

# 2017-2018 UNDERGRADUATE CATALOG

**\*\*\*ALL INFORMATION CONTAINED IN THIS DOCUMENT IS ACCURATE AS OF JULY 1, 2017.\*\*\*  
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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, in other appropriate offices, and on the LHU website.

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**EMERGENCY INFORMATION**

If you are experiencing an EMERGENCY situation at any time 24 hours a day:

CALL PUBLIC SAFETY/LAW ENFORCEMENT --- **570-484-2278**

or

CALL **711 FROM ANY CAMPUS PHONE**

or

CALL **911 FROM HOME PHONE OR CELL PHONE IF OFF CAMPUS**



## OVERVIEW OF THE UNIVERSITY

### Social Equity

The Social Equity Office has responsibility to ensure all individuals are provided equal opportunity in employment and education at the University as provided for in the Lock Haven University **Nondiscrimination Policy and Complaint Procedure** and/or **Sexual Harassment Policy and Complaint Procedures**.

### Nondiscrimination Policy Statement

It is the policy of Lock Haven University to provide equal opportunity in employment and education to all individuals without regard to race, color, religion, national origin, ancestry, sex, sexual orientation, gender identity, age, handicap/disability, veteran status, or genetic information.

All employees, students, contractors, and vendors are to comply with federal laws, state laws, regulations, and policies that relate to nondiscrimination. The coverage of this policy extends to visitors on Lock Haven University campuses.

The link to the Nondiscrimination and Complaint Procedure Policy is <http://www.lockhaven.edu/hr/socialequity.html>.

All general inquiries concerning discrimination should be submitted to the Office of Human Resources and Social Equity. Information is provided below for external contact information for the Office of Civil Rights. The Nondiscrimination and Complaint Procedure Policy also includes information and contacts for reporting complaints covered by the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973.

U.S. Department of Education  
Office for Civil Rights  
Lyndon Baines Johnson Department of Education Bldg  
400 Maryland Avenue, SW  
Washington, DC 20202-1100  
Telephone: 800-421-3481  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)

### Sexual Harassment Policy Statement

It is the policy of Lock Haven University to prohibit sexual harassment. Lock Haven University is committed to providing a learning and working environment that enhances the dignity and worth of every member of our community. To this end, the community must be free of sexual harassment.

All employees, students, contractors and vendors are to comply with federal laws, state laws, regulations, and policies that relate to sexual harassment. The coverage of this policy extends to visitors on Lock Haven University campuses.

The link to the Sexual Harassment and Complaint Procedures Policy is: <http://www.lockhaven.edu/hr/socialequity.html>.

Any individual having an inquiry, complaint, or referral with regard to discrimination covered by Title IX should contact Ms. Deana Hill, Title IX Coordinator and Associate Vice President of Human Resources, telephone 570-484-2014 or email to [dhill@lockhaven.edu](mailto:dhill@lockhaven.edu).

### 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 more than 30,000 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](http://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 42 buildings (including Fairview Suites ) encompassing 1,714,995 gross square feet. 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 the Poorman College 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 in 2007.

**Bowes Hall** (Ron and JoAnn Bowes) - Houses athletic coaches' offices. Bowes Hall was renamed in May of 2016 in honor of long-time LHU donors, Ronald ('66) and JoAnn Bowes. Bowes Hall was completely renovated in the summer of 2014.

**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. This facility also includes rooms for conferences, receptions and large public gatherings, and is available for various functions.

**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. Public Safety 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 Global 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/equipment.

**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. Since initial construction, artificial turf has been added to the football field. The stadium complex also features an 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 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. Major renovations to this building were completed in 2016.

**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. A complete renovation to this building is planned for the summer of 2017.

**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 features a state-of-the-art distance education classroom.

**Robinson Hall** (Gerald R. Robinson, Ed.D., professor, dean of instruction, Provost/Executive Vice President, 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 Hall of Flags, a 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, and collaborative study spaces. The Academic Technology Department is on the ground floor. A new entryway is planned for the Summer of 2017.

**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 1/9<sup>th</sup> 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.

**Thomas Field house** (David W. Thomas, M.D., alumnus 1906, 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, Dean of Residence and Student Life, Institute for International Studies, Center for Career and Professional Development, ROTC, Center for Excellence and Inclusion, the Department of Academic Development and Counseling, the Pennsylvania State Athletic Conference Office and LHU's offices of Senior Administration. Major renovations were completed in Ulmer over the summers of 2014 and 2015. The LHU seal was added to the main front of the building.

**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.

**Fairview Suites** – Located on North Fairview Street. Opened in fall 2012. Two-person, suite-type facility housing 686 students and staff. Operated by University personnel.

**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. Wifi is available in all University operated residence halls. 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.lockhaven.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)

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).

- 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)
- Middle Level Education – Association for Middle Level Education (AMLE)
- 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:**

American Association for Employment in Education

College and University Professional Association for Human Resources

EDUCAUSE

Institute for International Education

Middle States Association of College and Schools

National Association of Colleges and Employers

National Collegiate Athletic Association

National Collegiate Honors Council

National Society for Experiential Learning

Pennsylvania Campus Compact

Pennsylvania State Athletic Conference

Society for Human Resource Management

The American Association of Colleges for Teacher Education

The American Association of State Colleges and Universities

The American Council on Education

The Center for Agile Pennsylvania Education

The National Association of College and University Business Officers

The Pennsylvania Black Conference on Higher Education

The University is a member of the Chincoteague Bay Field Station Consortium, Wallops Island, Virginia

#### **The university is recognized as a military friendly institution.**

## HIGHER EDUCATION ACT

<http://www2.ed.gov/policy/highered/leg/hea08/index.html>

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.lockhaven.edu/about/consumerinfo.html>]

## STATE AUTHORIZATIONS FOR DISTANCE EDUCATION AND FIELD EXPERIENCES

<http://www.lockhaven.edu/about/stateauthorization.html>

Due to new federal regulation, all universities offering distance education programs and field experiences in states other than their own must receive authorization from those states to do so.

Lock Haven University is a participating SARA Institution since January 1, 2017. By participating in SARA, LHU is able to operate in every SARA state. [The SARA Map](#) identifies other participating states and districts.

## ADMISSIONS

<http://www.lockhaven.edu/admissions/>

### 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.
Foreign Language OR Academic Electives	2	

- 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 and paper application fee is \$25.00.
- 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.

#### **Accelerated 3+2 Athletic Training Program-**

Students who wish to be considered for the 3+2 program must first apply for admissions to the Health Science/Exercise Science program and have all required application materials submitted no later than November 1. The 3+2 admissions 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 generally 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 15 for spring** semester consideration, and by **August 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

### **Home Schooled Students**

A transcript of all secondary level course work from a state/commonwealth recognized home education diploma program or your home school district or a General Equivalency Diploma (GED) and samples of all secondary level course work completed.

### **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.lockhaven.edu/admissions/international/admission.html>.

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 found 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 and have sat out at least one semester (fall or spring) will follow the [Request to Resume Studies](#) process found on the Registrar's website.

## **STUDENT ACCOUNTS AND FINANCIAL AID INFORMATION**

<http://www.lockhaven.edu/studentaccounts/>

<http://www.lockhaven.edu/financialaid/>

### **STUDENT ACCOUNTS**

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 the web site at <http://www.lockhaven.edu/cost/> 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 and are due the first day of classes.

### **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.lockhaven.edu/cost/>.

## **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 generates funds for student activities, intercollegiate athletics, social functions, dances, movies, concerts, art and lecture series, cultural events, the student newspaper, and programming at the Parsons Union Building. The fee also supports programming initiatives for distance education students, including YMCA and fitness memberships, movie passes, etc.

### 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.lockhaven.edu/cost/>.

Application Fee

Certification Fee

Damage Fee

Diploma Replacement Fee

International Student Teaching Fee

Late Payment Fee

Library and Parking Fines

Non-Sufficient/Returned Payment 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.lockhaven.edu/studentaccounts/policies.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.lockhaven.edu/studentaccounts/policies.html>.

### **Refunds of Financial Aid or Account Overpayment**

LHU has partnered with Blackboard which utilizes Money Network to provide students with a quick and easy way to receive their refunds. Upon acceptance to LHU, students will receive an email from the Student Accounts Office with instructions on how to choose a preference for receiving refunds. The Student Accounts Office processes refunds and oversees Blackboard. Additional information regarding the refund process can be found at <http://www.lockhaven.edu/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.lockhaven.edu/refunds/>.

### **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.lockhaven.edu/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.lockhaven.edu/financialaid/types/>.

#### **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.lockhaven.edu/career/jobs/>.

In addition, student may have the opportunity to work in a community service position located at an approved off-campus non-profit organization. For more information on these opportunities, please visit the following site <http://www.lockhaven.edu/mountainserve/>.

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.lockhaven.edu/scholarships/>.

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. The 2017-18 maximum TEACH Grant is subject to the Federal Sequester and could be less than the above mentioned figures. 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 <https://studentaid.ed.gov/sa/types/grants-scholarships/teach> . 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](http://www.fafsa.ed.gov) and filed after October 1<sup>st</sup> of each year. Pennsylvania residents should complete the FAFSA before May 1<sup>st</sup> 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 15<sup>th</sup> each year for the following fall semester. Please go to <http://www.lockhaven.edu/financialaid/> for more detailed information.

### Return of Title IV Funds

In accordance with Federal regulations, those students who receive Federal Student Aid (FSA) and who officially withdraw from Lock Haven University during the first 60% of a term will have their FSA adjusted. This also includes Federal Tuition Assistance.

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

The date of withdrawal will be the date the student **begins** the withdrawal process with the Enrollment Management Specialist 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 unofficially withdrawn at the 50% point of the term unless attendance in an academic related activity is documented after that time. There will be no adjustment to FSA after the completion of more than 60% 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 FSA 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 FSA 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 FSA regardless of whether FSA has been received previously. These regulations require that recipients of FSA 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. Please note that winter intersession credits are applied to the subsequent spring term. All enrollment terms, including summer, must be considered in the determination of SAP, even enrollment terms for which the student did not receive FSA. For the details of the SAP policy, please refer to the following website: <http://www.lockhaven.edu/financialaid/overview/#tab-7>.

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. Please note that the 24 required credits pertain to new credits. Repeating a course that was previously passed in order to obtain a higher grade does not count as new credits in determining if the student has met PHEAA's academic progress requirements.

## **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.

### **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 readiness. 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 FOCUS2, a web-based career guidance and information system. Group and individual instruction is offered on career implementation skills such as self-assessment, career exploration, interviewing, graduate school preparation, internship

& job search strategies, and resume writing. The Center also maintains a career library, with additional information and resources available 24/7 through the Center's homepage, <http://www.lockhaven.edu/career/>.

### **Counseling Services (University)**

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.

### **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.

### **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.lockhaven.edu/adac/disabilityservices/>.

### **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.

### **Global MountainServe Center for Community Service**

Lauren Wright, Director of Community Service ([law3363@lockhaven.edu](mailto:law3363@lockhaven.edu))

570-484-2498

Parsons Union Building (PUB)

<http://www.lockhaven.edu/mountainserve/>

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 partnership resources for some Experiential Learning requirements, alternative break trips, and service programs to promote active and global citizenship. A variety of

volunteer opportunities are open to LHU students, faculty and staff 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 & Food Insecurity Awareness Food Drive, Annual Adopt A Family: Holiday Gift Drive, Big Brothers Big Sisters, Salvation Army Community Lunch Program, Children's Festival, 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 and Federal Work Study Award positions, engaged academic department partnerships, community service leadership opportunities with the Office of community service representative with student government, 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, and a part time AmeriCorps national service program with AmeriCorps STEP.

Please refer to our website 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.

### **Health Services**

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.

### **Housing, On-Campus**

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 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 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 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.

### **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 1,000 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 Internet. All LHU students receive electronic mail and network access privileges to correspond with their advisors, professors and other students. Wireless and wired networking is available in all residence hall rooms.

The LHUPnet is linked to the Pennsylvania State System Network 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.lockhaven.edu>), as well as apply for admission directly online.

## **LOCK HAVEN UNIVERSITY OF PENNSYLVANIA INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY**

### **1. Purpose**

This policy addresses the use of information technology resources (IT resources) at Lock Haven University of Pennsylvania (“the university”). IT resources are intended to support the university’s instructional, research, and administrative operations.

### **2. Scope**

This policy applies to all users of IT resources owned or operated by Lock Haven University of Pennsylvania. Users include students, faculty, staff, contractors, and guest users of computer network resources, equipment or connecting resources. **Use of the university’s IT resources signifies agreement to comply with this policy.**

### **3. Objective**

The objective of this policy is to create a framework to ensure that IT resources are used in an appropriate fashion, and support the university’s mission and institutional goals.

### **4. Policy**

Use of the university’s IT resources is a privilege and signifies agreement to comply with this policy. Users are expected to act responsibly, and follow the university’s policies and any applicable laws related to the use of IT resources. This policy provides regulations to assure IT resources are allocated effectively.

While the university recognizes the role of privacy in an institution of higher learning, and will endeavor to honor that ideal, there should be no expectation of privacy of information stored on or sent through university-owned IT resources, except as required by law. For example, the university may be required to provide information stored in IT resources to someone other than the user as a result of court order, investigatory process, or in response to a request authorized under Pennsylvania’s Right-to-Know statute (65 P.S. §67.101 et seq.). Information stored by the University may also be viewed by technical staff working to resolve technical issues.

### **5. Definitions**

Information Technology (IT) resources include, but are not limited to, all university owned or operated hardware, software, computing equipment, systems, networks, programs, personal data assistants, cellular phones, fax, telephone, storage devices, cable television, input/output, connecting devices via either a physical or wireless connection regardless of the ownership of the device connected to the network, and any electronic device issued by the university. IT resources include all electronic media, voice, video conferencing and video networks, electronic mail, and related mediums such as blogs, wikis, websites, and electronic records stored on servers and systems.

### **6. Responsibilities**

#### **A. Responsibilities of Users of IT Resources**

1. Respect the intellectual property of authors, contributors, and publishers in all media.
2. Protect user account identification, password information, and all system(s) access from unauthorized use. Every user is accountable for all activities done via their account.
3. Report lost or stolen devices, especially devices that contain private or university information to the IT Department within 24 hours of discovery of the loss.
4. Adhere to the terms of software licenses and other contracts. Persons loading software on any university computer must adhere to all licensing requirements for the software. Except where allowed by university site licenses, the copying of university-licensed software for personal use is a violation of this policy.
5. Comply with federal, state, and local laws, relevant university personal conduct regulations, and the terms and conditions of applicable collective bargaining agreements. Applicable laws include, but are not limited to, those regulating copyright infringement, copyright fair use, libel, slander, and harassment.
6. Become acquainted with laws, licensing, contracts, and university policies and regulations applicable to the appropriate use of IT resources. Users are expected to use good judgment and exercise civility at all times when utilizing IT resources, and respect the large, diverse community utilizing these resources in a shared manner.



7. Understand the appropriate use of assigned IT resources, including the computer, network address or port, software, and hardware.
8. University business conducted by e-mail will be via the University's mail server accessed by the <username>@lockhaven.edu account assigned to the individual by the IT Department. Electronic mail should never be considered an appropriate tool for confidential communication and any content should adhere to the responsibilities put forth in this policy. Messages can be forwarded or printed, and some users permit others to review their e-mail accounts. Message content can be revealed as part of legal proceedings. Finally, messages are sometimes not successfully delivered due to a technical issue requiring authorized IT personnel to review message content as part of the troubleshooting process.

#### **B. Prohibited Uses of IT Resources**

1. Providing false or misleading information to obtain or use a university computing account or other IT resources.
2. Unauthorized use of another user's account and attempting to capture or guess passwords of another user.
3. Attempting to gain or gaining unauthorized access to IT resources, files of another user, restricted portions of the network, an operating system, security software, or other administrative applications and databases without authorization by the system owner or administrator.
4. No servers, switches, routers, hubs, wireless hubs, or any other multi-host connection devices are permitted to be operated by any user without express written permission of the IT Department.
5. Performing any act(s) that interfere with the normal operation, proper functioning, security mechanisms or integrity of IT resources.
6. Use of IT resources to transmit abusive, threatening, or harassing material, chain letters, spam, or other communications prohibited by law.
7. Copyright infringement, including illegal sharing of video, audio, software or data.
8. Excessive use that overburdens or degrades the performance of IT resources to the exclusion of other users. This includes activities which unfairly deprive other users of access to IT resources or which impose a burden on the university. Users must be considerate when utilizing IT resources. The University reserves the right to set limits on a user through quotas, time limits, and/or other mechanisms.
9. Intentionally or knowingly installing, executing, or providing to another, a program or file, on any of the IT resources that could result in the damage to any file, system, or network. This includes, but is not limited to computer viruses, Trojan horses, worms, spyware or other malicious programs or files.
10. Excessive or prohibited personal use by employees.
11. Use of the university IT resources for personal profit, commercial reasons, non-university fundraising, political campaigns or any illegal purpose.
  - a. The prohibition against using university information technology resources for personal profit does not apply to:
    - a. Scholarly activities, including the writing of textbooks or preparation of other teaching material by faculty members; or
    - b. Other activities that relate to the faculty member's professional development.
    - c. Other activities as approved by the University President
12. Non-authorized solicitations on behalf of individuals, groups, or organizations are prohibited.

#### **7. Procedures**

1. Violations of this policy will be reported to appropriate levels of administrative oversight, depending on the statutes and policies violated. Suspected violations of federal and state statutes and local ordinances shall be reported to the Director of Public Safety (chief of campus police) for official action.
2. Non-statutory violations of the Acceptable Use Policy, such as "excessive use," may be reported to the Chief Information Officer, the Director of Human Resources, the Dean of Student and Residence Life and/or the Director of Public Safety (chief of campus police).
3. A university employee or student who violates this policy risks a range of sanctions imposed by relevant university disciplinary processes, including denial of access to any or all IT resources. He or she also risks referral for prosecution under applicable local, state or federal laws.
4. The University reserves the right to take immediate action in disabling accounts and/or blocking network access in the event the usage policy is violated and the offending action is detrimental to other users or IT resources.
5. The University President's Senior Staff – via the Information Technology Department – is responsible for recommending the university's Acceptable Use Policy. Questions regarding the applicability, violation of the policy or appropriate access to information should be referred to the Chief Information Officer.



**8. Publications Statement:**

This policy should be published in the following publications:

1. Administrative Manual
2. Student Handbook
3. University Catalog
4. University Website

**9. Distribution**

1. All Employees
2. All Students
3. All affiliates with access to IT resources at the University

**Intercollegiate Athletics**

Lock Haven University is a National Collegiate Athletic Association (NCAA) Division II and Pennsylvania State Athletic Conference (PSAC) competitor in 17 intercollegiate sports programs; the field hockey (Atlantic-10) and wrestling (Eastern Wrestling League) programs are NCAA Division I. NCAA Division II sport programs for female student-athletes include: basketball, cross-country, lacrosse, soccer, softball, swimming, indoor and outdoor track and field, and volleyball. NCAA Division II sport programs for male student-athletes include: baseball, basketball, cross-country, football, soccer, and outdoor track and field.

LHU provides grants-in-aid (scholarships) to outstanding student-athletes in accordance with available funding. The Department of Athletics, through the LHU Foundation, assists male and female student-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.

**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 Dean of Student & Residence Life 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 Dean of Student & Residence Life'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.

**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 2<sup>nd</sup> 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 "Ask Us" page at <http://ask.lhup.edu>. If you don't find your answer in the "popular questions" section, 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/directory/mylibrarian>.

### **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 and Student Affairs. That is why mandatory orientation programs are available prior to the beginning of each semester. New students are required to attend these sessions and parents are strongly encouraged to take part as well. Student participation in these programs is most beneficial and helps students adjust to college living.

### **SMaRT Center** (Science and Mathematics Resource and Technology Center)

The SMaRT Center is a resource center for: education majors (science, and 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, Mathematica, Geometer Sketchpad), teaching manipulatives (attribute blocks, geoboards, base-10 blocks, geometric solids, mathematics puzzles and games), textbooks for lesson plans and unit plans. The materials in the center can be borrowed for classroom teaching. Those interested in borrowing materials should contact Dr. Denine Simin directly at [dcs719@lockhaven.edu](mailto:dcs719@lockhaven.edu). The center also sponsors seminars and teacher in-service workshops. The center is located in Robinson Hall.

### **Student Activities**

Located on the upper level of the Parsons Union Building, 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 and spring semesters 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.

### **Student Disciplinary Guidelines**

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.

### **TRiO Student Support Services (SSS) SCHOLARS Program**

The U.S. Department of Education provides grant funding for the TRiO SSS Scholars program to give 230 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 a first-year summer bridge program, 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; a faculty Writing Specialist; an administrative assistant; peer tutors and mentors; counselors; educational technologies; and learning communities. For more information or to apply, contact 570-484-3847, visit Ulmer 117/118/126, or see <http://www.lockhaven.edu/adac/sss/>

## **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.lockhaven.edu/tutoring/>. Click either 'Get A Tutor' or 'Become A Tutor'.

The Tutoring Center is located on the 2<sup>nd</sup> floor of Stevenson Library in the Wollock Learning Commons.

*Please direct comments, questions and suggestions to [Tutoring@lockhaven.edu](mailto:Tutoring@lockhaven.edu).*

## **Veterans**

<http://www.lockhaven.edu/admissions/veterans/>

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.

## **Writing Center**

The Writing Center is located in the Stephanie A. Wollock Learning Commons, second floor Stevenson Library. The Writing Center provides support for students who wish to improve their writing skills. Students receive assistance at any phase of the writing process: planning, organizing, developing, revising, and editing.

Staffed by student writing consultants, the Center offers individualized, drop-in assistance with papers from any course in any format, whether electronic or print. Although meeting face-to-face with the consultants is preferable, online assistance is also possible. Writing can be submitted at <http://www.lockhaven.edu/tutoring/index.html#tab-3>. Email: [lhuwriting@lockhaven.edu](mailto:lhuwriting@lockhaven.edu)

## **ACADEMIC POLICIES, PROCEDURES, DEFINITIONS, EXPLANATIONS**

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

Policies are available at <http://www.lockhaven.edu/about/policies.html>.

### **Academic Advising/Advisors**

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

Each student's relationship with her or his academic advisor is important. Through discussion with an academic advisor, 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 advisors 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 advisor regularly for assistance with academic issues and concerns. Ultimately, students are responsible for their academic decisions.

### **Academic Amnesty**

Students returning to Lock Haven University of Pennsylvania after a minimum two-year interruption in matriculation may request that previously earned quality points not be calculated in the student's quality-point average after readmission. In other words, the student's cumulative grade point average starts over. However, the student's past courses and grades remain on the transcript. If a student does not attend for three semesters, returns during the fourth semester, and withdraws that semester, that semester will be defined as a semester of enrollment and may not be used toward the two-year interruption.

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. At the discretion of individual departments, students may be required to repeat those courses in which significant changes in content has occurred.

Students may request Academic Amnesty only one time.

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

Approved – President 12/21/2015

### **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 Provost/Executive Vice President 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 advisor.
- 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 Provost/Executive Vice President 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 Provost/Executive Vice President. Once the Provost/Executive Vice President or designee determines the actual charges, the Provost/Executive Vice President or designee may not be involved in any aspect of the resolution process or an appeal. Once the Provost/Executive Vice President 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 Provost/Executive Vice President. 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 Provost/Executive Vice President 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 Provost/Executive 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 Provost/Executive Vice President. 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 Provost/Executive Vice President 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 Provost/Executive Vice President 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 Provost/Executive Vice President to represent the university. This person may not be a member of the faculty

#### **Academic Standing**

Good standing for undergraduate students will be set at 2.00 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](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](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
SUNY Upstate Medical University	Graduate Program	Selected science programs
The University of Pittsburgh Swanson School of Engineering	Program/Early Admission	Dual baccalaureate degree program

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](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:

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 \(PASSHE\) Student Transfer Policy \(1999-01-A\)](#).

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

### **Army Reserve Officers Training Corps (ROTC)**

<http://www.lockhaven.edu/rotc/>

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

a. Such requests using the Form must be initiated by the sponsors within the *first 2 weeks* of the semester;

b. 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.lockhaven.edu/academics/calendar.html>

### 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		
<b>Monday - Wednesday</b>		<b>Single Evening Meeting</b>	
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/Registrar/Transfer\\_Credit\\_Information.jnz](https://myhaven.lhup.edu/ICS/Registrar/Transfer_Credit_Information.jnz)

### **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.lockhaven.edu/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 successfully completes an examination the course is entered on the student's record as credit by examination; letter grades are not awarded in this procedure.

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.

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.

### **Credit Hours**

Credit hours assigned to courses will be aligned with:

- Pennsylvania Department of Education's (PDE) regulations  
<http://www.pacode.com/secure/data/022/chapter31/s31.22.html>
- Pennsylvania's State System of Higher Education (PASSHE) common calendar  
PASSHE Board of Governors Policy 2002-04: Common Academic Calendar
- PASSHE's Standard – Length of Class Meeting Time – Schedule of Classes – SA-400
- Carnegie Unit of credit assignment

A typical semester meets for fourteen weeks of instruction, after which the final exam may be given in the fifteenth week.

One credit is defined as fourteen hours of classroom instruction. An "hour" is equivalent to fifty minutes.

The typical instructional time for a lecture-type class is fifty minutes per credit per week. A one-credit course will meet 50 minutes, one day per week for 14 weeks. A three-credit course will meet 50 minutes, three days per week for 14 weeks (or 75 minutes, two days per week for 14 weeks).

It is recommended that a student invest two hours of out-of-class time for every hour of in-class time.

The assignment of one semester hour of credit indicates no less than forty-two hours of effort by the student per semester. Not all effort is necessarily while in face-to-face contact with an instructor; each hour of directed faculty instruction will be accompanied by a minimum of two hours of out-of-class student work. (1 hour in-class + 2 hours out-of-class = 3 hours total per week; 3 hours per week x 14 instructional weeks = 42 hours)

Laboratory courses generally award one credit hour for two hours of scheduled lab work. A science course may combine two semester hours of lecture with one semester hour of lab for a total of three semester hours. This will require fifty-six hours of contact. (2 hours per week of instruction for lecture x 14 weeks of the semester = 28 hours plus 28 hours of laboratory as indicated below)

Studio-based courses award one credit hour for two hours of scheduled supervised studio work.

Online and individualized instruction courses are assigned the same number of semester hours of credit as an identical course delivered face-to-face, based on a determination that the student learning objectives and outcomes attained by the online or individualized instruction course are consistent with those of the face-to-face offering. Similar standards apply to the assignment of credit based on credit acquired by life experiences or examination. Online courses for which there is no face-to-face equivalent and independent study courses will be designed and offered to achieve course learning objectives and outcomes that reasonably approximate not less than forty-two hours of effort by the student for each semester hour of credit.

Internships will have a minimum of forty-two hours of contact for each credit hour assigned.

Course and program approvals follow a structured curriculum approval process beginning within the academic department, then to the college curriculum committee, the curriculum integration subcommittee, university curriculum committee, Provost, and President for courses and to PASSHE's Board of Governors for programs. Credit hour assignments may be reviewed at each step.

The academic calendar, provided by PASSHE, is reviewed by a Meet and Discuss Academic Calendar Committee that makes recommendations for allowable non-instructional days. In addition the Academic Calendar Committee recommends make-up days to be included on the calendar in the event of inclement weather to accommodate university closings. This committee ensures that the required number of instructional days are included on the calendar.

Offerings that do not follow the standard 14-week pattern are reviewed to ensure the minimum number of instructional hours are met. For example, summer classes do not meet for fourteen weeks. However, the meeting patterns are adjusted accordingly.

The College Deans and Registrar review class meeting patterns to ensure minimum instructional time is met.

### **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.

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

*See also the section titled "Student Responsibility for Academic Programs."*

### **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 advisor 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/Add**

### **Background**

Drop/Add is a course scheduling process that must be tied into enrollment and refund processing. Class lists for course sections are affected, as well as tracking of student course attendance.

#### **A. Criteria for Drop/Add**

1. The Drop/Add period will extend to the eighth calendar day excluding holidays, and when the university is closed, to provide student with one full week plus the weekend in a typical semester to obtain any necessary signatures/approval for closed courses or pre-requisite overrides.
2. These periods will be converted to percentages to apply to nontraditional semesters. The drop/add period covers 8.57 percent of the class days - (excluding the final exam period), adjusted to a whole number.
3. Universities may devise strategies to handle special circumstances.

(PASSHE Procedure/Standard #2014-18 – 01/28/2014)

## **Drop versus Withdrawal**

### **Drop**

- Takes place during the first few days of the semester/session (designated on the academic calendar), 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 The Center for Excellence and Inclusion

### **Withdraw (with "W")**

- Takes place after the last day to "drop" through the end of the tenth week of the semester (designated on the academic calendar)
- 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 a class after the fifth week of the semester, then needs to contact instructor or from all classes, then needs to contact the Center for Excellence and Inclusion [see Withdrawal Policy (Leave of Absence), from the University]
  - During the winter intersession and the summer sessions, students may withdraw from all courses online without contacting the Center for Excellence and Inclusion.

## **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.

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.

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

### **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 advisor 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.
4. 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.
5. Degree audit will use all courses on the student's academic record, whether completed as part of the first degree at LHU or as part of the second degree at LHU, 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.

### **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\\_wdwcpc/students/education/edu\\_collegiate.html](https://www.wdwcollegeprogram.com/sap/its/mimes/zh_wdwcpc/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 advisor and to take full advantage of all the assistance available to 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 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

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 Hall 224 Lock Haven University of PA Lock Haven PA 17745 570-484-2526 jmitchle@lockhaven.edu

## **Final Exams**

The final exam schedule is provided on the Official University Calendar at <http://www.lockhaven.edu/academics/calendar.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 advisor to determine if a foreign language is required in their program.

### **General Education**

<http://www.lockhaven.edu/generaleducation/>

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.

See additional general education information before the program requirements later in the catalog.

An up-to-date list of courses and general education requirements is available at <http://www.lockhaven.edu/generaleducation/>.

### **Global Honors Program**

<http://www.lockhaven.edu/honors/>

Students from all majors are encouraged to seek admission to 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.

At LHU, the Global Honors Program provides students with many opportunities for intellectual development and personal enrichment. Courses for the program, taught by outstanding professors, are small and discussion-based, featuring a student-centered approach. In the classroom and beyond, honors students have abundant opportunities to work one-on-one with professors, and many students present their work at regional or national conferences. Our robust co-curricular program, including discussion groups, activity groups, speakers,

and public-issues forums, cultivates leadership abilities among our students. And because much of the co-curricular programming is open to the university community, it enhances the intellectual life of the entire campus. Honors students have access to the Honors House, a “home-away-from-home” on campus, complete with a common room, activity rooms, and a computer lab. This dedicated space fosters the close-knit community that is a distinguishing feature of our honors program.

The Global Honors Program epitomizes LHU's commitment to academic excellence. Honors classes satisfy requirements either in General Education or in the student's major. The curriculum is designed to provide an enhanced educational experience, so it requires a serious commitment and hard work on the part of students. Honors courses share an interdisciplinary approach, a heavy reliance on classic or primary sources, a small size, and active student-involvement in discussion. The honors curriculum affords students a rigorous grounding in the conceptual foundations of human civilizations and also promotes the development of high-level intellectual skills. Infused with the spirit of inquiry that powers the traditional liberal-arts curriculum, the program encourages the maximum realization of each student's capacity for independent learning. All honors students are automatically considered each year for merit-based scholarships reserved for students in the program.

The Global Honors Program draws on the university's strength in international education by encouraging honors students to study abroad, ideally during the sophomore year. 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 individualized 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/Executive Vice President 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/Executive Vice President 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/Executive Vice President 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/Executive Vice President 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/Executive Vice President shall be final within the University.

Revised 7/29/13

Approved – President – January 2014 (implementation fall 2014)

### **Grade Change Policy**

It is the student's responsibility to review final grades at the close of a semester or other academic session. In normal circumstances, grade changes can be made only by the instructor issuing the grade. In exceptional circumstances (e.g. death, retirement, or permission of the instructor) the department chairperson may be permitted to make a grade change.

Only grade changes, excluding incomplete grades (see below), due to grade miscalculation are accepted after the grade entry deadline of each semester/session. The change is completed in writing at the Registrar's Office no later than four weeks into the semester (fall or spring) following the session/semester for which the course was registered. (Ex: A course registered and graded in the fall semester or winter intersession may be changed up to four weeks in to the spring semester; a course registered and graded in the spring semester or summer sessions may be change up to four weeks in to the fall semester.)

Incomplete grades are assigned according to the Incomplete Grade Policy and are changed online through the published deadline.

"EW" grades, once issued, may not be changed. This grade is not only an academic indicator that the student unofficially withdrew (stopped attending class but did not properly withdraw and therefore did not finish the course requirements) but also is used for federal financial aid compliance. Once the grade is issued, financial aid may be impacted and cannot be reversed.

No grades may be changed for a student after the student has graduated. The student's cumulative grade point average is frozen at the time of graduation and cannot be changed.

Students who have reason to believe a grade was incorrectly issued will follow the University's Grade Appeal Policy.

Approved – President 12/21/2015

### **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*
I		Incomplete*
AU		Audit*
W		Withdrawal*

\* 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 Residency Requirements**

### **Introduction**

The purpose of this procedure and standard is to ensure the integrity of degrees awarded by institutions within Pennsylvania's State System of Higher Education. This codifies the practice initially endorsed by the Council of Presidents in 2008 with its subsequent revisions.

### **Definitions**

- Active-Duty Service Members:** Full-time duty in the active Military Service of the United States. This includes members of the Reserve Components serving on active duty or full-time training duty, but does not include full-time National Guard duty.
- Collaborative Programs:** Collaborative programs are ones where two or more institutions offer courses in a degree program. They have been approved by the Office of the Chancellor and typically have a written agreement between a state system university and another academic partner(s).

### **Procedure/Standard**

#### **A. Undergraduates**

The following requirements apply to **undergraduate students**:

1. All first baccalaureate degree students will take at least 30 of their last 60 credits from the degree-granting university; the university may not require a student to take more than 30 credits.
2. All first associate degree students will take at least 15 of their last 30 credits from the degree-granting university; the university may not require a student to take more than 15 credits.
3. All first baccalaureate and associate students will take at least 50% of credits required for the major (including required cognate courses) from a State System university.
4. The degree-granting State System University may not require more than 50% of the major credits (including required cognate courses).
5. All students completing their first undergraduate certificate must take at least 50% of the credits required for the certificate from a State System University.
6. All students completing their first graduate certificate must take at least 50% of the credits required for the certificate from a State System University.
7. All students completing their first undergraduate minor must take at least 50% of the credits required for the minor from a State System University.

The following requirement is for students enrolled in **undergraduate degree completion** programs (students who have completed a minimum of 60 credits elsewhere and enroll in a State System institution with the intent of completing a bachelor's degree):

- All first baccalaureate degree completion students will take at least 30 of their last 60 credits from the degree-granting university; the university may not require a student to take more than 30 credits.

#### **Exceptions to the undergraduate requirements:**

1. Junior/Senior year Study Abroad semesters or other formal Articulation agreements in which State System students may reverse-transfer credits back to their degree-granting State System University are exceptions to this policy.
2. Additional exceptions are to be approved by the Office of the Chancellor's Division of Academic and Student Affairs.

#### **B. Undergraduate Active-Duty Service Members**

As a **military friendly system** the following apply:

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

degree program.

2. If the undergraduate degree is available 100 percent online, the academic residency requirements will not exceed 30 percent of the undergraduate degree program.
3. For active-duty service members, the academic residency requirements may not include a "final year" or "final semester" requirement. The residency requirement of 30 of the last 60 credits will be waived. This waiver may remain in effect for 1 year following discharge from active duty. For example, a senior Bloomsburg University student-soldier is deployed to Kuwait or has required training in Texas.
4. He/She will be away for a significant period of time.
5. If he/she were able to complete the last credits and courses through California University of Pennsylvania distance education, transfer them back to Bloomsburg University, the program and 120 credit requirements would have been met but not the residency. Waiving the residency requirement ensures the student is not disadvantaged due to their service. In addition, each program is expected to confirm with their respective accrediting agencies the allowable flexibility in order to meet the needs of active-duty service members.

### C. Graduate Students

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

**Active-duty service members** who are graduate students will be handled on a case by case basis.

Exceptions are to be approved by the Office of the Chancellor's Division of Academic and Student Affairs.

### D. Collaborative Programs

1. For collaborative programs approved by the Office of the Chancellor, residency requirements will be consistent with the collaborative agreement.

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

**Note:** In addition to the Academic Residency Requirement students must also meet requirements related to Advance Standings and other related degree requirements. System Procedure/Standard Number 2012-13: *Academic Degrees*; "Credit for Major" is defined as courses required for the major including required cognate courses in related discipline. The major program should not exceed 42 credit hours in the Bachelor of Arts degree while the major program should be comprised of at least 40 credits but not exceed 60 credit hours in the Bachelor of Science degree.

Implementation: Immediately

(PASSHE Procedure/Standard 2016-24; 04/6/2016)

### **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 advisor, the dean of the college providing the independent study, and the Provost/Executive Vice President.

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 Provost/Executive Vice President at the time that the grade is submitted.

<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. Application is made in the same manner as independent study.

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

### **International Studies**

<http://www.lockhaven.edu/iis/>

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 advisors 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 Winter Intersession, Spring Break and summer, and student-teaching placements (South Korea and Uganda) 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/Registrar/Forms.jnz>

### **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

<b>Degree</b>	<b>Major</b>	<b>Concentration</b>	<b>College</b>
Bachelor of Science	Accounting		Poorman College of Business, Info Syst & Human Svcs
Bachelor of Science	Applied Computer Science and Information Systems	Database & Network Administration	Poorman College of Business, Info Syst & Human Svcs
Bachelor of Science	Applied Computer Science and Information Systems	Interdisciplinary Computing	Poorman College of Business, Info Syst & Human Svcs
Bachelor of Science	Applied Computer Science and Information Systems	Mobile & Game Application Development	Poorman College of Business, Info Syst & Human Svcs
Bachelor of Arts	Art		Liberal Arts & Education
Bachelor of Science	Athletic Training		Natural, Behavioral & Health Sciences
Bachelor of Science	Biology		Natural, Behavioral & Health Sciences
Bachelor of Science	Biology	Biomedical Sciences	Natural, Behavioral & Health Sciences
Bachelor of Science	Biology	Cellular-Organismal	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	Business Administration	Entrepreneurship	Poorman College of Business, Info Syst & Human Svcs
Bachelor of Science	Business Administration	Finance and Economics	Poorman College of Business, Info Syst & Human Svcs
Bachelor of Science	Business Administration	International Business	Poorman College of Business, Info Syst & Human Svcs

Associate of Science	Business Administration	Management	Poorman College of Business, Info Syst & Human Svcs
Bachelor of Science	Business Administration	Management	Poorman College of Business, Info Syst & Human Svcs
Associate of Science	Business Administration	Management Info Systems	Poorman College of Business, Info Syst & Human Svcs
Bachelor of Science	Business Administration	Management Info Systems	Poorman College of Business, Info Syst & Human Svcs
Bachelor of Science	Business Administration	Marketing	Poorman College of Business, Info Syst & Human Svcs
Bachelor of Science	Chemistry	Biochemistry	Natural, Behavioral & Health Sciences
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
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	Organizational/Presentational Communication	Liberal Arts & Education
Associate of Arts	Criminal Justice		Poorman College of Business, Info Syst & Human Svcs
Bachelor of Science	Criminal Justice		Poorman College of Business, Info Syst & Human Svcs
Bachelor of Science	Criminal Justice	Conservation Law Enforcement	Poorman College of Business, Info Syst & Human Svcs
Bachelor of Science	Disability Community Service		Liberal Arts & Education
Bachelor of Arts	English	Literature	Liberal Arts & Education
Bachelor of Arts	English	Writing	Liberal Arts & Education
	Exploratory Studies		Poorman College of Business, Info Syst & Human Svcs
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	Community Public Health Educ	Natural, Behavioral & Health Sciences
Bachelor of Science	Health Sciences	Exercise Science (Pre-AT)	Natural, Behavioral & Health Sciences
Bachelor of Science	Health Sciences	Exercise Science 3+2	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
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 approval by a board</i> )	Liberal Arts & Education
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	Actuarial Science 3+2	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 Science in Education	Middle Level/Special Education	Biology	Liberal Arts & Education
Bachelor of Science in Education	Middle Level/Special Education	Geology	Liberal Arts & Education

Bachelor of Science in Education	Middle Level/Special Education	Language Arts	Liberal Arts & Education
Bachelor of Science in Education	Middle Level/Special Education	Language Arts-Biology	Liberal Arts & Education
Bachelor of Science in Education	Middle Level/Special Education	Language Arts-Geology	Liberal Arts & Education
Bachelor of Science in Education	Middle Level/Special Education	Math-Biology	Liberal Arts & Education
Bachelor of Science in Education	Middle Level/Special Education	Mathematics	Liberal Arts & Education
Bachelor of Science in Education	Middle Level/Special Education	Math-Geology	Liberal Arts & Education
Bachelor of Science in Education	Middle Level/Special Education	Math-Language Arts	Liberal Arts & Education
Bachelor of Science in Education	Middle Level/Special Education	Math-Social Studies	Liberal Arts & Education
Bachelor of Science in Education	Middle Level/Special Education	Social Studies	Liberal Arts & Education
Bachelor of Science in Education	Middle Level/Special Education	Social Studies-Biology	Liberal Arts & Education
Bachelor of Science in Education	Middle Level/Special Education	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
	Nanotechnology	The 4-year degree programs resulting in BS degrees in Physics (Applied Physics/Nanotechnology) and Chemistry (Nanoscience) have recently been revised. Opportunities exist to gain knowledge and skills in nanoscience and nanotechnology for students in any STEM major (including Biology, Geology, Health Science, and Computer Science). Other program revisions are underway that will continue to utilize our unique facilities that include characterization tools such as SEM, AFM and STM and our level 100,000 clean room facility.	Natural, Behavioral & Health Sciences
Associate of Science Nursing	Nursing		Natural, Behavioral & Health Sciences
Bachelor of Science in Nursing	Nursing		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	Poorman College of Business, Info Syst & Human Svcs
Bachelor of Science	Recreation Management	Fitness Management	Poorman College of Business, Info Syst & Human Svcs
Bachelor of Science	Recreation Management	Outdoor Management	Poorman College of Business, Info Syst & Human Svcs
Bachelor of Science	Recreation Management	Therapeutic	Poorman College of Business, Info Syst & Human Svcs
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 Education	Secondary Education	General Science	Natural, Behavioral & Health 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		Poorman College of Business, Info Syst & Human Svcs
Bachelor of Science	Sociology	Delinquent Youth Analysis	Liberal Arts & Education
Bachelor of Science	Sociology		Liberal Arts & Education
Bachelor of Science	Sport Administration		Poorman College of Business, Info Syst & Human Svcs
Bachelor of Science	Sport Administration	Accelerated Program	Poorman College of Business, Info Syst & Human Svcs
Bachelor of Fine Arts	Studio Arts	Graph-Online Interactive Design	Liberal Arts & Education
Bachelor of Fine Arts	Studio Arts		Liberal Arts & Education
Associate of Arts	Sustainability Studies		Natural, Behavioral & Health Sciences

### Minor Areas of Study

Minor	College	Minor	College
Applied Computer Science & Information Systems	Poorman College of Business, Info Syst & Human Svcs	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	Poorman College of Business, Info Syst & Human Svcs	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
Early Childhood Education	Liberal Arts & Education	Psychology	Natural, Behavioral & Health Sciences
Economics	Poorman College of Business, Info Syst & Human Svcs	Recreation Management	Poorman College of Business, Info Syst & Human Svcs
English	Liberal Arts & Education	Sociology	Liberal Arts & Education
Environmental Studies	Natural, Behavioral & Health Sciences	Spanish	Liberal Arts & Education
Fine Arts/Music	Liberal Arts & Education	Special Education	Liberal Arts & Education
French	Liberal Arts & Education	Sport & Exercise Psychology	Poorman College of Business, Info Syst & Human Svcs
Geography	Liberal Arts & Education	Studio Art	Liberal Arts & Education
Geoscience	Natural, Behavioral & Health Sciences	Women and Gender Studies	Liberal Arts & Education

<b>Poorman College of Business, Information Systems and Human Services</b> Dean – Dr. Stephen Neun Dean’s Assistant – Mr. Lucas Fanning Administrative Assistant – Ms. Ginny Snyder Akeley Hall 118 Phone: 570-484-2136	<b>College of Natural, Behavioral and Health Sciences</b> Dean – Dr. Scott Carnicom Dean’s Assistant – Ms. Danna Bressler Administrative Assistant – Ms. Cheri Dolan East Campus J108 Phone: 570-484-2204	<b>College of Liberal Arts and Education</b> Dean – Dr. Kyoko Amano Dean’s Assistant – Ms. Kelly Hibbler Administrative Assistant – Ms. Tammie Allen Sloan 105-106 Phone: 570-484-2137
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## **Repeat Policy**

<http://www.lockhaven.edu/about/policies.html>

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.



### **Reserve Officers Training Corps (ROTC)**

See “Army Reserve Officers Training Corps (ROTC).”

### **Returning to Lock Haven University**

Students who have missed a semester (fall or spring) of LHU attendance and want to return will follow the [Request to Resume Studies process](#).

Students who have graduated from LHU and want to return to complete additional coursework or another undergraduate degree program will follow the [Request to Resume Studies process](#).

### **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.

### **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.lockhaven.edu/iis/>.

### **Syllabus**

Prior to the end of the first week of the semester, the instructor will distribute to each student and/or disseminate through a course shell online, in each course and section a written and dated course syllabus/course outline, which must contain or link to the following information:

1. The instructor’s name, department/program, course number and title, semester/days/time of class, office location, office hours, email address, and telephone number.
2. Course goals and learning outcomes.
3. Attendance and/or participation policies for the course.
4. A list of texts and/or additional resources such as software for the course, indicating which are required and which are optional.
5. A list of topics to be covered and the activities expected from the student, including course requirements, such as papers, projects, and examinations (with due dates if possible).
6. The method by which the student’s final grade in the course will be determined.
7. Policy on work handed in late and makeup examinations.
8. A statement indicating each student is responsible for completing all course requirements and for keeping up with all activities of the course (whether the student is present or not).
9. Statements regarding Academic Dishonesty and Classroom Behavior.
10. Statement regarding Disability Services and accommodations.
11. Statement regarding Emergency contact information.

### **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 Student Transfer Policy \(1999-01-A\)](#) 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](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.

