods for Grades K-4

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Examines the content and methods of math education for young children in primary settings.

Prerequisite: None

Corequisite: None

ECED434 Guidance and Communication: Early Childhood Professional Semester

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This component of the Early Childhood Education Professional Semester is designed to provide the historic origins of the Early Childhood Education guidance tradition, its foundation in a variety of theories of human development, learn applied guidance techniques and communication skills that promote successful learning experiences, and become familiar with observation and assessment tools that provide essential information for the effective guidance of young children.

Prerequisite: None

Corequisite: None

ECED436 Social Studies for Early Childhood: Early Childhood Professional Semester

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to examine the content and methods of social studies education for young children in pre-primary and primary level (K-4) settings. This course develops an understanding of the concepts and skills for effective instruction in all aspects of social studies for children through grade 4.

Prerequisite: None

Corequisite: None

ECED493 Student Teaching and Practicum Early Childhood 1

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

The capstone experience for pre-service teachers. Two student teaching experiences are provided at two levels (appropriate to certification areas and grade level ranges). Supervised practice in classrooms with certified

teachers introduces the student to all aspects of the teaching day. University professors supervise the student teachers and conduct weekly practicum sessions. Association for Childhood Education International (ACEI).

Prerequisite: None

Corequisite: None

ECED494 Student Teaching and Practicum Early Childhood 2

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

The capstone experience for pre-service teachers. Two student teaching experiences are provided at two levels (appropriate to certification areas and grade level ranges). Supervised practice in classrooms with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the student teachers and conduct weekly practicum sessions. Association for Childhood Education International (ACEI).

Prerequisite: None

Corequisite: None

ECED605 Diversity in Development from Infancy through 4th Grade

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provide graduate students with the opportunity to explore diversity factors in depth and examine and analyze the implications for teaching and learning. This is an advanced course and it is assumed that students already have solid knowledge of development of children from birth through 4th grade.

Prerequisite: None

Corequisite: None

ECED610 Childhood Play: Theory and Practice

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provide graduate students with an in depth look at play theories and the importance of play in child development and learning.

Prerequisite: None

Corequisite: None

ECED615 Family, Community and Educational Collaboration

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to provide graduate students with a review of frameworks for viewing educational collaboration from a family and community perspective. These two factors are explored in depth to examine and analyze their implications for teaching and learning.

Prerequisite: None

Corequisite: None

ECED620 Assessment, Evaluation, and Observation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to provide graduate students with an in depth look at various methods of assessment and evaluation, theories of measurement, and the role of assessment as an essential part of the instructional process.

Prerequisite: None

Corequisite: None

ECED625 Leadership in Early Childhood Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provide graduate students with opportunities to identify and examine critical leadership issues in early childhood education programs for children from birth to age 5. This course prepares educators for leadership roles working with staff and families in early childhood education settings.

Prerequisite: None

Corequisite: None

ECON101 Principles of Economics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to economic theory in terms of the American economic system including economic growth, national income and its distribution, markets and prices, economic instability, the public sector of the economy, and the relationship with the world economy.

Prerequisite: (MATH100) OR (MATH112) OR (MATH113)

Corequisite: None

ECON301 Economics of the Environment

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Application of economic analysis to problems of the environment, such as air, water, and land pollution; natural resource depletion; and preservation of species and natural areas. Specific aspects will include externalities, measurement of costs and benefits, alternative abatement strategies, allocation of property rights, and theories of renewable and nonrenewable resources. Past and present U.S. and international environmental policies will be critiqued, and new directions explored.

Prerequisite: (ECON101)

Corequisite: None

ECON305 History of Economic Thought

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey of the development of economic thought from ancient to modern including preclassical, classical and neoclassical schools.

Prerequisite: (ECON101)

Corequisite: None

ECON310 Intermediate Macroeconomics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An intermediate study of economy in aggregate terms with analysis of national income, production, inflation, and employment. It also examines different economic models for both the short and long-run, and what these models imply about economic growth, monetary, fiscal and income policies for achieving economic stability.

Prerequisite: (ECON101)

Corequisite: None

ECON315 Intermediate Microeconomics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Intermediate study of microeconomic theory designed to provide an understanding of the economic environment within which business operates and the interaction between business and the economy at large. Emphasis on economic behavior of individuals and firms, and the consequences of this behavior. Application of economic theory to significant problems.

Prerequisite: (ECON101)

Corequisite: None

ECON320 American Public Finance

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An application of economic principles to the problems of government spending, taxation, and public debt management. Growth and nature of governmental expenditures; local, state, and federal revenue systems; nature and economic effects of various types of taxes; the federal budget as an instrument of national economic policy; public debts and financial administration.

Prerequisite: (ECON101)

Corequisite: None

ECON328 Social Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A thematic or topical approach, with emphasis on historical/political/economic analysis. Treatment of historical, contemporary and/or comparative topics (for example, the historical roots and contemporary practice of terrorism and its political and economic impact; the impact of imperialism --political, economic, and historical-- in different global areas; the frontier experience of Russian Siberia and the American West) within a framework provided by the instructor.

Prerequisite: None

Corequisite: None

ECON330 Economic Development

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Intermediate utilization of the tools of economic analysis for examining the models of economic growth and development. Theories applied to underdeveloped regions of the earth. Interdisciplinary nature includes study of political, sociological, historical, and technological factors in growth and development.

Prerequisite: (ECON101)

Corequisite: None

ECON335 Regional and Urban Economics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Sub-national area economic performance processes and issues. Analysis of economic activity in a spatial setting. The economics of location decisions and patterns, land use, urban structure, and regional development; inter-regional interaction and problems of locational change and adjustment; regional economic objectives, public and private policies; basic techniques of regional analysis.

Prerequisite: (ECON101)

Corequisite: None

ECON340 Money and Banking

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of the role of money and credit in the U.S. economy. The course gives an overview of financial instruments, markets, and intermediaries along with the evolution and regulation of the financial system. Attention is given to bank lending and the money supply process as controlled by the Federal Reserve System. Formulation of monetary policy is studied as are alternative monetary theories and international aspects of banking and finance.

Prerequisite: (ECON101)

Corequisite: None

ECON350 Comparative Economic Systems

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Comparison of how different economic systems allocates scarce resources. The structure and operation of the market economy and the socialist centrally administered economy. Emphasis on comparison of capitalist systems of the world and of economic systems in transition from being centrally planned to market directed; the collapse of communism.

Prerequisite: (ECON101)

Corequisite: None

ECON355 International Trade and Finance

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The economic effects of trade among nations. Topics include but are not limited to trade theory determination of exchange rates, international monetary problems, trade barriers, international economic agencies and agreements, trade policies of developing nations, and the international economic policies of the United States.

Prerequisite: (ECON101)

Corequisite: None

ECON360 Current Economic Problems

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Application of the analytical tools of economics to a variety of contemporary policy issues. Costs and benefits of social regulation are assessed in connection with such problems as inflation, poverty and income distribution, environmental pollution, economic growth and technological change, and provision of education and medical care.

Prerequisite: (ECON101)

Corequisite: None

ECON410 Econometrics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to empirical research in economics and the economic techniques used in forecasting.

Prerequisite: (ECON101 AND ECON310 AND ECON315 AND MATH107)

Corequisite: None

ECON415 Mathematical Economics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An exposition of the mathematical structure of economic theories.

Prerequisite: (ECON101 AND ECON310 AND ECON315 AND MATH141)

Corequisite: None

ECON628 Social Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A thematic or topical approach, with emphasis on historical/political/economic analysis. Treatment of historical, contemporary and/or comparative topics (for example, the historical roots and contemporary practice of terrorism and its political and economic impact; the impact of imperialism --political, economic, and historical-- in different global areas; the frontier experience of Russian Siberia and the American West) within a framework provided by the instructor.

Prerequisite: None

Corequisite: None

EDIT605 Copyright and Management of Digital Assets

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to copyright laws, the Teach Act, Fair Use, and management of digital assets. Conflicts posed by restraining the use of copyright materials in creative efforts and teaching will be discussed, and students will review case studies concerning the violation of copyright. Students will analyze the use of digital works in an organization and propose policies, protocols, and procedures for digital rights management.

Prerequisite: None

Corequisite: None

EDIT610 Management of Instructional Technologies

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to management skills required to create a stable, full-featured technology assisted teaching and learning environment. Students will design a needs assessment, research the products that support the functionality required, compare products functionality and usability, set-up and deliver a working prototype,

create a workflow for system users, design an evaluation system that assesses students and faculty satisfaction, and determine the cost effectiveness of the product in relation to improved learning outcomes.

Prerequisite: None

Corequisite: None

EDIT615 Grant Acquisition, Management, and Reporting

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to grant writing policies, procedures, compliance, data collection, and records management. Students will design a needs assessment, research the organizations and foundations that support similar projects, review the procedures for application, write a proposal, create a timeline, establish milestones, build a budget, and utilize an electronic reporting system for grant application and management.

Prerequisite: None

Corequisite: None

EDLD600 Intro to Educational Leadership

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the Educational Leadership program. This course has a four-fold purpose: 1) to introduce students to the program and all applicable program standards; 2) to establish the requirements and initial structuring of a professional portfolio; 3) to introduce students to basic issues of educational leadership; and 4) to introduce students to the role of a school Principal.

Prerequisite: None

Corequisite: None

EDLD602 School Law

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focuses primarily on court cases and ethical issues related to the following topics: instruction programs, freedom of expression, search and seizure, student discipline, discrimination, privacy, and teacher dismissal.

Prerequisite: None

Corequisite: None

EDLD605 Curriculum and Program Evaluation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A required course in the Educational Leadership program and/or elective in the Alternative Education program. The course provides a history of evaluation, identifies the varied purposes of evaluation, and reviews various models of curriculum and program evaluation.

Prerequisite: None

Corequisite: None

EDLD607 Professional Development in Schools

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Reviews the latest research available to educators about implementing professional development programs. Candidates will become familiar with how to design professional development programs with the goal of increasing student achievement. University partnerships, professional development schools, data-driven programming and standards are included as units of study in the course.

Prerequisite: None

Corequisite: None

EDLD612 Instructional Strategies

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides principals with a practical and theoretical overview of effective instructional strategies and used in today's classrooms. The course will highlight scaffolding instruction, differentiated instruction, inclusive practices, varied learning styles and multiple intelligences, standards-based instruction, Blooms' Taxonomy of cognitive development and writing across the curriculum.

Prerequisite: None

Corequisite: None

EDLD615 Supervision: Child Development Issues

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides a review of the major developmental considerations between conception and late adolescence. The focus includes the educational implications of developmental milestones, problems in development, and the role of educational leaders in supervision of teachers, counselors and others working with students. Considerable attention is given to the issue of students with disabilities in inclusive settings.

Prerequisite: None

Corequisite: None

EDLD620 Leadership and Supervision

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Exploration of the role of the school principal and supervision responsibilities. Among the functions and leadership roles explored are the following: reformer and change agent; planner; budget administrator; liaison between community, school board, teachers, and government; supervisor; student and teacher advocate, and; instructional leader.

Prerequisite: None

Corequisite: None

EDLD625 Special Education Leadership and Administration

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focuses on developing the knowledge, competencies and practices for leadership of special education. A required core course in the Educational Leadership program. Evidence-based instructional practices in inclusive settings, legal issues, overrepresentation of minorities in special education and presentation and early intervention practices are major topic areas.

Prerequisite: None

Corequisite: None

EDLD630 Leadership Skills for Curriculum Development

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Explores the role of curriculum leadership through the study and application of varied skills in curriculum development and implementation, curriculum considerations for special populations, evaluation and analysis of the impact of curriculum upon student achievement, and the relationship between evaluation and both student and teacher performance. Students develop competencies for working in a Standards Aligned System (SAS).

Prerequisite: None

Corequisite: None

EDLD650 Supervision: Curriculum Issues in a Standards Aligned System

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Examines the principles underlying the development and supervision of a K-12 school curriculum. Emphasis will be placed on curriculum supervision and methods of determining curriculum priorities, objectives, scope and sequence, and organizational patterns designed to enhance student learning and increase performance. Theory and practice of Standards Aligned System (SAS) and Response to Instruction and Intervention (RtII) are examined. This course requires 60 hours of field experience.

Prerequisite: None

Corequisite: None

EDLD680 Supervision: Leadership and Administration

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A combination of classroom and field experiences to develop skills, knowledge, and dispositions related to leadership and administration outlined in the Pennsylvania Department of Education's Framework and Guidelines for Principal Preparation Programs. Students will develop knowledge, skills and dispositions related to strategic planning processes, budgeting, policy development, student discipline, and other areas of leadership and administration.

Prerequisite: None

Corequisite: None

EDLD685 Supervision Leadership and Administration Issues - Advanced Field Experience

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Allows students to apply skills, knowledge, and dispositions to areas that enhance the performance of an administrator. The course will highlight staff development, data collection, analysis and evaluation, program development, parent involvement, curriculum development, and accountability. Students will complete a variety of considerable in-school/district experiences over the 15 week period; not less than 120 hours.

Prerequisite: None

Corequisite: None

EDLD692 Reflective Practice and the Design of Action Research

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to promote thoughtful consideration and application of educational leadership theory and research to the analysis of one or more issues that impact student learning in the administrators daily decision-making process.

Prerequisite: (EDLD600)

Corequisite: None

EDLD694 Supervised Advanced Field Experiences

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A full time (15 weeks) field experience under the supervision of a school administrator. The purpose of this field experience is for the leadership candidate to demonstrate mastery of Pennsylvania's Framework for Principal Preparation Program Guidelines and Educational Leadership Constituents Council (ELCC) standards. The Field Experience is the culminating course in the student's academic program of study. The student completes supervised work experiences in the field of school administration and leadership.

Prerequisite: None

Corequisite: None

EDTF203 Introduction to Technology for Teaching

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Prepares students for life-long learning and service as a teacher. Emphasis is on developing skills in the following: personal and professional use of new and emerging technologies, productions of digital materials, implementing and managing technology in instructional environments, and recognizing the role of technology in student learning

and success. Participants will explore the process of designing learning opportunities using technology as a tool to enhance learning, improve motivation and engagement, and improve communication.

Prerequisite: None

Corequisite: None

EDTF205 Instructional Media for Secondary Education 1

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

An introduction to the planning and utilizing resources for instructional development and delivery. This hands-on course emphasizes the operation and utilization of computers and related technologies aimed at meeting the International Society for Technology in Education (ISTE) standards focusing on secondary level pre-service teacher education. Students develop basic teaching/learning skills through exploring classroom applications of recent technological innovations including the internet and digital imagery. Restricted to Block 1 secondary teacher majors.

Prerequisite: None

Corequisite: None

EDTF300 Educational Technology for Specialized Disciplines

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A professional level course that will provide students with necessary skills to effectively use technology tools available in today's society. Significant emphasis will be on recent developments of desktop and social media software including the impact of technologies, and how the appropriate use of technologies can help solve professional, social, and personal problems. Using these technologies, the student will create an electronic showcase to exhibit his/her skills and knowledge to prospective employers.

Prerequisite: None

Corequisite: None

EDTF301 Educational Technology for Secondary Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A professional level course addressing two important needs of educators: 1) a foundational understanding of educational technology; and 2) the underlying principles of teaching and learning, of the paradigm shift, and of using technology to facilitate learning. Emphasis focuses on developing skills in the following areas: personal and professional use of technologies, production of digital materials, implementing and managing technology in instructional environments, and recognizing the role of technology in student learning and success.

Prerequisite: None

Corequisite: None

EDTF302 School Law and Ethics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An examination of the laws and policies that have shaped public education within the judicial system. Emphasis will be placed on ethics for teacher-educators. Both teacher and student rights and responsibilities will be explored. Special Education Law will be the focus when investigating programs, services, accountability, and assessment.

Prerequisite: None

Corequisite: None

EDTF310 Instructional Media for Secondary Education II

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

A pre-professional level course addressing the use of technology to facilitate learning. Emphasis focuses on developing skills in the teaching/learning process through the use of instructional design, production of digital materials, managing technology in instructional environments, and recognizing the role of technology in student learning. Course is restricted to Block 2 secondary teacher education majors.

Prerequisite: None

Corequisite: None

EDTF405 Teaching with Technology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Addresses effective classroom applications of technology tools available for use in 21st century classrooms. It is designed to provide students in this course with experiences that will allow them to select, arrange, and use a variety of resources in a systematic approach to instruction. They will examine the integration of various hardware and software tools to support and enhance learning through field experiences, project-based learning, web-based resources, case studies, in-class demonstrations, and discussions.

Prerequisite: None

Corequisite: None

EDTF602 Global Perspectives in Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of education in light of the global village concept. Focus is on psychosociological, economic, political, historical, and environmental forces that both shape and are shaped by education. Graduates will elevate their critical awareness of the education institution by examining similarities and differences among selected issues in nation states; formulate possible solutions to shared problems; and hone their decision-making skills.

Prerequisite: None

Corequisite: None

EDTL600 Introduction: Inquiry and Educational Change

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces the Master of Education in Teaching and Learning and Alternative Education. In this course graduate students will be introduced to the program expectations, tools and objectives including the technologies utilized for program delivery and electronic portfolio development, online learning strategies, the National Board for Professional Teaching Standards, the National Educational Technology Standards for Teachers, and educational research.

Prerequisite: None

Corequisite: None

EDTL601 Teaching and Learning in an Information Age

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides graduate students with an understanding of the teaching/learning process in relation to the emergence of the "information age." Students will consider paradigm shifts in the roles of teacher, learner and technology. Students will compare and contrast the effectiveness of various technology types and how they impact the teaching/learning process. Students will develop technology enhanced learning experiences while developing technology skills reflective of the best practices and applications.

Prerequisite: None

Corequisite: None

EDTL602 Advanced Instructional Design and Development

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The purpose of this course is to provide graduate students understanding and experience with various models of instructional design and development. Students will identify topics, analyze learners, generate objectives and

assessments as well as develop content outlines and learning activities. Learners will develop a personal instructional design model reflecting their educational philosophy and approach.

Prerequisite: None

Corequisite: None

EDTL603 Educational Assessment Strategies

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course will investigate the practical and theoretical issues involved in evaluating student performance, teacher performance and educational programs. The students enrolled in this course will examine a variety of assessment instruments and strategies and discuss the role (s) each has in the evaluation process. The course will enable students to plan, execute and interpret educational assessments.

Prerequisite: None

Corequisite: None

EDTL604 Designing Assessments Using Performance Standards

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The purpose of this course is to provide graduate students an understanding of and practice with the design and analysis of assessments and rubrics that can be employed in a standards-based classroom. Readings and activities are grounded in educational research and illustrated with meaningful classroom practices of teaching and learning in a standards-based environment.

Prerequisite: None

Corequisite: None

EDTL605 Critical Issues in Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

This course serves to examine timely problems, trends and issues related to education from a multi-disciplinary perspective. The focus is on contemporary influences of change in education at various points across the delivery process. These include issues that come from federal or state decisions in policy and law which impact educational practice, those that are generated by the changing professional knowledge base regarding curriculum and methodology that define best practice, and those that occur at the initial point of education to learners as a function of district policy and teacher practice.

Prerequisite: None

Corequisite: None

EDTL606 Analysis of Teaching

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Utilizing the five core propositions of the National Board for Professional Teaching Standards and the associated discipline/grade level standards as a framework, graduate students explore, design, implement and document strategies to analyze the effectiveness of their teaching and professional development.

Prerequisite: None

Corequisite: None

EDTL607 Projects, Readings and Case Studies in Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A course in the M.Ed. program that allows the student to choose a subject of interest in education and pursue a focused and self-directed review of the literature or creation of a project or case study.

Prerequisite: None

Corequisite: None

EDTL608 Education Reform

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An in-depth look at efforts to reform the education system in the United States. The course includes a historical overview of American education during the past 100 years; an analysis of reform efforts; contributions by various cultures, inside and outside of the United States to reform efforts; an overview of the process of reform; and, an exploration of current reform initiatives.

Prerequisite: None

Corequisite: None

EDTL609 Classroom Management and Control

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to promote student mastery of theory and practice related to classroom management. Students develop a repertoire of strategies to use for preventing and managing classroom discipline with all types of students and situations.

Prerequisite: None

Corequisite: None

EDTL610 Fundamentals of Educational Leadership

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Fundamentals of Educational Leadership is designed for teachers (or others) who are interested in developing their knowledge and skills in the area of leadership studies. Topics covered include contemporary leadership theory, gender and ethnic issues in leadership, assessment of personal leadership socio-emotional (SEQ) skill profiles, informal and formal school leadership, assessment of leadership cultures in schools, classroom leadership, teaching leadership skills to students, project and team leadership, transformational and change leadership, exemplary school leadership and the development of a personal leadership portfolio.

Prerequisite: None

Corequisite: None

EDTL611 Character Education: Developing Students to Become Productive Citizens

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focuses on the need for developing students' ability to make good decisions based on reasoned principles and an approach to incorporate this skill as a part of the regular curriculum. Graduate students enrolled in this course will trace the history of moral education and evaluate various approaches to improve the moral behavior of grade school learners. In addition, the graduate students will choose one area of the curriculum and devise a long-range plan that will enhance the character development of their student learners.

Prerequisite: None

Corequisite: None

EDTL612 Number and Number Systems and Pedagogy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Utilizes the five core propositions of the National Board for Professional Teaching Standards and the associated discipline/grade level standards as a framework. Graduate students will utilize best practice in mathematical pedagogy and collaborate with other teachers to plan, teach and revise lesson plans in a format that follows Lesson Study research.

Prerequisite: None

Corequisite: None

EDTL615 Alternative Education: An Introduction to Theory and Practice

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

This course is designed to be an introduction to theories and practices in Alternative Education. An array of topics is explored to bring research, theories and practices together in a meaningful format. The inquiry nature of this course will serve as a building block for issues in other courses and the capstone research project. Emphasis is placed upon the practical application of theories in the classroom, best practices and characteristics of effective programs.

Prerequisite: None

Corequisite: None

EDTL617 Grant Writing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focuses on the process of writing grants in human services and education. Students will explore and analyze the various components of a grant, the process of developing and writing proposals, research techniques that produce results, the budgeting process, and how to develop a unified proposal. Students will write a grant proposal as a final product for the course.

Prerequisite: None

Corequisite: None

EDTL618 Understanding the Role of Cognition and Social Skills in the Classroom

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course is designed to promote student mastery of theory and practice related to cognitive and social skills training. Specifically, students will explore brain-based learning, cognitive skills research, social skills research, and the practical uses of these concepts with students in the classroom.

Prerequisite: None

Corequisite: None

EDTL620 Introduction to Deliberative Public Learning

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course introduces students to the theory and practice of deliberative citizen discourse in a democracy. The course links study of theory with participation in actual public forums. Principles of deliberative discourse are studied in relation to theories of democracy and then applied in public forums. Research on public learning and classroom learning are examined, especially in relation to standards-based outcomes assessment. Students will become effective moderators in public deliberative forums and interpreters of results. This course also prepares students for more advanced study of civic engagement and public scholarship and its application in the middle and secondary school settings.

Prerequisite: None

Corequisite: None

EDTL625 Investigating Curriculum Issues in Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Students may select one issue from the following: curriculum mapping, designing assessment using performance standards, differentiated instruction, brain-based learning. In the alternative, they may propose another issue for instructor approval. Through investigation, analysis, and discussion, students investigate and formulate criteria necessary for the implementation of best practices within the classroom.

Prerequisite: None

Corequisite: None

EDTL627 Learning Theory and Practice

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

In this course, graduate students will study classical and contemporary theories of learning, their contrasts and connections, and their impact on teaching and curriculum design. These studies, along with the completion of applied projects, will provide a basis for students to enrich their own instructional practice.

Prerequisite: None

Corequisite: None

EDTL632 Supervision of Student Teachers

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Theories and strategies of supervision for cooperating teachers at all levels in the direction of student teaching experiences. Includes the study of delivery systems in the school and classroom which relate to the teacher-student relationship for improving learning capacity, such as planning with specific objectives, skillfully conducted conferences, assessment techniques for analyzing teaching, resolution of teaching and learning problems, understanding role relationships, and exploration of value systems.

Prerequisite: None

Corequisite: None

EDTL634 Research Methods in Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An exploration of modern research methodology and theory through readings, lecture, discussions, and exercises. Students will develop skills in the scientific collection and evaluation of data, which will be applied towards solving and evaluating educational and other problems. The focus is on making students more effective consumers of research obtained from both professional journals and the popular media as well as the application of research methodology in a classroom setting.

Prerequisite: None

Corequisite: None

EDTL641 School Law

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

This course will emphasize the legal position of the teacher in Pennsylvania and the United States with regard to the organization and administration of school districts, teacher certification, teacher liability, and other legal principles affecting the teacher, principal, pupil, and school district. Opportunity will be provided to use legal source materials and libraries. Significant court cases will be studied and discussed.

Prerequisite: None

Corequisite: None

EDTL645 Topics in Teaching and Learning

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 3 sh]

An intensive approach to applied teaching and learning practices designed to explore specialized knowledge and skill pertinent to the field of education. Topics may include, among others, teaching and learning, reflective practices, analysis of teaching, designing assessments, instructional design and development, educational change, and professional teaching standards. Emphasis is placed on written work and discussion.

Prerequisite: None

Corequisite: None

EDTL650 Comparative and International Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course will examine the dynamics of education in light of the global village concept. Focus will be on the social, economic, political, cultural, and environmental forces that shape or that can be shaped by education. Similarities and differences among selected educational systems will be explored. Research will be extracted from diverse data bases. Current technology will be utilized to connect graduate students with educators outside of the

United States to discuss issues, trends, similarities, and differences; to formulate solutions to shared problems; and to foster positive changes.

Prerequisite: None

Corequisite: None

EDTL680 Internship 1

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

Provides the first part of a two-tiered internship sequence for actively employed emergency certified teachers. This course provides a specific population of graduate students with opportunities to develop and enhance critical and reflective practices positively impacting student learning. (

Prerequisite: None

Corequisite: None

EDTL681 Internship 2

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

The second and culminating teaching internship experience for actively employed emergency certified teachers, Internship 2 extends and scaffolds upon the objectives, activities, and experiences of Internship 1. Students have the opportunity to refine instructional strategies and the principles of critical and reflective practice explored during the actual internship experience. This course provides a specific population of graduate students with further opportunities to develop and enhance critical and reflective practices related to positively impacting student learning. (

Prerequisite: None

Corequisite: None

EDTL685 Performance Based Assessment

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

In this course students will explore various means of performance-based assessment such as portfolio development, observation and other performance-based evaluation techniques. The effective use of technology will be included. Students will develop rubrics and practice skills in scoring them.

Prerequisite: None

Corequisite: None

EDTL690 Current Philosophies of Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the philosophies of education that have had an impact on education today. The works of educational philosophies and critiques of their positions will be read and discussed. The implications for today's educational experiences will be discussed.

Prerequisite: None

Corequisite: None

EDTL692 Reflective Practice and Action Research 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The first of two courses designed to promote thoughtful consideration and application of educational theory and research to the analysis of student learning in the teacher's daily decision-making process.

Prerequisite: None

Corequisite: None

EDTL694 Reflective Practice and Action Research 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The second of two courses designed to promote thoughtful consideration and application of educational theory and research to the analysis of student learning in the teacher's daily decision-making process.

Prerequisite: (EDTL692) OR (ALTE692)

Corequisite: None

EDTL695 Advanced Field Experience

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The culminating course in the M.Ed. graduate program that allows the graduate student to apply knowledge and demonstrate skills gained in their professions. This course is restricted to graduate students and is a core requirement in the M.Ed. Teaching and Learning and Alternative Education programs.

Prerequisite: None

Corequisite: None

EDUC105 Introduction to Elem Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides students with a basic understanding of the field of elementary education through experiences in elementary schools for a minimum of 25 hours. The philosophical model of education at Lock Haven University will be examined in depth. Students will examine the role of the classroom teacher in society and their own willingness to take on that role. In addition students will be introduced to e-mail, the internet and electronic library research. Students will be expected to do extensive writing and speaking in the course.

Prerequisite: None

Corequisite: None

EDUC119 First Year Seminar for Education Students

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to embed education program requirements into a required course and to support student achievement of Education program requirements. Must be taken by all Elementary Education majors.

Prerequisite: None

Corequisite: None

EDUC202 Children's Literature

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces the student to major literary genre, bibliographical tools, story-telling techniques, censorship, and early field experiences.

Prerequisite: (HONR111) OR (ENGL100)

Corequisite: None

EDUC204 The Elementary School

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Examines the elementary school in its traditional form, as it is changing today and in light of changes expected in the future. Emphasis is placed on factors responsible for the changes taking place--school organization and administration, scientific advances in our knowledge of learning and behavior, evolving roles of teachers, emerging technologies and patterns of instruction, and recent developments in American society. Includes in-school experiences directly related to the course. Required of all Elementary Education majors; taken during the first four semesters of the program.

Prerequisite: (EDUC105)

Corequisite: None

EDUC212 Classroom Management in the Middle and Secondary School Setting

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Examines behaviors that characterize this age group and helps teachers understand why adolescents behave as they do. Included are a variety of teaching methods and activities to stimulate and reinforce desirable behavior, effectively respond to undesirable behavior, and extinguish inappropriate behavior.

Prerequisite: None

Corequisite: None

EDUC220 Sophomore Seminar for Elementary Education Majors

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Designed to embed education program requirements for the Developing Portfolio into a required course and to support student achievement of the Education program requirements.

Prerequisite: None

Corequisite: None

EDUC300 Foundations of American Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Students will critically examine the history, philosophy, ethics, and theory of education. They will analyze past and current practices as well as their effect on curriculum and teaching methods. Teacher candidates will be expected to continually develop their understanding of multiculturalism and their skills in lesson planning, writing, and communication. They will refine their ability to evaluate the use of technology and WEB-based information.

Prerequisite: EDUC105 AND EDUC204 AND PSYC102

Corequisite: None

EDUC330 Classroom Management in the Elementary and Middle School Setting

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Offers a holistic view beginning with a variety of methods and activities for helping teachers build positive learning environments (a community of learners), improve relations in the classroom (a broader community), and cope with challenging behaviors and special abilities. The teacher is viewed as a model and facilitator, a supervisor of instruction which is called to fashion environments that invite exploration, inquiry, and positive self-concepts by drawing from research in psychology and sociology.

Prerequisite: EDUC204

Corequisite: None

EDUC335 Assessment and Differentiation in the Elementary Classroom

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An investigation into the design and evaluation of assessments for student performance in the elementary classroom.

Prerequisite: None

Corequisite: None

EDUC340 Classroom Management

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Classroom teachers are struggling to cope with an increasing number of student behavioral problems. This course will present strategies designed to stop discipline problems before they start. Building a positive learning environment, techniques for improving teacher-pupil relationships, and coping with disruptive behaviors will be studied. Based on sound, carefully researched theory, the course will offer a variety of methods and activities designed to help teachers implement management strategies.

Prerequisite: None

Corequisite: None

EDUC352 Computer Applications in the Classroom

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Develops background and skills for using computers in educational settings. Participants learn to use the computer to assist in the achievement of educational goals and to evaluate and author educational computer programs. Participants experience the computer as a tutor, a tool, and a tutee. Standards for excellence in courseware are studied. Participants use BASIC, Logo, and authoring languages.

Prerequisite: None

Corequisite: None

EDUC444 Summer Urban Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides an extended first-hand encounter with urban culture. It is intended to expand the opportunities of undergraduate teacher education students to work with diverse students in urban settings. The seminar includes a mix of carefully planned school, community, and cultural experiences. One of its unique features is an intensive community service project in which all students will participate during the weekend they are in Philadelphia. Open to all education majors who have complete 48 sh of work. Open to other majors as space permits. Offered very early Summer.

Prerequisite: None

Corequisite: None

EDUC472 Literacy and Language Arts: Elementary Professional Semester

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Taken only as a part of the Elementary Professional Semester. Designed to place emphasis on mastering methods, strategies and techniques and on using materials appropriately for a balanced literacy program. The course focuses on instruction and evaluation of writing, reading, speaking, and listening abilities plus the integration of these developing abilities across curriculums, standards and instructional designs. Current literacy policies, research based practices, and educational curriculums are stressed. This course is open to students who meet requirements for enrollment in the Elementary Professional Semester.

Prerequisite: READ300

Corequisite: None

EDUC473 Social Studies Methods: Elementary Professional Semester

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Taken only as part of the Elementary Professional Semester. Development of concepts and skills for effective instruction in all aspects of the Social Studies. Interdisciplinary unit studies are stressed. Students prepare lesson and unit plans, work in teams, present demonstration lessons to peers and evaluate instructional materials. Students learn how to access reference literature and teaching materials, locate experts and other resource personnel for classroom activities as well as for activities outside of the classroom.

Prerequisite: None

Corequisite: None

EDUC474 Science Methods: Elementary Professional Semester

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Students practice techniques for teaching science to elementary children. The use of discovery learning is stressed. Science is treated more as a process than as a body of knowledge. Commercially produced science programs are reviewed; students create hands-on files, review and react in writing to science readings, create a science project and present it to children, and students prepare lessons to present to peers and children from the local schools. The use of manipulatives is required. Students study for, prepare and teach a coordinated set of activities in environmental studies including field trips to the University's conference center or other outdoor facilities.

Prerequisite: None

Corequisite: None

EDUC475 Teaching of Mathematics in the Elementary School: Elementary Professional Semester

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Students learn techniques for teaching mathematics to elementary students according to the National Council of Teachers of Mathematics (NCTM) Process Standards and the PA State Math Standards. Emphasis is given to appropriate progression from the concrete to the abstract in all learning. Use of manipulatives is required. The use of strategies to make content accessible to ALL students is a priority. Much time is spent cultivating a positive attitude toward mathematics. Discovery learning, interdisciplinary study and the use of technology are woven into the course. Scheduled concurrently with subject matter methods and Clinical Field Experience.

Prerequisite: None

Corequisite: None

EDUC476 Creating Classroom Environments: Elementary Professional Semester

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Provides specific information and strategies for organizing, planning and implementing instruction in a classroom and creating a positive, productive atmosphere for learning. Questioning, listening and management techniques are stressed. Methods for helping learners become self-disciplined are emphasized and techniques for dealing with unacceptable behavior are considered in depth. Since this course is usually taken concurrently with other courses in teaching methods and with a required field experience course, all topics are consciously integrated with those of the other courses. In addition to mastering the various techniques considered, students are expected to develop a philosophical basis for creating an ordered classroom.

Prerequisite: None

Corequisite: None

EDUC477 Clinical Field Experiences: Elementary Professional Semester

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

This laboratory course assists the student in synthesizing theory and content from a variety of a pre-professional courses and requires students to put this theory and content into practice during actual teaching of elementary school children. Students plan, teach and analyze segments of instruction under the supervision of college instructors in area school classrooms.

Prerequisite: None

Corequisite: None

EDUC478 Intro Educational Computing: Elementary Professional Semester

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Provides basic skills in the uses of microcomputers in educational settings and background about computer technology. Courseware in various instructional subject areas is examined and evaluated. Several modes for Computer-Aided Learning are demonstrated and experienced. Students receive an introduction to computer terminology, system components, operation, general uses of computers and resulting implications for society.

Prerequisite: None

Corequisite: None

EDUC493 Student Teaching and Professional Practicum: Elementary 1

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

The capstone experience for preservice teachers. Two student teaching experiences are provided at two levels (appropriate to certification areas and grade level ranges). Supervised practice in classrooms with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the student teachers and conduct weekly practicum sessions.

Prerequisite: None

Corequisite: None

EDUC494 Student Teaching and Professional Practicum: Elementary 2

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

The capstone experience for preservice teachers. Two student teaching experiences are provided at two levels (appropriate to certification areas and grade level ranges). Supervised practice in classrooms with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the student teachers and conduct weekly practicum sessions.

Prerequisite: None

Corequisite: None

ELML119 First Year Seminar for Elementary and Middle Level Education

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Designed to provide an overview of elementary and middle level education and to outline program requirements to support student achievement within the Elementary and Middle Level Education Program. The students will be required to observe/participate in the schools for 20 hours in addition to class hours.

Prerequisite: None

Corequisite: None

ELML200 Language Arts Methods for Elementary and Middle Grades

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Designed to provide an introductory exploration of language arts methods in the middle level grades. The students will be required to observe/participate in the schools for 10 hours in addition to class hours.

Prerequisite: None

Corequisite: None

ELML210 Learning Theory for Middle Level Learners

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to give the student a more in-depth understanding of the learning process for elementary and middle level learners. Essential components of the course focus on the learner, the teacher, the patterns of instruction, the curriculum, and the development of instructional materials. The students are required to participate in the schools 20 hours in addition to class hours.

Prerequisite: (PSYC103)

Corequisite: None

ELML250 Assessment and Differentiation in the 4-8 Classroom

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An investigation into the design and evaluation of assessments for student performance in the elementary/middle level classroom. Differentiated instruction and assessment will be addressed for middle level learners including English Language Learners (ELL). Ten hours of observation will be used to view middle level adapted assessment practices include PA Alternate System of Assessment (PASA) administration in addition to class.

Prerequisite: (ELML210)

Corequisite: None

ELML320 Science for the Elementary and Middle Level Learner

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

For preprofessional educators to synthesize all of the college level coursework to date into the proper framework for teaching science to students in grades four to eight. This course will deal with the physical science, life science, and earth and space science areas. Students will engage in personal scientific investigation.

Prerequisite: None

Corequisite: None

ELML321 Language Arts for the Elementary and Middle Level Learner

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focuses on content, methods, and demonstration of proficiency in the literacy areas of reading, written composition, oral communications, grammar, and spelling/vocabulary. Students are expected to develop materials and lesson plans that are appropriate to teach language arts in grades 4 through 8.

Prerequisite: None

Corequisite: None

ELML322 Mathematics for the Elementary and Middle Level Learner

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed for all Elementary/Middle Level majors. It provides a brief history of math with cultural contributions. Problem solving and other research based approaches will be stressed. Attention will be given to how children learn mathematics, drawing on brain-based research. Emphasis on measurement, algebra and key features of Number Theory as they pertain to the 4-8 grade learner will be emphasized with specific attention to inter-curricular connections.

Prerequisite: None

Corequisite: None

ELML323 Social Sciences for the Elementary and Middle Level Learner

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of the content of social studies curriculum for the upper elementary and middle level learner and how it is integrated into the overall curriculum. Students are expected to develop materials, create lesson plans, and integrate social studies into the middle school curriculum. A team approach with other teachers and clinical experience in the schools examining "best practice" will be employed.

Prerequisite: None

Corequisite: None

ELML330 Language Acquisition Theory and Writing Instruction

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to address the needs of pre-service teachers for literacy development through writing for students learning English, especially as a second language. Emphasis will be given to writing competencies, effective research based practices, theories of language acquisition, and challenges faced by English Language Learners. Students will participate 10 hours in the schools. This course is aligned with the Pennsylvania Department of Education requirements addressed in PA Chapter 49-2.

Prerequisite: None

Corequisite: None

ELML335 Effective Instructional Literacy Strategies for Diverse Learners

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to prepare pre-service Elementary/Middle Level teachers to develop literacy and instruction for culturally diverse learners. Emphasis will be on literacy components, research-based practice, and challenges that culturally diverse learners face in learning how to read and write. This course is aligned with the PDE requirements addressed in PA Chapter 49-2 and meets Standards for the Association of Middle Level Education (AMLE). It will include 10 hours of field practice in the schools.

Prerequisite: None

Corequisite: None

ELML400 Curriculum Development

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Designed to engage participants in the preparation of appropriate curriculum materials for elementary and middle level learners based on defined needs and assessment data. Ten hours of observation outside classroom hours are used to identify elementary and middle level student characteristics that will be used to guide instruction.

Prerequisite: None

Corequisite: None

ELML405 Interventions and Classroom Management Strategies Elementary and Middle Level Learners

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A holistic view of methods and activities for helping teachers build positive learning environments, determine interventions to improve relations in the classroom, and cope with challenging behaviors and special abilities. Explores teacher as model, facilitator, and supervisor of instruction called to fashion environments that invite exploration, inquiry, and positive self-concepts. Ten hours of field practice is required in addition to class time.

Prerequisite: None

Corequisite: None

ELML410 Science Methods I

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

For preprofessional educators to practice the techniques of teaching science. The use of inquiry based learning is stressed. Science is treated more as a process than as a body of knowledge. Commercially produced science programs are reviewed. Sixteen participation hours are required in addition to class time.

Prerequisite: None

Corequisite: None

ELML412 Science Methods II

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

For preprofessional educators to practice the techniques of teaching science. The use of inquiry based learning is stressed. Science is treated more as a process than as a body of knowledge. Commercially produced science programs are reviewed. Students will prepare lessons to present to peers and children in the local schools. A demonstrated understanding of science manipulatives is required. Thirty-two participation hours are required in addition to class time.

Prerequisite: None

Corequisite: None

ELML414 Science Methods III

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

For preprofessional educators to practice the techniques of teaching science, including a working understanding of the 5-E Model. The use of inquiry based learning is stressed. Science is treated more as a process than as a body of knowledge. Commercially produced science programs are reviewed. Students will prepare lessons to present to peers and children in the local schools. A demonstrated understanding of science manipulatives is required. Forty-eight participation hours are required in addition to class time.

Prerequisite: None

Corequisite: None

ELML421 Language Arts Methods I

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to provide an examination of the content and methods for a dual concentration in English, language arts, reading and mathematics or science (biology or geology) education for the elementary and middle level learner. This course includes 16 hours of field experience in addition to class time.

Prerequisite: None

Corequisite: None

ELML422 Language Arts Methods II

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh]

Designed to provide an in-depth examination of the content and methods for a single concentration English, language arts, reading education for the elementary and middle level learner. This course includes 32 hours of field experience in addition to class time.

Prerequisite: None

Corequisite: None

ELML431 Mathematics Methods I

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Designed to provide an examination of the mathematics content and methods that support a single or dual concentration (Option I or II) in social studies, science (biology or geology), or English, language arts, reading education for the elementary and middle level learner. This course includes 16 hours of field experience in addition to class time.

Prerequisite: None

Corequisite: None

ELML432 Mathematics Methods II

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Designed to provide an in-depth examination of the content and methods for a dual concentration (Option II) in mathematics and science (biology or geology) or English, language arts, reading education for the elementary and middle level learner. This course includes 32 hours of field experience in addition to class time.

Prerequisite: None

Corequisite: None

ELML433 Mathematics Methods III

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provide an in-depth examination of the content and methods for a single concentration (Option I) in mathematics education for the elementary and middle level learner. This course includes 48 hours of field experience in addition to class time.

Prerequisite: None

Corequisite: None

ELML441 Social Studies Methods I

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to provide an examination of the social studies content and methods that support a single or dual concentration in mathematics, science (biology or geology), or English, language arts, reading education for the elementary and middle level learner. This course includes 16 hours of field experience in addition to class time.