### **Veteran Preference in Course Scheduling Policy**

*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. Non-compliance may be reported to the Pennsylvania Department of Education by submitting the Higher Education Student Complaint form found at [www.education.state.pa.us](http://www.education.state.pa.us).*

#### **Definition:**

Veteran Student is an individual who:

- Has served (or is currently serving) in the United States Armed Forces, including a reserve component and National Guard;
- Was discharged or released from such service under conditions other than dishonorable; and
- Is considered an active student (enrolled in courses) at Lock Haven University.

Course Scheduling Preference is:

- Assignment to register with Lock Haven University's "priority" registration groups.
- The "priority" registration groups register one day prior to students with the same classification (SR-senior, JR-junior, SO-sophomore, FF/FR-freshman). See *sample schedule* for example of priority registration.
  - Veteran students must not have any financial or other university holds that prevent registration.
  - Veteran students must receive registration clearance from their academic advisor in order to access online registration.
  - Veteran students must meet all course requisites, if any, and all section requirements, if any, to register for a given course/section.

Student eligibility requirements:

- Must be enrolled at Lock Haven University
- Must meet the definition of veteran or active-duty serviceperson
- Must provide proof of veteran (other than dishonorable discharge) or active-duty status

Process for verifying eligibility:

- Self-identify as a veteran or active-duty serviceperson
- Provide appropriate documentation to support identification. This is likely a DD214 to show discharge status of anything other than dishonorable. However other documentation will be considered provided it clearly identifies the student and his/her United States Armed Forces service status.
- All students receive yearly email (early fall semester) regarding process to self-identify. Additional follow up is done for students who have identified through the admissions or financial aid process to ensure all veterans are contacted and given the opportunity to take advantage of the priority registration.

#### **Point of Contact for Course Scheduling Preference:**

Jill R. Mitchley, Registrar

[jmitchle@lockhaven.edu](mailto:jmitchle@lockhaven.edu)

570-484-2526

Ulmer Hall 224

## **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

12. The student must be matriculated at the home university with a minimum of 12 college-level credits and be in good academic standing.
13. Students may take a maximum of 24 credits via the Visiting Student Policy.
14. 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.
15. 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 advisor 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.
16. 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.
17. 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.

<http://www.lockhaven.edu/about/policies.html>

### **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)

Approved – President – May 2014 (effective Fall 2014)

### **Withdrawal End Dates**

Students will be permitted to withdraw from a course and receive a grade of "W" up to the end of the tenth week of the semester. After the tenth week of the semester and through the last day of classes, students who withdraw will receive a grade consistent with university policy which will be determined by the instructor. Withdrawal periods will be prorated for summer and intersession terms.

For the fall and spring semesters, beginning with the sixth week and through the tenth week, students must meet with the instructor of the class from which they want to withdraw to discuss the action. (In the event the instructor is not available, the student may meet with the academic advisor or major department chairperson.) The individual with whom the student meets will withdraw the student from the course using online registration.

Because of the nature of the course offerings for the summer sessions and winter intersession, students may withdraw from the courses themselves through the dates on the published academic calendar. However, it is highly recommended and encouraged that students discuss this with the instructor (or advisor or major department chairperson if the instructor is unavailable) prior to taking this action.

(PASSHE – SA-049; LHU President approved 11/16/2015)

## **Withdrawal Policy (Leave of Absence)-Undergraduate, 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.

A student who is unable to attend classes or complete the semester for any reason must request a withdrawal from the university by contacting The Center of Excellence and Inclusion at [Excellence@lockhaven.edu](mailto:Excellence@lockhaven.edu), 570-484-2598.

### Effective Date

The effective date of the withdrawal is the date which is verified by The Center of Excellence and Inclusion 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 10<sup>th</sup> 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.

A student who does 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 10<sup>th</sup> 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.

A student who receives a Medical Withdrawal will be required to submit a medical Reinstatement Certification from a medical professional in order to return the semester immediately following the withdrawal (return the summer or fall semester after withdrawing from the spring semester or return the winter intersession or spring semester after withdrawing from the fall semester) or the student must sit out a semester (fall or spring).

A student may not receive approval for more than two consecutive medical withdrawal semesters.

### Student Called to **Active** Military Duty

A student who is 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 Center of Excellence and Inclusion at [Excellence@lockhaven.edu](mailto:Excellence@lockhaven.edu), 570-484-2598.

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 Information Technology. 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.lockhaven.edu/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 Vice President for Enrollment Management and Student Affairs. If the committee is unable to reach a decision, the issue will be forwarded to the Provost.

### Returning from a Withdrawal

Upon a complete semester withdrawal, all current semester courses will be withdrawn and future semester courses will be cancelled. The student will be required to complete a request to resume studies through the Registrar's office in order to return and schedule courses for the semester of the return.

Approved by Dr. Fiorentino, President, 05/26/2017

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## **CLEARFIELD CAMPUS**

<http://www.lockhaven.edu/clearfield/>

Continue your story here at LHU Clearfield. 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. Additionally, all of our students receive a membership to the Clearfield YMCA. We encourage you to visit our website at <http://www.lockhaven.edu/clearfield/>.

The LHU Clearfield Campus offers the following degree programs (<http://www.lockhaven.edu/clearfield/>):

### **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 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 (*Offered completely online*)**

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. The Conservation Law track is available at LHU Clearfield.

### **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.



## CALENDARS

### FALL 2017 ACADEMIC, FINANCIAL, and HOUSING CALENDAR

Subject to change

Wednesday	August 23	New Student Move-In Day #1
Thursday	August 24	New Student Move-In Day #2
Friday & Saturday	August 25 & 26	New Student Orientations
Friday	August 25	Returning Student Move-In Day
Sunday	August 27	Founder's Day Convocation at 1:00 pm.
Monday	August 28	Classes begin at 8:00 AM
		Fall 2017 student bill payments due
Wednesday	August 30	Last day to add first half semester course
		Last day to drop a first half semester course (does not appear on academic record)
Monday	September 4	Labor Day - No Classes
Tuesday	September 5	Last day to add full semester course
		Last day to drop a full semester course (does not appear on academic record)
Monday	September 11	Last day to submit satisfactory academic progress appeals for fall 2017 aid reinstatement
Wednesday	September 13	Last day for <u>students</u> to withdraw from <u>first half semester course</u> with a "W" grade using myHaven; after this date and through 9/29, a first half semester course withdrawal is done by the instructor
Monday	September 18	Constitution Day Observance (Classes meet on regular schedule) (for more information : <a href="http://usgovinfo.about.com/blconstday.htm">http://usgovinfo.about.com/blconstday.htm</a> - Contact: Dr. Stanley Berard)
Tuesday	September 19	Last day to exercise pass/fail option
Thursday	September 21	Last Day to apply for December 2017 Graduation
Friday	September 22	Deadline to change Incompletes from the Spring 2017 semester and 2017 summer sessions
Friday	September 29	Last day for <u>students</u> to withdraw from a <u>full semester course</u> with a "W" grade using myHaven; after this date and through 11/3, a full semester course withdrawal is done by the instructor.
		Last day for <u>instructors</u> to withdraw a student from a <u>first half semester course</u> with a "W" grade using myHaven
Monday	October 9	Fall Holiday
Tuesday	October 10	Classes resume at 8:00 AM; follow Monday's schedule
Tuesday	October 17	End of first half semester courses
Wednesday	October 18	Start of second half semester courses
Monday	October 23	Mid-term grades due from faculty
		Last day to add a second half semester course (completed with Course Add form)
		Last day to drop a second half semester course (contact the Registrar's Office by this date to process the drop so that it does not appear on academic record)
Monday	October 30	Last day that Title IV eligibility will be recalculated due to withdrawal from the term
Wednesday	November 1	Last day for <u>students</u> to withdraw from a <u>second half semester course</u> with a "W" grade using myHaven; after this date and through 11/17 a second half semester course withdrawal is done by the instructor
Friday	November 3	Last day for <u>instructors</u> to withdraw a student from a <u>full semester course</u> with a "W" grade using myHaven
Friday	November 17	Last day for <u>instructors</u> to withdraw a student from a <u>second half semester course</u> with a "W" grade using myHaven
Saturday	November 18	Optional inclement weather make-up day ( <i>instructors determine use</i> )
Tuesday	November 21	Residence Halls close at 6 PM
Wednesday-Friday	November 22-24	Thanksgiving Holiday – No Classes
Sunday	November 26	Residence Hall reopen at 12 PM
Monday	November 27	Classes resume at 8:00 AM
Monday-Friday	December 11-15	Special class schedule/ exam period
Friday	December 15	Last day of classes
		Residence Halls close at 6 PM
Saturday	December 16	Commencement ceremony, 2:00 PM

Tuesday	December 19	All grades due by 3:00 PM; Semester closes
<b>Color Key:</b>		
Academic (Registrar's Office Dates): <a href="mailto:registrar@lhup.edu">registrar@lhup.edu</a> ; <a href="https://myhaven.lhup.edu/ICS/Registrar/">https://myhaven.lhup.edu/ICS/Registrar/</a> ; 570-484-2006; Ulmer Hall 224		
Financial Aid Office Dates: <a href="mailto:finaid@lhup.edu">finaid@lhup.edu</a> ; <a href="http://www.lhup.edu/students/financialaid/">http://www.lhup.edu/students/financialaid/</a> ; 570-484-2424; Ulmer Hall 224		
Student & Residence Life Office Dates: <a href="mailto:housing@lhup.edu">housing@lhup.edu</a> ; <a href="http://www.lhup.edu/students/Housing/index.html">http://www.lhup.edu/students/Housing/index.html</a> ; 570-484-2317; Ulmer Hall 219		
Student Accounts Office Dates: <a href="mailto:stuacct@lhup.edu">stuacct@lhup.edu</a> ; <a href="http://www.lhup.edu/students/studentaccounts/index.html">http://www.lhup.edu/students/studentaccounts/index.html</a> ; 570-484-2425; Ulmer Hall 224		

### FINAL EXAMINATION SCHEDULE - Fall Semester

Be sure to check the final night examination schedule to see if your exams have been given an alternate time.

Final examinations, if given, will follow the schedule below. Students should keep this schedule in mind when selecting courses. In multi-section courses (3 or more sections) instructors may choose to arrange a final examination during evening hours of final exam week. Students with more than three finals in one day may request makeup with instructor(s). If no examination is given, final classes must follow the schedule below.

Classes that normally begin anytime during the hour of:	Exam is scheduled:	
8:00 MWF	8:00-9:50	Tuesday, December 12
9:00 MWF (i.e. 9:05 AM)	10:00-11:50	Friday, December 15
10:00 MWF (i.e. 10:10 AM)	8:00-9:50	Wednesday, December 13
11:00 MWF (i.e. 11:15 AM)	10:00-11:50	Tuesday, December 12
12:00 MWF (i.e. 12:20 PM)	2:00-3:50	Thursday, December 14
1:00 MWF (i.e. 1:25 PM)	8:00-9:50	Monday, December 11
2:00 MWF (i.e. 2:30 PM)	2:00-3:50	Tuesday, December 12
3:00 MWF (i.e. 3:35 PM)	2:00-3:50	Friday, December 15
4:00 MWF (i.e. 4:40 PM)	4:00-5:50	Tuesday, December 12
5:00 MWF (i.e. 5:05 PM)	4:00-5:50	Wednesday, December 13
6:00 MWF (i.e. 6:30 PM)	4:00-5:50	Monday, December 11
7:00 MWF	12:00-1:50	Monday, December 11
8:00 TR	8:00-9:50	Thursday, December 14
9:00 TR (i.e. 9:30 AM)	10:00-11:50	Thursday, December 14
10:00 TR	12:00-1:50	Tuesday, December 12
11:00 TR	8:00-9:50	Friday, December 15
12:00 TR (i.e. 12:30 PM)	2:00-3:50	Wednesday, December 13
1:00 TR	12:00-1:50	Thursday, December 14
2:00 TR (i.e. 2:10 PM)	10:00-11:50	Wednesday, December 13
3:00 TR (i.e. 3:40 PM)	12:00-1:50	Wednesday, December 13
4:00 TR	10:00-11:50	Monday, December 11
5:00 TR	4:00-5:50	Thursday, December 14
6:00 TR	2:00-3:50	Monday, December 11
7:00 TR	12:00-1:50	Friday, December 15
8:00 PM TR	4:00 – 5:50	Friday, December 15

### WINTER INTERSESSION 2017 CALENDAR

December 21, 2017 – January 17, 2018

*Subject to Change*

<b>Wednesday</b>	November 1	Registration Begins
<b>Monday</b>	December 18 (Noon)	Course Enrollments Reviewed

<b>Thursday</b>	December 21	First Day of Classes
<b>Thursday</b>	December 21	Payment for Class Must be Submitted by This Date
<b>Friday</b>	December 22	Last Day to Add Last Day to Drop (does not appear on academic record)
<b>Monday through Monday</b>	December 25, 2017 -January 1, 2018	University Closed
<b>Wednesday</b>	January 10	Last Day to Withdraw with "W"
<b>Wednesday</b>	January 17	Last Day of Classes
<b>Sunday</b>	January 21 (3:00PM)	Final Grades are Due

### SPRING 2018 ACADEMIC, FINANCIAL, and HOUSING CALENDAR

Subject to change

Sunday	January 21	Move-In Day (Residence Halls)
Monday	January 22	Classes begin at 8:00 AM
		Spring 2018 student bill payments due
Wednesday	January 24	Last day to add first half semester course
		Last day to drop first half semester course (does not appear on academic record)
Monday	January 29	Last day to add full semester course
		Last day to drop a full semester course (does not appear on academic record)
Wednesday	January 31	Martin Luther King, Jr. Celebration (modified class schedule)
Monday	February 5	Last day to submit satisfactory academic progress appeals for spring 2018 aid reinstatement
Wednesday	February 7	Last day for <u>students</u> to withdraw from a <u>first half semester course</u> with a "W" grade using myHaven; after this date and through February 23, a first-half-semester course withdrawal is done by the instructor
Friday	February 9	Last day to apply for May 2018 and August 2018 Graduation
Monday	February 12	Last day to exercise pass/fail option
Friday	February 16	Deadline to change incompletes from the Fall 2017 semester and Winter Intersession 2017
Friday	February 23	Last day for <u>instructors</u> to withdraw a student from a <u>first half semester course</u> with a "W" grade using myHaven
		Last day for <u>students</u> to withdraw from a <u>full semester course</u> with a "W" grade using myHaven; after this date and through April 6, a full semester course withdrawal is done by the instructor
Saturday	February 24	Optional inclement weather make-up day ( <i>instructors determine use</i> )
Friday	March 9	End of first half semester courses
Friday	March 9	Residence Halls close at 6 PM
Mon-Fri	March 12-16	Spring Break
Wednesday	March 14	2018-19 FAFSA Priority Filing Deadline – ensures consideration for all available sources of Federal Student Aid
Sunday	March 18	Residence Halls reopen at noon
Monday	March 19	Classes resume at 8:00 AM
		Start second half semester courses
Friday	March 23	Mid-term grades due from faculty at end of day

		Last day to add a second half semester course (completed with Course Add form)
		Last day to drop a second half semester course (contact the Registrar's Office by this date to process the drop so that it does not appear on academic record)
Sunday	April 1	Last day that Title IV eligibility will be recalculated due to withdrawal from the term
Wednesday	April 4	Last day for <i>students</i> to withdraw from a <i>second half semester course</i> with a "W" grade using myHaven; after this date and through April 20, a second-half-semester course withdrawal is done by the instructor
Friday	April 6	Last day for <i>instructors</i> to withdraw a student from a <i>full semester course</i> with a "W" grade using myHaven
Saturday	April 7	Optional inclement weather make-up day ( <i>instructors determine use</i> )
TBA	TBA	Celebration of Scholarship Day (Classes that meet prior to 5:00 pm will meet on a Friday schedule; classes that meet 5:00 pm or after are on a regular Wednesday schedule.)
Friday	April 20	Last day for <i>instructors</i> to withdraw a student from a <i>second half semester course</i> with a grade of "W"
TBA	TBA	Follow Wednesday's class schedule for classes that meet up to 5:00 PM
TBA	TBA	Spring Convocation
Monday-Friday	May 7-11	Special class schedule/ exam period
Friday	May 11	Last day of classes
		Residence Halls close at 6 PM
Friday	May 11	Commencement – Graduate Program Students (Master's Degrees) at 7pm
Saturday	May 12	Commencement – Undergraduate Program Students (Associate and Bachelor Degrees) at 10 am
Tuesday	May 15	All grades due by 3:00 PM; Semester closes
<b>Color Key:</b>		
Academic (Registrar's Office Dates): <a href="mailto:registrar@lhup.edu">registrar@lhup.edu</a> ; <a href="https://myhaven.lhup.edu/ICS/Registrar/">https://myhaven.lhup.edu/ICS/Registrar/</a> ; 570-484-2006; Ulmer Hall 224		
Financial Aid Office Dates: <a href="mailto:finaid@lhup.edu">finaid@lhup.edu</a> ; <a href="http://www.lhup.edu/students/financialaid/">http://www.lhup.edu/students/financialaid/</a> ; 570-484-2424; Ulmer Hall 224		
Student & Residence Life Office Dates: <a href="mailto:housing@lhup.edu">housing@lhup.edu</a> ; <a href="http://www.lhup.edu/students/Housing/index.html">http://www.lhup.edu/students/Housing/index.html</a> ; 570-484-2317; Ulmer Hall 219		
Student Accounts Office Dates: <a href="mailto:stuacct@lhup.edu">stuacct@lhup.edu</a> ; <a href="http://www.lhup.edu/students/studentaccounts/index.html">http://www.lhup.edu/students/studentaccounts/index.html</a> ; 570-484-2425; Ulmer Hall 224		

### FINAL EXAMINATION SCHEDULE - Spring Semester

Be sure to check the final night examination schedule to see if your exams have been given an alternate time.

Final examinations, if given, will follow the schedule below. Students should keep this schedule in mind when selecting courses. In multi-section courses (3 or more sections) instructors may choose to arrange a final examination during evening hours of final exam week. Students with more than three finals in one day may request makeup with instructor(s). If no examination is given, final classes must follow the schedule below.

Classes that normally begin anytime during the hour of:	Exam is scheduled:	
8:00 MWF	Monday, May 7	8:00 - 9:50 AM
9:00 MWF (i.e. 9:05 AM)	Wednesday, May 9	8:00 - 9:50 AM
10:00 MWF (i.e. 10:10 AM)	Monday, May 7	10:00 - 11:50 AM
11:00 MWF (i.e. 11:15 AM)	Friday, May 11	10:00 - 11:50 AM
12:00 MWF (i.e. 12:20 PM)	Wednesday, May 9	12:00 - 1:50 PM
1:00 MWF (i.e. 1:25 PM)	Friday, May 11	08:00 - 09:50 AM
2:00 MWF (i.e. 2:30 PM)	Monday, May 7	2:00 - 3:50 PM
3:00 MWF (i.e. 3:35 PM)	Friday, May 11	2:00 - 3:50 PM
4:00 MWF (i.e. 4:40 PM)	Friday, May 11	4:00 - 5:50 PM
5:00 MWF (i.e. 5:05 PM)	Monday, May 7	4:00 - 5:50 PM
6:00 MWF (i.e. 6:30 PM)	Wednesday, May 9	4:00 - 5:50 PM
7:00 MWF	Thursday, May 10	4:00 - 5:50 PM
8:00 <b>PM</b> MWF	Wednesday, May 9	2:00 - 3:50 PM
8:00 TR	Tuesday, May 8	8:00 - 9:50 AM
9:00 TR (i.e. 9:30 AM)	Thursday, May 10	8:00 - 9:50 AM
10:00 TR	Thursday, May 10	8:00 - 9:50 AM

11:00 TR		Tuesday, May 8	10:00 - 11:50 AM
12:00 TR	(i.e. 12:30 PM)	Thursday, May 10	10:00 - 11:50 AM
1:00 TR		Thursday, May 10	10:00 - 11:50 AM
2:00 TR	(i.e. 2:10 PM)	Thursday, May 10	12:00 - 1:50 PM
3:00 TR	(i.e. 3:40 PM)	Tuesday, May 8	12:00 - 1:50 PM
4:00 TR		Tuesday, May 8	2:00 - 3:50 PM
5:00 TR		Tuesday, May 8	2:00 - 3:50 PM
6:00 TR		Thursday, May 10	2:00 - 3:50 PM
7:00 TR		Thursday, May 10	2:00 - 3:50 PM
8:00 <b>PM</b> TR		Tuesday, May 8	4:00 - 5:50 PM

### SUMMER 1 2018

May 21, 2018 – June 22, 2018

Subject to change

Monday	May 21	First summer session classes begin Last day to add a course for 3-week courses Last day to drop a course for 3-week courses
Tuesday	May 22	Last day to add a course for 5-week courses Last day to drop a course for 5-week courses
Wednesday	May 23	Last day to exercise Pass/Fail option
Monday	May 28	No Classes – Memorial Day Holiday
Wednesday	May 30	Last day for partial refund as a result of credit reduction or withdrawal
Friday	June 1	Last day to withdraw from a course with “W” for 3-week courses
Friday	June 8	3-week session ends
Wednesday	June 13	Last day to withdraw from a course with “W” for 5-week courses
Friday	June 22	First summer session ends
Tuesday	June 26	First summer session grades due by 3:00PM

### SUMMER 2 2018

June 25, 2018– July 27, 2018

Monday	June 25	Second summer session classes begin Last day to add a course for 3-week courses Last day to drop a course for 3-week courses
Tuesday	June 26	Last day to add a course for 5-week courses Last day to drop a course for 5-week courses
Wednesday	June 27	Last day to exercise Pass/Fail option
Wednesday	July 4	No Classes – July 4 Holiday
Thursday July 5		Last day for partial refund as a result of credit reduction or withdrawal
Friday	July 6	Last day to withdraw from a course with “W” for 3-week courses
Friday	July 13	3-week session ends
Wednesday	July 18	Last day to withdraw from a course with “W” for 5-week courses
Friday	July 27	Second summer session ends
Tuesday	July 31	Second summer session grades due by 3:00PM

### SUMMER EXTENDED 2018

May 21, 2018 – July 27, 2018

Monday	May 21	Summer Extended session classes begin
Thursday May 24		Last day to add a course Last day to drop a course
Monday	May 28	No Classes – Memorial Day Holiday
Tuesday	May 29	Last day to exercise Pass/Fail option
Friday	June 15	Last day for partial refund as a result of credit reduction or withdrawal
Wednesday	July 4	No Classes – July 4 Holiday
Friday	July 6	Last day to withdraw from a course with “W”
Friday	July 27	Summer Extended session ends
Tuesday	July 31	Summer Extended session grades due by 3:00PM

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As of July 1, 2017

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Dr. Kyoko Amano	Dean, College of Liberal Arts & Education

## FACULTY LISTING (2017-2018)

As of July 1, 2017

Name	Academic Department	College
Abeyasinghe , Wadduwage P	Mathematics	Natural/Behav/Health Sci
Akram , Muhammad	Mathematics	Natural/Behav/Health Sci
Alexander , Traci E	Communication & Philosophy	Liberal Arts/Education
Allison , Kathleen G	Health Science	Natural/Behav/Health Sci
Arcuri , Nicole M	Social Work and Mental Health Counseling	Bus/Info Syst/Human Srvc
Ardan , Brian M.	Library Faculty	Bus/Info Syst/Human Srvc
Ardary , Darlene A	Clearfield Nursing	Natural/Behav/Health Sci

Aslam , Muhammad	Mathematics	Natural/Behav/Health Sci
Ba , Jeanclaude M	Geology/Physics	Natural/Behav/Health Sci
Baker , Alyce Rachelle	English	Liberal Arts/Education
Ballat , Paul C	Health/Phys Educ	Liberal Arts/Education
Barney , Danielle	Sport Studies	Bus/Info Syst/Human Srvc
Barney , Sandra L	Hist/Pol Sci/Int Stud/For Lang	Liberal Arts/Education
Barth , Amy M	PreK-Grade 8 and Professional Studies	Liberal Arts/Education
Batty , Kimberly A	Recreation Mgmt	Bus/Info Syst/Human Srvc
Baylor , Timothy J	Sociology, Anthropology & Geography	Liberal Arts/Education
Bean , James R	Psychology	Natural/Behav/Health Sci
Beardsley , Ann M	Clearfield Nursing	Natural/Behav/Health Sci
Bechtold , Heather A	Biological Sciences	Natural/Behav/Health Sci
Becker , Melissa J	Visual & Performing Arts	Liberal Arts/Education
Bell , Jennifer K	Physician Assistant Studies	Natural/Behav/Health Sci
Berard , Stanley P	Hist/Pol Sci/Int Stud/For Lang	Liberal Arts/Education
Berrios , Ruben	Business & Computer Science	Bus/Info Syst/Human Srvc
Bhushan , Latha K	Special Education	Liberal Arts/Education
Boland , Susan M	Psychology	Natural/Behav/Health Sci
Borst , Jacquelyn R	Physician Assistant Studies	Natural/Behav/Health Sci
Bower , Lane R	Physician Assistant Studies	Natural/Behav/Health Sci
Bowman , Edward L	Criminal Justice	Bus/Info Syst/Human Srvc
Bronner , Jason A	Visual & Performing Arts	Liberal Arts/Education
Broomer , Ramona	Visual & Performing Arts	Liberal Arts/Education
Bruner , Lynn A	Psychology	Natural/Behav/Health Sci
Burkett , Ashley M	Geology/Physics	Natural/Behav/Health Sci
Burkett , Richard J	Mathematics	Natural/Behav/Health Sci
Calabrese , Joseph P	Biological Sciences	Natural/Behav/Health Sci
Campbell , Peter A	Sport Studies	Bus/Info Syst/Human Srvc
Canatella , Holle M	Hist/Pol Sci/Int Stud/For Lang	Liberal Arts/Education
Cannady , Laurie J	English	Liberal Arts/Education
Chase , Susan M	Clearfield Nursing	Natural/Behav/Health Sci
Chelladurai , Jeyaprakash	Business & Computer Science	Bus/Info Syst/Human Srvc
Cloud , Mark D	Psychology	Natural/Behav/Health Sci
Conklin , Bridget A	Clearfield Nursing	Natural/Behav/Health Sci
Cook , Fay L	Health Science	Natural/Behav/Health Sci
Corman , Brenda M	Library Faculty	Bus/Info Syst/Human Srvc
Coval , Stephen J	Chemistry	Natural/Behav/Health Sci
Cullin , Michael J	Geology/Physics	Natural/Behav/Health Sci
Cummings , Tracey A	English	Liberal Arts/Education
Curtin , David T	Visual & Performing Arts	Liberal Arts/Education
De Silva , Kumudini N	Biological Sciences	Natural/Behav/Health Sci
Deitloff , Jennifer M	Biological Sciences	Natural/Behav/Health Sci
Dellantonio , Jennifer Valerie	Clearfield Nursing	Natural/Behav/Health Sci
DePalma , Michael G	Physician Assistant Studies	Natural/Behav/Health Sci
Dermota , Troy E	Chemistry	Natural/Behav/Health Sci
Devi , Gayatri S	English	Liberal Arts/Education
Dickson , Loretta D	Geology/Physics	Natural/Behav/Health Sci
Dixon , Curt B	Health Science	Natural/Behav/Health Sci
Dombroski , Phileshia A	Recreation Mgmt	Bus/Info Syst/Human Srvc
Dugan , Joyce E	Clearfield Nursing	Natural/Behav/Health Sci
Dumm , Jacqueline W	Chemistry	Natural/Behav/Health Sci

Dunlap , James D.	Visual & Performing Arts	Liberal Arts/Education
Eaton , Michelle M	Health/Phys Educ	Liberal Arts/Education
Eisenhauer , Walter A	Physician Assistant Studies	Natural/Behav/Health Sci
Ely , Katherine J	Criminal Justice	Bus/Info Syst/Human Srvc
Erickson , Deborah	Psychology	Natural/Behav/Health Sci
Erlandson , Jason B	Health Science	Natural/Behav/Health Sci
Ernst , Craig A	Physician Assistant Studies	Natural/Behav/Health Sci
Everett , Robert W Jr	Business & Computer Science	Bus/Info Syst/Human Srvc
Everhart , Brett W	Health/Phys Educ	Liberal Arts/Education
Everhart , Kimberly A	Health/Phys Educ	Liberal Arts/Education
Fernando , Thotage S	Mathematics	Natural/Behav/Health Sci
Fiegel , Katherine A	Recreation Mgmt	Bus/Info Syst/Human Srvc
Finalle , Pamela C	Clearfield Nursing	Natural/Behav/Health Sci
Foor , Jamie L	Psychology	Natural/Behav/Health Sci
Gainer , Mary Grace	Academic Development & Co	Bus/Info Syst/Human Srvc
Gales , Daniel J	Health Science	Natural/Behav/Health Sci
Gardner , Laura M	Academic Development & Co	Bus/Info Syst/Human Srvc
Garey , Regan W.	Business & Computer Science	Bus/Info Syst/Human Srvc
Gessner , Catherine R	Library Faculty	Bus/Info Syst/Human Srvc
Gioglio , Thomas M	Health/Phys Educ (A)	Liberal Arts/Education
Girton , Matthew K	Communication & Philosophy	Liberal Arts/Education
Gitonga , Stephen K	Social Work and Mental Health Counseling	Bus/Info Syst/Human Srvc
Gondi , Vamsi K	Business & Computer Science	Bus/Info Syst/Human Srvc
Goonewardene , Anura U	Geology/Physics	Natural/Behav/Health Sci
Goulet , Richard J	Hist/Pol Sci/Int Stud/For Lang	Liberal Arts/Education
Granich , Steven M	Social Work and Mental Health Counseling	Bus/Info Syst/Human Srvc
Grass , Mahlon O	Visual & Performing Arts	Liberal Arts/Education
Grenoble , Curtis M	Physician Assistant Studies	Natural/Behav/Health Sci
Gruber , Elizabeth D	English	Liberal Arts/Education
Guerrero , Joseph P	Academic Development & Co	Bus/Info Syst/Human Srvc
Guler , Ahmet	Criminal Justice	Bus/Info Syst/Human Srvc
Guthrie , Steven P	Recreation Mgmt	Bus/Info Syst/Human Srvc
Haile , Luke	Health Science	Natural/Behav/Health Sci
Hanna , Dolores	Clearfield Nursing	Natural/Behav/Health Sci
Harlowe , Elizabeth B	Hist/Pol Sci/Int Stud/For Lang	Liberal Arts/Education
Harnishfeger , Ralph L	Biological Sciences	Natural/Behav/Health Sci
Heffner , Raymond L	Visual & Performing Arts	Liberal Arts/Education
Hepler , Darlene L	Clearfield Nursing	Natural/Behav/Health Sci
Herrera , Enrique A	Hist/Pol Sci/Int Stud/For Lang	Liberal Arts/Education
Hicks , Stephen J	English	Liberal Arts/Education
Hosley , Jessica B	PreK-Grade 8 and Professional Studies	Liberal Arts/Education
Hosley , Nathaniel S	PreK-Grade 8 and Professional Studies	Liberal Arts/Education
Host , Jayme K	Visual & Performing Arts	Liberal Arts/Education
Houser , Anne M	Sociology, Anthropology & Geography	Liberal Arts/Education
Howell , Carina Y. E.	Biological Sciences	Natural/Behav/Health Sci
Hoy , Frederick R	Geology/Physics	Natural/Behav/Health Sci
Huber , Philip L	Visual & Performing Arts	Liberal Arts/Education
Huegler , Peter A	Business & Computer Science	Bus/Info Syst/Human Srvc
Hunter , Shonah A	Biological Sciences	Natural/Behav/Health Sci
Hylton , Jessica K	English	Liberal Arts/Education
Ingram , Yvette M.	Health Science	Natural/Behav/Health Sci



Irons , Janet C	Hist/Pol Sci/Int Stud/For Lang	Liberal Arts/Education
Jackson , Chad T	Physician Assistant Studies	Natural/Behav/Health Sci
Jensen , Marlene	Business & Computer Science	Bus/Info Syst/Human Srvc
Johnson , Kimberly A	Sociology, Anthropology & Geography	Liberal Arts/Education
Jones , Laird R	Hist/Pol Sci/Int Stud/For Lang	Liberal Arts/Education
Jones , Mark A	Business & Computer Science	Bus/Info Syst/Human Srvc
Kennedy , Erin A	Psychology	Natural/Behav/Health Sci
Khalequzzaman , Md	Geology/Physics	Natural/Behav/Health Sci
Kline , Karen E	Communication & Philosophy	Liberal Arts/Education
Koehle , Gregory M	Criminal Justice	Bus/Info Syst/Human Srvc
Kulas , Stephanie B	Library Faculty	Bus/Info Syst/Human Srvc
Kurzynski , Marcia J	Business & Computer Science	Bus/Info Syst/Human Srvc
Kutay , Amy L Y	Biological Sciences	Natural/Behav/Health Sci
Lally , Patricia S	Sport Studies	Bus/Info Syst/Human Srvc
Lally , Richard A.	Sport Studies	Bus/Info Syst/Human Srvc
Lammel , Julie A	Recreation Mgmt	Bus/Info Syst/Human Srvc
Landry , Melvin J Jr	Business & Computer Science	Bus/Info Syst/Human Srvc
Lee , Laura K	Chemistry	Natural/Behav/Health Sci
Lewis , Sarah K	Physician Assistant Studies	Natural/Behav/Health Sci
Lilla , Rick R	Library Faculty	Bus/Info Syst/Human Srvc
Lindzey , Jonathan K	Biological Sciences	Natural/Behav/Health Sci
Lippincott , Eric L	Health Science	Natural/Behav/Health Sci
Lloyd , William H Jr	Business & Computer Science	Bus/Info Syst/Human Srvc
Lopez , Damarys	Hist/Pol Sci/Int Stud/For Lang	Liberal Arts/Education
Losey , Lauren P	Hist/Pol Sci/Int Stud/For Lang	Liberal Arts/Education
Lovik-Powers , Marianne R	PreK-Grade 8 and Professional Studies	Liberal Arts/Education
Lunden , James J	Biological Sciences	Natural/Behav/Health Sci
Maddox Hafer , Marjorie L	English	Liberal Arts/Education
Manlove , Elizabeth E	PreK-Grade 8 and Professional Studies	Liberal Arts/Education
Maresch , Martin J	Chemistry	Natural/Behav/Health Sci
Marshall , Dwayne	Criminal Justice	Bus/Info Syst/Human Srvc
May , Brent D	Chemistry	Natural/Behav/Health Sci
Maynard , Jacinth A	Mathematics	Natural/Behav/Health Sci
McCoy , Vance K	Visual & Performing Arts	Liberal Arts/Education
McKee , Stephanie M	Clearfield Nursing	Natural/Behav/Health Sci
McMahon , Beth F	Health Science	Natural/Behav/Health Sci
McSkimming , Michael J	Criminal Justice	Bus/Info Syst/Human Srvc
Michalow , Robert J	PreK-Grade 8 and Professional Studies	Liberal Arts/Education
Mikula , Richard	Mathematics	Natural/Behav/Health Sci
Mitchell , Tara L	Psychology	Natural/Behav/Health Sci
Moore , Andrew J	PreK-Grade 8 and Professional Studies	Liberal Arts/Education
Moore , Erica R	Special Education	Liberal Arts/Education
Morgan , Charles H Jr	Mathematics	Natural/Behav/Health Sci
Morrin , Kevin A	Psychology	Natural/Behav/Health Sci
Mosco , Nicole P	English	Liberal Arts/Education
Mosser-Wooley , Diane G	Business & Computer Science	Bus/Info Syst/Human Srvc
Musila , Andrew D	Hist/Pol Sci/Int Stud/For Lang	Liberal Arts/Education
Myers , Cori J	Business & Computer Science	Bus/Info Syst/Human Srvc
Myers , Robert M	English	Liberal Arts/Education
Nesbitt , James T	Sociology, Anthropology & Geography	Liberal Arts/Education
Newburg , Cheryl L	Psychology	Natural/Behav/Health Sci

Newhouse , Joseph R.	Biological Sciences	Natural/Behav/Health Sci
Nuttall , Ted R	Biological Sciences	Natural/Behav/Health Sci
Obenreder , Paul J	Business & Computer Science	Bus/Info Syst/Human Srvc
O'Brien , Amber C	Physician Assistant Studies	Natural/Behav/Health Sci
O'Brien , Joseph Anthony	Chemistry	Natural/Behav/Health Sci
Offutt , Christine A	Psychology	Natural/Behav/Health Sci
Overton , Barrie E	Biological Sciences	Natural/Behav/Health Sci
Owens , Kimberly A	Clearfield Nursing	Natural/Behav/Health Sci
Page , Jeanine L	Health Science	Natural/Behav/Health Sci
Park , Jung H	Visual & Performing Arts	Liberal Arts/Education
Park , Tulare W	Special Education	Liberal Arts/Education
Patton , Cheryl M	Health Science	Natural/Behav/Health Sci
Paulus , Michael D.	Social Work and Mental Health Counseling	Bus/Info Syst/Human Srvc
Penman , Jane L	Special Education	Liberal Arts/Education
Pillai , Krishnakumar B	Business & Computer Science	Bus/Info Syst/Human Srvc
Poehner , Priya M	PreK-Grade 8 and Professional Studies	Liberal Arts/Education
Porter , Michael S	Health Science	Natural/Behav/Health Sci
Posey , Douglas M	Academic Development & Co	Bus/Info Syst/Human Srvc
Postlethwaite , Sara S	English	Liberal Arts/Education
Prien , Helen E	Communication & Philosophy	Liberal Arts/Education
Range , Kevin M	Chemistry	Natural/Behav/Health Sci
Reece , Constance G	Communication & Philosophy	Liberal Arts/Education
Reid , John D	Geology/Physics	Natural/Behav/Health Sci
Reitz , Lynette M	Social Work and Mental Health Counseling	Bus/Info Syst/Human Srvc
Remley , Christine M	PreK-Grade 8 and Professional Studies	Liberal Arts/Education
Riede , Lisa E	Communication & Philosophy	Liberal Arts/Education
Rinker , Cathy J	Health Science	Natural/Behav/Health Sci
Robbins , Michael L	Biological Sciences	Natural/Behav/Health Sci
Root , Kyle T	Chemistry	Natural/Behav/Health Sci
Ross , Annjane	Social Work and Mental Health Counseling	Bus/Info Syst/Human Srvc
Roun , Virginia E	Sport Studies	Bus/Info Syst/Human Srvc
Ruane , Pamela L	Physician Assistant Studies	Natural/Behav/Health Sci
Rublein , Edmund K	Chemistry	Natural/Behav/Health Sci
Russell , David W.	English	Liberal Arts/Education
Russell , Jody R	Health Science	Natural/Behav/Health Sci
Sadow , Robert M	Hist/Pol Sci/Int Stud/For Lang	Liberal Arts/Education
Satya , Laxman D	Hist/Pol Sci/Int Stud/For Lang	Liberal Arts/Education
Sayers , Therese M	Clearfield Nursing	Natural/Behav/Health Sci
Schillig , Lisette T	English	Liberal Arts/Education
Schulze , Frederick W	Health Science	Natural/Behav/Health Sci
Seiler , Meredith B	Biological Sciences	Natural/Behav/Health Sci
Seiler , Steven M	Biological Sciences	Natural/Behav/Health Sci
Senevirathne , Indrajith	Geology/Physics	Natural/Behav/Health Sci
Severn , Edwin P	Visual & Performing Arts	Liberal Arts/Education
Shaw , Daniel C	Communication & Philosophy	Liberal Arts/Education
Simin , Denine C	Mathematics	Natural/Behav/Health Sci
Six , Tamson L	Criminal Justice	Bus/Info Syst/Human Srvc
Smith , Anna Mae	Physician Assistant Studies	Natural/Behav/Health Sci
Smyth , Christopher W	Biological Sciences	Natural/Behav/Health Sci
Story , Julie A	Academic Development & Co	Bus/Info Syst/Human Srvc
Stout , Jonathan	Special Education	Liberal Arts/Education

Strayer , Susan H	Business & Computer Science	Bus/Info Syst/Human Srvc
Streator , Stephen S	Health Science	Natural/Behav/Health Sci
Stringer , Sharon B	Communication & Philosophy	Liberal Arts/Education
Sturrock , Melissa S	Clearfield Nursing	Natural/Behav/Health Sci
Sunderland , Sheri D	Hist/Pol Sci/Int Stud/For Lang	Liberal Arts/Education
Swartz , Suzanne E	PreK-Grade 8 and Professional Studies	Liberal Arts/Education
Talbot , Andrew P	Psychology	Natural/Behav/Health Sci
Taylor , Jennifer H	Psychology	Natural/Behav/Health Sci
Tess , Daniel E	Academic Development & Co	Bus/Info Syst/Human Srvc
Traister , Catherine A	Health/Phys Educ	Liberal Arts/Education
Twumasi-Ankrah , Joseph Ampofo	Social Work and Mental Health Counseling	Bus/Info Syst/Human Srvc
Tyson , Denise L	PreK-Grade 8 and Professional Studies	Liberal Arts/Education
Tzolov , Marian B	Geology/Physics	Natural/Behav/Health Sci
Vail , Ethan H	Visual & Performing Arts	Liberal Arts/Education
Valerio , Eduardo M	Hist/Pol Sci/Int Stud/For Lang	Liberal Arts/Education
Van Dyke , Richard K	English	Liberal Arts/Education
Vincenzes , Kristin A	Social Work and Mental Health Counseling	Bus/Info Syst/Human Srvc
Walker , Gregory W	Sociology, Anthropology & Geography	Liberal Arts/Education
Walsh , Jeffrey A	Recreation Mgmt	Bus/Info Syst/Human Srvc
Wartella , Justin Q	Sport Studies	Bus/Info Syst/Human Srvc
Washington , Dana J. S.	English	Liberal Arts/Education
Way , Amy L	Health Science	Natural/Behav/Health Sci
Weaver , Lisa D	Social Work and Mental Health Counseling	Bus/Info Syst/Human Srvc
Wheeler , Ann B	Business & Computer Science	Bus/Info Syst/Human Srvc
Wheeler , James W	Geology/Physics	Natural/Behav/Health Sci
Widmann , Louis S	Health Science	Natural/Behav/Health Sci
Williams , Bonnie M	Special Education	Liberal Arts/Education
Williams , Steven T	Mathematics	Natural/Behav/Health Sci
Wilt , Brian J	Recreation Mgmt	Bus/Info Syst/Human Srvc
Winch , Elsa E	Library Faculty	Bus/Info Syst/Human Srvc
Wollam , Seth F	Visual & Performing Arts	Liberal Arts/Education
Wynn , Thomas C	Geology/Physics	Natural/Behav/Health Sci
Yakut , Cengiz	Health/Phys Educ	Liberal Arts/Education
Young , Kathleen N	Clearfield Nursing	Natural/Behav/Health Sci
Young , Susan M	PreK-Grade 8 and Professional Studies	Liberal Arts/Education
Zelator , Konstantine D	Mathematics	Natural/Behav/Health Sci

## EMPLOYEE LISTING

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## FACULTY EMERITI

Dr. A. Wayne Allison	Recreation Management	Dr. Sally Lima	Education
Dr. Charles Arrington	Psychology	Mr. Leonard Long	Recreation Management
Dr. Susan Ashley	PreK-Grade 8/Prof. Studies	Ms. Lois Lynn	Nursing
Dr. Peter Auringer	Health & Physical Education	Dr. Cecilia Maciá	Foreign Language-Spanish
Dr. Allienne Becker	Foreign Language- German	Mr. Lewis Magent	Special Education
Dr. Isadore Becker	English	Dr. Sue Malin	Music
Miss Paula Bell	Computer Info. Science	Dr. Stephen Marvel	Biology
Dr. Bradley Black	Health & Physical Education	Dr. Peter Matthews	Special Education
Dr. Janice Bosworth	Health & Physical Education	Dr. John McGowan	Music
Dr. David Bower	Health Sciences	Dr. H. Faith McNitt	Music
Dr. John Brendel	Psychology	Dr. Kathleen McQuaid	History, Poli Sci, Econ & Geography
Dr. Judy Brink	Anthropology	Mr. Ronald Miller	Performing Arts

Mr. Terry Brink	PreK-Grade 8/Prof. Studies	Dr. James Miller	Education
Mr. Donald Brobst	Earth Sci & Geol & Planetarium Dir	Dr. Samuel Nantogmah	Health & Physical Education
Mr. Charles Bromberg	Speech & Communication	Dr. Rose Ann Neff	Recreation
Mrs. Beatrice Brown	English	Dr. Charles Newcomer	Psychology
Dr. Stephen Bugaj	Special Education	Dr. Gregory Nolan	Educational Foundations
Dr. Jeff Burnham	Political Science	Dr. Donald Oakley	Science
Dr. Florentino Caimi	Music	Dr. Ellen O'Hara	PreK-Grade 8/Prof. Studies
Dr. Douglas Campbell	Communications	Ms. Mary O'Neill	Academic Dev & Counseling
Dr. Blair Carbaugh	Biological Science	Mr. Richard Parker	English
Dr. Carl Carnein	Chemistry/Physics/Geoscience	Dr. Arunkant Patel	Computer Science
Dr. Esther Jane Carrier	Library	Mrs. Carolyn Perry	English
Dr. Richard Carroll	Economics	Dr. Peter Podol	Foreign Language - Spanish
Mrs. Shirley Chang	Library	Dr. Carol Pollard	English
Mr. Tien Lu "Bob" Chu	Library	Mr. John Potter	Comp Sci, Mgmt Sci & Accounting
Dr. Gerald Cierpilowski	Elementary & Secondary Education	Dr. Joseph Priddy	Education
Dr. Edward Clawson	Education	Mr. Rudy Radocaj	Computing Center
Dr. Robert Coltrane	English	Ms. Carol Rehn	Mathematics
Dr. Howard Congdon	Philosophy	Mr. Gary Renzelman	Music
Mr. Dale Cooper	Physical Science	Mrs. Mary Renzelman	Music
Dr. Kenneth M. Cox	Health & Physical Education	Mr. Bruce Robertson	Bus Admin, Comp Sci & Info Tech
Dr. Alan Crosby	Chemistry	Dr. Mary Rose-Colley	Health Sciences
Dr. James Dayananda	English	Ms. Mary Ann Rudella	Nursing
Ms. Mary Sue Diehl	Nursing	Mr. Carl Rumbalski	Art
Mr. James Dolan	Health Science	Dr. Cathy Rush	Pre-K/Grade 8 Prof. Studies
Dr. Lisa Donahue	PreK-Grade 8/Prof. Studies	Dr. Steven Rush	Pre-K/Grade 8 Prof. Studies
Mr. Bernard Dornisch	Math	Mr. John "Jack" Schmidt, Jr.	Visual & Performing Arts
Dr. May Dyer	Art	Dr. Paul Schwalbe	Biological Science
Dr. Charles Eberle	Health & Physical Education	Mr. Mark Seeber	Mathematics
Ms. Judith Elliott	Recreation Management	Dr. Wade Seibert	Social Work
Dr. Chick Empfield	Education	Dr. Kenneth Settlemyer	Biological Science
Mrs. Elaine Filsinger	Library	Dr. Robert Seyfarth	Bus Admin, Comp Sci & Info Tech
Mr. Jack Fisher	Health Science	Dr. Blanche Shamma	Speech & Theatre
Mr. Ted Forbes	Psychology	Mr. Leonard Shepard	Elementary Education
Dr. Donald Fostvedt	Education	Dr. Daniel Showan	History
Ms. Nancy Berry Galgoci	Accounting	Mr. Terry Shultz	Health Science
Dr. Mohinder Gill	Art	Dr. Donald Simanek	Physics
Mr. John Gordon	Performing Arts	Dr. William Smith-Hinds	Sociology
Dr. Arthur Gray	Chemistry	Mr. Leroy Straley	Education
Dr. Donald Green	Geography	Dr. James Strayer	Mathematics
Mr. Harold Hacker	Health & Physical Education & Rec	Ms. Maria Sweet	Academic Dev & Counseling
Dr. Karen Harvey	History, Poli Science & Economics	Dr. Lucille Tabler	Social Work
Dr. Charles Hayes	Foreign Language- German	Dr. Kenneth Thompson	Biological Sciences
Mr. Karl Herrmann	Health Sciences	Mr. Tu Hsun Tsai	Sociology
Dr. Patrizia Hoffman	Communications	Dr. Dora Vandine	Health & Phys Educ & Recreation
Dr. Arden W. Holland	Education	Mr. Dean Wagner	Mathematics
Dr. Zakir Hossain	Sociology & Anthropology	Dr. Patrick Wardell	Social Work
Dr. Glenn Hosterman	Music	Dr. David Warner	Performing Arts
Dr. John Irwin	Philosophy	Mr. John Weigel	English
Dr. Charles Jenkins	English	Mr. Robert Weller	Health & Phys Educ & Recreation
Dr. Edward Jensen	Master of Education	Ms. Nina Williams	Elementary & Secondary Education
Mr. Donald Keener	Health & Physical Education & Rec	Dr. Douglas Wion	History, Poli Sci, Econ & Geography
Mr. Charles Kent	History/ University Archivist	Dr. Nan Wood	Health & Physical Education
Dr. Carole Kidder	Education	Mr. James A. Woodward	Mathematics
Dr. Clay Kleckley	Academic Dev & Counseling	Mr. Bruce Wooley	Business & Computer Science
Dr. James Knauer	Political Science	Dr. Judith Yoho	Education
Dr. Richard G. Kohlan	Psychology	Dr. Tim Yoho	Biological Science
Mr. John Leffert	Physician Assistant	Dr. John Zaharis	Biological Sci & VP Academic Affairs
Mr. Ralph Lehman	Education	Mr. George Zakem	Computer Center
Ms. Carol Liddick	Special Education		

## GENERAL EDUCATION, BACHELOR OF ARTS, AND UNIVERSITY REQUIREMENTS

### General Education – Bachelors Degree

INTELLECTUAL FOUNDATION		
• Written Communication		3.0 sh
• Oral Communication		3.0 sh
• Mathematical and Computational Thinking		3.0 sh
KNOWLEDGE AND INQUIRY		
• Natural Sciences Inquiry (at least one course with lab)		6.0 sh
• Historical, Behavioral, and Social Sciences Inquiry		6.0 sh
• Philosophical, Literary, and Aesthetic Inquiry ○ One course must come from Visual or Performing Arts and one from Philosophy or Literature		9.0 sh
PERSONAL AND SOCIAL RESPONSIBILITY		
• Global Awareness and Citizenship ○ One Course must fulfill historical foundation component of the competency		9.0 sh
• Wellness		3.0 sh
TOTAL CREDITS		42.0 sh
OVERLAYS		
• 2 Writing Emphasis courses (beyond ENGL100)		
• 2 Critical Thinking courses		
• 2 Experiential Learning Units (each unit equals 14 hours)		
<p><b>Note:</b> A single course may be used to satisfy only one GE course requirement in “Knowledge and Inquiry” and “Global Awareness and Citizenship” (e.g., The English Department could submit ENGL220 World Literature to count <i>either</i> for the “Knowledge and Inquiry” category <i>or</i> the “Global Awareness and Citizenship,” category but not both. A single course may, however, be used to satisfy a course and an overlay requirement (e.g., The Mathematics Department could submit MATH107: Basic Statistics for Intellectual Foundations and a Critical Thinking overlay).</p>		

### General Education – Associate of Arts Degree

INTELLECTUAL FOUNDATION		
• Written Communication		3.0 sh
• Oral Communication		3.0 sh
• Mathematical and Computational Thinking		3.0 sh
KNOWLEDGE AND INQUIRY		
• Natural Sciences Inquiry (with lab)		3.0 sh
• Historical, Behavioral, and Social Sciences Inquiry		6.0 sh
• Philosophical, Literary, and Aesthetic Inquiry		3.0 sh
PERSONAL AND SOCIAL RESPONSIBILITY		
• Global Awareness and Citizenship ○ One Course must fulfill historical foundation component of the competency		6.0 sh
• Wellness		3.0 sh
TOTAL CREDITS		30.0 sh
OVERLAY		
• 1 Critical Thinking course		

### General Education – Associate of Science Degree

INTELLECTUAL FOUNDATION	
• Written Communication	3.0 sh
• Oral Communication	3.0 sh
• Mathematical and Computational Thinking	3.0 sh
KNOWLEDGE AND INQUIRY	
• Natural Sciences Inquiry (with lab)	3.0 sh
• Historical, Behavioral, and Social Sciences Inquiry	3.0 sh
• Philosophical, Literary, and Aesthetic Inquiry	3.0 sh
PERSONAL AND SOCIAL RESPONSIBILITY	
• Global Awareness and Citizenship	3.0 sh
• Wellness	3.0 sh
TOTAL CREDITS	24.0 sh
OVERLAY	
• 2 Critical Thinking courses	

### General Education – Associate of Applied Science and Associate of Science in Nursing Degrees

INTELLECTUAL FOUNDATION	
• Written Communication	3.0 sh
• Oral Communication	3.0 sh
• Mathematical and Computational Thinking	3.0 sh
KNOWLEDGE AND INQUIRY	
• Natural Sciences Inquiry (with lab)	3.0 sh
• Historical, Behavioral, and Social Sciences Inquiry	3.0 sh
• Philosophical, Literary, and Aesthetic Inquiry	3.0 sh
PERSONAL AND SOCIAL RESPONSIBILITY	
• Global Awareness and Citizenship	3.0 sh
TOTAL CREDITS	21.0 sh
OVERLAY	
• 1 Critical Thinking course	

### Bachelor of Arts Degree Requirements

In addition to the 42.0 semester hours of general education coursework, Bachelor of Arts degree candidates must meet the following requirements.