Prerequisite: None

Corequisite: None

ELML442 Social Studies Methods II

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Designed to provide an in-depth examination of the content and methods for a dual concentration (Option II) in social studies and mathematics or science (biology or geology) education for the elementary and middle level learner. This course includes 32 hours of field experience in addition to class time.

Prerequisite: None

Corequisite: None

ELML443 Social Studies Methods III

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provide an in-depth examination of the content and methods for a single concentration (Option I) in social studies education for the elementary and middle level learner. This course includes 48 hours of field experience in addition to class time.

Prerequisite: None

Corequisite: None

ELML493 Student Teaching and Practicum: Elementary and Middle Level Learner 1

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

The capstone experience for pre-service teachers. Two student teaching experiences are provided at two levels that are appropriate to certification areas and grade level ranges. Supervised practice in classrooms with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the student teachers and conduct weekly practicum sessions. The program follows the guidelines of the Pennsylvania Department of Education (PDE) and the National Middle School Association (NMSA).

Prerequisite: None

Corequisite: None

ELML494 Student Teaching and Practicum: Elementary and Middle Level Learner 2

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6sh]

The capstone experience for pre-service teachers. Two student teaching experiences are provided at two levels that are appropriate to certification areas and grade level ranges. Supervised practice in classrooms with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the student teachers and conduct weekly practicum sessions. The program follows the guidelines of the Pennsylvania Department of Education (PDE) and the National Middle School Association (NMSA).

Prerequisite: None

Corequisite: None

ENGL090 College Writing Skills

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Intensive practice in critical reading skills and forms of college writing. (This course will be required only for those students whose SAT Writing scores are below 400.) Course is not a remedial course; credits count toward graduation as elective credits.

Prerequisite: None

Corequisite: None

ENGL100 Composition

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduction to the basic principles of effective English written communication.

Prerequisite: None

Corequisite: None

ENGL110 Introduction to Literature

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to fiction, poetry, and drama that seeks to develop students' understanding of literature.

Prerequisite: None

Corequisite: None

ENGL119 First Year Seminar for English Major Students

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

An introduction to the Lock Haven University Teacher Education Conceptual Framework and national standards for foreign language and English. The course guides students through the Stage I teacher education requirements and early field experience tasks, and addresses topics taught in generic freshman seminars.

Prerequisite: None

Corequisite: None

ENGL205 Introduction to Literary Studies

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the methods and theories of literary analysis. The course covers how to write about literature, how to conduct literary research, the history of the book, and approaches to literary theory.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

ENGL206 Methods of Teaching English 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The first course in a two-course English teaching and learning methods sequence, this class is an introduction to professional attitudes and discipline-specific pedagogical skills necessary to implement effective classroom instruction and educational technology. Emphasis is on theory, methods, materials, media, and strategies for teaching English Language Arts in the secondary setting and for Pennsylvania certification. The course includes field experiences and practice teaching.

Prerequisite: PSYC103

Corequisite: None

ENGL220 World Literature

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey of world literature.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

ENGL225 Core Texts in the Western Tradition

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to classical mythology and the Bible that prepares students to understand allusions to these works in modern literature.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

ENGL230 British Literature Before 1800

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A comprehensive survey of British literature from the Anglo-Saxon beginnings to the end of the 18th century.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

ENGL231 British Literature After 1800

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A comprehensive survey of 19th and 20th century British Literature.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

ENGL235 Teaching Literature to Adolescents and Young Adults

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A pre-professional study of young adult literature designed for teachers and others who use literature in teaching adolescents. In addition to a critical survey of material written for or suitable for young adults, consideration is given to techniques and strategies for using these materials in middle, junior, and senior high schools to develop adolescents' enjoyment of and engagement with reading and to promote reading maturity. Additional topics include current trends in the fields and specialized sources of information about young adults and their reading.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

ENGL237 Creative Nonfiction Workshop

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A workshop that teaches how to use the techniques of fiction writing in the writing of nonfiction.

Prerequisite: (ENGL100 AND ENGL110) OR (ENGL100 AND ENGL220) OR (HONR111 AND HONR112)

Corequisite: None

ENGL240 American Literature Before the Civil War

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of selected American literature from its pre-Columbian origins to literature written before the Civil War, with emphasis upon the development of major literary movements.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

ENGL242 American Literature After the Civil War

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of selected American literature from the Civil War to the present, with emphasis upon the development of major literary movements.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

ENGL264 Fiction Workshop

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Teaches the writing of short fiction through a balance of lectures, readings, writing exercises and the traditional workshop.

Prerequisite: (ENGL100 AND ENGL110) OR (ENGL100 AND ENGL220) OR (HONR111 AND HONR112)

Corequisite: None

ENGL266 Drama Workshop: Playwriting 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A workshop in the writing of plays.

Prerequisite: (ENGL100) OR (HONR111) OR (ENGL110) OR (ENGL220) OR (HONR112)

Corequisite: None

ENGL268 Poetry Workshop

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A workshop in the writing of poetry in which students study and discuss published poems and apply similar literary techniques to their own work; participate in workshop discussions; pursue independent writing projects; evaluate and discuss the work of fellow students; and meet with the instructor for individual consultation.

Prerequisite: (ENGL100 AND ENGL110) OR (ENGL100 AND ENGL220) OR (HONR111 AND HONR112)

Corequisite: None

ENGL280 Introduction to the Study of Language

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Surveys historical and comparative linguistics, psycholinguistics, etymology, phonology, morphology, syntax and semantics. Special attention is paid to the history of the English language, usage, literacy, and nonstandard varieties of English.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

ENGL312 Secondary Education 2: English

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

The second in a sequence of early field experiences designed to provide student an opportunity to observe and participate in several diverse school settings. Extends and applies the theoretical base presented in Methods 1, as students develop and refine the professional attitudes and discipline-specific pedagogical skills necessary to implement effective literacy instruction.

Prerequisite: None

Corequisite: None

ENGL315 Composition Usage and Editing Techniques

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Techniques for evaluating and editing expository and argumentative prose.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

ENGL328 Humanities Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A thematic or topical approach to literature, with emphasis on close textual analysis and an exploration of the relationship between literature and the historical or social contexts. Texts might be drawn from American, British, or world literature, and could include poetry, prose, drama, or nonfiction. Topics might include, among others: images of women, representations of the American West, medical themes in literature, novels about war, domestic fiction, or literary realism.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

ENGL336 Shakespeare

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Survey of William Shakespeare's major works, including comedies, tragedies, histories, and sonnets.

Prerequisite: (ENGL100 AND ENGL110) OR (ENGL220) OR (HONR112)

Corequisite: None

ENGL345 Business Writing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study and application of current theories and practices of effective professional communication, focusing on using common business formats to write for specific audiences in a variety of contexts.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

ENGL357 Advanced Composition, Rhetoric and Writing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Study of the history of ideas about rhetoric and the effective use of language and images. The course focuses on practical applications for composing, critiquing, and teaching written, visual, and oral texts.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

ENGL360 Technical Writing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Practical experience in communicating scientific and technical material to a variety of audiences through clear, concise, and accurate writing..

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

ENGL400 Advanced Topics in British Literature

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Intensive study of a theme, genre, issue, or period in British literature.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

ENGL402 Advanced Topics in American Literature

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Intensive study of a theme, genre, issue, or period in American literature.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

ENGL404 Advanced Topics in World Literature

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Intensive study of a theme, genre, issue, or period in world literature.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

ENGL405 Grammars of English

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An analysis of English grammar from the perspectives of traditional grammar and transformational generative grammar. Primary attention will be given to understanding English morphology and syntax, grammar concepts, and evidence and arguments for correctness in usage.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

ENGL408 Advanced Topics in Creative Writing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Advanced craft lessons and workshop in fiction, poetry, drama, screenwriting, and creative nonfiction.

Prerequisite: (ENGL264) OR (ENGL266) OR (ENGL268) OR (ENGL237)

Corequisite: None

ENGL425 Major American Writers

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Examines one or several major American writers.

Prerequisite: (ENGL100 AND ENGL110) OR (ENGL220) OR (ENGL230) OR (ENGL231) OR (ENGL240) OR (HONR112)

Corequisite: None

ENGL435 Major British Writers

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Focuses on the major works of one or several major British writers.

Prerequisite: (ENGL100 AND ENGL110) OR (ENGL220) OR (ENGL230) OR (ENGL231) OR (ENGL240) OR (ENGL242) OR (HONR112)

Corequisite: None

ENGL493 Student Teaching and Practicum 1 Secondary Education English

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6sh]

Provides the capstone experience for pre-service teachers through two student teaching experiences at two levels (appropriate to certification areas and grade level ranges). Supervised practice in classrooms with certified teachers and regular practicum sessions introduce the student to the range and scope of a professional educator's responsibilities. University professors supervise teachers and conduct weekly practicum sessions.

Prerequisite: None

Corequisite: None

ENGL494 Student Teaching and Practicum 2 Secondary Education English

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

ENGL493 Student Teaching and Professional Practicum 1: Secondary Education English (6.0 sh)

Prerequisite: None

Corequisite: None

ENVT101 Introduction to Environmental Studies

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the historical and contemporary problems and dilemmas in environmental studies, their scientific bases, sociological implications, ethical dimensions, and avenues for constructive response.

Prerequisite: None

Corequisite: None

ENVT328 Liberal Arts Seminar: Topics in Environmental Studies

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A thematic or topical approach to environmental issues. Topics might include the following: contemporary environmental problems, representations of nature in the arts and in culture, and environmental activism.

Prerequisite: None

Corequisite: None

ENVT450 Capstone Research Project

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 3 sh]

An intensive independent research project related to the discipline of Environmental Studies. Ideally the project will also relate to the student's major concentration.

Prerequisite: (ENVT101)

Corequisite: None

FREN101 French 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The fundamentals of pronunciation, vocabulary, and patterns of expression. Oral and written practice intended to develop the skills of speaking, reading, writing, and listening to French.

Prerequisite: None

Corequisite: None

FREN102 French 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The fundamentals of pronunciation, vocabulary, and patterns of expression. Oral and written practice intended to develop the skills of speaking, reading, writing, and listening to French.

Prerequisite: None

Corequisite: None

FREN201 French 3

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A review of fundamentals, together with continued vocabulary development, more complete construction, and more advanced oral and written exercises.

Prerequisite: None

Corequisite: None

FREN202 French 4

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A review of fundamentals, together with continued vocabulary development, more complete construction, and more advanced oral and written exercises.

Prerequisite: None

Corequisite: None

FREN203 French Civilization 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The first semester examines modern France, emphasizing cultural traits, patterns of daily living, and current issues. The second semester follows the development of France from its earliest beginnings to the present, and traces its outstanding achievements in art, literature, architecture, science, etc.

Prerequisite: None

Corequisite: None

FREN204 French Civilization 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The first semester examines modern France, emphasizing cultural traits, patterns of daily living, and current issues. The second semester follows the development of France from its earliest beginnings to the present, and traces its outstanding achievements in art, literature, architecture, science, etc.

Prerequisite: None

Corequisite: None

FREN301 French Comp and Conversation 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

In the first semester, extensive vocabulary development by reading and discussion of situational materials.

Prerequisite: None

Corequisite: None

FREN303 French Literature 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Readings from the main works of French literature from the early Middle Ages to the present. Discussion of the characteristics of each work and of each literary movement. Critical readings. In this and subsequent literature courses, it is assumed that the student has the ability to read French with considerable ease, to follow lectures in the language, and to participate freely in discussions.

Prerequisite: None

Corequisite: None

FREN304 French Literature 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Readings from the main works of French literature from the early Middle Ages to the present. Discussion of the characteristics of each work and of each literary movement. Critical readings. In this and subsequent literature courses, it is assumed that the student has the ability to read French with considerable ease, to follow lectures in the language, and to participate freely in discussions.

Prerequisite: None

Corequisite: None

FREN305 French Linguistics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces general concepts of structural linguistics, with special emphasis on comparison of the sound systems of French and English. Intensive work on the development of authentic pronunciation of French, including phonetic transcription.

Prerequisite: None

Corequisite: None

FREN306 Current French Periodicals

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Reading and discussion of the latest French newspapers and magazines, coupled with the study of contemporary France. Attention will be given to recent developments in French idiom and vocabulary, including "Franglais". Current tapes of French news broadcasts will help develop listening comprehension.

Prerequisite: None

Corequisite: None

FREN310 Advanced French Grammar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An intensive study of French, providing review of basic grammar as well as presentation of more advanced topics not treated in French I-IV. Translation practice and structure drills will focus on problem areas arising from particular differences in English and French language structure.

Prerequisite: None

Corequisite: None

FREN320 Francophone Identities

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration of diverse voices, social groups and societies in francophone literatures through works by francophone writers from all over the world. Designed as an introduction to the literatures and cultures of the francophone world, the course considers issues of social status, history, resistance, representation and identity. Taught in French.

Prerequisite: (FREN202)

Corequisite: None

FREN328 Humanities Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey of major films produced by leading French directors since the 1960s. Films will be studied as expressions of French culture and related to the special circumstances of French life, society and history that they reflect. Films will be discussed both in general aesthetic terms and in terms of specifically French values and specifically French way of life. Special attention will also be devoted to the differences between French and American filmmaking. Films are presented with English substitutes; no knowledge of French is necessary.

Prerequisite: None

Corequisite: None

GEOG100 Physical Geography

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the physical geographical elements of the world. The earth's principal spheres (atmosphere, lithosphere, hydrosphere and biosphere) are explored through time and space as they respond to change. Major areas of study are the water cycle and budget, global soil systems, natural vegetation zones, climatic regions, earth dynamics, and ecological energetics.

Prerequisite: None

Corequisite: None

GEOG101 World Regional Geography

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Examines the economic, political, environmental, and cultural processes that influence the spatial interaction between less and more developed regions of the world with particular emphasis on the extent to which regions are being affected by globalization.

Prerequisite: None

Corequisite: None

GEOG110 General Climatology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The course provides an introduction to the basic fundamentals of general climatology. The basic components of climate and weather are introduced. Climate classifications and their geographic distribution are carefully explained and mapped. The interactions of human and biotic activity with weather phenomena and climate types are identified, examined, and studied. Laboratory exercises are coordinated so as to introduce students to the scientific method of weather data collection and weather mapping.

Prerequisite: None

Corequisite: None

GEOG180 Urban Geography

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The course provides an introduction to cities as the artificial home of modern people. Urbanization is currently one of the principal physical, cultural, economic, social and political problems facing the world. Populations are rapidly changing from predominantly rural to urban in their distribution. The modern city frees the poor and the oppressed minorities from rural biases only to introduce them to the societal ills of urban slums. Through use of models students come to appreciate the social physics of urban function, growth and morphology. An appreciation of the city and its intricacies is developed. Future possibilities are discussed and explained.

Prerequisite: None

Corequisite: None

GEOG212 Geography Developing World

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A general introduction to the cultural and physical features of the developing regions of the world. These areas are sometimes referred to as the Third World. Following examination of the physical and cultural geography, the regional geography of the developing world will be studied. Features of the developed and developing regions of

the world will be identified, compared and contrasted. Development problems and potentials will be considered for the areas of urbanization, industrialization and modernization.

Prerequisite: None

Corequisite: None

GEOG214 Geography Developed World

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A general introduction to the physical and cultural geography of the developed regions of the world. An introduction to the physical and human elements of the environment is followed by an in-depth examination of the major developed regions of the world. Issues of industrialization, international trade and technological development are set in their geographic environments and examined.

Prerequisite: None

Corequisite: None

GEOG220 Cartography

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to maps, cartographic techniques and map production. The basics of map reading and map making will be introduced. Students will be introduced to aerial photo interpretation and remote sensing. Basic programs in computer will be introduced and used.

Prerequisite: None

Corequisite: None

GEOG305 Conservation Natural Resources

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the conservation ideas from an optimistic viewpoint. Basic earth materials must be employed or converted to sustain our material culture. The basic resources are investigated and discussed. Major areas of study are water, minerals, soils, energy, forests, wildlife, pollution, and environmental quality.

Prerequisite: None

Corequisite: None

GEOG315 Political Geography

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The course is an in-depth study of how geography has influenced political phenomena throughout history. Political processes and environmental interaction at various levels of the political hierarchy are examined. Present day political problems are viewed in their aerial context.

Prerequisite: None

Corequisite: None

GEOG328 Social Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Uses a thematic and topical approach to examine issues in geography such as ethnic conflict, regional integration and separatism, regional development, sustainable development, poverty and uneven development, environmental degradation, and overpopulation (to be determined by the professor). Particular emphasis is placed on historical, political, and economic forces as they relate to contemporary issues associated with globalization.

Prerequisite: None

Corequisite: None

GEOG401 Special Problems

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 4 sh]

Individual research under the guidance of the Geography staff. For advanced students in Geography.

Prerequisite: None

Corequisite: None

GEOG430 Urban and Regional Planning

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Urban and Regional Planning is a means for systematically anticipating and achieving adjustments in the physical environment of a city consistent with social and economic trends and sound principles of urban environmental design and management. Therefore, it involves a continual process of deriving, organizing, and presenting a broad and comprehensive program for urban development and renewal. Land use planning will be considered as a means to fulfill local objectives of social, economic, and physical well-being, considering both immediate needs and those of the foreseeable future.

Prerequisite: (GEOG180)

Corequisite: None

GEOG440 Economic Geography

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

This course in Economic Geography emphasizes the need for universal control of the spatially distributed natural resources. Economic Geography can be regarded as a science concerned with the rational development, and testing of theories that explain and predict the spatial distribution and location of various characteristics on the surface of the earth. These characteristics are related to the consumption, production, and exchange of goods and services. The scientific approach to the analysis of this spatial distribution and its interrelationships involves two aspects, which are equally important. The first is the collection of facts or data, and the second is the synthesis of these facts into meaningful theories of great interest to economic geographers in the quantitative analysis of spatial distributions to discern the presence and form of patterns.

Prerequisite: None

Corequisite: None

GEOG445 Geography of Latin America

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A systematic, conceptual, methodological framework is devised as a basis to view the various regions. Included is the survey of Mexico, countries of Central American, major countries and areas of the West Indies, and all the South American countries. Emphasis is placed upon regional comparisons. The relations of Latin American countries among themselves and the rest of the world are stressed.

Prerequisite: None

Corequisite: None

GEOS101 Earth Science

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to Earth-system processes in the context of astronomy, meteorology, geology, and oceanography. Examines the Earth's relationship to the Sun, Moon, and planets in the solar system. The Earth's major processes, including the hydrologic cycle, the rock cycle, plate tectonics, global wind circulation, ocean circulation, global climatic phenomena, and human-induced changes in the environment are examined through lectures and hands-on laboratory investigations.

Prerequisite: None

Corequisite: None

GEOS120 Oceanography

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A comprehensive study of major components of oceans, including the origin of evolution of ocean floors, energy and mineral resources of oceans, chemical constituents and reactions in seawater, air-sea interactions, marine organisms and the relationships between these organisms and the environments of oceans. Ocean-related environmental concerns, including beach erosion, wetland loss, sea-level fluctuations, and point sources and non-point sources of pollution are discussed. (This course is required for majors in Secondary Education/Earth and Space Science, Secondary Education/General Science, and Biology/Marine Biology. Therefore they will receive preference for registering for the course. A required four-day field trip to Wallops Island, VA for which the students have an out of pocket expense of \$100 at the field station, plus meal expenses on the trip to and from the Marine Science consortium station.)

Prerequisite: None

Corequisite: None

GEOS125 Geology of Gemstones

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the composition, origin, occurrence, properties, and identification of gemstones. The course illustrates how internal Earth processes produce various minerals commonly used as gemstones and how surficial Earth processes act to release and concentrate gemstones into economically viable deposits. Students will learn the geologic setting of gemstones, basic principles of mineralogy, crystallography, and gemology. Course topics will emphasize the rarity of gemstone deposits as it applies to geologic conditions necessary for their formation.

Prerequisite: None

Corequisite: None

GEOS130 Principles of Geology I

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the composition, structure, and internal physical processes of the earth, nature of minerals and rocks, surface erosional and depositional features, and the agents that form them. Topics include plate tectonics, earthquakes, volcanism, minerals, igneous rocks, weathering, erosion, and glacial processes, groundwater and stream processes, sedimentary rocks, and metamorphic rocks.

Prerequisite: None

Corequisite: None

GEOS131 Principles of Geology II

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to gain an appreciation of the deepness of geologic time and the vastness of space and to develop an understanding of the geologic and biologic processes through which the Earth and life on Earth evolved over geologic time. Students acquire hands-on experience on the use of scientific equipment and mapping tools in the field and in laboratory settings. Applications of stratigraphic principles to interpret Earth's history and the trend in evolution of life are emphasized.

Prerequisite: (GEOS130) OR (GEOS110)

Corequisite: None

GEOS135 Geology of National Parks

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to basic geologic concepts through examples from our national parks and monuments. The course illustrates how Earth's internal processes are responsible for earthquakes, volcanoes, and the formation of mountain ranges, and how the action of wind, water, and ice at Earth's surface results in erosion and exposure of older rocks. Students will learn how national park geology relates to the theory of plate tectonics, a framework that has revolutionized thinking in the geosciences.

Prerequisite: None

Corequisite: None

GEOS213 Introduction to Geographic Information Systems

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to geographic information systems (GIS) with emphasis on capturing, storing, editing, querying, displaying, and analyzing geographically referenced data. Lecture and laboratory materials are designed to provide students with hands-on experience on real-world applications of GIS in their respective fields.

Prerequisite: None

Corequisite: None

GEOS215 Environmental Geology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Students will traverse the spectrum of applied geology focusing upon its relation to human activities. Included among topics are water availability; geologic hazards such as earth quakes, landslides, and land subsidence; mineral and energy resources; engineering geology, waste disposal and pollution; land-use planning; coasts and coastal management; and medical and legal aspects of geology.

Prerequisite: (GEOS110) OR (GEOS130)

Corequisite: None

GEOS230 Geomorphology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of landforms and the factors involved in their formation including geologic processes, composition, structure, and climate. The laboratory emphasizes the recognition of various landforms using topographic and aerial photographs.

Prerequisite: (GEOS110) OR (GEOS130)

Corequisite: None

GEOS260 Geology Field Trip

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Guided field trips focusing upon various areas of geologic interest. Successive trips have different emphases. Pre-trip meeting required. Participants should expect to incur expenses for meals and lodging.

Prerequisite: (GEOS130) OR (GEOS110)

Corequisite: None

GEOS301 Invertebrate Paleontology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the study of invertebrate fossils including: system of classification, types of fossil preservation, nomenclature, characteristic structures, ecology and evolution of the paleontologically important invertebrate phyla.

Prerequisite: (GEOS210) OR (BIOL240) OR (GEOS131)

Corequisite: None

GEOS305 Mineralogy and Petrology

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

An introduction to the origin, occurrence, crystallography, and chemical and physical properties of geologically important minerals. Includes a study of the classification and interpretation of igneous and metamorphic rocks.

Prerequisite: (GEOS110) OR (GEOS130)

Corequisite: None

GEOS313 Advanced Geographic Information Systems

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Deals with advanced topics in geographic information systems (GIS), including spatial reference data, geometric transformation, raster data analyses, terrain mapping, viewsheds and watersheds, spacial interpolation, geocoding, dynamic segmentation, path analyses, geostatistics, mobile GIS, and GIS models and modeling. Lecture

and laboratory exercises are designed to provide students with hands-on experience with real-world applications of GIS in solving problems in diverse fields.

Prerequisite: (BIOL213) OR (GEOS213)

Corequisite: None

GEOS315 Sedimentology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The study of sedimentary materials, processes, depositional environments, and the products of sedimentation. Laboratories focus upon collection, analysis, and presentation of field data and the description and interpretation of both consolidated and unconsolidated sedimentary materials applying various petrologic and petrographic techniques.

Prerequisite: (GEOS210) OR (GEOS131)

Corequisite: None

GEOS328 Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The course looks at how scientists search for knowledge and try to gain an understanding of natural phenomena. Students explore the roles science and technology play in human activities both locally and globally. Specific topics vary and are based on the expertise and interest of the faculty member responsible for teaching the course that semester.

Prerequisite: None

Corequisite: None

GEOS360 Hydrogeology

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4sh]

A course that emphasizes practical hydrogeologic principles, stressing interactions between geology and both surface and underground water. Topics include occurrence, production, and management of groundwater, water quality, flooding and flood control, and sources of information for the practicing hydrogeologist.

Prerequisite: (GEOS110 AND MATH141) OR (GEOS130 AND MATH141)

Corequisite: None

GEOS361 Aqueous Environmental Geochemistry

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An upper-level course designed to help students develop in-depth knowledge of geochemical processes and factors controlling chemical composition and chemical reactions that impact the quality of both surface water and groundwater in natural and anthropogenically disturbed/perturbed geological systems.

Prerequisite: (CHEM121 AND GEOS110) OR (CHEM121 AND GEOS130)

Corequisite: None

GEOS415 Stratigraphy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The principles of lithostratigraphy and biostratigraphy form the core of this course. Geochronology and the recently developed techniques of seismic, magnetic, and isotopic stratigraphy supplement those classical principles. Laboratories emphasize the field identification and interpretation of vertical and lateral relationships of sedimentary sequences.

Prerequisite: (GEOS315)

Corequisite: None

GEOS420 Geology of Energy and Mineral Resources

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

Geologic occurrence and methods of locating, mining, evaluating, and processing fossil fuels and industrial and ore minerals. Geology of major, worldwide fuel and mineral deposits and environmental problems associated with their exploitation.

Prerequisite: (GEOS221) OR (GEOS305)

Corequisite: None

GEOS430 Structural Geology

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

The constant movements of lithospheric plates relative to one another throughout the immensity of geologic time account for the regional and local displacement and deformation of the Earth's outer layers. These deformational processes along with the changes in the size and shape of the coherent rock masses and the internal arrangement of their constituent elements are the focus of this area of geological investigation.

Prerequisite: (GEOS210) OR (GEOS131)

Corequisite: None

GEOS450 Geophysics and Tectonics

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

Geophysical methods used to study the Earth and other planetary bodies, including geophysical foundations of plate-tectonic theory. The course includes geophysical techniques used in mineral-resource exploration, engineering, and characterization of waste-disposal sites.

Prerequisite: (GEOS210) OR (GEOS131)

Corequisite: None

GEOS451 Coastal Environmental Oceanography

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Advanced topics in coastal geomorphology and environmental issues pertinent to coastal settings, including human impacts on coastal landforms, shoreline erosion, wetland loss, sea-level fluctuations, nutrients in estuaries, metals in bays, and climate change. Lecture, field trips, and laboratory exercises are designed to provide students with hands-on experience with field and laboratory equipment used to solve real-world problems in diverse coastal settings.

Prerequisite: (GEOS120) OR (GEOS130)

Corequisite: None

GEOS458 Advanced Applied Nanotechnology Laboratory

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Laboratory experience drawn from an undergraduate foundation in sciences including areas of current research in nanotechnology. Experimental methods and analysis are used, with emphasis on group and individual work in the planning, execution, and presentation of research. Students may repeat for credit.

Prerequisite: (PHAP206)

Corequisite: None

GEOS490 Capstone Research Project

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh]

Students engage in an intensive independent research project related to their major concentration that will culminate in a research paper and presentation based on data collected and interpreted using scientific methods.

Prerequisite: None

Corequisite: None

GEOS628 Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The course looks at how scientists search for knowledge and try to gain an understanding of natural phenomena. Students explore the roles science and technology play in human activities both locally and globally. Specific topics vary and are based upon the expertise and interest of the faculty member responsible for teaching the course that semester.

Prerequisite: None

Corequisite: None

GERM101 German 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the fundamentals of German grammar and syntax, with special attention to pronunciation, reading, speaking, listening and writing of simple sentences and prose selections.

Prerequisite: None

Corequisite: None

GERM102 German 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the fundamentals of German grammar and syntax, with special attention to pronunciation, reading, speaking, listening and writing of simple sentences and prose selections.

Prerequisite: None

Corequisite: None

GERM201 German 3

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A review of the fundamentals of German language and pronunciation; reading of short German prose works illustrating aspects of style; development of vocabulary and linguistic fluency.

Prerequisite: None

Corequisite: None

GERM202 German 4

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A review of the fundamentals of German language and pronunciation; reading of short German prose works illustrating aspects of style; development of vocabulary and linguistic fluency.

Prerequisite: None

Corequisite: None

GERM203 German Culture 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The study of significant aspects of German culture, including current events and movements. Special attention is given to the outstanding persons, events and forces in art, music, theater, philosophy, politics, education, and religion, with a view towards understanding the German ethos.

Prerequisite: None

Corequisite: None

GERM204 German Culture 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The study of significant aspects of German culture, including current events and movements. Special attention is given to the outstanding persons, events and forces in art, music, theater, philosophy, politics, education, and religion, with a view towards understanding the German ethos.

Prerequisite: None

Corequisite: None

GERM301 German Comp and Conversation 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Advanced course to develop fluency in speaking and writing. Classroom time is devoted mainly to conversation about everyday life. Compositions will be written on contemporary topics. Grammar is treated as necessary.

Prerequisite: None

Corequisite: None

GERM302 German Comp and Conversation 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Advanced course to develop fluency in speaking and writing. Classroom time is devoted mainly to conversation about everyday life. Compositions will be written on contemporary topics. Grammar is treated as necessary.

Prerequisite: None

Corequisite: None

GERM303 German Literature 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Readings from selected authors representative of the main periods of modern literature. Lectures on literary history and the lives of the more important writers supplement the discussion of works being studied. Students are expected to develop and express critical opinions.

Prerequisite: None

Corequisite: None

GERM304 German Literature 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Readings from selected authors representative of the main periods of modern literature. Lectures on literary history and the lives of the more important writers supplement the discussion of works being studied. Students are expected to develop and express critical opinions.

Prerequisite: None

Corequisite: None

GERM305 Advanced German Grammar 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A thorough review of the grammatical structure of the German language. Students learn to communicate correctly and effectively in German by means of extensive oral and written exercises that focus on specific areas of grammar.

Prerequisite: None

Corequisite: None

GERM306 Advanced German Grammar 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A thorough review of the grammatical structure of the German language. Students learn to communicate correctly and effectively in German by means of extensive oral and written exercises that focus on specific areas of grammar.

Prerequisite: None

Corequisite: None

GERM328 Humanities Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey of German film since 1970. Films will be studied as expressions of German culture and of a specifically German view of the world. Films are shown with English subtitles; no knowledge of German is necessary.

Prerequisite: None

Corequisite: None

GERM402 German Prose 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A survey of German prose fiction since the eighteenth century. Students will study such modern writers as Hermann Hesse, Franz Kafka, Heinrich Boll, Thomas Mann, and Max Frisch. Literary works are studied both as products of their age and culture and for their own thematic interest. Changes in style, technique, and worldview are examined in historical perspective.

Prerequisite: None

Corequisite: None

HIST101 World History 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A global survey of the evolution of societies and civilizations from prehistory to the early modern era. It covers the history of Europe and the Mediterranean basin, but also Africa, Asia and the Americas. Recurrent themes are the environment, community, politics, economy, technology, belief systems and culture. Fulfills General Education Requirements. (Fulfills multicultural general education)

Prerequisite: None

Corequisite: None

HIST102 World History 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey of world history from the early modern period to the present. Its central focus is the gradual integration of diverse populations as global contact expanded during the period in question. Students consider the construction of historical periodization from a multi-cultural perspective while examining a variety of themes that illuminate the interaction of cultures through conflict and cooperation. Fulfills General Education Requirements. (Fulfills multicultural general education)

Prerequisite: None

Corequisite: None

HIST111 Global History 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A global survey of the evolution of societies and civilizations from prehistory to the early modern era. It covers the history of Europe and the Mediterranean basin, but also Africa, Asia and the Americas. Recurrent themes are the environment, community, politics, economy, technology, belief systems and culture. Fulfills general education requirement in world history. Restricted to History and Secondary Education, Social Studies majors

Prerequisite: None

Corequisite: None

HIST112 Global History 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey of world history from the early modern period to the present. Its central focus is the gradual integration of diverse populations as global contact expanded during the period in question. Students will consider the construction of historical periodization from a multi-cultural perspective while examining a variety of themes that illuminate the interaction of cultures through conflict and cooperation. Fulfills general education requirement in world history. Restricted to History and Secondary Education, Social Studies majors

Prerequisite: None

Corequisite: None

HIST119 First Year Student Seminar

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

An introduction to the university learning environment for first year history majors. Students learn the goals of a liberal arts degree and specifically of a BA in History. The course also covers specific learning strategies, classroom technologies and institutional resources that might help them achieve their goals.

Prerequisite: None

Corequisite: None

HIST150 American History

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A rapid survey of political, economic, diplomatic, social, and cultural developments in the United States from the beginning of the colonial period to the present. This course does not fulfill the general education requirement in history.

Prerequisite: None

Corequisite: None

HIST200 Historical Thinking and Writing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to historical methods, with emphasis upon sources, interpretation, presentation and scholarly debate. Thematic content (i.e., geographic region, era, or subject) and/or case studies to be determined by the instructor.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

HIST201 History of the United States 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A survey of U.S. history from the period of colonial origins to the end of Reconstruction, encompassing political, economic, military and social developments during the colonial era, the Revolution, the early national period, the age of Jackson, and the Civil War and Reconstruction.

Prerequisite: None

Corequisite: None

HIST202 History of the United States 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A survey of U.S. history since 1865, emphasizing shifting political, social and economic developments, particularly the transformation of the U.S. from an agricultural to an industrial nation and the impact on the U.S. of its rise as a world power.

Prerequisite: None

Corequisite: None

HIST203 Introduction to Public History

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introductory survey to the field of public history giving special attention to the history, philosophy, and purposes of applied history. A key theme is the professional responsibilities of historians in preserving and interpreting the past through historical agencies, archives, museums and sites of local history.

Prerequisite: None

Corequisite: None

HIST205 History of the United States Labor Movement

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the American labor movement from early national beginnings to the present placed within the framework of general historical development. It seeks to explore the world of both the wage earner and the organizations created to achieve common goals. Emphasis is focused on the growth of American unionism and the development of collective bargaining.

Prerequisite: None

Corequisite: None

HIST210 Colonial America

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey of American life from the beginnings of English settlement to 1789, with emphasis upon the development of political, economic and cultural institutions.

Prerequisite: None

Corequisite: None

HIST230 Appalachian Regional History

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Traces the unique history of Appalachia, a region that runs from Alabama through New York and includes Central and Western Pennsylvania. Students will scrutinize and discuss primary sources and historical analyses as they consider the construction of the notion of "Appalachia." The course will introduce students to patterns of settlement and exploitation of resources, discuss variations within the region, and examine Appalachia's history within both a national and an international context.

Prerequisite: None

Corequisite: None

HIST245 History of Pennsylvania

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Pennsylvania from its colonial beginnings to the present; special attention to the political, economic, and social factors which have shaped the past; the Commonwealth's impact upon the national scene.

Prerequisite: None

Corequisite: None

HIST300 Early American Republic

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration of various themes in United States history from the end of the Revolution through the era of Andrew Jackson (1783-1845). Topics to be covered include the emergence of political institutions, economic growth, the struggle to create a functional foreign policy, westward expansion, the rise of sectional tensions, and the changing characteristics of a developing society.

Prerequisite: None

Corequisite: None

HIST301 Medieval History

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A survey of the creation and evolution of Europe from the division of Rome by the fifth century to the division of Christianity after the fifteenth. The course will concentrate on the development of European political, social, religious, and intellectual structures, paying special attention to the synthesis of Mediterranean, Germanic, Islamic, and Christian contributions.

Prerequisite: None

Corequisite: None

HIST302 Civil War and Reconstruction

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A study of the American Civil War era, 1845-1877. Topics to be emphasized include the ante-bellum South; the origins of the Civil War; the war in its military, political, diplomatic, social and economic aspects; and reconstruction, South and North.

Prerequisite: None

Corequisite: None

HIST304 Recent US History

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration of major transformations in U.S. society and foreign policy since World War II. Topics include the origins of the Cold War, domestic life in the 1950's, the civil rights movement, Vietnam, sixties protests, the women's movement, Watergate, the political shift to the right in the 1980's, and recent changes in the U.S. economy.

Prerequisite: None

Corequisite: None

HIST305 Renaissance and Reformation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey of the cultural and intellectual achievements of the Italian and Northern Renaissances and Protestant Reformation. The course highlights European contacts with the wider world and outside influences on European intellectual and artistic movements. Emphasis is placed on secularism, humanism, and individualism during the era of the Italian and Northern Renaissances and important movements of the Protestant Reformation including Lutheranism, the Swiss reform movements, Anglicanism, the Catholic Counter-Reformation, and the European religious wars.

Prerequisite: None

Corequisite: None

HIST306 History of the American Frontier

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the westward movement and its influence upon the American development. Social and economic aspects of the frontier experience will be emphasized.

Prerequisite: None

Corequisite: None

HIST307 Diplomatic History of US

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Foreign relations from the beginning of our national history to the present: the growth and influence of a policy of "isolation"; the creation and development of the Monroe Doctrine; the emergence of the United States as a world power; the problems incident to the assumption of global responsibilities.

Prerequisite: None

Corequisite: None

HIST310 French Revolution and Napoleon

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The Old Regime, the Enlightenment, and the causes of the French Revolution. Revolutionary events of the decade 1789-1799 and military, legal, economic, and political aspects of the Napoleonic era. The emergence of the bourgeoisie.

Prerequisite: None

Corequisite: None

HIST311 International Business History

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of selected topics in the development of modern business cultures. The expansion of the industrial, world economy will serve as the general chronological framework, with major units devoted to: family firms and trading diasporas, chartered and joint stock companies, banking and insurance, commercial adaptations of new technologies, the creation of mass markets, "business imperialism," the multinational corporation, and business cultures within late industrializers and "emerging" markets.

Prerequisite: None

Corequisite: None

HIST312 US in Prosperity and Depression, 1918-1941

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An examination of the culture, economics and politics of the U.S. between the two world wars. Topics include the impact of World War I, the emergence of a mass consumer culture in the 1920's, the Great Depression and its effects on U.S. society, the rise of the modern labor movement, the New Deal and the origins of the welfare state, and the legacy of these developments for contemporary America.

Prerequisite: None

Corequisite: None

HIST313 Nationalism in Asia

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An examination of the rise of modern nationalism in India, China, Japan and Southeast Asia in the nineteenth and twentieth century. Emphasis will be on a thematic, theoretical and comparative approach highlighting the similarities and differences in society and culture of each of these regions and their response to nationalism.

Prerequisite: None

Corequisite: None

HIST314 Oral History

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A workshop that introduces students to the theory, method, and practice of oral history. Students read and discuss theory, develop a research agenda, conduct field interviews, present results of a transcribed interview, and reflect on the relationship between theory and practice. (Fulfills external experience general education)

Prerequisite: None

Corequisite: None

HIST315 Social History of Europe Since 1750

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An interdisciplinary survey of the pattern of social history of modern Europe with particular reference to the interaction of institutions and struggles of social classes. Use is made of social sciences auxiliary to the study of history, in particular economics, demography and sociology.

Prerequisite: None

Corequisite: None

HIST316 Early Christianity

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Examines the origins of Christianity in the first century CE (Common Era) and its development and spread through the seventh century CE. The class emphasizes the influence of eastern religious traditions and culture on Christianity, the Roman reaction to Christianity, the formation and organization of early Christian communities, early Christian spirituality and religious practices, the divergence of eastern and western Christian traditions, the influence of Christianity on the rise of Islam, and Islam's impact on the Christian world

Prerequisite: None

Corequisite: None

HIST318 US Women's History

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration of the experiences of women in the United States from colonial times to the present. The course examines the way that U.S. history has been shaped by gender, that is, the impact of gender on women's economic status and social roles. It also explores the diversity of experiences of women of different classes and ethnic backgrounds. Finally, the course examines women's contributions to U.S. culture or politics.

Prerequisite: None

Corequisite: None

HIST322 History of Modern China

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Traces the political, social, economic, and intellectual evolution of China from approximately 1800 to present. Special emphasis will be placed upon Western imperialism in China, the Revolution of 1911, the rise of the Nationalist and Communist Parties, the Chinese Civil War, the People's Republic, and post-Mao China. No previous exposure to China is presumed.

Prerequisite: None

Corequisite: None

HIST324 Environmental History of Asia

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the ecological landscape of Asia from the earliest times with a focus on the diverse aspects of its environmental history. Addresses human migrations, changes in land use patterns, water management systems, forests, grazing lands, and climatic change, in the context of oceanic and overland interactions among the inter-communicating regions within Asia, and between Asia and the rest of the World.

Prerequisite: None

Corequisite: None

HIST327 History of Modern Japan

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Traces the evolution of Japan from an isolated island nation to a world power. Deals with the political, economic, social, military and intellectual history of Japan from 1600 to the present. Particular emphasis will be placed on the Takugawa Bakafu, the Meiji Restoration, the rise of Militarism and Nationalism, the Russo-Japanese War, the occupation of China, World War II, the Reconstruction, and the modern Japanese economy. No previous exposure to Japan is presumed.

Prerequisite: None

Corequisite: None

HIST328 Social Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A thematic or topical approach, with emphasis on historical/political/economic analysis. Treatment of historical, contemporary and/or comparative topics (for example, the historical roots and contemporary practice of terrorism and its political and economic impact; the impact of imperialism --political, economic, and historical-- in different global areas; the frontier experience of Russian Siberia and the American West) within a framework provided by the instructor.

Prerequisite: None

Corequisite: None

HIST332 History of the Islamic World to 1798

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Examines selected topics in Islamic history before 1798, introducing students not only to important personages, events, and themes, but also to historical interpretation and method. The course will be divided into four units, outlining the expansion of the Islamic world from the early community at Mecca to the zenith of the Ottoman Empire; specifically, the religious and political foundations of Islam, conversion and expansion, Islamic civilization, and the great empires.

Prerequisite: None

Corequisite: None

HIST333 History of the Islamic World Since 1798

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of selected topics of the modern Islamic history, introducing students not only to important personages, events, and themes, but also to historical interpretation and method. The course will be divided into seven units from the pivotal 1790's to the present; specifically: decline and renewal in the late eighteenth century, the age of European colonialism, nineteenth and twentieth century nationalism, the politics of oil and the fundamentalist challenge.

Prerequisite: None

Corequisite: None

HIST334 China and India in Historical Perspective

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A comparative study of the history, culture, political economy, and environment of China and India in the context of the contemporary globalization process. Both countries are poised to become giants of the 21st century. The purpose is to look at the present developments, keeping in view their progress over several centuries, and to study the impact they have had and will have on the world.

Prerequisite: None

Corequisite: None

HIST335 History of Modern Russia

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Major developments of Russian history since 1815. Emphasis upon the decline of Tsarism, rise of revolutionary movements, World War I and the Russian Revolution of 1917. Soviet ideology, foreign and domestic policies from Lenin to the present.