SEMINARS	9.0 sh
• Two of the three seminars must be in two different areas	
FOREIGN LANGUAGE	3.0 sh to 12.0 sh
• Proficiency at level four of a foreign language ( <i>a student who has experience in a language may not need to complete all four levels</i> )	

## **University Requirement**

### FIRST YEAR STUDENT SEMINAR

Each discipline will offer either a discipline oriented First Year Student Seminar course (typically XXXX119) with the following objectives or have the objectives included in an existing required course within the department.

#### Objectives of the First Year Student Seminar

- a. Identify student support resources and services on campus
- b. Define short and long-term academic and professional goals as they relate to an academic discipline
- c. Identify learning strategies and demonstrate effective study skills and time management
- d. Demonstrate active engagement with faculty and service or civic opportunities within the context of the university community

The First Year Seminar Course shall be a requirement of all new students. Department Chairs shall be given the option to waive this requirement for specific students including transfer students, students returning to the university, etc. In the event that the course is waived, the 1 sh associated with this course shall be placed into the student's Elective Category for the major.

## **REQUIREMENTS FOR MAJORS**

<http://www.lockhaven.edu/academics/programs.html>

**Start on next page**

## Accounting – Bachelor of Science

For students entering Fall 2016

GENERAL EDUCATION REQUIREMENTS (42 sh)		MAJOR CORE -- REQUIRED FOR ALL		(36)
<b>INTELLECTUAL FOUNDATION</b>		9 sh	<i>Note: A minimum GPA of 2.0 is required in the major</i>	
<b>Written Communication</b>	3 sh	<b>Recommended before Junior Year</b>	<b>24 sh</b>	
ENGL100: Composition		MANG105: Introduction to Business	3 sh	
WC Competency 1: ENGL345		<i>Upper-level transfer students may substitute a major elective</i>		
WC Competency 2: MANG475		<i>Meets FYS requirement</i>		
<b>Oral Communication</b>	3 sh	ACCT110: Financial Accounting	3 sh	
<b>Mathematical and Computational Thinking</b>	3 sh	ACCT115: Management Accounting #	3 sh	
MATH107: Basic Statistics I		<i>Prerequisite: ACCT110</i>		
<b>Critical Thinking</b>		COMP150: Introduction to Computers	3 sh	
CT Competency 1: PHIL425		ECON103: Principles of Microeconomics	3 sh	
CT Competency 2: MANG475		MRKT200: Introduction to Marketing	3 sh	
<b>KNOWLEDGE &amp; INQUIRY</b>	<b>21 sh</b>	COMP250: Advanced Microcomputer Apps #	3 sh	
<b>Natural Science Inquiry (at least 1 lab science)</b>	6 sh	<i>Prerequisite: COMP150, &amp; grade "C" or better in MATH107</i>		
		MATH180: Math for Management# OR MATH141: Calculus 1	3 sh	
<b>Historical, Behavioral, and Social Science Inquiry</b>	6 sh	<i>Prerequisites: MATH107. Also MATH 112 or placement score of 9+ in Categories 1-3</i>		
ECON102: Principles of Macroeconomics				
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	9 sh			
(at least 1 Visual or Performing Arts )		<b>Recommended for Juniors &amp; Seniors</b>	<b>9 sh</b>	
PHIL102: Ethics (or PHIL425 as GAC)		MANG315: Management: Concepts & Strategies #	3 sh	
		<i>Prerequisite: 45 semester hours when course begins</i>		
		MANG325: Financial Management #	3 sh	
<b>PERSONAL &amp; SOCIAL RESPONSIBILITY</b>	<b>12 sh</b>	<i>Prerequisite: ECON102, ECON103, &amp; ACCT110</i>		
<b>Global Awareness &amp; Citizenship (at least 1 GAC-H)</b>	9 sh	MANG302: Business Law I #	3 sh	
ENGL345: Business Writing #				
HIST101/HIST102: World History I or II		<b>For Seniors Only</b>	<b>3 sh</b>	
<b>Wellness</b>	3 sh	MANG475: Capstone/Strategic Mgmt #	3 sh	
		<i>Prerequisites: MANG325</i>		
<b>Experiential Learning</b>		<i>Must have 75 sh to register and 90 when course begins.</i>		
EL Competency 1 (1 unit)				
EL Competency 2 (1 unit)		<b>ACCOUNTING REQUIREMENTS</b>	<b>(18 sh)</b>	
OR Internship (1 credit = 2 units)		ACCT210: Intro. To Federal Income Tax #	3 sh	
<b>ELECTIVES (Internships strongly advised!)</b>	<b>(18 sh)</b>	ACCT215: Acct. Info. Systems #	3 sh	
<i>Electives can be used for internships, study abroad, or other student interests.</i>		ACCT300: Cost Accounting #	3 sh	
		ACCT335: Intermediate Accounting I #	3 sh	
		ACCT340: Intermediate Accounting II #	3 sh	
<b>WARNING: MATH COURSES MAY BE REQUIRED</b>		ACCT420: Auditing #	3 sh	
<u>IF math placement score is BELOW 9 in:</u>				
Cat. 1, MATH 009 is required as a 0 credit course		<b>ACCOUNTING ELECTIVES</b>	<b>(6 sh)</b>	
Cat. 2, MATH100 is required as a gen ed elective		#		
Cat. 3, MATH112 is required as a gen ed elective		#		
		Accounting electives include 300-level or higher ACCT courses, COMP160, COMP255, COMP260, COMP305, ECON340, MANG220, MANG326, MANG303, MANG305, MANG430. Internships (ACCT369) can count for up to 3 credits in the major.		
		# Designates advanced coursework		



## Applied Computer Science and Information Systems – Bachelor of Science

For Students entering LHU Fall 2014

<b>GENERAL EDUCATION REQUIREMENTS</b>	<b>42 sh</b>
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<b>INTELLECTUAL FOUNDATION</b>	<b>9 sh</b>	<b>Taken</b>	<b>Grade</b>
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<b>Written Communication</b>	3 sh		
ENGL100			

WC Competency 1: COMP220  
WC Competency 2: COMP304 or COMP405

<b>Oral Communication</b>	3 sh		
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<b>Mathematical and Computational Thinking</b>	3 sh		
MATH107 #			
(Prerequisite: MATH100 or score of 9+ in Cat. 1 & 2)			

<b>Critical Thinking</b>			
CT Competency 1: COMP160 CT Competency 2: COMP220			

<b>KNOWLEDGE &amp; INQUIRY</b>	<b>21 sh</b>
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<b>Natural Science Inquiry (at least 1 lab science)</b>	6 sh		
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<b>Historical, Behavioral, and Social Science Inquiry</b>	6 sh		
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<b>Philosophical, Literary, and Aesthetic Inquiry</b>	9 sh		
(at least 1 from Visual or Performing Arts & and 1 from Philosophy or Literature)			

<b>PERSONAL &amp; SOCIAL RESPONSIBILITY</b>	<b>12 sh</b>
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<b>Global Awareness &amp; Citizenship (at least 1 GAC-H)</b>	9 sh		
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<b>Wellness</b>	3 sh		
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<b>Experiential Learning</b>			
EL Competency 2 units OR Internship (1 credit = 2 units)			

<b>ELECTIVES</b>	<b>18 sh</b>
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NOTE: Either ENGL345 or ENGL360 is recommended

<b>NOTE: MATH COURSES MAY BE REQUIRED</b>
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If math placement score is BELOW 9 in:  
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

<b>MAJOR REQUIREMENTS</b>	<b>60 sh</b>
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A GPA of 2.0 or higher is required for graduation, both overall and in the major.

<b>MAJOR CORE</b>	<b>30 sh</b>
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		<b>When</b>	<b>Taken</b>	<b>Grade</b>
<b>RECOMMENDED COMPLETION BEFORE JUNIOR YEAR</b>				

COMP119	Intro to Comp & Prob Solv	3 sh	F	
Transfer Students may substitute a major elective Meets FYS requirement				

COMP150	Introduction to Computers	3 sh	F&S	
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COMP160	Programming I # (CT)	3 sh	F&S	
Prerequisite: Appropriate Math Placement/MATH112				

COMP200	Fundamentals of Networking #	3 sh	S	
Prerequisite: COMP150)				

COMP202	Intro to Systems Admin #	3 sh	F	
Corequisite: COMP160				

COMP205	Web-Based Application Dev. # (CT & WC)	3 sh	S	
Prerequisite: COMP160				

COMP220	Contemp Issues Comp #	3 sh	F	
Prerequisite: COMP150				

COMP255	Database Design #	3 sh	F	
Prerequisite: COMP160 or COMP250				

COMP230	Discrete Struc & Formal Lang #	3 sh	S	
Prerequisite: COMP160 and MATH107				

<b>RECOMMENDED COMPLETION DURING SENIOR YEAR</b>				
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COMP475	Senior Capstone #	3 sh	S	
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<b>MAJOR TRACKS</b>	<b>30 sh</b>
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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.

Note: The # symbol indicates advanced coursework.

**Applied Computer Science and Information Systems Major**

For Students entering LHU Fall 2014

<b>Mobile and Game Application Development Track (30 credits)</b>		<b>Hrs</b>	<b>When</b>	<b>Taken</b>	<b>Grade</b>
COMP161	Programming II # ( <i>Prerequisite: COMP160</i> )	3	F	_____	_____
COMP225	Mobile Device Programming # ( <i>Prerequisite: COMP161</i> )	3	F	_____	_____
COMP240	Game Programming # ( <i>Prerequisite: COMP161</i> )	3	S	_____	_____
COMP300	Data Structures and Algorithms # ( <i>Prerequisite: COMP161</i> )	3	S	_____	_____
COMP302	C/C++ for Systems Programming # ( <i>Prerequisite: COMP161</i> )	3	F	_____	_____
COMP405	Software Engineering# ( <i>WC, Prerequisite: COMP300</i> )	3	F	_____	_____
COMP430	Computer Graphics # ( <i>Prerequisite: COMP302</i> )	3	F	_____	_____
MATH141	Calculus I # ( <i>Prerequisite: Appropriate Math Placement/MATH113</i> )	3	F&S	_____	_____
_____	Major Elective	3		_____	_____
_____	Major Elective	3		_____	_____

**Suggested Major Electives Include:**

COMP315	Network Programming # ( <i>Prerequisite: COMP300</i> )
COMP410	Machine Learning & Robotics # ( <i>Prerequisite: COMP300</i> )
MATH142	Calculus II # ( <i>Prerequisite: MATH141</i> )
MATH211	Linear Methods # ( <i>Prerequisite: MATH141</i> )

<b>Database and Network Administration Track (30 credits)</b>		<b>Hrs</b>	<b>When</b>	<b>Taken</b>	<b>Grade</b>
COMP260	Information Technology Project Management # ( <i>Prerequisite: COMP160 or COMP255</i> )	3	S	_____	_____
COMP304	Data and Computer Communications # ( <i>WC, Prerequisite: COMP200</i> )	3	S	_____	_____
COMP305	Database Application Development # ( <i>Prerequisite: COMP255</i> )	3	S	_____	_____
COMP322	Database Systems Administration # ( <i>Prerequisite: COMP202 and COMP255</i> )	3	S	_____	_____
COMP325	Advanced SQL # ( <i>Prerequisite: COMP255</i> )	3	F	_____	_____
COMP407	Network Systems Administration # ( <i>Prerequisite: COMP200</i> )	3	S	_____	_____
COMP412	Network Security # ( <i>Prerequisite: COMP200</i> )	3	F	_____	_____
MATH180	Math for Management # ( <i>Prerequisite: MATH107 and Appropriate Math Placement/MATH112</i> )	3	F&S	_____	_____
_____	Major Elective	3		_____	_____
_____	Major Elective	3		_____	_____

**Suggested Major Electives Include:**

MANG101	Introduction to Management Information Systems
MANG305	Operations and Productions Management # ( <i>Prerequisite: COMP250 and MATH180</i> )
MANG325	Financial Management # ( <i>Prerequisite: ACCT110 and ECON101</i> )

**Interdisciplinary Computing Track (30 credits)**

Note: The Interdisciplinary Computing track requires the student, with guidance from the advisor, to develop a detailed study plan prior to declaring this track. This plan must be approved by the Departmental Interdisciplinary Committee and two consulting faculty members from a second discipline. It is suggested that courses in the track consist of at least 4 COMP classes and an additional MATH or COMP class.

Please refer to the Interdisciplinary Track approval form for course tracking.

**Major Elective Requirements**

Major electives include courses in other tracks as well as COMP369 (Internship), COMP499 (Independent Study), and any 200, 300 or 400-level COMP course not in the core such as those listed above and COMP402 Algorithm Design and Analysis, COMP415 Structures of Programming Languages, COMP480 Special Topics, etc .

The following courses can also count towards the major elective requirement: ART217, ART308, MANG101, MRKT305, BIOL106, BIOL107, CHEM120, CHEM121, PHYS170, PHYS171, PHYS290, MATH142, MATH205, MATH211, MATH243, MATH244 or any 300 or 400 level MATH course aside from 316, 359, 415, 416, 493, 494.

Classes that satisfy a general education requirement cannot be used as a major elective.

**Art - Bachelor of Art**

Effective: Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
ENGL100: Composition (3 sh)	
WC Competency 1	
WC Competency 2	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh</b>
<b>Critical Thinking</b>	
CT Competency 1	
CT Competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry (1 lab required)</b>	<b>6 sh</b>
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
ART103: Introduction to Art (3 sh)	
Choose Two Additional Courses from PLA	
One must be from Philosophy or Literature	

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
One must be a Historical Foundations course	
<b>Wellness</b>	<b>3 sh</b>
<b>Experiential Learning</b>	
EL Competency 1	
EL Competency 2	
<b>Total Gen Ed Requirements</b>	<b>42 sh</b>

<b>Seminars (two of three required from the following)</b>	<b>6 sh</b>
Humanities (328), Social Sciences (328) Science /Math (328)	
<b>Foreign Language Requirement</b>	<b>12 sh</b>

<b>Electives</b>	<b>18 sh</b>
<b>Total University Requirements</b>	<b>78 sh</b>

<b>Major Area and Cognate Courses</b>	<b>42 sh</b>
VAPA119: First Year Student Seminar	1 sh

<b>Core Requirements</b>	<b>18 sh</b>
ART105: Introduction to 3-D Design	3 sh
ART110: Color and 2-Dimensional Design	3 sh
ART112: Drawing 1	3 sh
#ART210: Materials & Techniques	3 sh
#ART217: Electronic (Digital) Art	3 sh
#ART312: Drawing 2	3 sh

<b>#Art History</b>	<b>6 sh</b>
Select Two Courses from the following:	
ART301: Renaissance & Baroque Art	
ART304: Ancient and Medieval Art	
ART307: Asian Art	
ART401: Modern Art	
ART420: Art Since 1950	
ART430: American Art	

<b>Studio Art</b>	<b>12 sh</b>
Select from the following:	
#ART325: Printmaking	
#ART330: Painting	
#ART335: Sculpture	
#ART318: Digital Photography OR ART350: Photography as Art	
#ART355: Life Studies	
Note: At least 1 of the above courses must be taken as an ART425: Special Problems Studio	
#ART499: Independent Study#	

<b>Art Electives</b>	<b>5 sh</b>

<b>Junior Portfolio</b>	
Students must pass a portfolio review	

<b>Senior Exhibition (final semester)</b>	
<b>Total Required Courses</b>	<b>120 sh</b>

## Art: Graphic/Online Design - Bachelor of Arts

for students entering LHU Fall 2016 or later

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	
WC competency 1	
WC competency 2	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh</b>
<b>Critical Thinking</b>	
CT competency 1	
CT competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
Lab Science (3 sh)	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
ART103: Introduction to Art (3 sh)	
Choose two additional courses from PLA	
One must be from Philosophy or Literature	

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
One must be a Historical Foundations course	
<b>Wellness</b>	<b>3 sh</b>
<b>Experiential Learning (2 units)</b>	
EL Competency 1	
EL Competency 2	

<b>Electives</b>	<b>17 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
VAPA119: First Year Student Seminar	

<b>Major Area and Cognate Courses</b>	<b>42 sh</b>
<b>Core Requirements</b>	<b>18 sh</b>
ART105: Introduction to 3-D	3 sh
ART110: Color and 2-Dimensional Design	3 sh
ART112: Drawing 1	3 sh
#ART217: Digital Art	3 sh
#ART227: History of Graphic Design	3 sh
#ART312: Drawing 2	3 sh
<b>Art History</b>	<b>6 sh</b>
Select Two Courses from the following:	
#ART301: Ancient & Medieval Art	
#ART304: Renaissance & Baroque Art	
#ART307: Asian Art	
#ART401: Modern Art	
#ART420: Art Since 1950	
#ART430: American Art	
<b>Studio Art Courses</b>	<b>12 sh</b>
Select from the following:	
*#ART308: Online Interactive Design	
*#ART34:2 Print Design	
#ART318: Digital Photography OR	
#ART350: Photography as Art	
#ART411: Interactive Animation	
Note: At least 1 of the above courses must be taken as an ART425: Special Problems Studio	
* May repeat select individual 425's up to 9 sh	
#ART499: Independent Study	
<b>##Art Electives</b>	<b>6 sh</b>
<b>Junior Portfolio</b>	
Students must pass a portfolio review	
<b>Senior Exhibition (final semester)</b>	
<b>BA Degree requirements:</b>	<b>up to 18sh</b>
<b>##Arts &amp; Sciences Seminars (2 of 3)</b>	<b>6sh</b>
Humanities 328	
Social Science 328	
Science/Math 328	
<b>###Foreign Language Requirement Level-IV proficiency</b>	<b>up to 12 sh</b>
<b>Total credit hours</b>	<b>120</b>

## Biology - Bachelor of Science

Effective Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>		<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>		SCI119-Freshmen Seminar	
ENGL100: Composition (3 sh)				
WC Competency 1			<b>Major Area and Cognate Courses</b>	<b>60 sh</b>
WC Competency 2				
			<b>Area Requirements</b>	<b>24</b>
<b>Oral Communication</b>	<b>3 sh</b>		CHEM120-Principles of Chemistry I	4
			CHEM121-Principles of Chemistry II	4
			CHEM220-Organic Chemistry I#	4
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>		CHEM221-Organic Chemistry II#	4
Math 141-Calculus I			PHYS130-Physics I	4
			PHYS130-Physics II#	4
<b>Critical Thinking</b>				
CT Competency 1			<b>Core Biology Requirements</b>	<b>12</b>
CT Competency 2			BIOL202-Genetics#	3
			BIOL206-Botany#	3
<b>Knowledge and Inquiry</b>	<b>21 sh</b>		BIOL240-Zoology#	3
<b>Natural Science Inquiry</b>	<b>6 sh</b>		BIOL410-Organismal Physiology#	3
BIOL106-Principles of Biology I				
BIOL107-Principles of Biology II			<b>Other Biology Requirements-take 24 credits of BIOL courses at 200 level or higher#*</b>	
			BIOL__	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>		BIOL__	
			BIOL__	
			BIOL__	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>		BIOL__	
			BIOL__	
			BIOL__	
			BIOL__	
			BIOL__	
			BIOL__	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>			
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>			
<b>Wellness</b>	<b>3 sh</b>			
<b>Experiential Learning</b>				
EL Competency 1				
EL Competency 2				
<b>Electives</b>	<b>17 sh</b>			

\*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.

## Biology: Biomedical Sciences – Bachelor of Science

Effective Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>	<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>	SCI119: Freshmen Seminar	
ENGL100: Composition (3 sh)			
WC Competency 1		<b>Major Area and Cognate Courses</b>	<b>60 sh</b>
WC Competency 2		<b>Cognates</b>	<b>36 sh</b>
		CHEM120: Principles of Chemistry I	4
<b>Oral Communication</b>	<b>3 sh</b>	CHEM121: Principles of Chemistry II#	4
		CHEM220: Organic Chemistry I#	4
		CHEM221: Organic Chemistry II#	4
<b>Mathematical and Computational Thinking</b>	<b>3 sh</b>	CHEM410: Biochemistry I#	4
MATH141: Calculus I #		PHYS130: Physics I	4
		PHYS131: Physics II#	4
<b>Critical Thinking</b>		HLTH115: Human Anatomy & Physiology I	4
CT Competency 1		HLTH120: Human Anatomy & Physiology II#	4
CT Competency 2			

		<b>Biology Requirements</b>	<b>24 sh</b>
<b>Knowledge and Inquiry</b>	<b>21 sh</b>	<b>Required courses</b>	<b>(17 sh)</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>	BIOL202: Genetics#	3
BIOL106: Principles of Biology I		BIOL310: Immunology#	3
BIOL107: Principles of Biology II		BIOL330: Cell & Molecular Biology#	4
		BIOL340: Microbiology #	4
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>	BIOL410: Organismal Physiology#	3
PSYC100: recommended			
SOCI101: recommended		<b>Biology Electives</b>	<b>(7 sh)</b>
		<b>(Choose 7 credits from the following*)</b>	
		BIOL206: Botany#	3
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>	BIOL302: Developmental Biology#	3
PHIL102: recommended		BIOL303: Vertebrate Endocrinology#	2
		BIOL315: Comparative Vertebrate Anatomy#	3
		BIOL317: Mycology#	3

<b>Personal and Social Responsibility</b>	<b>12 sh</b>	BIOL323: Bioinformatics and Genomics#	3
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>	BIOL345: Advanced DNA Methods#	3
		BIOL425: Environmental Toxicology#	3
		BIOL440: Environmental Microbiology#	3
		BIOL450: Senior Seminar#	1
		BIOL369: Internship#	variable
		BIOL499: Independent Study#	variable
<b>Wellness</b>	<b>3 sh</b>		
HLTH105: recommended			
<b>Experiential Learning</b>		*Other Biology courses, including Chincoteague Bay Field Station Biology Courses, could be substituted on a case by case basis, as approved by the advisor. # denotes advanced course work	
EL Competency 1			
EL Competency 2			
<b>Electives</b>	<b>17 sh</b>		

## Biology: Cellular and Organismal Biology - Bachelor of Science

Effective Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>		<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>		SCI119-Freshmen Seminar	
ENGL100: Composition (3 sh)				
WC Competency 1			<b>Major Area and Cognate Courses</b>	<b>60 sh</b>
WC Competency 2				
			<b>Area Requirements</b>	<b>28</b>
<b>Oral Communication</b>	<b>3 sh</b>		CHEM120-Principles of Chemistry I	4
			CHEM121-Principles of Chemistry II	4
			CHEM220-Organic Chemistry I#	4
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>		CHEM221-Organic Chemistry II#	4
Math 141-Calculus I			CHEM410-Biochemistry I#	4
			PHYS130-Physics I	4
<b>Critical Thinking</b>			PHYS130-Physics II	4
CT Competency 1				
CT Competency 2			<b>Core Biology Requirements</b>	<b>12</b>
			BIOL202-Genetics#	3
<b>Knowledge and Inquiry</b>	<b>21 sh</b>		BIOL206-Botany#	3
<b>Natural Science Inquiry</b>	<b>6 sh</b>		BIOL240-Zoology#	3
BIOL106-Principles of Biology I			BIOL410-Organismal Physiology#	3
BIOL107-Principles of Biology II				
			<b>Other Biology Requirements</b>	<b>20</b>
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>			
			<i>Students must take</i>	
			BIOL330-Cell & Molecular Biology#	4
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>		BIOL340-Microbiology #	4
			<i>Choose 12 credits from courses listed below*</i>	
			BIOL302 Developmental Biology#	3
<b>Personal and Social Responsibility</b>	<b>12 sh</b>		BIOL303-Vertebrate Endocrinology#	2
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>		BIOL310-Immunology#	2
			BIOL315-Comparative Vertebrate Anatomy#	3
			BIOL317 Mycology#	3
			BIOL323-Bioinformatics and Genomics#	3
<b>Wellness</b>	<b>3 sh</b>		BIOL345-Advanced DNA Methods#	3
			BIOL425 Environmental Toxicology#	3
<b>Experiential Learning</b>			BIOL440-Environmental Microbiology#	3
EL Competency 1			BIOL450-Senior Seminar#	1
EL Competency 2			*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.	

<b>Electives</b>	<b>17 sh</b>	

## Biology: Ecology and Environmental - Bachelor of Science

Effective Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>		<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>		SCI119-Freshmen Seminar	
ENGL100: Composition (3 sh)				
WC Competency 1			<b>Major Area and Cognate Courses</b>	<b>60 sh</b>
WC Competency 2				
			<b>Area Requirements</b>	<b>23</b>
<b>Oral Communication</b>	<b>3 sh</b>		CHEM120-Principles of Chemistry I	4
			CHEM121-Principles of Chemistry II	4
			CHEM205-Intro to Organic Chemistry#	4
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>		GEOS130-Principles of Geology I	3
Math 141-Calculus I			PHYS130-Physics I	4
			PHYS130-Physics II#	4
<b>Critical Thinking</b>				
CT Competency 1			<b>Core Biology Requirements</b>	<b>12</b>
CT Competency 2			BIOL202-Genetics#	3
			BIOL206-Botany#	3
			BIOL240-Zoology#	3
<b>Knowledge and Inquiry</b>	<b>21 sh</b>		BIOL410-Organismal Physiology#	3
<b>Natural Science Inquiry</b>	<b>6 sh</b>			
BIOL106-Principles of Biology I			<b>Other Biology Requirements</b>	<b>25</b>
BIOL107-Principles of Biology II				
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>		<i>Students must take</i>	
			BIOL309-Ecology#	3
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>		<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
<b>Personal and Social Responsibility</b>	<b>12 sh</b>		BIOL409-Ornithology#	3
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>		BIOL411-Aquatic Biology#	3
			BIOL413-Entomology#	3
			BIOL415-Environmental Policy and Regulations#	3
			BIO425-Environmental Toxicology#	3
<b>Wellness</b>	<b>3 sh</b>		BIOL450- Senior Seminar#	1
<b>Experiential Learning</b>				
EL Competency 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.	
EL Competency 2				
<b>Electives</b>	<b>17 sh</b>			





## **Business Administration – Associate of Science**

For Students Entering Fall 2016

<b>GENERAL EDUCATION REQUIREMENTS</b>	<b>27 sh</b>	<b>MAJOR REQUIREMENTS</b>	<b>36 sh</b>
<b>INTELLECTUAL FOUNDATION</b>	<b>9 sh</b>	<b>CORE REQUIREMENTS</b>	<b>24 sh</b>
<b>Written Communication</b>	3 sh	MANG105: Introduction to Business	
ENGL100		<i>Upper-level transfer students may substitute major elective</i>	
		<i>Meets FYS requirement</i>	
<b>Oral Communication</b>	3 sh	ACCT110: Financial Accounting	
		ACCT115: Management Accounting	
<b>Mathematical and Computational Thinking</b>	3 sh	<i>Prerequisite: ACCT110</i>	
MATH107		COMP150: Introduction to Computers	
<b>Critical Thinking</b>		COMP250: Advanced Microcomputer Apps	
CT Competency 1: PHIL102		<i>Prerequisite: COMP150, &amp; grade "C" or better in MATH107</i>	
CT Competency 2:		ENGL345: Business Writing	
		MANG315: Management: Concepts & Strategies	
<b>KNOWLEDGE &amp; INQUIRY</b>	<b>9 sh</b>	<i>Prerequisite: 45 semester hours</i>	
<b>Natural Science Inquiry (with lab)</b>	3 sh	MRKT200: Introduction to Marketing	
<b>Historical, Behavioral, &amp; Social Science Inquiry</b>	3 sh	<b>MANAGEMENT TRACK</b>	<b>12 sh</b>
ECON102 or ECON103		PSYC235: Interpersonal & Leadership Skills	
<b>Philosophical, Literary, &amp; Aesthetic Inquiry</b>	3 sh	MANG317: Entrepreneurship	
PHIL102		<i>Prerequisite: MANG315 &amp; MRKT200</i>	
		MANG320: Human Resources Management	
<b>PERSONAL &amp; SOCIAL RESPONSIBILITY</b>	<b>6 sh</b>	<i>Prerequisite: MANG315</i>	
<b>Global Awareness and Citizenship</b>	3 sh	MAJOR ELECTIVE: _____	
<b>Wellness</b>	3 sh	<b>MANAGEMENT INFORMATION SYST TRACK</b>	<b>12 sh</b>
		MANG101: Intro to Management Info Systems	
		COMP200: Fundamentals of Networking	
<b>ELECTIVES</b>	<b>3 sh</b>	COMP220: Contemp. Issues in Computing	
		COMP255: Database Design	
		<i>Prerequisite: COMP250</i>	
<b>WARNING: MATH COURSES MAY BE REQUIRED</b>			
<u>IF math placement score is BELOW 9 in:</u>		<b>MAJOR ELECTIVES</b>	
		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.	
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			

## Business Administration – Bachelor of Science

For Students Entering Fall 2016

GENERAL EDUCATION REQUIREMENTS (42 sh)	(42 sh)	MAJOR CORE -- REQUIRED FOR ALL	(42 sh)
<b>INTELLECTUAL FOUNDATION</b>	<b>9 sh</b>	<i>Note: A minimum GPA of 2.0 is required in the major</i>	
<b>Written Communication</b>	3 sh	<b>Recommended before Junior Year</b>	<b>24 sh</b>
ENGL100: Composition		MANG105: Introduction to Business	3 sh
<i>WC Competency 1: ENGL345</i>		<i>Upper-level transfer students may substitute a major elective</i>	
<i>WC Competency 2: MANG475</i>		<i>Meets FYS requirement</i>	
<b>Oral Communication</b>	3 sh	COMP150: Introduction to Computers	3 sh
<b>Mathematical and Computational Thinking</b>	3 sh	ACCT110: Financial Accounting	3 sh
MATH107: Basic Statistics I		ACCT115: Management Accounting #	3 sh
<b>Critical Thinking</b>		<i>Prerequisite: ACCT110</i>	
<i>CT Competency 1: PHIL102/425</i>		ECON103: Principles of Microeconomics	3 sh
<i>CT Competency 2: MANG475</i>		MRKT200: Introduction to Marketing	3 sh
<b>KNOWLEDGE &amp; INQUIRY</b>	<b>21 sh</b>	COMP250: Advanced Microcomputer Apps #	3 sh
<b>Natural Science Inquiry (at least 1 lab science)</b>	6 sh	<i>Prerequisite: COMP150, &amp; grade "C" or better in MATH107</i>	
<b>Historical, Behavioral, and Social Science Inquiry</b>	6 sh	MATH180: Math for Management #	
ECON102: Principles of Macroeconomics		OR MATH141 Calculus 1	3 sh
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	9 sh	<i>Prerequisites for both: MATH107. Also MATH 112 or</i>	
<i>(at least 1 Visual or Performing Arts )</i>		<i>placement score of 9+ in Categories 1-3</i>	
PHIL102 (or PHIL425): Ethics		<b>Recommended for Juniors &amp; Seniors</b>	<b>15 sh</b>
<b>PERSONAL &amp; SOCIAL RESPONSIBILITY</b>	<b>12 sh</b>	MANG315: Management: Concepts & Strategies #	3 sh
<b>Global Awareness &amp; Citizenship (at least 1 GAC-H)</b>	9 sh	<i>Prerequisite: 45 semester hours when course begins</i>	
ENGL345: Business Writing #		ECON340: Money and Banking #	3 sh
HIST101/HIST102: World History I or II		<i>Prerequisite: ECON102</i>	
<b>Wellness</b>	3 sh	MANG325: Financial Management #	3 sh
<b>Experiential Learning</b>		<i>Prerequisite: ECON102, ECON103 &amp; ACCT110</i>	
EL Competency 1 (1 unit)		MANG302: Business Law I #	3 sh
EL Competency 2 (1 unit)		<i>Prerequisite: 60 semester hours</i>	
OR Internship (1 credit = 2 units)		MANG305: Operations/Production Mgmt #	3 sh
<b>ELECTIVES (Internships strongly advised!)</b>	<b>(18 sh)</b>	<i>Prerequisites: MATH180 &amp; COMP250</i>	
		<b>For Seniors Only</b>	<b>3 sh</b>
		MANG475: Capstone/Strategic Mgmt #	3 sh
		<i>Prerequisites: MANG325</i>	
		<i>Must have 75 sh to register and 90 when course begins.</i>	
		<b>MAJOR ELECTIVES (None for MIS, 3 sh for other concentrations)</b>	
		#	3 sh

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

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.*

# Designates advanced coursework

### WARNING: MATH COURSES MAY BE REQUIRED

IF math placement score is BELOW 9 in:

- 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

**ECONOMICS AND FINANCE (15) #****REQUIRED CORE:**

ECON310	Intermediate Macroeconomics	3 sh
	<i>Prerequisites: ECON101 or ECON102</i>	
ECON315	Intermediate Microeconomics	3 sh
	<i>Prerequisites: ECON101 or ECON103</i>	
MANG430	International Financial Management	3 sh
	<i>Prerequisites: MANG325</i>	

**CONCENTRATION ELECTIVES (Select 2):**

MANG326	Fundamentals of Investment Mgmt	3 sh
MANG360	Small Business Finance ( <i>Prerequisite: MANG325</i> )	3 sh
MANG480	Topics in Business (Finance)	3 sh
ECON301	Economics of the Environment	3 sh
ECON328	Social Seminar	3 sh
ECON330	Economic Development	3 sh
ECON350	Comparative Economic Systems	3 sh
ECON355	International Trade and Finance	3 sh
ECON360	Current Economic Problems	3 sh
ECON410	Econometrics	3 sh

**ENTREPRENEURSHIP & INNOVATION (15) #****REQUIRED CORE:**

MANG317	Entrepreneurship	3 sh
	<i>Prerequisites: MANG315 &amp; either MRKT200 or RECR330</i>	
MANG350	Small Business Management	3 sh
	<i>Prerequisite: MANG317</i>	
MRKT310	Entrepreneurial & Small Biz Marketing	3 sh
	<i>Prerequisite: MRKT200</i>	

**CONCENTRATION ELECTIVES (Select 2):**

MANG320	Human Resource Management	3 sh
MANG345	Strategic Sustainability	3 sh
MANG355	Social Entrepreneurship	3 sh
MANG360	Small Business Finance ( <i>Prerequisite: MANG325</i> )	3 sh
MANG425	International Business	3 sh
MRKT305	Internet Marketing & eCommerce	3 sh
MRKT410	Marketing Research	3 sh
MRKT405	Behavioral Pricing	3 sh
MANG480	Topics in Business (Entrepreneurship)	3 sh

**INTERNATIONAL BUSINESS (15) #****REQUIRED CORE:**

ECON355	International Trade & Finance	3 sh
MANG425	International Business	3 sh
MANG430	International Financial Management	3 sh
	<i>Students in Int'l. Business are strongly encouraged to study at least 1 semester abroad and to become proficient in another language.</i>	

**CONCENTRATION ELECTIVES (Select 2):**

ECON330	Economic Development	3 sh
GEOG440	Economic Geography	3 sh
HIST390	Contemporary World Problems	3 sh
POLI315	Politics in Developing Nations	3 sh
POLI322	International Political Economy	3 sh
POLI350	International Relations	3 sh
MANG480	Topics in Business (International)	3 sh

**MANAGEMENT (15) #****REQUIRED CORE:**

MANG320	Human Resource Management	3 sh
	<i>Prerequisite: MANG315</i>	
MANG425	International Business	3 sh
	<i>Prerequisites: MANG315 &amp; MANG325</i>	
MANG400	Business, Society & Govt.	3 sh
	<i>Prerequisites: MANG315 &amp; either PHIL102 or PHIL425</i>	

**CONCENTRATION ELECTIVES (Select 2):**

MANG317	Entrepreneurship	3 sh
MANG350	Small Business Management	3 sh
MANG3XX	Organizational Behavior	3 sh
MANG480	Topics in Business (Management)	3 sh
POLI260	Intro to Public Administration	3 sh
POLI325	Labor Management Relations	3 sh
POLI330	Public Policy	3 sh
PSYC235	Interpersonal & Leadership Skills ( <i>EL</i> )	3 sh

**(M.I.S.) MANAGEMENT INFORMATION SYSTEMS (18) # [All six courses listed below are required.]**

COMP200	Fund. of Networking	3 sh
COMP220	Con. Issues in Computing	3 sh
COMP255	Database Design ( <i>Prerequisite: COMP250</i> )	3 sh

COMP260	Info Tech. Project Mgmt.	3 sh
COMP305	Database Application Development	3 sh
MANG101	Intro to Management Info Systems	3 sh

**MARKETING (15) #****REQUIRED CORE:**

	<i>Prerequisite for all 3 required courses is MRKT200</i>	
MRKT300	Consumer Behavior	3 sh
MRKT305	Internet Marketing	3 sh
MRKT410	Marketing Research	3 sh
	<i>Prerequisite for MRKT410 is also MATH107</i>	

**CONCENTRATION ELECTIVES (Select 2):**

MRKT310	Entrepreneurial & Small Bus. Mktg.	3 sh
MRKT405	Behavioral Pricing	3 sh
MRKT480	Topics in Marketing	3 sh
MANG317	Entrepreneurship	3 sh
COMM292	Principles of Advertising	3 sh
COMP255	Database Design ( <i>Prerequisite: Min grade "C" MATH 107</i> )	3 sh
MUSI308	Music Marketing	3 sh
SPRT233	Sport Sales, Sponsorship & Fundraising	3 sh



**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

## Chemistry: Biochemistry – Bachelor of Science

Effective Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	3
WC Competency 1	
WC Competency 2	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh</b>
MATH141: Calculus I	3
<b>Critical Thinking</b>	
CT Competency 1	
CT Competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Sciences Inquiry</b>	<b>6 sh</b>
BIOL106: Principles of Biology I	3
BIOL107: Principles of Biology II	3
<b>Historical, Behavioral, and Social Sciences Inquiry</b>	<b>6 sh</b>
PSYC100 recommended	3
SOCI101 recommended	3
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
PHIL102 recommended	3

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
<b>Wellness</b>	<b>3 sh</b>
<b>Experiential Learning</b>	
EL Competency 1	

<b>Electives</b>	<b>17 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
SCI119: Freshmen Seminar	1

<b>Major Area and Cognate Courses</b>	<b>60 sh</b>
<b>Cognates</b>	<b>14 sh</b>
PHYS130: Physics 1 OR PHYS170: Intermediate General Physics 1	4
#PHYS131: Physics 2 OR #PHYS171 Intermediate General Physics 2	4
#MATH142: Calculus II	3
BIOL202: Genetics	3
<b>Area requirements</b>	
<b>Chemistry requirements</b>	<b>36 sh</b>
CHEM120: Principles of Chemistry I	4
CHEM121: Principles of Chemistry II	4
#CHEM220: Organic Chemistry I	4
#CHEM221: Organic Chemistry II	4
#CHEM316: Quantitative Analysis	4
#CHEM317: Instrumental Analysis	4
#CHEM320: Physical Chemistry I	4
#CHEM410: Biochemistry I	4
#CHEM415: Biochemistry II	4
<b>Chemistry electives</b>	<b>7 sh</b>
#Choose from 300-400 level courses in Chemistry*	
* Except CHEM328 and CHEM369	
<b>Biology electives</b>	<b>3 sh</b>
#Choose one of the following	
BIOL302: Developmental Biology	3
BIOL310: Immunology	3
BIOL330: Cell and Molecular Biology	4
BIOL340: Microbiology	4
BIOL410: Organismal Physiology	3
# 45-46 sh of upper division courses	





**Chemistry - Forensic Track  
Suggested Course Sequence**

**Fall Freshman (example)**

ENGL100: Composition (3)  
 SCI119: First Year Student Seminar (1)  
 MATH141: Calculus I (3)  
 CHEM120: Principles of Chemistry I (4)  
 BIOL106: Principles of Biology I (3)

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 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)

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 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)

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 Credit Total: \_\_\_\_\_16
**Spring Sophomore(example)**

CHEM221: Organic Chemistry II (4)  
 PHYS170: Intermediate General Physics I (4)  
 PLA2 (3)  
 Elective (3)

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 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)

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 Credit Total: \_\_\_\_\_15\*
**Spring Junior (example)**

CHEM317: Instrumental Analysis (4)  
 CRJS240: Law Enforcement (3)  
 GAC2 (3)  
 Electives (6)

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 Credit Total: \_\_\_\_\_16
**Fall Senior (example)**

CHEM3xx/4xx: Upper level CHEM elective (3)\*  
 CRJS310: Criminal Investigation (3)  
 Oral Communication (3)  
 GAC3 (3)  
 Electives (3)

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 Credit Total: \_\_\_\_\_15\*
**Spring Senior (example)**

CHEM410: Biochemistry I (4)  
 CRJS360: Criminal Procedure (3)  
 PLA3 (3)  
 Electives (4)

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 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.