Prerequisite: None

Corequisite: None

HIST338 History and Preservation of American Architecture

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of American architectural history as material evidence of the country's social, cultural, economic and technological development. Examines the meaning, uses, and changes of selected architectural forms addressing a broad array of structures, monuments, and landscapes. Emphasizes the principles and methods of public history,

especially historic preservation. Includes attention to professional careers and ongoing projects in historic preservation.

Prerequisite: (HIST200) OR (HIST203)

Corequisite: None

HIST342 History Modern Europe 1815-1914

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A chronological and topical approach. Evaluation of major political, economic, social and cultural trends, with particular emphasis on industrialization and economic and social changes, development of the power of the nation-state, imperialism, and the origins of World War I.

Prerequisite: None

Corequisite: None

HIST343 History Mod Europe 1914-Present

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A chronological and topical approach. Evaluation of major political, economic, social and cultural trends, with particular emphasis on the impact of two world wars, fascism, establishment of the USSR, western European resurgence after World War II, and the shaping of the post-Cold War order.

Prerequisite: None

Corequisite: None

HIST345 Military History of US

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A study of the American military experience from colonial times to the present. Topics include the development of military organizations, institutions, practices, and traditions, and the origins and evolution of past wars in their military, diplomatic, political, economic, and social dimensions.

Prerequisite: None

Corequisite: None

HIST347 The Ancient Mediterranean

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An analysis of the evolution of ancient Mediterranean societies and cultures from the prehistory of the area until the decline of the Roman Empire, the rise of Islam, and the end of the Mediterranean as a cultural unit. Focuses on major social, political, cultural, and religious institutions and practices of ancient Mesopotamia, Egypt, Palestine, Greece, and Rome.

Prerequisite: None

Corequisite: None

HIST358 History of Modern South Asia and Indian Ocean

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides the student with a basic understanding of the history and civilization of India, Pakistan and Bangladesh, from South Asia's earliest history up to the present. Special emphasis will be placed on the Classical Age of Indian History, the great Mughal Empire, the British Empire, and independent South Asia. No previous exposure to South Asia is presumed.

Prerequisite: None

Corequisite: None

HIST362 History of Africa to 1800

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of selected topics in pre-colonial African history. with the aim of introducing students not only to important personages, events and themes, but also to historical interpretation and method. The course will be divided into six units ranging from prehistory to the eighteenth century, specifically: food and society, ancient civilizations, human migration, state formation, Islamic society, and the transatlantic slave trade.

Prerequisite: None

Corequisite: None

HIST363 History of Africa Since 1800

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey of modern African history from 1800 to the present, with the aim of analyzing contemporary issues from an historical perspective. In particular, the course will revolve around the question of whether the colonial period was simply a brief, superficial phase in African history, or a time of upheaval and transformation. Emphasis will be placed on African agriculture, rural communities, industrialization, urbanization, and colonial and contemporary politics.

Prerequisite: None

Corequisite: None

HIST366 History of Modern Southeast Asia

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Traces the evolution of Southeast Asia from its early modern history as a focal region for European and American colonialism and conquest, to the emergence of the contemporary independent states. Emphasis will be placed on Dutch colonialism in Indonesia, the British in Burma and Malaysia, America in the Philippines, French Indochina, the Vietnam War, and Southeast Asia since 1975.

Prerequisite: None

Corequisite: None

HIST367 Colonial Latin American History

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Surveys the history of the vast area known as Latin America from Pre-Columbian times to the wars of independence of the early nineteenth century. Examines the major Pre-Columbian civilizations, the early encounter with Iberians, processes of conquest and transformation that resulted in the creation of unique American societies. Focuses on the development of the economic, political, social, cultural and religious institutions of this region.

Prerequisite: None

Corequisite: None

HIST370 History of Latin America

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The development of Latin America from the period of discovery to the present. The relation of economic, social and cultural factors to the various political units. The influence of relations with Europe and the U.S.

Prerequisite: None

Corequisite: None

HIST372 Historical Perspectives on Appalachian Health Care

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Students will study the development of health care systems and issues in Appalachia, a region that contains central Pennsylvania. This course will provide students with an opportunity to scrutinize and discuss primary sources and historical analyses that address the following issues: identification of the region and recognition of the unique health needs of its inhabitants; the development of the medical profession and its relationship to other health care providers; and evaluation of the effectiveness of the traditional medical system in Appalachia.

Prerequisite: None

Corequisite: None

HIST375 History of Mexico and Central America

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A general history of Middle America from the conquest by the Spanish to the present, with emphasis upon the national rather than the colonial experience. Special emphasis on Mexico and Cuba and on the relationships of Middle America with the U.S.

Prerequisite: None

Corequisite: None

HIST377 Modern Latin American History

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey of the history of Latin America from the Wars of Independence (1820s) to the present. Through lecture, readings, discussion and various media, students will analyze the economic and political development of Latin America, its authoritarian and revolutionary past and its recent transitions to democracy. The role of popular culture in national development and identity as well as relations with the U.S. will also be examined.

Prerequisite: (HIST***)

Corequisite: None

HIST385 History of Modern South Africa

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration of modern South African political, social and economic problems within an historical context. Thus, the course will survey the development of colonial political institutions, industries, social class and popular movements with the aim of better defining the protests and reforms of recent years. Topics covered will include: pre-colonial Southern African societies, Dutch colonization and Afrikaner society, the mineral revolution and industrialization, rural impoverishment and labor migration, colonial labor and segregation policies, labor unions, African nationalism, and the rise and apparent fall of the apartheid regime.

Prerequisite: None

Corequisite: None

HIST390 Contemporary World Problems

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A detailed study of the historical background and significance of several major contemporary problems. Issues treated will vary from year to year in response to the changing world scene. Typical problems are the Arab-Israeli conflict, arms limitation, northern Ireland, the status of Taiwan, among others.

Prerequisite: None

Corequisite: None

HIST395 Historiography

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of the nature of historical inquiry and historical knowledge through a study of the principles of historical methodology. A survey of the history of historical writing with emphasis upon the critical historical scholarship of the last two centuries.

Prerequisite: None

Corequisite: None

HIST480 Capstone Research Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A research seminar, with emphasis upon historical sources, interpretation, presentation and scholarly debate. Thematic focus (i.e., era or theme) to be determined by the instructor, according to the following criteria: 1) global in scope, 2) local history application, 3) subject of historical debate.

Prerequisite: (HIST200 AND HIST3**)

Corequisite: None

HIST605 The Renaissance and Reformation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Key intellectual developments of the Renaissance including secularism, humanism, and individualism. Analysis of early Protestant movements. Ideas and influences of Protestant and Catholic leaders including Luther, Calvin, Loyola, and Pope Paul III. The Commercial Revolution.

Prerequisite: None

Corequisite: None

HIST608 History of Ideas in the United States

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A survey of the major trends in American religious, political, social and economic thought from the colonial period to the present.

Prerequisite: None

Corequisite: None

HIST618 US Women's History

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration of the experiences of women in the United States from colonial times to the present. The course examines the way that U.S. history has been shaped by gender, that is, the impact of gender on women's economic status and social roles. It also explores the diversity of experiences of women of different classes and ethnic backgrounds. Finally, the course examines women's contributions to U.S. culture or politics.

Prerequisite: None

Corequisite: None

HIST622 History of Modern China

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Traces the political, social, economic, and intellectual evolution of China from approximately 1800 to present. Special emphasis will be placed upon Western imperialism in China, the Revolution of 1911, the rise of the Nationalist and Communist Parties, the Chinese Civil War, the People's Republic, and post-Mao China. No previous exposure to China is presumed.

Prerequisite: None

Corequisite: None

HIST627 History of Modern Japan

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Traces the evolution of Japan from an isolated island nation to a world power. Deals with the political, economic, social, military and intellectual history of Japan from 1600 to the present. Particular emphasis will be placed on the Takugawa Bakafu, the Meiji Restoration, the rise of Militarism and Nationalism, the Russo-Japanese War, the occupation of China, World War II, the Reconstruction, and the modern Japanese economy. No previous exposure to Japan is presumed.

Prerequisite: None

Corequisite: None

HIST628 Social Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A thematic or topical approach, with emphasis on historical/political/economic analysis. Treatment of historical, contemporary and/or comparative topics (for example, the historical roots and contemporary practice of terrorism and its political and economic impact; the impact of imperialism --political, economic, and historical-- in different global areas; the frontier experience of Russian Siberia and the American West) within a framework provided by the instructor.

Prerequisite: None

Corequisite: None

HIST666 History of Modern Southeast Asia

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Traces the evolution of Southeast Asia from its early modern history as a focal region for European and American colonialism and conquest, to the emergence of the contemporary independent states. Emphasis will be placed on Dutch colonialism in Indonesia, the British in Burma and Malaysia, America in the Philippines, French Indochina, the Vietnam War, and Southeast Asia since 1975.

Prerequisite: None

Corequisite: None

HIST672 Historical Perspectives on Appalachian Health Care

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Students will study the development of health care systems and issues in Appalachia, a region that contains central Pennsylvania. This course will provide students with an opportunity to scrutinize and discuss primary sources and historical analyses that address the following issues: identification of the region and recognition of the unique health needs of its inhabitants; the development of the medical profession and its relationship to other health care providers; and evaluation of the effectiveness of the traditional medical system in Appalachia.

Prerequisite: None

Corequisite: None

HIST690 Contemporary World Problems

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A detailed study of the historical background and significance of several major contemporary problems. Issues treated will vary from year to year in response to the changing world scene. Typical problems are the Arab-Israeli conflict, arms limitation, northern Ireland, the status of Taiwan, among others.

Prerequisite: None

Corequisite: None

HLTH100 Medical Terminology

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

An introductory study of medical language including basic word structure, medical prefixes and suffixes. It is designed to help students interpret medical terms as used in medical practice.

Prerequisite: None

Corequisite: None

HLTH102 Orientation to Health Science

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Explores career options and graduate or professional school opportunities for Health Science majors. Class activities primarily consist of presentations by allied health professionals regarding job requirements, prerequisite education and related matters.

Prerequisite: None

Corequisite: None

HLTH104 Foundations of Health Education

[Minimum Semester Hours: 1.5 sh; Maximum Semester Hours: 1.5 sh]

Introduces students to the profession of health education. Emphasis is placed on the history of the profession; major determinants of health status; the contributions of the behavioral sciences, education and public health; and health behavior change theory. Students will analyze the roles and responsibilities of health educators.

Prerequisite: None

Corequisite: None

HLTH105 Introduction to Health

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introductory survey of basic health issues, emphasizing the development of health literacy skills to enhance students' efficacy in reaching and maintaining a lifestyle conducive to health and wellness. A foundation of health content will be covered to serve as a basis for further study of contemporary health issues. Open to students who have not earned a C or better in RECR105 or HPED060.

Prerequisite: None

Corequisite: None

HLTH115 Human Anatomy and Physiology 1

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

The course is the first in a two course sequence designed to introduce students to human anatomy and physiology in both healthy and disease states. Students explore fundamental concepts of chemistry, cells and histology as applied to the study of sensory organs, integumentary, skeletal, muscular, and nervous systems.

Prerequisite: None

Corequisite: None

HLTH119 First Year Student Seminar

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to introduce students to the culture and mission of the university within the context of Health Science. Students are encouraged to explore the purpose of a college education and provided an opportunity to engage with the academic discipline. Students are introduced to learning strategies and study skills. Class discussion, students engage in active learning, common co-curricular activities, service and/or civic opportunities are incorporated to promote connection with fellow students, faculty, university and the community.

Prerequisite: None

Corequisite: None

HLTH120 Human Anatomy and Physiology 2

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

The second of a two course sequence to introduce students to a study of the normal structure and function of the human body. Students explore the endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems.

Prerequisite: None

Corequisite: None

HLTH122 Essentials of Human Anatomy and Physiology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An overview of normal structure and function of the human body at an introductory level to prepare students for advanced study. The laboratory component includes practical application of course content using the scientific method. Students will explore integumentary; skeletal; muscular; nervous; cardiovascular; respiratory; digestion and metabolism; urinary; lymphatic and immune; endocrine and reproductive systems.

Prerequisite: None

Corequisite: None

HLTH140 Introduction to Public Health

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An overview of the key aspects of public health, including its history, mission, essential services, core functions, infrastructure, resources, workforce, achievements, challenges and career options.

Prerequisite: (HLTH105)

Corequisite: None

HLTH200 Introduction to Disease

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provide health science students with a background of information that is needed for future advanced studies in specific allied health professions. Course topics include the following: medical terminology and documentation, basic evaluation skills, the inflammatory and healing processes, and an introduction to the diseases that occur within the body's systems.

Prerequisite: (HLTH115 AND HLTH120)

Corequisite: None

HLTH204 Foundations of School and Community Health Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the profession of health education. There is an emphasis on the history of the profession, theoretical foundations of health education, determinants of health, accessing and evaluating health information, basic epidemiology and the roles and responsibilities of health educators in the school and community settings.

Prerequisite: None

Corequisite: None

HLTH208 Stress Management and Life Skills for Health Promotion

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The interrelationship of physical, mental, and psychological aspects of overall health. The emphasis is on the development of health literacy skills to enhance students' efficacy in researching and maintaining a lifestyle conducive to health and wellness. Students will be guided through identifying and analyzing how their personal lifestyles impact their health. Specific emphasis on preventive measures of disease, development of a stress management plan, and lifelong skills to promote every aspect of health.

Prerequisite: None

Corequisite: None

HLTH214 Planning and Assessment in School Health Education

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

An overview of planning and assessment in health education in the Pre-K through 12 setting. Emphasis is placed on designing comprehensive health education plans, fully integrating health skills with content.

Prerequisite: (HLTH204) OR (HLTH104 AND HLTH215)

Corequisite: None

HLTH215 Community Health

[Minimum Semester Hours: 1.5 sh; Maximum Semester Hours: 1.5 sh]

An overview of community health agencies and processes involved in community health education. Particular emphasis is placed on environmental health, uses of epidemiological data, and political processes and their influence on community health.

Prerequisite: (HLTH105) OR (HLTH104)

Corequisite: None

HLTH218 Public Health and the Environment

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to introduce students to the fundamental concepts surrounding environmental and occupational health. Students will apply concepts in these areas to current environmental health issues including the following: risk assessment, policy generation and regulation, and human health impacts of environmental and occupational factors.

Prerequisite: (HLTH115 AND HLTH120)

Corequisite: None

HLTH235 Community Health Education Methods and Strategies

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to teach students with the communication skills necessary to implement health education programs at the individual, group, community, and policy levels. Course content includes communication and learning theories, educational sessions and presentations, material development, social and legislative advocacy, communicating with media, and facilitating groups.

Prerequisite: (HLTH204 AND HLTH214)

Corequisite: None

HLTH240 Introduction to Epidemiology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction of basic epidemiologic concepts and methods including the basics of infectious disease, environmental epidemiology and psychosocial/behavioral epidemiology.

Prerequisite: (HLTH200 AND MATH107)

Corequisite: None

HLTH301 CPR and Emergency Care

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provide the student with the knowledge to evaluate both life-threatening situations and non life-threatening situations. Emphasis is placed on the evaluation and management of medical emergencies or trauma injuries and the necessary care for these conditions. Students who meet the minimum qualifications set by the Emergency Care Institute of Safety will receive Emergency Medical Responder certification.

Prerequisite: (HLTH115 AND HLTH120) OR (HLTH122)

Corequisite: None

HLTH305 Introduction to Biomechanics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to introduce students to an understanding of human movement and to provide the foundation for critical analysis of physical activity and exercise. The approach includes the use of both quantitative and qualitative problems and applications are designed to illustrate biomechanical principles.

Prerequisite: (HLTH128 AND HLTH129) OR (HLTH115)

Corequisite: None

HLTH307 Cultural Aspects of Health

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration of race, ethnicity and culture as constructs of health. The course is designed to enhance cultural awareness and improve cultural competence when working with diverse populations within the United States.

Prerequisite: None

Corequisite: None

HLTH310 CPR and First Aid Instructor Training

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Students will become prepared to teach CPR and first aid skills to others. Emphasis is placed on the role of the instructor to supervise skill practice sessions. Detailed training with the CPR manikins is given. Upon successful completion of the course, students will receive American Red Cross instructor certification in CPR and first aid.

Prerequisite: (HLTH301)

Corequisite: None

HLTH315 Consumer Health

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to promote current health literacy in relation to issues in consumer health, self-care management, and health care.

Prerequisite: None

Corequisite: None

HLTH320 Drug Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provide students with current, accurate, and documented information about drug abuse in society. Special attention will be given to prevention, treatment, and drug education programs.

Prerequisite: (HLTH105) OR (HLTH154) OR (HLTH104)

Corequisite: None

HLTH325 Death Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Thought provoking questions and learning activities will help the student personally examine selected death-related issues and will serve as a guide in developing a death education curriculum in the secondary, middle or elementary school setting.

Prerequisite: None

Corequisite: None

HLTH330 School Health Programs

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh]

Intended for students interested in health education. It includes the information and skills for planning and implementing policies and programs aligned with the Coordinated School Health Program. The course meets the combined standards for the National Commission on Accreditation in Teacher Education (NCATE) and Society for Public Health Education-American Association for Health Education (SABPAC).

Prerequisite: None

Corequisite: None

HLTH332 Psychological Aspects of Injury and Illness

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to expose students to the psychological aspect of injury, illness, and rehabilitation. Students analyze literature related to psychological issues that can significantly impact the quality of rehabilitation and the patient's life. Various psychological factors such as motivation, confidence, anxiety, goal setting techniques, relaxation training that influence the rehabilitation process are investigated throughout this course.

Prerequisite: None

Corequisite: None

HLTH334 Teaching of Nutrition and Consumer Health

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to address the basic elements of nutrition and consumer health for the health and physical education major.

Prerequisite: (HLTH104)

Corequisite: None

HLTH336 Teaching Drug Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides students with current, accurate, and documented information concerning drug abuse in society. Special attention will be given to drug education curriculum K-12, special school programs, community drug education programs, dysfunctional family problems related to drug abuse, and teaching strategies.

Prerequisite: (HLTH104 AND HLTH151 AND HLTH251) OR (HLTH105 AND HLTH151 AND HLTH251) OR (HLTH104 AND HLTH128 AND HLTH130) OR (HLTH105 AND HLTH128 AND HLTH130) OR (HLTH104 AND HLTH130 AND HLTH151) OR (HLTH105 AND HLTH130 AND HLTH151) OR (HLTH104 AND HLTH128

Corequisite: None

HLTH341 Teaching Human Sexuality

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Intended for students interested in health education. It includes the information and skills needed to facilitate the planning and implementation of human sexuality education. Emphasis is placed on topics within human sexuality that are typically included in kindergarten to grade 12 sexuality education. The course meets the combined standards for the National Commission on Accreditation in Teacher Education (NCATE) and Society for Public Health Education-American Association for Health Education (SABPAC).

Prerequisite: None

Corequisite: None

HLTH350 Health Program Planning

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Grounded in effective assessment of existing public health liabilities and assets and input from the priority population. The emphasis is on proven models that impact the health profile of a community, state, and nation. Students will be guided through identifying and analyzing how various models provide a continuous series of steps or phases in planning, implementation and evaluation.

Prerequisite: (HLTH104 AND HLTH215)

Corequisite: None

HLTH353 Physiology of Exercise

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration of the function of the body under the stress of acute and chronic physical activity. Laboratory exercises will be used to aid in student comprehension.

Prerequisite: (HLTH115 AND HLTH120) OR (HLTH122)

Corequisite: None

HLTH363 Applied Sport and Exercise Science

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Provides students the fundamentals of fitness assessment, exercise prescription, and sports nutrition from a Health Science perspective. Students will develop and apply the skills required to perform a fitness assessment and subsequent exercise prescription in the physically active population. Course content also includes the nutritional requirements for optimal exercise performance.

Prerequisite: (HLTH353)

Corequisite: None

HLTH401 Current Issues in Health

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Health is a dynamic and rapidly changing field that requires constant and continuous monitoring and study to keep abreast of contemporary developments. Selected current health topics drawn from popular and professional literature are presented and discussed. Extensive utilization of current newspapers on a day-to-day basis is also stressed.

Prerequisite: (HLTH105) OR (HLTH154) OR (HLTH104)

Corequisite: None

HLTH402 Evaluation in Health Education and Promotion Programs

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Explores the processes for evaluation of health education policy, projects and programs. The emphasis is placed on developing and interpreting evaluations including evaluation design, measurement and using evaluation outcomes for decision-making. Qualitative and quantitative assessments are included to provide the learner with a variety of tools to assess the efficacy of health programs.

Prerequisite: None

Corequisite: None

HLTH406 Biomechanics of Musculoskeletal Injury

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provide students in health-related professions with an advanced clinical background in the relationship between human biomechanics and musculoskeletal injury. The course examines the coordination of movement and the forces placed on various tissues of the body by physical activity, specifically in athletics and industrial work environments. Students explore various prevention/treatment interventions and are exposed to clinical problems in orthopedics, rehabilitation, and epidemiologic research.

Prerequisite: (HLTH305)

Corequisite: None

HLTH407 Advanced Human Physiology and Mechanisms of Disease

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

Designed to investigate areas of physiology at a deeper level than HLTH251 (Human Physiology) and explores alterations in the functioning of human organ systems, including the etiology, pathogenesis, and clinical manifestations of common disease states. Topics covered are those with significance to the biomedical professions.

Prerequisite: (HLTH128 AND HLTH129 AND HLTH130 AND HLTH131)

Corequisite: None

HLTH410 Community Health Organization Management

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to introduce the health educator to the work environment of community agencies, schools, hospitals, business and industry, as well as institutions of higher education. Professional skills include the ability to assess, plan, implement, coordinate and evaluate health education programs and services. Key areas of study also include the ability to deal with political action strategies, as a resource person, advocate for health education, effectively communicate, perform a job search, participate in public relations, conduct fund raising and grant procurement. This course includes the information and skills required by The National Commission for Health Education Credentialing, Inc, the Society for the Public Health Education, and the American Association for Health Education (SOPHE/AAHE), the accreditation body for health educators.

Prerequisite: (HLTH215)

Corequisite: None

HLTH415 Introduction to Pharmacology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This is an introductory course in pharmacology, which focuses on principles of drug actions and major classes of drugs emphasizing mechanisms of action, rationale for therapeutic use, side effects, and relevant toxicities. Emphasis will be placed on pharmacotherapeutics so as to promote an understanding of the rational use of drugs in the clinical setting.

Prerequisite: None

Corequisite: None

HLTH420 Clinical Evaluation and Rehab

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed for those students pursuing physical or occupational therapy, physician assistant, chiropractic, or other health related professions. Principles of evaluation and treatment of orthopedic dysfunction and procedures in physical/occupational therapy, as well as instruction in proper medical note taking, are taught by both lecture and laboratory sessions. This course is designed to be taken prior to the student's field experience.

Prerequisite: (HLTH128 AND HLTH130 AND HLTH200 AND HLTH305) OR (HLTH151 AND HLTH200 AND HLTH251 AND HLTH305)

Corequisite: None

HLTH425 Clinical Exercise Physiology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An examination of the clinical aspects of exercise physiology emphasizing the relationships between exercise and chronic diseases and disorders. Exercise testing techniques will include electrocardiogram administration and interpretation.

Prerequisite: (HLTH200 AND HLTH353) OR (ATTR260)

Corequisite: None

HLTH430 Women's Health Issues

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Addresses relevant issues regarding women's health and puts this knowledge to use. Provides a forum for the presentation of medical and scientific information on the health needs of women. For the context of this course, women's health issues are defined as any matters that affect women's health differently from that of men.

Prerequisite: (HLTH105) OR (HLTH154) OR (HLTH104)

Corequisite: None

HLTH440 Research in the Health Sciences

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An orientation to research and evaluation for students in the health sciences. The emphasis is placed on developing, interpreting and evaluating research studies including design, measurement and use of evaluation outcomes for professionals in the health science field. Emphasis will be placed on the utilization of library skills, the reading and analysis of the professional literature and the development of a literature review and methodology on an issue of interest to the student in the health science field. Restrictions Upon Student Registration: Health Science majors with 75 or more credits. MATH107 Basic Statistics preferred but not required or by permission of the instructor.

Prerequisite: (MATH107)

Corequisite: None

HLTH451 Advanced Human Anatomy

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

A study of the gross anatomical relationships between major structures, organs, vessels, and nerves. Human cadaver observation and dissection of all major systems of the body will be conducted by students and included in the laboratory sessions.

Prerequisite: (BIOL106 AND BIOL107 AND HLTH128 AND HLTH129 AND HLTH130 AND HLTH131)

Corequisite: None

HLTH470 Sex Education for the Health Sciences

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Addresses human sexuality from a health and medical perspective. Emphasis is placed on sexual anatomy and physiology, sexual health, effects of medical conditions on sexual functioning and other issues important in the health sciences.

Prerequisite: None

Corequisite: None

HLTH485 Professional Field Experience in Health Science

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 12 sh]

Intended to expose students to on-site operations and test their potential and interest in the health science professions. Students will learn from professionals in the field and be exposed to programs, procedures, and settings. Supervision is provided by both university faculty and the cooperating agency.

Prerequisite: (HLTH115 AND HLTH120 AND HLTH200)

Corequisite: None

HLTH490 Health Science Capstone

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to be a culminating educational experience for the health science student, the health science capstone course integrates coursework, knowledge, skills and experiential learning to enable the student to demonstrate a broad mastery of learning across the curriculum. The course provides an opportunity to integrate previous courses and experiences in and outside of the health science major.

Prerequisite: (HLTH440) OR (HLTH404) OR (ATTR404)

Corequisite: None

HLTH498 Health Science Seminar

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 3 sh]

An analysis of topics related to health science within a framework provided by the instructor. Examples include but are not limited to: contemporary issues in healthcare; a comparative analysis of healthcare systems in different countries; health issues related to population, economics, social and other factors; healthcare issues of special populations; the healthcare crisis in the United States; and emerging healthcare technologies and fields.

Prerequisite: None

Corequisite: None

HLTH600 Substance Abuse Issues

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The purpose of this course is to provide current, accurate, and documented information concerning drug use and abuse in society. Special attention will be given to prevention, intervention, and treatment. This course will aid individuals involved in education or developing educational programs dealing with drug awareness.

Prerequisite: None

Corequisite: None

HLTH601 Current Issues in Health

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Health is a dynamic and rapidly changing field that requires constant and continuous monitoring and study to keep abreast of contemporary developments. Selected current health topics drawn from popular and professional literature are presented and discussed. Extensive utilization of current newspapers on a day-to-day basis is also stressed.

Prerequisite: None

Corequisite: None

HLTH603 Gross Human Anatomy

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

Gross anatomy is studied regionally stressing relationships of major structures, organs, vessels, and nerves. Human cadaver observation and dissection by students are included in the laboratory sessions. All major areas of the body are covered. References to the relationship of anatomical structures to pathology, traumatic injury and medicine are stressed.

Prerequisite: None

Corequisite: None

HLTH605 Assessment and Planning for Health Programs 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to community assessment tools, data collection and the utilization of data to plan effective program in the community and clinical settings. Students will design appropriate evaluation plans to assess program goals and objectives.

Prerequisite: None

Corequisite: None

HLTH610 Contemporary Issues in Health and Healthcare

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focuses on the current issues and trends in health and healthcare. The course recognizes the fact that the field of health is a dynamic and rapidly changing area that requires constant and continuous monitoring and study to keep abreast of contemporary developments. Selected current health topics drawn largely from current popular and professional literature will be presented, evaluated, analyzed and discussed. Extensive utilization of daily popular press will also be stressed.

Prerequisite: None

Corequisite: None

HLTH620 Applied Research and Statistics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to teach students to interpret research and determine methods of best practice. This course will apply the design and data analysis of recent topics in health research to common statistical methods in the field. Experimental and observational designs will be used to discuss statistical methods, both descriptive and inferential.

Prerequisite: None

Corequisite: None

HLTH624 Leadership Theory and Practice

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Integrate the theoretical and interdisciplinary nature of leadership into a variety of work settings with particular emphasis on healthcare/health services delivery systems. Students will assess their personal leadership qualities and develop a plan to enhance their leadership potential in the workplace.

Prerequisite: None

Corequisite: None

HLTH625 Grief and Loss Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The purpose of this course is to recognize loss, grief and bereavement as an important part of life. The course contributes to general education through the development of knowledge and skills necessary to address loss, grief and bereavement in personal and professional roles. This course will aid individuals involved in education or developing educational programs concerning loss and grief including educational systems, communities and health care providers.

Prerequisite: None

Corequisite: None

HLTH630 Women's Health Issues

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Addresses relevant issues regarding women's health and puts this knowledge to use. Provides a forum for the presentation of medical and scientific information on the health needs of women. For the context of this course, women's health issues are defined as any matters that affect women's health differently from that of men.

Prerequisite: None

Corequisite: None

HLTH631 Applied Leadership in Healthcare

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Constructed to challenge students to appraise leadership within public health and healthcare organizations using contemporary leadership perspectives. Students will construct a lens through which leadership within these environments can be evaluated. This systematic analysis will be used to assess leadership behaviors revealed through a wide range of case studies within the health care industry as well as those displayed within their own work environment.

Prerequisite: None

Corequisite: None

HLTH634 Healthcare Informatics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Analysis of the evolution of information technology in healthcare with an emphasis on administrative and clinical decision making. Students will assess the value of implementing or advancing technology in their area of practice.

Prerequisite: None

Corequisite: None

HLTH635 Epidemiology in Community Health

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focuses on the study of epidemiology including the patterns of disease and injury in human populations and the application of this study to the control of health problems such as infections and chronic disease, mental disorders, community and environmental health hazards, unintentional injuries and geriatric problems.

Prerequisite: None

Corequisite: None

HLTH638 Ethical Trends in Healthcare

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Examines ethical and professional issues administrators and practitioners most often encounter in the changing consumer-driven healthcare environment. Topics will include business and organizational ethics, organization and individual responsibility, and ethical decision-making.

Prerequisite: None

Corequisite: None

HLTH640 Grant Writing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction and application of the mechanics, principles and techniques of successful grant writing. Students will apply the fundamental components of a grant proposal such as identifying sources of grant funding, conducting research to support their application and tailoring their proposals to specific audience interests. Students will locate funding opportunities and develop a competitive grant proposal for an agency of their choice following the agency's Request for Proposal (RFP) format.

Prerequisite: None

Corequisite: None

HLTH641 Applied Healthcare Finance and Data Management

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the basic concepts of accounting, finance, and economics as they apply to healthcare. The course also discusses the role of financial information in the decision making process. Data types, sources, and uses are discussed and applied in the context of case studies.

Prerequisite: None

Corequisite: None

HLTH644 Assessment and Planning for Health Programs 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A critical examination of program planning models and processes to systematically design and evaluate theory-based health programs in community and clinical settings. Students will examine systematic data collection, analysis and presentation of community and clinical program implementation, quality control, efficacy and cost considerations.

Prerequisite: (HLTH605 AND HLTH620)

Corequisite: None

HLTH645 Theoretical Foundations of Health Education and Promotion Programs

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to the theoretical foundations of health education and promotion programs. The course emphasizes the practical applications of theory for planning, needs and assets assessment, evaluation, and research.

Prerequisite: None

Corequisite: None

HLTH670 Sex Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Human sexuality from a biological, behavioral and cultural perspective. The component parts of each area are integrated to provide a comprehensive and total concept of human sexuality.

Prerequisite: None

Corequisite: None

HLTH685 Advanced Professional Field Experience in Health Science

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 9 sh]

An emphasis on the development of practical, on-the-job experience and skills under the direct supervision of a professional in the field of healthcare or health education. The professional field experience is considered a culminating experience and will demand an advanced degree of preparation, initiative and responsibility to complete successfully. Supervision is provided by both the instructional staff of the university and the cooperating agency.

Prerequisite: None

Corequisite: None

HLTH698 Health Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A critical analysis and/or comparison of topics related to health science within a framework provided by the instructor. Examples include contemporary issues in healthcare; a comparative analysis of healthcare systems in different countries; health issues related to population, economics, social and other factors; healthcare issues of special populations; the healthcare crisis in the United States; and emerging healthcare technologies and fields.

Prerequisite: None

Corequisite: None

HONR101 Honors: Historical and Philosophical Studies 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This honors class emphasizes the study of philosophers from the early Egyptian period to the theories of Thomas Aquinas. The student can expect to read works by Plato, Aristotle, Socrates, Augustine, and books dealing with Taoism, Christianity, Islam, Hinduism, and a myriad of other philosophical topics.

Prerequisite: None

Corequisite: None

HONR102 Honors: Historical and Philosophical Studies 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of major civilizations of the world since 1500, with special attention to the analysis of philosophical theories and historical developments. Topics include the Renaissance, Absolutism and Constitutionalism, the Enlightenment, Eastern and Islamic tradition, Revolutionary and Natural Rights theory, Conservatism and Romanticism, Liberalism and Nationalism, Marxism, Imperialism, Darwin, Freud, Existentialism, Feminism, and new and old directions in the Third World. Emphasis on an interdisciplinary approach to interpretation of classic and modern works.

Prerequisite: None

Corequisite: None

HONR105 Honors: Mathematics in Contemporary Society

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course presents a variety of mathematical topics that are relevant to contemporary intelligent citizenship. The chosen topics will be studied in detail through guided experimentation, discovery, conjecture formulation, and analysis. Collaborative learning will be emphasized throughout the course. This course is open to any student in the Honors Program.

Prerequisite: None

Corequisite: None

HONR110 Honors: Concepts in Biological Sciences

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focuses on select current issues in this important field of inquiry. Classroom activities include lectures intended to familiarize students with basic concepts needed to understand technical aspects of the science. Class discussions and student presentations cover a range of issues of current interest. Laboratory experiences are directed by written protocol, computer simulation, and experimentation. This course meets General Education Natural Science requirement.

Prerequisite: None

Corequisite: None

HONR111 Composition: Global Honors

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Introduction to the basic principles of effective English written communication with an emphasis on multicultural local or global issues.

Prerequisite: None

Corequisite: None

HONR112 Global Honors: Introduction to Literature

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to fiction, poetry, drama, and creative nonfiction that seeks to develop the student's understanding of literature on a global scale.

Prerequisite: (HONR111)

Corequisite: None

HONR115 Honors: Earth Resources and Environment

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An inquiry-based introductory-level course designed to explore occurrences, distribution, and uses of Earth resources, including minerals, rocks, soil, energy, and water. Environmental degradation resulting from exploration and exploitation of Earth resources will be investigated in the context of historical development in central Pennsylvania. The concept of sustainable development of natural resources and land will be examined through lecture, laboratory exercises, field observations, and hands-on experience with field and laboratory equipment commonly used by geoscientists.

Prerequisite: None

Corequisite: None

HONR180 Honors: Introduction to Psychological Science

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to the field of psychology, the scientific study of behavior, including actions, thoughts, and feelings.

Prerequisite: None

Corequisite: None

HONR200 Honors: Nutrition for Wellness

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to investigate contemporary nutrition concerns. While the course will emphasize the relationship of nutrition to overall good health and well being, it will specifically focus on an understanding of the most current issues related to sound nutritional practices.

Prerequisite: None

Corequisite: None

HPED014 Aerobics 1

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Aerobic fitness concepts and beginning level aerobic exercise.

Prerequisite: None

Corequisite: None

HPED016 Strength Training

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Strength training principles and individually developed programs and progressions.

Prerequisite: None

Corequisite: None

HPED102 Foundations of Physical Education Seminar

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Designed as an orientation to the culture and mission of the university and to the physical education profession. Students are encouraged to explore the purpose of a college education within an academic discipline and are introduced to learning strategies and study skills for success in the major. This includes the nature and scope of the field, underlying scientific principles, a brief historical background, qualities of and the role of successful professionals, and field experiences. Students start a professional portfolio. Class discussion, active learning, common co-curricular activities, service and/or civic opportunities are incorporated to promote connection with fellow students, faculty, university and the community.

Prerequisite: None

Corequisite: None

HPED103 Teaching Soccer

[Minimum Semester Hours: 0.5 sh; Maximum Semester Hours: 0.5sh]

Designed as an activity course involving knowledge, fundamental skills, strategy and rules of soccer. Emphasis is placed on skill learning, performance analysis, and progressions. This activity course encompasses teaching methods, class management, and safety appropriate for all grade levels. Students will complete peer and self evaluations. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED105 Teaching Basketball

[Minimum Semester Hours: 0.5 sh; Maximum Semester Hours: 0.5sh]

Primarily an activity course involving a progression in basketball skills. The course includes an emphasis on skill progressions, teaching methods, strategy, and rules for the game of basketball. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED107 Teaching Field Hockey

[Minimum Semester Hours: 0.5 sh; Maximum Semester Hours: 0.5 sh]

Designed as an activity course involving knowledge, fundamental skill, strategy and rules of the game of field hockey. The emphasis of this course is on skill learning, performance analysis, and progression. Additionally, the course encompasses teaching methods and class management and safety for appropriate age groups. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED109 Teaching Wrestling

[Minimum Semester Hours: 0.5 sh; Maximum Semester Hours: 0.5 sh]

A methods and activity course involving teaching and learning fundamental wrestling skills and progressions. The course includes an emphasis on skill progressions, teaching methods, strategy rules, and skill analysis for the sport of wrestling.

Prerequisite: None

Corequisite: None

HPED111 Teaching Racquet Sports

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

A combination methods-activity course involving teaching and developing skill progression in tennis, badminton, racquetball and pickleball. The subject matter includes the basic skills, skill analysis of performance, teaching strategies, class organization, safety, lead-ups, game play, rules, and strategies of the games. In addition, the course provides students with the knowledge and skills of self-evaluation of teaching performance and peer evaluation. It is designed to meet the National Association of Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED112 Teaching Fundamental Movements and Rhythms

[Minimum Semester Hours: 0.5 sh; Maximum Semester Hours: 0.5 sh]

Emphasizes the execution and analysis of basic movement patterns, rhythm and its relationship through an overall basic movement education approach. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED113 Teaching Volleyball

[Minimum Semester Hours: 0.5 sh; Maximum Semester Hours: 0.5 sh]

Designed as an activity course involving knowledge, fundamental skills, strategy and rules of volleyball. Emphasis is placed on skill learning, performance analysis, and progressions. This activity course encompasses teaching methods, class management, and safety appropriate for all grade levels. Students will complete peer and self evaluations. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED114 Aerobics 2

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Advanced aerobic conditioning principles and exercises.

Prerequisite: None

Corequisite: None

HPED115 Teaching Invasion Sports 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A methods course with a lab involving knowledge, fundamental skills, strategy and rules of soccer, football, and hockey. Emphasis is placed on skill learning, performance analysis, and progressions. This methods/lab course encompasses teaching methods, class management, and safety appropriate for all grade levels. Students will complete peer and self-evaluations.

Prerequisite: None

Corequisite: None

HPED119 First Year Seminar for Health and Physical Education Students

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Designed to embed education program requirements into a required course and to support student achievement of Education program requirements.

Prerequisite: None

Corequisite: None

HPED120 Teaching Baseball and Softball

[Minimum Semester Hours: 0.5 sh; Maximum Semester Hours: 0.5 sh]

Designed to teach the fundamental skills, strategies, and rules of baseball and softball and the techniques and methods of teaching these to students. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED125 Teaching Invasion Sports 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A methods course with a lab involving knowledge, fundamental skills, strategy and rules of basketball, team handball, and ultimate frisbee. Emphasis is placed on skill learning, performance analysis, and progressions. This methods/lab course encompasses teaching methods, class management, and safety appropriate for all grade levels. Students will complete peer and self-evaluations.

Prerequisite: None

Corequisite: None

HPED128 Judo

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Introduction to beginning judo skills.

Prerequisite: None

Corequisite: None

HPED130 Teaching Net Sports

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A methods course with a lab involving knowledge, fundamental skills, strategy and rules of tennis, badminton, and volleyball. Emphasis is placed on skill learning, performance analysis, and progressions. This methods/lab course encompasses teaching methods, class management, and safety appropriate for all grade levels. Students will complete peer and self-evaluations.

Prerequisite: None

Corequisite: None

HPED132 Beginning Swimming

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

For non-swimmers, or those not comfortable in the water, to develop basic skills and confidence.

Prerequisite: None

Corequisite: None

HPED133 Intermediate Swimming

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

For swimmers who wish to learn or improve stroke skills and aquatic fitness.

Prerequisite: None

Corequisite: None

HPED134 Swimming/Emergency Water Safety

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

This Swimming/Emergency Water Safety course in advanced swimming techniques is designed to enable the students to become proficient in basic swimming strokes and related aquatic skills. The students will also develop fundamental water safety skills. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED140 Wellness for Life

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Introduction to the interdependence of personal wellness and fitness. Students will gain the knowledge and skills necessary to develop a proactive approach to a wellness-oriented lifestyle. Emphasis will be placed on the development of a personal understanding of exercise options and their relevancy to health risk management. Students will also be introduced to health risk and fitness appraisal techniques.

Prerequisite: None

Corequisite: None

HPED200 Teaching Aerobics

[Minimum Semester Hours: 0.5 sh; Maximum Semester Hours: 0.5 sh]

Designed to involve students with organizational procedures, teaching progressions, safety factors, components of low-impact aerobics, step aerobics and circuit aerobic workouts (abdominal exercises, resistance bands, hand weights, jump ropes, etc.). It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED202 Teaching Leisure Sport Activities

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

This is a methods and activity course involving teaching, developing and learning skill progression in archery, bowling, golf, and football. The course includes an emphasis on skill progressions, teaching methods, strategies, rules and skill analysis. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED204 Psychological and Social Dimensions of Physical Activity and Sport

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Designed to introduce psychological and sociological dimensions of sport and physical activity as they relate to roles as teachers of physical activity and sport in educational settings. Students will be required to relate psychological and sociological principles of physical activity to curriculum and program development, teaching style and methods, and positive learning environments for sport and physical activity. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED206 Teaching Lacrosse

[Minimum Semester Hours: 0.5 sh; Maximum Semester Hours: 0.5 sh]

Designed as an activity course involving knowledge, fundamental skills, strategy and rules of lacrosse. Emphasis is placed on skill learning, performance analysis, and progressions. This activity course encompasses teaching methods, class management, and safety appropriate for all grade levels. Students will complete peer and self evaluations. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED210 Teaching Rhythmic Activities and Dance

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to be an introduction to basic movement patterns, rhythm, and dance and their relationship to movement through a variety of rhythmic activities that have been the tradition of many ethnic cultures. Emphasis will be placed on the teaching techniques specifically used for these movement patterns and dance focusing on use in grades K-12 and for adult recreation. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED213 Methods for Teaching Elementary Physical Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Teaching methods course with a lab involving elementary physical education curriculum. Emphasis is placed upon teaching techniques and safety procedures presented and practiced in peer teaching experiences. Developmental characteristics of children will be integrated into current curricular trends. Students will build a repertoire of elementary physical education activities selected from various categories. This course meets the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED214 Teaching Lifetime Activities

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh]

A methods course with a lab involving knowledge, fundamental skills, strategy and rules of lifetime activities such as golf, archery, bowling, and softball. Emphasis is placed on skill learning, performance analysis, and progressions. This methods/lab course encompasses teaching methods, class management, and safety appropriate for all grade levels. Students will complete peer and self-evaluations.

Prerequisite: None

Corequisite: None

HPED215 Teaching Track

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Designed to prepare the student with an understanding of and skill proficiency in track and field events. Skill analysis and teaching techniques will be stressed. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED218 Teaching Tumbling and Gymnastics

[Minimum Semester Hours: 0.5 sh; Maximum Semester Hours: 0.5 sh]

Emphasizes developmentally appropriate skills for ages Kindergarten through 8th grade. Content includes progressions, teaching methods, assessment, basic mechanical principles and spotting. The students will demonstrate minimal competencies in skill execution. The course will provide opportunities for skill analysis, peer teaching, and writing a lesson plan. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED222 Lifeguard Instructor

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to train the student to teach courses in the American Red Cross (ARC) program, specifically, Basic Water Rescue, Lifeguard Training and Lifeguard Training Review, Lifeguard Management and Waterfront Lifeguarding. Students will also be able to teach CPR and Automated External Defibrillation (CPR/AED) for the Professional Rescuer and First Aid. Additionally students will be recertified as a lifeguard. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED225 Swimming/Lifeguard Training

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to train lifeguard personnel to develop the knowledge and skills required to provide the safest water safety conditions for the patrons of public and private aquatic facilities. Students have the opportunity to become certified in American Red Cross Lifeguarding, CPR & Automated External Defibrillation (CPR/AED) for the Professional Rescuer (PR), Oxygen Administration, First Aid, and Waterfront Lifeguarding. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED228 Synchronized Swimming

[Minimum Semester Hours: 0.5 sh; Maximum Semester Hours: 0.5 sh]

Students are introduced to the components of synchronized swimming with an emphasis on sculling, stroke adaptation and figure execution. Basic choreographic techniques are also explored. Students must have the ability to swim in deep water and knowledge of the basic swimming strokes: front crawl, sidestroke, backstroke, breaststroke, and elementary backstroke.

Prerequisite: None

Corequisite: None

HPED230 Aquacise

[Minimum Semester Hours: 0.5 sh; Maximum Semester Hours: 0.5 sh]

The students are introduced to a lifetime sport exercise option utilizing the aquatic medium. Exercise areas, such as free-standing water drills, pool side standing drills, circuit training, running, and relaxation techniques, are emphasized. Students must have ability to swim in deep water and knowledge of the basic swimming strokes: front crawl, sidestroke, backstroke, breaststroke, and elementary backstroke.

Prerequisite: None

Corequisite: None

HPED234 Water Safety Instructor

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to train the student to teach the following American Red Cross (ARC) courses: 1) Parent & Child Aquatic Program; 2) Longfellow's Whale Tales Educational Program; 3) Progressive Swimming Courses (levels I-VI); 4) Water Safety Outreach Program; and 5) Safety Training for Swim Coaches. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED240 Intro to Physical Education and Sport in the Correctional Facility

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Examines the nature and scope of physical education and sport along with their allied disciplines in the correctional facility. An introduction to the study of physical education and sport in the correctional environment will be conducted at the local, state and federal levels. Students will be introduced to an overview of the principles of managing physical education and sport programs in the correctional facility environment. The various philosophies, principles of program design, selection of intramural and varsity sports, equipment procuring and facility management, budget and finance, routine procedures, law and legal liability, staff selection and organization, health, fitness, wellness and recreational pursuits will be reviewed.

Prerequisite: None

Corequisite: None

HPED245 Health and Physical Education in the Elementary School

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Students will gain the knowledge and skills necessary to develop a proactive approach to a positive, vigorous, and wellness-oriented lifestyle. The course will focus on the health content and process of the instructional phase of the health and physical education program in the elementary school through classroom and laboratory activities.

Prerequisite: None

Corequisite: None

HPED255 Teaching Fitness in K-12 Schools

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A methods course with a lab providing students with health-related physical fitness theory and content that will prepare them to work with K-12 students in physical education lessons. The course will also prepare students to use current technology for physical activity/wellness engagement and for assessing health and fitness status and physical activity/wellness engagement levels.

Prerequisite: (HPED102)

Corequisite: None

HPED260 Principles and Practices of Conditioning

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to acquaint the future teacher/coach with the principles of teaching physical conditioning. Students are provided with a practical experience in program design and implementation. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED300 Advanced Techniques and Coaching Soccer

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

A comprehensive insight to coaching basic soccer skills. Emphasis is given to team organization aiming to improve the efficiency of the essential aspects of the game--how to score and prevent goals. Basic theory with a strong emphasis towards audio-visual teaching aids.

Prerequisite: (HPED103)

Corequisite: None

HPED301 Advanced Techniques and Coach Field Hockey

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Advanced techniques of modern field hockey. Consideration of the field hockey player as an athlete. Includes theoretical and practical work.

Prerequisite: (HPED107)

Corequisite: None

HPED302 Motor Learning Applied to Physical Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces various theories and principles explaining motor behavior, psychological factors related to or affecting motor skill acquisition and performance. Emphasis is placed on the application of practice, skill transfer, memory, feedback including knowledge of results, knowledge of performance, neuromotor functioning, and differences in motor abilities that are involved in motor skill performance. This will be achieved through involvement in lectures, theories, laboratory tasks, and demonstrations.

Prerequisite: (HLTH353 AND HPED352)

Corequisite: None

HPED303 Advanced Techniques and Coaching Football

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Advanced techniques for coaching football. Designed to teach students in areas such as organization, administration, philosophy, teaching fundamentals, player evaluation and player-coach relationships.

Prerequisite: (HPED202)

Corequisite: None

HPED304 Advanced Techniques and Coaching Wrestling

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Designed to familiarize students with the maturational, physiological and psychological aspects of coaching interscholastic wrestling. Special emphasis is given to techniques and to the organization and administration of interscholastic elementary and secondary programs.

Prerequisite: None

Corequisite: None

HPED306 Advanced Techniques Coaching Track

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

The philosophical, training and technical aspects of coaching all events of track and field. Also teaches the mechanics of organizing and running a home track meet including all events.

Prerequisite: (HPED215)

Corequisite: None

HPED307 Advanced Techniques and Coaching Basketball

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Coaching basketball on the competitive level. Subject matter will include formulating a philosophy, selecting a squad, pre-season/in-season/post-season practice, scouting opponents, keeping team statistics, establishing training and grooming codes, basketball research, proper techniques, and strategy.

Prerequisite: (HPED105)

Corequisite: None

HPED308 Advanced Techniques and Coaching Baseball

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

This course is designed to aid in development of a specific philosophy of coaching baseball. The course will also be designed to prepare the student for specific problems including: teaching fundamentals, techniques, organization, responsibilities, coach-administration, coach-parent, coach-player relationships, and basic coaching ethics.

Prerequisite: (HPED105)

Corequisite: None

HPED310 Health/PE Professional Semester Techniques & Strategies Teaching

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Orient the students to the principles of a good physical education program. Special attention given to pedagogy and progressions that will lead to effective learning of physical activities. Application of the theory and methods is made during in-class teachings and participation in the public schools. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED311 Health/PE Professional Semester: Teaching Health

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to classroom teaching techniques in Health Education. Students gain experience in constructing units of instruction and in using a variety of teaching aids/strategies to enhance the teaching/learning process. Required for Health and Physical Education certification. Focuses on learning styles and active learning strategies. It is designed to meet the National Association for Sport and Physical Education (NASPE) and the American Association for Health Education (AAHE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED312 Health/PE Professional Semester: Adapted Physical Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Offer basic preparation in adapted physical education to physical education and special education majors who wish to expand their knowledge and ability to work with exceptional students. Emphasis is on identifying students with special needs, the causes and characteristics associated with each type of need, and acquiring competencies in appropriate instructional and management procedures. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED314 Health/PE Professional Semester: Measurement for Evaluation in Health and Physical Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to equip students with basic knowledge of statistical concepts and evaluation techniques used in health and physical education. Emphasis will be placed on how to measure performance, and the use of performance data to improve learning. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED315 Advanced Techniques and Coaching Softball

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Designed to prepare the student to teach advanced skills and strategy, to analyze form and efficiency of movement and to handle athletes in competitive situations in softball.

Prerequisite: (HPED120)

Corequisite: None

HPED316 Advanced Techniques and Coaching Volleyball

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Advanced techniques, strategies and patterns of play for power volleyball. Theoretical and practical application of playing and officiating techniques.

Prerequisite: (HPED113)

Corequisite: None

HPED325 Teaching Nutrition

[Minimum Semester Hours: 1.5 sh; Maximum Semester Hours: 1.5 sh]

Health and Physical Education majors will explore teaching and curricular concepts in nutrition as part of a Health Education program. Students will apply their base knowledge of nutrition in the development of teaching units, which emphasize good health promotion practices.

Prerequisite: None

Corequisite: None

HPED350 Advanced Techniques and Coaching Swimming/Diving

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Prepares student with background and understanding of all areas for teaching and coaching competitive swimming and diving. In-depth attention given to competitive rules and regulations, swimming programs, and all individual skills; psychology of coaching swimmers and divers; types of training programs, pacework, and mechanical principles involved in swimming.

Prerequisite: None

Corequisite: None

HPED351 Managment of Aquatic Programs and Facilities

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Students are introduced to the role of aquatic facilities in schools, communities and agencies. The planning and design of aquatic facilities are explored as well as basic management and operations.

Prerequisite: None

Corequisite: None

HPED352 Kinesiology

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Designed to increase one's understanding of human movement and to provide the foundation for critical application of analysis of physical activity and exercise. The course content includes both anatomical and

biomechanical concepts. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: (HLTH122) OR (HLTH128)

Corequisite: None

HPED360 Advanced Techniques and Coaching Tennis

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Enhances students' tennis skills and provides teaching/coaching experiences for competitive tennis. Stroke analysis and diagnosing player faults are stressed, as well as skill drills for correction of faults. Administrative duties of the tennis coach are presented along with other organizational duties such as scheduling, purchasing equipment, trips, practice sessions, and setting up tournaments.

Prerequisite: (HPED111)

Corequisite: None

HPED400 Professional Development

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Facilitate authentic learning experiences for pre-service health and physical education majors. Students observe and participate in school health and physical education settings, K-12. Students develop a professional portfolio supporting their experiences and professional philosophy. Community professionals and resources are used to complement the learning experience through the presentation of seminar-practicum related to current teaching tools each week. This course meets the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED410 Sociology of Sport

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Students are introduced to the role of sport in society including issues in politics, economics, women's concerns, racism, media and social problems of athletes. Special attention will be given to current issues in society and their effect on and by sport.

Prerequisite: None

Corequisite: None

HPED425 Elementary Student Teaching and Professional Practicum

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6sh]

The capstone experience for pre-service teachers. Two student teaching experiences are provided at two levels, elementary and secondary. Supervised practice in classroom with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the students and conduct weekly practicum sessions.

Prerequisite: None

Corequisite: None

HPED426 Practicum in Health and Physical Education

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Taken concurrently with HPED425, this course provides the forum for discussing problems common to all student teachers and possible solutions to these problems. Skills involved with obtaining a teaching position are also practiced and discussed.

Prerequisite: None

Corequisite: None

HPED427 Secondary Student Teaching and Professional Practicum

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

The capstone experience for pre-service teachers. Two student teaching experiences are provided at two levels, elementary and secondary. Supervised practice in classroom with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the students and conduct weekly practicum sessions.

Prerequisite: None

Corequisite: None

HPED450 Physical Education Professional Field Experience

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 12 sh]

The Professional Field Experience is designed to provide the student with the opportunity for on-the-job experience in a variety of physical education settings. The student will work with professionals in the field and be exposed to a wide variety of teaching, coaching, management, supervisory, and technical tasks. Experiences may take place in public and private agencies, schools, and athletic settings.

Prerequisite: None

Corequisite: None

HPED463 Organization and Administration of HPER

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to explore the philosophy of health and physical education, leadership skills, facilities and equipment management, personnel management, budgeting, risk management, public relations, marketing, consultation, and current issues. Students will be guided in the preparation of position papers, research reports, and presentations on topics covered with the intent of providing realistic pre-professional experiences in the field. It is designed to meet the National Association for Sport and Physical Education (NASPE) standards for accreditation.

Prerequisite: None

Corequisite: None

HPED493 Elementary Student Teaching and Professional Practicum

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

Provides the capstone experience for pre-service teachers. Two student teaching experiences are provided at two levels, elementary and secondary. Supervised practice in classroom with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the students and conduct weekly practicum sessions.

Prerequisite: None

Corequisite: None

HPED494 Secondary Student Teaching and Professional Practicum

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

Provides the capstone experience for pre-service teachers. Two student teaching experiences are provided at two levels, elementary and secondary. Supervised practice in classroom with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the students and conduct weekly practicum sessions.

Prerequisite: None

Corequisite: None

HPED605 Contemporary Instructional Models in Physical Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Overview and analysis of current theory-based models of instruction described in the professional physical education literature. Students in this course will design specific curricular plans based on these contemporary models for implementation and will align specific standards and objectives within an assessment plan for student outcomes for the models. Additionally, students will support the selection of various models with current research on teaching physical education.

Prerequisite: None

Corequisite: None

HPED610 Qualitative Analysis of Motor Skills

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to measure, analyze, and qualitatively evaluate complex motor skills, such as sport skills, by using and integrating basic subdisciplines of motor learning and control, kinesiology, and biomechanics.

Prerequisite: None

Corequisite: None

ITAL101 Italian 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the basics of the foreign language in question; the course is especially designed for students who wish to spend a semester at a university in a country where the language is spoken. The primary emphasis of the course will be on developing basic listening, reading and speaking skills in the language and increasing the students' awareness of the foreign culture.

Prerequisite: None

Corequisite: None

ITAL102 Italian 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The study of the foreign language in question, building on the material learned in the level I course. Especially designed for students who wish to improve their basic knowledge of the language in order to be able to study at the foreign university that supplied the instructor (completion of this course followed by a semester of study abroad at the university will satisfy the foreign language requirement).

Prerequisite: None

Corequisite: None

ITAL201 Italian 3

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The study of the foreign language in question, building upon the material learned in the Level 2 course and especially designed for students who wish to enhance their knowledge of that language.

Prerequisite: None

Corequisite: None

ITAL202 Italian 4

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The study of the foreign language in question, building upon the material learned in the Level 1, 2 and 3 courses and especially designed for students who wish to enhance their knowledge of that language.

Prerequisite: None

Corequisite: None

JAPN101 Japanese 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the basics of the foreign language in question; the course is especially designed for students who wish to spend a semester at a university in a country where the language is spoken. The primary emphasis of the course will be on developing basic listening, reading and speaking skills in the language and increasing the students' awareness of the foreign culture.

Prerequisite: None

Corequisite: None

JAPN102 Japanese 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The study of the foreign language in question, building on the material learned in the level I course. Especially designed for students who wish to improve their basic knowledge of the language in order to be able to study at the foreign university that supplied the instructor (completion of this course followed by a semester of study abroad at the university will satisfy the foreign language requirement).

Prerequisite: None

Corequisite: None

JAPN201 Japanese 3

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The study of the foreign language in question, building upon the material learned in the Level 2 course and especially designed for students who wish to enhance their knowledge of that language.

Prerequisite: None

Corequisite: None

JAPN202 Japanese 4

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The study of the foreign language in question, building upon the material learned in the Level 1, 2 and 3 courses and especially designed for students who wish to enhance their knowledge of that language.

Prerequisite: None

Corequisite: None

LANG119 First Year Seminar for Foreign Language Students

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

An introduction to the Lock Haven University Teacher Education Conceptual Framework and national standards for foreign language and English. The course guides students through the Stage I teacher education requirements and early field experience tasks, and addresses topics taught in generic freshman seminars.

Prerequisite: None

Corequisite: None

LANG125 Introduction to Cultures

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the people and cultures of a specific country or geographical area. Through lectures, discussions, and an array of visual materials, the course, taught in English, addresses such topics as traditions, religious practices, major historical events, social and political trends, language, film, cuisine, theatre and music, as well as literature. (Course may be taken multiple times and not count as a repeat.)

Prerequisite: None

Corequisite: None

LANG207 Secondary Education 1: Foreign Language

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Course description is missing.

Prerequisite: None

Corequisite: None

LANG313 Secondary Education 2: Foreign Language

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

Course description is missing.

Prerequisite: None

Corequisite: None

LANG328 Humanities Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Language Seminar

Prerequisite: None

Corequisite: None

LANG415 Student Teaching and Practicum Secondary 1: Foreign Language

[Minimum Semester Hours: 7 sh; Maximum Semester Hours: 7 sh]

Student teaching provides the capstone experience for preservice teachers. Two student teaching experiences are provided at two levels (appropriate to certification areas and grade level ranges). Supervised practice in classrooms with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the student teachers and conduct weekly practicum sessions.

Prerequisite: None

Corequisite: None

LANG416 Student Teaching and Practicum Secondary 2: Foreign Language

[Minimum Semester Hours: 7 sh; Maximum Semester Hours: 7sh]

Student teaching provides the capstone experience for preservice teachers. Two student teaching experiences are provided at two levels (appropriate to certification areas and grade level ranges). Supervised practice in classrooms with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the student teachers and conduct weekly practicum sessions.

Prerequisite: None

Corequisite: None

LANG628 Humanities Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A study of major films produced in Spain, with emphasis on the three leading directors: Luis Buñuel, Carlos Saura and Pedro Almodóvar. (All films are subtitled; no knowledge of Spanish is necessary for the seminar.) Basic concepts of film criticism will be applied to analyses of films and social history and aesthetic movements will be considered where necessary to an understanding of specific films.

Prerequisite: None

Corequisite: None

LART600 Core Introductory Seminar: Research Methods and Interdisciplinary Thought

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introductory seminar course acquainting students with the interdisciplinary nature of the Masters of Liberal Arts (MLA) program. Students will evaluate works (theories, philosophies, and research methods) that illustrate how interdisciplinary research leads to new insights and discoveries. Students will outline a personal professional development plan, design their program of study, and practice the steps required to construct a capstone proposal.

Prerequisite: None

Corequisite: None

LART601 Cross Cultural Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Explores multiple intensive cross-cultural topics leading to the development of critical thinking, creativity, broad-based knowledge, and communication skills. Using interdisciplinary approaches from multiple cultural and social perspectives, the assumptions of the current age are challenged using the tools of research and discovery, while focusing on the perennial and international concerns of human life drawn from the humanities, the sciences and the arts.

Prerequisite: None

Corequisite: None

LART605 Women, Technology and the Information Age

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides a detailed inquiry into, and analysis of, some of the major social, philosophical and ethical issues concerning women in the age of information technology. Particular attention will be given to the following topics: the education of girls in the elementary and secondary classroom; the technological resources available to women, especially in developing nations; the impact on women in the workplace; the impact on women in terms of family life; the impact on society.

Prerequisite: None

Corequisite: None

LART620 Introduction to Deliberative Public Learning

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course introduces students to the theory and practice of deliberative citizen discourse in a democracy. The course links study of theory with participation in actual public forums. Principles of deliberative discourse are studied in relation to theories of democracy and then applied in public forums. Research on public learning and classroom learning are examined, especially in relation to standards-based outcomes assessment. Students will become effective moderators in public deliberative forums and interpreters of results. This course also prepares students for more advanced study of civic engagement and public scholarship and its application in the middle and secondary school settings.

Prerequisite: None

Corequisite: None

LART680 Capstone and Continuing Capstone Studies

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 6 sh]

A research-based seminar designed to facilitate the design, development, and implementation of either a creative or research-based MLA Capstone Project as the culmination of the Master of Liberal Arts program. Restricted to graduate-level students who have completed all other requirements for the Master of Liberal Arts degree, a minimum of 24 credits. Students must also have had their Capstone Proposals approved by the MLA Director.

Prerequisite: None

Corequisite: None

LART698 Liberal Arts Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An intensive seminar approach to the development of critical thinking, creativity, broad-based knowledge of worldwide culture and overall communication skills. Topics are designed to facilitate interdisciplinary approaches to the perennial and international concerns of human life, challenge the assumptions of the current age, and the discovery and understanding of ideas drawn from the humanities, the sciences, and the arts through the tools of research and academic development.

Prerequisite: None

Corequisite: None

MANG101 Introduction to Management Information Systems

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Provides an introduction to management and uses of information and information technologies within and between business organizations. It provides students with the tools and background to understand and interpret information issues from a managerial perspective.

Prerequisite: (COMP150)

Corequisite: None

MANG105 Introduction to Business

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Introduces Business and Accounting majors to the university learning environment, effective learning strategies and study skills, their chosen program of study, and career choices in the field. The course addresses each business function, and provides fundamental understanding needed for more advanced courses in the field of business.

Prerequisite: None

Corequisite: None

MANG220 Introduction to Personal Financial Management

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The course introduces students to personal financial planning concepts and techniques. Financial planning for decision-making and comprehensive lifetime money management are emphasized.

Prerequisite: None

Corequisite: None

MANG302 Business Law 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Familiarizes the student with the legal system and with fundamental principles of business law, particularly in the areas of contracts and torts. Much of the course will involve study and analysis of significant cases.

Prerequisite: None

Corequisite: None

MANG303 Business Law 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Familiarizes the student with the advanced principles of business law. Standard topics include the law of sales, negotiable instruments, secured transactions, bankruptcy, and corporate structure. In addition, the course covers selected topics in agency and employment law, antitrust law, administrative law, consumer protection, environmental protection, and property law.

Prerequisite: (MANG302)

Corequisite: None

MANG305 Operations/Production Management

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to the operations and production functions of a business organization. Topics in managing and designing operations will be investigated both conceptually and quantitatively

Prerequisite: (COMP250 AND MATH180) OR (CISC250 AND MATH180)

Corequisite: None

MANG315 Management: Concepts and Strategies

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to the basic concepts, theories and skills of the management function within organizations and their importance in supporting the organization's purpose and achievement of objectives.

Prerequisite: (MANG105) OR (ACCT110)

Corequisite: None

MANG317 Entrepreneurship

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Examines the theory and application of launching successful new business ventures. Students will learn how to evaluate new business ideas, conduct research on their ideas, create a business plan, solicit funding, structure the new venture, test it, and launch it. They will also learn different exit strategies for entrepreneurs and how to evaluate them.

Prerequisite: (MANG315 AND MRKT200) OR (MANG315 AND RECR330)

Corequisite: None

MANG320 Human Resource Management

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Provides students a broad understanding of human resource management issues, policies, and practices. Includes study of workforce planning, recruiting, selection, job analysis, job design, performance appraisal, training and development, compensation, work place safety, equal opportunity and the legal environment, and ethical treatment of employees. Strategic and international HR issues are addressed throughout the course.

Prerequisite: (MANG315)

Corequisite: None

MANG325 Financial Management

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Introduces students to the concepts of financial management with emphasis on the corporate sector. Financial analysis techniques are demonstrated for both short- and long-term planning and control within the firm.

Prerequisite: (ACCT110 AND ECON101)

Corequisite: None

MANG326 Fundamental of Investment Management

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides students with basic knowledge about different investment securities and sources of information to enable them to make informed investment decisions. Concepts and methodologies to be used in selecting individual securities and in evaluating an investment portfolio are covered.

Prerequisite: (MANG220 AND MATH107) OR (MANG325 AND MATH107)

Corequisite: None

MANG345 Strategic Sustainability for Entrepreneurs

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduction to principles, practices, emerging strategies for creating and managing a sustainable business. Students investigate entrepreneurial opportunities created by environmental and social degradation; study the ethical responsibilities and challenges of sustainable business models; learn basic concepts, strategies and practices of sustainable business, develop a strategy for starting a sustainable business, learn and apply principles of organizing and managing a business based on sustainability.

Prerequisite: (MANG317)

Corequisite: None

MANG350 Small Business Management

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to help students develop realistic knowledge and practical skills needed to think and operate as a successful small business practitioner. Management-process skills critical to successful performance will be covered.

Prerequisite: (MANG315 AND MANG317)

Corequisite: None

MANG355 Social Entrepreneurship

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to the history, theory and emerging activities of social entrepreneurship, an innovative entrepreneurial practice that addresses pressing social and environmental concerns often with an international perspective. Topics include management skills for social entrepreneurial organizations, social and environmental problems, entrepreneurial solutions and applications, scaling of social impact, social performance measurement, and microfinance.

Prerequisite: (MANG317)

Corequisite: None

MANG360 Finance and Accounting for Small Business

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of foundational concepts of financial management and accounting issues specific to small businesses. Students will review capital budgeting and working capital management theories and apply them to small business problems via the case study method. Valuation of the small business with limited information is explored. Also, the venture capital process is introduced as well as more traditional sources of debt financing.

Prerequisite: (MANG325)

Corequisite: None

MANG365 Organization Theory and Practice

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An advanced course of particular interest to majors in Business Administration, Political Science, and Sociology. Theories of the nature and functions of organizations will be looked at from the perspectives of managers, workers, consumers, and citizens. The psychological, sociological, economic, political, and cultural impact of organizations will be studied.

Prerequisite: (MANG315) OR (POLI260)

Corequisite: None

MANG400 Business, Society and Government

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An examination of the interdependent relationship between business, society, and government, with emphasis on the social responsibilities of the business manager and ethical problems in management.

Prerequisite: (MANG315 AND PHIL102) OR (MANG315 AND PHIL425)

Corequisite: None

MANG425 International Business

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Provides students with a broad knowledge of international business. The course adds an international emphasis to the student's knowledge of the management concepts. Using a global perspective, the course integrates content from such functional management courses as accounting, finance, information technology, marketing, human resources, and operations production.

Prerequisite: (MANG315 AND MANG325)

Corequisite: None

MANG430 International Financial Management

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

To better understand contemporary events and trends in international business, students are introduced to advanced concepts including financing international business operations and investments, decision making in the multinational firm, the international monetary system, foreign exchange transactions, and international financial institutions.

Prerequisite: (MANG325)

Corequisite: None

MANG475 Capstone Seminar in Strategic Management

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Explores major concepts and topics that encompass the field of strategic management. As a capstone seminar, it is an integrating experience in which students apply knowledge and skills gained from previous coursework in the functional areas of business.

Prerequisite: (MANG325)

Corequisite: None

MANG480 Topics in Business

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces in-depth aspects of management or finance and topics of current interest. Topics to be determined prior to the semester in which the course is offered.

Prerequisite: (MANG315 AND MANG325)

Corequisite: None

MATH009 Computational Skills

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This is a one-term course in arithmetic or pre-algebra and is intended for students who need to improve their basic computational skills. It contains work with whole numbers, fractions, decimals, ratio and proportion, percents, descriptive statistics, geometry and measures, signed numbers, and solving simple equations and problems. This course does not count towards graduation.

Prerequisite: None

Corequisite: None

MATH100 Essentials of Algebra

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This is a one-term introductory algebra course and is intended for students who have a firm background in arithmetic but need to improve their algebra skills in preparation for general education mathematics courses. It covers real and rational numbers and algebraic expressions, solving equations and inequalities, polynomials, graphs, systems of equations, radicals, and quadratic equations. MATH100 is restricted to students with appropriate placement test scores. Ineligible students will not be allowed to register.

Prerequisite: (MATH009)

Corequisite: None

MATH101 Topics in Math

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A presentation of topics from number theory, topology, set theory, algebra, and analysis. Each of the topics included in the course is subjected to careful mathematical analysis.

Prerequisite: (MATH009)

Corequisite: None

MATH102 Number Systems

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A presentation of the mathematical ideas and skills for teachers of grades K-8. Topics included in Number Systems are problem solving, sets and relations, systems of numeration, number systems, and consumer mathematics.

Prerequisite: (MATH100) OR (MATH112) OR (MATH113) OR (MATH141) OR (MATH215)

Corequisite: None

MATH107 Basic Statistics 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A presentation of both basic concepts and computational methods involved in the analysis of sample distributions, with consideration given to probability theory; and a thorough introduction to statistical inference.

Prerequisite: (MATH100) OR (MATH112) OR (MATH113) OR (MATH141)

Corequisite: None

MATH108 Basic Statistics 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The major topics are regression and analysis of variance. Multiple regression, along with both one and two-way analysis of variance, are studied.

Prerequisite: (MATH107)

Corequisite: None

MATH110 Consumer Math

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A practical course designed to provide the student with information and computational skills necessary for money management. Topics include: interest, taxes, buying, credit, banking, insurance, annuities, international business, investments, and financial planning.

Prerequisite: (MATH009)

Corequisite: None

MATH112 Intermediate Algebra

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Assists students in acquiring a thorough knowledge and proficiency in college algebra. The contents of the course includes an introduction to sets of real numbers and properties, polynomial and rational expressions, rational exponents and radicals, equations and inequalities, complex numbers, and the Cartesian coordinate system. It also introduces the concept of functions and their graphs. The presentation of topics is balanced between theory and application.

Prerequisite: (MATH100)

Corequisite: None

MATH113 Precalculus

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to concept of functions and study of several elementary functions. The contents of the course include properties and graphs of polynomial, exponential, logarithmic, and trigonometric functions. This material is treated in the modern spirit with emphasis placed on both the development of pertinent concepts as well as the acquisition of essential techniques. The presentation of the topics is balanced between theory and application.

Prerequisite: (MATH112)

Corequisite: None

MATH115 Statistics and Geometry

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A presentation (along with MATH102 Number Systems) of the mathematical ideas and skills for teachers of grades K-6. Topics included in Statistics and Geometry are probability, statistics, measurement, and two and three-dimensional geometry.

Prerequisite: (MATH100)

Corequisite: None

MATH119 First Year Student Seminar

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to embed education program requirements into a required course and to support student achievement of Education Program requirements. This course addresses topics taught in freshman seminars. Restricted to first-year secondary education mathematics majors or B.A. mathematics majors.

Prerequisite: None

Corequisite: None

MATH125 Introduction to Secondary Mathematics

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

An introduction to the history of education and mathematics education, leading up to an examination of the various standards used in teaching mathematics in the 21st century. The organizational structure of secondary schools and the diverse needs of grades 7-12 students are embedded in the previously mentioned topics.

Prerequisite: None

Corequisite: None

MATH135 Applied Algebra and Trigonometry

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Concepts of functions and their graphs are defined and basic combinations of functions are introduced. Properties and graphs of linear, quadratic, and periodic functions are discussed. Trigonometric functions, identities and equations are discussed and graphs of various combinations of trigonometric functions are explored. Some properties such as areas and volumes of geometrical figures are discussed and vectors are introduced. Regression line and estimation of parameters are discussed. Applications in Physical Sciences are also explored.

Prerequisite: (MATH112)

Corequisite: None

MATH141 Calculus 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A review of algebraic functions, trigonometric functions, and elementary analytic geometry. Limits of functions and continuity are introduced. The derivative of a function is defined and properties of the derivative are applied to a variety of problems. The integral is defined and the Fundamental Theorem of Calculus is introduced and used in the evaluation of integrals.

Prerequisite: (MATH113)

Corequisite: None

MATH142 Calculus 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The calculus of transcendental functions is presented. Integration is studied in depth, specifically techniques of integration and applications, as well as improper integrals. Conic sections and indeterminate forms are studied.

Prerequisite: (MATH141)

Corequisite: None

MATH180 Mathematics for Management

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the basic techniques for solving systems of linear equations and their extension to the simplex method for solving linear programming problems. Conditional probability is re-examined and extended to Markov Processes.

Prerequisite: (MATH107 AND MATH112)

Corequisite: None

MATH200 Secondary Mathematics Methods 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides the first in a two-course sequence of methods of teaching mathematics in grades 7-12. This course includes field experiences and practice teaching. The concentration in this course is on the nature of mathematics, psychology of learning mathematics, teaching of mathematics, history of mathematics education, national and state standards, lesson planning, mathematics-oriented technology, and diversity issues. In addition to these, as the specific topics arise, the course helps students understand the mathematics concepts they will be teaching.

Prerequisite: (MATH141 AND PSYC103 AND SPEC204)

Corequisite: None

MATH205 Foundations of Mathematics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides the foundation that is necessary for students to make the transition to advanced mathematics. Basic topics of Mathematical Logic with deductive reasoning as applied to mathematical proofs are studied in detail. Mathematical Induction, Set Theory and Theory of Relations and Functions are studied with appropriate proofs.

Prerequisite: (MATH141)

Corequisite: None

MATH211 Linear Methods

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Vector spaces, matrices, linear transformations, and systems of linear equations are defined and the properties of these structures are developed through examples and, to a lesser degree, proof-theoretic techniques. Inner product spaces, eigenvalues, and eigenvectors are also explored. Euclidean vector spaces are emphasized throughout.

Prerequisite: (MATH141)

Corequisite: None

MATH218 Technology in Secondary Mathematics

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

An introduction to the use of technology in teaching mathematics. The history of using technology in teaching mathematics and current trends are examined. Topics include, but are not limited to, calculators (standard, scientific, and graphing), handheld computers, laptops, Computer Assisted Instruction, Computer Algebra Systems, virtual manipulatives, dynamic geometry software, statistical software, and interactive whiteboards.

Prerequisite: None

Corequisite: None

MATH225 History of Mathematics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A development of the history of mathematics, interwoven with biographical sketches and outstanding achievements. Begins with the great civilizations of antiquity and progresses through the twentieth century. Addresses contributions from underrepresented groups in a variety of ways. Students study how contributions from culturally diverse populations have significantly aided the development of the field of mathematics, and how mathematics has changed the culture of diverse populations.

Prerequisite: (MATH141)

Corequisite: None

MATH243 Calculus 3

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Multivariate calculus and its applications are studied, along with three-dimensional analytic geometry. A study of series, culminating with power series representation for functions, is presented. Polar equations and their graphs are studied.

Prerequisite: (MATH142)

Corequisite: None

MATH244 Calculus 4

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Concludes the undergraduate study of calculus with a detailed treatment of vector analysis, culminating in the three integral theorems of vector analysis: the divergence theorem, Green's theorem, and Stokes' theorem.

Prerequisite: (MATH243)

Corequisite: None

MATH301 Differential Equations

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The techniques for solving linear, nonlinear, homogeneous, and nonhomogeneous ordinary differential equations along their applications including initial-value and boundary-value problems.

Prerequisite: (MATH243)

Corequisite: None

MATH302 Number Theory

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Study of the divisibility properties of the integers. Topics include the congruence relations, arithmetic functions, Gauss' Law of Quadratic Reciprocity, and Diophantine equations as well as applications such as cryptography.

Prerequisite: (MATH205)

Corequisite: None

MATH307 Foundations of Geometry

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The course is an axiomatic study of elementary geometries including finite geometry, absolute (neutral) geometry, Euclidean geometry, Lobachevskian geometry, and Riemannian geometry. Historical and cultural frameworks for these geometries are provided.

Prerequisite: (MATH205)

Corequisite: None

MATH310 Modern Algebra 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Investigates algebraic structures including groups, rings, and fields. Special emphasis is placed on the concept of isomorphism as well as applications to the algebra of the secondary educational classroom.

Prerequisite: (MATH205)

Corequisite: None

MATH311 Elements of Linear Algebra

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Systems of linear equations, determinant function, vector spaces, inner product spaces, linear transformations, eigenvalues, and eigenvectors are defined and properties of these structures are developed through proof-theoretic techniques. Applications to areas such as geometry, economics, physical science, social science are explored.

Prerequisite: (MATH205)

Corequisite: None

MATH312 Probability and Statistics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A study of the mathematization of probability situations; the application of analysis and set theory to the models involved, and the statistics and statistical inference, which results. Both computational and functional approaches to probability are examined.

Prerequisite: (MATH243)

Corequisite: None

MATH313 Mathematical Statistics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Theoretical treatment of statistical topics such as probability distribution functions--binomial, negative binomial, geometric, hypergeometric, Poisson, uniform, gamma, exponential, chi-square, F, beta, Pareto, lognormal, Weibull, t, and normal--moment generating functions, sampling distribution, order statistics, point and interval estimation, maximum likelihood estimation, hypothesis testing, Neyman-Pearson Lemma, and decision theory.

Prerequisite: (MATH312)

Corequisite: None

MATH316 Secondary Mathematics Methods 2

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

Provides the second in a two-course sequence of methods of teaching mathematics in grades 7-12. This course includes field experiences and practice teaching. The concentration in this course is on instructional strategies for specific content, the problems of practice, curriculum, unit and lesson planning, assessment, reading and writing strategies in mathematics, technology, diversity issues, adaptations for special needs, and professionalism. In addition to these, as the specific topics arise, the course helps students more deeply understand the mathematics concepts they will be teaching.

Prerequisite: None

Corequisite: None

MATH320 Linear Programming

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The theory of linear programming as well as applications in which linear programming finds its utility, including operations research/management science, game theory, and graph theory.

Prerequisite: (MATH211)

Corequisite: None

MATH327 Pedagogical Content Knowledge in Secondary Mathematics 1

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

A partial review of the mathematics taught in secondary schools, examining it from an advanced standpoint, and connecting it to the mathematics studied at the university.

Prerequisite: None

Corequisite: None

MATH328 Mathematical Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This seminar has featured such topics as the study of the history of mathematics, the impact and potential effects of computers upon society, and the study of mathematics as it occurs with society in the forms of puzzles, games, and other types of recreation.

Prerequisite: None

Corequisite: None

MATH350 Numerical Methods

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to numerical methods and numerical analysis. Topics include elements of error analysis, root finding techniques, approximations of functions by polynomials, numerical differentiation and integration, solutions to linear systems and numerical solutions to differential equations. An emphasis is placed upon theory as well as computer implementation of these methods.

Prerequisite: (COMP160 AND MATH142)

Corequisite: None

MATH401 Real Analysis 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Provides a mathematically rigorous introduction to analysis of a real valued function of a single real variable. Mathematical logic, set theory, relevant topological and algebraic properties together with proof techniques are heavily utilized throughout the course. Convergence, Continuity, Differentiation, Integration and their interconnections are studied with mathematical integrity.

Prerequisite: (MATH205 AND MATH243)

Corequisite: None

MATH402 Real Analysis 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A continuation of MATH401 - Real Analysis I. Convergence questions regarding sequences and series of real functions are investigated. The Lebesgue integral is defined and its existence and properties are investigated. Several basis theorems about Fourier series are explained and proved. Real-valued functions of several real variables are defined and several related theorems are deduced.

Prerequisite: (MATH401)

Corequisite: None

MATH403 Biomathematics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the area of mathematical biology, and the aim is to develop mathematical representation, treatment and modeling of biological processes, using applied mathematical techniques and tools. An emphasis shall be placed upon methods from difference and differential equations. Topics include the study of single species population dynamics, population dynamics or interacting species, models for the spread of infectious diseases, population genetics and evolution, molecular and cellular biology models, and tumor models.

Prerequisite: (MATH301)

Corequisite: None

MATH404 Applied Mathematics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The investigation of the concept of mathematical model as it is used in Applied Mathematics. Different models are presented as a means of providing solutions to practical problems.

Prerequisite: (MATH301)

Corequisite: None

MATH410 Intro to Topology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The course is an introduction to the elements of set theory and topology. Topics could include introductory set theory, a detailed study of the real line, topological spaces, metric spaces, functions and continuity, compactness, connectedness, completeness, product spaces, function spaces.

Prerequisite: (MATH401)

Corequisite: None

MATH412 Actuarial Mathematics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Formulation, analysis and interpretation of mathematical models in financial mathematics and interest theory, and how these concepts are applied in calculating present and accumulated interest for various streams of cash flows as a basis for use in: reserving, valuation, pricing, asset/liability management, investment income, capital budgeting, and valuing contingent cash flows. Financial instruments, including derivatives, and the concept of no-arbitrage are covered. This course covers materials for the second actuarial exam, exam FM.

Prerequisite: (MATH243)

Corequisite: None

MATH415 Student Teaching and Practicum Secondary 1: Mathematics

[Minimum Semester Hours: 7 sh; Maximum Semester Hours: 7 sh]

Student teaching provides the capstone experience for preservice teachers. Two student teaching experiences are provided at two levels (appropriate to certification areas and grade level ranges). Supervised practice in classrooms with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the student teachers and conduct weekly practicum sessions.

Prerequisite: None

Corequisite: None

MATH416 Student Teaching and Practicum Secondary 2: Mathematics

[Minimum Semester Hours: 7 sh; Maximum Semester Hours: 7 sh]

Student teaching provides the capstone experience for preservice teachers. Two student teaching experiences are provided at two levels (appropriate to certification areas and grade level ranges). Supervised practice in classrooms with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the student teachers and conduct weekly practicum sessions.

Prerequisite: None

Corequisite: None

MATH422 Applied Statistics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Comprehensive treatment of regression analysis. Topics include simple and multiple linear regression, least square estimates, ANOVA, ANCOVA, F-test, R-square, selections of the "best subset" of predictor variables, contingency tables and basic categorical data analysis methods, checking model assumptions and Logistic regression.

Computer packages, MINITAB or SPSS, will be used throughout the course. Emphasis will be given to conceptual understanding, data analysis, and applications.

Prerequisite: (MATH312)

Corequisite: None

MATH427 Pedagogical Content Knowledge in Secondary Mathematics 2

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh]

A continuation of MATH327 where the mathematics taught in secondary schools is examined from an advanced standpoint and connected to the mathematics studied at the university. The course includes field experience in secondary schools.

Prerequisite: None

Corequisite: None

MATH493 Student Teaching and Professional Practicum 1

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

The first of two capstone experiences (one at each level appropriate to certification areas and grade level ranges) for pre-service teachers through a student teaching experience required for certification in secondary mathematics. Supervised practice in classrooms with certified teachers and regular practicum sessions, according to prescribed guidelines, introduce the student to the range and scope of a professional educator's responsibilities.

Prerequisite: None

Corequisite: None

MATH494 Student Teaching and Professional Practicum 2

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

The second of two capstone experiences (one at each level appropriate to certification areas and grade level ranges) for pre-service teachers through a student teaching experience required for certification in secondary mathematics. Supervised practice in classrooms with certified teachers and regular practicum sessions, according to prescribed guidelines, introduce the student to the range and scope of a professional educator's responsibilities.

Prerequisite: None

Corequisite: None

MATH628 Mathematical Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This seminar has featured such topics as the study of the history of mathematics, the impact and potential effects of computers upon society, and the study of mathematics as it occurs with society in the forms of puzzles, games, and other types of recreation.