**Nanoscience Track**  
**Suggested Course Sequence**

**Fall Freshman (example)**

ENGL100: Composition (3)  
SCI119: First Year Student Seminar (1)  
MATH141: Calculus I (3)  
CHEM120: Principles of Chemistry I (4)  
NANO105: Intro to Nanoscale Science (3)

Credit Total: \_\_\_\_\_14

**Spring Freshman (example)**

MATH142: Calculus II (3)  
CHEM121: Principles of Chemistry II (4)  
PHYS170: Intermediate General Physics I (4)  
HBS1 (Historical, Behavioral, and Social Science) (3)

Credit Total: \_\_\_\_\_14

**Fall Sophomore (example)**

CHEM220: Organic Chemistry I (4)  
CHEM316: Quantitative Analysis (4)  
PHYS171: Intermediate General Physics II (4)  
PLA1 (Philosophy, Literature, Aesthetics) (3)

Credit Total: \_\_\_\_\_15

**Spring Sophomore (example)**

CHEM221: Organic Chemistry II (4)  
NANO210: Nano Tools and Techniques (3)  
GAC1 (Global Awareness and Citizenship) (3)  
PLA2 (3)  
Elective (3)

Credit Total: \_\_\_\_\_16

**Fall Junior (example)**

CHEM301 or Chemistry In-depth (3/4)  
CHEM499 (Nano research) (2)  
NANO306: Characterization of Nano-structures (3)  
  
HBSII (3)  
Wellness (3)

Credit Total: \_\_\_\_\_15\*

**Spring Junior (example)**

CHEM321 Quantum Chemistry or  
Chemistry In-depth (4)  
CHEM499 (Nano research) (2)  
GAC2 (3)  
NANO304: Generation & Modification, of  
Nanostructures (3)  
Electives (3)

Credit Total: \_\_\_\_\_15

**Fall Senior (example)**

CHEM301 or Chemistry In-depth (3/4)  
Oral Communication (3)  
GAC (3)  
Electives (7)

Credit Total: \_\_\_\_\_16\*

**Spring Senior (example)**

CHEM321 Quantum Chemistry or  
Chemistry In-depth (4)  
Chemistry In-depth (4)  
PLA3 (3)  
Electives (4)

Credit Total: \_\_\_\_\_15

\* When the Fall semester of the junior year occurs in an odd year (e.g., 2015) as written. When the Fall semester of the junior year occurs in an even year (e.g., 2016), CHEM301 and Chemistry In-depth switch places and the credit totals become 14 and 17 for the junior and senior Fall semesters respectively. Also, the distribution of free electives allows for considerable flexibility for taking CHEM3--/4-- as they become available and strike the interest of particular students in a given semester in the last two years of study.

## Communication Studies – Bachelor of Arts

### INTELLECTUAL FOUNDATION (9 cr.)

- ENGL100: Composition
- COMM102, COMM103, or COMM104
- Math and Computational

### KNOWLEDGE AND INQUIRY (21 cr.)

#### Natural Science (6 cr.)

- Natural Science w/lab
- Natural Science w/lab or w/o lab

#### Historical, Behavioral, & Soc. Sci. Inquiry (6 cr.)

- Course 1
- Course 2

#### Philosophical, Literary, and Aesthetic Inquiry (9 cr.)

- Visual and Performing Arts
- Philosophy or Literature
- Philosophy, Literature, Performing and Visual Arts

### PERSONAL AND SOCIAL RESPONSIBILITY (12 cr.)

#### Global Awareness and Citizenship (9 cr.)

- GAC-H (e.g. HIST 101 or HIST 102)
- GAC or Lower Level Language
- GAC or Lower Level Language

#### WELLNESS (3 cr.)

- Course 1

### UNIVERSITY AND BA REQUIREMENTS (7 cr.)

- COMM 119 First Year Seminar\*

#### Seminars (2 of 3)

- #328Sem: Humanities, Social Sci., or Natural Sci./Math
- #328Sem: Humanities, Social Sci., or Natural Sci./Math

#### Language (12 cr. or Level 4 proficiency)

- Level 1
- #Level 2
- #Level 3
- #Level 4

### GENERAL EDUCATION ELECTIVES (17 cr.)

- 
- 
- 
- 
- 
- 

#### Competencies – 2 of each

Writing Competency, Critical Thinking, Experiential Learning

**78 Total Credits Gen Ed and Univ. Requirements**

### MAJOR AREA AND COGNATE (42 cr.)

#### Core Courses (required of all tracks) (12 cr.)

- COMM100: Introduction to Communication
- COMM150: Introduction to Mass Communication
- #COMM330: Cultural Studies in Mass Comm
- #COMM400: Communication Capstone Seminar

### COMMUNICATION TRACKS (18 cr.)

#### Journalism

- COMM190: Writing for the Mass Media
- #COMM2XX: Practicums I\*, II\*, and III\*
- #COMM290: Multimedia Journalism
- #COMM393: News Editing
- #COMM493: Online Journalism
- #COMM494: Communication Law and Ethics

#### Electronic Media

- COMM190: Writing for the Mass Media
- #COMM2XX: Practicums I\*, II\*, and III\*
- #COMM295: Radio Journalism
- #COMM310: Television Journalism
- #COMM315: Corporate Video Production **or**
- #COMM317: Radio Workshop **or**
- #COMM370: Digital Video Editing

- #COMM494: Communication Law and Ethics

#### Advertising and Public Relations

- COMM190: Writing for the Mass Media
  - #COMM2XX: Practicums I\*, II\*, and III\*
  - #COMM292: Principles of Advertising
  - #COMM333: Public Relations
  - #COMM495: Public Relations Writing
  - #COMM494: Communication Law and Ethics
- #### Organizational and Presentational Communication
- COMM103: Small Group Communication **or**
  - COMM104: Interpersonal Communication
  - #COMM208: Communication Theory
  - #COMM300: Organizational Communication **or**
  - #COMM320: Business Communication
  - #COMM303: Argumentation and Debate **or**
  - #COMM345: Advanced Public Speaking
  - #COMM360: Communication Analysis **or**
  - #COMM405: Communication and Responsibility
  - #COMM369: Internship

### COMMUNICATION ELECTIVES (12 cr.)

*(at least six credits must be advanced level)*

- 
- 
- 
- 

### 42 Credits Major Requirements

**Criminal Justice – Associate of Arts**

Effective: Fall 2016

<b>General Education Courses</b>	<b>30 sh</b>
<b>Intellectual Foundation 9 sh</b>	
<b>Written Communication 3 sh</b>	<b>3</b>
ENGL100: Composition	
<b>Oral Communication 3 sh</b>	<b>3</b>
<b>Mathematical and Computational Thinking 3 sh</b>	<b>3</b>
<b>Critical Thinking</b> <i>(not counted in 9 credits)</i>	
CT Competency 1	

<b>Knowledge and Inquiry 12 sh</b>	
<b>Natural Science Inquiry (Lab) 3 sh</b>	<b>3</b>
<b>Historical, Behav., &amp; Social Science Inquiry 6 sh</b>	
SOCI101: Introduction to Sociology	3
PSYC100: Intro to Psychological Science	3
<b>Philosophical, Literary, &amp; Aesthetic Inquiry 3 sh</b>	<b>3</b>

<b>Personal and Social Responsibility 9 sh</b>	
<b>Global Awareness and Citizenship 6 sh</b>	
GAC	3
GAC-Historical Foundation course	3
<b>Wellness 3 sh</b>	<b>3</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
CRJS119: Freshmen Seminar	
<b>Major Area and Cognate Courses</b>	<b>30 sh</b>
CRJS102: Introduction to Criminal Justice	3
CRJS240: Law Enforcement	3
CRJS260: Criminal Law	3
CRJS302: Criminology	3
CRJS301: Juvenile Justice	3
CRJS304: Criminal Justice Ethics	3
CRJS305: Corrections	3
<b>Electives toward the major</b>	
Elective	3
Elective	3
Elective	3
*Note – CRJS210: Diversity in Criminal Justice is strongly suggested as one of the electives.	

**AA in Criminal Justice  
Suggested Course Sequence**

**Abbreviations:** PLA (Philosophical, Literary and Aesthetic); HBSS (Historical, Behavioral and Social Sciences); NS (Natural Sciences); GAC (Global Awareness and Citizenship); GAC-H (Global Awareness and Citizenship Historical Foundation); MCT (Mathematical and Computational Thinking); WEL (Wellness)

**Fall Freshman (example)**

ENGL100: Composition  
CRJS102: Introduction to Criminal Justice  
General Education: NS  
SOC1101: Intro to Sociology Gen Ed: HBSS  
MATH Gen Ed: MCT  
CRJS119: Freshmen Seminar

Credit Total: 16

**Spring Freshman (example)**

CRJS240: Law Enforcement  
PSYC100: Intro to Psychology Gen Ed: HBSS  
CRJS302: Criminology  
Elective  
General Education: GAC

Credit Total: 15

**Fall Sophomore (example)**

CRJS260 Criminal Law  
General Education: GAC-H  
General Education: OC  
CRJS305: Corrections  
Elective

Credit Total: 15

**Spring Sophomore (example)**

CRJS301: Juvenile Justice  
CRJS304: Criminal Justice Ethics  
General Education PLA  
Elective  
General Education WEL

Credit Total: 15

**PLEASE NOTE**

- This check sheet of suggested course progression is a guide. Students must meet with their advisors each semester prior to registration for guidance on academic progress and course offerings. This is a hypothetical 4 semester map. It is not expected or likely that any student would take the courses required for the AA in exactly the above listed sequence.
- Graduation in two years requires that students enroll in and pass 15 new credits with the guidance of their academic advisor each semester.
- General education requirements dictate that students must take a MATH course above MATH100 or MATH009 to satisfy those requirements. Some students may be required to take a preparatory Math Course in order to be eligible for a MATH course that satisfies the general education requirement, which could cause them to graduate with more than the required 60 credits for the AA. MATH107 is strongly suggested as the selection.
- General education requirements dictate that students must take ENGL100. Some students may be required to take ENGL090 prior to ENGL100, which could cause them to graduate with more than the required 60 credits for the AA.
- Students select 9 credits (3 courses) of elective choice with guidance from their Academic Advisor. These credits may be taken in any semester and can include criminal justice and non-criminal justice courses. CRJS210: Diversity in Criminal Justice is strongly suggested as one of the electives.

**Criminal Justice - Bachelor of Science**

For all Students enrolled Fall 2015

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	3sh
WC Competency 1 (overlay)	
WC Competency 2 (overlay)	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh</b>
MATH107: Basic Statistics 1	3sh
<b>Critical Thinking (overlay)</b>	
CT Competency 1 (overlay)	
CT Competency 2 (overlay)	

<b>First Year Student Seminar</b>	<b>1 sh</b>
CRJS119: Freshman Seminar	

<b>Major Area and Cognate Courses</b>	<b>60 sh</b>
<b>Required Courses (36 sh)</b>	
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
<b>Electives toward the major (24 sh)</b>	
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

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
Natural Science with Lab	3sh
Natural Science with or without Lab	3sh
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
PSYC100: Introduction to Psychological Science	3sh
SOCI101: Introduction to Sociology	3sh
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
PLA #1 Philosophy/Literature Competency	3sh
PLA #2 Visual Performing Arts Competency	3sh
PLA #3	3sh
<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
GAC #1 Historical Foundation Course	3sh
GAC #2	3sh
GAC #3	3sh
<b>Wellness</b>	<b>3 sh</b>
<b>Experiential Learning (overlay)</b>	
EL Competency 1 (overlay)	
EL Competency 2 (overlay)	
<b>Electives</b>	<b>17 sh</b>
Elective One	3
Elective Two	3
Elective Three	3
Elective Four	3
Elective Five	3
Elective Six	2

42 sh must be # 'advanced coursework'

**B.S. in Criminal Justice**  
**Suggested Course Sequence**

**Fall Freshman (example)**

ENGL100: Composition  
 CRJS119: First Year Student Seminar  
 CRJS102: Introduction to Criminal Justice  
 SOCI101: 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: Conservation Law Enforcement - Bachelor of Science

For all Students enrolled Fall 2015

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition	3sh
WC Competency 1	
WC Competency 2	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh</b>
MATH107: Basic Statistics 1	3sh
<b>Critical Thinking</b>	
CT Competency 1	
CT Competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
Natural Science w/Lab (BIOL102, CHEM101, or CHEM105)	3sh
Natural Science with or without Lab	3sh
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
PSYC100: Introduction to Psychological Science	3sh
SOCI 101: Introduction to Sociology	3sh
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
PLA #1 Philosophy/Literature Competency	3sh
PLA #2 Visual Performing Arts Competency	3sh
PLA #3	3sh
<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
GAC#1: Historical Foundation	3sh
GAC #2	3sh
GAC #3	3sh
<b>Wellness</b>	<b>3 sh</b>
<b>Experiential Learning</b>	
EL Competency 1	
EL Competency 2	
<b>Electives</b>	<b>17 sh</b>
Elective One	3
Elective Two	3
Elective Three	3
Elective Four	3
Elective Five	3
Elective Six	2

<b>First Year Student Seminar</b>	<b>1 sh</b>
CRJS119: Freshman Seminar	

<b>Major Area and Cognate Courses</b>	<b>60 sh</b>
<b>Required Courses (36 sh)</b>	
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
<b>Track in Conservation Law Enforcement (24sh)</b>	
#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'

**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

**Disability and Community Services - Bachelor of Science**

For Students entering LHU Fall 2014

General Education Credit Total		42
<b>Intellectual Foundation</b>	Min. Grade	9 sh
<b>Written Communication</b>		3 sh
ENGL100: Composition (3 sh)	C-	
WC: Assumed by major coursework		
WC: Assumed by major coursework		
<b>Oral Communication</b>		3 sh
COMM103 Recommended	C-	
<b>Mathematical and Computational Thinking</b>		3 sh.
<b>Critical Thinking</b>		
CT : Assumed by major coursework		
CT: Assumed by major coursework		

<b>Knowledge and Inquiry</b>		21 sh
<b>Natural Science Inquiry</b>		6 sh
<b>Historical, Beh., and Social Science Inquiry</b>		6 sh
<b>Philosophical, Literary, and Aesthetic Inquiry</b>		9 sh

<b>Personal and Social Responsibility</b>		12 sh
<b>Global Awareness and Citizenship</b>		9 sh
SPEC202 required for the major	C	
SOCW110 Recommended		
<b>Wellness</b>		3 sh
<b>Experiential Learning</b>		
EL: Assumed by major coursework		
EL: Assumed by major coursework		

<b>Electives</b>		17 sh

Major Coursework Credit Total		61
<b>First Year Student Seminar</b>	Min. Grade	1 sh
SPEC119 First Year Seminar	CR	1

Major Area and Cognate Courses		60 sh
<b>Required Special Education Courses</b>		27
SPEC105 Foundations of Special Education	C	
SPEC202 Cultural and Linguistic Diversity	C	GAC
SPEC215 High Incidence Disabilities Support*	C	
SPEC212 Low Incidence Disabilities Support*	C	
SPEC300 Comm. Dis. and Assist. Technology*	C	
SPEC310 Manual Communication and Signing*	C	
SPEC325 Infant/Preschool Special Needs*	C	
SPEC330 Physical Ed. & Rec. for the Disabled*	C	
SPEC338 Positive Behavior Support*	C	
SPEC345 Literacy Skills for Students with Dis.*	C	

Required Social Work Courses		15
SOCW102 Introduction to Social Work	C	
SOCW201 Human Beh. in the Social Environ. 1*	C	
SOCW203 Human Beh. in the Social Environ. 2*	C	
SOCW4xx Social Work Elective*	C	
SOCW4xx Social Work Elective*	C	

Required Professional Courses		6
SPEC400 Professional Skills and Technology*	C	
COMM320 Business Communication*	C	

Community Service Agency Field Experience		12
SPEC450 Comm. Ser. Agency Based Field Exp.*	B	

Advising Notes:		
1.	In GE requirements: one PLA course must be in philosophy or literature course.	
2.	In GE requirements: one GAC course must be in historical foundations	
3.	* represents Advance coursework	

\*Denotes Advanced Coursework

**Disability and Community Services (BS)**  
**Suggested Course Sequence**

<b>Fall First Year</b>	<b>SH</b>	<b>Spring First Year</b>	<b>SH</b>
SPEC119 Freshman Seminar	1	SOCW102 Introduction to Social Work	3
ENGL100 Composition	3	SPEC 212 Low Incidence Disabilities Support	3
SPE 105 Foundations of Special Education	3	2 General Education Courses	6
3 General Education Courses	9	1 Elective	3
	-		-
	<b>16</b>		<b>15</b>
<b>Fall Second Year</b>		<b>Spring Second Year</b>	
SPEC215 High Incidence Disabilities Support	3	SPEC202 Cultural and Linguistic Diversity	3
SOCW201 Human Beh. in the Social Environ. 1	3	SPEC330 P.E. and Rec for the Disabled	3
2 General Education Courses	6	SOCW203 Human Beh. in the Social Environ. 2	3
1 Elective	3	1 General Education Course	3
	-	1 Elective	3
	<b>15</b>		-
			<b>15</b>
<b>Fall Third Year</b>		<b>Spring Third Year</b>	
SPEC300 Comm. Disorders and Assistive Tech.	3	SPEC325 Infant Preschool Special Needs	3
SPEC310 Manual Communication and Signing	3	SPEC345 Literacy Skills for Students with Dis.	3
1 Social Work Elective	3	2 General Education Courses	6
SPEC338 Positive Behavior Support	3	1 Social Work Elective	3
1 General Education Course	3	1 Elective	3
	-		-
	<b>15</b>		<b>18</b>
<b>Fall Fourth Year</b>		<b>Spring Fourth Year</b>	
SPEC400 Professional Skills and Technology	3	SPEC450 Comm. Service Agency Based Field Exp	<b>12</b>
1 General Education Course	3		
COMM320 Business Communication	3		
2 Electives	6		
	-		
	<b>15</b>		

## Elementary Middle Level Education: Biology - Bachelor of Science in Education

For Students entering LHU Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>	<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494		<b>Major Area and Cognate Courses</b>	<b>79 sh</b>
		<b>Major Courses</b>	
		ELML200: Introduction to LA Methods (1 sh)	
<b>Oral Communication</b>	<b>3 sh</b>	ELML210: Learning Theory (3 sh)	
Speech (3 sh)		ELML250: Assessment and Differentiation (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>	#ELML330: Language Acquisition Theory and Writing Instruction (3 sh)	
MATH102: Number Systems (3 sh)		#ELML335: Eff Instructional Literary Strategies (3 sh)	
<b>Critical Thinking</b>		#ELML322: Mathematics for the Elementary and Middle Level Learner (3 sh)	
CT Competencies: ELML493		#ELML405: Inter. and Class. Man. Strat. (3 sh)	
CT Competencies: ELML494		#ELML414: Science Methods III (3 sh)	
		#ELML4-- Language Arts Methods (1 sh)	
<b>Knowledge and Inquiry</b>	<b>21 sh</b>	#ELML441: Social Studies Methods I (1 sh)	
<b>Natural Science Inquiry</b>	<b>6 sh</b>	#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)	
		<b>Cognate Courses</b>	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>	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)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>	<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)	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>	<i>#Adv. Level Course Choice: Choose 2 (6 sh)</i>	
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>	-BIOL200, BIOL202, BIOL205, BIOL206,	
HIST101 or HIST102: World History 1 or 2 (3 sh)		BIOL240, or BIOL309	
POLI105: 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)	
<b>Wellness</b>	<b>3 sh</b>	PHYS101: Matter and Energy (3 sh)	
Wellness (3 sh)		CHEM101: Chemistry in the Environment (3 sh)	
<b>Experiential Learning</b>		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  
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

**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

**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

**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 Freshman**

ENGL110 Introduction to Literature (3)  
 MATH115 Statistics and Geometry (3)  
 BIOL107 Principles of Biology II(3)  
 GEOS101 Earth Science (3)  
 PSYC 1 03 Adolescent Psychology (3)  
 ELML200 Intro. to Lang. Arts Methods (1)  
 Credit Total: 16

**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

**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

**Spring Senior**

ELML493 Student Teaching I(6)  
 ELML494 Student Teaching II(6)  
 Credit Total: 12

## Elementary Middle Level Education: Biology with Special Education – Bachelor of Science in Education

Effective Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	
WC Competency:	
WC Competency:	
<b>Oral Communication</b>	<b>3 sh</b>
#ELML402: Effective Instructional Lit Strategies (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
MATH102: Number Systems (3 sh)	
<b>Critical Thinking</b>	
CT Competency:	
CT Competency:	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL106: Principles of Biology 1 (3 sh)	
GEOS101: Earth Sci. or GEOS/130: Prin of Geo (3 sh)	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
PSYC103: Adolescent Psychology (3 sh)	
HIST202 Hist. of US II (3 sh)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
ENGL110: Introduction to Literature (3 sh)	
Art/Music/Theater (3 sh)	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
HIST101: World History I or HIST102: World History II (3 sh)	
POLI107: World Politics (3 sh)	
GEOG101: World Regional Geography (3 sh)	
<b>Wellness</b>	<b>3 sh</b>
Wellness (3 sh)	
<b>Experiential Learning</b>	
EL Competency:	
EL Competency:	

<b>*Certification Students Only:</b>	
<b>#SPEC338: Positive Behavior Support</b>	<b>3 sh</b>
*All Pennsylvania Department of Education (PDE) Special Education PreK-8 and 7-12 teacher certification applicants are subject to dual certification requirements at the time of application. See PDE for details.	

<b>First Year Student Seminar</b>	<b>1 sh</b>
ELML119: Freshman Seminar	1 sh

<b>Major Area Courses</b>	<b>92 sh</b>
ELML200: Introduction to LA Methods	2 sh
ELML250: Assessment and Differentiation	3 sh
#ELML320: Science for the Elem /Mid. Level Learn.	3 sh
#ELML330: Language Acquisition	3 sh
#ELML322: Math for the Elem/ Mid. Level Learn.	3 sh
#ELML431: Mathematics Methods I	1 sh
#ELML414: Science Methods III	3 sh
#ELML441: Social Studies Methods I	1sh
#ELML405: Interven./Classroom Mgt.	3 sh
#ELML420: LA Methods for Elem/mid. Level	1 sh
SPEC212: Low Incidence Disability Support	3 sh
#SPEC300: Comm. Dis. and Assistive Technology	3 sh
#SPEC345: Lit. Skills for Students with Disabilities	3 sh
#SPEC430: Assessing Special Needs and Planning for Instruction	3 sh
#SPEC441: Strat. for Teaching High Incidence Dis.	3 sh
#SPEC440: Strat. for Teaching Low Incidence Dis.	3 sh
#SPEC425: Law and Collaborative Practices	3 sh
<b>Cognate Courses</b>	
BIOL102: Environmental Science	3 sh
<i>Choose 1 Introductory Level Biology Course:</i> BIOL108, BIOL110, PHYS 102, PHYS110, PHYS 135, PHYS145, CHEM105, CHEM 111, GEOS 110, GEOS 120, SCI 201, or SCI110	3 sh
BIOL107: Principles of Biology 2	3 sh
CHEM101: Chemistry in the Environment CHEM105: Forensic Chemistry	3 sh
PHYS101: Matter and Energy, PHYS110: How Things Work, PHYS135: Meteorology, or SCI110: Sci Tech	3 sh
<i>#Choose 2 Advanced Level Biology Courses:</i> BIOL200, BIOL202, BIOL205, BIOL206, BIOL240, BIOL306	6 sh
#ELML493: Student Teaching I	6 sh
#SPEC494: Student Teaching II	6 sh
SPEC204: Cognitive Development of Diverse Learners or SPEC105: Foundations of Special Ed	3 sh
SPEC215: High Incidence Disability Support	3 sh
ELML210: Learning Theory	3 sh
MATH112: Intermediate Algebra	3 sh
MATH115: Statistics and Geometry	3 sh
<i># Advanced Level Courses</i>	

**Elementary/Middle Level Education (Science-Biology) / Special Education**  
**Suggested Course Sequence**

**Fall Freshman (example)**

ENGL100 Composition  
MATH102 Number Systems  
HIST101 or 102 World History 1 or 2  
BIOL106 Principles of Biology 1  
ELML119 Freshman Seminar for Elementary and Middle Level Education Students (1 cr)

Credit Total: \_\_\_\_13\_\_\_\_

**Spring Freshman (example)**

ENGL110 Introduction to Literature  
BIO107 Principles of Biology 2  
MATH115 Statistics and Geometry  
GEOS101 Earth Science or GEOS130 Prin. of Geo  
PSYC103 Adolescent Psychology  
ELML200 Introduction to Language Arts Methods for Elementary and Middle Level Grades (2 cr)

Credit Total: \_\_\_\_17\_\_

**Fall Sophomore (example)**

Biology- Introductory Level Course Choice  
HIST202 Hist. of US II  
MATH112 Intermediate Algebra  
PHYS101 Matter and Energy, PHYS110 How Things Work,  
PHYS135 Meteorology or SCI110 Sci Tech  
ELML210 Learning Theory for Elementary And Middle Level Grades  
Wellness

Credit Total: \_\_\_\_18\_\_\_\_

**Spring Sophomore (example)**

CHEM101 Chem. in the Environment or CHEM105 Forensic Chem  
BIO102 Environmental Science  
Biology: Advanced Level Course Choice  
SPEC204 Cognitive Development of Diverse Learners or SPEC105  
Foundations of Special Ed.  
ELML250 Assessment and Differentiation in the 4-8 Classroom  
PLA Elective

Credit Total: \_\_\_\_18\_\_

**Summer**

SPEC215 High Incidence Disability Support  
SPEC300 Communication Disorders and Assistive Technology

Credit Total: \_\_\_\_6\_\_\_\_

**Fall Junior (example)**

POL1107 World Politics  
Biology-Advanced Level Course Choice  
GEOG101 World Regional Geography  
Art./Music/Theater/Dance (Gen Ed)  
SPEC212 Low Incidence Disability Support

Credit Total: \_\_\_\_15\_\_\_\_

**Spring Junior (example)**

ELML320 Science for the Elementary and Middle Level Learner  
ELML330 Language Acquisition Theory and Wtg. Instruction or  
SPEC202 Cultural Diversity  
SPEC430 Assessing Special Needs and Planning for Instruction  
SPEC441 Strategies for Teaching High Incidence Disabilities  
SPEC440 Strategies for Teaching Low Incidence Disabilities  
SPEC425 Law and Collaborative Practices

Credit Total: \_\_\_\_18\_\_

**Summer**

SPEC338 Positive Behavior Support (\*for certification only)  
SPEC345 Literacy Skills for Students with Disabilities

Total Credits: \_\_\_\_6\_\_\_\_

**Fall Senior (example)**

ELML402 Effective Instructional Literary Strategies  
ELML322 Mathematics for the Elementary and Middle Level Learner  
ELML431 Mathematics Methods for Elementary and Middle Level  
Grades I  
ELML414 Science Methods for Elementary and Middle Level Grades  
III  
ELML441 Social Studies Methods for Elementary and Middle Level  
Grades I  
ELML405 Intervention and Classroom Management Strategies for  
Middle Level Learners  
ELML420 Language Arts Methods for Elementary and Middle Level  
Grades (1 cr)

Credit Total: \_\_\_\_15\_\_\_\_

**Spring Senior (example)**

ELML493 Student Teaching and Professional Practicum:  
Elementary and Middle Level I  
SPEC494 Student Teaching and Professional Practicum:  
Elementary and Middle Level II

Credit Total: \_\_12\_\_\_\_



## Elementary Middle Level Education: English, Language Arts, and Reading - Bachelor of Science in Education

For Students entering LHU Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>	<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494			
		<b>Major Area and Cognate Courses</b>	<b>79 sh</b>
		<b>Major Courses</b>	
		ELML200: Introduction to LA Methods (1 sh)	
<b>Oral Communication</b>	<b>3 sh</b>	ELML210: Learning Theory (3 sh)	
Speech (3 sh)		ELML250: Assessment and Differentiation (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>	#ELML330: Language Acquisition Theory and Writing Instruction (3 sh)	
MATH102: Number Systems (3 sh)		#ELML335: Eff Instructional Literary Strategies (3 sh)	
<b>Critical Thinking</b>		#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)	
<b>Knowledge and Inquiry</b>	<b>21 sh</b>	#ELML441: Social Studies Methods III (1 sh)	
<b>Natural Science Inquiry</b>	<b>6 sh</b>	#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)	
		<b>Cognate Courses</b>	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>	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)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>	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)	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>	#ELML321: Lang. Arts for the Ele. & Mid. (3 sh)	
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>	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)	
<b>Wellness</b>	<b>3 sh</b>	SPEC204: Cognitive Development (3 sh)	
Wellness (3 sh)		#SPEC309: Eff Instructional Strategies (3 sh)	
<b>Experiential Learning</b>			
EL Competencies: ELML493		# Advanced Level Courses	
EL Competencies: ELML494			

**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

## Elementary Middle Level Education: English, Language Arts and Reading with Special Education –Bachelor of Science in Education

For students effective Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	
<b>Oral Communication</b>	<b>3 sh</b>
#ELML402: Effective Inst. Lit. Strategies (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
MATH102: Number Systems (3 sh)	
<b>Critical Thinking</b>	
CT Competency: ELML493	
CT Competency: SPEC494	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL101: Basic Biology (3 sh)	
GEOS101: Earth Science or GEOS130: Prin. of Geo I (3sh)	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
PSYC103: Adolescent Psychology (3 sh)	
HIST202: Hist. of US II (3 sh)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
Art/ Music/ Theatre (3 sh)	
ENGL110: Introduction to Literature (3 sh)	
THEA110: Theatre: An Orientation	

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
HIST101: World History I or HIST102: World History II (3 sh)	
POLI107: World Politics (3 sh)	
GEOG101: World Regional Geography (3 sh)	
<b>Wellness</b>	<b>3 sh</b>
Wellness (3 sh)	
<b>Experiential Learning</b>	
EL Competency: ELML493	
EL Competency: SPEC494	

<b>First Year Student Seminar</b>	<b>1 sh</b>
ELML119: Freshman Seminar	1 sh

<b>Major Area Courses</b>	<b>92 sh</b>
ELML200: Introduction to LA Methods	2 sh
ELML210: Learning Theory	3 sh
ELML250: Assessment and Differentiation	3 sh
#ELML321: LA for the Elem/Mid. Level Learn.	3 sh
#ELML322: Math for the Elem/Mid. Level Learn.	3 sh
#ELML431: Math Methods I	1 sh
#ELML410: Science Methods I	1 sh
#ELML422: Language Arts II	2 sh
#ELML441: Social Studies Methods I	1 sh
#ELML405: Interven. /Classroom Mgt.	3 sh
#ELML420: LA Methods for Elem/Mid. Level	1 sh
SPEC215: High Incid. Disability Support	3 sh
SPEC212: Low Incid. Disability Support	3 sh
#SPEC300: Comm. Disorders/Assistive Tech.	3 sh
#SPEC338: Positive Behavior Support	3 sh
#SPEC345: Lit. Skills for Students w/ Dis.	3 sh
#SPEC430: Assessing Special Needs and Planning for Instruction	3 sh
#SPEC441:Strat.for High Incid. Dis.	3 sh
#SPEC440: Strat. for Low Incid. Dis.	3 sh
#SPEC425: Law /Collaborative Practices	3 sh
<b>Cognate Courses</b>	
#READ300: Intermediate Reading	3 sh
ENGL235: Lit. for Adolescent /Young Adults	3 sh
#ENGL315: Comp Usage or	
#ENGL357: Advanced Composition	3 sh
#ENGL405: Grammars of English	3 sh
#ELML493: Student Teaching I	6 sh
#SPEC494: Student Teaching II	6 sh
#ELML330: Language Acquisition	3 sh
SPEC204: Cog. Develop. of Div. Learners or SPEC105: Found. of Special Ed	3 sh
MATH112: Intermediate Algebra	3 sh
MATH115: Statistics and Geometry	3 sh
PHYS101: Matter and Energy, PHYS110: How Things Work, PHYS135: Meteorology, or SCI110: Sci Tech	3 sh
CHEM101: Chemistry in the Environment or CHEM105: Forensic Chemistry	3 sh
<i>#Advanced Level Courses</i>	

**Elementary/Middle Level Education (English, Language Arts and Reading) / Special Education**  
**Suggested Course Sequence**

**Fall Freshman (example)**

ENGL100 Composition  
MATH 102 Number Systems  
HIST101 World History 1 or HIST102 World History 2  
BIO 101 Basic Biology  
ELML119 Freshman Seminar for Elementary and Middle Level Education Students  
Wellness  
 Credit Total: \_\_\_16\_\_\_

**Spring Freshman (example)**

ENGL110 Introduction to Literature  
MATH115 Statistics and Geometry  
HIST202 Hist. of US II  
GEOS101 Earth Science or GEOS130 Prin. of Geo  
PSYC103 Adolescent Psychology  
ELML200 Introduction to Language Arts Methods for Elementary and Middle Level Grades  
 Credit Total: \_\_\_17\_\_\_

**Fall Sophomore (example)**

THEA 110 Theatre: An Orientation  
MATH 112 Intermediate Algebra  
PHYS101 Matter and Energy, PHYS110 How Things Work, PHYS135 Meteorology, or SCI110 Sci Tech  
ELML210 Learning Theory for Elementary And Middle Level Grades  
Art/Music/Theater/Dance (World)

Credit Total: \_\_\_15\_\_\_

**Spring Sophomore (example)**

CHEM101 Chem. in the Environment or CHEM105 Forensic Chem.  
ENGL235 Literature for Adolescent and Young Adults  
SPEC204 Cognitive Development of Diverse Learners or SPEC105 Foundations of Special Ed.  
ELML250 Assessment and Differentiation in the 4-8 Classroom  
POLI 107 World Politics  
READ 300 Intermediate Reading

Credit Total: \_\_\_18\_\_\_

**Summer**

SPEC215 High Incidence Disability Support  
SPEC300 Communication Disorders and Assistive Technology  
 Credit Total: \_\_\_6\_\_\_

**Fall Junior (example)**

GEOG 260 World Regional Geography  
SPEC212 Low Incidence Disability Support  
ENGL405 Grammars of English  
ENGL315 Composition Usage and Editing Techniques or ENGL357 Advanced Composition Rhetoric and Writing Instructions

Credit Total: \_\_\_15\_\_\_

**Spring Junior (example)**

ELML321 Language Arts for the Elementary and Middle Level  
ELML330 Language Acquisition Theory and Wtg. Instruction or SPEC202 Cultural...Diversity  
SPEC430 Assessing Special Needs and Planning for Instruction  
SPEC441 Strategies for Teaching High Incidence Disabilities  
SPEC440 Strategies for Teaching Low Incidence Disabilities  
SPEC425 Law and Collaborative Practices

Credit Total: \_\_\_18\_\_\_

**Summer**

SPEC338 Positive Behavior Support  
SPEC345 Literacy Skills for Students with Disabilities  
 Total Credits: \_\_\_6\_\_\_

**Fall Senior (example)**

ELML335 Effective Instructional Literary Strategies  
ELML322 Mathematics for the Elementary and Middle Level Learner  
ELML431 Mathematics Methods for Elementary and Middle Level Grades I  
ELML410 Science Methods for Elementary and Middle Level Grades I  
ELML422 Language Arts for Elementary and Middle Grades II  
ELML441 Social Studies Methods for Elementary and Middle Level Grades I  
ELML405 Intervention and Classroom Management Strategies for Middle Level Learners  
ELML420 LA Methods for Elementary and Middle Level Grades (1 cr)

Credit Total: \_\_\_15\_\_\_

**Spring Senior (example)**

ELML493 Student Teaching and Professional Practicum: Elementary and Middle Level I  
SPEC494 Student Teaching and Professional Practicum: Elementary and Middle Level II

Credit Total: \_\_\_12\_\_\_

**Elementary Middle Level Education: English, Language Arts, Reading/Biology - Bachelor of Science in Education**

For Students entering LHU Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>	<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494		<b>Major Area and Cognate Courses</b>	<b>79 sh</b>
		<b>Major Courses</b>	
<b>Oral Communication</b>	<b>3 sh</b>	ELML200: Introduction to LA Methods (1 sh)	
Speech (3 sh)		ELML210: Learning Theory (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>	ELML250: Assessment and Differentiation (3 sh)	
MATH102: Number Systems (3 sh)		#ELML330: Language Acquisition Theory and Writing Instruction (3 sh)	
<b>Critical Thinking</b>		#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: Inter. and Class. Man. Strat. (3 sh)	
		#ELML412: Science Methods II (2 sh)	
		#ELML421: Language Arts Methods I (2 sh)	
<b>Knowledge and Inquiry</b>	<b>21 sh</b>	#ELML431: Mathematics Methods I (sh)	
<b>Natural Science Inquiry</b>	<b>6 sh</b>	#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)	
		<b>Cognate Courses</b>	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>	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)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>	#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)	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>	Art/Music/Theater/Dance (3 sh)	
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>	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)	
<b>Wellness</b>	<b>3 sh</b>	#SPEC309: Eff Instructional Strategies (3 sh)	
Wellness (3 sh)			
<b>Experiential Learning</b>			
EL Competencies: ELML493		# Advanced Level Courses	
EL Competencies: ELML494			

**Elementary Middle Level Education Track  
English, Language Arts, and Reading/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

**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

**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

**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 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

**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

**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

**Spring Senior**

ELML493 Student Teaching I (6)  
ELML494 Student Teaching II (6)  
Credit Total: 12

**Elementary Middle Level Education: English, Language Arts and Reading/Biology with Special Education –  
Bachelor of Science in Education**

Effective Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	
WC Competency:	
WC Competency:	
<b>Oral Communication</b>	<b>3 sh</b>
#ELML402: Effect. Instructional Lit. Strategies (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
MATH102: Number Systems (3 sh)	
<b>Critical Thinking</b>	
CT Competency:	
CT Competency:	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL106: Principles of Biology I (3 sh)	
GEOS101: Earth Sci. or GEOS130: Prin. of Geo I (3sh)	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
HIST202: Hist. of US II (3 sh)	
PSYC103: Adolescent Psychology (3 sh)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
ENGL110: Introduction to Literature (3 sh)	
Art/Music/Theater (3 sh)	

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
HIST101: World History I or HIST102: World History II (3 sh)	
POLI107: World Politics (3 sh)	
GEOG101: World Regional Geography (3 sh)	
<b>Wellness</b>	<b>3 sh</b>
Wellness (3 sh)	
<b>Experiential Learning</b>	
EL Competency:	
EL Competency:	

<b>*Certification Students Only:</b>	
<b>#SPEC338: Positive Behavior Support</b>	<b>3 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
ELML119: Freshman Seminar	1 sh

<b>Major Area Courses</b>	<b>92 sh</b>
ELML200: Introduction to LA Methods	2 sh
ELML250: Assessment and Differentiation	3 sh
#ELML320: Science for the Elem/ Mid. Level Learn.	3 sh
#ELML321: LA for the Elem /Mid. Level Learn.	3 sh
#ELML322: Math for Elem/ Mid. Level Learn.	3 sh
#ELML330: Language Acquisition	3 sh
#ELML421: Language Arts for Elem/Mid. Grades I	2 sh
#ELML431: Mathematics Methods I	1 sh
#ELML412: Science Methods II	2 sh
#ELML441: Social Studies Methods I	1 sh
#ELML405: Interven. /Classroom Mgt.	3 sh
SPEC212: Low Incidence Disability Support	3 sh
#SPEC300: Comm. Disorders and Assistive Tech.	3 sh
#SPEC345: Lit. Skills for Students with Disabilities	3 sh
#SPEC430: Assessing Special Needs and Planning for Instruction	3 sh
#SPEC441: Strat. for Teaching High Incd. Dis.	3 sh
#SPEC440: Strat. for Teaching Low Incidence Dis.	3 sh
#SPEC425: Law and Collaborative Practices	3 sh
<b>Cognate Courses</b>	
BIOL107: Principles of Biology 2	3 sh
#BIOL309: Ecology	3 sh
PHYS101: Matter and Energy, PHYS110: How Things Work, PHYS135: Meteorology, or SCI110: Sci Tech	3 sh
CHEM101: Chemistry in the Environment or CHEM105: Forensic Chemistry.	3 sh
#READ300: Intermediate Reading	3 sh
ENGL235: Lit. for Adolescent and Young Adults	3 sh
#ELML493: Student Teaching I	6 sh
#SPEC494: Student Teaching II	6 sh
SPEC204: Cognitive Development of Diverse Learners or SPEC105: Foundations of Special Ed	3 sh
SPEC215: High Incidence Disability Support	3 sh
ELML210: Learning Theory	3 sh
MATH112: Intermediate Algebra	3 sh
MATH115: Statistics and Geometry	3 sh
<i># Advanced Level Courses</i>	

\*All Pennsylvania Department of Education (PDE) Special Education PreK-8 and 7-12 teacher certification applicants are subject to dual certification requirements at the time of application. See PDE for details.

**Elementary/Middle Level Education (Science-Biology/ English, Language Arts and Reading) / Special Education**  
**Suggested Course Sequence**

**Fall Freshman (example)**

ENGL100 Composition  
HIST1101 World History 1 or HIST102 World History 2  
MATH102 Number Systems  
BIOL106 Principles of Biology I  
ELML119 Freshman Seminar for Elementary and Middle Level Education Students (1 cr)  
Wellness

Credit Total: \_\_\_\_16\_\_\_\_

**Spring Freshman (example)**

ENGL110 Introduction to Literature  
MATH115 Statistics and Geometry  
BIOL107 Principles of Biology 2  
GEOS101 Earth Science or GEOS130 Prin. of Geo  
PSYC103 Adolescent Psychology  
ELML200 Introduction to Language Arts Methods for Elementary and Middle Level Grades (2 cr)

Credit Total: \_\_\_\_17\_\_\_\_

**Fall Sophomore (example)**

Art/ Music/ Theater/ Dance  
POL107 World Politics  
HIST202 Hist. of US II  
PHYS101 Matter and Energy, PHYS110 How Things Work, PHYS135 Meteorology, or SCI110 Sci Tech  
ELML210 Learning Theory for Elementary And Middle Level Grades

Credit Total: \_\_\_\_15\_\_\_\_

**Spring Sophomore (example)**

CHEM101 Chem. in the Environment or CHEM105 Forensic Chem.  
MATH112 Intermediate Algebra  
ENGL235 Literature for Adolescent and Young Adults  
SPEC204 Cognitive Development of Diverse Learners or SPEC105 Foundations of Special Ed.  
ELML250 Assessment and Differentiation in the 4-8 Classroom  
PLA Elective

Credit Total: \_\_\_\_18\_\_\_\_

**Summer**

SPEC215 High Incidence Disability Support  
SPEC300 Communication Disorders and Assistive Technology

Credit Total: \_\_\_\_6\_\_\_\_

**Fall Junior (example)**

GEOG260 World Regional Geography  
BIOL309: Ecology  
SPEC212 Low Incidence Disability Support  
ELML320 Science for the Elementary and Middle level Learner  
ELML321 Language Arts for the Elementary and Middle Level Learner  
 Credit Total: \_\_\_\_15\_\_\_\_

**Spring Junior (example)**

READ300 Intermediate Reading  
ELML330 Language Acquisition Theory and Wtg. Instruction or  
SPEC202 Cultural...Diversity  
SPEC430 Assessing Special Needs and Planning for Instruction  
SPEC441 Strategies for Teaching High Incidence Disabilities  
SPEC440 Strategies for Teaching Low Incidence Disabilities  
SPEC425 Law and Collaborative Practices  
 Credit Total: \_\_\_\_18\_\_\_\_

**Summer**

SPEC338 Positive Behavior Support (\*for

certification only)

SPEC345 Literacy Skills for Students with Disabilities

Total Credits: \_\_\_\_6\_\_\_\_

**Fall Senior Year (example)**

ELML402 Effective Instructional Literary Strategies  
ELML322 Mathematics for the Elementary and Middle Level Learner  
ELML431 Mathematics Methods for Elementary and Middle Level Grades I  
ELML412 Science Methods for Elementary and Middle Level Grades II  
ELML421 Language Arts Methods for the Elementary and Middle Grades I  
ELML441 Social Studies Methods for Elementary and Middle Level Grades II  
ELML405 Intervention and Classroom Management Strategies for Middle Level Learners  
ELML420 Language Arts Methods for Elementary and Middle Level Grades (1 cr)

Total Credits: \_\_\_\_15\_\_\_\_

**Spring Senior Year (example)**

ELML493 Student Teaching and Professional Practicum: Elementary and Middle Level  
SPEC494 Student Teaching and Professional Practicum: Special Education

Total Credits: \_\_\_\_12\_\_\_\_



## Elementary Middle Level Education: English, Language Arts, Reading/Geology - Bachelor of Science in Education

For Students entering LHU Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>	<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494			
		<b>Major Area and Cognate Courses</b>	<b>79 sh</b>
		<b>Major Courses</b>	
<b>Oral Communication</b>	<b>3 sh</b>	ELML200: Introduction to LA Methods (1 sh)	
Speech (3 sh)		ELML210: Learning Theory (3 sh)	
		ELML250: Assessment and Differentiation (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>	#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)	
<b>Critical Thinking</b>		#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)	
<b>Knowledge and Inquiry</b>	<b>21 sh</b>	#ELML431: Mathematics Methods I (1 sh)	
<b>Natural Science Inquiry</b>	<b>6 sh</b>	#ELML441: Social Studies Methods I (1 sh)	
GEOS130: Principles of Geology (3 sh)		#ELML493: Student Teaching I (6 sh)	
BIOL101: Basic Biology I (3 sh)		#ELML494: Student Teaching II (6 sh)	
		<b>Cognate Courses</b>	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>	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)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>	#READ300: Intermediate Reading (3 sh)	
Philosophy (3 sh)		#ELML321: Lang. Arts for the Ele. & Mid. (3 sh)	
ENGL110: Introduction to Literature (3 sh)		GEOS215: Environmental Geology (3 sh)	
Art/Music/Theater/Dance (3 sh)		#Adv. Level Course Choice; Choose 1 (3 sh)	
		-GEOS131, GEOS213, GEOS215, GEOS230,	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>	- GEOS301, GEOS305, or GEOS315	
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>	#ELML320: Science for the Ele. and 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)	
<b>Wellness</b>	<b>3 sh</b>	PSYC201: Educational Psychology (3 sh)	
Wellness (3 sh)		SPEC204: Cognitive Development (3 sh)	
<b>Experiential Learning</b>		#SPEC309: Eff Instructional Strategies (3 sh)	
EL Competencies: ELML493			
EL Competencies: ELML494			
		<b># Advanced Level Courses</b>	

**Elementary Middle Level Education Track**  
**English, Language Arts, and Reading/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

**Elementary Middle Level Education: English/Language Arts and Reading/Geology with Special Education –  
Bachelor of Science in Education**

Effective Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	
WC Competency	
WC Competency	
<b>Oral Communication</b>	<b>3 sh</b>
#ELML402: Effective Instructional Literary Strategies	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
MATH102: Number Systems (3 sh)	
<b>Critical Thinking</b>	
CT Competency	
CT Competency	
<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL101: Basic Biology (3 sh)	
GEOS130: Principles of Geology I (3 sh)	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
PSYC103: Adolescent Psychology (3 sh)	
HIST202: Hist. of the US II (3 sh)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
ENGL110: Introduction to Literature (3 sh)	
Art/Music/Theater (3 sh)	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
HIST101: World History I or HIST102: World History II (3 sh)	
POLI107: World Politics (3 sh)	
GEOG101: World Regional Geography (3 sh)	
<b>Wellness</b>	<b>3 sh</b>
Wellness (3 sh)	
<b>Experiential Learning</b>	
EL Competency	
EL Competency	

<b>First Year Student Seminar</b>	<b>1 sh</b>
ELML119: Freshman Seminar	1 sh

<b>Major Area Courses</b>	<b>92 sh</b>
ELML200: Introduction to LA Methods	2 sh
ELML250: Assessment and Differentiation	3 sh
#ELML320: Science for the Elem/Mid. Level Learn.	3 sh
#ELML321: LA for the Elem/Mid. Level Learn.	3 sh
#ELML322: Math for the Elem/Mid. Level Learn.	3 sh
#ELML330: Language Acquisition	3 sh
#ELML421: Language Arts for Elem and Middle Grades I	2 sh
#ELML431: Math Methods I	1 sh
#ELML412: Science Methods II	2 sh
#ELML441: Social Studies Methods I	1 sh
#ELML405: Interven. /Classroom Mgt.	3 sh
SPEC212: Low Incidence Disability Support	3 sh
#SPEC300: Comm. Disorders and Assistive Tech.	3 sh
#SPEC345: Lit. Skills for Students with Disabilities	3 sh
#SPEC430: Assessing Special Needs and Planning for Instruction	3 sh
#SPEC441: Strategies for Teaching High Incidence Disabilities	3 sh
#SPEC440: Strategies for Teaching Low Incidence Disabilities	3 sh
#SPEC425: Law and Collaborative Practices	3 sh
<b>Cognate Courses</b>	
GEOS215: Environmental Geology	3 sh
ELML210: Learning Theory	3 sh
CHEM101: Chemistry in the Environment or CHEM105: Forensic Chemistry	3 sh
PHYS101: Matter and Energy, PHYS110: How Things Work, PHYS135: Meteorology, or SCI110: Sci Tech	3 sh
#Choose 1 Advanced Level Geology Course: GEOS131, GEOS213, GEOS215, GEOS230, GEOS301, GEOS305, or GEOS315	3 sh
#READ300: Intermediate Reading	3 sh
ENGL235: Lit. for Adolescent and Young Adults	3 sh
#ELML493: Student Teaching I	6 sh
#SPEC494: Student Teaching II	6 sh
SPEC204: Cognitive Development of Diverse Learners or SPEC105: Foundations of Special Ed.	3 sh
SPEC215: High Incidence Disability Support	3 sh
MATH112: Intermediate Algebra	3 sh
MATH115: Statistics and Geometry	3 sh
<i># Advanced Level Courses</i>	

**\*Certification Students Only:**

#SPEC338: Positive Behavior Support	<b>3 sh</b>
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\*All Pennsylvania Department of Education (PDE) Special Education PreK-8 and 7-12 teacher certification applicants are subject to dual certification requirements at the time of application. See PDE for details.