Prerequisite: None

Corequisite: None

MILS104 Leadership and Personal Development

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

The purpose of this semester is to introduce cadets to fundamental components of service as an officer in the United States Army. These initial lessons form the building blocks of progressive lessons in values, fitness, leadership, and officership. Additionally, the semester addresses "life skills" including fitness, communications theory and practice (written and oral), and interpersonal relationships. Upon completion of this semester, the cadets should be prepared to receive more complex leadership instruction.

Prerequisite: None

Corequisite: None

MILS105 Introduction to Tactical Leadership

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

This semester builds upon the fundamentals introduced in the previous semester by focusing on leadership theory and decision-making. "Life skills" lessons in this semester include: problem solving, critical thinking, leadership theory, followership, group interaction, goal setting, and feedback mechanisms. Upon completion of this semester, cadets should be prepared to advance to more complex leadership instruction concerning the dynamics of organizations.

Prerequisite: None

Corequisite: None

MILS204 Innovative Team Leadership

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Provides the principle leadership instruction of the MS Basic Course. Includes lectures on communication, leadership application, and problem solving skills with increased use of practical exercises/concepts.

Prerequisite: None

Corequisite: None

MILS205 Foundations of Tactical Leadership

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Continues student development focusing on officer leadership, principles of tactics, values, ethics, the Officer Corps, and the evolution of the United States Army from Vietnam into the Twenty-First Century.

Prerequisite: None

Corequisite: None

MILS304 Adaptive Tactical Leadership

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The focus of instruction is on building the leadership competence and confidence required of an Army officer through practical application of leadership positions during small unit operations. Involves applying the military decision-making process in planning, preparation and execution of small unit missions and the use of a standard structure and format for relaying that information. The course includes training in physical fitness and general military technical/ tactical instruction.

Prerequisite: None

Corequisite: None

MILS305 Leadership in Changing Environments

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The focus of instruction is on developing specific leader and soldier skills in preparation for attendance at the National Advanced Leadership Camp. Subjects include mission analysis and planning, operations orders, small unit offensive and defensive operations, terrain analysis/ land navigation, combat patrolling and physical fitness.

Prerequisite: None

Corequisite: None

MILS404 Developing Adaptive Leaders

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The focus is on Leadership, ethics, management, and decision-making process. A study of U.S. Army staff organization at various command levels and the responsibilities of the staffs as a whole and of each staff section. Emphasis is placed on the staff planning sequence. Written and oral military communication skills are also reviewed.

Prerequisite: None

Corequisite: None

MILS405 Leadership in a Complex World

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The course prepares students for commissioning in the U.S. Army. Focus of the course includes study of U.S. national security interests, military justice, and the laws of land warfare. Career planning, military administration, and leadership review are other subjects covered in the final Military Science course before commissioning. The cadets will execute a Battle Staff ride and Capstone exercise.

Prerequisite: None

Corequisite: None

MILS450 Topics in Military Science

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An analysis of topics related to military science within a framework provided by the instructor. Possible topics may include, but are not limited to, contemporary issues in the U.S. military, such as Battle Command, Individual and Collective Training, Leader Development, Military Ethics, Joint Operations, Stability and Support Operations, and Modularity.

Prerequisite: None

Corequisite: None

MRKT200 Intro to Marketing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to marketing, which is the activity and processes for creating, communicating and delivering offerings that have value. Students will learn to analyze an industry for opportunities, segment and select appropriate target groups, analyze competitive offerings, plan for appropriate primary research, conduct online or retail tests, set up promotional plans, research appropriate media, and create a marketing budget -- all culminating in the creation of a full marketing plan.

Prerequisite: None

Corequisite: None

MRKT300 Consumer Behavior

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Examination of buying units (e.g., people, family, and organizations) and the exchange processes involved in acquiring, consuming, and disposing of goods, services, experiences, and ideas. Concepts and research methods from marketing and the social and behavioral sciences are applied to describe decision processes in the context of the global marketplace. Students examine how marketers use consumer data, including demographics, psychographics, geography and usage patterns, in product development, service, promotion, pricing, and distribution channels.

Prerequisite: (MRKT200)

Corequisite: None

MRKT305 Internet Marketing and e-Commerce

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Introduces internet marketing as a rapidly changing tool in marketing. Students examine successful methods for online businesses, learn in what situations each is applicable and learn strategic marketing methods for each model. In addition to theory, there is a strong applications component to this course, including email, landing pages, autoresponders, web-generated databases, search and banner ads, and metatags that make web pages more attractive to search engine spiders.

Prerequisite: (MRKT200)

Corequisite: None

MRKT310 Entrepreneurial and Small Business Marketing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Introduces students to the analysis and practice of marketing with limited financial and human resources. Students will learn theory and applications in recognizing opportunities, strategizing, testing, and rolling out launches, as

well as marketing their new product or service to banks, venture capitalists, and other potential sources of funding. They will also learn to utilize a wide variety of appropriate no- or low-cost marketing tools.

Prerequisite: (MRKT200)

Corequisite: None

MRKT405 Behavioral Pricing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An in-depth understanding of behavioral/psychological responses of buyers to various pricing strategies. The course includes a study of value creation, price structure, value communication, pricing policy and levels, pricing over the product life cycle, strategy implementation, competition, measurements of price sensitivity, and pricing ethics and the law. This course will provide students with the knowledge and confidence to address pricing in their careers.

Prerequisite: (MRKT200)

Corequisite: None

MRKT410 Marketing Research

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A reinforcement and extension of the theory and application of marketing research. Students will learn how to conduct marketing research (i.e., the systematic and objective process of generating information to aid in making marketing decisions). They will identify what information is required, design the best method for collecting information (both on- and off-line), manage and implement the collection of data, analyze the results, and communicate the findings and their implications.

Prerequisite: (MATH107 AND MRKT200)

Corequisite: None

MRKT480 Topics in Marketing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces in-depth aspects of marketing and topics of current interest. Topics to be determined prior to the semester in which the course is offered.

Prerequisite: (MRKT200)

Corequisite: None

MTEC403 Clinical Microbiology

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 8 sh]

Twelve months of clinical training in a hospital program accredited by the Registry of Medical Technologists of the American Society of Clinical Pathologists.

Prerequisite: None

Corequisite: None

MTEC404 Clinical Chemistry

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 8 sh]

Twelve months of clinical training in a hospital program accredited by the Registry of Medical Technologists of the American Society of Clinical Pathologists.

Prerequisite: None

Corequisite: None

MTEC405 Clinical Hematology/Coagulation

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 8 sh]

Twelve months of clinical training in a hospital program accredited by the Registry of Medical Technologists of the American Society of Clinical Pathologists.

Prerequisite: None

Corequisite: None

MTEC406 Clinical Immunohematology

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 8sh]

Twelve months of clinical training in a hospital program accredited by the Registry of Medical Technologists of the American Society of Clinical Pathologists.

Prerequisite: None

Corequisite: None

MTEC407 Clinical Immunology/Serology

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 8sh]

Twelve months of clinical training in a hospital program accredited by the Registry of Medical Technologists of the American Society of Clinical Pathologists.

Prerequisite: None

Corequisite: None

MTEC408 Clinical Seminar

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 8 sh]

Twelve months of clinical training in a hospital program accredited by the Registry of Medical Technologists of the American Society of Clinical Pathologists.

Prerequisite: None

Corequisite: None

MUSI100 World Music

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to world music from a variety of cultural approaches and enables students to develop a broader aesthetic perspective.

Prerequisite: None

Corequisite: None

MUSI101 Introduction to Music

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to the vocabulary, concepts, techniques, and style changes associated with the art music of Western civilization. Representative compositions from all the ages of music history are explored in depth, particular attention being given to the stylistic characteristics of each selection. The historical background and major composers of each style period are introduced, and the changing role of the composer in society is discussed.

Prerequisite: None

Corequisite: None

MUSI103 Basic Musicianship

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Develops musicianship through the study of composition and performance of music. Guided activities in voice, keyboard, composition and classroom instruments will be available for performance experience. Learning to read music notation will be emphasized.

Prerequisite: None

Corequisite: None

MUSI105 Exploring Contemporary Trends in Jazz, Rock, & Musical Theatre

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides students with the opportunity to develop a structure for future listening experiences in the Rock, Jazz, and Popular Music genres. The unique characteristics of each genre will be explored.

Prerequisite: None

Corequisite: None

MUSI106 Voice Methods and Foreign Diction

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

An introduction to the methodology of teaching individuals the art of singing. Students are introduced to various methods of developing solo performers with specific emphasis on foreign diction. In addition to English, specific languages include Latin, Italian, German, French, and Spanish. Field experiences are an integral part of this course.

Prerequisite: None

Corequisite: None

MUSI108 Music Explorations

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh]

Introduces students to a multi-dimensional approach to music learning. Opportunities for musical creation and development of listening, performance and improvisation skills will be offered through a variety of music experiences, including collaborative performance sessions wherein non-band and non-orchestral instruments are employed. The course is an alternative general education elective for students desiring a non-traditional approach to music learning.

Prerequisite: None

Corequisite: None

MUSI109 Group Piano I

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Provides an introduction to the piano, supplements the Music Theory sequence by reinforcing theoretical concepts at the keyboard, and prepares music majors for their piano proficiency exams.

Prerequisite: None

Corequisite: None

MUSI110 Introduction to Singing

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

A study of choral and vocal literature of various style periods. Emphasis given to musicianship and singing techniques. Activities include a performance with the University Choir once each semester, and solo and small ensemble performance (or a research paper) as part of the class work. Open to all students who can sing in tune as determined by the instructor prior to registration. This course is recommended as a prerequisite to MUSI111.

Prerequisite: None

Corequisite: None

MUSI111 University Choir

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to acquaint the student with problems of musical performance, and to offer means and experiences to solve those problems (e.g., technical demands, interpretation of music, and exploration of representative).

Prerequisite: None

Corequisite: None

MUSI112 University Band

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to acquaint the student with problems of musical performance, and to offer means and experiences to solve those problems (e.g., technical demands, interpretation of music, and exploration of representative).

Prerequisite: None

Corequisite: None

MUSI113 Percussion Ensemble

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to acquaint the student with problems of musical performance, and to offer means and experiences to solve those problems (e.g., technical demands, interpretation of music, and exploration of representative).

Prerequisite: None

Corequisite: None

MUSI114 Jazz/Rock Ensemble

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to acquaint the student with problems of musical performance, and to offer means and experiences to solve those problems (e.g., technical demands, interpretation of music, and exploration of representative).

Prerequisite: None

Corequisite: None

MUSI115 Ensemble Small Choral

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to acquaint the student with problems of musical performance, and to offer means and experiences to solve those problems (e.g., technical demands, interpretation of music, and exploration of representative).

Prerequisite: None

Corequisite: None

MUSI116 Ensemble Small Instrument

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Designed to acquaint the student with problems of musical performance, and to offer means and experiences to solve those problems (e.g., technical demands, interpretation of music, and exploration of representative).

Prerequisite: None

Corequisite: None

MUSI118 String Methods - Lower Strings

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Study of playing and teaching cello and string bass fingerings and bowing techniques. Survey of string playing techniques needed to conduct at the elementary intermediate and advanced levels of ensembles.

Prerequisite: None

Corequisite: None

MUSI119 Woodwind Methods - Concert Winds

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Study of playing and teaching flute, oboe, and bassoon in a school band/orchestra or private lesson setting, by learning the fundamentals of playing each instrument. This will be accomplished by reading about and also playing each instrument.

Prerequisite: None

Corequisite: None

MUSI120 Music Literature

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Provides music majors with an introduction to great works from the repertoire of Western Art Music, and to the aesthetic values and technical features which are emblematic of their genres.

Prerequisite: None

Corequisite: None

MUSI121 Applied Music 1

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

A concentrated approach to musical performance (voice, piano, etc.) through individual instruction in private lessons. Encompasses playing technique, tone production, sight-reading, performance practice, and interpretation of significant music literature.

Prerequisite: None

Corequisite: None

MUSI122 Applied Music 2

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Similar to MUSI121 with twice as much lesson time.

Prerequisite: None

Corequisite: None

MUSI124 Percussion Methods

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Provides a survey of the performance practice of the percussion family of instruments. Special emphasis is placed on proper techniques for the beginning percussionist in the elementary program and it is expected that students acquire proficiencies in all areas of percussion performance.

Prerequisite: None

Corequisite: None

MUSI128 String Methods - Upper Strings

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Study of playing and teaching violin and viola via the study of fingerings and bowing techniques. Survey of string playing techniques needed to conduct rehearsals at the intermediate, advanced, and artist-level ensembles.

Prerequisite: None

Corequisite: None

MUSI129 Woodwind Methods - Transposing Winds

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Study of playing and teaching clarinet and saxophone in a school band/orchestra or private lesson setting by learning the fundamentals of playing each instrument. This will be accomplished by reading about and also playing each instrument.

Prerequisite: None

Corequisite: None

MUSI200 Music for Children with Special Needs

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh]

Examine methods, strategies, techniques, tools, materials, and the reasons for utilizing music to provide learning experiences for children with special needs. Develop techniques and skills to help children comprehend and appreciate music's unique potential for expression. This course does not satisfy the general education requirement. Field experiences are an integral part of this course. The student must have successfully completed PRAXIS I.

Prerequisite: None

Corequisite: None

MUSI202 Music for Early Childhood

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Deals with (1) experiences in musicality and basic music skill development, (2) strategies, tools, and materials that will encourage musicality in young children, (3) research findings that provide a basis for defining the cognitive, kinesthetic and attitudinal objectives for musical behavior that can be expected of young children, and (4) strategies for developing relationships between musical concepts and their counterparts in other subject areas. Does not fulfill General Education Requirements.

Prerequisite: None

Corequisite: None

MUSI203 Music Theory 1

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Presents basic concepts in music theory, including fundamentals of music notation, basic principles of meter, intervals, major/minor scales, key signatures/circle of fifths, chord structures, melodic structures, and principles of part writing/voice leading using root position and inverted chords. Non-chord tones introduced. Motivic, phrase, and period structures are analyzed. The course will include basic exercises in sight-singing and ear training and also a study of blues, jazz, and other nontraditional idioms.

Prerequisite: None

Corequisite: (MUSI109 AND MUSI206)

MUSI204 Music Theory 2

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

A continuation of Music Theory 1. Basic concepts of traditional harmony are extended and chord vocabulary is enlarged. Partwriting with inverted chords and non-chord tones is studied. Motivic, phrase, and period structures are analyzed. Sight-singing and ear training skills development are continued. Jazz forms, scales, chord structures and notational techniques will be reviewed and expanded upon.

Prerequisite: (MUSI109 AND MUSI203 AND MUSI206)

Corequisite: None

MUSI205 Music Technology

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

A survey of music software and hardware for the professional musician. Topics include music notation, sequencing and MIDI, audio recording and editing, synthesis, multimedia, and web publishing.

Prerequisite: None

Corequisite: None

MUSI206 Sight Singing

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Provides music majors with basic sight-singing skills, including the use of solfege, singing of scales and arpeggiated chords and chord progressions, melodies in different clefs, and rhythmic reading.

Prerequisite: None

Corequisite: None

MUSI210 Group Piano II

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

A continuation of MUSI109 Group Piano 1; supplements the Music Theory sequence by reinforcing theoretical concepts at the keyboard, and prepares music majors for their piano proficiency exams.

Prerequisite: (MUSI109)

Corequisite: None

MUSI300 Conducting

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh]

Introduces the art and craft of conducting. It is a skill-development course which begins with score reading and the use of the baton in presenting basic, standard, patterns, then moves through skill development in areas of progressively greater difficulty. These include the left-hand techniques, expressive gestures, reading large ensemble scores, presenting complex beat patterns, and rehearsal techniques.

Prerequisite: None

Corequisite: None

MUSI301 Music for Elementary Grades

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Provides experiences in (1) ways of using the activities of listening, moving, singing, playing classroom instruments, and creating music to teach concepts basic to music's structure, (2) strategies for making relationships between music and other subject areas, (3) locating and using resource materials, and (4) participation in clinical teaching situations with peer groups and with children.

Prerequisite: None

Corequisite: None

MUSI302 Applied Instrumental and Choral Conducting

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Development of the fundamental skills acquired in MUSI300. Emphasis will be placed on each participant personally developing a musical leadership methodology based upon creative problem solving. The successful participant will develop cognitive skills and habits which are used in both instrumental and choral rehearsals. Field experiences are an integral part of this course.

Prerequisite: (MUSI300)

Corequisite: None

MUSI303 Instrumental and Vocal Methods

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Introduce the music education major to the methods and techniques for teaching instrumental and vocal music at the middle and high school levels. It is a survey of practical considerations for working with instrumental and choral groups, with emphasis on audition procedures, seating arrangements, score preparation, rehearsal planning, problem-solving strategies, development of individual and ensemble musicianship, and selection of appropriate repertoire. Field experiences are an integral part of this course.

Prerequisite: (MUSI300)

Corequisite: None

MUSI305 Jazz Studies

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Addresses cultural diversity and offers historical and musical insights into a style of music other than the traditional Western European tradition. American jazz style will raise student's awareness of unique musical developments within this country. Active listening skills through masterworks drawn from the historical style periods of jazz will be emphasized. Social and technological changes during the past 25 years will be examined in depth to derive possible directions for the future of jazz.

Prerequisite: None

Corequisite: None

MUSI306 Popular Music and Jazz Theory

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Presents concepts in popular music and jazz music theory. Students will study music notation, form, meter, intervals, scales, modes, chord sequences, chord functions and principles of voice leading using contemporary chord voicings.

Prerequisite: (MUSI103 AND MUSI109 AND MUSI203)

Corequisite: None

MUSI308 Music Marketing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Offers insight into music marketing, its structure, historical economic trends and the impact of technology on business and marketing practices in the music industry. Current trends in music marketing practices, music promotion and management as well as retail sales will be examined. The use of technology including web site design, social networking sites and the distribution of digital media will be explored.

Prerequisite: None

Corequisite: None

MUSI309 History of Rock Music

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Comprises a study of the history of rock music from the mid-20th century to present day. Using representative period examples, the class will examine the variety of genres, forms, techniques and practices of song writing and performance as developed by the major artists in the rock genre in Europe, the USA and non-western cultures. A study of the social history and artistic ideals of the periods and geographic regions, as pertinent to musical development, will be included.

Prerequisite: (MUSI101 AND MUSI105)

Corequisite: None

MUSI312 Music Before 1750

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh]

Comprises a study of the history and literature of music of the Middle Ages, Renaissance, and Baroque periods. Using representative, period masterpieces, the class will examine the variety of genres, forms, techniques and practices of composition as developed by the major composers in France, Italy, Germany (Austria) and the Franco-Netherlands provinces. A study of the social history and the artistic ideals of the periods and geographic regions, as pertinent to musical development, will be included.

Prerequisite: None

Corequisite: None

MUSI313 Music of the Romantic Period

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A study of the history and literature of music of the 19th century. Includes an examination of the variety of genres, forms, techniques and styles of composition used and developed by major composers representing nations/cultural domains on the European continent from the West across to Russia. Attention is given to the national schools that emerged during this period. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

MUSI314 20th Century Music

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The history and literature of music dating from c.1880 to the present. It includes an examination of the various schools and new idioms and ideals that European, North, Central and South American composers have fostered. Emphasis is placed upon the new techniques and innovations that have become part of the musical language of this century. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

MUSI315 American Music

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the various native composers, compositions, epochs, and musical styles which constitute the history of American music from Colonial times to the present. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

MUSI317 Elementary Music Methods

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Acquisition of the philosophy, skills and knowledge pertinent to designing meaningful and affective/effective instruction in music listening, music performing, and music creation at pre-secondary levels. Field experiences are an integral part of this course.

Prerequisite: (MUSI204)

Corequisite: None

MUSI318 Secondary Music Methods

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the organization and administration of the comprehensive music program in junior/middle and senior high schools. Topics include the study of vocal and instrumental ensemble development, as well as techniques and materials for other types of music classes. Field experiences are an integral part of this course.

Prerequisite: None

Corequisite: None

MUSI319 Symphonic Music

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of music for the symphony orchestra. Examples from several periods, composers, and styles are compared and evaluated. The growth and development of the symphony orchestra and the effect of this growth on the music produced are also considered. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

MUSI320 Music for the Theatre

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Study of music written in various dramatic forms in several cultures. Examples from opera, oratorio, ballet, musical comedy, operetta, and films are examined in terms of style, technique, historical context, and dramatic function. Comparisons of the uses of theater music in various cultures will be emphasized. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

MUSI322 Music Theory III

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A continuation of the Music Theory sequence. Modulation and tonicization by the use of secondary chords and other techniques are reviewed. Chromatic harmony (mode mixture, Neapolitan chords, augmented sixth chords, etc) is explored. The concept of enharmonic modulation is explored, along with extended harmonies and other advanced harmonic techniques common to the late 19th century. Jazz chord structure and notation will be reviewed and expanded upon. There will be an introduction and overview of standard musical forms.

Prerequisite: None

Corequisite: None

MUSI323 Music Theory IV

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A continuation of the Music Theory sequence Enharmonic/"distant" sequence. Enharmonic/"distant" modulation, extended harmonies, nontraditional scales, chord planning, etc are studied leading to an overview of non-tonal harmonic procedures. Musical form is studied in detail. Jazz chord structure and notation will be reviewed and expanded upon, as well as common jazz scales, forms, and improvisational techniques.

Prerequisite: None

Corequisite: None

MUSI325 Classroom Measurements and Assessments

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Provides a basis for developing professional competencies, emphasizing the selection, development, interpretation and use of a wide range of assessment instruments appropriate to different types of learning goals and educational purposes. Field experiences are an integral part of this course.

Prerequisite: None

Corequisite: None

MUSI326 Brass Methods - Lower Brass

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Provides music concentration majors with historical, pedagogical, and performance practice experiences on the low brass instruments (trombone, baritone/euphonium, and tuba). It will provide students with a basic knowledge of playing and teaching techniques and low brass literature.

Prerequisite: None

Corequisite: None

MUSI328 Humanities Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This seminar will provide a general survey of music as it is used in the daily lives of various ethnic groups. The study will enable the student to (1) understand the ways in which folk and ritual music represent a particular ethnic group, (2) recognize and distinguish the sounds of representative styles of ethnic music, and (3) develop techniques for the study of ethnic music that will enable the student to carry out independent research. Fulfills humanities seminar in Liberal Arts. Does not fulfill General Education Fine Arts Requirement.

Prerequisite: None

Corequisite: None

MUSI330 Advanced Studies in Music

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 3 sh]

Assists and guides the student in pursuing a topic or project in a highly specialized area of music as determined by both the instructor and the student. Specific areas of study would be those not covered through standard course offerings.

Prerequisite: None

Corequisite: None

MUSI336 Brass Methods - Upper Brass

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Provides music concentration majors with historical, pedagogical, and performance practice experiences on the high brass instruments (French horn and trumpet). It will provide students with a basic knowledge of playing and teaching techniques and high brass literature.

Prerequisite: None

Corequisite: None

MUSI340 Music Theory IV/Orchestration and Music Technology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides music majors with knowledge of the rudiments of orchestration, including ranges, keys, and clefs of different instruments; the timbral qualities of combinations of instruments; and the historical practice of orchestration by past masters.

Prerequisite: (MUSI205 AND MUSI300 AND MUSI323)

Corequisite: None

MUSI343 Music Theory V/Orchestration

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Provides music majors with knowledge of the rudiments of orchestration, including ranges, keys, and clefs of different instruments; the timbral qualities of combinations of instruments; and the historical practice of orchestration by past masters.

Prerequisite: None

Corequisite: None

MUSI400 Music History After 1750

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh]

Provides music majors with knowledge of the history of Western Art Music from 1750-present, including the Classical, Romantic, and Contemporary eras.

Prerequisite: (MUSI312)

Corequisite: None

MUSI493 Student Teaching and Professional Practicum: Elementary Music Education

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

Provides a capstone experience for pre-service teachers through the student teaching experiences in an

elementary school setting. Supervised practice in classrooms with certified teachers, and regular practicum sessions introduce students to the range and scope of professional educator's responsibilities. Field experiences are an integral part of this course.

Prerequisite: None

Corequisite: None

MUSI494 Student Teaching and Professional Practicum: Secondary Music Education

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

Provides a capstone experience for pre-service teachers through the student teaching experiences in a secondary school setting. Supervised practice in classrooms with certified teachers, and regular practicum sessions introduce students to the range and scope of professional educators' responsibilities. Field experiences are an integral part of this course.

Prerequisite: None

Corequisite: None

MUSI615 American Music

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course will focus on the various native composers, compositions, and styles which constitute the history of American music from the Colonial times to the present. Content will survey mainstream styles of serious American art music, folk music, and popular music. Units of study will encompass music of Native Americans, Afro-Americans, and Latin Americans.

Prerequisite: None

Corequisite: None

MUSI628 Humanities Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Music Seminar

Prerequisite: None

Corequisite: None

NANO100 Introduction to Nanoscience

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Introduces aspects of nanotechnology and its applications to science, medicine and industry. This course presents this evolving field and discusses potential future influence in everyday life. Course includes tours of the nanofabrication facilities at Lock Haven University and Pennsylvania State University.

Prerequisite: None

Corequisite: None

NANO105 Introduction to Nanoscale Science

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the fundamental principles determining the properties of matter at the nanoscale with an overview of the major fields of application.

Prerequisite: None

Corequisite: None

NANO201 Materials, Safety and Equipment Overview for Nanofabrication

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Provides an overview of the materials, safety and equipment issues encountered in the practice of "top down" and "bottom up" nanofabrication. It focuses on environment, health, and safety (EHS) issues in equipment operation and materials handling. Topics to be covered include cleanroom operation, OSHA lab standard safety training, and health issues.

Prerequisite: (CHEM120 AND PHYS130 AND PHYS131) OR (CHEM120 AND PHYS170 AND PHYS171)

Corequisite: None

NANO202 Basic Nanotechnology Process

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Hands-on introduction to the processing involved in "top down", "bottom up", and hybrid nanofabrication. The majority of the course details a step-by-step description of the equipment, facilities processes and process flow needed to fabricate devices and structures.

Prerequisite: (CHEM120 AND PHYS130 AND PHYS131) OR (CHEM120 AND PHYS170 AND PHYS171)

Corequisite: None

NANO203 Materials in Nanofabrication

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An in-depth, hands-on exposure to the producing and positioning of the materials used in nanofabrication designed to give students experience in depositing, fabricating, and self-assembling a wide variety of materials tailored for their mechanical, electrical, optical, magnetic, and biological properties.

Prerequisite: (NANO201 AND NANO202)

Corequisite: None

NANO204 Patterning for Nanotechnology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Hands-on treatment of all aspects of advanced pattern transfer and pattern transfer equipment including probe techniques; stamping and embossing; e-beam; and optical contact and stepper systems.

Prerequisite: (NANO201 AND NANO202)

Corequisite: None

NANO205 Materials Modification for Nanotechnology Applications

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An in-depth exploration of the processing techniques and specialty hardware used in modifying material properties in nanofabrication and used in forming nano-scale devices and systems. Application and design project such as DNA lab on a chip, prosthetic devices, and photovoltaic cells will be done as group projects.

Prerequisite: (NANO203 AND NANO204)

Corequisite: None

NANO206 Characterization and Testing of Nanotechnology Structures and Materials

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Examines a variety of techniques and measurements essential for testing and for controlling material fabrication and final device performance. Characterization includes electrical, optical, physical, and chemical approaches.

Prerequisite: (NANO203 AND NANO204)

Corequisite: None

NANO300 Thin Film Science and Technology

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

Introduces the fundamentals of thin-film science and technology including fabrication, characterization of the thin-film structures and their optical, mechanical, electromagnetic properties. It will also address some aspects of low dimensional structures, including both the conceptual principles and experimental techniques of nanoscale science.

Prerequisite: (PHYS170) OR (PHYS171) OR (PHAP205) OR (NANO205)

Corequisite: None

NANO458 Advanced Applied Nanotechnology Laboratory

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Laboratory experience drawn from an undergraduate foundation in sciences including areas of current research in nanotechnology. Experimental methods and analysis are used, with emphasis on group and individual work in the planning, execution, and presentation of research. Students may repeat for credit.

Prerequisite: (NANO206) OR (PHAP206)

Corequisite: None

NURS101 Nursing 1

[Minimum Semester Hours: 8 sh; Maximum Semester Hours: 8sh]

Introduces the student to nursing, person and health, which are basic concepts to the practice of nursing. Emphasis is placed on communicative and observational skills that permit the assessment of the basic needs of individuals and their families. The study of the human needs of individuals provides a foundation for inquiry into the nurse's role in providing nursing care based on the nursing process.

Prerequisite: None

Corequisite: None

NURS102 Nursing 2

[Minimum Semester Hours: 8 sh; Maximum Semester Hours: 8sh]

A continuation of Nursing 101, Nursing I, focuses on human needs according to Maslow. The course addresses the individual's needs related to activity/rest, safety/security, oxygen/carbon dioxide exchange, love/belonging, and psychosocial well being. Emphasis is placed on communication, and teaching/learning skills as an essential part of the nursing process in the care of individuals and families. The family during the childbearing years and during the first year of life is studied in order for the student to develop beginning competencies in those technical skills necessary to carry out the nursing care plan for individuals of all ages and in selected health care settings.

Prerequisite: (NURS101)

Corequisite: None

NURS201 Nursing 3

[Minimum Semester Hours: 8 sh; Maximum Semester Hours: 8 sh]

An in-depth study of the human needs according to Maslow with emphasis on the application of the nursing process as the foundation for nursing care. Communication and health teaching are integrated as major strategies for assisting individuals and families to care for themselves in health and illness. Levels of wellness and alterations in human needs are studied as the course focuses on individual needs relating to nutrition/elimination, love/belonging, and psychosocial well being.

Prerequisite: None

Corequisite: None

NURS202 Nursing 4

[Minimum Semester Hours: 8 sh; Maximum Semester Hours: 8 sh]

An extension of NURS201 - Nursing III. Continues to increase the knowledge base of human needs with application of the nursing process to individuals and families with alterations in their level of health. Communication and health teaching are integrated as major strategies for assisting individuals and families to care for themselves in

health and illness. Levels of wellness and alterations in human needs are studied as the course focuses on individual needs relating to sexuality, oxygen/carbon dioxide exchange, safety/security, and activity/rest.

Prerequisite: (NURS102 AND NURS201)

Corequisite: None

NURS205 Nursing Field Experience

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 3 sh]

This elective field experience course will be offered in the Summer annually after satisfactory completion of Nursing 101 and 102. This experience will allow the student to pursue a personal interest in an area of nursing. Potential areas that may be utilized include: Emergency Department (ED/ER); Intensive Care (CPU, ICU, NICU); Medical/Surgical (Med.-Surg.); Obstetrics/Gynecology (OB-GYN); Operating Room (OR, PARR); Pediatrics (PEDS); Clinics with Nurse Practitioners; Community Health Agencies. Levels of wellness and alterations in human needs will be studied. Communication and health teaching will be utilized by the students as major strategies for assisting individuals and families to care for themselves in health and illness. NOTE: This course may not be substituted for a required course within the A.S.N. program.

Prerequisite: None

Corequisite: None

NURS212 Nursing Transition

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

This seminar is designed as a transition course for nursing students in the last semester of their educational program. It provides an overview of historical events that have affected the evolution of nursing and presents the issues and trends that are molding the nursing profession of the new century. Prepares the student for graduation and the work world of nursing. This course runs concurrently with NURS202.

Prerequisite: None

Corequisite: None

NURS305 Nursing Informatics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to applications of informatics systems in nursing practice and education. Integrates various theories and assists students to develop skills for information literacy in the context of communication, self-expression, social control in a diverse society, and in the use of electronic patient records and tele-health. Provides an introduction to technology in nursing. Learning experiences provide for the development of baseline informatics and verbal and nonverbal professional communication styles needed in the healthcare delivery arena.

Prerequisite: None

Corequisite: None

NURS310 Foundations for Professional Practice

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A seminar course focused on the theoretical foundations of professional practice and theory development in nursing.

Prerequisite: None

Corequisite: None

NURS315 Pathophysiology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Studies the physiologic mechanisms altered by illness, injury, or disease processes in humans throughout the life span. Fundamental disease processes, specific illnesses, and their effects on homeostasis as well as the links between pathophysiology, diagnosis, and therapeutic interventions are emphasized. Students will critically analyze diverse client presentations of selected illnesses for symptomatology, pathophysiology, and health care implications.

Prerequisite: None

Corequisite: None

NURS320 Health Assessment

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Focuses on identification and demonstration of advanced assessment techniques with emphasis on normal and abnormal findings throughout the life span. Learning experiences provide for development of a systematic approach to physical assessment to facilitate integration of assessment findings and major health deviations. Principles of therapeutic communication will be emphasized as an adjunct to performing a health assessment.

Prerequisite: None

Corequisite: None

NURS325 Pharmacology for Nursing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provide an overview for nurses of drug therapy integrating the use of the nursing process in pharmacokinetics. The emphasis is to provide a big picture approach to the systemic use of drugs in the treatment and or management of diseases.

Prerequisite: None

Corequisite: None

NURS330 Global Perspectives in Nursing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration of global issues affecting personal, community, and international health and development using approaches from health promotion, population health, and primary health care to help frame analyses. Students are exposed to basic perspectives on health policy issues throughout various geographical regions and the impact by significant world events.

Prerequisite: None

Corequisite: None

NURS350 Care of the Critically Ill

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provide fundamental information about the nursing care of clients across the lifespan in critical care settings. Focus is advanced concepts of critical care related to multi-organ/system function and dysfunction.

Prerequisite: (NURS320 AND NURS325)

Corequisite: (NURS315)

NURS410 Nursing: Home, Community and Public Health

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Reviews current and evolving roles of home health, community and public health nurses. Health promotion, health teaching, economic, political, legal and ethical influences, environmental issues, epidemiology, communicable diseases and vulnerable populations are addressed. Focus is on the application and integration of health and wellness concepts.

Prerequisite: (NURS310 AND NURS320)

Corequisite: None

NURS420 Nursing Leadership and Management Practice

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A capstone nursing course with focus on leadership and management issues in health care. Seminars provide opportunities for students to share commonalities and unique aspects of their practical experiences in nursing. Course culminates in a concentrated external experience in an area and agency selected by the student.

Prerequisite: (NURS310)

Corequisite: None

NURS430 Nursing: Contemporary Issues, Policy and Politics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration of policy and politics, strategies of policy development and political action, and application of such strategies in four spheres: workplace, government, organizations, and community. This course focuses on the political roles and responsibilities of professional nurses in efforts to discuss unresolved issues of interest to nurses, their colleagues, and consumers of health care.

Prerequisite: None

Corequisite: None

NURS490 Nursing Research

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Focuses on the theoretical basis of research methodology with emphasis on analyzing, critiquing, and interpreting nursing research. A research proposal based on an identified nursing problem will be completed.

Prerequisite: (MATH107)

Corequisite: None

NURS498 Health Science Seminar

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 3sh]

An analysis and/or comparison of topics related to health science within a framework provided by the instructor. Examples include but are not limited to contemporary issues in healthcare, a comparative analysis of healthcare systems in different countries, health issues related to population, economics, social and other factors, healthcare issues of special populations, the healthcare crisis in the United States, and emerging healthcare technologies and fields.

Prerequisite: None

Corequisite: None

PHAP400 Modern Optoelectronics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces the fundamentals of the physical phenomena related to generation, propagation, manipulation and detection of light, and the application of these phenomena in solid state devices. Special topics will include interactions of light with materials systems of current importance (e.g. semiconductors, nanosized metal particles, biological macromolecules). Pre- or Co-requisite: PHYS315 and PHYS370

Prerequisite: (PHYS315 AND PHYS370)

Corequisite: None

PHAP410 Material Science

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces fundamental physical phenomena related to solid state materials. Covers the mechanical, electrical, magnetic, optical and thermal properties of solid state materials, as well as defects in solids and how they influence the materials' properties. The applications emphasized in this course concern the developments of nanomaterials and nanostructures. Pre- or co-requisite: PHYS315 and PHYS370

Prerequisite: None

Corequisite: (PHYS315 ANDPHYS370)

PHIL101 Problems in Philosophy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to a number of fundamental philosophical problems which are traditional to the discipline. Primary emphasis will be placed on theories of knowledge, metaphysics, human nature and ethical and political philosophy, introduced through logical and cultural analyses of the works of several major philosophers.

Prerequisite: None

Corequisite: None

PHIL102 Ethics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to moral philosophy. Considers the problems of values, ideals, and standards of human action, both individual and social. Selected readings in a wide range of traditional and modern ethical approaches. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

PHIL105 Philosophy of Religion

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the basic problems of religion, such as the nature of religion, the existence of God, knowledge of God, the language of religion, immortality, and eschatology. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

PHIL106 Social and Political Philosophy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the traditional and contemporary philosophical issues of man in society, especially those problems concerning justice which exist as a result of human government. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

PHIL110 Critical Thinking

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Teaches students how to evaluate arguments in terms of both formal and informal logic. The emphasis is divided between the theoretical, logical issues and the practical application of good reasoning in a wide variety of contexts, both personal and public.

Prerequisite: None

Corequisite: None

PHIL201 Classical Philosophy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The development of philosophy from Thales to Plotinus, covering the Greek and Roman periods. Major emphasis on Plato and Aristotle. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

PHIL202 Medieval Philosophy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the development of philosophy from Augustine in the fourth century A.D. to William of Ockham in the 14th century. Special emphasis is placed on Augustine and Aquinas. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

PHIL204 Modern Philosophy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An historical study of the major figures and movements in philosophy from the 17th to the 19th century. The accent is upon the problems and methods of philosophy. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

PHIL205 Contemporary Philosophy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The major movements in the philosophy of the 20th century. Considers idealism, Neo-Thomism, Marxism, Phenomenology and Existentialism, Logical Positivism, Linguistic Analysis, and Naturalism. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

PHIL206 American Philosophy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A general study of philosophy in the U.S. since the middle of the 19th century. The emphasis is upon the works of those philosophers of this country who have developed themes peculiarly American. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

PHIL207 Asian Philosophies

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the major schools of Indian and Chinese philosophy which developed out of Hinduism, Buddhism, Taoism, and Confucianism. The emphasis will be on the metaphysical, epistemological, and ethical insights of the various systems. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

PHIL210 19th Century Philosophy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey of the major European and American philosophers of the 1800's, including Hegel, Marx, Mill, Schopenhauer, Nietzsche, Kierkegaard, and James. Emphasis will be placed on the influence of these thinkers on contemporary thought. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

PHIL215 Canadian Philosophy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Introduces Canadian Philosophy and sets forth Canadian Philosophy as a distinct system of inquiry. In particular, close attention will be paid to the relationship between Canadian philosophy and Canadian intellectual history. Particular focus will be placed on the philosophical notion of community and its impact on Canadian society. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

PHIL220 Existentialism

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to the 19th and 20th century philosophical movement called Existentialism. The course examines the historical roots of the movement in pessimism and egoism, explores selections from the major writings of its central figures, and traces its continuing influence on 21st century thought.

Prerequisite: None

Corequisite: None

PHIL301 Philosophy of Science

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An investigation of the nature and techniques of scientific explanation. Study of such questions as the nature of scientific method, the logic of scientific explanation, theory construction, causality, and the nature of the laws of science. Primary emphasis on the philosophical questions involved in the work of science and the link between science and philosophy. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

PHIL305 Metaphysics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the most general questions concerning the nature of reality including such problems as the reality of an external world, the significance of human existence, the nature of time, space, substance, cause, and the status of natural laws.

Prerequisite: (PHIL***)

Corequisite: None

PHIL306 Theory of Knowledge

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Examines the basic problems of epistemology, such as the nature, the reliability, and the proper objects of knowledge. Considers questions pertaining to the nature of truth, theories of perception, the problems of universals, concepts, and categories.

Prerequisite: None

Corequisite: None

PHIL307 Philosophy of Art

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An analysis of various concepts of aesthetics. Investigation into some of the fundamental questions involved in the philosophy of art. Aestheticians, both historical and contemporary. The application of aesthetic theory to art forms both past and present. Aesthetics approached from a worldwide outlook. Probes deeply into the arts for broader aesthetic understanding.

Prerequisite: None

Corequisite: None

PHIL308 Logic

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Standard logical notions and techniques. Chief emphasis on forms of argument, modes of valid inference, traditional and modern approaches to deductive argument, and inductive theory. Syllogistic and mathematical logic. The course does not meet the philosophy general education requirement.

Prerequisite: None

Corequisite: None

PHIL312 Ethical Theory

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A historical survey of ethical theorizing from the Ancient Greeks to the 21st Century. It will focus on the various justifications offered for competing ethical theories, and the problems that their critics raised about each of them. Comparisons and contrasts between Western and Eastern approaches to ethical decision making and the inculcation of moral virtue, and with feminist approaches to ethical theorizing, will also be drawn.

Prerequisite: (PHIL102)

Corequisite: None

PHIL315 Philosophy of Law

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The exploration of such broad questions as What is law?, How are law and morality related?, and How should we best conceptualize legal reasoning? Specific topics might include, among others, legal theories, equality, rights and freedoms (speech, religion, etc), civil disobedience and violence, and gender and race in the American legal and social context.

Prerequisite: (ENGL100) OR (HONR111) OR (PHIL***)

Corequisite: None

PHIL328 Humanities Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

This seminar is intended to familiarize students with the questions that philosophers and individuals have always asked and to help them realize that, although the answers change, the questions remain the same. Different aspects and questions may be dealt with in several philosophy seminars.

Prerequisite: (ENGL100) OR (HONR111)

Corequisite: None

PHIL400 Ethics and the Environment

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Explores philosophical questions related to the human relationship with, and use of, the environment. Topics may include preservation vs. conservation, holistic ethics, anthropocentrism, wilderness, feminist approaches to environmental ethics, Deep Ecology, radical environmental activism, and environmental justice. Emphasis is given to Western ethical traditions, though other perspectives may be included.

Prerequisite: None

Corequisite: None

PHIL415 Ethical Issues in the Health Care Professions

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of some of the major ethical issues in the various health care professions. Particular analysis will include, but not be limited to the following: the allocation of medical resources; consent and truth telling in medicine; genetic engineering; reproductive technologies; and advanced directives. Professionals from various health care fields will be invited to speak on selected topics.

Prerequisite: None

Corequisite: None

PHIL425 Ethics in Business and Industry

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An in-depth survey of the relevance of ethical theory to the making of professional decisions in business and industry. An extensive introduction to ethical theory and logic is followed by a discussion of difficult ethical dilemmas that professionals must confront every day. Emphasis is placed on hiring and firing practices, advertising and marketing, environmental issues, and the impact of industry on society at large. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

PHIL615 Ethical Issues in the Health Care Professions

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of some of the major ethical issues in the various health care professions. Particular analysis will include, but not be limited to the following: the allocation of medical resources; consent and truth telling in medicine; genetic engineering; reproductive technologies; and advanced directives. Professionals from various health care fields will be invited to speak on selected topics.