<b>Elementary/Middle Level Education (Science-Geology/ English/Language Arts and Reading) / Special Education</b> <b>Suggested Course Sequence</b>
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**Fall Freshman (example)**

ENGL100 Composition  
HIST101 World History 1 or HIST102 World History 2  
MATH102 Number Systems  
GEOS130 Principles of Geology I  
ELML119 Freshman Seminar for Elementary and Middle Level Education Students (1 cr)

Credit Total: \_\_\_\_\_ 13 \_\_\_\_\_

**Fall Sophomore (example)**

POLI 107 World Politics  
GEOS215 Environmental Geology  
PHYS101 Matter and Energy, PHYS110 How Things Work,  
PHYS135 Meteorology, or SCI110 Sci Tech  
ELML210 Learning Theory for Elementary And Middle Level Grades  
PLA Elective

Credit Total: \_\_\_\_\_ 15 \_\_\_\_\_

**SUMMER**

SPEC215 High Incidence Disability Support  
SPEC300 Communication Disorders and Assistive Technology

Credit Total: \_\_\_\_\_ 6 \_\_\_\_\_

**Fall Junior (example)**

GEOG101 World Regional Geography  
Geology: Advanced Course Choice  
SPEC212 Low Incidence Disability Support  
CHEM101 Chem. in the Environment or CHEM105 Forensic Chem.  
BIOL101 Basic Biology

Credit Total: \_\_\_\_\_ 15 \_\_\_\_\_

**Summer**

SPEC338 Positive Behavior Support (\*for certification only)  
SPEC345 Literacy Skills for Students with Disabilities

Credit Total: \_\_\_\_\_ 6 \_\_\_\_\_

**Fall Senior (example)**

ELML402 Effective Instructional Literary Strategies  
ELML322 Mathematics for the Elementary and Middle Level Learner  
ELML431 Mathematics Methods for Elementary and Middle Level Grades I  
ELML412 Science Methods for Elementary and Middle Level Grades II  
ELML421 Language Arts Methods for the Elementary and Middle Grades I  
ELML441 Social Studies Methods for Elementary and Middle Level Grades II  
ELML405 Intervention and Classroom Management Strategies for Middle Level Learners  
ELML420 Language Arts Methods for Elementary and Middle Level Grades (1 cr)

Credit Total: \_\_\_\_\_ 15 \_\_\_\_\_

**Spring Freshman (example)**

ENGL110 Introduction to Literature  
MATH115 Statistics and Geometry  
Wellness  
PSYC103 Adolescent Psychology  
ELML200 Introduction to Language Arts Methods for Elementary and Middle Level Grades (2 cr)  
Art/ Music/ Theater/ Dance

Credit Total: \_\_\_\_\_ 17 \_\_\_\_\_

**Spring Sophomore (example)**

ENGL235 Literature for Adolescent and Young Adults  
SPEC204 Cognitive Development of Diverse Learners or SPEC105 Foundations of Special Ed.  
READ 300 Intermediate Reading  
ELML320 Science for the Elementary and Middle level Learner  
MATH112 Intermediate Algebra  
ELML250 Assessment and Differentiation in the 4-8 Classroom

Credit Total: \_\_\_\_\_ 18 \_\_\_\_\_

**Spring Junior (example)**

ELML321 Language Arts for the Elementary and Middle Level Learner  
ELML330 Language Acquisition Theory and Wtg. Instruction or SPEC202 Cultural...Diversity  
SPEC430 Assessing Special Needs and Planning for Instruction  
SPEC441 Strategies for Teaching High Incidence Disabilities  
SPEC440 Strategies for Teaching Low Incidence Disabilities  
SPEC425 Law and Collaborative Practices

Credit Total: \_\_\_\_\_ 18 \_\_\_\_\_

**Spring Senior (example)**

ELML493 Student Teaching and Professional Practicum: Elementary and Middle Level  
SPEC494 Student Teaching and Professional Practicum: Special Education

Credit Total: \_\_\_\_\_ 12 \_\_\_\_\_

## Elementary Middle Level Education: Geology - Bachelor of Science in Education

For Students entering LHU Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>	<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494			
		<b>Major Area and Cognate Courses</b>	<b>79 sh</b>
		<b>Major Courses</b>	
<b>Oral Communication</b>	<b>3 sh</b>	ELML200: Intro. to Lang. Arts Methods (1 sh)	
Speech (3 sh)		ELML210: Learning Theory (3 sh)	
		ELML250: Assessment and Differentiation (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>	#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)	
<b>Critical Thinking</b>		#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)	
<b>Knowledge and Inquiry</b>	<b>21 sh</b>	#ELML431: Mathematics Methods I (1 sh)	
<b>Natural Science Inquiry</b>	<b>6 sh</b>	#ELML493: Student Teaching I (6 sh)	
GEOS130 Principles of Geology I (3 sh)		#ELML494: Student Teaching II (6 sh)	
BIOL101: Basic Biology (3 sh)		<b>Cognate Courses</b>	
		MATH112: Intermediate Algebra (3 sh)	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>	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,	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>	-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	
<b>Personal and Social Responsibility</b>	<b>12 s</b>	BIOL102: Environmental Science (3 sh)	
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>	#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)	
<b>Wellness</b>	<b>3 sh</b>	PSYC201: Educational Psychology (3 sh)	
Wellness (3 sh)		SPEC204: Cognitive Development (3 sh)	
<b>Experiential Learning</b>		#SPEC309: Eff Instructional Strategies (3 sh)	
EL Competencies: ELML493			
EL Competencies: ELML494			
		<i># Advanced Level Courses</i>	

**Elementary Middle Level Education: Track  
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

**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

**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

**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 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

**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

**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

**Spring Senior**

ELML493 Student Teaching I (6)  
 ELML494 Student Teaching II (6)  
 Credit Total: 12

## Elementary Middle Level Education: Geology with Special Education –Bachelor of Science in Education

Effective Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	
WC Competency	
WC Competency	
<b>Oral Communication</b>	<b>3 sh</b>
#ELML402: Effective Instructional Lit. Strategies (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
MATH102: Number Systems (3 sh)	
<b>Critical Thinking</b>	
CT Competency	
CT Competency	
<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL101: Basic Biology (3 sh)	
GEOS130: Principles of Geology I (3 sh)	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6sh</b>
HIST202: Hist. of US II (3 sh)	
PSYC103: Adolescent Psychology (3 sh)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
Art/ Music/ Theater (3 sh)	
ENGL110: Introduction to Literature (3 sh)	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
HIST101: World History I or HIST102: World History II (3 sh)	
GEOG101: World Regional Geography (3 sh)	
POLI107: World Politics (3 sh)	
<b>Wellness</b>	<b>3 sh</b>
Wellness (3 sh)	
<b>Experiential Learning</b>	
EL Competency	
EL Competency	
<b>*Certification Students Only:</b>	
<b>#SPEC338: Positive Behavior Support</b>	<b>3 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
ELML119: Freshman Seminar	1 sh

<b>Major Area Courses</b>	<b>92 sh</b>
ELML200: Introduction to LA Methods	2 sh
ELML250: Assessment and Differentiation	3 sh
#ELM320: Science for the Elem/Mid. Level Learn.	3 sh
#ELML330: Language Acquisition Theory	3 sh
#ELML322: Math for the Elem/Mid. Level Learn.	3 sh
#ELML431: Math Methods I	1 sh
#ELML414: Science Methods III	3 sh
#ELML441: Social Studies Methods I	1 sh
#ELML405: Interven. /Classroom Mgt.	3 sh
#ELML420: LA Methods for Elem/Mid. Level	1 sh
SPEC212: Low Incidence Disability Support	3 sh
#SPEC300: Comm. Disorders and Assistive Tech.	3 sh
#SPEC345: Lit. Skills for Students with Dis.	3 sh
#SPEC430: Assessing Special Needs and Planning for Instruction	3 sh
#SPEC441: Stat for Teaching High Incid. Dis.	3 sh
#SPEC440: Strat for Teaching Low Incid. Dis.	3 sh
#SPEC425: Law and Collaborative Practices	3 sh

<b>Cognate Courses</b>	
<i>Choose 1 Introductory Level Geology Course:</i> BIOL108, BIOL110, PHYS102, PHYS110, PHYS135, PHYS140, PHYS145, CHEM105, CHEM111, GEOS110, GEOS120, SCI201, or SCI110	3 sh
BIOL102: Environmental Science	3 sh
CHEM101: Chemistry in the Environment or CHEM105: Forensic Chemistry	3 sh
PHYS101: Matter and Energy, PHYS110: How Things Work, PHYS135: Meteorology, or SCI110: Sci Tech	3 sh
<i>#Choose 3 Advanced Level Geology Courses:</i> GEOS131, GEOS213, GEOS215, GEOS230, GEOS301, GEOS305, or GEOS315	9 sh
#ELML493: Student Teaching I	6 sh
#SPEC494: Student Teaching II	6 sh
SPEC204: Cognitive Development of Diverse Learners or SPEC105: Foundations of Special Ed.	3 sh
SPEC215: High Incidence Disability Support	3 sh
ELML210: Learning Theory	3 sh
MATH112: Intermediate Algebra	3 sh
MATH115: Statistics and Geometry	3 sh

*# Advanced Level Courses*

\*All Pennsylvania Department of Education (PDE) Special Education PreK-8 and 7-12 teacher certification applicants are subject to dual certification requirements at the time of application. See PDE for details.

**Elementary/Middle Level Education (Science-Geology) / Special Education**  
**Suggested Course Sequence**

<b>Fall Freshman (example)</b>	<b>Spring Freshman (example)</b>
<u>ENGL100 Composition</u>	<u>ENGL110 Introduction to Literature</u>
<u>MATH102 Number Systems</u>	<u>BIO102 Environmental Science</u>
<u>HIST101 World History 1 or HIST102 World History 2</u>	<u>MATH115 Statistics and Geometry</u>
<u>GEOS130 Principles of Geology 1</u>	<u>GEOS Introductory Level course choice</u>
<u>ELML119 Freshman Seminar for Elementary and Middle Level Education Students (1 cr)</u>	<u>PSYC103 Adolescent Psychology</u>
	<u>ELML200 Introduction to Language Arts Methods for Elementary and Middle Level Grades (2 cr)</u>

Credit Total: \_\_\_\_ 13 \_\_\_\_

Credit Total: \_\_\_\_ 17 \_\_\_\_

**Fall Sophomore (example)**

GEOS-Advanced Level Course Choice  
HIST202 Hist. of US II.  
MATH112 Intermediate Algebra  
PHYS101 Matter and Energy, PHYS110 How Things Work,  
PHYS135 Meteorology, or SCI110 Sci Tech  
ELML210 Learning Theory for Elementary And Middle Level Grades  
Wellness

Credit Total: \_\_\_\_ 18 \_\_\_\_

**Spring Sophomore (example)**

CHEM101 Chemistry in the Environment or CHEM105 Forensic Chem  
GEOS- Advanced Level Course Choice  
BIO102 Environmental Science  
SPEC204 Cognitive Development of Diverse Learners or SPEC105 Foundations of Special Ed.  
ELML250 Assessment and Differentiation in the 4-8 Classroom  
PLA Elective

Credit Total: \_\_\_\_ 18 \_\_\_\_

**SUMMER**

SPEC215 High Incidence Disability Support  
SPEC300 Communication Disorders and Assistive Technology  
 Credit Total: \_\_\_\_ 6 \_\_\_\_

**Fall Junior (example)**

POL1107 World Politics  
GEOS-Advanced Level Course Choice  
GEOG101 World Regional Geography  
Art./Music/Theater/Dance  
SPEC212 Low Incidence Disability Support

Credit Total: \_\_\_\_ 15 \_\_\_\_

**Spring Junior (example)**

ELML320 Science for the Elementary and Middle Level Learner  
ELML330 Language Acquisition Theory and Wtg. Instruction or SPEC202 Cultural...Diversity  
SPEC430 Assessing Special Needs and Planning for Instruction  
SPEC441 Strategies for Teaching High Incidence Disabilities  
SPEC440 Strategies for Teaching Low Incidence Disabilities  
SPEC425 Law and Collaborative Practices

Credit Total: \_\_\_\_ 18 \_\_\_\_

**Summer**

SPEC338 Positive Behavior Support (\*for certification only)  
SPEC345 Literacy Skills for Students with Disabilities  
 Credit Total: \_\_\_\_ 6 \_\_\_\_

**Fall Senior (example)**

ELML402 Effective Instructional Literary Strategies  
ELML322 Mathematics for the Elementary and Middle Level Learner I  
ELML431 Mathematics Methods for Elementary and Middle Level Grades I  
ELML414 Science Methods for Elementary and Middle Level Grades III  
ELML441 Social Studies Methods for Elementary and Middle Level Grades I  
ELML405 Intervention and Classroom Management Strategies for Middle Level Learners  
ELML420 Language Arts Methods for Elementary and Middle Level Grades (1 cr)

Credit Total: \_\_\_\_ 15 \_\_\_\_

**Spring Senior (example)**

ELML493 Student Teaching and Professional Practicum: Elementary and Middle Level  
SPEC494 Student Teaching and Professional Practicum: Special Education

Credit Total: \_\_\_\_ 12 \_\_\_\_



## Elementary Middle Level Education: Mathematics - Bachelor of Science in Education

For Students entering LHU Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENG100: Composition (3 sh)	
WC Competencies: ELML493	
WC Competencies: ELML494	
<b>Oral Communication</b>	<b>3 sh</b>
Speech (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
MATH102: Number Systems (3 sh)	
<b>Critical Thinking</b>	
CT Competencies: ELML493	
CT Competencies: ELML494	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
GEOS101: Earth Science (3 sh)	
BIOL101: Basic Biology (3 sh)	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
HIST150: American History (3 sh)	
PSYC103: Adolescent Psychology (3 sh)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
Philosophy (3 sh)	
ENGL110: Introduction to Literature (3 sh)	
Art/Music/Theater/Dance (3 sh)	

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
HIST101 or HIST102: World History 1 or 2 (3 sh)	
POLI105: American National Government (3 sh)	
GEOG260: World Regional Geography (3 sh)	
<b>Wellness</b>	<b>3 sh</b>
Wellness (3 sh)	
<b>Experiential Learning</b>	
EL Competencies: ELML493	
EL Competencies: ELML494	

<b>First Year Student Seminar</b>	<b>1 sh</b>
ELML119: Freshmen Seminar for Elementary Middle Level Education Students (1 sh)	

<b>Major Area and Cognate Courses</b>	<b>79 sh</b>
<b>Major Courses</b>	
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)	
<b>Cognate Courses</b>	
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>	

**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

**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

**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

**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 Freshman**

ENGL110 Introduction to Literature (3)  
 MATH113 Precalculus (3)  
 MATH115 Statistics and Geometry (3)  
 GEOS101 Earth Science (3)  
 PSYC1 03 Adolescent Psychology (3)  
 ELML200 Intro. to Lang Arts Methods (1)  
 Credit Total: 16

**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

**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

**Spring Senior**

ELML493 Student Teaching I(6)  
 ELML494 Student Teaching II(6)  
 Credit Total: 12

## Elementary Middle Level Education: Math with Special Education: Bachelor of Science in Education

Effective Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	
WC Competency	
WC Competency	
<b>Oral Communication</b>	<b>3 sh</b>
#ELML402: Effective Inst. Lit. Strategies (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
MATH102: Number Systems (3 sh)	
<b>Critical Thinking</b>	
CT Competency	
CT Competency	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL101: Basic Biology (3 sh)	
GEOS101: Earth Sci. or GEOS130: Prin. of Geo (3sh)	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
HIST202 Hist. of US II (3 sh)	
PSYC103: Adolescent Psychology (3 sh)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
ENGL110: Introduction to Literature (3 sh)	
Art/Music/Theater (3 sh)	

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
HIST101: World History 1 or HIST102: World History II (3 sh)	
POLI107: World Politics (3 sh)	
GEOG101: World Regional Geography (3 sh)	
<b>Wellness</b>	<b>3 sh</b>
Wellness (3 sh)	
<b>Experiential Learning</b>	
EL Competency	
EL Competency	

<b>*Certification Students Only:</b>	
<b>#SPEC338: Positive Behavior Support</b>	<b>3 sh</b>
*All Pennsylvania Department of Education (PDE) Special Education PreK-8 and 7-12 teacher certification applicants are subject to dual certification requirements at the time of application. See PDE for details.	

<b>First Year Student Seminar</b>	<b>1 sh</b>
ELML119: Freshman Seminar	1 sh

<b>Major Area Courses</b>	<b>92 sh</b>
ELML200: Introduction to LA Methods	2 sh
ELML250: Assessment and Differentiation	3 sh
#ELML322: Math for Elem/Mid. Level Learn.	3 sh
#ELML330: Language Acquisition	3 sh
#ELML433: Mathematics Methods III	3 sh
#ELML410: Science Methods I	1 sh
#ELML441: Social Studies Methods I	1 sh
#ELML405: Interven./ Classroom Mgt.	3 sh
#ELML420: LA Methods for Elem/Mid. Level	1 sh
SPEC212: Low Incidence Disability Support	3 sh
#SPEC300: Comm. Disorders and Assistive Tech.	3 sh
#SPEC345: Lit. Skills for Students with Dis.	3 sh
#SPEC430: Assessing Special Needs and Planning for Instruction	3 sh
#SPEC441: Strat. for Teaching High Incid. Dis.	3 sh
#SPEC440: Strat. for Teaching Low Incid. Dis.	3 sh
#SPEC425: Law and Collaborative Practices	3 sh
<b>Cognate Courses</b>	
MATH107: Basic Statistics	3 sh
MATH112: Intermediate Algebra	3 sh
MATH113: Pre-calculus	3 sh
MATH115: Statistics and Geometry	3 sh
#MATH141: Calculus I	3 sh
#MATH205: Foundations of Mathematics	3 sh
#MATH302: Number Theory	3 sh
#MATH307: Foundations of Geometry	3 sh
#ELML493: Student Teaching I	6 sh
#SPEC494: Student Teaching II	6 sh
SPEC204: Cognitive Dev of Diverse Learners or SPEC105: Foundations of Special Ed	3 sh
SPEC215: High Incidence Dis Support	3 sh
ELML210: Learning Theory	3 sh
PHYS101: Matter and Energy, PHYS110: How Things Work, /PHYS135: Meteorology, or SCI110: Sci Tech	3 sh
CHEM101: Chemistry in the Environment or CHEM105: Forensic Chemistry	3 sh
# Advanced Level Courses	

**Elementary/Middle Level Education (Math) / Special Education  
Suggested Course Sequence**

**Fall Freshman (example)**

ENGL100 Composition  
MATH112 Intermediate Algebra  
HIST101 or 102 World History 1 or 2  
BIOL101 Basic Biology  
ELML119 Freshman Seminar for Elementary and Middle  
Level Education Students (1 cr)

Credit Total: \_\_\_\_13\_\_\_\_

**Spring Freshman (example)**

ENGL110 Introduction to Literature  
MATH113 Precalculus  
MATH115 Statistics and Geometry  
GEOS101 Earth Science or GEOS130 Prin. of Geo  
PSYC103 Adolescent Psychology  
ELML200 Introduction to Language Arts Methods for  
Elementary and Middle Level Grades (2 cr)

Credit Total: \_\_17\_\_\_\_

**Fall Sophomore (example)**

MATH141 Calculus  
HIST202 Hist. of US I  
MATH107 Basic Statistics  
PHYS101 Matter and Energy, PHYS110 How Things Work,  
PHYS135 Meteorology or SCI110 Sci Tech  
ELML210 Learning Theory for Elementary And Middle  
Level Grades  
Wellness

Credit Total: \_\_\_\_18\_\_\_\_

**Spring Sophomore (example)**

CHEM101 Chemistry in the Environment or CHEM105  
Forensic Chem.  
MATH102 Number Systems  
MATH205 Foundations of Mathematics  
SPEC204 Cognitive Development of Diverse Learners or  
SPEC105 Foundations of Special Ed.  
ELML250 Assessment and Differentiation in the 4-8  
Classroom  
PLA Elective

Credit Total: \_\_18\_\_\_\_

**Summer**

SPEC215 High Incidence Disability Support  
SPEC300 Communication Disorders and Assistive Technology

Credit Total: \_\_\_\_6\_\_\_\_

**Fall Junior (example)**

POL107 World Politics  
MATH302 Number Theory  
GEOG101 World Regional Geography  
SPEC212 Low Incidence Disability Support  
Art/ Music/ Theater/ Dance (Gen. Ed.)

Credit Total: \_\_\_\_15\_\_\_\_

**Spring Junior (example)**

MATH307 Foundations of Geometry  
ELML330 Language Acquisition Theory and Wtg.  
Instruction or SPEC202 Cultural Diversity  
SPEC430 Assessing Special Needs and Planning for  
Instruction  
SPEC441 Strategies for Teaching High Incidence  
Disabilities  
SPEC440 Strategies for Teaching Low Incidence  
Disabilities  
SPEC425 Law and Collaborative Practices

Credit Total: \_\_18\_\_\_\_

**Summer**

SPEC338 Positive Behavior Support (\*for certification only)  
SPEC345 Literacy Skills for Students with Disabilities

Credit Total: \_\_\_\_6\_\_\_\_

**Fall Senior (example)**

ELML402 Effective Instructional Literary Strategies  
ELML322 Mathematics for the Elementary and Middle  
Level Learner  
ELML433 Mathematics Methods for Elementary and  
Middle Level Grades III  
ELML410 Science Methods for Elementary and Middle  
Level Grades I  
ELML441 Social Studies Methods for Elementary and  
Middle Level Grades I  
ELML405 Intervention and Classroom Management  
Strategies for Middle Level Learners  
ELML420 Language Arts Methods for Elementary and  
Middle Level Grades (1 cr)

Credit Total: \_\_15\_\_\_\_

**Spring Senior (example)**

ELML493 Student Teaching and Professional Practicum:  
Elementary and Middle Level I  
SPEC494 Student Teaching and Professional Practicum:  
Elementary and Middle Level II

Credit Total: \_\_\_\_12\_\_\_\_

## Elementary Middle Level Education: Math/Biology - Bachelor of Science in Education

For Students entering LHU Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>		<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>		ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)				
WC Competencies: ELML493				
WC Competencies: ELML494				
<b>Oral Communication</b>	<b>3 sh</b>		<b>Major Area and Cognate Courses</b>	<b>79 sh</b>
Speech (3 sh)			<b>Major Courses</b>	
			ELML200: Introduction to LA Methods (1 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>		ELML210: Learning Theory (3 sh)	
MATH102: Number Systems (3 sh)			ELML250: Assessment and Differentiation (3 sh)	
			#ELML330: Language Acquisition Theory and Writing Instruction (3 sh)	
<b>Critical Thinking</b>			#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)	
			#ELML412: Science Methods II (2 sh)	
			#ELML4-- Language Arts Methods (1 sh)	
<b>Knowledge and Inquiry</b>	<b>21 sh</b>		#ELML432: Mathematics Methods II (2 sh)	
<b>Natural Science Inquiry</b>	<b>6 sh</b>		#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)	
			<b>Cognate Courses</b>	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>		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)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>		#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)	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>		Art/Music/Theater/Dance (3 sh)	
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>		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)	
<b>Wellness</b>	<b>3 sh</b>		#SPEC309: Eff Instructional Strategies (3 sh)	
Wellness (3 sh)				
<b>Experiential Learning</b>				
EL Competencies: ELML493			# Advanced Level Courses	
EL Competencies: ELML494				

**Elementary Middle Level Education Track  
Math/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

**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

**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

**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)  
 BIOL107 Principles of Biology II (3)  
 GEOS101 Earth Science (3)  
 PSYC 1 03 Adolescent Psychology (3)  
 ELML200 Introduction to Lang. Arts Meth. (1)  
 Credit Total: 16

**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

**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

**Spring Senior**

ELML493 Student Teaching I (6)  
 ELML494 Student Teaching II (6)  
 Credit Total: 12

**Elementary Middle Level Education: Math/Biology with Special Education – Bachelor of Science in Education**

Effective Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	
WC Competency	
WC Competency	
<b>Oral Communication</b>	<b>3 sh</b>
#ELML402: Effective Instructional Lit. Strategies (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
MATH102: Number Systems (3 sh)	
<b>Critical Thinking</b>	
CT Competency	
CT Competency	

<b>First Year Student Seminar</b>	<b>1 sh</b>
ELML119: Freshman Seminar	1 sh

<b>Major Area Courses</b>	<b>92 sh</b>
ELML200: Introduction to LA Methods	2 sh
ELML250: Assessment and Differentiation	3 sh
#ELML320: Science for the Elem/Mid. Level Learn.	3 sh
#ELML322: Math for the Elem /Mid. Level Learn.	3 sh
#ELML330: Language Acquisition	3 sh
#ELML432: Mathematics Methods II	2 sh
#ELML412: Science Methods II	2 sh
#ELML441: Social Studies Methods I	1 sh
#ELML405: Interven. /Classroom Mgt.	3 sh
#ELML420: LA Methods for Elem/Mid. Level	1 sh
SPEC212: Low Incidence Disability Support	3 sh
#SPEC300: Comm. Disorders and Assistive Tech.	3 sh
#SPEC345: Lit. Skills for Students with Disabilities	3 sh
#SPEC430: Assessing Special Needs and Planning for Instruction	3 sh
#SPEC441: Start. for Teaching High Incidence Dis.	3 sh
#SPEC440: Strat. for Teaching Low Incidence Dis.	3 sh
#SPEC425: Law and Collaborative Practices	3 sh
<b>Cognate Courses</b>	
BIOL107: Principles of Biology 2	3 sh
#BIOL309: Ecology	3 sh
PHYS101: Matter and Energy, PHYS110: How Things Work, PHYS135: Meteorology, or SCI110: Sci Tech	3 sh
CHEM101: Chemistry in the Environment or CHEM105: Forensic Chemistry	3 sh
MATH113: Pre-calculus	3 sh
#MATH141: Calculus	3 sh
#MATH205: Foundations of Mathematics)	3 sh
#ELML493: Student Teaching I	6 sh
#SPEC494: Student Teaching II	6 sh
SPEC215: High Incidence Disability Support	3 sh
SPEC204: Cognitive Development of Diverse Learners or SPEC105: Foundations of Special Ed.	3 sh
ELML210: Learning Theory	3 sh
MATH107: Basic Statics	3 sh
MATH115: Statistics and Geometry	3 sh
<i># Advanced Level Courses</i>	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL106: Principles of Biology 1 (3 sh)	
GEOS101: Earth Sci. or GEOS130: Prin. of Geo I (3sh)	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
HIST202: Hist. of US II (3 sh)	
PSYC103: Adolescent Psychology (3 sh)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
ENGL110: Introduction to Literature (3 sh)	
Art/Music/Theater (3 sh)	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
HIST101: World History I or HIST102: World History II (3 sh)	
POLI107: World Politics (3 sh)	
GEOG101: World Regional Geography (3 sh)	
<b>Wellness</b>	<b>3 sh</b>
Wellness (3 sh)	
<b>Experiential Learning</b>	
EL Competency	
EL Competency	
<b>*Certification Students Only:</b>	
#SPEC338: Positive Behavior Support	3 sh

\*All Pennsylvania Department of Education (PDE) Special Education PreK-8 and 7-12 teacher certification applicants are subject to dual certification requirements at the time of application. See PDE for details.

**Elementary/Middle Level Education (Science-Biology/ Math) / Special Education****Suggested Course Sequence****Fall Freshman (example)**

ENGL100 Composition  
HIST101 World History 1 or HIST102 World History 2  
MATH102 Number Systems  
BIOL106 Principles of Biology 1  
ELML119 Freshman Seminar for Elementary and Middle Level Education Students (1 cr)  
Wellness

Credit Total: 16**Fall Sophomore (example)**

MATH107 Basic Statistics  
MATH113 Precalculus  
HIST202 Hist. of US II  
PHYS101 Matter and Energy, PHYS110 How Things Work, PHYS135 Meteorology, or SCI110 Sci Tech  
ELML210 Learning Theory for Elementary And Middle Level Grades

Credit Total: 15**SUMMER**

SPEC215 High Incidence Disability Support  
SPEC300 Communication Disorders and Assistive Technology

Credit Total: 6**Fall Junior (example)**

GEOG101 World Regional Geography  
BIOL309 Ecology  
POLI 107 World Politics  
SPEC212 Low Incidence Disability Support  
MATH205 Foundations of Math

Credit Total: 15**Summer**

SPEC338 Positive Behavior Support (\*for certification only)  
SPEC345 Literacy Skills for Students with Disabilities

Credit Total: 6**Fall Senior (example)**

ELML402 Effective Instructional Literary Strategies  
ELML322 Mathematics for the Elementary and Middle Level Learner  
ELML432 Mathematics Methods for Elementary and Middle Level Grades II  
ELML412 Science Methods for Elementary and Middle Level Grades II  
ELML441 Social Studies Methods for Elementary and Middle Level Grades II  
ELML405 Intervention and Classroom Management Strategies for Middle Level Learners  
ELML420 Language Arts Methods for Elementary and Middle Level Grades (1 cr)

Credit Total: 15**Spring Freshman (example)**

ENGL110 Introduction to Literature  
BIOL107 Principles of Biology 2  
MATH115 Statistics and Geometry  
GEOS101 Earth Science or GEOS130 Prin. of Geo  
PSYC103 Adolescent Psychology  
ELML200 Introduction to Language Arts Methods for Elementary and Middle Level Grades (2 cr)

Credit Total: 17**Spring Sophomore (example)**

CHEM101 Chem. in the Environment or CHEM105 Forensic Chem.  
MATH141 Calculus  
Art/ Music/ Theater/ Dance  
SPEC204 Cognitive Development of Diverse Learners or SPEC105 Foundations of Special Ed.  
ELML250 Assessment and Differentiation in the 4-8 Classroom  
PLA Elective

Credit Total: 18**Spring Junior (example)**

ELML320 Science for the Elementary and Middle Level Learners  
ELML330 Language Acquisition Theory and Wtg. Instruction or SPEC202 Cultural Diversity  
SPEC430 Assessing Special Needs and Planning for Instruction  
SPEC441 Strategies for Teaching High Incidence Disabilities  
SPEC440 Strategies for Teaching Low Incidence Disabilities  
SPEC425 Law and Collaborative Practices

Credit Total: 18**Spring Senior (example)**

ELML493 Student Teaching and Professional Practicum: Elementary and Middle Level  
SPEC494 Student Teaching and Professional Practicum: Special Education

Credit Total: 12



## Elementary Middle Level Education: Math/English, Language Arts, Reading - Bachelor of Science in Education

For Students entering LHU Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>	<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494			
		<b>Major Area and Cognate Courses</b>	<b>79 sh</b>
		<b>Major Courses</b>	
<b>Oral Communication</b>	<b>3 sh</b>	ELML200: Introduction to LA Methods (1 sh)	
Speech (3 sh)		ELML210: Learning Theory (3 sh)	
		ELML250: Assessment and Differentiation (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>	#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)	
<b>Critical Thinking</b>		#ELML335: Eff Instructional Literary Strategies (3 sh)	
CT Competencies: ELML493		#ELML405: Inter. and Class. Man. Strat. (3 sh)	
CT Competencies: ELML494		#ELML410: Science Methods I (1 sh)	
		#ELML421: Language Arts Methods I (2 sh)	
<b>Knowledge and Inquiry</b>	<b>21 sh</b>	#ELML432: Mathematics Methods II (2 sh)	
<b>Natural Science Inquiry</b>	<b>6 sh</b>	#ELML441: Social Studies 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)	
		<b>Cognate Courses</b>	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>	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)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>	#MATH141: Calculus (3 sh)	
Philosophy (3 sh)		#MATH205: Foundations of Mathematics (3 sh)	
ENGL110: Introduction to Literature (3 sh)		ENGL235: Lit. for Adol. & Young Adults (3 sh)	
Art/Music/Theater/Dance (3 sh)		#READ300: Intermediate Reading (3 sh)	
		#ELML321: Lang. Arts for the Ele. & Mid. (3 sh)	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>	Art/Music/Theater/Dance (3 sh)	
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>	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)	
<b>Wellness</b>	<b>3 sh</b>	#SPEC309: Eff Instructional Strategies (3 sh)	
Wellness (3 sh)			
<b>Experiential Learning</b>			
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

**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

**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

**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 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

**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

**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

**Spring Senior**

ELML493 Student Teaching I (6)  
 ELML494 Student Teaching II (6)  
 Credit Total: 12

**Elementary Middle Level Education: Math/English, Language Arts and Reading with Special Education – Bachelor of Science in Education**

Effective Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	
WC Competency	
WC Competency	
<b>Oral Communication</b>	<b>3 sh</b>
#ELML402: Effective Instr. Lit. Strategies (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
MATH102: Number Systems (3 sh)	
<b>Critical Thinking</b>	
CT Competency	
CT Competency	

<b>First Year Student Seminar</b>	<b>1 sh</b>
ELML119: Freshman Seminar	1 sh

<b>Major Area Courses</b>	<b>92 sh</b>
ELML200: Introduction to LA Methods	2 sh
ELML250: Assessment and Differentiation	3 sh
#ELML322: Math for the Elem./Mid. Level Learn.	3 sh
#ELML330: Language Acquisition	3 sh
#ELML421: Language Arts Methods I	2 sh
#ELML432: Mathematics Methods II	2 sh
#ELML410: Science Methods I	1 sh
#ELML441: Social Studies Methods I	1 sh
#ELML405: Interven. /Classroom Mgt.	3 sh

SPEC212: Low Incidence Disability Support	3 sh
#SPEC300: Comm. Disorders and Assistive Tech.	3 sh
#SPEC345: Literacy Skills for Students with Disabilities	3 sh
#SPEC430: Assessing Special Needs and Planning for Instruction	3 sh
#SPEC441: Strat. for Teaching High Incid. Dis.	3 sh
#SPEC440: Strat. for Teaching Low Incidence Dis.	3 sh
#SPEC425: Law and Collaborative Practices	3 sh

<b>Cognate Courses</b>	
#ELML321 LA for the Elem./ Mid. Level Learn.	3 sh
MATH107: Basic Statistics	3 sh
MATH113: Pre-calculus	3 sh
#MATH115: Statistics and Geometry	3 sh
MATH141: Calculus I	3 sh
#MATH205: Foundations of Mathematics	3 sh
#READ300: Intermediate Reading	3 sh

ENGL235: Lit for Adolescents and Young Adults	3 sh
#ELML493: Student Teaching I	6 sh
#SPEC494: Student Teaching II	6 sh
SPEC204: Cognitive Dev of Diverse Learners or SPEC105: Foundations of Special Ed.	3 sh
SPEC215: High Incidence Disability Support	3 sh
ELML210: Learning Theory	3 sh
PHYS101: Matter and Energy, PHYS110: How Things Work, PHYS135: Meteorology, or SCI110: Sci Tech	3 sh
CHEM101: Chemistry in the Environment or CHEM105: Forensic Chemistry.	3 sh

<i># Advanced Level Courses</i>	
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<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL101: Basic Biology (3 sh)	
GEOS101: Earth Sci. or GEOS130: Prin. of Geo I (3sh)	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
HIST202: Hist. of US II (3 sh)	
PSYC103: Adolescent Psychology (3 sh)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
Art/ Music/ Theatre (3 sh)	
ENGL110: Introduction to Literature (3 sh)	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
HIST101: World History I or HIST102: World History II (3 sh)	
POLI107: World Politics (3 sh)	
GEOG101: World Regional Geography (3 sh)	
<b>Wellness</b>	<b>3 sh</b>
Wellness (3 sh)	
<b>Experiential Learning</b>	
EL Competency	
EI Competency	

<b>*Certification Students Only:</b>	
<b>#SPEC338: Positive Behavior Support</b>	<b>3 sh</b>

\*All Pennsylvania Department of Education (PDE) Special Education PreK-8 and 7-12 teacher certification applicants are subject to dual certification requirements at the time of application. See PDE for details.

**Elementary/Middle Level Education (Math) / Language Arts/Special Education  
Suggested Course Sequence**

**Fall Freshman (example)**

ENGL100 Composition  
HIST1101 or HIST102 World History 1 or 2  
MATH102 Number Systems  
BIOL101 Basic Biology  
Art/ Music/ Theater/ Dance (Gen. Ed.)  
ELML119 Freshman Seminar for Elementary and Middle Level  
Education Students  
 Credit Total: \_\_\_\_16\_\_\_\_

**Spring Freshman (example)**

ENGL110 Introduction to Literature  
MATH115 Statistics and Geometry  
GEOS101 Earth Science or GEOS130 Prin of Geo  
PSYC103 Adolescent Psychology  
ELML200 Introduction to Language Arts Methods for Elementary  
and Middle Level Grades  
Wellness  
 Credit Total: \_\_\_\_17\_\_\_\_

**Fall Sophomore (example)**

MATH107 Basic Statistics  
MATH113 Precalculus  
HIST202 Hist. of US II  
PHYS101 Matter and Energy, PHYS110 How Things Work, PHYS135  
Meteorology, or/ SCI 110: Sci. Tech  
ELML210 Learning Theory for Elementary And Middle Level Grades  
 Credit Total: \_\_15\_\_\_\_

**Spring Sophomore (example)**

CHEM101 Chem, in the Environment or CHEM105 Forensic Chem.  
MATH141 Calculus  
ENGL235 Literature for Adolescent and Young Adults  
SPEC204 Cognitive Development of Diverse Learners or SPEC105  
Foundations of Special Ed.  
ELML250 Assessment and Differentiation in the 4-8 Classroom  
READ300 Intermediate Reading  
 Credit Total: \_18\_\_\_\_

**Summer**

SPEC215 High Incidence Disability Support  
SPEC300 Communication Disorders and Assistive Technology  
 Credit Total: \_\_\_\_6\_\_\_\_

**Fall Junior (example)**

GEOG101 World Regional Geography  
MATH205 Foundations of Math  
SPEC212 Low Incidence Disability Support  
POL1107 World Politics  
PLA Elective  
 Credit Total: \_\_\_\_15\_\_\_\_

**Spring Junior (example)**

ELML321 Language Arts for the Elementary and Middle Level  
Learner  
ELML330 Language Acquisition Theory and Wtg. Instruction or  
SPEC202 Cultural Diversity  
SPEC430 Assessing Special Needs and Planning for Instruction  
SPEC441 Strategies for Teaching High Incidence Disabilities  
SPEC440 Strategies for Teaching Low Incidence Disabilities  
SPEC425 Law and Collaborative Practices  
 Credit Total: \_\_\_\_18\_\_\_\_

**Summer**

SPEC338 Positive Behavior Support (\*for certification only)  
SPEC345 Literacy Skills for Students with Disabilities  
 Total Credits: \_\_\_\_6\_\_\_\_

**Fall Senior (example)**

ELML402 Effective Instructional Literary Strategies  
ELML322 Mathematics for the Elementary and Middle Level  
Learner  
ELML432 Mathematics Methods for Elementary and Middle Level  
Grades II  
ELML410 Science Methods for Elementary and Middle Level  
Grades I  
ELML421 Language Arts Methods for the Elementary and Middle  
Grades II  
ELML441 Social Studies Methods for Elementary and Middle Level  
Grades I  
ELML405 Intervention and Classroom Management Strategies for  
Middle Level Learners  
 Credit Total: \_\_\_\_15\_\_\_\_

**Spring Senior (example)**

ELML493 Student Teaching and Professional Practicum:  
Elementary and Middle Level I  
SPEC494 Student Teaching and Professional Practicum: Elementary  
and Middle Level II  
 Credit Total: \_\_\_\_12\_\_\_\_

## Elementary Middle Level Education: Math/Geology - Bachelor of Science in Education

For Students entering LHU Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>	<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494			
		<b>Major Area and Cognate Courses</b>	<b>79 sh</b>
		<b>Major Courses</b>	
		ELML200: Introduction to LA Methods (1 sh)	
<b>Oral Communication</b>	<b>3 sh</b>	ELML210: Learning Theory (3 sh)	
Speech (3 sh)		ELML250: Assessment and Differentiation (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>	#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)	
<b>Critical Thinking</b>		#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)	
<b>Knowledge and Inquiry</b>	<b>21 sh</b>	#ELML432: Mathematics Methods II (2 sh)	
<b>Natural Science Inquiry</b>	<b>6 sh</b>	#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)	
		<b>Cognate Courses</b>	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>	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)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>	#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,	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>	- GEOS301, GEOS305, or GEOS315	
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>	#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)	
<b>Wellness</b>	<b>3 sh</b>	PSYC201: Educational Psychology (3 sh)	
Wellness (3 sh)		SPEC204: Cognitive Development (3 sh)	
<b>Experiential Learning</b>		#SPEC309: Eff Instructional Strategies (3 sh)	
EL Competencies: ELML493			
EL Competencies: ELML494			
		# <i>Advanced Level Courses</i>	

**Elementary Middle Level Education Track  
Math/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)  
 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 1 03 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: Math/Geology with Special Education – Bachelor of Science in Education

Effective Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	
WC Competency	
WC Competency	
<b>Oral Communication</b>	
#ELML402: Eff. Instructional Literary Strategies	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
MATH102: Number Systems (3 sh)	
<b>Critical Thinking</b>	
CT Competency	
CT Competency	
<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL101: Basic Biology (3 sh)	
GEOS130: Principles of Geology I (3 sh)	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
HIST202: Hist. of US II (3 sh)	
PSYC103: Adolescent Psychology (3 sh)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
ENGL110: Introduction to Literature (3 sh)	
Art/Music/Theater (3 sh)	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
HIST101: World History I or HIST102: World History II (3 sh)	
POLI107: World Politics (3 sh)	
GEOG101: World Regional Geography (3 sh)	
<b>Wellness</b>	<b>3 sh</b>
Wellness (3 sh)	
<b>Experiential Learning</b>	
EL Competency	
EL Competency	
<b>*Certification Students Only:</b>	
<b>#SPEC338: Positive Behavior Support</b>	<b>3 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
ELML119: Freshman Seminar	1 sh

<b>Major Area Courses</b>	<b>92 sh</b>
ELML200: Introduction to LA Methods	2 sh
ELML250: Assessment and Differentiation	3 sh
#ELML320: Science for the Elem/Mid. Level Learn.	3 sh
#ELML330: Language Acquisition	3 sh
#ELML322: Math for the Elem/Mid. Level Learn.	3 sh
#ELML432: Mathematics Methods I	2 sh
#ELML412: Science Methods II	2 sh
#ELML441: Social Studies Methods I	1 sh
#ELML405: Interven. /Classroom Mgt.	3 sh
#ELML420: LA Methods for Elem/Mid. Level	1 sh
#SPEC212: Low Incidence Disability Support	3 sh
#SPEC300: Communication Disorders and Assistive Technology	3 sh
#SPEC345: Lit. Skills for Students with Disabilities	3 sh
#SPEC430: Assessing Special Needs and Planning for Instruction	3 sh
#SPEC441: Strat. for Teaching High Incidence Dis.	3 sh
#SPEC440: Strat. for Teaching Low Incidence Dis.	3 sh
#SPEC425: Law and Collaborative Practices	3 sh
<b>Cognate Courses</b>	
GEOS215: Environmental Geology	3 sh
#Choose 1 Advanced Level Geology Course: GEOS131, GEOS213, GEOS215, GEOS230, GEOS301, GEOS305, or GEOS315	3 sh
CHEM101: Chemistry in the Environment or CHEM105: Forensic Chemistry	3 sh
PHYS101: Matter and Energy, PHYS110: How Things Work, PHYS135: Meteorology, or SCI110: Sci Tech	3 sh
MATH113: Pre- Calculus	3 sh
#MATH141: Calculus	3 sh
#MATH205: Foundations of Mathematics	3 sh
#ELML493: Student Teaching I	6 sh
#SPEC494: Student Teaching II	6 sh
SPEC204: Cognitive Development of Diverse Learners or SPEC105: Foundations of Special Ed.	3 sh
SPEC215: High Incidence Disability Support	3 sh
ELML210: Learning Theory	3 sh
MATH107: Basic Statistics	3 sh
MATH115: Statistics and Geometry	3 sh
<i># Advanced Level Courses</i>	

\*All Pennsylvania Department of Education (PDE) Special Education PreK-8 and 7-12 teacher certification applicants are subject to dual certification requirements at the time of application. See PDE for details.