Prerequisite: None

Corequisite: None

PHIL620 Bio-Medical Ethics: An Overview

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

The purpose of this course is to provide an overview of some of the major ethical issues in medicine and possible approaches to resolving ethical dilemmas in that context. Particular attention will be given to the following topics: the allocation of medical resources, consent and truth telling in medicine, confidentiality, and advanced directives.

Prerequisite: None

Corequisite: None

PHIL625 Ethics in Business and Industry

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An in-depth survey of the relevance of ethical theory to the making of professional decisions in business and industry. An extensive introduction to ethical theory and logic is followed by a discussion of difficult ethical dilemmas that professionals must confront every day. Emphasis is placed on hiring and firing practices, advertising and marketing, environmental issues, and the impact of industry on society at large.

Prerequisite: None

Corequisite: None

PHIL628 Humanities Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Graduate philosophy seminar.

Prerequisite: None

Corequisite: None

PHIL690 Current Philosophies of Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A study of the philosophies of education that have had an impact on education today. The works of educational philosophies and critiques of their positions will be read and discussed. The implications for today's educational experiences will be discussed.

Prerequisite: None

Corequisite: None

PHYS101 Matter and Energy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces the underlying physical principles of energy generation and consumption. Topics include the atomic and subatomic structure of matter, forms of energy, energy conservation, thermodynamics, heat engines, electromagnetic induction, radioactivity, nuclear reactors, nuclear fusion, solar radiation, solar collectors, gravitational force, and tidal power. Knowledge is achieved using scientific inquiry methods - conceptual understanding, laboratory exercises, and activities developing the skills for quantitative evaluation of processes. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

PHYS102 The Mechanical Universe

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces what is traditionally called Newtonian Mechanics including one- and two-dimensional motion, Newton's Laws, momentum, energy, and circular and simple harmonic motion. The course employs a laboratory-first, inquiry-oriented format that places emphasis on the investigation of problems in the physical world with the results of investigations being used to drive further instruction.

Prerequisite: None

Corequisite: None

PHYS105 Engineering Graphics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Use and care of drawing instruments; proper weights and types of lines for clear-cut, and complete graphics representation; useful geometrical construction; lettering; freehand sketching, orthographic projection; auxiliary and sectional views; pictorial representation with emphasis on isometric drawing; dimensioning; true lengths and shapes. Emphasis on practical application and development of the ability to think in three dimensions. (Prior to fall 2005, course was 2.0 sh)

Prerequisite: None

Corequisite: None

PHYS110 How Things Work

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to a current understanding of the physical universe in terms of fundamental principles of physics. Basic concepts are studied and related to common phenomena and applications found in everyday life as well as more exotic phenomena one may come across in the news or popular-science media. The lecture will make frequent use of experimental equipment and commercial devices in demonstrations of physical principles.

Prerequisite: None

Corequisite: None

PHYS130 Physics 1

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

An algebra-based introduction to mechanics, thermodynamics, vibrations and waves.

Prerequisite: (MATH113) OR (MATH141) OR (MATH142) OR (MATH243) OR (MATH244) OR (MATH135)

Corequisite: None

PHYS131 Physics 2

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

An algebra-based introduction to electricity, magnetism, optics and modern physics.

Prerequisite: (PHYS130)

Corequisite: None

PHYS135 Meteorology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to meteorology through the systematic study of the atmosphere including composition and structure. Analysis of the laws and underlying principles of the atmospheric change and motion. The origin and development of weather features and their significance in weather forecasting. Study of global weather features and climate and climate change. Fulfills General Education Lab Science Requirement

Prerequisite: None

Corequisite: None

PHYS140 Astronomy of the Solar System

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to the methods and discoveries of astronomy focusing on the solar system.

Prerequisite: None

Corequisite: None

PHYS145 Stars, Galaxies, and Cosmology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Presents the methods and discoveries of astronomy focusing on stars, galaxies and cosmology. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

PHYS170 Intermediate General Physics 1

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

An introduction to motion, sound, and heat employing the methods of calculus and vector analysis. Co-requisite: MATH141.

Prerequisite: None

Corequisite: (MATH141)

PHYS171 Intermediate General Physics 2

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

An introduction to electricity, magnetism and optics employing the methods of calculus and vector analysis. Co-requisite: MATH142

Prerequisite: (PHYS170)

Corequisite: (MATH142)

PHYS250 Heat

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An intermediate course in heat. More intensive development of basic concepts and principles in the study of the properties of gases and in thermodynamics. Temperature measurements, expansivity, specific heats, thermal conductivity of solids and liquids, thermal properties of gases, changes of phase, and heat engines.

Prerequisite: (PHYS130) OR (PHYS170)

Corequisite: None

PHYS290 Electronics

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

Introduces the analysis of linear electric circuits including nodal and mesh analysis, network theorems and their applications for direct-current circuits, transient circuits, and AC steady state analysis. Uses linear algebra, differential equations, and complex variables for circuit analysis. Incorporates the concept of building linear models for electronic components for the case of operational amplifiers and diodes. Develops practical skills for circuit simulation using computer software, assembling electronic circuits, and performing basic electrical measurements.

Prerequisite: (PHYS171)

Corequisite: None

PHYS310 Physics Lab Development and Supervision

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 2 sh]

Supervised experience in development and supervision of physics laboratory activities. Will include opportunity to design, develop, and construct laboratory and demonstration apparatus in physics, and to conduct laboratory classes under direct supervision of a physics faculty member. Offered by individualized instruction.

Prerequisite: (PHYS171)

Corequisite: None

PHYS314 Atomic and Nuclear Physics w/o Lab

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to modern physics: atomic structure and spectra, radiation, wave and particle aspects of matter, quantum theory, radioactive decay, nuclear reactions, nuclear structure, elementary particles. Does not include a laboratory.

Prerequisite: None

Corequisite: None

PHYS315 Modern Physics

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4sh]

An introduction to modern physics: atomic structure and spectra, radiation, wave and particle aspects of matter, quantum theory, radioactive decay, nuclear reactions, nuclear structure, elementary particles.

Prerequisite: (MATH243 AND PHYS131) OR (MATH243 AND PHYS171)

Corequisite: None

PHYS325 Optics

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

An intermediate course in optics. Geometrical and physical optics, reflection and refraction at surfaces, lenses, interference and diffraction, elementary spectroscopy and polarization of light. Applications to the study of optical instruments.

Prerequisite: (MATH243 AND PHYS131) OR (MATH243 AND PHYS171)

Corequisite: None

PHYS328 Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of how scientists search for knowledge and try to gain an understanding of natural phenomena. This course also explores the interplay between science, technology, and other human activities locally and globally. Topics will be chosen based on the interest and expertise of the instructor.

Prerequisite: None

Corequisite: None

PHYS330 Mechanics 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An intermediate course in Newtonian mechanics with emphasis on mathematical principles and methods. Topics include vector calculus, statics, dynamics, momentum and energy conservation, oscillations, central force motion, and two dimensional rigid body dynamics.

Prerequisite: (PHYS171)

Corequisite: None

PHYS331 Mechanics 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Continuation of Mechanics with an emphasis on the variational methods of Lagrangian and Hamiltonian formalisms. Topics include generalized coordinates, symmetries, central forces, Euler's equations, normalized coordinates, strings and vibrations, and mechanics of rigid bodies in three dimensions.

Prerequisite: (PHYS330)

Corequisite: None

PHYS345 Mathematical Methods of Physics

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

An introduction to the mathematical techniques of theoretical physics. Topics will include the partial differential equations and boundary value problems associated with wave motion, the diffusion of heat and quantum mechanical probability, and electromagnetic potentials and fields.

Prerequisite: (MATH211 AND MATH301 AND PHYS171)

Corequisite: None

PHYS350 Quantum Mechanics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An advanced undergraduate level introduction into the principles, formalism and results of quantum mechanics including historical background, Schrodinger equations, particle in box, harmonic oscillator, one dimensional crystals, hydrogen atom, angular momentum, light and introduction to perturbation theory.

Prerequisite: (MATH244 AND PHYS315)

Corequisite: None

PHYS370 Electricity and Magnetism

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An intermediate course in electricity and magnetism focusing on Maxwell's equations and their properties. The course will concentrate on the concepts associated with electromagnetic fields and will introduce the mathematics used for their description.

Prerequisite: (MATH142 AND PHYS171)

Corequisite: None

PHYS371 Electrodynamics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An exploration of electricity and magnetism that emphasizes fields within materials, electromagnetic radiation, and methods of solving static and dynamical problems.

Prerequisite: None

Corequisite: None

PHYS391 Problems in Physics

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 4 sh]

Independent study and research under the direction of the Physics staff. For advanced students, who may register for the course more than once. Each semester.

Prerequisite: None

Corequisite: None

PHYS431 Advanced Physics Laboratory

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 3 sh]

Experimental work drawn from an undergraduate foundation in physics including areas of current research. Sophisticated experimental methods and analysis will be used, with emphasis on independence and individual initiative in the planning, execution, and presentation of research. A student may repeat for credit.

Prerequisite: (PHYS315)

Corequisite: None

PHYS458 Advanced Applied Nanotechnology Laboratory

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Laboratory experience drawn from an undergraduate foundation in sciences including areas of current research in nanotechnology. Experimental methods and analysis are used, with emphasis on group and individual work in the planning, execution, and presentation of research. Students may repeat for credit.

Prerequisite: (PHAP206)

Corequisite: None

PHYS628 Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This seminar explores various topics in the physical sciences with an emphasis on physics. Students are expected to research and develop knowledge on subjects discussed in the seminar, where the expertise of the instructor is used to explain and interpret the more technical aspects. Students will participate in class discussions using a knowledge base formed in part by class assignments. Students will give presentations to the class. Specific topic selection is based upon the expertise and interest of the designated science faculty. Examples include: Biographies of 20th Century Physicists, Science in the 20th Century, Pseudoscience, Science and Science Fiction, and Popularization of Science.

Prerequisite: None

Corequisite: None

PLSH101 Polish 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the basics of the foreign language in question; the course is especially designed for students who wish to spend a semester at a university in a country where the language is spoken. The primary emphasis of the course will be on developing basic listening, reading and speaking skills in the language and increasing the students' awareness of the foreign culture.

Prerequisite: None

Corequisite: None

PLSH102 Polish 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The study of the foreign language in question, building on the material learned in the level I course. Especially designed for students who wish to improve their basic knowledge of the language in order to be able to study at the foreign university that supplied the instructor (completion of this course followed by a semester of study abroad at the university will satisfy the foreign language requirement).

Prerequisite: None

Corequisite: None

PLSH201 Polish 3

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The study of the foreign language in question, building upon the material learned in the Level 2 course and especially designed for students who wish to enhance their knowledge of that language.

Prerequisite: None

Corequisite: None

PLSH202 Polish 4

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The study of the foreign language in question, building upon the material learned in the Level 1, 2 and 3 courses and especially designed for students who wish to enhance their knowledge of that language.

Prerequisite: None

Corequisite: None

POLI101 Political Science

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A comprehensive approach to political fundamentals: theory and organization of the modern state; the theory, processes, and ideologies of all types of governments. Basic to further study of the structure and function of government. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

POLI105 American National Government

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the study of American politics. Topics include the foundations of American political thought, governing principles under the U.S. Constitution, major governmental institutions (Congress, the presidency, the court system, bureaucracy), elections, political parties, public opinion, and outstanding public policy issues in the United States.

Prerequisite: None

Corequisite: None

POLI107 World Politics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the fields of international relations, foreign policy and international political economy. The course reviews the evolution of the modern international system and introduces basic theories and models used by political scientists and others in analyzing world politics. Primary emphasis on the post-Cold War "world order" and major issues confronting it.

Prerequisite: None

Corequisite: None

POLI119 First Year Student Seminar

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Introduces students to the culture and mission of the University and its programs of study, with a particular emphasis on the social sciences. Explores the purpose of a liberal arts education as a foundation for professional development and life-long learning. Through class discussion of readings and activities, students are engaged in active learning and the development of effective college study skills.

Prerequisite: None

Corequisite: None

POLI200 Introduction to Political Inquiry and Action

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Prepares students for advanced study in political science by introducing the various modes of political inquiry, competing theories of democracy, and the range of methods and information resources used in the study of politics and public policy.

Prerequisite: (POLI101) OR (POLI105) OR (POLI107)

Corequisite: None

POLI205 Comparative Politics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An analysis of the method and scope of the comparative study of government, and an examination of selected countries representing advanced industrial and developing democracies as well as authoritarian systems.

Prerequisite: None

Corequisite: None

POLI210 State and Local Government

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Examines the political process, governmental institutions, and the politics of governing at the state and local levels today. Special effort will be made to examine Pennsylvania examples. Fulfills political science/economics general education requirement.

Prerequisite: None

Corequisite: None

POLI230 Political Parties and Elections

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

This is an intermediate level undergraduate course intended to build upon knowledge acquired in introductory courses in political science. The course examines the role function of political parties and electoral processes in the U.S. and elsewhere. In broader terms, the course explores the theoretical and practical linkages among political parties, electoral processes, and the development and maintenance of representative democracy.

Prerequisite: (POLI101) OR (POLI105)

Corequisite: None

POLI250 US Foreign Policy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of the nature of foreign policy, the manner in which foreign policy is formulated and executed in a democracy, and the objectives and limits of U.S. Foreign Policy. Emphasis is placed on U.S. Foreign Policy since 1945.

Prerequisite: None

Corequisite: None

POLI260 Intro Public Administration

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Survey of governmental administration in the U.S. with particular emphasis on the national government. Organization and management, budgeting, personnel, planning and public relations.

Prerequisite: None

Corequisite: None

POLI301 Comparative Government

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An analysis of the methods and scope of the comparative study of government, and an examination of political systems in selected countries with a focus on well established industrialized system.

Prerequisite: None

Corequisite: None

POLI305 Congress and the Presidency

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Examines the nature of the relationship and interdependencies between the Congress and the Presidency of the United States. Focuses on the constitutional powers of these respective institutions of American national government. Substantive areas that will be examined include, but are not limited to: the historic origins of federalism and the separation of powers model of American Constitutionalism; the changing role(s) and functions of the respective institutions regarding domestic and foreign policy; the electoral processes that shape and influence Congressional and Presidential decision-making; the impact and consequences of the rise of the federal bureaucracy in the U.S.; and the social, political, and economic forces that have shaped contemporary Congressional and Presidential relations.

Prerequisite: None

Corequisite: None

POLI308 African Politics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey and analysis of African politics. Provides a grounded understanding of the various contextual stages (pre-colonial, colonial, post-colonial, and post-post-colonial) that have shaped and continue to influence African politics and policy.

Prerequisite: None

Corequisite: None

POLI310 Criminal Justice

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Study of the institutions and processes by which criminal justice decisions are made, with emphasis on their legal and political aspects. The roles and interactions of law and rights, prosecution and defense, courts, police, and correctional institutions. Focus on the conflicting values and principles underlying criminal justice.

Prerequisite: None

Corequisite: None

POLI312 Media and Politics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An exploration of the effects of the media (print, broadcast, electronic, and film) on political behavior in the American political system.

Prerequisite: None

Corequisite: None

POLI315 Politics in Developing Nations

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Students will be introduced to the most prominent theories of political development and the major political, economic, and social issues common to developing nations.

Prerequisite: None

Corequisite: None

POLI320 Latin American Politics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Study of selected Latin American political systems in the 20th century, analyzing the impact of cultural and socio-political forces on modernization and political development. Through the study of several cases, students will develop an understanding of the historical roots of issues facing Latin America today.

Prerequisite: None

Corequisite: None

POLI322 International Political Economy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to international political economy, the study of the interaction of politics and economics in the international system. Includes discussion of how politically motivated policies and dynamics influence economic activity and how economic interests and calculations influence political events. Highlights the impact of international economic dynamics and institutions on domestic political, economic, and social conditions as well as the influence of domestic political structures and economic interests on the international system.

Prerequisite: None

Corequisite: None

POLI325 Labor-Management Relations

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course will introduce students to the general field of labor-management relations. The focus will be on the issues which face workers and employers in the U.S. labor markets, especially those issues to be resolved through collectively bargained contracts between employees and management.

Prerequisite: None

Corequisite: None

POLI328 Social Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A thematic or topical approach, with emphasis on historical/political/economic analysis. Treatment of historical, contemporary and/or comparative topics (for example, the historical roots and contemporary practice of terrorism and its political and economic impact; the impact of imperialism --political, economic, and historical-- in different global areas; the frontier experience of Russian Siberia and the American West) within a framework provided by the instructor.

Prerequisite: None

Corequisite: None

POLI330 Public Policy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An overview of the study of public policy, with emphasis on public policy in the U.S. but including some comparative perspectives. Introduces theories of the policy making process and methods of policy analysis. Explores the political environment and policy issues in several substantive policy areas, such as economic policy, social welfare, health, education, environment, and energy.

Prerequisite: (POLI105) OR (POLI210) OR (POLI260) OR (ECON101)

Corequisite: None

POLI335 Politics of Global Health

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Explores the relationship between global health and social and economic development. Students will learn about key players in international health-UN agencies, Ministries of Health, and Non-governmental Organizations. Students will consider the impact that political action has on the health and well being of individuals. The course will be global in scope but with a special emphasis on health problems affecting people in the developing world.

Prerequisite: None

Corequisite: None

POLI350 International Relations

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The study of current diplomatic, economic, and political problems as they affect the balance of power, disarmament, the East-West struggle, the United Nations and the emerging states of Africa and Asia.

Prerequisite: None

Corequisite: None

POLI370 United Nations and International Organizations

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A rapid survey of the history of international organizations prior to the United Nations and an intensive study of the United Nations. Emphasis upon the purposes, principles, membership, structure, and functions of the U.N. Attention to other international organizations for such purposes as mutual security, disarmament, and the pacific settlement of international disputes.

Prerequisite: None

Corequisite: None

POLI380 Constitutional Law

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Analysis of the American constitutional system and its principles, with emphasis upon the Constitution, the Supreme Court, and judicial review. Constitutional principles, as applied by the Courts, to Congress, the President, federalism, state powers, and civil liberties.

Prerequisite: None

Corequisite: None

POLI381 Law and Society

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of American legal institutions and process. Common law, statutory law, administrative law, and constitutional law. The majority of the substantive materials in the course will be drawn from issues involving freedom of expression.

Prerequisite: None

Corequisite: None

POLI385 Constitutional Law II: Civil Liberties and Civil Rights

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

One of two courses in the analysis of the American constitutional system and its principles, this course presents fundamental principles of civil liberties and civil rights, including the First Amendment, the rights of the accused, anti-discrimination, and voting rights.

Prerequisite: None

Corequisite: None

POLI390 Political Theory 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The history of Western political thought from the Greeks through the 18th century. Theories pertaining to the nature of the state and the legitimate objectives of governments: authority, sovereignty, law, liberty, etc.

Prerequisite: None

Corequisite: None

POLI391 Political Theory 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This is an advanced elective course in political theory focusing on major issues in 20th century political philosophy. An understanding of the Western tradition of political theory developed in POLI390 will be used as the background for a survey of major ideologies and for an in-depth exploration of three philosophic issues: freedom, equality, and democracy.

Prerequisite: None

Corequisite: None

POLI400 Junior/Senior Research Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This is an advanced course in political science research. It provides the upper-level political science major with practice in the use of various research tools as part of a semester-long individual research project. The specific substantive focus of the course will vary, depending on the instructor.

Prerequisite: None

Corequisite: None

POLI405 Senior Capstone Management Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The seminar is intended to be an educational experience in which specialized skills and concepts introduced in individual courses in the major are integrated through investigation and discussion of broader issues in management.

Prerequisite: None

Corequisite: None

POLI600 Junior/Senior Research Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

This is an advanced course in political science research. It provides the upper-level political science major with practice in the use of various research tools as part of a semester-long individual research project. The specific substantive focus of the course will vary, depending on the instructor.

Prerequisite: None

Corequisite: None

POLI628 Social Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A thematic or topical approach, with emphasis on historical/political/economic analysis. Treatment of historical, contemporary and/or comparative topics (for example, the historical roots and contemporary practice of terrorism and its political and economic impact; the impact of imperialism --political, economic, and historical-- in different global areas; the frontier experience of Russian Siberia and the American West) within a framework provided by the instructor.

Prerequisite: None

Corequisite: None

POLI630 Public Policy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An upper-level course on the study of public policy. Includes an overview of the epistemological and methodological issues surrounding the study of public policy as they are viewed from different ideological perspectives. In addition the course provides an in-depth study of public policy related to poverty and welfare in the U.S.

Prerequisite: None

Corequisite: None

POLI650 International Relations

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The study of current diplomatic, economic, and political problems as they affect the balance of power, disarmament, the East-West struggle, the United Nations and the emerging states of Africa and Asia.

Prerequisite: None

Corequisite: None

POLI690 Political Theory

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The history of Western political thought from the Greeks through the 18th century. Theories pertaining to the nature of the state and the legitimate objectives of governments: authority, sovereignty, law, liberty, etc.

Prerequisite: None

Corequisite: None

PORT201 Portuguese 3

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The study of the foreign language in question, building upon the material learned in the Level 2 course and especially designed for students who wish to enhance their knowledge of that language.

Prerequisite: None

Corequisite: None

PSYC100 Intro to Psychological Science

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to the field of psychology, the scientific study of behavior, including actions, thoughts, and feelings.

Prerequisite: None

Corequisite: None

PSYC102 Child Development

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to the major developmental processes that occur in childhood between conception and the onset of adolescence, including both normal and problematic aspects of development.

Prerequisite: None

Corequisite: None

PSYC103 Adolescent Development

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to the major developmental processes that occur during the period of adolescence and early adulthood (from the onset of puberty to the mid-20s), including both normal and problematic aspects of development.

Prerequisite: None

Corequisite: None

PSYC111 Psychology of Early Childhood

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An in-depth examination of the physical, cognitive, emotional, and social processes and products of development that typically occur from conception through middle childhood, including both normal and problematic aspects of development.

Prerequisite: None

Corequisite: None

PSYC119 First Year Student Seminar

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

An introduction to the culture and mission of the university within the context of an academic discipline. The class will explore the purpose of college education, and students will be provided an opportunity to engage within an academic discipline. Students are introduced to basic learning and study skills within a content area. Through class readings, students engage in active learning. Co-curricular activities and the incorporation of a mentoring component facilitate connections with fellow students and faculty.

Prerequisite: None

Corequisite: None

PSYC201 Educational Psychology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the aspects of psychology related to the learning process and to the school as a social system. Among the topics considered are learning theories and their applications, the identification and evaluation of abilities and achievements, the effects of social deprivation on intellectual development, characteristics of students and teachers, styles of teacher leadership, and instructional technology.

Prerequisite: (PSYC102) OR (PSYC103) OR (PSYC111)

Corequisite: None

PSYC202 Research Methods in Psychology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration of psychological research methodology and theory through readings, lectures, discussions, and exercises. Students acquire knowledge and skills in the use of science to answer questions related to psychology. Experimental, quasi-experimental, and non-experimental methodologies are explored. A central focus is to guide and assist students to become effective consumers of psychological information contained within both professional journals and the popular media.

Prerequisite: (PSYC100) OR (HONR180)

Corequisite: None

PSYC204 Writing for Psychology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focuses on writing papers for psychology courses or professional journal articles. Students will develop information-seeking strategies, identify types of sources needed, and develop search strategies for locating psychology articles and related reference material. Students will learn to summarize material and incorporate it into well written experimental and non-experimental papers that conform to APA style. Emphasis will also be given to basic writing elements, such as grammar, organization, and logical writing.

Prerequisite: (ENGL100 AND PSYC100) OR (ENGL100 AND HONR180) OR (HONR111 AND HONR180) OR (HONR111 AND PSYC100)

Corequisite: None

PSYC205 Applied Psychological Statistics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to enable students to understand and apply descriptive and inferential statistics used in psychological research. Students will learn basic statistical concepts and computational methods used to test psychological

hypotheses. Students will become proficient in basic data analysis using a computer statistical analysis package (e.g., SPSS). Emphasis will be on how to select appropriate statistics, interpret statistical results, draw appropriate conclusions from results and communicate results using APA style.

Prerequisite: (MATH107 AND PSYC100 AND PSYC202)

Corequisite: None

PSYC207 Careers in Psychology

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh]

Introduces to psychology majors the wide variety of career options available and the skills and knowledge necessary to achieve them.

Prerequisite: (PSYC100)

Corequisite: None

PSYC212 Forensic Psychology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Provides a comprehensive discussion of the growing field of psychology and the law, also known as Legal Psychology or Forensic Psychology. The course introduces how psychological phenomena may influence the criminal justice system, including profiling, custody evaluations, competency evaluations, jury decision-making, and eyewitness testimony. Students will be provided with information on careers in psychology and the law, including the growing field of trial consulting.

Prerequisite: (PSYC100) OR (HONR180)

Corequisite: None

PSYC215 Foundations of Biopsychology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces the interacting role of our evolutionary past, our current genome, and immediate brain activity on our thoughts, feelings, and actions. Students will learn the necessary background in evolutionary biology, behavioral genetics, neuroanatomy, and neurophysiology. Subsequently, students will apply those biological principles toward a fuller understanding of mental illness, sexual behavior, cerebral lateralization, memory, and emotion. Students will finish with an ability to understand and reflectively evaluate related science news and research.

Prerequisite: (PSYC100) OR (HONR180)

Corequisite: None

PSYC235 Interpersonal and Leadership Skills

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the fundamental interpersonal and leadership skills of empathy, persuasive assertion, self-presentation, and mediation. The course addresses leadership theory and research in such areas as decision-making, ethics, team building, conflict management, and personal influence. The course includes service projects that develop skills in these areas.

Prerequisite: (PSYC***) OR (HONR180)

Corequisite: None

PSYC240 Lifespan Development

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to the major theories of physical, cognitive, and socioemotional development from conception through death. Students will learn about the three major domains of development -- physical, cognitive, and socioemotional -- during each period of the lifespan. Attention will also be given to the ways in which domains interact to guide development.

Prerequisite: (PSYC100) OR (HONR180)

Corequisite: None

PSYC250 Social Psychology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of individual behavior in social situations. The course focus is on how people think about, influence, and interact with others. Topics such as social cognition, social influence and social relations are explored and discussed. Students will learn about social psychological concepts, theories and research. Student will also apply social psychological concepts to everyday life.

Prerequisite: (PSYC100) OR (HONR180)

Corequisite: None

PSYC300 Primatology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides an opportunity for students to study the primate order that consists of some 230 different living species that are divided into 13 families. Old world and new world monkeys are studied as well as prosimians and the greater and lesser apes. Their evolution, taxonomy, morphology, habitats, social organizations, behavior and cognition are described. Endangered species are identified and strategies to promote their survival are discussed.

Prerequisite: (BIOL101 AND PSYC100) OR (BIOL101 AND PSYC102) OR (BIOL101 AND SOCI101) OR (ANTH101 AND BIOL101) OR (BIOL106 AND PSYC100) OR (BIOL106 AND PSYC102) OR (BIOL106 AND SOCI101) OR (ANTH101 AND BIOL106)

Corequisite: None

PSYC305 Theories of Learning

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Investigates the major behavioral, social, cognitive, and physiological theories of human and comparative learning. Emphasis is placed on the practical application of theories to both education and psychotherapy.

Prerequisite: (PSYC100 AND PSYC202) OR (HONR180 AND PSYC202)

Corequisite: None

PSYC306 History and Systems of Psychology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to the historical antecedents of contemporary psychology from its foundation in philosophy and physiology through the major changes in the field over the last 200 years.

Prerequisite: (PSYC*** AND PSYC*** AND PSYC100) OR (HONR180 AND PSYC*** AND PSYC***)

Corequisite: None

PSYC307 Abnormal Psychology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Reviews the scientific study of psychological disorders. Assessment, diagnosis, and treatment are all discussed, with attention paid to the theoretical models that underlie current approaches in these areas. Students will study many of the most commonly diagnosed psychological disorders, along with the possible causes and available treatments for these disorders.

Prerequisite: None

Corequisite: None

PSYC308 Psychology of Personality

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduction to the field of personality psychology, focusing on theories of personality. The course will focus on the various ways in which personality has been explained as well as techniques used to measure personality. Students will critically evaluate personality theories, and develop an understanding of how to scientifically measure personality.

Prerequisite: (PSYC*** AND PSYC100) OR (HONR180 AND PSYC***)

Corequisite: None

PSYC310 Cognitive Psychology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Addresses data and theories in perception and human information processing. An emphasis is placed on attention, memory, and visual as well as auditory processing.

Prerequisite: (BIOL101 AND PSYC100 AND PSYC202) OR (BIOL106 AND PSYC100 AND PSYC202) OR (BIOL101 AND HONR180 AND PSYC202) OR (BIOL106 AND HONR180 AND PSYC202)

Corequisite: None

PSYC313 Industrial and Organizational Psychology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the science of human behavior applied to industrial and organizational settings. Students learn the fundamentals of quality of work life, job analysis, research methods, testing and assessment, training, ergonomics, performance evaluation, work motivation, stress management, leadership, ethics, and group dynamics. Case studies or field experiences may be incorporated into this course.

Prerequisite: (HONR180) OR (PSYC100)

Corequisite: None

PSYC315 Health Psychology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey course in the psychology of health and wellness. Findings using the bio-psycho-social model of health and disease are discussed. Topics such as the following are covered: preventive health; stress, coping, illness, and responses to treatment; pain management; behavioral aspects of chronic illnesses such as heart disease and cancer; psychoneuroimmunology; patient-provider communication; and positive psychology in health.

Prerequisite: (BIOL101 AND HLTH130 AND PSYC100) OR (BIOL101 AND PSYC100 AND PSYC215) OR (BIOL101 AND PSYC100 AND PSYC410) OR (BIOL106 AND HLTH130 AND PSYC100) OR (BIOL106 AND PSYC100 AND PSYC215) OR (BIOL106 AND PSYC100 AND PSYC410)

Corequisite: None

PSYC317 Sec Educ 2 Block: Educ Psycholog

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of knowledge about the learner, the learning process, and instructional planning, execution and assessment methodologies.

Prerequisite: None

Corequisite: None

PSYC322 Drugs and Human Behavior

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduction to information about the physiological, psychological, and social effects of prescription, over the counter, and illegal drugs. Theories of addiction and methods of rehabilitation will be covered and the government agencies and laws which regulate the manufacture and distribution of drugs will also be considered. An emphasis will be placed on the narcotics, stimulants, depressants, hallucinogens, and marijuana.

Prerequisite: (BIOL101 AND PSYC100) OR (BIOL106 AND PSYC100) OR (BIOL101 AND HONR180) OR (BIOL106 AND HONR180) OR (HLTH130 AND PSYC100) OR (HLTH130 AND HONR180)

Corequisite: None

PSYC328 Social Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

This seminar explores various topics in psychology. Specific topic selection is based on the expertise and interest of the faculty.

Prerequisite: None

Corequisite: None

PSYC330 Adult Development and Aging

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Examines stability and change in the physical, intellectual, emotional, and social dimensions of adult life in typical humans (beginning roughly at age 18). The major challenges, tasks, hazards, crises, achievements, and satisfactions typically experienced at each stage or era will be explored and discussed.

Prerequisite: (PSYC100 AND PSYC102) OR (PSYC100 AND PSYC103) OR (PSYC100 AND PSYC240) OR (HONR180 AND PSYC102) OR (HONR180 AND PSYC103) OR (HONR180 AND PSYC240)

Corequisite: None

PSYC400 Advanced Topics Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An in-depth exploration of three important contemporary topics in psychology in a seminar environment. Active student involvement includes scientific writing, presentation(s), and critical thinking about research design, theory, and results. The instructor teaching the course determines three topic areas to be covered.

Prerequisite: (PSYC100 AND PSYC202) OR (HONR180 AND PSYC202)

Corequisite: None

PSYC402 Sensation and Perception

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Explores sensation and perception as complementary processes that result in interpretations of the physical environment. The course will build upon prior knowledge of the biological basis of behavior and psychological research skills. It will focus on analyzing how information is gathered from the physical senses, converted into neural activity, and processed by the brain to create unique perceptions. Students will critically evaluate relevant theories, developing an advanced understanding of the role of sensation in perception.

Prerequisite: (PSYC100 AND PSYC202 AND PSYC215)

Corequisite: None

PSYC409 Applying Research Methods in Psychology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides students with practical experience in conducting psychological research. Students engage in the following activities: literature search, hypothesis construction, research design, data collection and analysis, and manuscript preparation. Students complete at least one class research project and one small group or individually designed research project. Students write research reports in APA format, as well as create and present a poster of their final project.

Prerequisite: (MATH107 AND PSYC202 AND PSYC205)

Corequisite: None

PSYC410 Physiological Psychology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provide students with an advanced understanding of the physiological mechanisms that govern human behavior. Neuroanatomical, neurochemical, and neurophysiological principles as related to psychopharmacology, sleep, ingestive behavior, neurological disorders, and schizophrenia will be thoroughly examined. An emphasis on knowledge obtained from experimental research, often involving animals, will allow for the advanced exploration of the biological basis of behavior.

Prerequisite: (BIOL101 AND PSYC100 AND PSYC215) OR (BIOL106 AND PSYC100 AND PSYC215) OR (BIOL101 AND HONR180 AND PSYC215) OR (BIOL106 AND HONR180 AND PSYC215)

Corequisite: None

PSYC412 Human Neuropsychology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An advanced exploration of the neuropsychological basis of human thought, feeling, and action that expands on the understanding of related neuroanatomical and neurophysiological principles. Students will apply those biological principles towards a fuller understanding of recovery of function, human social behavior and personality, dementias, and disorders of perceptions, and memory. An emphasis throughout the course will be placed on knowledge obtained from studies of normal and brain-damaged persons.

Prerequisite: (BIOL101 AND PSYC100 AND PSYC215) OR (BIOL106 AND PSYC100 AND PSYC215)

Corequisite: None

PSYC421 Psychological Assessment

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces theory and application of psychological assessments most commonly used for clinical and research purposes. Assessments of intellectual functioning, normal and abnormal personality, and career interest inventories are explored. This course does not prepare students to administer or interpret psychological assessments in professional settings.

Prerequisite: (PSYC202 AND PSYC307 AND PSYC308)

Corequisite: None

PSYC425 Psychology of Women

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An examination of the psychology of women including topics such as theoretical perspectives, research methods, development of gender roles, gender stereotypes, gender comparisons, women and work, love relationships, reproduction, sexuality, mental and physical health, and victimization of women.

Prerequisite: None

Corequisite: None

PSYC450 Psychotherapies

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An introduction to the major approaches to psychotherapy. Attention will be paid to the theoretical underpinnings of these approaches, their techniques and methods, as well as their demonstrated effectiveness. Course material will be applied to case examples.

Prerequisite: (PSYC307 AND PSYC308)

Corequisite: None

PSYC470 Counseling Skills

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the basic skills used in counseling. Empathy, probes, challenging, goal development, and strategy selection are all studied. An emphasis is placed on experiencing and practicing these skills, through class demonstrations and simulated counseling sessions.

Prerequisite: (PSYC450)

Corequisite: None

PSYC612 Human Neuropsychology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the field of Neuropsychology. The instructor will cover basic brain anatomy relevant to higher mental functions and will describe the methods used in Clinical Neuropsychological assessment. The course will cover language dysfunctions affecting speaking, comprehending, reading, and writing. It will also cover descriptions and assessment of computation, movement, and recognition deficits. Neglect, callosal, frontal lobe, amnesic, epileptic, emotional, and dementia syndromes will conclude the topics for the course. Students will learn through reading and discussing case histories of patients who have suffered brain damage. The students will be expected to design treatment and management plans for some of these patients.

Prerequisite: None

Corequisite: None

PSYC625 Psychology of Women

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Examines the psychology of women in the following areas: The status of women from a historical and current perspective; developmental issues; achievement motivation; female sexuality; and psychological disorders prevalent in women.

Prerequisite: None

Corequisite: None

PSYC628 Social Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This seminar explores various topics in psychology. Specific topic selection is based on the expertise and interest of the faculty.

Prerequisite: None

Corequisite: None

PSYC640 Adult Development and Aging

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focuses on normal human development over the full span of the adult years, examining both stability and change in the physical, intellectual, emotional, and social dimensions of adult life. The major challenges, tasks, hazards, crises, achievements, and satisfactions typically experienced at each stage or era will be explored and discussed.

Prerequisite: None

Corequisite: None

PYAS300 Introduction to Physician Assistant Studies

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course is designed as an introductory course for students contemplating a career as a physician assistant. The course will expose students to the history and development of the physician assistant profession, the role of the profession in American medicine, and skills required as a pre-requisite to entering the field. Particular emphasis will be placed on the role of physician assistants in caring for the needs of underserved populations. This course may be offered either face-to-face or via distance education.

Prerequisite: None

Corequisite: None

PYAS600 Service Learning Module

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It prepares the student to participate in program service learning projects that focus on the health care needs of rural communities. Content areas in this module include: introduction to community health and preventive medicine, community health needs assessment, community screening and health promotion/disease prevention programs, diagnostic procedures used in health screening programs, and alternative therapies. Each student will participate in designing, implementing, and assessing community-based service learning projects in designated communities within proximity to the university.

Prerequisite: None

Corequisite: None

PYAS601 Medical Decisions

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An exploration of the many influences in medical decisions made by providers, patients, communities and governments. Institutional and psychological constraints will be considered when looking at legal, ethical, moral and personal medical decisions. Medical decisions will also be viewed through various multicultural prisms. Throughout the course, we will examine the balance of pragmatism and compassion in the quickly changing medical arena.

Prerequisite: None

Corequisite: None

PYAS602 Introductory Module

[Minimum Semester Hours: 5 sh; Maximum Semester Hours: 5 sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It introduces the student to fundamental concepts essential to understanding subsequent components of the curriculum. Content areas in this module include: fundamentals of medical research and reasoning, an overview of pathophysiology, introductory patient assessment including the medical history and physical examination, pharmacokinetics and pharmacodynamics, health promotion and disease prevention,, medical records, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS603 Gross Human Anatomy

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

Gross anatomy is studied regionally stressing relationships of major structures, organs, vessels, and nerves. Human cadaver observation and dissection by students are included in the laboratory sessions. All major areas of the body are covered. References to the relationship of anatomical structures to pathology, traumatic injury and medicine are stressed.

Prerequisite: None

Corequisite: None

PYAS604 Women's Health Module

[Minimum Semester Hours: 1.5 sh; Maximum Semester Hours: 1.5 sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in gynecology and women's health. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS605 Corrections Medicine

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provide the PA student with an overview of health care systems in correctional facilities. The course will explore social, medical, health care policy, financial, ethical and other issues relevant to care of the incarcerated patient. It provides the student with the background and knowledge of the delivery of healthcare in the correctional facility setting.

Prerequisite: None

Corequisite: None

PYAS606 Urology and Sexually Transmitted Disease Module

[Minimum Semester Hours: 0.5 sh; Maximum Semester Hours: 0.5 sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in urology, including sexually transmitted diseases. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, services learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS608 Human Sexuality Module

[Minimum Semester Hours: 0.5 sh; Maximum Semester Hours: 0.5 sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. Personal attitudes toward sexual issues are explored in order to prepare the student to discuss issues of sexuality with patients. Other topics include human sexual response, sexual diversity, and the diagnosis and treatment of disorders of human sexual response.

Prerequisite: None

Corequisite: None

PYAS610 Infectious Disease Module

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in infectious diseases. Content areas in this module include: medical research and reasoning, medical microbiology, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education,, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS612 Allergy and Immunology Module

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in allergy and immunology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS614 Hematology Module

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in hematology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS615 Underserved Populations

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration of factors, especially historical, racial, ethnic, socioeconomic, and geographic, determined to create disparities in healthcare access, delivery, and policy. The course will specifically encompass/consider barriers known to affect these disparities in rural and urban regions as well as various healthcare settings including correctional facilities.

Prerequisite: None

Corequisite: None

PYAS616 Oncology Module

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in oncology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS618 Endocrinology Module

[Minimum Semester Hours: 1.5 sh; Maximum Semester Hours: 1.5 sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in endocrinology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS620 Cardiology Module

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in cardiology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS622 Pulmonary Module

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in pulmonary medicine. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS624 Nephrology Module

[Minimum Semester Hours: 1.5 sh; Maximum Semester Hours: 1.5sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in nephrology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS626 Psychiatry Module

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in psychiatry. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedure, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS628 Ophthalmology Module

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in ophthalmology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS630 Neurology Module

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in neurology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS632 Orthopedics Module

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in orthopedics. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS634 Rheumatology Module

[Minimum Semester Hours: 1.5 sh; Maximum Semester Hours: 1.5 sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in rheumatology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS636 Dermatology Module

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in dermatology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS638 Gastroenterology Module

[Minimum Semester Hours: 1.5 sh; Maximum Semester Hours: 1.5 sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in gastroenterology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS640 Obstetrics Module

[Minimum Semester Hours: 1.5 sh; Maximum Semester Hours: 1.5sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in obstetrics. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS642 Otorhinolaryngology Module

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in otorhinolaryngology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS644 Pediatrics Module

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in pediatrics. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS646 Geriatrics Module

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in geriatrics. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS648 Surgery Module

[Minimum Semester Hours: 1.5 sh; Maximum Semester Hours: 1.5 sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in surgery. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS650 Emergency Medicine Module

[Minimum Semester Hours: 1.5 sh; Maximum Semester Hours: 1.5 sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in emergency medicine. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS652 Alternative Medicine Module

[Minimum Semester Hours: 0.5 sh; Maximum Semester Hours: 0.5 sh]

One of the series of modules that comprises the didactic curriculum of the program. This module provides the student with an orientation to alternative methods of health care, including such fields as acupuncture, chiropractic, massage, naturopathy, and culturally-based therapies.

Prerequisite: None

Corequisite: None

PYAS654 Occupational Medicine Module

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in occupational medicine, with special emphasis on those occupations that predominate in rural areas. Content areas in this module include: medical research and reasoning, epidemiology, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, prevention, service learning, medical record keeping, and rural and professional issues.

Prerequisite: None

Corequisite: None

PYAS661 Evidence Based Medicine I

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

The first of three complimentary courses that will develop skills in Evidence Based Medicine (EBM). Students will build upon skills acquired during the first year of the program and apply EBM skills to authentic patient cases. Students will explore the limitations and the ethical implications of evidence based practice. The overall goal this course will be to extrapolate (EBM) use into their future practice as clinicians.

Prerequisite: None

Corequisite: None

PYAS662 Evidence Based Medicine II

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

The second of three complimentary courses that will develop skills in Evidence Based Medicine (EBM). Students will build upon skills acquired during the first year of the program EBM I. Students will apply EBM skills to authentic patient cases. Students will explore the limitations and the ethical implications of evidence based practice. The overall goal this course will be to extrapolate evidence based medicine use into their future practice as clinicians.

Prerequisite: (PYAS661)

Corequisite: None

PYAS663 Evidence Based Medicine III

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

The third of three complimentary courses that will build upon skills acquired during EBM I and II. Students will further develop skills using the concepts of variability, validity, sensitivity, specificity and probability of testing. Students will apply EBM to their daily clinical practice. This course culminates in the written and oral presentation of the EBM capstone project.

Prerequisite: (PYAS662)

Corequisite: None

PYAS664 Clinical Rotations I

[Minimum Semester Hours: 10 sh; Maximum Semester Hours: 10 sh]

The first in a series of three rotations, 12 weeks in duration, designed to allow students to develop the knowledge, skills, abilities and attitudes required to care for patients of all age groups seen in primary care. Students will be assigned to a minimum of two clinical rotation sites in any of the following disciplines: surgery, internal medicine, pediatrics, OB/GYN, emergency medicine, or any subspecialty discipline that will develop skills required for generalist/primary care practice.

Prerequisite: None

Corequisite: None

PYAS665 Clinical Rotations II

[Minimum Semester Hours: 15 sh; Maximum Semester Hours: 15 sh]

An eighteen-week clinical experience, the second in a series of three courses, that allows students to develop the knowledge, skills, abilities and attitudes required to care for patients of all age groups seen in primary care. Students will be assigned to a minimum of three clinical rotation sites in any of the following disciplines: surgery, internal medicine, pediatrics, OB/GYN, emergency medicine, or any subspecialty discipline that will develop skills required for generalist/primary care practice.

Prerequisite: (PYAS664)

Corequisite: None

PYAS666 Clinical Rotations III

[Minimum Semester Hours: 15 sh; Maximum Semester Hours: 15 sh]

An eighteen-week clinical experience, the third in a series of three courses, that allows students to develop the knowledge, skills, abilities and attitudes required to care for patients of all age groups seen in primary care.

Students will develop an understanding of the health promotion, disease prevention needs of communities and refine skills that develop problem-focused and disease-oriented approach diseases commonly seen in the primary care setting.

Prerequisite: (PYAS665)

Corequisite: None

PYAS670 Clinical Rotation: Corrections Medicine

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

This rotation is one of a series of rotations required by students enrolled in the LHU Physician Assistant Program Corrections Concentration. The course will expose the student to medical and ethical issues inherent to providing healthcare services in correctional settings. During the six-week correction medicine rotation, the PA student will develop appreciation for the care of the incarcerated patient with particular emphasis being placed on the uniqueness of such care in the corrections setting.

Prerequisite: None

Corequisite: None

PYAS671 Clinical Rotation: Obstetrics and Gynecology

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

During this six-week clinical rotation, the student is assigned to a preceptor who practices obstetrics and gynecology/maternal and child health. The student will develop the knowledge, skills, abilities and attitudes required to care for obstetric and gynecologic patients in the office and hospital settings. Students will develop both a problem-oriented and disease-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of common obstetric and gynecologic problems seen in primary care.

Prerequisite: None

Corequisite: None

PYAS672 Clinical Rotation: General Surgery

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6sh]

This six-week clinical rotation is one of a series of five designed to develop a core base of medical knowledge for the Physician Assistant in Rural Primary Care student. Students will be assigned to a physician preceptor, who will act as both mentor and teacher, developing the surgical acumen required in primary care practice. Students will be required to develop a problem and disease oriented approach to the etiology, pathophysiology, manifestations, diagnosis and treatment of surgical disease commonly seen in the primary care setting.

Prerequisite: None

Corequisite: None

PYAS673 Clinical Rotation: Pediatrics

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6sh]

In this six-week clinical rotation, the student is assigned to a preceptor who practices pediatrics/maternal and child health. The student will develop the knowledge, skills, abilities and attitudes required to care for pediatric patients in office and hospital settings. The student will develop both a problem-oriented and disease-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of common pediatric problems seen in primary care.

Prerequisite: None

Corequisite: None

PYAS674 Clinical Rotation: Internal Medicine

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

In this six-week clinical rotation, the student is assigned to an internist physician preceptor, who will serve both as mentor and clinical instructor. The student will develop the knowledge, skills, abilities and attitudes required to care for the adult and geriatric patient in rural primary care. Students will develop both a problem-oriented and disease-oriented approach to the etiology, pathophysiology, manifestations, diagnosis, and treatment of diseases commonly seen in the primary care setting.

Prerequisite: None

Corequisite: None

PYAS675 Clinical Rotation: Elective

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

This course is one in a series of five clinical rotations designed to develop a core base of medical knowledge for the Physician Assistant in Rural Primary Care student. Students will be assigned to a physician preceptor, who will serve as both mentor and teacher, developing the skills required to care for the patient in rural primary care. The elective rotation allows the student to develop skills in a primary care subspecialty outside the four core rotations that are requirements within the curriculum. Areas considered appropriate for elective rotations include, but are not limited to: emergency medicine, Geriatrics, Psychiatry, oncology, Otolaryngology, Orthopaedics, or any other area that is appropriate to rural primary care practice. Students will be required to develop an appreciation of epidemiology, etiology, clinical presentation, and management of diseases that commonly present in primary care that are shared with the primary care sub-specialist.

Prerequisite: None

Corequisite: None

PYAS676 Preceptorship in Rural Primary Care

[Minimum Semester Hours: 18 sh; Maximum Semester Hours: 18 sh]

In this eighteen-week clinical preceptorship, the student is assigned to a primary care physician preceptor, who will serve both as mentor and clinical instructor. The student will develop the knowledge, skills, abilities and attitudes required to care for the pediatric, adult and geriatric patient in rural primary care. In addition to developing a problem-oriented and disease-oriented approach to the etiology, pathophysiology, manifestations, diagnosis, and treatment of diseases commonly seen in the primary care setting, the student will also develop an understanding of the health promotion, disease prevention needs of the community in which they are located.

Prerequisite: None

Corequisite: None

PYAS677 Clinical Rotation: Emergency Medicine

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

This rotation is one of a series of rotations required by students enrolled in the LHU Physician Assistant Program. The course will expose the student to medical and ethical issues inherent to providing healthcare services in an emergency room setting. During the six-week rotation the PA student will develop appreciation for the care of the emergency department patient with particular emphasis being placed on the uniqueness of such care in the emergency setting.

Prerequisite: None

Corequisite: None

PYAS690 Summative Remediation Module

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This module represents a customized unit of study that will assist the student in meeting the requirements set forth in the Physician Assistant Program Summative Evaluation Process. The LHU PA Program summative evaluation is designed to evaluate student's mastery of areas including cognitive, psychomotor and affective skills required for entry level clinical practice as a physician assistant. Enrollment is limited to students who, at the completion of the 24-month Physician Assistant Curriculum, have not met the standards set forth in summative evaluation or who desire to enhance their preparation for National Board Certification.

Prerequisite: None

Corequisite: None

READ203 Psychology of Reading

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the psychological basis of reading offers the student a better opportunity to extend the definition and understanding of reading as cognitive and affective processes. The student will demonstrate a basic knowledge of physiological and psychological bases for reading. Genetic development and the neurophysiology of conceptualization as the basis for self-direction, and the neurological factors relating to reading development, cognitive styles, sensory discrimination, sensory integration systems, language and thought patterns will be examined.

Prerequisite: (PSYC102) OR (PSYC103)

Corequisite: None

READ204 Primary Reading

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Emphasis will be placed upon the psychological, linguistic, and physical development of children and their language, and the relationship of reading to that development. Topics such as phonics, linguistics, basic sight and personal sight vocabularies, readability, and informal assessment of reading performance will be studied in detail through the use of appropriate modules.

Prerequisite: (PSYC102) OR (PSYC103) OR (PSYC111)

Corequisite: None

READ210 Literacy Corps: Practicum in Adult Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The course will provide an understanding of the problem of adult illiteracy in the United States. Students will study adult literacy curricula and tutoring models that have been used effectively by adult basic education and literacy programs. Students will develop and implement tutoring plans with adult basic education students as part of a supervised practicum in the CIU Development Center for Adults or at other sites approved by the coordinator. Students will be required to keep detailed electronic journals of tutorial sessions and, upon completion of the course, will prepare and present clinical reports.

Prerequisite: None

Corequisite: None

READ300 Intermediate Level Reading

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Emphasis will be placed on how to meet the needs of intermediate level readers, grades 3 through 6. A distinction is made between learning to read, which typically occurs in the primary grades, and reading to learn and enjoy, which occurs thereafter. Building upon competencies developed in READ204, the prerequisite course in which learning to read is explored, students in the Intermediate Reading course will examine methods used to support reading to learn and enjoy by developing a comprehensive understanding of methods for scaffolding the development of metacognitive strategies that support reading comprehension across the curriculum. Students will examine the research that underlies a strategic reading program; discover how to organize the classroom for effective scheduling, student grouping, behavior management, and optimal reading structure; learn effective assessment techniques; discover methods and resources for matching readers and books; and develop an

understanding of methods used to address the specific needs of struggling intermediate level readers.

Prerequisite: EDUC202 AND EDUC204 AND READ204

Corequisite: None

READ323 Diagnostic and Remedial Reading

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The major emphasis in this course will be upon the diagnosis of reading disabilities among school children of all ages. Since both individual and institutional factors may be involved in the failure of a child to reach his potential in reading, behavior from both factors as it is related to reading development will be studied. Reading disabilities to be studied range from the problems of non-reader to reluctant reader.

Prerequisite: READ204

Corequisite: None

READ410 Contemporary Issues in Reading Education & Literacy

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Helps students synthesize into a unified whole a concept of literacy and reading in the school and society. Additionally, efforts will be made to have students understand the international emphasis on the place in the world of English as the universal language. Students will undertake the study of new developments in school reading programs such as literature based reading instruction, whole language instruction and the holistic approaches. Students will also become acquainted with reading programs and methods on the international scene.

Prerequisite: None

Corequisite: None

READ443 Practicum Diagnosis and Remediation of Reading Difficulties

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Emphasizes the remediation of reading difficulties among children of all stages of reading development, based upon a diagnosis through formal testing, subjective observation and informal inventory procedures. A practicum course in which the student will undertake the correction of diagnosed problems and, based upon pre and post evaluations, will assess the results of his efforts at remediating a problem. Each student will prepare a complete report of his diagnostic and remedial procedures which contains an analysis of the results of their application.

Prerequisite: (READ323)

Corequisite: None

RECR105 Leisure, Wellness, and Personal Lifestyle

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the philosophy and techniques of leisure education as a process towards achieving high levels of wellness. It addresses leisure in its historical and modern contexts as well as the relationships between leisure, work, health, and wellness in both individual and societal contexts. The course introduces students to approaches for developing a proactive lifestyle to greater wellness and meets COAPRT (Council on Accreditation of Parks, Recreation, Tourism and Related Fields) accreditation competencies.

Prerequisite: None

Corequisite: None

RECR110 Intro to Recreation and Leisure

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Gives the student an awareness and understanding of the parks, recreation and leisure field. The student will have an opportunity to examine and evaluate the traits, competencies and preparation needed by recreational professional. The course includes an overview on the importance of play, history, and the influences of mass leisure. It is designed to meet the National Recreation and Park Association (NRPA) competencies for accreditation.

Prerequisite: None

Corequisite: None

RECR119 First Year Seminar for Recreation Management Students

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

An introduction to the culture and mission of the university within the context of an academic discipline. The class will explore the purpose of college education and provide an opportunity to engage within an academic discipline. Students are introduced to basic learning and study skills within a content area. Through class readings, students engage in active learning. Co-curricular activities and the incorporation of a peer mentor component facilitate connections with fellow students and faculty.

Prerequisite: None

Corequisite: None

RECR200 Principles of Personal Training and Aerobic Leadership

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Teach students the principles of physical conditioning in aerobic and anaerobic exercise programs. The students will learn personal training techniques, develop aerobic exercise leadership skills, and become aware of certification opportunities. The course emphasizes the application of exercise principles.

Prerequisite: (RECR244)

Corequisite: None

RECR202 Outdoor Recreation Activities

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to teach student the basic skills and principles of backpacking and orienteering, cross country skiing, canoeing and rock climbing. Emphasis will be placed on learning skills and techniques for safe participation in the wilderness, proper use of equipment, while causing minimal impact and practicing "Leave No Trace" principles to protect the resource. Restricted to Recreation Management majors with a declared outdoor option; others by permission of the instructor.

Prerequisite: None

Corequisite: None

RECR203 Teambuilding and Challenge Course Facilitation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Emphasizes the application of teambuilding through the use of adventure games, initiative problems (problem solving activities) and the newly constructed Lock Haven University high/low challenge course. Designed to teach students the principles of group processing and ropes course facilitation as it relates to the recreation industry. Students will experience a variety of adventure and experiential education activities; safety techniques related to these activities; and begin developing sound group processing and experiential facilitation techniques. This course is the initial step in training challenge course facilitators. Restricted to Recreation Management majors; other by permission of instructor.

Prerequisite: None

Corequisite: None

RECR204 Foundations of Therapeutic Recreation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to focus on a historical perspective of Therapeutic Recreation (TR) as well as critical philosophical and professional issues within the field. Additionally, the course includes a review of the current allied health fields, their role within the treatment approach and their philosophies. It is designed to meet the National Recreation and Park Association's (NRPA) competencies for accreditation. Restricted to Recreation Management/Therapeutic Recreation majors or with permission of instructor.

Prerequisite: None

Corequisite: None

RECR205 Nutrition for Wellness

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to explore basic knowledge of contemporary nutrition practices. The course emphasizes the multi-directional relationships between nutrition and the social, emotional, environmental, and intellectual dimensions of wellness. The course specifically targets students' personal eating habits, an understanding of societal and cultural influences on those habits as well as the health consequences of those habits.

Prerequisite: None

Corequisite: None

RECR207 Informational Media in Recreation

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

This course is an introduction to the use of informational technology in the planning, production, and presentation of a variety of media materials necessary to promote recreation management. It is primarily hands-on, based on microcomputer technology, with added emphasis on traditional audio-visual presentation and equipment operations.

Prerequisite: None

Corequisite: None

RECR210 Field Participation in Recreation Management

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to explore career interests and develop professional skills. Students are placed in an approved agency under the combined supervision of a field professional and a university faculty member. The field experience provides an opportunity for students to apply their academic instruction in a professional setting within their career track.

Prerequisite: (RECR105 AND RECR110 AND RECR244) OR (RECR101 AND RECR110 AND RECR244)

Corequisite: None

RECR215 Travel and Tourism

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An examination of the role of tourism as an important factor in local, state, and national prosperity. It investigates the key components that are applicable to successful tourism management. Professional opportunities and the travel industry will be examined. This course also entails the study of tourism impacts, specifically analyzing social, environmental, and economic variables.

Prerequisite: (RECR110)

Corequisite: None

RECR244 Recreation Leadership and Supervision

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to give the student an understanding of recreation leadership, supervision, and team building in public, private, and government settings. Principles, philosophy, and methods of leadership and supervision will be covered. The goal is to provide practical, experiential educational opportunities to students. Restricted to Recreation majors only; others by permission of instructor.

Prerequisite: None

Corequisite: None

RECR275 Therapeutic Recreation and Inclusive Recreation Services for People with Disabilities

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduction to recreation services for people with disabilities. The course provides an overview of disabilities and diseases, attitudes toward people with disabilities, appropriate terminology, legislation that impacts disability services, and accessibility issues. Techniques for working with people with disabilities that include adaptation, evaluation procedures, needs assessment and modification will be addressed. It is designed to meet the National Recreation and Park Association (NRPA) competencies for accreditation.

Prerequisite: None

Corequisite: None

RECR290 Special Topics in Recreation Management

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 3 sh]

A thematic topical approach to Recreation Management with an emphasis on experiential education, "learning by doing through direct experiences." Topics might include but are not limited to the following: international investigations of recreation management, external certifications related to the provision of recreation services, one-time offerings of specific recreation management courses, and field-based coursework. Restricted to recreation management major or permission of the instructor.

Prerequisite: None

Corequisite: None

RECR300 Special Event and Convention Center Management

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Explore special event and convention center management. Students will analyze the various components needed to manage special events with emphasis on conference planning. Topics will include stakeholder involvement, seasonality, theme-orientation, volunteerism, sponsorships, finance and budgeting as they relate to special events and convention center management.

Prerequisite: None

Corequisite: None

RECR301 Exercise Prescription

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The purpose of this course is to enable students to prescribe appropriate exercises based upon the client's tolerance for exercise. Special emphasis will be placed on risk factors, techniques for evaluation, physical conditions and their role in physical activity assessment and prescription.

Prerequisite: None

Corequisite: None

RECR302 Supervision of Strength Training Programs

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

In this course, students will learn how to apply strength training principles in the formulation of individual and team sports programs. Students will assist and supervise athletes during all training phases of a sports year (off-season, pre-season, in-season, and post-season).

Prerequisite: (HLTH128 AND HLTH129)

Corequisite: None

RECR303 Sports Nutrition

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The relationship between exercise, athletic performance, and nutritional status will be examined in this course. Emphasis will be placed on dietary requirements necessary for successful sport performance.

Prerequisite: (RECR205) OR (CHEM111) OR (HPED325)

Corequisite: None

RECR304 Finance and Acquisition of Recreation Resources

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

This course is designed to introduce students to the various methods employed to acquire funds/resources for recreation agencies. The focus of the course content will analyze taxing positioning strategies, complimentary assets of private and public recreation agencies, intergovernmental cooperation, sponsorship proposals, and capital funding mechanisms. Also communicates effective grant writing techniques.

Prerequisite: (RECR110)

Corequisite: None

RECR305 Adv Activities and Outdoor Pursuit

[Minimum Semester Hours: 0.5 sh; Maximum Semester Hours: 0.5sh]

Active participation in adventure-based activities provides the foundation for students to explore the application and benefits of such programs in recreation and school settings.

Prerequisite: None

Corequisite: None

RECR312 Teaching Conditioning Principles for Certification Testing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to teach students how to work with predominantly performance based populations and to give students supervised practical application of previously studied theory along with the opportunity to take accredited and nationally recognized certification exams. The certification exams consist of the following: (1) NSCA-CSCS, NSCA-CPT, (2) ACSM-Group Exercise Leader, Health/Fitness Instructor, Health/Fitness Director, Exercise Specialist, (3) AFAA-Step Certification, Personal Training/Fitness Counselor Certification, Advanced Personal Training Certification.

Prerequisite: (RECR200)

Corequisite: None

RECR315 Program Planning and Design in Recreation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Investigates the process of recreation programming using the program development cycle. Students will examine the philosophical foundations used in programming leisure experiences. Specifically, students will learn about needs assessments, writing goals and objectives, and considerations for budgeting and risk management. Additionally the process of program evaluations will be addressed.

Prerequisite: (RECR244)

Corequisite: None

RECR320 Interpreting the Environment

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The course will survey the broad field of environmental interpretation as it is applied to various outdoor resource areas. Students will study the various interpretive methods that can be employed to establish a communication link between the visitor and the areas of natural and cultural resources. Students will have hands-on experience in a variety of interpretive situations.

Prerequisite: None

Corequisite: None

RECR325 Camp Counseling and Administration

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

For those students especially interested in becoming competent camp counselors. Stress on understanding children in the camp environment, camp programs, activities, campcraft, and woodcraft. Fundamentals of camp administration will provide foundation for those seeking career preparation in camping.

Prerequisite: (RECR244)

Corequisite: None

RECR330 Marketing Recreation Services

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Explores service marketing with the focus on the recreation industry. The course will look at the similarities and differences in marketing products and services as well as the other variables of promotion, price, product, place and providers of marketing.

Prerequisite: None

Corequisite: None

RECR340 Commercial Recreation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Exposes students to each of the four components of Commercial Recreation. Students will develop a working knowledge of the concepts of contractual law and government regulations as they impact on the free enterprise system. Students will utilize their basic understanding of financial documents and profit cost accounting techniques to analyze the financial stability of selected recreation businesses.

Prerequisite: None

Corequisite: None

RECR355 Outdoor Recreation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to analyze the present and future significance of outdoor recreation. Topics to be discussed include historical development, the role of agencies, professionalism, human and social values and functions, recreational opportunities and resources, and problems and issues in outdoor recreation.

Prerequisite: None

Corequisite: None

RECR356 Outdoor Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Outdoor Education is designed to provide students with the opportunity to develop skills to facilitate the environment as an extension of the classroom. The course will focus on the development and implementation of outdoor education programs for the public schools, parks, and other supporting agencies. A special emphasis will be placed on developing an awareness of the need to continue to acquire general knowledge of the environment while planning and conducting educational experiences in the outdoors.

Prerequisite: None

Corequisite: None

RECR357 Intramural Supervision

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The student will explore the function of intramural programs within the larger recreational sports programming field. Specifics will be presented on the administration and supervision of sports programs. Students will have the opportunity for hands-on experience with the intramural program of the University.

Prerequisite: None

Corequisite: None

RECR364 Therapeutic Recreation Assessment and Documentation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Explores the current assessment tools, treatment approaches and documentation utilized within clinical therapeutic recreation services.

Prerequisite: None

Corequisite: None

RECR365 Therapeutic Recreation Methods and Techniques

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An in-depth study of the facilitation techniques, modalities, and activities that a Therapeutic Recreation Specialist (TRS) will utilize when working with clients. A variety of settings and client groups will be discussed along with characteristics, contraindications, and protocols for utilizing Therapeutic Recreation (TR) services.

Prerequisite: None

Corequisite: None

RECR402 Leisure Education and Innovative Programming in Therapeutic Recreation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to cover current and innovative programming in Therapeutic Recreation (TR) with an emphasis on leisure education. Leisure education concepts and programs will be covered in depth. Students will create and implement a theoretically based leisure education program for a potential client group. Additional types of programs covered may include community-based TR programming, school-based TR programming, as well as a variety of unique and creative TR programs.

Prerequisite: (RECR204)

Corequisite: None

RECR405 Health Promotion at Worksite

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to address basic issues and problems in planning, implementing, and evaluating health promotion/wellness programs in a variety of work site settings. Emphasis will be placed on providing students with the knowledge and practical skills needed to perform the responsibilities of a work site health promotion professional.

Prerequisite: (RECR210 AND RECR301)

Corequisite: None

RECR410 Seminar in Current Issues in Recreation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of a variety of current issues in the areas of therapeutic recreation, outdoor recreation, fitness management, and community/commercial management. Students use a variety of texts, journals, interviews, electronic media, and newspapers to explore the selected topics. It is designed to meet the National Recreation and Park Association (NRPA) competencies for accreditation.

Prerequisite: None

Corequisite: None

RECR415 Organization and Management of Recreation Agencies

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed for students to investigate and analyze management information from a variety of sources. The ultimate goal of this course is to have the student understand the complicated role of the manager in leisure service organizations with regard to three major categories: General Management, Human Resource Management, and Executive Development. It is designed to meet the National Recreation and Park Association's (NRPA) competencies for accreditation.

Prerequisite: None

Corequisite: None

RECR420 Recreational Resource Management

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An investigation of the multiple elements of recreation resource management. Topics will include indoor and outdoor management theories, principles of planning and design, maintenance and risk management, environmental awareness integration, and site protection and renovation. Additional areas may include landscape design and architectural components. It is designed to meet the National Recreation and Park Association (NRPA) competencies for accreditation.

Prerequisite: None

Corequisite: None

RECR425 Professional Field Experience in Recreation

[Minimum Semester Hours: 10 sh; Maximum Semester Hours: 14 sh]

Facilitates the transition from the academic environment to the professional world. During the internship the student will interact with professionals in a variety of programs and settings within their respective areas of specialization.

Prerequisite: None

Corequisite: None

RECR430 Assessment, Evaluation and Research for Recreation Services Method and Design

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An explanation of the processes and methods of research and evaluation in recreation services. The course explores evaluation and research foundations, methods, design, and application. It is intended to serve as a foundation for students who need skills for program evaluation and to conduct research in the field. It is designed to meet the National Recreation and Park Association (NRPA) competencies for accreditation.

Prerequisite: None

Corequisite: None

RUSS101 Russian 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the basics of the foreign language in question; the course is especially designed for students who wish to spend a semester at a university in a country where the language is spoken. The primary emphasis of the course will be on developing basic listening, reading and speaking skills in the language and increasing the students' awareness of the foreign culture.

Prerequisite: None

Corequisite: None

RUSS102 Russian 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The study of the foreign language in question, building on the material learned in the level I course. Especially designed for students who wish to improve their basic knowledge of the language in order to be able to study at the foreign university that supplied the instructor (completion of this course followed by a semester of study abroad at the university will satisfy the foreign language requirement).

Prerequisite: None

Corequisite: None

RUSS201 Russian 3

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The study of the foreign language in question, building upon the material learned in the Level 2 course and especially designed for students who wish to enhance their knowledge of that language.

Prerequisite: None

Corequisite: None

RUSS202 Russian 4

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The study of the foreign language in question, building upon the material learned in the Level 1, 2 and 3 courses and especially designed for students who wish to enhance their knowledge of that language.

Prerequisite: None

Corequisite: None

SCI110 Science, Technology, and Society

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Introduces physical science concepts such as harmonic motion, thermal expansion, electrical generation, energy, radiation, and basic nanotechnology in the context of important historical, scientific and technological advances as well as their impact on society.

Prerequisite: None

Corequisite: None

SCI119 First Year Seminar

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Introduces students to the culture and mission of the university within the context of an academic discipline. Students are encouraged to explore the purpose of a college education and are provided an opportunity to become engaged with an academic discipline. Students are introduced to learning strategies and study skills. Common activities and the incorporation of a peer mentor component facilitate connection with fellow students, faculty, the university and the community.

Prerequisite: None

Corequisite: None

SCI201 Inquiry into Physical Science

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides a more adequate content background for teaching science in the elementary school. Emphasis is on individual student activity involving the handling of everyday equipment and supplies. Units cut across various fields of science including physics, chemistry, meteorology, and life science including fieldwork. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

SCI209 Secondary Science Methods 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The first course in a two-course science teaching and learning methods sequence for prospective teachers in all science disciplines. Includes field experiences and practice teaching and is organized around the following topics: nature of science, science learning, scientific inquiry, history of science education, national and state science standards, diverse learners, direct instruction, demonstrations, constructivism, classroom safety and the ethical treatment of animals, and professionalism.

Prerequisite: (PSYC103 AND SPEC204)

Corequisite: None

SCI315 Secondary Science Methods 2

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

The second course in a two-course science teaching and learning methods sequence for prospective teachers in all science disciplines. Includes numerous field experience and practice teaching and is organized around the problems of practice, with an emphasis on teaching science as inquiry, instructional strategies, curriculum planning, assessment, inquiry-empowering technologies, reading and writing across the curriculum, teaching students with special needs, and professionalism. Experiences with various methods and tools as learners will include content from physics including Electricity and Magnetism.

Prerequisite: None

Corequisite: None

SCI415 Student Teaching and Practicum Secondary 1: Science

[Minimum Semester Hours: 7 sh; Maximum Semester Hours: 7 sh]

Student teaching provides the capstone experience for preservice teachers. Two student teaching experiences are provided at two levels (appropriate to certification areas and grade level ranges). Supervised practice in classrooms with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the student teachers and conduct weekly practicum sessions.

Prerequisite: None

Corequisite: None

SCI416 Student Teaching and Practicum Secondary 2: Science

[Minimum Semester Hours: 7 sh; Maximum Semester Hours: 7 sh]

Student teaching provides the capstone experience for preservice teachers. Two student teaching experiences are provided at two levels (appropriate to certification areas and grade level ranges). Supervised practice in classrooms with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the student teachers and conduct weekly practicum sessions.

Prerequisite: None

Corequisite: None

SCI493 Student Teaching and Practicum 1: Secondary Education Science

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

The capstone experience for preservice teachers through two student teaching experiences at two levels (appropriate to certification areas and grade level ranges). Supervised practice in classrooms with certified teachers and regular practicum sessions introduce the student to the range and scope of a professional educator's responsibilities.

Prerequisite: None

Corequisite: None

SCI494 Student Teaching and Practicum 2: Secondary Education Science

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6sh]

The capstone experience for preservice teachers through two student teaching experiences at two levels (appropriate to certification areas and grade level ranges). Supervised practice in classrooms with certified teachers and regular practicum sessions introduce the student to the range and scope of a professional educator's responsibilities.

Prerequisite: None

Corequisite: None

SCI601 Natural Selection and Evolution

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Provides content background which elementary and middle school teachers need to effectively teach the tenets of Darwinian natural selection and evolution. Other topics, including population genetics, sexual selection and altruism, molecular evolution, human origins, and extinction, will be presented using inquiry-based pedagogy and will stress the processes of science. Although topics such as creationism and intelligent design will be considered

briefly, the focus of this offering will be evolution as manifest in biological systems. This course is founded upon both the National Science Education Standards and the Pennsylvania Science and Technology Standards.

Prerequisite: None

Corequisite: None

SCI602 Plant Adaptations and Survival

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Examines a variety of anatomical, morphological, life cycle, and physiological adaptations that contribute to growth, survival, and reproduction of plants. These adaptations allow plants to successfully survive in various environments and are a basis for biodiversity. The course is founded upon the National Science Education Standards, Pennsylvania Science and Technology Standards and the Pennsylvania Ecology and Environmental Standards and provides content knowledge which is pertinent to elementary and middle school classroom instruction.

Prerequisite: None

Corequisite: None

SCI603 Genetic Concepts

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Reviews basic concepts in Mendelian (transmission), molecular, and evolutionary genetics through hands-on activities, projects, and discussions. This course is based on the National Science Education Standards and the Pennsylvania Science and Technology Standards, and provides content knowledge pertinent to elementary and middle school classroom instruction.

Prerequisite: None

Corequisite: None

SCI604 Wetlands Ecology

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Provides content background which elementary and middle school teachers need to effectively teach concepts related to wetland habits, species and ecology. Wetland structure and function will be presented using inquiry-based pedagogy. This course is founded upon both the National Science Education Standards, the Pennsylvania Science and Technology Standards and the Ecology and Environmental Standards and provides content knowledge which is pertinent to elementary and middle school classroom instruction.

Prerequisite: None

Corequisite: None

SCI640 Water Resources

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Provides advanced content background that elementary and middle school teachers need to teach effectively the principles of water resources. This course is founded upon the National Science Education Standards, Pennsylvania Science and Technology Standards, and Pennsylvania Ecology and Environment Standards.

Prerequisite: None

Corequisite: None

SCI660 Simple Machines

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Provides content background that elementary and middle school teachers need to effectively teach the tenets of simple machines based on the Standards. Topics addressed in this course (levers, wheel and axles, pulleys, inclined planes, screws, and wedges) are presented using inquiry-based pedagogy and stress the processes of science. This course is founded upon the National Science Education Standards and Pennsylvania Science and Technology Standards.

Prerequisite: None

Corequisite: None

SOCI101 Introduction to Sociology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Emphasizes the concepts and methodology by which the sociologist investigates the relationship between groups, institutions, cultures and the individual. Race, gender, class, religion and other forms of difference receive special treatment as mediating variables in this relationship.

Prerequisite: None

Corequisite: None

SOCI203 Social Problems

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A study of social and individual problems related to evolutions of social structure. This course investigates topics such as alcoholism, drug abuse, mental illness, violence and crime as they relate to social class, race and gender.

Prerequisite: (SOCI101)

Corequisite: None

SOCI205 Racial and Ethnic Relations

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An analysis is made of the processes involved when people of different racial, ethnic, and sociocultural origins meet and co-exist. While primary emphasis is given to racial and ethnic relations in the United States, the worldwide phenomena of prejudice and discrimination are also considered.

Prerequisite: (SOCI101)

Corequisite: None

SOCI206 Marriage and Family

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Surveys marriage and family forms across time and analyzes the economic, social, and political dynamics involved in ongoing changes in the institutions of marriage and family. The impact and implications of these changes for the individual, marriage and the family, and society are examined.

Prerequisite: (SOCI101) OR (ANTH101) OR (ANTH102)

Corequisite: None

SOCI300 Sociology of Deviance

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of behavior that is not normal. Part of the course focuses on the forces from a mainstream society itself that compel deviant behavior. Other parts are on interaction processes between deviant actors and mainstream society, the formation of subcultures and countercultures, and the evolution of social rules and crime. The course emphasizes attention to gender and racial social structures.

Prerequisite: (SOCI101)

Corequisite: None

SOCI301 Juvenile Delinquency

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An analysis of the nature of juvenile delinquency, theories of causation, methods of treatment, and suggested methods of prevention.

Prerequisite: (SOCI101)

Corequisite: None

SOCI328 Social Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Social science seminar.

Prerequisite: (SOCI101)

Corequisite: None

SOCI330 Japanese Culture and Society

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The course will use sociological and anthropological perspectives to understand Japanese culture and society. The course will highlight various social institutions and cultural elements of the Japanese society, namely education, religion, popular culture, group dynamics, marriage and the family, and economy. Through the multidisciplinary approach, the course will investigate both historical as well as contemporary issues concerning Japan.

Prerequisite: (SOCI101) OR (ANTH101) OR (ANTH102)

Corequisite: None

SOCI351 Urban-Rural Sociology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An inquiry into the geographic concentration of population. The course describes and explains the evolution of agricultural technology and its impact on the character and culture of rural populations. The course also describes and explains the evolution of cities, communities and neighborhoods especially in regards to race and socioeconomic class.

Prerequisite: (SOCI101)

Corequisite: None

SOCI352 Sociological Theory

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An exploration of the evolution of social thought leading to the systematic and scientific basis of modern sociology and systematic analysis of major schools of modern sociological theory.

Prerequisite: (SOCI101)

Corequisite: None

SOCI354 Social Change

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An inquiry into the nature of social change--its causes, processes, and consequences--and a critical examination of theories of social change and their applications to the comparative analysis of Western and Asian societies.

Prerequisite: (SOCI101)

Corequisite: None

SOCI360 Death and Dying

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration of the various ways societies have sought to understand and cope with death. Consideration is given to the way individuals, families, and societies have formulated policy and administrative procedures to make institutions more humane in their response to the terminally ill and the bereaved.

Prerequisite: (SOCI101) OR (PSYC100) OR (HONR180)

Corequisite: None

SOCI402 Industrial Sociology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An inquiry into the cultural and economic forces that both create and result from a society's productive capacity. This course concentrates on the American situation including its history, its position in the global division of labor and its experiences with race and gender.

Prerequisite: (SOCI101)

Corequisite: None

SOCI403 Social Gerontology: Sociology of Aging

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A sociological analysis of the problems confronting the aged in modern bureaucratic society. Emphasis is placed on the influence that various structures--groups, associations, and institutions have on the changing statuses and roles of individuals in society.

Prerequisite: (SOCI101)

Corequisite: None

SOCI404 Sociological Research

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Preparation for critical consumption of research in the behavioral sciences and for graduate-level education in research methodology. This course covers quantitative methodologies: Sampling, measurement, survey design and analysis. This course also covers qualitative methodologies including participant observation and semi-structured interviewing. Students experience intensive writing processes by articulating results to lay audiences.

Prerequisite: (MATH107 AND SOCI101 AND SOCI352)

Corequisite: None

SOCI410 Sociology of Organizations

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of informal and formal organizations in the contexts of work, voluntary agencies, and the military. This course investigates the creation, evolving structures, and evolving functions of such organizations and their consequences on race, social class, and gender.

Prerequisite: (SOCI101)

Corequisite: None

SOCI420 Corrections

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course will explore the relationship of criminology to criminal justice from systems and interdisciplinary approaches. Major emphases are placed on investigating philosophies and issues in corrections such as retribution, restitution, general and specific deterrence, incapacitation, rehabilitation, or treatment. Correctional strategies are also examined by evaluating traditional and nontraditional adult and juvenile corrections.

Prerequisite: (SOCI101)

Corequisite: None

SOCI430 Capstone Seminar in the Administration of Criminal Justice

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

This seminar is designed to provide a comprehensive overview of sociology in relation to criminology and criminal justice systems. Major emphases include integrating sociological theory, research and the application of findings to understanding the inter-relatedness of police, courts and correctional systems, as well as policy decisions and their impacts. Efforts are made to synthesize contemporary and past dimensions of criminal justice systems with sociology providing the foundation of interdisciplinary perspectives useful in evaluating various strategies and programs within each system.

Prerequisite: None

Corequisite: None

SOCI602 Industrial Sociology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An analysis of our highly industrialized and urbanized society, with emphasis upon the role of industry in influencing our American way of life, individually and collectively, and the nature of social change deriving from that industrialization and its concomitant urbanization. Additional course work is required for graduate level.

Prerequisite: None

Corequisite: None

SOCI604 Sociological Research

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration of basic research design and statistical inference, and the application of basic statistical techniques as utilized on sociological research.

Prerequisite: None

Corequisite: None

SOCI628 Social Science Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Graduate social science seminar.

Prerequisite: None

Corequisite: None

SOCI630 Japanese Culture and Society

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The course will use sociological and anthropological perspectives to understand Japanese culture and society. The course will highlight various social institutions and cultural elements of the Japanese society, namely education, religion, popular culture, group dynamics, marriage and the family, and economy. Through the multidisciplinary approach, the course will investigate both historical as well as contemporary issues concerning Japan.

Prerequisite: None

Corequisite: None

SOCI654 Social Change

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An inquiry into the nature of social change--its causes, processes, and consequences--and a critical examination of theories of social change and their applications to the comparative analysis of Western and Asian societies.

Prerequisite: None

Corequisite: None

SOCW102 Introduction to Social Work

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduction to social work values, ethics, knowledge, functions, and roles necessary for practice by generalist practitioners. Provides a foundation in the historical roots and theoretical underpinnings of the social work profession. The social welfare system and social environment in which individuals, families, groups, organizations, neighborhoods, and communities participate are studied from a systems perspective. Special emphasis on empowering marginalized and oppressed populations.

Prerequisite: None

Corequisite: None

SOCW110 Diverse Populations and Groups

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to diverse populations and groups and provides information about differences based on age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race,

religion, sex, and sexual orientation based on a global perspective. This course helps students develop tools for increased understanding of and sensitivity to human diversity and cultures different from their own from all parts of the globe. Students will gain knowledge, disciplinary skills, ethical reasoning, and appreciation of international and multicultural perspectives needed to conduct themselves as responsible social workers in the world.

Prerequisite: None

Corequisite: None

SOCW119 First Year Seminar for Social Work Students

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

An introduction for social work majors to the university learning environment. Students are introduced to the competencies and practice behaviors they will learn through the social work program. The course also covers specific learning strategies, classroom technologies and institutional resources that might help them achieve their goals.

Prerequisite: None

Corequisite: None

SOCW201 Human Behavior in the Social Environment 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Introduces the normal processes of sequential physical, emotional, socio-cultural and spiritual development from conception through young adulthood. Emphasizes common stresses and crises effecting normal development and relates these to social work practice. It utilizes a social systems framework and strengths perspective in applying knowledge of different human contexts to better understand the basis of concerns related to living in our society.

Prerequisite: (SOCW102) OR (SOCW110)

Corequisite: None

SOCW203 Human Behavior and Social Environment 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces the normal processes of sequential physical, emotional, and socio-cultural development from middle adulthood through old age. Emphasizes common stresses and crises affecting normal development and maturity and relates these to social work practice. Utilizes a social systems framework to focus on why humans behave the way they do in the context of living in our society.

Prerequisite: None

Corequisite: None

SOCW301 Social Work Practice 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to knowledge, values and skills for generalist micro practices. Class emphasizes self-knowledge, use of self as a change agent, and understanding social work values. It integrates oppression and strategies for combating it, and developing skills interpersonal interviewing and problem-solving.

Prerequisite: (SOCW201)

Corequisite: None

SOCW302 Social Work Practice 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the dynamic and interactive processes of engagement, assessment, intervention, and evaluation of families and groups. Theoretical knowledge and practical skills used in working with groups and families will be explored and developed. This course addresses Educational Policy and Assessment Standards (EPAS) which are the accreditation standards for undergraduate social work programs.

Prerequisite: (SOCW203 AND SOCW301)

Corequisite: None

SOCW310 Social Policy and Practice

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course involves an exploration of the development of social welfare programs. It includes content about the history of social work, the history and current structure of social welfare services and the role of policy in service delivery, social work practice, and the attainment of individual and social well being. Students will understand and demonstrate social policy skills in regard to economic, political, and organizational system.

Prerequisite: (SOCW204 AND SOCW404)

Corequisite: None

SOCW360 Death and Dying

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Explores the various ways societies have sought to understand and cope with death. Consideration is given to the way individuals, families, and societies have formulated policy and administrative procedures to make institutions more humane in their response to the terminally ill and bereaved.

Prerequisite: (PSYC100 AND SOCI101)

Corequisite: None

SOCW401 Field Instruction and Professional Seminar 1

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

Students are placed in a community agency under the supervision of an experienced social worker and a social work faculty member. Students are expected to develop an in-depth understanding of agency activities, programs, and services, and will assume increasing levels of responsibility as beginning level generalist social workers. Attendance at weekly seminars is required. The integration/generalization of conceptual content and problem specific knowledge in the field practice experience is a cycle of inquiry from specific practice experiences to concept/theory and back again in a series of cycles.

Prerequisite: (SOCW102 AND SOCW201 AND SOCW203 AND SOCW204 AND SOCW301 AND SOCW302 AND SOCW404 AND SOCW412)

Corequisite: None

SOCW402 Field Instruction and Professional Seminar 2

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6sh]

Students are placed in a community agency under the supervision of an experienced social worker and a social work faculty member. Students are expected to develop an in-depth understanding of agency activities, programs, and services, and will assume increasing levels of responsibility as beginning level generalist social workers. Attendance at weekly seminars is required. The integration/generalization of conceptual content and problem specific knowledge in the field practice experience is a cycle of inquiry from specific practice experiences to concept/theory and back again in a series of cycles.

Prerequisite: (SOCW102 AND SOCW201 AND SOCW203 AND SOCW204 AND SOCW301 AND SOCW302 AND SOCW404 AND SOCW412)

Corequisite: None

SOCW403 Social Gerontology: Sociology of Aging

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Provides a knowledge base for understanding the problems the aged face when growing old in a modern bureaucratic society. Emphasis is placed on the influence various structures--groups, associations, and institutions--have on the changing status's and roles of individuals in society.

Prerequisite: None

Corequisite: None

SOCW404 Rural Social Work

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course is designed to further develop and fine tune generalist social work skills at all levels of intervention (including individuals, families, organizations and communities). Course content will focus on rural practice and

the types of situations that students will encounter in micro practice, understanding and working with families, and working in and with organizations and communities. Advocacy, striving for social and economic justice, and macro level change will be stressed.

Prerequisite: (SOCW102 AND SOCW201 AND SOCW203 AND SOCW301 AND SOCW302 AND SOCW412)

Corequisite: None

SOCW411 Social Work with Diverse Populations & Groups

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Utilizing a problem-solving approach within an ecological systems framework, this course examines social service delivery with selected client populations and focuses on some of the newer intervention strategies that are available through a variety of agency settings and social service programs. Case Management in social work practice will be a focal concern.