**Elementary/Middle Level Education (Science-Geology and Math) / Special Education**  
**Suggested Course Sequence**

**Fall Freshman (example)**

ENGL100 Composition  
HIST101 World History 1 or HIST102 World History 2  
MATH102 Number Systems  
GEOS130 Principles of Geology  
ELML119 Freshman Seminar for Elementary and Middle Level Education Students (1 cr)

Credit Total: \_\_\_\_\_ 13 \_\_\_\_\_

**Fall Sophomore (example)**

MATH107 Basic Statistics  
Geology- Advanced Level Course Choice  
GEOS215 Environmental Geology  
PHYS101 Matter and Energy, PHYS110 How Things Work, PHYS135 Meteorology, or SCI110 Sci Tech  
ELML210 Learning Theory for Elementary And Middle Level Grades  
MATH113 Precalculus

Credit Total: \_\_\_\_\_ 18 \_\_\_\_\_

**SUMMER**

SPEC215 High Incidence Disability Support  
SPEC300 Communication Disorders and Assistive Technology  
 Credit Total: \_\_\_\_\_ 6 \_\_\_\_\_

**Fall Junior (example)**

GEOG101 World Regional Geography  
Art/ Music/ Theater/ Dance (Gen. Ed.)  
POLI 107 World Politics  
SPEC212 Low Incidence Disability Support  
MATH205 Foundations of Math

Credit Total: \_\_\_\_\_ 15 \_\_\_\_\_

**Summer**

SPEC338 Positive Behavior Support (\*for certification only)  
SPEC345 Literacy Skills for Students with Disabilities  
 Credit Total: \_\_\_\_\_ 6 \_\_\_\_\_

**Fall Senior (example)**

ELML402 Effective Instructional Literary Strategies  
ELML322 Mathematics for the Elementary and Middle Level Learner  
ELML432 Mathematics Methods for Elementary and Middle Level Grades II  
ELML412 Science Methods for Elementary and Middle Level Grades II  
ELML441 Social Studies Methods for Elementary and Middle Level Grades II  
ELML405 Intervention and Classroom Management Strategies for Middle Level Learners  
ELML420 Language Arts Methods for Elementary and Middle Level Grades (1 cr)

Credit Total: \_\_\_\_\_ 15 \_\_\_\_\_

**Spring Freshman (example)**

ENGL110 Introduction to Literature  
BIOL102 Environmental Science  
MATH115 Statistics and Geometry  
Wellness  
PSYC103 Adolescent Psychology  
ELML200 Introduction to Language Arts Methods for Elementary and Middle Level Grades (2 cr)

Credit Total: \_\_\_\_\_ 17 \_\_\_\_\_

**Spring Sophomore (example)**

CHEM101 Chem. in the Environment or CHEM105 Forensic Chem.  
HIST202 Hist. of US II  
MATH141 Calculus  
SPEC204 Cognitive Development of Diverse Learners or SPEC105 Foundations of Special Ed.  
ELML250 Assessment and Differentiation in the 4-8 Classroom  
PLA Elective

Credit Total: \_\_\_\_\_ 18 \_\_\_\_\_

**Spring Junior (example)**

ELML320 Science for the Elementary and Middle Level Learners  
ELML330 Language Acquisition Theory and Wtg. Instruction or SPEC202 Cultural...Diversity  
SPEC430 Assessing Special Needs and Planning for Instruction  
SPEC441 Strategies for Teaching High Incidence Disabilities  
SPEC440 Strategies for Teaching Low Incidence Disabilities  
SPEC425 Law and Collaborative Practices

Credit Total: \_\_\_\_\_ 18 \_\_\_\_\_

**Spring Senior (example)**

ELML493 Student Teaching and Professional Practicum: Elementary and Middle Level  
SPEC494 Student Teaching and Professional Practicum: Special Education

Credit Total: \_\_\_\_\_ 12 \_\_\_\_\_



**Elementary Middle Level Education: Math/Social Studies - Bachelor of Science in Education**

For Students entering LHU Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>	<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494		<b>Major Area and Cognate Courses</b>	<b>79 sh</b>
		<b>Major Courses</b>	
<b>Oral Communication</b>	<b>3 sh</b>	ELML200: Introduction to LA Methods (1 sh)	
Speech (3 sh)		ELML210: Learning Theory (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>	ELML250: Assessment and Differentiation (3 sh)	
MATH102: Number Systems (3 sh)		#ELML330: Language Acquisition Theory and Writing Instruction (3 sh)	
<b>Critical Thinking</b>		#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)	
<b>Knowledge and Inquiry</b>	<b>21 sh</b>	#ELML432: Mathematics Methods II (2 sh)	
<b>Natural Science Inquiry</b>	<b>6 sh</b>	#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)	
		<b>Cognate Courses</b>	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>	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)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>	#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)	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>	PHYS101: Matter and Energy (3 sh)	
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>	CHEM101: Chemistry in the Environment (3 sh)	
HIST111or 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)	
<b>Wellness</b>	<b>3 sh</b>	#ELML323: Soc. Stud. for the Ele. Mid. (3 sh)	
Wellness (3 sh)			
<b>Experiential Learning</b>		<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

**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

**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

**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 Freshman**

ENGL110 Introduction to Literature (3)  
 MATH115 Statistics and Geometry (3)  
 Art/Music/Theater/Dance (3)  
 GEOS101 Earth Science (3)  
 PSYC 1 03 Adolescent Psychology (3)  
 ELML200 Introduction to Lang. Arts Meth. (1)  
 Credit Total: 16

**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

**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

**Spring Senior (example)**

ELML493 Student Teaching I(6)  
 ELML494 Student Teaching II(6)

Credit Total: 12

**Elementary Middle Level Education: Math/Social Studies with Special Education – Bachelor of Science in Education**

Effective Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>	<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>	ELML119: Freshman Seminar	1 sh
ENGL100: Composition (3 sh)			
WC Competency			
WC Competency			
<b>Oral Communication</b>	<b>3 sh</b>	<b>Major Area Courses</b>	<b>92 sh</b>
#ELML402: Effective Instructional Lit. Strategies (sh)		ELML200: Introduction to LA Methods	2 sh
		ELML250: Assessment and Differentiation	3 sh
		#ELML330: Language Acquisition	3 sh
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>	#ELML322: Math for the Elem/Mid. Level Learn.	3 sh
MATH102: Number Systems (3 sh)		#ELML323: SS. for the Elem/Mid. Level Learn.	3 sh
		#ELML432: Mathematics Methods II	2 sh
		#ELML410: Science Methods	1 sh
<b>Critical Thinking</b>		#ELML442: Social Studies Methods II	2 sh
CT Competency		#ELML405: Interven. /Classroom Mgt.	3 sh
CT Competency		#ELML420: LA Methods for Elem/Mid. Level	1 sh
<b>Knowledge and Inquiry</b>	<b>21 sh</b>	SPEC212: Low Incidence Disability Support	3 sh
<b>Natural Science Inquiry</b>	<b>6 sh</b>	#SPEC300: Comm Disorders and Assistive Tech.	3 sh
BIOL101: Basic Biology (3 sh)		#SPEC345: Lit. Skills for Students with Dis.	3 sh
GEOS101/130: Earth Science/ Prin of Geo (3 sh)		#SPEC430: Assessing Special Needs and Planning for Instruction	3 sh
		#SPEC441: Strat. for Teaching High Incid. Dis.	3 sh
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>	#SPEC440: Strat. for Teaching Low Incid Dis.	3 sh
ECON102: Micro Economics or ECON103: Macro Economics (3 sh)		#SPEC425: Law and Collaborative Practices	3 sh
PSYC103: Adolescent Psychology (3 sh)			
		<b>Cognate Courses</b>	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>	MATH107: Basic Statistics	3 sh
ENGL110: Introduction to Literature (3 sh)		MATH113: Pre-calculus	3 sh
Art/Music/Theater (3 sh)		MATH115: Statistics and Geometry	3 sh
		#MATH141: Calculus	3 sh
<b>Personal and Social Responsibility</b>	<b>12 sh</b>	#MATH205: Foundations of Mathematics	3 sh
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>	HIST300/ 400: Any 300/ 400 level Am Hist Course	3 sh
HIST101 World History I or HIST102: World History II (3 sh)		#HIST300/ 400: Any 300/ 400 level on Western History	3 sh
POLI107: World Politics (3 sh)		#ELML493: Student Teaching I	6 sh
GEOG101: World Regional Geography (3 sh)		#SPEC494: Student Teaching II	6 sh
		ELML210: Learning Theory	3 sh
<b>Wellness</b>	<b>3 sh</b>	SPEC204: Cognitive Development of Diverse Learners or SPEC105: Foundations of Special Ed.	3 sh
Wellness (3 sh)		SPEC215: High Incidence Disability Support	3 sh
<b>Experiential Learning</b>		CHEM101: Chemistry in the Environment or CHEM105: Forensic Chemistry.	3 sh
EL Competency		PHYS101: Matter and Energy, PHYS110: How Things Work, PHYS135: Meteorology, or SCI110: Sci Tech	3 sh
EL Competency			
<b>*Certification Students Only:</b>		<i># Advanced Level Courses</i>	
#SPEC338: Positive Behavior Support	<b>3 sh</b>		

\*All Pennsylvania Department of Education (PDE) Special Education PreK-8 and 7-12 teacher certification applicants are subject to dual certification requirements at the time of application. See PDE for details.

**Elementary/Middle Level Education (Math and Social Studies) / Special Education**  
**Suggested Course Sequence**

**Fall Freshman (example)**

ENGL100 Composition  
HIST101 Global History I or HIST102 Global History II  
MATH102 Number Systems  
BIO101 Basic Biology  
Art/ Music/ Theater/ Dance (Gen. Ed.)  
ELML119 Freshman Seminar for Elementary and Middle Level Education Students (1 cr)

Credit Total: \_\_\_\_\_ 16 \_\_\_\_\_

**Spring Freshman (example)**

ENGL110 Introduction to Literature  
MATH115 Statistics and Geometry  
GEOS101 Earth Science or GEOS130 Prin. of Geo  
PSYC103 Adolescent Psychology  
ELML200 Introduction to Language Arts Methods for Elementary and Middle Level Grades (2 cr)

Wellness (Gen Ed)

Credit Total: \_\_\_\_\_ 17 \_\_\_\_\_

**Fall Sophomore (example)**

MATH107 Basic Statistics  
MATH113 Precalculus  
PHYS101 Matter and Energy, PHYS110 How Things Work,  
PHYS135 Meteorology or SCI110 Sci Tech  
ELML210 Learning Theory for Elementary And Middle Level Grades

PLA Elective

Credit Total: \_\_\_\_\_ 15 \_\_\_\_\_

**Spring Sophomore (example)**

CHEM101 Chem. in the Environment or CHEM105 Forensic Chem.  
ECON102 Micro Economics or ECON103 Macro Economics  
MATH141 Calculus  
POLI 107 World Politics  
SPEC204 Cognitive Development of Diverse Learners or SPEC105 Foundations of Special Ed.

ELML250 Assessment and Differentiation in the 4-8 Classroom

Credit Total: \_\_\_\_\_ 18 \_\_\_\_\_

**SUMMER**

SPEC215 High Incidence Disability Support  
SPEC300 Communication Disorders and Assistive Technology  
 Credit Total: \_\_\_\_\_ 6 \_\_\_\_\_

**Fall Junior (example)**

GEO101 World Regional Geography  
300/400 American History  
300/400 Non-Western History  
SPEC212 Low Incidence Disability Support  
MATH205 Foundations of Math

Credit Total: \_\_\_\_\_ 15 \_\_\_\_\_

**Spring Junior (example)**

ELML323 Social Studies for the Elementary and Middle Level Learners  
ELML330 Language Acquisition Theory and Wtg. Instruction or SPEC202 Cultural...Diversity  
SPEC430 Assessing Special Needs and Planning for Instruction  
SPEC441 Strategies for Teaching High Incidence Disabilities  
SPEC440 Strategies for Teaching Low Incidence Disabilities  
SPEC425 Law and Collaborative Practices

Credit Total: \_\_\_\_\_ 18 \_\_\_\_\_

**Summer**

SPEC338 Positive Behavior Support (\*for certification only)  
SPEC345 Literacy Skills for Students with Disabilities  
 Credit Total: \_\_\_\_\_ 6 \_\_\_\_\_

**Fall Senior (example)**

ELML402 Effective Instructional Literary Strategies  
ELML322 Mathematics for the Elementary and Middle Level Learner  
ELML432 Mathematics Methods for Elementary and Middle Level Grades II  
ELML410 Science Methods for Elementary and Middle Level Grades I  
ELML442 Social Studies Methods for Elementary and Middle Level Grades II  
ELML405 Intervention and Classroom Management Strategies for Middle Level Learners  
ELML420 Language Arts Methods for Elementary and Middle Level Grades (1 cr)

Credit Total: \_\_\_\_\_ 15 \_\_\_\_\_

**Spring Senior (example)**

ELML493 Student Teaching and Professional Practicum: Elementary and Middle Level  
SPEC494 Student Teaching and Professional Practicum: Special Education

Credit Total: 12

## Elementary Middle Level Education: Social Studies - Bachelor of Science in Education

For Students entering LHU Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>	<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494			
		<b>Major Area and Cognate Courses</b>	<b>79 sh</b>
		<b>Major Courses</b>	
<b>Oral Communication</b>	<b>3 sh</b>	ELML200: Introduction to LA Methods (1 sh)	
Speech (3 sh)		ELML210: Learning Theory (3 sh)	
		ELML250: Assessment and Differentiation (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>	#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)	
<b>Critical Thinking</b>		#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)	
<b>Knowledge and Inquiry</b>	<b>21 sh</b>	#ELML431: Mathematics Methods I (1 sh)	
<b>Natural Science Inquiry</b>	<b>6 sh</b>	#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)	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>	<b>Cognate Courses</b>	
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)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>	#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)	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>	PHYS101: Matter and Energy (3 sh)	
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>	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)	
<b>Wellness</b>	<b>3 sh</b>	#ELML323: Soc. Stud.for the Ele. & Mid (3 sh)	
Wellness (3 sh)			
<b>Experiential Learning</b>		# <i>Advanced Level Courses</i>	
EL Competencies: ELML493			
EL Competencies: ELML494			

**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

**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

**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

**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 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

**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

**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

**Spring Senior**

ELML493 Student Teaching I (6)  
 ELML494 Student Teaching II (6)  
 Credit Total: 12

**Elementary Middle Level Education: Social Studies with Special Education – Bachelor of Science in Education**

Effective Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	
WC Competency	
WC Competency	
<b>Oral Communication</b>	<b>3 sh</b>
#ELML402: Effective Instructional Lit. Strategies (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
MATH102: Number Systems (3 sh)	
<b>Critical Thinking</b>	
CT Competency	
CT Competency	
<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL101: Basic Biology (3 sh)	
GEOS101: Earth Sci. or GEOS130: Prin. of Geo I (3sh)	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
PSYC103: Adolescent Psychology (3 sh)	
HIST202: Hist. of US II (3 sh)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
ENGL110: Introduction to Literature (3 sh)	
Art/Music/Theater (3 sh)	

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
HIST111: Global History I (3 sh)	
POLI107: World Politics (3 sh)	
GEOG101: World Regional Geography (3 sh)	
<b>Wellness</b>	<b>3 sh</b>
Wellness (3 sh)	
<b>Experiential Learning</b>	
EL Competency	
EL Competency	

<b>*Certification Students Only:</b>	
<b>#SPEC338: Positive Behavior Support</b>	<b>3 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
ELML119: Freshman Seminar	1 sh

<b>Major Area and Cognate Courses</b>	<b>92 sh</b>
ELML200: Introduction to LA Methods	2 sh
ELML210: Learning Theory	3 sh
ELML250: Assessment and Differentiation	3 sh
#ELML323: SS for Elem/Mid. Level Learn.	3 sh
#ELML330: Language Acquisition	3 sh
#ELML322: Mathematics Elem.Mid. Level Learn.	3 sh
#ELML431: Mathematics Methods I	1 sh
#ELML410: Science Methods I	1 sh
#ELML443: Social Studies Methods III	3 sh
#ELML405: Interven. /Classroom Mgt.	3 sh
#ELML420: LA Methods for Elem/Mid. Level	1 sh
SPEC212: Low Incidence Disability Support	3 sh
SPEC215: High Incidence Disability Support	3 sh
#SPEC300: Comm. Disorders and Assistive Tech.	3 sh
#SPEC345: Lit. Skills for Students with Dis.	3 sh
#SPEC430: Assessing Special Needs and Planning for Instruction	3 sh
#SPEC441: Strat for Teaching High Incidence Dis.	3 sh
#SPEC440: Strat. for Teaching Low Incidence Dis.	3 sh
#SPEC425: Law and Collaborative Practices	3 sh

<b>Cognate Courses</b>	
ECON102 Micro-economics or ECON103 Macro economics	3 sh
HIST112: Global History II	3 sh
#HIST245: History of Pennsylvania	3 sh
#HIST300/400: Any 300/400 level Amer Hist. course	3 sh
#HIST300/400: Any 300/400 level Non Western Hist.	3 sh
#ELML493: Student Teaching I	6 sh
#SPEC494: Student Teaching II	6 sh

SPEC204: Cognitive Development of Diverse Learners or SPEC105: Foundations of Special Ed.	3 sh
MATH112: Intermediate Algebra	3 sh
MATH115: Statistics and Geometry	3 sh
PHYS101: Matter and Energy, PHYS110: How Things Work, PHYS135: Meteorology, or SCI110: Sci Tech	3 sh
CHEM101: Chemistry in the Environment or CHEM105: Forensic Chemistry	3 sh

<i># Advanced Level Courses</i>	

\*All Pennsylvania Department of Education (PDE) Special Education PreK-8 and 7-12 teacher certification applicants are subject to dual certification requirements at the time of application. See PDE for details.

**Elementary/Middle Level Education (Social Studies) / Special Education****Suggested Course Sequence****Fall Freshman (example)**

ENGL100 Composition  
HIST111 Global History 1  
MATH102 Number Systems  
BIOL101 Basic Biology  
ELML119 Freshman Seminar for Elementary and Middle Level Education Students (1 cr)

Credit Total: \_\_\_\_\_ 13 \_\_\_\_\_

**Spring Freshman (example)**

ENGL110 Introduction to Literature  
HIST112 Global History 2  
MATH115 Statistics and Geometry  
GEOS101 Earth Science or GEOS130 Prin. of Geo  
PSYC103 Adolescent Psychology  
ELML200 Introduction to Language Arts Methods for Elementary and Middle Level Grades (2 cr)

Credit Total: \_\_\_\_\_ 17 \_\_\_\_\_

**Fall Sophomore (example)**

POL1107 World Politics  
HIST202 Hist. of US II Wellness  
PHYS101 Matter and Energy, PHYS110 How Things Work, PHYS135 Meteorology, or SCI110 Sci Tech  
ELML210 Learning Theory for Elementary And Middle Level Grades  
PLA Elective

Credit Total: \_\_\_\_\_ 18 \_\_\_\_\_

**Spring Sophomore (example)**

CHEM101 Chem. in the Environment or CHEM105 Forensic Chem.  
HIST245 History of Pennsylvania  
GEOG101 World Regional Geography  
MATH112 Intermediate Algebra  
SPEC204 Cognitive Development of Diverse Learners or SPEC105 Foundations of Special Ed.  
ELML250 Assessment and Differentiation in the 4-8 Classroom

Credit Total: \_\_\_\_\_ 18 \_\_\_\_\_

**Summer**

SPEC215 High Incidence Disability Support  
SPEC300 Communication Disorders and Assistive Technology  
 Credit Total: \_\_\_\_\_ 6 \_\_\_\_\_

**Fall Junior (example)**

ECON102 MicroEconomics or ECON103 MacroEconomics  
300/400 American History  
300/400 Non-Western History  
Art./Music/Theater/Dance  
SPEC212 Low Incidence Disability Support

Credit Total: \_\_\_\_\_ 15 \_\_\_\_\_

**Spring Junior (example)**

ELML323 Social Studies for the Elementary and Middle Level Learners  
ELML330 Language Acquisition Theory and Wtg. Instruction or SPEC202 Cultural Diversity  
SPEC430 Assessing Special Needs and Planning for Instruction  
SPEC441 Strategies for Teaching High Incidence Disabilities  
SPEC440 Strategies for Teaching Low Incidence Disabilities  
SPEC425 Law and Collaborative Practices

Credit Total: \_\_\_\_\_ 18 \_\_\_\_\_

**Summer**

SPEC338 Positive Behavior Support (\*for certification only)  
SPEC345 Literacy Skills for Students with Disabilities  
 Credit Total: \_\_\_\_\_ 6 \_\_\_\_\_

**Fall Senior (example)**

ELML402 Effective Instructional Literary Strategies  
ELML322 Mathematics for the Elementary and Middle Level Learner  
ELML431 Mathematics Methods for Elementary and Middle Level Grades I  
ELML410 Science Methods for Elementary and Middle Level Grades I  
ELML443 Social Studies Methods for Elementary and Middle Level Grades III  
ELML405 Intervention and Classroom Management Strategies for Middle Level Learners  
ELML420 Language Arts Methods for Elementary and Middle Level Grades (1 cr)

Credit Total: \_\_\_\_\_ 15 \_\_\_\_\_

**Spring Senior (example)**

ELML493 Student Teaching and Professional Practicum: Elementary and Middle Level  
SPEC494 Student Teaching and Professional Practicum: Special Education

Credit Total: 12



## Elementary Middle Level Education: Social Studies/Biology - Bachelor of Science in Education

For Students entering LHU Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>	<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494			
		<b>Major Area and Cognate Courses</b>	<b>79 sh</b>
		<b>Major Courses</b>	
<b>Oral Communication</b>	<b>3 sh</b>	ELML200: Introduction to LA Methods (1 sh)	
Speech (3 sh)		ELML210: Learning Theory (3 sh)	
		ELML250: Assessment and Differentiation (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>	#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)	
<b>Critical Thinking</b>		#ELML405: Interventions and Classroom Management Strategies (3 sh)	
CT Competencies: ELML493		#ELML412: Science Methods II (2 sh)	
CT Competencies: ELML494		#ELML4—Language Arts Methods (1 sh)	
		#ELML431: Mathematics Methods I (1 sh)	
<b>Knowledge and Inquiry</b>	<b>21 sh</b>	#ELML442: Social Studies Methods II (2 sh)	
<b>Natural Science Inquiry</b>	<b>6 sh</b>	#ELML493: Student Teaching I (6 sh)	
GEOS101: Earth Science (3 sh)		#ELML494: Student Teaching II (6 sh)	
BIOL106: Principles of Biology I (3 sh)			
		<b>Cognate Courses</b>	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>	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)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>	#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)	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>	Art/Music/Theater/Dance (3 sh)	
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>	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)	
<b>Wellness</b>	<b>3 sh</b>	#SPEC309: Eff Instructional Strategies (3 sh)	
Wellness (3 sh)			
<b>Experiential Learning</b>			
EL Competencies: ELML493		<b># Advanced Level Courses</b>	
EL Competencies: ELML494			

**Elementary Middle Level Education Track  
Social Studies/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

**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

BIOL309 Ecology (3)  
 300/400 American History (3)  
 GEOG260 World Regional Geography (3)  
 SPEC309 Eff Instructional Strategies (3)  
 Philosophy (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 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

**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)  
 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

**Spring Senior**

ELML493 Student Teaching I (6)  
 ELML494 Student Teaching II (6)  
 Credit Total: 12

**Elementary Middle Level Education: Social Studies/Biology with Special Education –Bachelor of Science in Education**

Effective Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	
WC Competency	
WC Competency	
<b>Oral Communication</b>	<b>3 sh</b>
#ELML402: Effective Instructional Lit. Strategies (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
MATH102: Number Systems (3 sh)	
<b>Critical Thinking</b>	
CT Competency	
CT Competency	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL106: Principle of Biology 1 (3 sh)	
GEOS101: Earth Sci. or GEOS130: Prin. of Geo I (3sh)	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
ECON102: Micro Economics or ECON103 Macro Economics (3 sh)	
PSYC103: Adolescent Psychology (3 sh)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
ENGL110: Introduction to Literature (3 sh)	
Art/Music/Theater (3 sh)	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
HIST101 World History I or HIST102: World History II (3 sh)	
POLI107: World Politics (3 sh)	
GEOG101: World Regional Geography (3 sh)	
<b>Wellness</b>	<b>3 sh</b>
Wellness (3 sh)	
<b>Experiential Learning</b>	<b>12 sh</b>
EL Competency	
EL Competency	

<b>*Certification Students Only:</b>	
<b>#SPEC338: Positive Behavior Support</b>	<b>3 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
ELML119: Freshman Seminar	1 sh

<b>Major Area Courses</b>	<b>92 sh</b>
ELML200: Introduction to LA Methods	2 sh
ELML250: Assessment and Differentiation	3 sh
#ELML320: Science for the Elem/Mid. Level Learn.	3 sh
#ELML330: Language Acquisition	3 sh
#ELML323: S.S. for the Elem/Mid. Level Learn.	3 sh
#ELML420: LA Methods for Elem/Mid. Level	1 sh
#ELML322 Math for the Elem/Mid Level Learn.	3 sh
#ELML431: Mathematics Methods I	1 sh
#ELML412: Science Methods II	2 sh
#ELML442: Social Studies II	2 sh
#ELML405: Interven. /Classroom Mgt.	3 sh
SPEC212: Low Incidence Disability Support	3 sh
#SPEC300: Communication Disorders and Assistive Technology	3 sh
#SPEC345: Literacy Skills for Students with Disabilities	3 sh
SPEC430: Assessing Special Needs and Planning for Instruction	3 sh
#SPEC441: Strat. for Teaching High Incidence Dis.	3 sh
#SPEC440: Strat. for Teaching Low Incidence Dis.	3 sh
#SPEC425: Law and Collaborative Practices	3 sh
<b>Cognate Courses</b>	
BIOL107: Principles of Biology 2	3 sh
CHEM101: Chemistry in the Environment or CHEM105: Forensic Chemistry	3 sh
PHYS101: Matter and Energy, PHYS110: How Things Work, PHYS135: Meteorology, or SCI110: Sci Tech	3 sh
HIST300/ 400: Any 300/400 level American History	3 sh
HIST300/ 400: Any 300/400 level Non Western	3 sh
#ELML493: Student Teaching I	6 sh
#SPEC494: Student Teaching II	6 sh
#BIOL309 Ecology	3 sh
SPEC204: Cognitive Development of Diverse Learners or SPEC105: Foundations of Special Ed	3 sh
SPEC215: High Incidence Disability Support	3 sh
ELML210: Learning Theory	3 sh
MATH112: Intermediate Algebra	3 sh
MATH115: Statistics and Geometry	3 sh
<i># Advanced Level Courses</i>	

\*All Pennsylvania Department of Education (PDE) Special Education PreK-8 and 7-12 teacher certification applicants are subject to dual certification requirements at the time of application. See PDE for details.

**Elementary/Middle Level Education (Science-Biology/ Social Studies) / Special Education****Suggested Course Sequence****Fall Freshman (example)**

ENGL100 Composition  
HIST101 World History 1 or HIST102 World History II  
MATH102 Number Systems  
Art/ Music/ Theater/ Dance  
POLI107 World Politics  
ELML119 Freshman Seminar for Elementary and Middle Level Education Students (1 cr)  
 Credit Total: \_\_\_\_ 16 \_\_\_\_

**Spring Freshman (example)**

ENGL110 Introduction to Literature  
BIO107 Principles of Biology II  
MATH115 Statistics and Geometry  
GEOS101 Earth Science or GEOS130 Prin. of Geo  
PSYC103 Adolescent Psychology  
ELML200 Introduction to Language Arts Methods for Elementary and Middle Level Grades (2 cr)  
 Credit Total: \_\_\_\_ 17 \_\_\_\_

**Fall Sophomore (example)**

ECON102 Micro Economics or ECON103 Macro Economics  
Wellness  
PHYS101 Matter and Energy, PHYS110 How Things Work, PHYS135 Meteorology, or SCI110 Sci Tech  
ELML210 Learning Theory for Elementary And Middle Level Grades  
PLA Elective

Credit Total: \_\_\_\_ 15 \_\_\_\_

**Spring Sophomore (example)**

CHEM101 Chem. in the Environment or CHEM105 Forensic Chem.  
ELML320 Science for the Elementary and Middle Level Learner  
GEOG101 World Regional Geography  
MATH112 Intermediate Algebra  
SPEC204 Cognitive Development of Diverse Learners or SPEC105 Foundations of Special Ed.  
ELML250 Assessment and Differentiation in the 4-8 Classroom

Credit Total: \_\_\_\_ 18 \_\_\_\_

**SUMMER**

SPEC215 High Incidence Disability Support  
SPEC300 Communication Disorders and Assistive Technology  
 Credit Total: \_\_\_\_ 6 \_\_\_\_

**Fall Junior (example)**

300/400 American History  
300/400 Non-Western History  
SPEC212 Low Incidence Disability Support  
Biology: Advanced Course Choice  
BIOL309 Ecology

Credit Total: \_\_\_\_ 15 \_\_\_\_

**Spring Junior (example)**

ELML323 Social Studies for the Elementary and Middle Level Learners  
ELML330 Language Acquisition Theory and Wtg. Instruction or SPEC202 Cultural Diversity  
SPEC430 Assessing Special Needs and Planning for Instruction  
SPEC441 Strategies for Teaching High Incidence Disabilities  
SPEC440 Strategies for Teaching Low Incidence Disabilities  
SPEC425 Law and Collaborative Practices

Credit Total: \_\_\_\_ 18 \_\_\_\_

**Summer**

SPEC338 Positive Behavior Support (\*for certification only)  
SPEC345 Literacy Skills for Students with Disabilities  
 Credit Total: \_\_\_\_ 6 \_\_\_\_

**Fall Senior (example)**

ELML402 Effective Instructional Literary Strategies  
ELML322 Mathematics for the Elementary and Middle Level Learner  
ELML431 Mathematics Methods for Elementary and Middle Level Grades I  
ELML412 Science Methods for Elementary and Middle Level Grades II  
ELML442 Social Studies Methods for Elementary and Middle Level Grades II  
ELML405 Intervention and Classroom Management Strategies for Middle Level Learners  
ELML420 Language Arts Methods for Elementary and Middle Level Grades (1 cr)  
 Credit Total: \_\_\_\_ 15 \_\_\_\_

**Spring Senior (example)**

ELML493 Student Teaching and Professional Practicum: Elementary and Middle Level  
SPEC494 Student Teaching and Professional Practicum: Special Education  
 Credit Total: \_\_\_\_ 12 \_\_\_\_

## Elementary Middle Level Education: Social Studies/Geology - Bachelor of Science in Education

For Students entering LHU Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>	<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>	ELML119: Freshmen Seminar for Elementary & Middle Level Education Students (1 sh)	
ENGL100: Composition (3 sh)			
WC Competencies: ELML493			
WC Competencies: ELML494			
		<b>Major Area and Cognate Courses</b>	<b>79 sh</b>
		<b>Major Courses</b>	
<b>Oral Communication</b>	<b>3 sh</b>	ELML200: Introduction to LA Methods (1 sh)	
Speech (3 sh)		ELML210: Learning Theory (3 sh)	
		ELML250: Assessment and Differentiation (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>	#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)	
<b>Critical Thinking</b>		#ELML405: Interventions and Classroom Management Strategies (3 sh)	
CT Competencies: ELML493		#ELML412: Science Methods II (2 sh)	
CT Competencies: ELML494		#ELML4—Language Arts Methods (1 sh)	
		#ELML431: Mathematics Methods I (1 sh)	
<b>Knowledge and Inquiry</b>	<b>21 sh</b>	#ELML442: Social Studies Methods II (2 sh)	
<b>Natural Science Inquiry</b>	<b>6 sh</b>	#ELML493: Student Teaching I (6 sh)	
GEOS130: Principles of Geology I (3 sh)		#ELML494: Student Teaching II (6 sh)	
BIOL101: Basic Biology I (3 sh)			
		<b>Cognate Courses</b>	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>	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)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>	#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)		GEOS215: Environmental Geology (3 sh)	
Art/Music/Theater/Dance (3 sh)		#Adv. Level Course Choice; Choose 1 (3 sh)	
		-GEOS131, GEOS213, GEOS215, GEOS230,	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>	- GEOS301, GEOS305, or GEOS315	
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>	#ELML320: Scifor the El/ Mid. Lvl learn (3 sh)	
HIST111or HIST112: Global History 1 or 2 (3 sh)		Art/Music/Theater/Dance (3 sh)	
POLI105: American National Government (3 sh)		PHYS101: Matter and Energy (3 sh)	
ECON101: Principles of Economics (3 sh)		CHEM101: Chemistry in the Environment (3 sh)	
<b>Wellness</b>	<b>3 sh</b>	PSYC201: Educational Psychology (3 sh)	
Wellness (3 sh)		SPEC204: Cognitive Development (3 sh)	
<b>Experiential Learning</b>		#SPEC309: Eff Instructional Strategies (3 sh)	
EL Competencies: ELML493			
EL Competencies: ELML494			
		<b># Advanced Level Courses</b>	

**Elementary Middle Level Education Track  
Social Studies/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 1 03 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

**Elementary Middle Level Education: Social Studies/Geology with Special Education – Bachelor of Science in Education**

**Effective Fall 2016**

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	
WC Competency	
WC Competency	
<b>Oral Communication</b>	<b>3 sh</b>
#ELML402: Effective Instructional Lit. Strategies (3 sh)	
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
MATH102: Number Systems (3 sh)	
<b>Critical Thinking</b>	
CT Competency	
CT Competency	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL101: Basic Biology (3 sh)	
GEOS130: Principles of Geology I (3 sh)	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
ECON102: Micro Economics or ECON103: Macro Economics	
PSYC 103: Adolescent Psychology (3 sh)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
ENGL110: Introduction to Literature (3 sh)	
Art/Music/Theater (3 sh)	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
HIST101: World History I or HIST102: World History II (3 sh)	
POLI107: World Politics (3 sh)	
GEOG101: World Regional Geography (3 sh)	
<b>Wellness</b>	<b>3 sh</b>
Wellness (3 sh)	
<b>Experiential Learning</b>	
EL Competency	
EL Competency	
<b>*Certification Students Only:</b>	
<b>#SPEC338: Positive Behavior Support</b>	<b>3 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
ELML119: Freshman Seminar	1 sh

<b>Major Area Courses</b>	<b>92 sh</b>
ELML200: Introduction to LA Methods	2 sh
ELML250: Assessment and Differentiation	3 sh
#ELML320: Science for the Elem/Mid. Level Learn.	3 sh
#ELML323: Social Sciences for the Elem/Mid. Level Learn.	3 sh
#ELML322: Math for the Elem/Mid. Level Learn.	3 sh
#ELML330: Language Acquisition	3 sh
#ELML431: Math Methods for the Elem/Mid. Level Learn.	1 sh
#ELML412: Science Methods II	2 sh
#ELML442: Social Studies Methods II	2 sh
#ELML405: Interven. /Classroom Mgt.	3 sh
#ELML420: LA Methods for Elem/Mid. Level	1sh
SPEC212: Low Incidence Disability Support	3 sh
#SPEC300: Comm. Disorders and Assistive Tech.	3 sh
#SPEC345: Lit. Skills for Students with Disabilities	3 sh
#SPEC430: Assessing Special Needs and Planning for Instruction	3 sh
#SPEC441: Strat. for Teaching High Incidence Dis.	3 sh
#SPEC440: Strat. for Teaching Low Incidence Dis.	3 sh
#SPEC425: Law and Collaborative Practices	3 sh
<b>Cognate Courses</b>	
#HIST300/400: Any 300/400 level Amer Hist Course	3 sh
#HIST300/400: Any 300/ 400 level Non West Hist Course	3 sh
GEOS215: Environmental Geology	3 sh
#Choose 1 Advanced Level Geology Course: GEOS131, GEOS213, GEOS215, GEOS230, GEOS301, GEOS305, or GEOS315	3 sh
CHEM101: Chemistry in the Environment or CHEM105: Forensic Chemistry	3 sh
PHYS101: Matter and Energy, PHYS110: How Things Work, PHYS135: Meteorology, or SCI110: Sci Tech	3 sh
ELML210: Learning Theory	3 sh
#ELML493: Student Teaching I	6 sh
#SPEC494: Student Teaching II	6 sh
SPEC215: High Incidence Disability Support	3 sh
SPEC204: Cognitive Development of Diverse Learners or SPEC105: Foundations of Special Ed.	3 sh
MATH112: Intermediate Algebra	3 sh
MATH115: Statistics and Geometry	3 sh
<i># Advanced Level Courses</i>	

\*All Pennsylvania Department of Education (PDE) Special Education PreK-8 and 7-12 teacher certification applicants are subject to dual certification requirements at the time of application. See PDE for details.

**Elementary/Middle Level Education (Science-Geology and Social Studies) / Special Education****Suggested Course Sequence****Fall Freshman (example)**

ENGL100 Composition  
HIST101 World History 1 or HIST102 World History 2  
MATH102 Number Systems  
GEOS130 Principles of Geology I  
ELML119 Freshman Seminar for Elementary and Middle Level Education Students (1 cr)

Credit Total: \_\_\_\_\_ 13 \_\_\_\_\_

**Fall Sophomore (example)**

POL1107 World Politics  
MATH112 Intermediate Algebra  
Wellness  
PHYS101 Matter and Energy, PHYS110 How Things Work, PHYS135 Meteorology, or SCI110 Sci Tech  
ELML210 Learning Theory for Elementary And Middle Level Grades

Credit Total: \_\_\_\_\_ 15 \_\_\_\_\_

**SUMMER**

SPEC215 High Incidence Disability Support  
SPEC300 Communication Disorders and Assistive Technology

Credit Total: \_\_\_\_\_ 6 \_\_\_\_\_

**Fall Junior (example)**

ECON101 Economics  
300/400 American History  
300/400 Non-Western History  
SPEC212 Low Incidence Disability Support  
GEOS215 Environmental Geology  
PLA Elective

Credit Total: \_\_\_\_\_ 18 \_\_\_\_\_

**Summer**

SPEC338 Positive Behavior Support (\*for certification only)  
SPEC345 Literacy Skills for Students with Disabilities

Credit Total: \_\_\_\_\_ 6 \_\_\_\_\_

**Fall Senior (example)**

ELML402 Effective Instructional Literary Strategies  
ELML322 Mathematics for the Elementary and Middle Level Learner  
ELML431 Mathematics Methods for Elementary and Middle Level Grades I  
ELML412 Science Methods for Elementary and Middle Level Grades I  
ELML442 Social Studies Methods for Elementary and Middle Level Grades II  
ELML405 Intervention and Classroom Management Strategies for Middle Level Learners  
ELML420 Language Arts Methods for Elementary and Middle Level Grades (1 cr)

Credit Total: \_\_\_\_\_ 15 \_\_\_\_\_

**Spring Freshman (example)**

ENGL110 Introduction to Literature  
Art./Music/Theater/Dance (World)  
MATH115 Statistics and Geometry  
BIOL102 Environmental Science  
PSYC103 Adolescent Psychology  
ELML200 Introduction to Language Arts Methods for Elementary and Middle Level Grades (2 cr)

Credit Total: \_\_\_\_\_ 17 \_\_\_\_\_

**Spring Sophomore (example)**

CHEM101 Chem. in the Environment or CHEM105 Forensic Chem.  
ELML320 Science for the Elementary and Middle Level Learner  
GEOG101 World Regional Geography  
GEOS Advanced Course Choice  
SPEC204 Cognitive Development of Diverse Learners or SPEC105 Foundations of Special Ed.  
ELML250 Assessment and Differentiation in the 4-8 Classroom

Credit Total: \_\_\_\_\_ 18 \_\_\_\_\_

**Spring Junior (example)**

ELML323 Social Studies for the Elementary and Middle Level Learners  
ELML330 Language Acquisition Theory and Wtg. Instruction or SPEC202 Cultural Diversity  
SPEC430 Assessing Special Needs and Planning for Instruction  
SPEC441 Strategies for Teaching High Incidence Disabilities  
SPEC440 Strategies for Teaching Low Incidence Disabilities  
SPEC425 Law and Collaborative Practices

Credit Total: \_\_\_\_\_ 18 \_\_\_\_\_

**Spring Senior (example)**

ELML493 Student Teaching and Professional Practicum: Elementary and Middle Level  
SPEC494 Student Teaching and Professional Practicum: Special Education

Credit Total: \_\_\_\_\_ 12 \_\_\_\_\_



**English: Literature Concentration - Bachelor of Arts**

Effective: Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	
WC	
WC	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
<b>Critical Thinking</b>	
CT	
CT	


<b>Major Area and Cognate Courses</b>	<b>42 sh</b>
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 ( <i>Choose five; topics courses can be taken up to 3x, with different topics</i> )	
ENGL328, ENGL400, ENGL402, ENGL404, ENGL425, ENGL435	
<b>Degree requirements:</b>	
<b>Seminars (2 of 3)##</b>	<b>6 sh</b>
Humanities 328	
Social Science 328	
Science/Math 328	
<b>Foreign Language Requirement (Level-IV proficiency #)</b>	<b>up to 12 sh</b>
<b>Total credit hours</b>	<b>120</b>

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b> (one w/ lab)	<b>6 sh</b>
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
Performing Arts course (3)	
Philosophy or Literature (3)	

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
(one course: Historical Foundation)	
<b>Wellness</b>	<b>3 sh</b>
<b>Experiential Learning (2 units)</b>	

<b>Electives</b>	<b>18 sh</b>

**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

**English: Writing Concentration - Bachelor of Arts**

Effective: Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	
WC	
WC	
XX	XXXXXX
<b>Oral Communication</b>	<b>3 sh</b>
XX	XXXXXX
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
XX	XXXXXX
<b>Critical Thinking</b>	
CT	
CT	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry (one w/ lab)</b>	<b>6 sh</b>
XX	XXXXXX
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
XX	XXXXXX
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
Performing Arts course (3)	
Philosophy or Literature (3)	

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
(One course: Historical Foundation)	
<b>Wellness</b>	<b>3 sh</b>
XX	XXXXXX
<b>Experiential Learning (2 units)</b>	

<b>Electives</b>	<b>18 sh</b>

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<b>Major Area and Cognate Courses</b>	<b>42 sh</b>
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 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)	
XX	XXXXXX
XX	XXXXXX
XX	XXXXXX
XX	XXXXXX
XX	XXXXXX
XX	XXXXXX
XX	XXXXXX
<b>Degree requirements:</b>	
<b>Seminars (2 of 3) ##</b>	<b>6 sh</b>
Humanities 328	
Social Science 328	
Science/Math 328	
<b>Foreign Language Requirement (Level-IV proficiency #</b>	<b>up to 12 sh</b>
<b>Total credit hours</b>	<b>120</b>

**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

### Foreign Language: French – Bachelor of Arts

For students entering LHU Fall 2016 and after

<b>Intellectual Foundation</b>		<b>9 sh</b>
<b>Written Communication</b>		3 sh
ENGL100: Composition (3 sh)		
WC competency 1		
WC competency 2		
<b>Oral Communication</b>		3 sh
<b>Mathematical and Computational Thinking</b>		3 sh.
<b>Critical Thinking</b>		
CT competency 1		
CT competency 2		

<b>Knowledge and Inquiry</b>		<b>21 sh</b>
<b>Natural Science Inquiry</b>		6 sh
<b>Historical, Behavioral, and Social Science Inquiry</b>		6 sh
<b>Philosophical, Literary, and Aesthetic Inquiry</b>		9 sh
Visual or Performing Arts course (3)		
Philosophy or Literature (3)		

<b>Personal and Social Responsibility</b>		<b>12 sh</b>
<b>Global Awareness and Citizenship</b>		9 sh
3 sh must provide an historical foundation		
<b>Wellness</b>		3 sh
<b>Experiential Learning (2 units)</b>		
<b>Total General Education Credits</b>		<b>42sh</b>

<b>Electives</b>		<b>32sh</b>

<b>First Year Seminar</b>	<b>1 sh</b>
HIST119: First Year Seminar	

<b>Major Area and Cognate Courses</b>	<b>39 sh</b>
<b>Core Requirements</b>	9 sh
#FREN203: French Civilization I OR FREN204: French Civilization II	
#FREN303: French Literature I OR FREN304: French Literature II	
#FREN320: Francophone Identities	
<b>Study Abroad</b>	6-9 sh

Summer Immersion Program and/or regular semester program. Must be scheduled with advisor and completed after FREN202. Additional courses, up to 15 credits total, may be transferred provided they have LHU equivalent courses.

<b>French Electives</b>	6-9 sh
Choose from list of approved French courses beyond Level IV	
May include French courses taken abroad or through LHU distance education exchange agreements with other PASSHE universities.	
#####Study abroad and French electives should total 15 sh of coursework taught in French	

**Oral Proficiency Test (double majors exempt):** Students are required to take the OPI test administered by ACTFL (The American Council on the Teaching of Foreign Languages).

<b>Area requirements (double majors exempt)</b>	15 sh
Four courses in a second foreign language as determined by placement test (12 sh)	
#	
#	
#	
Foreign Language Core Seminar: (3 sh)	
#LANG328: Francophone and Hispanic Cultures through Film	

<b>Degree requirements:</b>	<b>6 sh</b>
Foreign language Degree Requirements are absorbed in the major	
<b>##Seminars (2 of 3)</b>	
Humanities 328	
Social Science 328	
Science/Math 328	
<b>Total credit hours</b>	<b>120</b>

# denotes advanced course work

Rev 10/14

**Foreign Language: Spanish – Bachelor of Arts**

For students entering LHU Fall 2016 and after

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	3 sh
ENGL100: Composition (3 sh)	
WC competency 1	
WC competency 2	
<b>Oral Communication</b>	3 sh
<b>Mathematical and Computational Thinking</b>	3 sh.
<b>Critical Thinking</b>	
CT competency 1	
CT competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	6 sh
<b>Historical, Behavioral, and Social Science Inquiry</b>	6 sh
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	9 sh
Visual or Performing Arts course (3)	
Philosophy or Literature (3)	

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	9 sh
HIST101: World History 1 or HIST102: World History 2	
<b>Wellness</b>	3 sh
<b>Experiential Learning (2 units)</b>	
EL competency 1	
EL competency 2	
<b>Total General Education Credits</b>	<b>42sh</b>

<b>Electives</b>	<b>32sh</b>

<b>First Year Seminar</b>	<b>1 sh</b>
HIST119: First Year Seminar	

<b>Major Area and Cognate Courses</b>	<b>39 sh</b>
<b>Core Requirements</b>	9 sh
#SPAN203: Culture of Spain OR SPAN204: Hispanic American Culture	
#SPAN307: Intro. Spanish Literature	
#SPAN308: Intro. Spanish American Lit.	
<b>Study Abroad</b>	6-9 sh
Must be scheduled with foreign language advisor. An additional 6 credits of Spanish may be transferred to LHU provided they are equivalent to 300 level courses at LHU.	
<b>Spanish Electives</b>	6-9 sh
Choose from list of upper-level Spanish courses at LHU.	
##Study abroad and Spanish electives should total 15 sh of coursework taught in Spanish	
<b>Oral Proficiency Test (double majors exempt):</b> Students are required to take the OPI test administered by ACTFL (The American Council on the Teaching of Foreign Languages).	
<b>Area requirements (double majors exempt)</b>	15 sh
Four courses in a second foreign language as determined by placement test (12 sh)	
#	
#	
#	
Foreign Language Core Seminar: (3 sh)	
#LANG328: Francophone and Hispanic Cultures through Film	
<b>Degree requirements:</b>	<b>6 sh</b>
<b>Foreign Language degree requirements are absorbed in the major</b>	
<b>##Seminars (2 of 3)</b>	
Humanities 328	
Social Science 328	
Science/Math 328	
<b>Total credit hours</b>	<b>120</b>

# denotes advanced course work

**Geology: Applied Geology - Bachelor of Science**

For All Geology Majors Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>		<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>		SCI119: First Year Student Seminar	1 sh
ENGL100: Composition	3			
WC Competency 1			<b>Major Area and Cognate Courses</b>	<b>60 sh</b>
WC Competency 2			BIOL106: Principles of Biology 1	3
<b>Oral Communication</b>	<b>3 sh</b>		BIOL107: Principles of Biology 2	3
			CHEM120: Principles of Chemistry 1	4
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>		CHEM121: Principles of Chemistry 2	4
MATH141: Calculus 1	3		PHYS130: Physics 1	4
<b>Critical Thinking</b>			PHYS131: Physics 2	4
CT Competency 1			GEOS213: Introduction to GIS	3
CT Competency 2			GEOS230: Geomorphology #	3
			GOES301: Invertebrate Paleontology #	3
<b>Knowledge and Inquiry</b>	<b>21 sh</b>		GEOS305: Mineralogy and Petrology #	4
<b>Natural Science Inquiry</b>	<b>6 sh</b>		GEOS315: Sedimentology #	3
GEOS130: Principles of Geology 1	3		GEOS360: Hydrogeology #	4
GEOS131: Principles of Geology 2	3		GEOS415: Stratigraphy #	3
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>		GEOS420: Geology of Energy and Mineral Resources #	4
			GEOS430: Structural Geology #	4
			GEOS490: Capstone Research Project #	2
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>		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)	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>			
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>			
<b>Wellness</b>	<b>3 sh</b>			
<b>Experiential Learning</b>				
EL Competency 1				
EL Competency 2				
<b>Electives</b>	<b>17 sh</b>			

# = Advanced Course Work

**Geology—Applied Geology Track**  
**Suggested Course Sequence**

<b>Fall Freshman (example)</b>	Credits		<b>Spring Freshman (example)</b>	Credits
ENGL100: Composition	3		GEOS131: Principles of Geology 2	3
SCI119: First Year Student Seminar	1		BIOL107: Principles of Biology 2	3
GEOS130: Principles of Geology 1	3		General Education Course	3
BIOL106: Principles of Biology 1	3		General Education Course	3
MATH141: Calculus 1	3		General Education Course	3
General Education Course	3		Total Credits:	15
Total Credits:	16			

<b>Fall Sophomore (example)</b>	Credits		<b>Spring Sophomore (example)</b>	Credits
GEOS230: Geomorphology*	3		GEOS301: Invertebrate Paleontology**	3
OR			OR	
GEOS315: Sedimentology**	3		GEOS415: Stratigraphy*	3
AND			AND	
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		General Education Course	3
Total Credits:	14		Total Credits:	14

<b>Fall Junior (example)</b>	Credits		<b>Spring Junior (example)</b>	Credits
GEOS230: Geomorphology*	3		GEOS301: Invertebrate Paleontology**	3
GEOS360: Hydrogeology*	4		GEOS305: Mineralogy and Petrology**	4
GEOS430: Structural Geology*	4		OR	
OR			GEOS420: Geology of Energy and Mineral Resources*	4
GEOS315: Sedimentology**	3		GEOS415: Stratigraphy*	3
General Education Courses	6		AND	
AND			General Education Courses	6
Electives	6		Geology Field/Lab Experience	2
Total Credits:	15 or 17		Total Credits:	15

<b>Fall Senior (example)</b>	Credits		<b>Spring Senior (example)</b>	Credits
GEOS360: Hydrogeology*	4		GEOS305: Mineralogy and Petrology**	4
GEOS430: Structural Geology*	4		OR	
OR			GEOS420: Geology of Energy and Mineral Resources*	4
General Education Courses	6		AND	
AND			General Education Course	3
GEOS490: Capstone Research Project	2		Electives	6
Geology Field/Lab Experience	1		Geology Field/Lab Experience	2
Electives	5		Total Credits:	15
Total Credits:	14 or 16			

Upper Division Majors Courses are only offered every two years.

\* = Offered Only in Odd Ending Years

\*\* = Offered Only in Even Ending Years



## Geology: Engineering Geology - Bachelor of Science

For All Geology Majors Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>		<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>		SCI119: First Year Student Seminar	1 sh
ENGL100: Composition	3			
WC Competency 1			<b>Major Area and Cognate Courses</b>	<b>60 sh</b>
WC Competency 2			CHEM120: Principles of Chemistry 1	4
<b>Oral Communication</b>	<b>3 sh</b>		CHEM121: Principles of Chemistry 2	4
			PHYS170: Intermediate Physics 1	4
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>		PHYS171: Intermediate Physics 2	4
MATH141: Calculus 1	3		PHYS105: Engineering Graphics	3
<b>Critical Thinking</b>			MATH142: Calculus 2	3
CT Competency 1			GEOS213: Introduction to GIS	3
CT Competency 2			GEOS230: Geomorphology #	3
			GEOS305: Mineralogy and Petrology #	4
<b>Knowledge and Inquiry</b>	<b>21 sh</b>		GEOS313: Advanced GIS#	3
<b>Natural Science Inquiry</b>	<b>6 sh</b>		GEOS315: Sedimentology #	3
GEOS130: Principles of Geology 1	3		GEOS360: Hydrogeology #	4
GEOS131: Principles of Geology 2	3		GEOS420: Geology of Energy and Mineral Resources #	4
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>		GEOS430: Structural Geology #	4
			GEOS450: Geophysics and Tectonics#	4
			GEOS490: Capstone Research Project #	2
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>		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)	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>		GEOS499: Independent Study (1-4 sh)	
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>			
<b>Wellness</b>	<b>3 sh</b>			
<b>Experiential Learning</b>				
EL Competency 1				
EL Competency 2				
<b>Electives</b>	<b>17 sh</b>			

# = Advanced Course Work

**Geology—Engineering Geology Track  
Suggested Course Sequence**

<b>Fall Freshman (example)</b>	Credits		<b>Spring Freshman (example)</b>	Credits
ENGL100: Composition	3		GEOS131: Principles of Geology 2	3
SCI119: First Year Student Seminar	1		MATH142: Calculus 2	3
GEOS130: Principles of Geology 1	3		General Education Course	3
MATH141: Calculus 1	3		General Education Course	3
General Education Courses	6		General Education Course	3
<b>Total Credits:</b>	<b>16</b>		<b>Total Credits:</b>	<b>15</b>

<b>Fall Sophomore (example)</b>	Credits		<b>Spring Sophomore (example)</b>	Credits
GEOS230: Geomorphology*	3		GEOS313: Advanced GIS**	3
OR			OR	
GEOS315: Sedimentology**	3		GEOS415: Stratigraphy*	3
AND			AND	
CHEM120: Principles of Chemistry 1	4		CHEM121: Principles of Chemistry 2	4
PHYS105: Engineering Graphics	3		PHYS170: Intermediate Physics 1	4
GEOS213: Introduction to GIS	3		Geology Field/Lab Experience	1
General Education Course	3		General Education Course	3
<b>Total Credits:</b>	<b>16</b>		<b>Total Credits:</b>	<b>15</b>

<b>Fall Junior (example)</b>	Credits		<b>Spring Junior (example)</b>	Credits
GEOS360: Hydrogeology*	4		GEOS313: Advanced GIS**	3
GEOS430: Structural Geology*	4		GEOS305: Mineralogy and Petrology**	4
OR			OR	
GEOS315: Sedimentology**	3		GEOS420: Geology of Energy and Mineral Resources*	4
GEOS450: Geophysics and Tectonics**	4		General Education Course	3
AND			AND	
PHYS171: Intermediate Physics 2	4		General Education Courses	6
Electives	6		Geology Field/Lab Experience	1
<b>Total Credits:</b>	<b>17 or 18</b>		<b>Total Credits:</b>	<b>14</b>

<b>Fall Senior (example)</b>	Credits		<b>Spring Senior (example)</b>	Credits
GEOS230: Geomorphology*	3		GEOS305: Mineralogy and Petrology**	4
GEOS360: Hydrogeology*	4		OR	
GEOS430: Structural Geology*	4		GEOS420: Geology of Energy and Mineral Resources*	4
OR			General Education Course	3
GEOS450: Geophysics and Tectonics**	4		AND	
Geology Field/Lab Experience	1		Electives	6
AND			Geology Field/Lab Experience	1
GEOS490: Capstone Research Project	2		<b>Total Credits:</b>	<b>12 or 14</b>
Electives	5			
<b>Total Credits:</b>	<b>12 or 18</b>			

Upper Division Majors Courses are only offered every two years.

\* = Offered Only in Odd Ending Years

\*\* = Offered Only in Even Ending Years

## Geology: Geography and GIS - Bachelor of Science

For All Geology Majors Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>		<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>		SCI119: First Year Student Seminar	1 sh
ENGL100: Composition	3			
WC Competency 1			<b>Major Area and Cognate Courses</b>	<b>60 sh</b>
WC Competency 2			BIOL106: Principles of Biology 1	3
<b>Oral Communication</b>	<b>3 sh</b>		BIOL107: Principles of Biology 2	3
			GEOG100: Physical Geography	3
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>		PHYS135: Meteorology	3
MATH113: Pre-Calculus	3		GEOS120: Oceanography	3
<b>Critical Thinking</b>			GEOS213: Introduction to GIS	3
CT Competency 1			GEOS215: Environmental Geology #	3
CT Competency 2			GEOS230: Geomorphology #	3
			GEOS313: Advanced GIS #	3
<b>Knowledge and Inquiry</b>	<b>21 sh</b>		GEOS360: Hydrogeology #	4
<b>Natural Science Inquiry</b>	<b>6 sh</b>		GEOS451: Coastal and Environmental Oceanography # (Summer course at Wallops Island, VA)	3
GEOS130: Principles of Geology 1	3		GEOS490: Capstone Research Project #	2
GEOS131: Principles of Geology 2	3		Geography Course	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>		These can be any course above GEOG100	15
			200+ Level Non-Science supporting courses	6
			Geology Field/Lab Experience	3
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>		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)	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>			
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>			
<b>Wellness</b>	<b>3 sh</b>			
<b>Experiential Learning</b>				
EL Competency 1				
EL Competency 2				
<b>Electives</b>	<b>17 sh</b>			

# = Advanced Course Work

**Geology—Geography and GIS Track  
Suggested Course Sequence**

<b>Fall Freshman (example)</b>	Credits		<b>Spring Freshman (example)</b>	Credits
ENGL100: Composition	3		GEOS131: Principles of Geology 2	3
SCI119: First Year Student Seminar	1		BIOL107: Principles of Biology 2	3
GEOS130: Principles of Geology 1	3		General Education Course	3
BIOL106: Principles of Biology 1	3		General Education Course	3
MATH113: Pre-Calculus	3		General Education Course	3
General Education Course	3		Total Credits:	15
Total Credits:	16			

<b>Fall Sophomore (example)</b>	Credits		<b>Spring Sophomore (example)</b>	Credits
GEOS230: Geomorphology*	3		GEOS313: Advanced GIS **	3
OR			OR	
GEOS215: Environmental Geology**	3		Geography Course	3
AND			AND	
GEOG100: Physical Geography	3		Geography Course	3
General Education Courses	6		GEOS120: Oceanography	3
GEOS213: Introduction to GIS	3		General Education Course	6
Total Credits:	15		Total Credits:	15
			<b>Summer II Sophomore</b>	
			GEOS451: Coastal and Environmental Oceanography	3

<b>Fall Junior (example)</b>	Credits		<b>Spring Junior (example)</b>	Credits
GEOS230: Geomorphology*	3		GEOS313: Advanced GIS**	3
GEOS360: Hydrogeology*	4		OR	
OR			Geography Course	3
Geography Course	3		AND	
GEOS215: Environmental Geology**	3		Geography Courses	6
AND			General Education Courses	6
Electives	6		Geology Field/Lab Experience	1
Total Credits:	12 or 13		Total Credits:	16

<b>Fall Senior (example)</b>	Credits		<b>Spring Senior (example)</b>	Credits
GEOS360: Hydrogeology*	4		200+ Level Non-Science	6
Geography Course	3		Electives	6
OR			Geology Field/Lab Experience	1
GEOS215: Environmental Geology**	3		Total Credits:	13
Geography Course	3			
AND				
GEOS490: Capstone Research Project	2			
Geology Field/Lab Experience	1			
Electives	5			
Total Credits:	14 or 15			

Upper Division Majors Courses are only offered every two years.

\* = Offered Only in Odd Ending Years; \*\* = Offered Only in Even Ending Years

## **Geology: Water and Environment - Bachelor of Science**

For All Geology Majors Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>		<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>		SCI119: First Year Student Seminar	1 sh
ENGL100: Composition	3			
WC Competency 1			<b>Major Area and Cognate Courses</b>	<b>60 sh</b>
WC Competency 2			BIOL106: Principles of Biology 1	3
<b>Oral Communication</b>	<b>3 sh</b>		BIOL107: Principles of Biology 2	3
			CHEM120: Principles of Chemistry 1	4
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>		CHEM121: Principles of Chemistry 2	4
MATH113: Pre-Calculus	3		GEOS120: Oceanography	3
<b>Critical Thinking</b>			GEOS213: Introduction to GIS	3
CT Competency 1			GEOS215: Environmental Geology #	3
CT Competency 2			GEOS230: Geomorphology #	3
			GEOS301: Invertebrate Paleontology #	3
<b>Knowledge and Inquiry</b>	<b>21 sh</b>		GEOS305: Mineralogy and Petrology #	4
<b>Natural Science Inquiry</b>	<b>6 sh</b>		GEOS313: Advanced GIS #	3
GEOS130: Principles of Geology 1	3		GEOS315: Sedimentology #	3
GEOS131: Principles of Geology 2	3		GEOS360: Hydrogeology #	4
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>		GEOS361: Aqueous Environmental Geochemistry #	3
			GEOS415: Stratigraphy #	3
			GEOS420: Geology of Energy and Mineral Resources #	4
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>		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	
<b>Personal and Social Responsibility</b>	<b>12 sh</b>		GEOS260: Geology Field Trip (1-2 sh)	
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>		GEOS369: Internship (1-2 sh)	
			GEOS499: Independent Study (1-2 sh)	
<b>Wellness</b>	<b>3 sh</b>			
<b>Experiential Learning</b>				
EL Competency 1				
EL Competency 2				
<b>Electives</b>	<b>17 sh</b>			

# = Advanced Course Work

**Geology— Water and Environment Track**  
**Suggested Course Sequence**

<b>Fall Freshman (example)</b>	Credits		<b>Spring Freshman (example)</b>	Credits
ENGL100: Composition	3		GEOS131: Principles of Geology 2	3
SCI119: First Year Student Seminar	1		BIOL107: Principles of Biology 2	3
GEOS130: Principles of Geology 1	3		General Education Course	3
BIOL106: Principles of Biology 1	3		General Education Course	3
MATH113: Pre-Calculus	3		General Education Course	3
General Education Course	3		Total Credits:	15
Total Credits:	16			

<b>Fall Sophomore (example)</b>	Credits		<b>Spring Sophomore (example)</b>	Credits
GEOS230: Geomorphology*	3		GEOS313: Advanced GIS **	3
OR			GEOS301: Invertebrate Paleontology**	3
GEOS315: Sedimentology**	3		OR	
AND			GEOS415: Stratigraphy*	3
CHEM120: Principles of Chemistry 1	4		AND	
General Education Course	3		CHEM121: Principles of Chemistry 2	4
GEOS213: Introduction to GIS	3		GEOS120: Oceanography	3
Total Credits:	13		Total Credits:	13
			<b>Summer II Sophomore</b>	
			GEOS451: Coastal and Environmental Oceanography	3

<b>Fall Junior (example)</b>	Credits		<b>Spring Junior (example)</b>	Credits
GEOS230: Geomorphology*	3		GEOS313: Advanced GIS**	3
GEOS360: Hydrogeology*	4		GEOS305: Mineralogy and Petrology**	4
General Education Course	3		GEOS361: Aqueous Environmental Geochemistry**	3
OR			GEOS301: Invertebrate Paleontology**	3
GEOS315: Sedimentology**	3		OR	
GEOS215: Environmental Geology**	3		GEOS420: Geology of Energy and Mineral Resources*	4
AND			General Education Course	3
Electives	6		AND	
Total Credits:	12 or 16		General Education Courses	3
			Electives	2
			Total Credits:	12 or 18

<b>Fall Senior (example)</b>	Credits		<b>Spring Senior (example)</b>	Credits
GEOS360: Hydrogeology*	4		GEOS305: Mineralogy and Petrology**	4
General Education Course	3		GEOS361: Aqueous Environmental Geochemistry**	3
OR			OR	
GEOS215: Environmental Geology**	3		GEOS420: Geology of Energy and Mineral Resources*	4
AND			General Education Course	6
GEOS490: Capstone Research Project	2		AND	
General Education Course	3		Geology Field/Lab Experience	1
Geology Field/Lab Experience	1		Electives	6
Electives	3		Total Credits:	14 or 17
Total Credits:	12 or 16			

Upper Division Majors Courses are only offered every two years.

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\*\* = Offered Only in Even Ending Years

## Health and Physical Education - Bachelor of Science in Education

For Students entering LHU Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication (WC)</b>	<b>3 sh</b>
ENGL100 Composition	
WC Competency 1	
WC Competency 2	3
<b>Oral Communication (OC)</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking (MCT)</b>	<b>3 sh</b>
MATH101 or higher (C- or above)	3
<b>Critical Thinking (CT)</b>	
CT Competency 1	
CT Competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry (NS)</b>	<b>6 sh</b>
HLTH122 Essentials of A & P NS (lab)	3
	3
<b>Historical, Behavioral, and Social Science Inquiry (HBS)</b>	<b>6 sh</b>
PSYC102 Child Dev. <b>OR</b> PSYC103 Adolescent Dev.	3
<b>Philosophical, Literary, and Aesthetic Inquiry (PLA)</b>	<b>9 sh</b>
Literature	3
Visual <b>OR</b> Performing Arts	3
	3

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship (GAC)</b>	<b>9 sh</b>
(One course must meet the historical foundation competency)	
SPEC202 Cultural & Linguistic Diversity in Ed.	3
<b>Wellness (WEL)</b>	<b>3 sh</b>
HPED255 Teaching Fitness in K-12 School	3
<b>Experiential Learning (EL) (2 units)</b>	

<b>Major Courses (HPED/HLTH)</b>	<b>83.5 sh</b>
<b>Theory Courses</b>	<b>43 sh</b>
❖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
HPED302 Motor Learning for P.E.	3
HPED352 Kinesiology	2
HLTH204 Found. of School & Com. Health Ed.	3
HLTH214 Planning & Assessment in School Health Programs	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
<b>Cognate Courses</b>	<b>12</b>
MATH101 or higher (2 <sup>nd</sup> math course) (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
<b>Professional Semester (Block)</b>	<b>16.5</b>
*RECR305 Adventure Act. & Outdoor Pursuits	.5
*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
<b>Student Teaching</b>	<b>12</b>
*HPED493 Elem Student Teaching. & Prof. Practicum IL, WE (EL)	6
*HPED494 Secondary Student Teaching & Prof. Practicum IL, WE (EL)	6

**Health and Physical Education: Aquatics – Bachelor of Science**

General Education information below is incorrect. The General Education requirements that became effective fall 2014 apply. Refer to the General Education section of the catalog.

Students must maintain a 2.0 major and overall GPA and at least a C in all courses.

Schedule	Grade
<b>Required Core</b>	<i>(23.5 credits)</i>
____ HLTH128 Anatomy and Physiology I (3)	_____
____ HLTH130 Anatomy and Physiology II (3) HLTH353	_____
____ Physiology of Exercise (3) HPED352 Kinesiology	_____
____ (2)	_____
____ HPED016 Strength Training (1) HPED102	_____
____ Foundations of Physical	_____
____ Education Seminar (2) HPED103 Teaching	_____
____ Soccer (.5) HPED105 Teaching Basketball (.5)	_____
____ HPED111 Teaching Racquet Sports (1)	_____
____ HPED113 Teaching Volleyball (.5)	_____
____ HPED120 Teaching Baseball/Softball (.5)	_____
____ HPED210 Teaching Rhythmic Activities	_____
____ and Dance (1)	_____
____ HPED213 Elementary Physical Education	_____
____ Activities (1)	_____
____ HPED218 Teaching Tumbling/Gymnastics(.5)	_____
____ HPED260 Principles and Practices of	_____
____ Conditioning (1)	_____
____ HPED302 Motor Learning for Physical	_____
____ Education (3)	_____

<b>Required Sport Core</b>	<i>(32 credits)</i>
____ HLTH320 Drug Education (3) <b>OR</b> HLTH336	_____
____ Teaching Drug Education (3) SPRT106	_____
____ Introduction to Sport Adminis-	_____
____ tration (3)	_____
____ SPRT305 Psychology of Coaching (3) SPRT323	_____
____ Sport and Society (3)	_____
____ HPED350 Advanced Techniques/Coaching	_____
____ Swimming/Diving (2)	_____
____ HPED351 Management of Aquatic Programs and	_____
____ Facilities (2)	_____
____ HPED222 Lifeguarding Instructor (1) HPED225	_____
____ Swimming/Lifeguard Training (1) HPED228	_____
____ Synchronized Swimming (.5) HPED230 Aquacise (.5)	_____
____ HPED234 Water Safety Instructor (1) HPED450	_____
____ Professional Field Experience (12)	_____

<b>Aquatics Track Support Courses</b>	<i>(Select 9 credits)</i>
____ HPED016 Strength Training (1)	_____
____ HPED228 Synchronized Swimming (.5)	_____
____ HPED230 Aquacise (.5)	_____
____ HPED---Advanced Techniques/Coaching	_____
____ (Not taken in Core) (1-2)	_____
____ HLTH202 Care & Prevention of Athletic	_____
____ Injuries (3)	_____
____ HLTH301 CPR and Emergency Care (3) EDTF300	_____
____ Educational Technology for	_____
____ Specialized Disciplines (3)	_____

**Aquatics Track Suggested Electives** *(Select 9 credits)*

____ HPED--- Teaching Activity courses not	_____
____ taken in Physical Education Core	_____
____ (.5-3.0)	_____
____ PSYC201 Educational Psychology (3) PSYC235	_____
____ Interpersonal Skills and	_____
____ Leadership (3)	_____
____ PSYC250 Social Psychology (3) RECR202	_____
____ Outdoor Recreation Activities	_____
____ (3)	_____
____ RECR205 Nutrition for Wellness (3) RECR244	_____
____ Recreation Leadership and	_____
____ Supervision (3)	_____
____ RECR301 Exercise Prescription (3) RECR325	_____
____ Camp Counseling and Admin-	_____
____ istration (3)	_____

**General Education Requirements** *(42 credits)*

**Wellness** *(3 credits)*

**Humanities** *(18 credits)*

____ Art/Music/Theatre/Dance (3)	_____
____ Art/Music/Theatre/Dance (3)	_____
____ Literature (3)	_____
____ Philosophy (3)	_____
____ Composition (3)	_____
____ Speech (3)	_____

**Natural Sciences/Math** *(9 credits)*

____ Lab Science (3) Lab	_____
____ Science (3) Math (3)	_____

**History/Social Sciences** *(12 credits)*

____ World History (3)	_____
____ Government/Economics (3)	_____
____ Psychology (3)	_____
____ Sociology/Anthropology/Geography (3)	_____

**Additional Requirements-Overlays**

Information Literacy (IL) \_\_\_\_\_ (2 Units)

Writing Emphasis (WE) \_\_\_\_\_ Multi-

Cultural (MC) \_\_\_\_\_

**Free Electives** *(6 credits)*

_____	_____
_____	_____
_____	_____

Check with your advisor to stay current with curriculum changes and options. This is only a guide. Revised 8-12



**Aquatics Track Support Courses**

(select 6.5 credits)

- \_\_\_\_\_ HPED200 Teaching Aerobics (.5) HPED016 Strength Training (1) \_\_\_\_\_
- \_\_\_\_\_ HPED--- Advanced Techniques/Coaching (Not taken in Core) (1-2) \_\_\_\_\_
- \_\_\_\_\_ HPED228 Synchronized Swimming (.5) HPED230 Aquacise (.5) \_\_\_\_\_
- \_\_\_\_\_ HLTH202 Care & Prevention of Athletic Injuries (3) HLTH301 CPR and Emergency Care (3) \_\_\_\_\_
- \_\_\_\_\_ HLTH332 Psychological Aspects of Injury and Illness (3) \_\_\_\_\_

**Aquatics Track Supporting Electives**

(select 12 credits)

- \_\_\_\_\_ HPED--- Teaching Activity courses not taken in Physical Education Core (.5+) PSYC201 Educational Psychology (3) \_\_\_\_\_
- \_\_\_\_\_ PSYC235 Interpersonal Skills and Leadership (3) PSYC250 Social Psychology (3) \_\_\_\_\_
- \_\_\_\_\_ RECR202 Outdoor Recreation Activities (3) RECR205 Nutrition for Wellness (3) \_\_\_\_\_
- \_\_\_\_\_ RECR244 Recreation Leadership and Supervision (3) \_\_\_\_\_
- \_\_\_\_\_ RECR301 Exercise Prescription (3) \_\_\_\_\_
- \_\_\_\_\_ RECR325 Camp Counseling and Administration (3) \_\_\_\_\_

**Suggested course sequence**  
**Effective Fall Semester 2012**

**FRESHMAN YEAR**

Fall 1		Spring 2	
HPED103 Teaching Soccer	.5	HPED105 Teaching Basketball	.5
HPED102 Foundations of Physical Educ. Seminar	2	HPED120 Teaching Baseball/Softball	.5
HPED111 Teaching Racquet Sports	1	HLTH130 Anatomy and Physiology II	3
HPED113 Teaching Volleyball	.5	<i>General Education Elective</i>	3
HPED200 Teaching Aerobics	.5	<i>General Education Elective</i>	3
HLTH128 Anatomy and Physiology I	3	<i>General Education Elective</i>	3
<i>General Education Elective</i>	3	<i>General Education Elective</i>	3
<i>General Education Elective</i>	3		
<i>General Education Elective</i>	3		
		<b>Total</b>	<b>16</b>
<b>Total</b>	<b>16.5</b>		

**SOPHOMORE YEAR**

Fall 3		Spring 4	
HPED218 Teaching Tumbling/Gymnastics	.5	SPRT106 Intro. to Sport Administration	3
HPED260 Practices/Principles of Conditioning	1	SPRT305 Psychology of Coaching	3
HPED302 Motor Learning Applied to Phy. Edu.	3	SPRT323 Sport and Society	3
HLTH320 Drug Education/ <b>OR</b> HLTH336 Teaching Drug Education	3	<i>General Education Elective</i>	3
<i>General Education Elective</i>	3	<i>General Education Elective</i>	3
<i>General Education Elective</i>	3		
<i>General Education Elective</i>	3		
		<b>Total</b>	<b>15</b>
<b>Total</b>	<b>16.5</b>		

**JUNIOR YEAR**

Fall 5		Spring 6	
HLTH353 Physiology of Exercise	3	HPED213 Teaching Elem. Phy. Edu. Act.	1
HPED234 Water Safety Instructor	1	HPED222 Lifeguarding Instructor	1
HPED350 Advanced Techniques/Coaching Swimming/Diving	2	HPED225 Swimming/Lifeguard Training	1
HPED351 Management of Aquatic Programs and Facilities	2	Aquatics Track Support	3
HPED352 Kinesiology	2	Aquatics Track Support	.5 or 1
Supporting Elective	3	Supporting Electives	3
<i>General Education Elective</i>	3	<i>General Education Elective</i>	3
		<i>Free Elective</i>	2-3
		<b>Total</b>	<b>14.5 or 16</b>
<b>Total</b>	<b>16</b>		

**SENIOR YEAR**

Fall 7		Spring 8	
Aquatics Track Support	3	HPED450 Field Experience 12	
Aquatics Track Support	3		
Supporting Elective	3		
Free Elective	3		
Free Elective	3		
<b>Total</b>	<b>15</b>		

**Health and Physical Education: Coaching – Bachelor of Science**

General Education information below is incorrect. The General Education requirements that became effective fall 2014 apply. Refer to the General Education section of the catalog.

Students must maintain at least a 2.0 major and overall GPA and achieve at least a C Grade in the required Physical Education and Sport Core courses.

Scheduled	Grade
<b><u>Required Physical Education Core</u></b>	<b>(23 Credits)</b>
_____ HLTH 128 Anatomy and Physiology I (3)	_____
_____ HLTH 130 Anatomy and Physiology II (3)	_____
_____ HLTH 301 CPR Emergency Care (3)	_____
_____ HPED 352 Kinesiology (2)	_____
_____ HLTH 353 Physiology of Exercise (3)	_____
_____ HPED 102 Foundations of Physical Education Seminar (2)	_____
_____ HPED 103 Teaching Soccer (.5)	_____
_____ HPED 105 Teaching Basketball (.5)	_____
_____ HPED 111 Teaching Racquet Sports (1)	_____
_____ HPED 120 Teaching Baseball/softball (.5)	_____
_____ HPED 134 or 225 or 234 or 222 (select 1) EWS, LGT, WSI, LGI (1)	_____
_____ HPED 210 Teaching Rhythmic Dance and Activities (1)	_____
_____ HPED 213 Elementary Physical Education Activities (1)	_____
_____ HPED 218 Teaching Tumbling/Gymnastics (.5)	_____
_____ HPED 260 Practices & Principles of Conditioning (1)	_____

<b><u>Required Sport Core</u></b>	<b>(34 Credits)</b>
_____ HLTH 202 Care and Prevention of Athletic Injuries (3)	_____
_____ HLTH 320 Drug Education (3)	_____
_____ HPED 302 Motor Learning for Physical Education (3)	_____
_____ SPRT 106 Intro. Sport Administration (3)	_____
_____ SPRT 305 Psychology of Coaching (3)	_____
_____ SPRT 323 Sport and Society (3)	_____
_____ HPED 450 Physical Education Professional Field Experience (12)	_____
_____ HPED --- Advanced Techniques/Coaching Select any 4 credits (4)	_____

Scheduled

Grade

**Coaching Track Support**

(Select any 9.5 Credits)

- \_\_\_\_\_ HPED 200 Teaching Aerobics (.5)
- \_\_\_\_\_ HPED 015 Strength Training (1) \_\_\_\_\_
- \_\_\_\_\_ HPED – Advanced techniques and Coaching not taken in core (1-3) \_\_\_\_\_
- \_\_\_\_\_ PSYC 201 Educational Psychology (3) \_\_\_\_\_
- \_\_\_\_\_ PSYC 235 Interpersonal Skills and Leadership (3) \_\_\_\_\_
- \_\_\_\_\_ PSYC 102 Child Psychology **OR** \_\_\_\_\_
- \_\_\_\_\_ PSYC 103 Adolescent Psychology (3) \_\_\_\_\_
- \_\_\_\_\_ PSYC 250 Social Psychology (3) \_\_\_\_\_
- \_\_\_\_\_ RECR 205 Nutrition for Wellness (3) \_\_\_\_\_

**Supporting Electives**

(Select any 5 Credits)

**Free Electives**

(8 Credits)

- \_\_\_\_\_ HLTH 301 CPR and Emergency Care (3) \_\_\_\_\_
- \_\_\_\_\_ HLTH 470 Sex Education (3) \_\_\_\_\_
- \_\_\_\_\_ SPRT 321 Management & Leadership of Sport (3) \_\_\_\_\_ SPRT 324 \_\_\_\_\_
- \_\_\_\_\_ Sport Law and Ethics (3) \_\_\_\_\_
- \_\_\_\_\_ SPRT 402 Sport Business Finance (3) \_\_\_\_\_
- \_\_\_\_\_ HPED 351 Management of Aquatic Programs and Facilities (2) \_\_\_\_\_
- \_\_\_\_\_ HPED Teaching activity courses not taken in required core (.5-3) \_\_\_\_\_

**General Education**

(42 Credits)

**Wellness**

3 Credits

**Humanities**

18 Credits

- \_\_\_\_\_ Art/Music/Theatre/Dance (6) Literature (3) \_\_\_\_\_
- \_\_\_\_\_ Philosophy (3) Composition \_\_\_\_\_
- \_\_\_\_\_ (3) Speech (3) \_\_\_\_\_

**Natural Sciences/Math**

9 Credits

- \_\_\_\_\_ Lab Science (3) \_\_\_\_\_
- \_\_\_\_\_ Lab Science (3) \_\_\_\_\_
- \_\_\_\_\_ Math (3) \_\_\_\_\_

**Additional Requirements-Overlays**

Information Literacy (IL) \_\_\_\_\_ (2 Units)

**History/Social Sciences**

12 Credits

Writing Emphasis (WE) \_\_\_\_\_ (3 Units)

- \_\_\_\_\_ World History (3) Government/Economics (3) \_\_\_\_\_
- \_\_\_\_\_ Developmental Psychology (3) \_\_\_\_\_
- \_\_\_\_\_ Sociology/Anthropology/Geography (3) \_\_\_\_\_

Multi-Cultural (MC) (2 Units) \_\_\_\_\_

\*Check with your advisor to stay current of curriculum changes and options. This is only a guide.  
C grades required for all major and elective courses.

**Projected Schedule and Requirements for Health and Physical Education  
Coaching Track Requirements  
Effective Fall Semester 2012**

**FRESHMAN YEAR**

<b>Fall 1</b>		<b>Spring 2</b>	
HPED103 Teaching Soccer	.5	HPED105 Teaching Basketball	.5
HPED102 Foundations of Physical Educ. Seminar	2	HPED120 Teaching Baseball/Softball	.5
HPED111 Teaching Racquet Sports	1	HLTH202 Care and Prevention of Athletic Injuries	3
HPED200 Teaching Aerobics	.5	HLTH130 Anatomy and Physiology II	3
HLTH128 Anatomy and Physiology I	3	<i>General Education Elective</i>	3
<i>General Education Elective</i>	3	<i>General Education Elective</i>	3
<i>General Education Elective</i>	3	<i>General Education Elective</i>	3
<i>General Education Elective</i>	3		
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>17</b>

**SOPHOMORE YEAR**

<b>Fall 3</b>		<b>Spring 4</b>	
HPED218 Teaching Tumbling/Gymnastics	.5	HLTH320 Drug Education	3
HPED260 Practices/Principles of Conditioning	1	SPRT305 Psychology of Coaching	3
SPRT106 Intro. to Sport Administration	3	SPRT323 Sport and Society	3
HLTH301 CPR Emergency Care	3	HPED--- Adv. Tech Coaching Course	1
<i>General Education Elective</i>	3	<i>General Education Elective</i>	3
<i>General Education Elective</i>	3	<i>General Education Elective</i>	3
<i>General Education Elective</i>	3		
<b>Total</b>	<b>16.5</b>	<b>Total</b>	<b>16</b>

**JUNIOR YEAR**

<b>Fall 5</b>		<b>Spring 6</b>	
HPED302 Motor Learning Applied to Phy. Edu.	3	HPED213 Teaching Elem. Phy. Edu. Activities	1
HLTH353 Physiology of Exercise	3	HPED-- Adv. Tech Coaching Course	1
HPED352 Kinesiology	2	HPED-- Adv. Tech Coaching Course	1
HPED 134 or 225 or 234 or 222		Coaching Track Support	3
<b>(select 1) EWS, LGT, WSI, LGI</b>	1	Coaching Track Support	.5 or 1
Coaching Track Support	3	Supporting Electives	3
<i>General Education Elective</i>	3	<i>General Education Elective</i>	3
		<i>General Education Elective</i>	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15.5 or 16</b>

**SENIOR YEAR**

<b>Fall 7</b>	<b>Spring 8</b>
HPED – Adv Tech Coaching course	HPED450 Field Experience
Coaching track support	
Supporting Electinve	
Free Elective	
Free Elective	
Free Elective	

## Health and Physical Education: Sport in Correctional Settings – Bachelor of Science

For Students entering LHU Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication (WC)</b>	3 sh
ENGL 100: Composition	
WC Competency 1	
WC Competency 2	
<b>Oral Communication</b>	3 sh
HPED 115	
<b>Mathematical and Computational Thinking (MCT)</b>	3 sh
MATH 101 or higher (C- or above)	
<b>Critical Thinking (CT)</b>	
CT Competency 1	
CT Competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry (NS)</b>	<b>6 sh</b>
HLTH 122 Essentials of A & P NS (lab)	3
	3
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
PSYC 100 Intro to Psychology	3
SOCI 101 Intro to Sociology	3
<b>Philosophical, Literary, and Aesthetic Inquiry (PLA)</b>	<b>9 sh</b>
Philosophy <b>OR</b> Literature	3
Visual <b>OR</b> Performing Arts	3
	3

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship (GAC)</b>	<b>9 sh</b>
(One course must meet the historical foundation competency)	
<b>Wellness (WEL)</b>	<b>3 sh</b>
HPED 140 Wellness for Life	3
<b>Experiential Learning (EL) (2 units)</b>	
EL Competency 1	
EL Competency 2	

<b>Electives (16 sh) (6 hours must be 300 level or higher)</b>	<b>16 sh</b>

<b>First Year Student Seminar</b>	<b>2 sh</b>
◆HPED 102 Foundations of P.E.	2

<b>Required Physical Education Core (HPED/HLTH)</b>	<b>33 sh</b>
A Swimming Course	
HPED 134 or 225 or 234 or 222 (select 1) EWS, LGT, WSI, LGI	1
HPED 016 Strength Training	1
HPED 125 Teaching Invasion Sports II	3
HPED 130 Teaching Net Sports	3
*HPED 214 Teaching Lifetime Activities	2
*HPED 255 Teaching Fitness in K-12 Schools	3
*RECR 315 Program Planning and Design	3
*RECR 302 Supervision of Strength Training Programs	3
*HPED 352 Kinesiology	2
*HPED 450 Physical Education Professional Field Experience	12
• Current CPR/First Aid Certification	N.A.