Prerequisite: (SOCW102 AND SOCW201 AND SOCW203 AND SOCW301)

Corequisite: None

SOCW412 Applied Social Research

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides a basic overview of practice experience to inform research, evidence based interventions, evaluation of practice, and use of research findings to improve practice, policy, and social service delivery. Covers quantitative and qualitative research and scientific and ethical approaches to knowledge building.

Prerequisite: (MATH107 AND SOCW301 AND SOCW302)

Corequisite: None

SOCW415 Child Welfare Services

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to explore contemporary child welfare issues utilizing the systems and ecological perspectives, integrated with a problem-solving approach. Allows students to understand major concepts and issues related to children and their families at the micro, mezzo, and macro levels of service delivery and establishes a skill-base for promoting change and addressing oppression of children and families.

Prerequisite: (SOCW102 AND SOCW201 AND SOCW301)

Corequisite: None

SOCW420 Field Placement Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The senior seminar, which accompanies field instruction, is designed to serve as a capstone course, and an integrating methods seminar.

Prerequisite: (SOCW102 AND SOCW201 AND SOCW203 AND SOCW204 AND SOCW301 AND SOCW302 AND SOCW404 AND SOCW412)

Corequisite: None

SOCW425 Social Policy and Services

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of social welfare policies, programs, and social, political and economic issues in their historical, societal and organizational context. This class covers the scientific method applied to analyzing the political and organizational process in policy, process of policy formulation, social justice and advocacy, and the relationship between social policy and social work goals and objectives.

Prerequisite: (SOCW301)

Corequisite: None

SOCW450 Topics in Social Work

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Addresses contemporary issues of social work practice in depth. Examines the impact of policy, research, and practice as well as the roles and responsibilities of social workers in this area.

Prerequisite: (SOCW*** AND SOCW102) OR (SOCW*** AND SOCW110)

Corequisite: None

SOCW613 Women in Crisis

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Explores women's changing roles, and crises due to these changes, and their implications for Social Work and human service practitioners. Emphasizing the social worker's responsibilities for advocacy and the responsibilities of a change agent, this course focuses on the social worker's accelerated roles and tasks associated with the situation.

Prerequisite: None

Corequisite: None

SPAN101 Spanish 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to Spanish speech sounds, their discrimination, production and transcription, the vocabulary in context and basic speech patterns, and development of essential grammatical concepts. Conversation and readings.

Prerequisite: None

Corequisite: None

SPAN102 Spanish 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to Spanish speech sounds, their discrimination, production and transcription, the vocabulary in context and basic speech patterns, and development of essential grammatical concepts. Conversation and readings.

Prerequisite: None

Corequisite: None

SPAN105 Basic Spanish for Criminal Justice

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Develops Spanish language skills necessary for various criminal justice professions. Includes emphasis on Latino culture and may include visits to the local prison to interact with Hispanic inmates. Not a comprehensive introduction to the Spanish language. No previous knowledge of Spanish language required. Not a substitute for SPAN101.

Prerequisite: None

Corequisite: None

SPAN201 Spanish 3

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A review of fundamental facts and skills, followed by progressively more extensive and complex exercises in listening, speaking, and reading. Emphasis the second semester is on the retention and application of Spanish idiom in written composition from paragraph to theme. Prepares the student for mature reading and discussion in Spanish and for the pursuit of advanced courses.

Prerequisite: None

Corequisite: None

SPAN202 Spanish 4

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A review of fundamental facts and skills, followed by progressively more extensive and complex exercises in listening, speaking, and reading. Emphasis the second semester is on the retention and application of Spanish idiom in written composition from paragraph to theme. Prepares the student for mature reading and discussion in Spanish and for the pursuit of advanced courses.

Prerequisite: None

Corequisite: None

SPAN203 Culture of Spain

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Covers the evolution of Spanish culture in all of its diverse facets. Readings, recordings, videos and material from the internet are used to analyze Spain and her people in the past and present. Written and oral reports, lectures and discussions in Spanish.

Prerequisite: None

Corequisite: None

SPAN204 Latin American Culture

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The course is designed to give the student an introduction to Latin America. The material treated includes Latin American politics, history, race, languages, customs, geography, great men and women, economy, arts, music, and psychology. Of necessity, depth is sacrificed for breadth.

Prerequisite: None

Corequisite: None

SPAN205 Beginning Spanish Composition and Conversation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to improve and develop written and oral expression in Spanish. Some attention will be paid to correctional phonetics. This course is conducted in Spanish.

Prerequisite: None

Corequisite: None

SPAN215 Presentations from Hispanic Theatre

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The presentation of one-act contemporary Hispanic plays or of scenes from longer works of dramatic literature. Pronunciation exercises, play analysis, written exercises, and an introduction to basic techniques for the presentation of dramatic material will all serve to enable the student to deliver assigned lines in a natural and convincing manner.

Prerequisite: None

Corequisite: None

SPAN300 Advanced Conversation through Hispanic Film

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Written and oral analyses of a number of outstanding Hispanic films serve to develop further students' ability to communicate in Spanish.

Prerequisite: None

Corequisite: None

SPAN307 Intro Spanish Literature

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of the different literary genres as represented by selected works of outstanding Spanish authors. Introduces the student to the basic techniques of literary analysis and to the principal themes and unique

characteristics of the literature produced in Spain. Motivates and prepares students for more specialized independent reading and investigation.

Prerequisite: None

Corequisite: None

SPAN308 Intro Spanish American Literatur

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Selected readings in prose fiction, drama, and poetry from all periods. Emphasis is placed on the fundamentals of literary theory as reflected in the works read. This course is conducted in Spanish.

Prerequisite: None

Corequisite: None

SPAN312 Advanced Spanish

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An intensive study of Spanish, providing review of basic grammar as well as examining more advanced topics not treated in Spanish I-IV. Emphasis on problem areas of the language through a variety of exercises and applications of grammar principles.

Prerequisite: None

Corequisite: None

SPAN313 Intermediate Spanish Composition and Conversation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to develop in the student a facility in the use and comprehension of oral Spanish, as well as in reading and written expression. This course is conducted in Spanish.

Prerequisite: None

Corequisite: None

SPAN314 Spanish Phonetics and Linguistics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Introduction to general linguistic concepts. Comparison of Spanish and English speech production and language patterns. Application of linguistics to the teaching of Spanish.

Prerequisite: None

Corequisite: None

SPAN318 Spanish Drama 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A study of the major works of the Spanish theater from the second half of the 19th century until the present time. Trends in the evolution of modern drama will be identified and analyzed and the nature of a dramatic work in performance will be considered.

Prerequisite: None

Corequisite: None

SPAN320 Contemporary Spanish Women's Fiction

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focuses on the Spanish narrative written by outstanding female authors from the Spanish Civil War to the present. The novels and short stories to be studied in class are examples of a new female identity and subjectivity and of women's struggle for individuality.

Prerequisite: None

Corequisite: None

SPAN322 Spanish American Regionalist Novel & the Short Story

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Application of literary concepts to selected readings in the novel and short story "of the land" from the 19th and early 20th centuries. Typical works treat the native and the common man. This course is conducted in Spanish.

Prerequisite: None

Corequisite: None

SPAN323 Spanish American Contemporary Novel and the Short Story

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Application of literary concepts to selected readings of the Spanish American novel and short story of the contemporary period including such authors as Borges, Carpentier, Fuentes, Garcia Marquez. This course is conducted in Spanish.

Prerequisite: None

Corequisite: None

SPAN328 Humanities Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of major films produced in Spain, with emphasis on the three leading directors: Luis Buñuel, Carlos Saura and Pedro Almodóvar. (All films are subtitled; no knowledge of Spanish is necessary for the seminar.) Basic concepts of film criticism will be applied to analyses of films and social history and aesthetic movements will be considered where necessary to an understanding of specific films.

Prerequisite: None

Corequisite: None

SPAN618 Spanish Drama 2

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the major works of the Spanish theater from the second half of the 19th century until the present time. Trends in the evolution of modern drama will be identified and analyzed and the nature of a dramatic work in performance will be considered.

Prerequisite: None

Corequisite: None

SPEC101 Multicultural Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course will examine diversity among people. By exploring contributors of diversity such as religion, gender, sexual preferences, socioeconomic class, race, ethnicity, and disabilities, students will gain an understanding of the need for a multicultural approach to education. Several different multicultural education approaches will be explored with emphasis on implications to special education programs. This course sets the tone of the "people first" philosophy as used in SPEC 105.

Prerequisite: None

Corequisite: None

SPEC105 Foundations of Special Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to address the definitions, characteristics, etiologies, educational and transitional needs of, interventions and strategies for diverse learners and individuals with exceptional learning needs (ELN) through a life span approach. The content of this course meets the standards of the Council for Exceptional Children (CEC) as set forth in the Common Core (CC), the General Curriculum (GC), and the Independence Curriculum (IC).

Prerequisite: None

Corequisite: None

SPEC119 First Year Seminar for Special Education Students

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

An introduction to the culture and mission of the university and an overview of the field of Special Education. This course reviews campus services and provides students with an overview of teacher education at Lock Haven University while helping to develop effective learning skills for college. Students will engage in active learning and discussions of requirements leading to certification in Special Education.

Prerequisite: None

Corequisite: None

SPEC202 Cultural and Linguistic Diversity in Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provide an introduction to multicultural and global education as a concept. Students will examine personal awareness and attitudes, cultural knowledge, instructional strategies, and curricular resources impacting PreK-12. Consideration will be given to the instructional needs of English Language Learners (ELL) and effective teaching/learning theories, approaches, research results, and public policies that pertain to diverse learners.

Prerequisite: None

Corequisite: None

SPEC204 Cognitive Development of Diverse Learners

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Addresses the definitions, characteristics, and educational, social, and emotional needs of diverse learners. Emphasis will be given to the legal rights and responsibilities inherent in the field of special education. Assessment procedures for eligibility, program design and performance monitoring will also be addressed.

Prerequisite: (PSYC102) OR (PSYC103) OR (PSYC111)

Corequisite: None

SPEC212 Low Incidence Disabilities Support

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to examine the conceptual base, educational programming and curricular options for persons with moderate to severe disabilities. The relationship of sensory-motor development as it relates to classroom environments and adaptations will be examined in depth. Attention will be given to assessment, determination of goals, person-centered planning and the family-system approach.

Prerequisite: (SPEC105) OR (SPEC204)

Corequisite: None

SPEC215 High Incidence Disabilities Support

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides a comprehensive examination of individuals with mild disabilities (high incidence) and the accommodations/adaptations necessary for their success throughout the life span. Specifically addressed will be parameters of mild disabilities, theories of learning, learning styles, educational accommodations, instructional strategies, organizations that serve this population.

Prerequisite: (SPEC105) OR (SPEC204)

Corequisite: None

SPEC300 Communication Disorders and Assistive Technology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provide an overview of communication needs for individuals with disabilities. Language development, assistive technology and alternative communication systems will be explored. The scope of this course is intended to enable students to become familiar with assessment and intervention strategies for students with communication disorders.

Prerequisite: SPEC105 SPEC204

Corequisite: None

SPEC309 Instructional Strategies for Students with Disabilities in Inclusive Settings

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Addresses the needs of pre-service teachers who share the responsibility of providing effective instruction to students with disabilities. Emphasis will be given to utilizing evidence based instructional practices for students with varying disabilities, creating a positive inclusive learning environment, collaborating and communicating with other school personnel and parents, and implementing positive behavioral interventions.

Prerequisite: (SPEC204) OR (SPEC105)

Corequisite: None

SPEC310 Manual Communication and Signing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed as an introduction to American Sign Language (ASL). Basic ASL vocabulary is taught with attention to sentence structure, expressive skills, receptive skills, and fingerspelling. This course will provide practical experiences in dialogue with individuals using manual communication.

Prerequisite: (SPEC105) OR (SPEC204)

Corequisite: None

SPEC325 Infant/Preschool Special Needs

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Focusing on the foundation of early childhood special education and early intervention. The course examines best practices related to child and family centered inclusionary, collaborative models of services. Students will explore identification, assessment and instructional planning for children birth to age 8 years, who have, or are at risk for, developmental delays and disabilities. The significance of professional and ethical practice will be emphasized.

Prerequisite: (PSYC102) OR (PSYC111)

Corequisite: None

SPEC330 Physical Education and Recreation for the Disabled

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to explore an inclusive physical activity approach for persons with disabilities. Students will gain an understanding of various activities and specific modifications that will enhance the participation in inclusionary recreational activities. Emphasis will be placed on designing, implementing, and evaluating recreational opportunities that involve person-centered, capacity-building, choice and ecological inventories. All content evolves around the goal of including persons with disabilities in regular physical education, recreation, and leisure settings.

Prerequisite: None

Corequisite: None

SPEC335 Comparative Special Education

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides students with an observation and field experience by traveling to another country to tour, observe, and participate in area schools. A comparison will be made between U.S. special education laws and regulations, and the implementation of special education services in pre-k through secondary education classrooms in another country. These field experiences will provide students with the opportunity to compare the delivery of special education services.

Prerequisite: (SPEC105) OR (SPEC204)

Corequisite: None

SPEC338 Positive Behavior Supports

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to examine the etiology, assessment practices, and intervention strategies espoused by various theoretical perspectives for individuals with mild, moderate, and severe emotional behavior disorders. Emphasis

will be on the use of functional behavior assessment and various positive behavior support strategies that can be used in classrooms or related educational facilities.

Prerequisite: SPEC105 SPEC204

Corequisite: None

SPEC340 Gifted

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An elective designed to teach various strategies a teacher can use to meet the academic and social needs of the gifted and talented in the regular classroom setting. Provides opportunity to work with gifted and talented students as well as discussing the theoretical and practical problems of teaching them.

Prerequisite: SPEC105

Corequisite: None

SPEC345 Literacy Instruction for Students with Disabilities

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to address the needs of pre-service teachers who have the responsibility for literacy development and instruction for students with disabilities. Emphasis will be given to literacy components, evidence-based practices, and varying challenges students with disabilities have in learning to read and write.

Prerequisite: SPEC204 SPEC105

Corequisite: None

SPEC400 Professional Skills and Technology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provide students with necessary skills to effectively and efficiently perform job duties in the field of disability and community services. Significant emphasis will be on students investigating job responsibilities within disability service agencies. The laws related to serving individuals with disabilities and their families will be examined. The course will focus on the use of desktop and social media software. Using these technologies, the students will create an electronic portfolio to exhibit his/her skills and knowledge to prospective internship agencies/employers.

Prerequisite: None

Corequisite: None

SPEC407 Student Teaching and Practicum Mentally/Physically Disabled 1

[Minimum Semester Hours: 7 sh; Maximum Semester Hours: 7sh]

Student teaching provides the capstone experience for pre-service teachers. Two student teaching experiences are provided at two levels (appropriate to certification areas and grade level ranges). Supervised practice in classrooms with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the student teachers and conduct weekly practicum sessions.

Prerequisite: None

Corequisite: None

SPEC408 Student Teaching and Practicum Mentally/Physically Disabled 2

[Minimum Semester Hours: 7 sh; Maximum Semester Hours: 7sh]

Student teaching provides the capstone experience for pre-service teachers. Two student teaching experiences are provided at two levels (appropriate to certification areas and grade level ranges). Supervised practice in classrooms with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the student teachers and conduct weekly practicum sessions.

Prerequisite: None

Corequisite: None

SPEC420 Assessing Educational Needs: Special Education Professional Semester

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to educational assessment. Emphasis is on knowledge of test content and purpose to enable selection of appropriate instruments for identification and assessment of students with learning difficulties. Basic elements of test design and usage are presented. Students survey various commercially available instruments and administer selected tests. Students will also conduct and use a portfolio assessment to develop an IEP for a child during the participation experience. This offering is designed to enable all education majors to meet required competencies for instructing students with disabilities in the least restrictive environment.

Prerequisite: None

Corequisite: None

SPEC421 Curriculum Methods for Secondary through Transition: Special Education Professional Semester

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course offers a broad spectrum of instructional methodologies that are appropriate across various academic and life skills curriculum. Emphasis will be placed on preparing adolescents for transition from school to society. Students will write and implement lesson plans, teach units of study, develop and apply adaptations and accommodations, and demonstrate instructional practices that can be used in various content areas.

Prerequisite: None

Corequisite: None

SPEC423 Curriculum Methods for Preschool through Elementary: Special Education Professional Semester

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course offers a broad spectrum of instructional methodologies that are appropriate across various academic and life skill curriculums for preschool and elementary exceptional learners. Students will write and implement lesson plans, teach units of study, develop and apply adaptations and accommodations, and demonstrate instructional practices that can be used in various content areas.

Prerequisite: None

Corequisite: None

SPEC424 Materials and Resources: Special Education Professional Semester

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course is designed to provide opportunities to explore and evaluate commercial curriculum materials and software for use in special educational settings. Additionally, students will create appropriate needs-based instructional materials and generate necessary adaptations to existing curriculum in a variety of settings. Students will gain extensive practice in creating quality teaching materials.

Prerequisite: None

Corequisite: None

SPEC425 Law and Collaborative Practices

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to elaborate on the major laws and the changing roles of special educators and support staff to serve all students, including those with exceptional learning needs (ELN). Topics addressed include: laws, ethics, working with families, paraprofessionals, inclusive settings, co-teaching, collaboration/consultation models, team planning, and conferencing skills.

Prerequisite: None

Corequisite: None

SPEC426 Establishing and Maintaining Learning Environments in Spec Ed Special Educ Prof Semester

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course is designed to provide strategies for organizing, planning, and delivery of instruction in special education settings. Applications for organizing a classroom will be developed to include environments for individuals with mild, moderate and severe disabilities and various levels of support.

Prerequisite: None

Corequisite: None

SPEC430 Assessing Educational Needs and Planning for Instruction

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Introduces students to educational assessment and instructional planning. This course emphasizes the administration and interpretation of formal and informal individual assessments used in identifying needs of students with disabilities. Students will gain experience in administering assessment instruments and writing evaluation reports and individualized educational programs.

Prerequisite: None

Corequisite: None

SPEC440 Strategies for Teaching Students with Low Incidence Disabilities

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to offer a broad spectrum of instructional methodologies appropriate across all levels of academic and life skill individualized independence curriculums for individuals with exceptional learning needs (ELN). Students will develop and implement lesson plans across content areas, strategies that promote positive behavior and social skills, and appropriate adaptations and accommodations.

Prerequisite: None

Corequisite: None

SPEC441 Strategies for Teaching Students with High Incidence Disabilities

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to offer a broad spectrum of instructional methodologies appropriate across all levels of academic individualized general curricula for individuals with exceptional learning needs (ELN). Students will develop and implement: lesson plans across content areas, strategies that promote positive behavior and social skills, and appropriate adaptations and accommodations.

Prerequisite: None

Corequisite: None

SPEC450 Community Service Field Experience

[Minimum Semester Hours: 12 sh; Maximum Semester Hours: 12 sh]

Designed as an internship where students are placed in a community organization/agency that serves individuals with disabilities and will be under the supervision of an experienced professional who is employed by the agency and a special education faculty member. Students are expected to develop an in-depth understanding of the agency activities, programs, and services, and will assume increasing levels of responsibility as beginning level professionals.

Prerequisite: (SPEC300 AND SPEC338) OR (SPEC300 AND SPEC338)

Corequisite: None

SPEC493 Student Teaching and Professional Practicum-Special Education PreK-8

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

Designed to provide the capstone experience for pre-service teachers. Supervised practice in classrooms with certified teachers introduces the student to all aspects of the teaching day.

Prerequisite: None

Corequisite: None

SPEC494 Student Teaching and Professional Practicum - Special Education 7-12

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

Designed to provide the capstone experience for pre-service teachers. Supervised practice in classrooms with certified teachers introduces the student to all aspects of the teaching day.

Prerequisite: None

Corequisite: None

SPRT106 Introduction to Sport Administration

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the culture and mission of the university and overview of the field of sport administration. Students will be introduced to basic college learning and study skills in the context of sport administration. Students will engage in active learning through discussion of class readings and activities regarding the work of sport administrators in professional, collegiate, scholastic and community settings. Students will participate in co-curricular activities and peer mentoring.

Prerequisite: None

Corequisite: None

SPRT208 Introduction to Sport and Exercise Psychology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introductory overview of the psychological aspects of sport and exercise. This course provides a broad overview for understanding the behavior of individuals in sport and exercise settings. The course will integrate theories, principles and models with an emphasis on current research findings from sport and exercise settings. Content areas include personality and motivation factors, performance in groups, and the psychological effects of participation in sport and exercise.

Prerequisite: (PSYC100) OR (PSYC102) OR (PSYC103)

Corequisite: None

SPRT223 Contemporary Issues and Problems in Sport Administration

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An overview of contemporary issues and problems in the field of sport administration. Students will research, discuss and debate current issues. Emphasis will be placed on connecting contemporary issues to the research and theories that underlie them, as well as to practical problem-solving strategies used by sport administrators.

Prerequisite: (SPRT106)

Corequisite: None

SPRT233 Sport Sales, Sponsorship, and Fundraising

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to provide the student with knowledge pertaining to sport sales, sponsorship, and fundraising and their various aspects including: planned presentations, cold calling, the sales pitch, sales reports, sales letters, donor recruitment and development, community fundraising, and legal and ethical issues in sales and fundraising.

Prerequisite: (SPRT106)

Corequisite: None

SPRT305 Psychology of Coaching

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A comprehensive overview of the coaching profession and the coach-athlete relationship. Emphasis is placed on high school and intercollegiate level sport with consideration given to coaching youth and recreational sport programs. The course will be an application of current research findings and principles as they relate to coaching.

Prerequisite: None

Corequisite: None

SPRT317 Evaluation in Sport Administration

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Intended for future professionals in the field of Sport Administration, the course utilizes evaluation theories, models, methods and competencies. Emphasis is placed on the practical application of the evaluation process which will focus upon sport organization (public and private) programs and personnel within a sports organization.

Prerequisite: (SPRT106 AND SPRT223)

Corequisite: None

SPRT318 Advanced Theory and Application of Sport and Exercise Psychology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An advanced study and application of the psychological aspects of sport and exercise. this course will integrate theories, principles and models of sport and exercise psychology with an emphasis on current research findings. Analysis and discussion of recent research will include the effects of psychological variables on performance in sport and exercise settings, as well as consideration of application in other domains.

Prerequisite: (SPRT208)

Corequisite: None

SPRT321 Management and Leadership of Sport

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An in-depth analysis of the sport industry with special emphasis given to the sport manager's roles and functions. Students will also conduct an in-depth analysis of planning, organizing, leading, and controlling as they apply to the sport managers and leaders in a sport organization.

Prerequisite: (SPRT106 AND SPRT223)

Corequisite: None

SPRT323 Sport and Society

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of the role of sport in North American culture and in a global context. The pervasiveness of sport in all areas of society will be investigated from a sociological perspective. Analysis of issues impacting informal, organized and professional sports will be considered. Attention will be given to the common characteristics within sport and society, including societal values, social problems, politics, education, social class, gender, disabilities, mass media, and race.

Prerequisite: (SPRT106)

Corequisite: None

SPRT324 Sport Law and Ethics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of legal and ethical issues related to sport. This course will analyze relevant laws, policies, and court cases and the rights of those involved in sport including participants, spectators, and managers.

Prerequisite: (SPRT106 AND SPRT223)

Corequisite: None

SPRT332 Sport Marketing Management

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Designed to provide the student with knowledge pertaining to sports marketing and its various aspects including: pricing, promotion, sponsorships, endorsements, research, and licensing.

Prerequisite: None

Corequisite: None

SPRT335 Sport Administration and Community Relations

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An analysis of the various relationships between a sport administration department (public or private, high school or college) and the community in which it is located. Emphasis will be placed on the practical application of concepts, principles and practices between an educational institution and community associations and the role of the sport administrator.

Prerequisite: (SPRT106 AND SPRT223)

Corequisite: None

SPRT337 Governance of Sport

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination the structure and procedure of international, professional, amateur, collegiate, interscholastic, and other sport governing agencies. Students will develop a critical perspective of various sport governing agencies' authority and functions; requirements necessary to become a member of the sport league/organization; rules and regulations of each sport governing body; and current issues and future trends for each governing agency.

Prerequisite: (SPRT106 AND SPRT223)

Corequisite: None

SPRT340 Sport Media Communication Relations

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of the interrelationship between sports and media in today's society. This course draws on theories of rhetoric and social criticism by examining media's role in telling the story of sports and, in telling that story, shaping and reinforcing cultural values. The course will utilize various broadcasts, print, and electronic media to examine how they are vital to the success of the sport organization.

Prerequisite: (SPRT106 AND SPRT208 AND SPRT223 AND SPRT233) OR (SPRT106 AND SPRT223 AND SPRT233 AND SPRT305)

Corequisite: None

SPRT350 Sport Administration Field Participation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to explore career interests and develop professional skills. The course provides first-hand exposure to a sport administration setting. The student will be exposed to a variety of sport administration tasks which may includes sales, sponsorship, fundraising, event planning, marketing, community and public relations, and sports media and information. Experiences may take place in public and private organizations, schools and athletic settings.

Prerequisite: (SPRT106 AND SPRT223) OR (SPRT106 AND SPRT223)

Corequisite: None

SPRT401 Sport Facility Management and Operation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of the role of sport that will allow students to learn the factors involved in obtaining, running, building, and managing sporting events. Students will also learn the guidelines for designing, constructing, maintaining, scheduling, and managing a sport facility.

Prerequisite: (SPRT321 AND SPRT323 AND SPRT324)

Corequisite: None

SPRT402 Sport Business Finance

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provide a detailed examination of the relationship between sport and corporate sponsorship. Topics covered will include the theoretical premise of sponsorship, alignment marketing, strategic communication through sponsorship, determining value of a sponsorship, and evaluation of sponsorship activities. Perspectives

from the event holder (i.e., property) offering a sponsorship and from the organization functioning as the sponsor will be considered.

Prerequisite: (SPRT106 AND SPRT208 AND SPRT223 AND SPRT233 AND SPRT321 AND SPRT323 AND SPRT324 AND SPRT332 AND SPRT335 AND SPRT337 AND SPRT340 AND SPRT350) OR (SPRT106 AND SPRT223 AND SPRT233 AND SPRT305 AND SPRT321 AND SPRT323 AND SPRT324 AND SPRT332 AND SPRT335 AN

Corequisite: None

SPRT450 Sport Administration Professional Field Experience

[Minimum Semester Hours: 12 sh; Maximum Semester Hours: 12 sh]

Provides students with the opportunity for on-the-job experience in a sport administration setting. Students will work under the supervision of a professional in the field and be exposed to a variety of sport administration tasks which may include sales, sponsorship, fundraising, event planning, marketing, community and public relations, and sports media and information. Experiences may take place in public or private organizations, schools and athletic settings.

Prerequisite: None

Corequisite: None

SPRT465 Organization and Administration of Sport and Athletic Programs

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

The philosophy of athletics and sport programs, communication and leadership skills, facilities and equipment management, budgeting, personnel management, risk management, public relations and current issues will be explored. Students will be guided in the preparation of position papers, research reports, and presentations relating to the administration of athletic and sport programs, with the intent of providing realistic pre-professional experiences in the field. Amateur, professional, public and private athletic sport settings will be discussed.

Prerequisite: (SPRT106 AND SPRT223)

Corequisite: None

SPRT600 Research Methods in Sport Science

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An application of historical, descriptive and experimental research strategies and designs to sport and physical activity. Prepares graduate students to design, conduct, and report research. Emphasis is placed upon planning research, utilizing research methods, and interpreting results.

Prerequisite: None

Corequisite: None

SPRT601 Sport in American Culture

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A comprehensive examination of the sociocultural environment in which sport exists, including detailed evaluation of the impact of such issues as gender, race, media, social stratification, ethnicity, mass media and commercialization, politics, and leadership from historical and contemporary sociocultural perspectives. It is designed to focus on American cultural ideologies throughout history and their interplay with both amateur and professional sport.

Prerequisite: None

Corequisite: None

SPRT602 Ethics in Sport

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An advanced interpretation of moral issues in sport. An examination of the meaning and significance of values and ethics issues in sport including ethical decision-making, towards the formulation of a professional philosophy of sport and physical activity. Intended to help foster critical thinking skills, to interpret the philosophical and ethical background of sport, and to cultivate written communication skills.

Prerequisite: None

Corequisite: None

SPRT610 Foundations of Sport and Exercise Psychology

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey of the psychological factors related to performance and participation in sport and exercise settings. Emphasis is placed on determining how psychological variables influence performance and participation in physical activity pursuits and how physical activity participation affects the psychological well-being of the individual. This course will assess theoretical and methodological approaches to a variety of sport and exercise psychology topics including motivation, group processes, competition, and performance enhancement.

Prerequisite: None

Corequisite: None

SPRT611 Sport and Exercise Psychology Across the Lifespan

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to focus on developmental changes in the psychosocial antecedents and consequences of sport and physical activity across the lifespan. Specific topics include (1) describing theoretical frameworks and methods used to study sport and physical activity related psychosocial development across the lifespan, (2) describing how self-perceptions develop and influence behavior in movement contexts at different points in life, and (3) explaining how social and contextual factors influence developmental processes associated with physical activity.

Prerequisite: None

Corequisite: None

SPRT612 Sport Psychology for Performance Enhancement

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An evaluation of the nature of performance, sources of performance crises, and self-regulation strategies used to enhance sport performance. Specific objectives include (a) distinguishing the antecedents and consequences of subjective and objective performances, (b) conceptualizing motor performance and performance problems in a psychological context, and (c) matching psychologically-based performance problems with theoretically-based intervention strategies. This class is specifically designed to help students formulate practical strategies for teaching various psychological skills from an education perspective.

Prerequisite: None

Corequisite: None

SPRT613 Psychology of Athletic Injury and Recovery

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of psychological theories and applied considerations related to athletic injuries and the subsequent rehabilitation of the physically active. Emphasis placed on the psychosocial antecedents to athletic injury and factors related to the psychological experience and treatment of the injured athlete and athlete in transition.

Prerequisite: None

Corequisite: None

SPRT614 Stress Management for the Physically Active

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An examination of the demands of athletic competition that cause stress for athletes, coaches, and other sport figures. Identifies the psychophysiology of the stress response and the individual/ performance costs of distress. Emphasis is placed on the principles and methods of preventive stress management, such as social support, exercise, and the relaxation response and their application in sport and exercise settings for improved performance.

Prerequisite: None

Corequisite: None

SPRT615 Seminar in Sport Science

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An intensive seminar approach to the study of sport science. The course will address contemporary issues and emerging trends in sport science and examine their historical and cultural significance. Specific topics will vary and may be repeated if topic under study is different.

Prerequisite: None

Corequisite: None

SPRT620 Leadership in Sport Organization

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Interpret effective management practices including policy development, human resource management, negotiation, resource allocation, labor relations and conflict resolution based on analysis of current organizational and leadership theory. Focus on the successful development and implementation of organizational goals through use of existing research and student event management.

Prerequisite: None

Corequisite: None

SPRT621 Financial Management in Sport

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to evaluate the financial aspects of sport including traditional and innovative revenue producing strategies available to sport organizations. Topics include financial challenges at diverse levels, facility financing, public subsidization and support, budgeting and economic impact analysis.

Prerequisite: None

Corequisite: None

SPRT622 Marketing and Public Relations in Sport

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to evaluate the marketing and public relations strategies used by sport organizations to increase brand awareness, brand/fan loyalty, and brand/fan identification.

Prerequisite: None

Corequisite: None

SPRT623 Legal and Policy Issues in Sport

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An evaluation of law and policy as they relate to the specific domain of sport. The course will interpret existing legal precedents and current federal, state and local policies that influence contemporary sport administration. Specific topics include contracts, torts, Title IX, the American Disability Act, civil rights policy and constitutional law. This course will evaluate the relevance of court cases and existing policy for sport administrators.

Prerequisite: None

Corequisite: None

SPRT624 Advanced Field Experience

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

An emphasis on the development of practical, on-the-job skills and experience through work with a sponsoring entity under the supervision of an approved mentor in an area related to sport administration. Requires full-time, on-the-job work and may or may not include financial compensation. The Advanced Field Experience is demanding of the student's skills and abilities and requires an advanced degree of preparation, initiative, and responsibility to complete successfully and, as such, is considered a culminating experience.

Prerequisite: None

Corequisite: None

SPRT630 Capstone in Sport Science

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Facilitate the design, development and implementation of a capstone project in sport science. Students are required to conduct a comprehensive synthesis of the literature on an approved topic in sport science and complete either a research, strategic management or policy project in accordance with accreditation standards of the Commission on Sport Management Accreditation (COSMA).

Prerequisite: None

Corequisite: None

SSED119 First Year Seminar for Social Studies Education Students

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

An introduction to the underpinnings of social studies education at the secondary level for future social studies teachers. The course guides students through their Stage I Teacher Education requirements and early field experience tasks and addresses topics taught in generic freshman seminars. Must be taken by all Citizenship Education majors

Prerequisite: None

Corequisite: None

SSED210 Secondary Education 1: Social Studies

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

An integrated approach to teacher preparation in social studies in a middle school and high school setting. Emphasis is on methods, materials, and strategies for teaching social studies subjects required for certification in Social Studies Education by the Pennsylvania Department of Education. The course is the first of a two part sequence of courses and is followed by Secondary Education II: Social Studies. Restricted to students majoring in Secondary Education Social Studies with the required current 3.0 overall and 3.0 in-major GPA requirements.

Prerequisite: PSYC103 AND SPEC204

Corequisite: None

SSED316 Secondary Education 2: Social Studies

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

Course description is missing.

Prerequisite: None

Corequisite: None

SSED415 Student Teaching and Practicum Secondary 1: Social Studies

[Minimum Semester Hours: 7 sh; Maximum Semester Hours: 7 sh]

Student teaching provides the capstone experience for preservice teachers. Two student teaching experiences are provided at two levels (appropriate to certification areas and grade level ranges). Supervised practice in classrooms with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the student teachers and conduct weekly practicum sessions.

Prerequisite: None

Corequisite: None

SSED416 Student Teaching and Practicum Secondary 2: Social Studies

[Minimum Semester Hours: 7 sh; Maximum Semester Hours: 7 sh]

Student teaching provides the capstone experience for preservice teachers. Two student teaching experiences are provided at two levels (appropriate to certification areas and grade level ranges). Supervised practice in classrooms with certified teachers introduces the student to all aspects of the teaching day. University professors supervise the student teachers and conduct weekly practicum sessions.

Prerequisite: None

Corequisite: None

SSED493 Student Teaching and Professional Practicum 1

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

A capstone experience, or of two student teaching experiences required for certification in secondary social studies. Students are placed in a social studies classroom and teach under the supervision of a certified social studies teacher for one half semester. University professors conduct regular practicum sessions, according to prescribed guidelines, and supervise the student teachers. To register, a student must meet Pennsylvania State Teacher Education Guidelines, have a 3.0 GPA overall and in major with no course less than a "C" in professional courses, and have successfully completed required early field experiences. A student must show scores or the admittance ticket (showing evidence that the test date is before the first day of student teaching) of the required Praxis II exam for their major before starting student teaching.

Prerequisite: None

Corequisite: None

SSED494 Student Teaching and Professional Practicum 2

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

A capstone experience, or of two student teaching experiences required for certification in secondary social studies. Students are placed in a social studies classroom and teach under the supervision of a certified social studies teacher for one half semester. University professors conduct regular practicum sessions, according to prescribed guidelines, and supervise the student teachers. To register, a student must meet Pennsylvania State Teacher Education Guidelines, have a 3.0 GPA overall and in major with no course less than a "C" in professional courses, and have successfully completed required early field experiences. A student must show scores or the admittance ticket (showing evidence that the test date is before the first day of student teaching) of the required Praxis II exam for their major before starting student teaching.

Prerequisite: None

Corequisite: None

THEA110 Theatre: An Orientation

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to theatre. It includes a definition and analysis of theatrical art, script analysis, the relationship between theatre and the culture from which it came and the roles of theatre practitioners. The course includes hands-on application and group work. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

THEA117 Technical Theatre

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A lecture-lab approach to the art and craft of scenery construction, property construction, scene painting, basic stage lighting, and organization of technical aspects of theatrical production. Suggested for those who wish to learn behind-the-scene aspects of play production. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

THEA121 Theatre Workshop 1

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Participation in a theatrical production sponsored by the Department. Students contract to work in one area of production: acting, set construction, costume construction, lighting, sound, properties, make-up, promotions, or assistant to the director. Course may be repeated up to a total of 12 sh. Majors must earn at least 6 sh in this course or in combination with THEA421. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

THEA134 Acting 1

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The study and practice of the fundamental principles of acting. Stress is placed on the use of the body and voice as the basis of effective acting. This course is for those interested in acting as an art form and as a means of creative expression. At mid-term students will have gained the necessary skill to perform scenes for their classmates. Attendance is key to the successful completion of this course. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

THEA137 Creative Dramatics

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Sequenced experiences and exercises in creative drama and improvisation for developing and refining bodily movement, characterizations, and organic reaction. Through structured theatre games and problem solving situations, participants acquire theatrical skills and disciplines without conscious attention. Students will participate in as well as direct creative and dramatic exploration and play making. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

THEA188 Stage Make-Up

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Fundamental training in the principles of stage make-up design and application for the actor as well as the make-up artist. Students will focus on the analysis of dramatic characterization of a role in a play. Students will engage in the design and application of stage make-up to achieve the physical fulfillment of that analysis. Special attention is paid to modern make-up media and methods employed in today's stage, screen and television productions. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

THEA200 Survey of Dramatic Literature

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Investigates and questions, through the analysis of dramatic texts, the relationship of history and representation to identity and culture.

Prerequisite: None

Corequisite: None

THEA222 Children's Theatre

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Theory and practice of formal and informal theatre for children through the study of scripts, production, and performance aspects. Emphasis is on the final product and how it comes about with special emphasis placed on how to conceive, produce, direct and promote children's theatre for the classroom, community and the paying public. Fulfills General Education Requirements.

Prerequisite: None

Corequisite: None

THEA300 Stage Lighting

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to stage lighting as an art form. Students will develop skills in script analysis. The student will study techniques of how this analysis is translated into setting the physical and psychological environment of the play. The student will be able to translate this understanding into a practical scheme of lighting instrumentation. Additionally, the course includes: a brief history of stage lighting; a study of lighting instruments, hardware and control systems; use of color; and methods of achieving special effects.

Prerequisite: (THEA117) OR (THEA121) OR (THEA134) OR (THEA137) OR (THEA150) OR (THEA188) OR (THEA222) OR (THEA236) OR (THEA110)

Corequisite: None

THEA315 Intermediate Acting

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

A study of the principles and techniques of character acting including procedures for analyzing plays, determining the personality of a particular character and relationship to other characters, and developing the means to project the character to an audience. Particular attention is paid to genre, structural analysis and the character's relation to the whole.

Prerequisite: (THEA121) OR (THEA134) OR (THEA137) OR (THEA150) OR (THEA110)

Corequisite: None

THEA328 Humanities Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Humanities seminar.

Prerequisite: None

Corequisite: None

THEA335 Directing

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The preparation of the theatrical director; the fundamental elements of play direction; the media of the director; composition, picturization, movement, rhythm, pantomime, rehearsal and production procedures. Students will be responsible for directing scenes from dramatic literature. These presentations are a laboratory experience and are designed to measure students' understanding of the basic principles of stage direction.

Prerequisite: (THEA117) OR (THEA121) OR (THEA134) OR (THEA137) OR (THEA150) OR (THEA188) OR (THEA222) OR (THEA236) OR (THEA110)

Corequisite: None

THEA337 Scene Design

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to scene design as an art. Through play analysis the student conceives and designs scenery for a variety of theatre environments. Activities include drafting, model building, and architectural research.

Prerequisite: (THEA117) OR (THEA121) OR (THEA134) OR (THEA137) OR (THEA150) OR (THEA188) OR (THEA222) OR (THEA236) OR (THEA110)

Corequisite: None

THEA340 History of the Theatre

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The development of the theatre as an art form. Special emphasis is placed on the evolution of playwriting as a artistic extension of cultural expression of a given historical period. Other areas of study include the evolution of acting styles, theatre architecture, and staging techniques.

Prerequisite: (THEA117) OR (THEA121) OR (THEA134) OR (THEA137) OR (THEA150) OR (THEA188) OR (THEA222) OR (THEA236) OR (THEA110)

Corequisite: None

THEA366 Stage Costume Design

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A course designed to give the student fundamental training in the theory and practice of theatrical costume design and construction.

Prerequisite: (THEA150) OR (THEA110)

Corequisite: None

THEA370 Play Production

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A lecture-lab examination of techniques of play production approached from the viewpoints of the actor, the director, and the technical director. Special emphasis on play selection and rehearsal procedures for amateur groups; high schools, community theatre and civic organizations.

Prerequisite: (THEA117) OR (THEA121) OR (THEA134) OR (THEA137) OR (THEA150) OR (THEA188) OR (THEA222) OR (THEA236) OR (THEA110)

Corequisite: None

THEA421 Theatre Workshop 2

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Participation in a full-length, theatrical production, sponsored by the Department, as stage manager, set designer, lighting designer, costume designer, or director.

Prerequisite: (THEA121) OR (THEA117) OR (THEA134) OR (THEA150) OR (THEA188) OR (THEA222) OR (THEA236) OR (THEA110)

Corequisite: None

THEA628 Humanities Seminar

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh]

Examines the social, cultural and politically powerful connections between our gender identities (as they have been historically constructed) and the various modes of performance (including live theatre, television, film, games, and other digital media) that continue to represent those gendered identities and, in doing so, significantly influence how we both investigate and create history.

Prerequisite: None

Corequisite: None

VAPA119 First Year Student Seminar

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh]

Designed to introduce students to the culture and mission of the university within the context of Visual and Performing Arts. Students are encouraged to explore the purpose of a college education and provided an opportunity to engage with an academic discipline. Students are introduced to learning strategies and study skills. Class discussion, students engage in active learning, common co-curricular activities, service and/or civic opportunities are incorporated to promote connection with fellow students, faculty, university and the community.

Prerequisite: None

Corequisite: None

WMST101 Introduction to Women's Studies

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration of the social construction of gender and the interconnections between gender, race, and power in the lives of women. Using feminist and diverse culture perspectives, students will examine such issues as work, family, sexuality, and religion and will work to find strategies to create a more egalitarian society.

Prerequisite: None

Corequisite: None

WMST110 Introduction to LGBTQ Studies

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces the issues of sexual orientation and gender identity, focusing primarily on the lives of people who are lesbian, gay, bisexual, transgender, queer, or questioning.

Prerequisite: None

Corequisite: None