<b>Required Criminal Justice Core</b>	<b>15 sh</b>
CRJS 102 Introduction to Criminal Justice	3
CRJS 205 Drug Abuse <b>OR</b> PSYC 322 Drugs and Human Behavior <b>OR</b> HLTH 320 Drug Education	3
*CRJS 301 Juvenile Justice	3
*CRJS 305 Corrections	3
*CRJS 320 Topics in Criminal Justice	3

<b>Support Core (choose 9 sh below)</b>	<b>9 sh</b>
*HLTH 325 Death Education	3
*HLTH 470 Sex Education	3
*RECR 204 Foundations of Therapeutic Recreation	3
*RECR 365 Therapeutic Recreation Methods & Techniques	3
*RECR 415 Organization & Management of Recreation Agencies	3
*CRJS 215 American Gangs: History, Identification & Interdiction	3
*CRJS 302 Criminology	3
*SOCI 203 Social Problems	3
*SOCI 205 Racial & Ethnic Relations	3
*SOCI 300 Sociology of Deviance	3
*HPED 3xx Techniques of Coaching (1-3 sh)	(1-3)
*PHIL 102 Ethics	3
*PSYC 212 Forensic Psychology	3
*PSYC 250 Social Psychology	3
*PSYC 307 Abnormal Psychology	3

❖HPED102: Foundations of Physical Education meets First Year Seminar requirement  
\*Advanced Level Courses  
Total credit hours = 120

## Health Science: Applied Health Studies - Bachelor of Science

Effective Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition	3 sh
WC Competency 1: <i>HCP Transfer</i>	
WC Competency 2: <i>HCP Transfer</i>	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
<b>Critical Thinking</b>	
CT Competency 1: <i>HCP Transfer</i>	
CT Competency 2: <i>HCP Transfer</i>	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
<b>Wellness</b>	<b>3 sh</b>
<b>Experiential Learning</b>	
EL Competency 1: <i>HCP Transfer</i>	
EL Competency 2: <i>HCP Transfer</i>	

<b>Electives</b>	<b>18 sh</b>
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<b>Major Area and Cognate Courses</b>	<b>60 sh</b>
#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
<b>Required Minor</b>	<b>18 sh</b>
<b>#Healthcare Professions Transfer **</b>	<b>varies</b>

\*: minimum of 12 sh must be at 300 or 400 level

\*\* : Up to 34 sh transferred from Healthcare Profession training program

#: BOG Advanced coursework



# Health Science: Community and Public Health Education - Bachelor of Science

Effective Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition	3 sh
WC Competency 1:	
WC Competency 2:	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
MATH107: Basic Statistics	3 sh
<b>Critical Thinking</b>	
CT Competency 1:	
CT Competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL106: Principles of Biology I	3 sh
BIOL107: Principles of Biology II	3 sh
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
PSYC100: Introduction to Psychological Science	3 sh
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
<b>Wellness</b>	<b>3 sh</b>
HLTH105: Introduction to Health	3 sh
<b>Experiential Learning</b>	
EL Competency 1: <i>HLTH485</i>	
EL Competency 2: <i>HLTH485</i>	

<b>Electives</b>	<b>17 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
HLTH119: First Year Student Seminar	1 sh

<b>Major Area and Cognate Courses</b>	<b>60 sh</b>
<b>Health Science Required Courses</b>	
HLTH115: Human Anatomy and Physiology I	4 sh
HLTH120: Human Anatomy and Physiology II	4 sh
#HLTH200: Introduction to Disease	3 sh
<b>Community Health Required Courses</b>	
HLTH140: Introduction to Public Health	3sh
#HLTH204: Found. of School/Comm. Hlth Ed.	3 sh
#HLTH214: Plan/Assessment in School Hlth Ed.	2 sh
#HLTH218: Public Health and the Environment	3 sh
#HLTH240: Introduction to Epidemiology	3 sh
#HLTH307: Cultural Aspects of Health	3 sh
#HLTH330: School Health Programs	2 sh
#HLTH350: Health Program Planning	3 sh
#HLTHxxx: Community Health Strategies	3 sh
#HLTH401: Current Health Issues	3 sh
#HLTH402: Evaluation in Health Education/Prom.	3 sh
#HLTH410: Community Health Org. Mngt.	3 sh
#HLTH485: Field Experience in Health Science	9 sh
<b>#Community Health Electives</b>	<b>6 sh</b>
-HLTH208: Stress Mngt./Life Skills Hlth Prom (3)	
-HLTH315: Consumer Health (3)	
-HLTH325: Death Education (3)	
HLTH320: Drug Education (3)	
-HLTH353: Physiology of Exercise (3)	
-HLTH415: Introduction to Pharmacology (3)	
-HLTH430: Women's Health Issues (3)	
-HLTH440: Research in Health Science (3)	
-HLTH470: Sex Education (3)	
-HLTH485: Field Experience in Hlth Science (3)	
-HLTH499: Independent Study (3)	
-POLI260: Introduction to Public Admin. (3)	
-POLI335: Politics of Global Health (3)	
-RECR205: Nutrition for Wellness (3)	

#: BOG Advanced coursework

**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)

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**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)

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**Fall Sophomore (example)**

HLTH200: Introduction to Disease (3)  
HLTH218: Public Health and the Environment (3)  
MATH107: Basic Statistics (3)

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**Spring Sophomore (example)**

HLTH240: Introduction to Epidemiology (3)  
HLTHxxx: Community Health Strategies (3)  
HLTH Elective (3)

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**Fall Junior (example)**

HLTH350: Health Program Planning  
HLTH402: Evaluation in Health Education and Health Promotion (2)

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**Spring Junior (example)**

HLTH307: Cultural Aspects of Health (3)  
HLTH330: School Health Programs (2)  
  
HLTH410: Community Health Organizations Management (3)  
HLTH Elective (3)

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**Fall Senior (example)**

HLTH401: Current Health Issues (3)  
HLTH Elective (3)

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**Spring Senior (example)**

HLTH485: Field Experience in Health Science (9)

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## Health Science: Exercise Science (Pre-AT) - Bachelor of Science

For Students entering LHU Fall 2015

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition	3 sh
WC Competency 1:	
WC Competency 2:	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh</b>
MATH107: Basic Statistics	3 sh
<b>Critical Thinking</b>	
CT Competency 1:	
CT Competency 2:	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL106: Principles of Biology I	3 sh
BIOL107: Principles of Biology II	3 sh
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
PSYC100: Introduction to Psychological Science	3 sh
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
<b>Wellness</b>	<b>3 sh</b>
HLTH105: Introduction to Health	3 sh
<b>Experiential Learning</b>	
EL Competency 1:	
EL Competency 2:	

<b>Electives</b>	<b>17 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
HLTH119: First Year Student Seminar	1 sh

<b>Major Area and Cognate Courses</b>	<b>60 sh</b>
HLTH115: Human Anatomy and Physiology I	4 sh
HLTH120: Human Anatomy and Physiology II	4 sh
HLTH200: Introduction to Disease	3 sh
HLTH305: Biomechanics	3 sh
HLTH353: Physiology of Exercise	3 sh
HLTH363: Applied Sport & Exercise	3 sh
HLTH425: Clinical Exercise Physiology	3 sh
HLTH440: Research Methods in Health Science	3 sh
CHEM120: Principles of Chemistry I	4 sh
CHEM121: Principles of Chemistry II	4 sh
RECR205: Nutrition for Wellness	3 sh
Major Area Electives	23 sh

<b>MAJOR AREA ELECTIVES</b>	
(Select at least 23 sh from this list)	
ATTR100: Intro to Athletic Training	3 sh
ATTR202: Care & Prevention of Athletic Injuries	3 sh
HLTH240: Introduction to Epidemiology	3 sh
HLTH301: CPR & Emergency Care	3 sh
HLTH332: Psychology of Injury	3 sh
HLTH406: Biomechanics of Injury	3 sh
HLTH407: Advanced Human Physiology	4 sh
HLTH415: Introduction to Pharmacology	3 sh
HLTH420: Clinical Evaluation and Rehabilitation	3 sh
HLTH451: Advanced Anatomy	4 sh
HLTH485: Field Experience in Health Science	3-6 sh
HLTH498: Health Science Seminar	1-3 sh
HLTH499: Independent Study	1-3 sh
PHYS130: Physics I	4 sh
PHYS131: Physics II	4 sh
PSYC240: Lifespan Development	3 sh
PSYC307: Abnormal Psychology	3 sh
RECR200: Principles of Personal Training	3 sh
RECR301: Exercise Prescription	3 sh
RECR302: Supervision of Strength Training Prog	3 sh
RECR303: Sports Nutrition	3 sh
RECR312: Teaching Conditioning Principles	3 sh
SPRT208: Intro to Sport & Exercise Psychology	3 sh

**Exercise Science 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)

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**Spring Freshman (example)**

BIOL107: Principles of Biology II (3)  
HLTH120: Anatomy and Physiology II (4)  
MATH113: Pre-calculus (3)  
PSYC100: Introduction to Psychology (3)

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**Fall Sophomore (example)**

CHEM120: Principles of Chemistry I (4)  
HLTH200: Introduction to Disease (3)  
HLTH353: Physiology of Exercise (3) OR  
HLTH305: Biomechanics (3)  
MATH107: Basic Statistics 1 (3)

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**Spring Sophomore (example)**

CHEM121: Principles of Chemistry II (4)  
RECR205: Nutrition for Wellness (3)  
HLTH353: Physiology of Exercise (3) OR  
HLTH305: Biomechanics (3)

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**Fall Junior (example)**

HLTH363: Applied Sport/Exercise (3)

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**Spring Junior (example)**

HLTH425: Clinical Exercise Phys. (3)  
HLTH440: Research Methods (3)

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**Fall Senior (example)**

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**Spring Senior (example)**

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## Health Science: Exercise Science 3+2 – Bachelor of Science

Effective: Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition	3 sh
WC Competency 1:	
WC Competency 2:	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh</b>
MATH107 Basic Statistics	3 sh
<b>Critical Thinking</b>	
CT Competency 1:	
CT Competency 2:	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL106: Principles of Biology I	3 sh
BIOL107: Principles of Biology II	3 sh
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
PSYC100: Introduction to Psychological Science	3 sh
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
GAC-H	3
GAC	3
GAC	3
<b>Wellness</b>	<b>3 sh</b>
HLTH105: Introduction to Health	3 sh

### Experiential Learning

EL Competency 1:  
EL Competency 2:

<b>First Year Student Seminar</b>	<b>1 sh</b>
HLTH119: First Year Student Seminar	1 sh

<b>Major Area and Cognate Courses</b>	<b>77 sh</b>
HLTH115: Human Anatomy and Physiology 1	4 sh
HLTH120: Human Anatomy and Physiology 2	4 sh
#HLTH200: Introduction to Disease	3 sh
#HLTH305: Biomechanics	3 sh
#HLTH353: Physiology of Exercise	3 sh
#HLTH425: Clinical Exercise Physiology	3 sh
#HLTH440: Research Methods in Health Science	3 sh
#HLTH485: Field Experience in Health Science	2 sh
CHEM120: Principles of Chemistry 1	4 sh
CHEM121: Principles of Chemistry 2	4 sh
RECR205: Nutrition for Wellness	3 sh
Major Area Electives	17 sh
First year MS-AT courses	24 sh

<b>MAJOR AREA ELECTIVES</b>	
ATTR100: Intro to Athletic Training*	3 sh
#ATTR202: Care & Prevention of Athletic Inj*	3 sh
HLTH100: Medical Terminology	1 sh
#HLTH240: Introduction to Epidemiology	3 sh
HLTH301: CPR & Emergency Care	3 sh
#HLTH332: Psych of Injury & Illness	3 sh
#HLTH406: Biomechanics of Injury	3 sh
#HLTH407: Advanced Human Phys	4 sh
#HLTH415: Introduction to Pharmacology	3 sh
#HLTH420: Clinical Evaluation & Rehabilitation	3 sh
#HLTH451: Advanced Anatomy	4 sh
#HLTH485: Field Experience	1-4 sh
#HLTH498: Health Science Seminar	1-3 sh
#HLTH499: Independent Study	1-3 sh
PHYS130: Physics I	4 sh
PHYS131: Physics II	4 sh
#PSYC240: Lifespan Development	3 sh
#PSYC307 Abnormal Psychology	3 sh
RECR200: Principles of Personal Training	3 sh
#RECR301: Exercise Prescription	3 sh
#RECR302: Supervision of Strength Training Prog	3 sh
#RECR303: Sports Nutrition	3 sh
#RECR312: Teaching Conditioning Principles	3 sh
SPRT208: Intro to Sport & Exercise Psychology	3 sh

#: BOG Advanced coursework

\*: Suggested major elective

**Health Science: Exercise Science 3+2**  
**Suggested Course Sequence**

**Fall Freshman**

BIOL106: Principles of Biology 1 (3)  
HLTH105: Introduction to Health (3)  
HLTH115: Anatomy & Physiology 1 (4)  
HLTH119: First Year Student Seminar (1)  
Major Elective (3)  
General Education (3)  
Total (17)

**Fall Sophomore**

CHEM120: Principles of Chemistry 1 (4)  
HLTH200: Introduction to Disease (3)  
HLTH353: Physiology of Exercise (3) OR  
HLTH305: Biomechanics (3)  
MATH107: Basic Statistics (3)  
General Education (3)  
Total (16)

**Fall Junior**

General Education (9)  
Major Elective (5)  
Total (14)

**Spring Freshman**

BIOL107: Principles of Biology 2 (3)  
ENGL100: Composition (3)  
HLTH120: Anatomy & Physiology 2 (4)  
PSYC100: Intro to Psychology (3)  
General Education (3)  
Total (16)

**Spring Sophomore**

CHEM121: Principles of Chemistry 2 (4)  
RECR205: Nutrition for Wellness (3)  
HLTH353: Physiology of Exercise (3) OR  
HLTH305: Biomechanics (3)  
Major Elective (6)  
Total (16)

**Spring Junior**

HLTH425: Clinical Exercise Phys (3)  
HLTH440: Research Methods (3)  
HLTH485: Field Experience (2)  
Major Elective (3)  
General Education (6)  
Total (17)

**GRADUATE PROGRAM**

**Summer First Year (4 credits)**

ATTR600: Fundamentals of Athletic Training (4)

**Fall First Year (15 credits)**

ATTR630: Evidence Based Medicine (1)  
ATTR622: Functional Anatomy 1 (4)  
ATTR664: Evaluation Techniques 1 (3)  
ATTR653: Clinical Experience 1 (3)  
ATTR672: Therapeutic Interventions 1 (4)

**Fall Second Year (15 credits)**

ATTR604: Administration & Organization (3)  
ATTR655: Clinical Experience 3 (3)  
HLTH632: Psychology of Injury and Illness (3)  
HLTH663: Applied Sport & Exercise Science (3)  
HLTH615: Intro to Pharmacology (3)

**Spring First Year (17 credits)**

ATTR660: General Medical Conditions (3)  
ATTR642: Functional Anatomy 2 (4)  
ATTR665: Evaluation Techniques 2 (3)  
ATTR654: Clinical Experience 2 (3)  
ATTR673: Therapeutic Interventions 2 (4)

**Spring Second Year (9 credits)**

ATTR615: Current Issues in Athletic Training (3)  
ATTR656: Clinical Experience 4 (6)

## Health Science: Physician Assistant 3+2 - Bachelor of Science

Effective Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition	3 sh
WC Competency 1:	
WC Competency 2:	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
<b>Critical Thinking</b>	
CT Competency 1	
CT Competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL106: Principles of Biology I	3 sh
BIOL107: Principles of Biology II	3 sh
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
PSYC100: Introduction to Psychological Science	3 sh
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
<b>Wellness</b>	<b>3 sh</b>
HLTH105: Introduction to Health	3 sh
<b>Experiential Learning</b>	
EL Competency 1: HLTH485	
EL Competency 2: HLTH485	

<b>Major Area and Cognate Courses</b>	<b>69 sh</b>
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

**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



## Health Science: Pre-Physician Assistant - Bachelor of Science

Effective Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition	3 sh
WC Competency 1:	
WC Competency 2:	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
<b>Critical Thinking</b>	
CT Competency 1:	
CT Competency 2:	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL106: Principles of Biology I	3 sh
BIOL107: Principles of Biology II	3 sh
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
PSYC100: Introduction to Psychological Science	3 sh
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
<b>Wellness</b>	<b>3 sh</b>
HLTH105: Introduction to Health	3 sh
<b>Experiential Learning</b>	
EL Competency 1:	
EL Competency 2:	

<b>Electives</b>	<b>17 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
HLTH119: First Year Student Seminar	1 sh

<b>Major Area and Cognate Courses</b>	<b>60 sh</b>
*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	

<b>4+2 Program Minimum Requirements</b>	
-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

**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)

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**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)

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**Fall Sophomore (example)**

CHEM120: Principles of Chemistry I (4)  
HLTH200: Introduction to Disease (3)  
HLTH353: Physiology of Exercise (3)  
MATH107: Basic Statistics (3)

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**Spring Sophomore (example)**

CHEM121: Principles of Chemistry II (4)  
PSYC240: Life Span Development (3)  
CHEM111: Chemistry of Nutrition OR RECR205: Nutrition for Wellness (3)

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**Fall Junior (example)**

CHEM205: Introduction to Organic Chemistry (4)

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**Spring Junior (example)**

BIOL225: Human Genetics (3)    HLTH415: Introduction to Pharmacology (3)

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**Fall Senior (example)**

BIOL340: Microbiology (4)  
HLTH407: Advanced Human Physiology (4)

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**Spring Senior (example)**

CHEM410: Biochemistry (4)  
HLTH451: Advanced Anatomy (4)

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## Health Science: Pre-Physical Therapy - Bachelor of Science

Effective Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition	3 sh
WC Competency 1	
WC Competency 2:	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
<b>Critical Thinking</b>	
CT Competency 1	
CT Competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL106: Principles of Biology I	3 sh
BIOL107: Principles of Biology II	3 sh
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
PSYC100: Introduction to Psychological Science	3 sh
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
<b>Wellness</b>	<b>3 sh</b>
HLTH105: Introduction to Health	3 sh
<b>Experiential Learning</b>	
EL Competency 1: <i>HLTH485</i>	
EL Competency 2: <i>HLTH485</i>	

<b>Electives</b>	<b>19 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
HLTH119: First Year Student Seminar	1 sh

<b>Major Area and Cognate Courses</b>	<b>58 sh</b>
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

**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)

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**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)

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**Fall Sophomore (example)**

CHEM120: Principles of Chemistry I (4)  
HLTH200: Introduction to Disease (3)  
HLTH305: Introduction to Biomechanics (3)

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**Spring Sophomore (example)**

CHEM121: Principles of Chemistry II (4)  
HLTH353: Physiology of Exercise (3)  
MATH107: Basic Statistics (3)  
PSYC240: Life Span Development (3)

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**Fall Junior (example)**

PHYS130: Physics I (4)  
PSYC307: Abnormal Psychology (3)

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**Spring Junior (example)**

HLTH420: Clinical Evaluation and Rehabilitation (3)  
PHYS130: Physics II (4)

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**Fall Senior (example)**

HLTH440: Research Methods in Health Science (3)  
HLTH485: Field Experience in Health Science (3)

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**Spring Senior (example)**

HLTH451: Advanced Anatomy (4)

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## Health Science: Pre-Professional - Bachelor of Science

Effective Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition	3 sh
WC Competency 1:	
WC Competency 2	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
<b>Critical Thinking</b>	
CT Competency 1:	
CT Competency 2:	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL106: Principles of Biology I	3 sh
BIOL107: Principles of Biology II	3 sh
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
PSYC100: Introduction to Psychological Science	3 sh
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
<b>Wellness</b>	<b>3 sh</b>
HLTH105: Introduction to Health	3 sh
<b>Experiential Learning</b>	
EL Competency 1:	
EL Competency 2:	

<b>Electives</b>	<b>17 sh</b>

#: BOG advanced coursework

<b>NATURAL SCIENCE</b>	<b>6 sh</b>
BIOL215: Basic Microbiology	4 sh
BIOL220: DNA Methods in Biology	1 sh
BIOL225: Human Genetics <b>OR</b>	3 sh
BIOL202: Genetics	
BIOL302: Developmental Biology	3 sh

<b>First Year Student Seminar</b>	<b>1 sh</b>
HLTH119: First Year Student Seminar	1 sh

<b>Major Area and Cognate Courses</b>	<b>60 sh</b>
HLTH115: Human Anatomy and Physiology I	4 sh
HLTH120: Human Anatomy and Physiology II	4 sh
#HLTH200: Introduction to Disease	3 sh
#HLTH485: Field Experience in Health Science	3 sh
CHEM120: Principles of Chemistry I	4 sh
CHEM121: Principles of Chemistry II	4 sh
#MATH107: Basic Statistics 1	3 sh
#PHYS130: Physics I	4 sh
#PHYS131: Physics II	4 sh
#RECR205: Nutrition for Wellness <b>OR</b> #CHEM111: Chemistry of Nutrition	3 sh
<b>#Natural Science Designated Electives</b> (See page 2)	<b>6 sh</b>
<b>#Psychology Designated Electives</b> (See page 2)	<b>6 sh</b>
<b>#HLTH Designated Electives</b> (See page 2)	<b>12 sh</b>

<b>HEALTH SCIENCE</b>	<b>12 sh</b>
HLTH100: Medical Terminology	1 sh
HLTH102: Orientation to Health Science	1 sh
HLTH140: Introduction to Public Health	3 sh
HLTH204: Foundation School/Comm. Health	3 sh
HLTH208: Stress Management/Life Skills	3 sh

BIOL303: Vertebrate Endocrinology	2 sh
BIOL309: Ecology	3 sh
BIOL310: Immunology	3 sh
BIOL315: Comparative Vertebrate Anatomy	3 sh
BIOL317: Mycology	3 sh
BIOL323: Bioinformatics and Genomics	3 sh
BIOL330: Cellular and Molecular Biology	4 sh
BIOL340: Microbiology	4 sh
BIOL345: Advanced DNA Methods	3 sh
BIOL402: Biological Evolution	3 sh
BIOL410: Organismal Physiology	3 sh
BIOL425: Environmental Toxicology	3 sh
CHEM105: Forensic Chemistry	3 sh
CHEM111: Chemistry of Nutrition (May be used if RECR205 is completed)	3 sh
CHEM205: Introduction to Organic Chemistry	4 sh
CHEM220: Organic Chemistry I	4 sh
CHEM221: Organic Chemistry II	4 sh
CHEM301: Inorganic Chemistry	3 sh
CHEM316: Quantitative Analysis	4 sh
CHEM320: Physical Chemistry	4 sh
CHEM410: Biochemistry	4 sh
CHEM415: Biochemistry 2	4 sh

<b>PSYCHOLOGY</b>	<b>6 sh</b>
PSYC102: Child Development	3 sh
PSYC103: Adolescent Development	3 sh
PSYC111: Psychology of Early Childhood	3 sh
PSYC202: Research Methods in Psychology	3 sh
PSYC212: Forensic Psychology	3 sh
PSYC215: Foundation of Biopsychology	3 sh
PSYC235: Interpersonal Leadership Skills	3 sh
PSYC240: Life Span Development	3 sh
PSYC250: Social Psychology	3 sh
PSYC307: Abnormal Psychology	3 sh
PSYC310: Cognitive Psychology	3 sh
PSYC315: Health Psychology	3 sh
PSYC322: Drugs and Human Behavior	3 sh
PSYC330: Adult Development and Aging	3 sh
PSYC410: Physiological Psychology	3 sh
PSYC412: Human Neuropsychology	3 sh
PSYC205: Applied Psychological Statistics	3 sh
PSYC425: Psychology of Women	3 sh

HLTH214: Plan/Assessment in School Health	2 sh
HLTH218: Public Health and the Environment	3 sh
HLTH235: Community Health Strategies	3 sh
HLTH240: Introduction to Epidemiology	3 sh
HLTH301: CPR and Emergency Care	3 sh
HLTH305: Introduction to Biomechanics	3 sh
HLTH307: Cultural Aspects of Health	3 sh
HLTH315: Consumer Health	3 sh
HLTH320: Drug Education	3 sh
HLTH325: Death Education	3 sh
HLTH330: School Health Programs	2 sh
HLTH332: Psychological Aspects Inj./Illness	3 sh
HLTH350: Health Program Planning	3 sh
HLTH353: Physiology of Exercise	3 sh
HLTH363: Applied Sport and Exercise Science	3 sh
HLTH401: Current Issues In Health	3 sh
HLTH402: Evaluation In Health Ed. Programs	3 sh
HLTH406: Biomechanics of Mus./Skel. Injury	3 sh
HLTH407: Advanced Human Physiology	4 sh
HLTH414: Current Issues in Exercise Science	3 sh
HLTH415: Introduction to Pharmacology	3 sh
HLTH420: Clinical Evaluation and Rehab.	3 sh
HLTH425: Clinical Exercise Physiology	3 sh
HLTH430: Women's Health Issues	3 sh
HLTH440: Research in Health Science	3 sh
HLTH451: Advanced Human Anatomy	4 sh
HLTH470: Sex Education in Health Science	3 sh
HLTH485: Field Experience in Health Science	1-9 sh
HLTH498: Health Science Seminar	1-3 sh
HLTH499: Independent Study	1-3 sh

**Pre-Professional 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)

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**Spring Freshman (example)**

BIOL107: Principles of Biology II (3)  
HLTH120: Anatomy and Physiology II (4)  
MATH112/113: Mathematics Gen. Ed.(3)  
PSYC100: Introduction to Psychological Sciences (3)

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**Fall Sophomore (example)**

CHEM120: Principles of Chemistry I (4)  
HLTH200: Introduction to Disease (3)

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**Spring Sophomore (example)**

CHEM121: Principles of Chemistry II (4)  
RECR205: Nutrition for Wellness (3) **OR**  
CHEM111: Chemistry of Nutrition (3)

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**Fall Junior (example)**

PHYS130: Physics I (4)  
MATH107: Basic Statistics (3)

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**Spring Junior (example)**

PHYS131: Physics II (4)

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**Fall Senior (example)**

HLTH451: Advanced Anatomy (4)  
HLTH485: Field Experience in Health Science (3)

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**Spring Senior (example)**

HLTH407: Advanced Human Physiology (4)

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## **Healthcare Professions – Associate of Applied Science**

General Education information below is incorrect. The General Education requirements that became effective fall 2014 apply. Refer to the General Education section of the catalog.

<b>HUMANITIES</b>	<b>6sh</b>	<b>Gr</b>
<i>(6 sh in at least two categories)</i>		
Art/Music/Theatre	3	
Literature	3	
Philosophy	3	
<b>SOCIAL BEHAVIORAL SCIENCES</b>	<b>9sh</b>	
<i>(Must take 9 sh in at least 3 categories)</i>		
World History	3	
Political Science or Economics	3	
Psychology	3	
Sociology or Anthropology	3	
<b>WELLNESS, SKILLS &amp; SCIENCE CORE</b>	<b>15sh</b>	
Composition	3sh	
Speech	3sh	
Mathematics	3sh	
Natural Science	3sh	
Wellness	3sh	

<b>CORE COURSES</b>	<b>31sh</b>	<b>Gr</b>
BIOL101 Basic Biology	3	
CHEM101 Chemistry in the Environment	3	
HLTH128 Anatomy and Physiology I	3	
HLTH129 Anatomy and Physiology I Lab	1	
HLTH130 Anatomy and Physiology II	3	
HLTH131 Anatomy and Physiology II Lab	1	
PSYC100 Introduction to Psychology	3	
BIOL110 Microbiology	3	
Nutrition (RECR 205 or CHEM 111)	3	
Health Science Elective (200 level or higher)	3	
COMP150 Introduction to Computers	3	
HLTH102 Orientation to Health Science	1	
HLTH100 Medical Terminology	1	



## Healthcare Professions: Healthcare Management – Associate of Applied Science

The General Education requirements that became effective fall 2014 apply.  
Refer to the General Education section of the catalog.

HEALTHCARE MANAGEMENT TRACK	31sh	Gr	Sem
ACCT110: Financial Accounting (3sh)			
COMPI50: Introduction to Computers (3sh)			
MANG105: Introduction to Business (3sh)			
MANG315: Management: Concepts & Strategies (3sh)			
ENGL345: Business Writing (3sh)			
HLTH 100: Medical Terminology (1sh)			
Electives (15sh)- must be selected from the list provided A minimum of 3sh must be selected from both Healthcare and Management Electives	15		

HEALTH CARE ELECTIVES (must choose at least 3sh from this category)	sh	Gr	Sem
HLTH102: Orientation to Health Science (1sh)			
HLTH307: Cultural Aspects of Health (3sh)			
HLTH315: Consumer Health (3sh)			
HLTH320: Drug Education (3sh)			
HLTH350: Health Program Planning (3sh)			
HLTH401: Current Issues in Health (3sh)			
HLTH402: Evaluation in Health Education and Promotion Programs (3sh)			
HLTH410: Community Health Organization Management (3sh)			
HLTH430: Women's Health Issues (3sh)			
HLTH498: Health Science Seminar (1-3sh)			
POL1330: Public Policy (3sh)			
POL1335: Politics of Global Health (3sh)			
SOCW110: Diverse Populations and Groups (3sh)			

MANAGEMENT ELECTIVES (must choose at least 3sh from this category)	sh	Gr	Sem
ACCT115: Management Accounting (3sh)			
COMP250: Advanced Microcomputer Applications (3sh)			
MANG269: Internship (1-3sh)			
MANG302: Business Law I (3sh)			
MANG320: Human Resource Management (3 sh)			
MRKT200: Introduction to Marketing (3sh)			
PSYC235: Interpersonal and Leadership Skills (3sh)			
PSYC306: History & Systems of Psychology (3sh)			
PSYC313: Industrial & Organizational Psychology (3sh)			
POL1325: Labor-Management Relations (3sh)			

## Healthcare Professions: Social Services – Associate of Applied Science

The General Education requirements that became effective fall 2014 apply.  
Refer to the General Education section of the catalog.

SOCIAL SERVICES TRACK	31sh	Gr	Sem
SOCW102: Introduction to Social Work(3sh)			
SOCW110 Diverse Populations and Groups (3sh)			
PSYC235: Interpersonal and Leadership Skills (3sh)			
PSYC240: Lifespan Development (3sh)			
COMP 150: Introduction to Computers (3sh)			
HLTH 100: Medical Terminology (1sh)			
Electives (15sh)- must be selected from the list below	15	See below	See below

ELECTIVES (must choose 5) (15sh)	15 sh	Gr	Sem
HLTH307: Cultural Aspects of Health (3sh)			
HLTH320: Drug Education (3sh)			
HLTH325/SOCW360: Death Education/Death and Dying (3sh)			
HLTH470: Sex Education for the Health Sciences (3sh)			
HLTH498: Health Science Seminar (3sh)			
PSYC102: Child Development (3sh)			
PSYC103: Adolescent Development (3sh)			
PSYC201: Educational Psychology (3sh)			
SOCW450: Topics in Social Work (3sh)			
SOCI203: Social Problems (3sh)			
SPEC204: Cognitive Development of Diverse Learners (3sh)			
SPEC212: Low Incidence Disabilities Support (3sh)			
SPEC338: Positive Behaviors Support (3sh)			

## History – Bachelor of Arts

Effective: Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	3 sh
ENGL100: Composition (3 sh)	
WC competency 1	
WC competency 2	
<b>Oral Communication</b>	3 sh
<b>Mathematical and Computational Thinking</b>	3 sh.
<b>Critical Thinking</b>	
CT competency 1	
CT competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	6 sh
<b>Historical, Behavioral, and Social Science Inquiry</b>	6 sh
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	9 sh
Visual or Performing Arts course (3)	
Philosophy or Literature (3)	

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	9 sh
Historical Foundation: HIST101, 102, 111, or 112*	
*Students who become history majors after taking HIST101 may substitute this course for HIST111; similarly, HIST102 may substitute for HIST112	
<b>Wellness</b>	3 sh
<b>Experiential Learning (2 units)</b>	
EL competency 1	
EL competency 2	

<b>Electives</b>	<b>17 sh</b>

<b>First Year Seminar</b>	<b>1 sh</b>
HIST119: First Year Seminar	

<b>Major Area and Cognate Courses</b>	<b>42 sh*</b>
<b>Supporting Social Science Courses</b>	12 sh
Economics	
Geography	
Political Science	
Sociology or Anthropology	
# Anthropology 200+	
# Soci., Pol Sci, Geog. or Econ. 200+	

<b>Foundation History Courses</b>	9 sh
HIST111 Global History I	(GAC-H)
HIST112 Global History II	(GAC-H)
HIST201 U.S. History I	
HIST202 U.S. History II	
# HIST200 Historical Thinking and Writing	

<b>Advanced History Courses (200-400 level)</b>	21 sh
# US	
# Europe	
# Non-west (non-US or Europe)	
# Non-west (non-US or Europe)	
# Elective	
# Elective	
# Capstone (Senior Project)	

Students are encouraged to use advanced history electives to focus on a particular area in preparation for the Capstone

\*A minimum of 12 sh of the major also fulfill requirements in the general education program:  
 Global Awareness and Citizenship (6 sh)  
 Hist. Behav. And Soc. Sci Inquiry (6 sh)

<b>Degree requirements:</b>	<b>up to 18sh</b>
<b>##Arts &amp; Sciences Seminars (2 of 3)</b>	6sh
Humanities 328	
Social Science 328	
Science/Math 328	
<b>###Foreign Language Requirement (Level-IV proficiency)</b>	up to 12sh

<b>Total credit hours</b>	<b>120</b>
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## History: Public History – Bachelor of Arts

Effective: Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	3 sh
ENGL100: Composition (3 sh)	
WC competency 1	
WC competency 2	
<b>Oral Communication</b>	3 sh
<b>Mathematical and Computational Thinking</b>	3 sh.
<b>Critical Thinking</b>	
CT competency 1	
CT competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	6 sh
<b>Historical, Behavioral, and Social Science Inquiry</b>	6 sh
Absorbed by the major	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	9 sh
Visual or Performing Arts course (3)	
Philosophy or Literature (3)	

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	9 sh
(6 sh absorbed by the major)	
<b>Wellness</b>	3 sh
<b>Experiential Learning</b>	
EL competency 1	
EL competency 2	

<b>Electives</b>	<b>17 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
HIST119: First Year Seminar	

<b>Major Area and Cognate Courses</b>	<b>42 sh*</b>
<b>Supporting Social Science Courses</b>	15 sh
Economics, Geography, Political Science, Sociology, or Anthropology	HBS HBS
1	
2	
3	
#POLI260: Public Administration	
#Anthropology 200+	
<b>Foundation History Courses</b>	9 sh
HIST111: Global History I	GAC-H
HIST112: Global History II	GAC-H
HIST201: U.S. History I	
HIST202: U.S. History II	
# HIST200: Historical Thinking and Writing	
<b>Advanced History Courses (200-400 level)</b>	12 sh
# US	
# Europe	
# Non-west (non-US or Europe)	
# Non-west (non-US or Europe)	
<b>Public History Concentration</b>	12 sh
# HIST203: Intro. Public History	
# Elective: HIST314: Oral History or HIST338: Hist. and Pres. Am. Architecture	
## Internship (6 sh)	
*12 sh of the major also fulfill requirements for general education: 6 sh Global Awareness and Citizenship and 6 sh Historical Behavioral and Social Science	
<b>Degree requirements:</b>	<b>up to 18sh</b>
<b>##Seminars (2 of 3)</b>	6sh
Humanities 328	
Social Science 328	
Science/Math 328	
<b>###Foreign Language Requirement (Level-IV proficiency)</b>	up to 12sh
<b>Total credit hours</b>	<b>120</b>

## Interdisciplinary Studies - Bachelor of Science

Effective Fall 2014

<b>Intellectual Foundation</b>		<b>First Year Student Seminar</b>	<b>1 sh</b>
<b>Written Communication</b>	<b>3 sh</b>		
ENGL100: Composition (3 sh)		<b>Major Area and Cognate Courses</b>	<b>30 sh</b>
WC Competency 1			
WC Competency 2		<b>Academic Area 1 (6 sh upper division)</b>	<b>18sh</b>
		These credits cannot be reused to fulfill a minor.	
<b>Oral Communication</b>	<b>3 sh</b>		
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>		
<b>Critical Thinking</b>			
CT Competency 1			
CT Competency 2			
<b>Knowledge and Inquiry</b>		<b>Academic Area 2</b>	<b>12sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>	These credits can be reused to fulfill a minor.	
At least one course must be a lab course.			
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>		
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>		
One course must be a literature course and one course must come from visual or performing arts.			
<b>Personal and Social Responsibility</b>			
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>		
One course must meet the historical foundations competency.			
<b>Wellness</b>	<b>3 sh</b>	<b>Final Portfolio Project</b>	
		This will include the following components:	
<b>Experiential Learning</b>		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:	
<b>Electives</b>	<b>47 sh</b>	b. Sample paper demonstrating critical thinking:	
		c. Sample speech critique	
		Verification of Portfolio Project Completion:	
		Students must complete 42 credits of advanced course work.	
		<b>Total Credits</b>	<b>120sh</b>

## International Studies – Bachelor of Arts

### GENERAL EDUCATION REQUIREMENTS

The General Education requirements that became effective fall 2014 apply.  
Refer to the General Education section of the catalog.

### 328 LIBERAL ARTS SEMINARS (6 SH)

Social Science – Humanities – Natural Science

### Language (12 SH)

Through Level IV

### Electives

As needed to meet 120.0 SH

### INTERNATIONAL STUDIES MAJOR (44 SH)

Core – Take four from the following (12 SH)

- POL1107 World Politics
- ANTH102 Cultural Anthropology
- ECON101 Principles of Economics
- HIST102 World History 2
- GEOG101 World Regional Geography

Area Studies Emphasis (Min 11 SH in one of the areas listed)

- African Studies
- Asian Studies
- Eastern European Studies
- Western European Studies
- Latin American Studies
- Pacific Rim Studies
- Mediterranean and Middle Eastern Studies

Credits earned on LHU Semester Abroad Programs may be applied toward Areas Studies requirements (if not used elsewhere)

Track Concentration (21 SH)

Each student must complete the requirements in one of the following tracks.

Humanities Track

- Language and Culture (6 SH)
- Non US Fine Arts (3 SH)
- Non US Literature 200 level or above (3 SH)
- Ethnography (3 SH)
- World Economy (3 SH)
- World Politics (3 SH)

International Relations Track

- Non US History (3 SH)
- POL1205 Comparative Politics
- POL1250 American Foreign Policy
- POL1350 International Relations
- ECON355 International Trade and Finance
- Electives (6 SH)

Global Economy Track

- Non US History (3 SH)
- ECON355 International Trade and Finance
- Electives (15 SH)

Human Geography Track

- GEOG101 World Regional Geography\*
- GEOG212 Geography Developing World
- Electives (15 SH)

\*Or additional GEOG elective if GEOG101 included in core

Portfolio Review – Students are required to submit and pass a portfolio prior to senior year and a capstone review in the senior year.

**ELECTIVES WITHIN TRACKS**

<b>INTERNATIONAL RELATIONS TRACK ELECTIVES</b>	<b>GLOBAL ECONOMY TRACK ELECTIVES</b>
Non-US History	HIST311 International Business History
POLI105 American National Government	POLI315 Politics in Developing Nations
POLI308 African Politics	POLI322 International Political Economy
POLI 315 Politics in Developing Nations	ECON310 Intermediate Macroeconomics
POLI320 Latin American Politics	ECON315 Intermediate Microeconomics
POLI322 International Political Economy	ECON330 Economic Development
POLI335 Politics of Global Health	ECON340 Money and Banking
POLI 370 UN and International Organizations	ECON350 Comparative Economic Systems
	MANG425 International Business
<b>HUMANITIES TRACK CHOICES</b>	
Ethnography (3 s.h.):	<b>GEOGRAPHY TRACK ELECTIVES</b>
ANTH330 Japanese Culture and Society	<b>(15 sh, maximum 6 sh from any discipline)</b>
ANTH421 Anthropology of Africa	ANTH 330 Japanese Culture and Society
ANTH422 Anthropology of Latin America	ANTH 421 Anthropology of Africa
ANTH424 Anthropology of the Middle East	ANTH 422 Anthropology of Latin America
World Economy (3 s.h.):	ANTH 424 Anthropology of the Middle East
ECON330 Economic Development	ECON 355 International Trade and Finance
ECON355 International Trade and Finance	GEOG 305 Conservation of Natural Resources
GEOG440 Economic Geography	GEOG 315 Political Geography
HIST324 Environmental History of Asia	GEOG 401 Special Problems in Geography
HIST390 Contemporary World Problems	GEOG 440 Economic Geography
POLI315 Politics in Developing Nations	HIST 390 Contemporary World Problems
POLI322 International Political Economy	Non-US History
World Politics (3 s.h.):	POLI335 Politics of Global Health
POLI205 Comparative Politics	POLI 350 International Relations
POLI250 U.S. Foreign Policy	POLI 315 Politics in Developing Nations
POLI308 African Politics	
POLI320 Latin American Politics	
POLI336 Politics of Global Health	
POLI350 International Relations	
POLI370 UN and International Organizations	
POLI390 Political Theory I	
POLI391 Political Theory II	
Language and Culture (6 SH)	
This requirement may be met by taking language, composition, and/or conversation courses beyond level IV in the first language, or culture courses in the country/region of the first language; or by language (any level) or culture course in a second language; or by a combination of the foregoing. Courses used to satisfy the general education requirement may not be used.	

## Mathematics – Bachelor of Science

The General Education requirements that became effective fall 2014 apply. Refer to the General Education section of the catalog.

### Major Requirements

<u>Requirement</u>	<u>Course Number/Name</u>	<u>s.h.</u>	<u>Date Completed</u>	<u>Grade</u>
<b><u>Core Courses</u></b>	<u>COMP160 Programming 1</u>	<u>3</u>		
	<u>MATH142 Calculus 2</u>	<u>3</u>		
	<u>MATH205 Foundations of Mathematics</u>	<u>3</u>		
	<u>MATH243 Calculus 3</u>	<u>3</u>		
	<u>MATH244 Calculus 4</u>	<u>3</u>		
	<u>MATH310 Modern Algebra 1</u>	<u>3</u>		
	<u>MATH311 Elements of Linear Algebra</u>	<u>3</u>		
	<u>MATH401 Real Analysis 1</u>	<u>3</u>		
<b><u>Major Electives</u></b>				
<b><u>Choose 27 s.h. of course work with at least 6 s.h. from each of the Pure Discipline and at least 6 s.h. from Applied Discipline.</u></b>				
<b><u>Pure Discipline</u></b>				
	<u>MATH225 History of Mathematics</u>	<u>3</u>		
	<u>MATH302 Number Theory</u>	<u>3</u>		
	<u>MATH307 Foundations of Geometry</u>	<u>3</u>		
	<u>MATH402 Real Analysis 2</u>	<u>3</u>		
	<u>MATH405 Complex Analysis</u>	<u>3</u>		
	<u>MATH410 Topology</u>	<u>3</u>		
	<u>MATH420 Modern Algebra 2</u>	<u>3</u>		
	<u>MATHX59 Special Topics in Mathematics</u>	<u>3</u>		
<b><u>Applied Discipline</u></b>				
	<u>COMP161 Programming 2</u>	<u>3</u>		
	<u>MATH301 Differential Equations</u>	<u>3</u>		
	<u>MATH312 Probability and Statistics</u>	<u>3</u>		
	<u>MATH313 Mathematical Statistics 1</u>	<u>3</u>		
	<u>MATH320 Linear Programming</u>	<u>3</u>		
	<u>MATH4XX Biomathematics</u>	<u>3</u>		
	<u>MATH4XX Actuarial Mathematics</u>	<u>3</u>		
	<u>MATH4XX Nonlinear Programming</u>	<u>3</u>		
	<u>MATH4XX Mathematical Statistics 2</u>	<u>3</u>		
	<u>MATHX59 Special Topics in Mathematics</u>	<u>3</u>		
	<b><u>Total Major S.H.</u></b>	<b><u>51</u></b>		
	<b><u>Total Program S.H.</u></b>	<b><u>120</u></b>		



## Mathematics: Actuarial Science - Bachelor of Science

Effective LHU Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
MATH141: Calculus I	3 sh
<b>Critical Thinking</b>	
MATH141: Calculus 1	3 sh

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
<b>Wellness</b>	<b>3 sh</b>
<b>Experiential Learning</b>	

<b>Electives</b>	<b>18 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
MATH119: First-Year Student Seminar	1 sh

<b>Major Area and Cognate Courses</b>	<b>59 sh</b>
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
<b>One of the following courses</b>	<b>2 sh</b>
MATH369: Internship	2 sh
MATH499: Independent Study	2 sh
<b>Two of the following courses</b>	<b>6 sh</b>
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
<b>Four of the following courses</b>	<b>12 sh</b>
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

**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]

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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]

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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



### 3+2 BS in Mathematics / MS in Actuarial Science

#### Suggested Course Sequence

##### Undergraduate Program

###### Fall Freshman

ENGL100: Composition [WC] (3)  
MATH119: First Year Student Seminar (1)  
MATH141: Calculus 1 [MCT] (3)  
ECON102: Princ. of Macroecon. [HBS] (3)  
Natural Science [NS] (3)  
Philos., Literacy, and Aesthetics [PLA] (3)  
Elective (2)

Credit Total: 18

###### Spring Freshman

MATH142: Calculus 2 (3)  
MATH205: Foundations of Math. (3)  
Philos. Literacy, and Aesthetics [PLA] (3)  
Wellness [WEL] (3)  
Natural Science [NS] (3)  
Global Aware. and Citizenry [GAC] (3)

Credit Total: 18

###### Fall Sophomore

MATH243: Calculus 3 (3)  
COMP160: Programming 1 (3)  
ECON103: Princ. Of Microecon. [HBS] (3)  
ACCT110: Financial Accounting (3)  
Global Aware. And Citizenry [GAC-H] (3)  
Elective [EL] (3)

Credit Total: 18

###### Spring Sophomore

MATH244: Calculus 4 (3)  
MATH312: Prob. And Stat. (3)  
MATH412: Act. Math OR  
MATH311: Elem. of Lin. Algebra (3)  
Philos., Literacy and Aesthetics [PLA] (3)  
ACCT, ECON, MANG Elective [CT] (3)

Credit Total: 18

###### Fall Junior

Global Aware. and Citizenry [GAC] (3)  
MATH301: Diff. Equations (3)  
ACCT, ECON, MANG (3)  
MATH Elective (3)  
ACCT, ECON, MANG (3)  
Elective [WC] (3)

Credit Total: 18

###### Spring Junior

MATH412: Actuarial Math OR  
MATH311: Elem. of Linear Algebra (3)  
MATH225: History of Math. [WC] (3)  
ACCT, ECON, MANG (3)  
Oral Communication [OC] (3)  
Elective [EL] (3)  
Elective [CT] (3)

Credit Total: 18

##### Graduate Program

###### Fall 4<sup>th</sup> Year

MATH605: Probability (3)  
MATH610: Financial Mathematics (3)  
ACCT6XX: Financial and Man. Acct. (3)

Credit Total: 9

###### Spring 4<sup>th</sup> Year

MATH6XX: Mathematical Statistics (3)  
MATH6XX: Regression Analysis and Statistical Models (3)

FINA6XX: Corporate Finance (3)

Credit Total: 9

B.S. Degree awarded

###### Fall 5<sup>th</sup> year

MATH6XX: Time Series and For. (3)  
MATH6XX: Actuarial Models and Life Data Analysis (3)  
FINA6XX: Financial Risk Management (3)

Credit Total: 9

###### Spring 5<sup>th</sup> year

MATH6XX: Internship /  
Capstone Project (3)

Credit Total: 3

## Mathematics: Biomathematics - Bachelor of Science

Effective LHU Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
MATH141: Calculus I	3 sh
<b>Critical Thinking</b>	
MATH141: Calculus 1	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL106: Principles of Biology 1	3 sh
BIOL107: Principles of Biology 2	3 sh
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
<b>Wellness</b>	<b>3 sh</b>
<b>Experiential Learning</b>	

<b>Electives</b>	<b>17 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
MATH119: First-Year Student Seminar	1 sh

<b>Major Area and Cognate Courses</b>	<b>60 sh</b>
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

<b>One of the following courses</b>	<b>3 sh</b>
MATH320: Linear Programming	3 sh
MATH350: Numerical Methods	3 sh
MATH404: Applied Mathematics	3 sh
MATH422: Applied Statistics	3 sh

<b>Eighteen (18) sh from the following courses</b>	<b>18 sh</b>
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

## Music - Bachelor of Arts

Effective Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>	<b>First Year Student Seminar (VAPA119)</b>	<b>1 sh</b>
<b>Written Communication</b>	3 sh	<b>(or equivalent)</b>	
ENGL100: Composition (3 sh)			
WC Competency 1			
WC Competency 2			
<b>Oral Communication</b>	3 sh		
<b>Mathematical and Computational Thinking</b>	3 sh.		
<b>Critical Thinking</b>			
CT Competency 1			
CT Competency 2			
<b>Knowledge and Inquiry</b>	<b>21sh</b>	<b>Major Area Courses</b>	<b>42 sh</b>
<b>Natural Science Inquiry</b>	6 sh		
		<b>Applied Music*</b>	<b>8 sh</b>
<b>Historical, Behavioral, and Social Science Inquiry</b>	6 sh	<b>Major Performance Area</b>	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	9 sh	MUSI 121 Applied Music	1 sh per semester
MUSI 101 Intro to Music	3 sh		
MUSI 103 Basic Musicianship	3 sh	<b>Music History and Literature</b>	<b>6 sh</b>
Choose one Additional Course from PLA	3 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
<b>Personal and Social Responsibility</b>	<b>12 sh</b>	<b>Music Theory</b>	<b>7 sh</b>
<b>Global Awareness and Citizenship - One course must satisfy the historical foundations competency.</b>	9 sh	MUSI 203 Music Theory I	2 sh
		MUSI 204 Music Theory II	2 sh
<b>Wellness</b>	3 sh	MUSI 322 Music Theory III	3 sh
<b>Experiential Learning</b>		<b>REQUIRED SUPPORTING COURSES - 7 required</b>	<b>7 sh</b>
EL Competency 1		MUSI 205 Music Technology	3 sh
EL Competency 2		MUSI 109 Group Piano I	2 sh
<b>Total Gen Ed Requirements</b>	<b>42 sh</b>	MUSI 210 Group Piano II	2 sh
<b>Seminars- Two of three required from the following:</b>		<b>ELECTIVES – 6 required</b>	<b>6 sh</b>
<b>Humanities (328)</b>	<b>6 sh</b>	MUSI 105 Exploring Contemporary Trends	3 sh
<b>Social Sciences (328)</b>		MUSI 108 Music Explorations	2 sh
<b>Science/Math (328)</b>		MUSI 120 Music Literature	1 sh
		MUSI 305 Jazz Studies	2 sh
<b>Foreign Language Requirement</b>	<b>12 sh</b>	MUSI 308 Music Marketing	2 sh
		MUSI 315 American Music	3 sh
<b>Electives</b>	<b>18 sh</b>	MUSI 319 Symphonic Music	3 sh
<b>Total University Requirements</b>	<b>78 sh</b>	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
		<b>Total Required Courses</b>	<b>42 sh</b>

**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.

## Music: Marketing – Bachelor of Arts

### General Education Requirements

The General Education requirements that became effective fall 2014 apply. Refer to the General Education section of the catalog.

### Major Requirements

Marketing	15.0 sh
MRKT200 Introduction to Marketing	3.0 sh
MRKT300 Consumer Marketing	3.0 sh
MRKT305 Internet Marketing and e-Commerce	3.0 sh
MRKT310 Entrepreneurial and Small Business Marketing	3.0 sh
MRKT410 Marketing Research	3.0 sh
Music History Literature	4.0 sh
MUSI400 Music History after 1750	2.0 sh
MUSI312 Music History to 1750	2.0 sh
Applied Instruction	8.0 sh
MUSI121 or a combination of MUSI121/122	8.0 sh
Methods Courses	7.0 sh
MUSI124 Percussion Methods	1.0 sh
MUSI128 String Methods – Upper Strings	1.0 sh
MUSI118 String Methods – Lower Strings	1.0 sh
MUSI119 Woodwind Methods – Concert Winds	1.0 sh
MUSI129 Woodwind Methods – Transposing Winds	1.0 sh
MUSI326 Brass Methods – Lower Brass	1.0 sh
MUSI336 Brass Methods – Upper Brass	1.0 sh
Required Supporting Courses	23.0 sh
MUSI108 Music Explorations	2.0 sh
MUSI109 Group Piano 1	1.0 sh
MUSI109 Group Piano 2	1.0 sh
MUSI203 Theory 1	2.0 sh
MUSI204 Theory 2	2.0 sh
MUSI111-116 Ensembles	8.0 sh
MUSI205 Music Technology	1.0 sh
MUSI105 Contemporary Trends	3.0 sh
MUSI3—Music Marketing	3.0 sh

A pretest will be given to those enrolled in the Music Marketing major to see if there are deficiencies in music history or music theory or both. Those students showing such deficiency will need to enroll in either MUSI101 Introduction to Music or MUSI103 Basic Musicianship or both.

## Music: Popular Music and Jazz – Bachelor of Arts

For Students entering LHU Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	
WC Competency 1	
WC Competency 2	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
<b>Critical Thinking</b>	
CT Competency 1	
CT Competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	6 sh
<b>Historical, Behavioral, and Social Science Inquiry</b>	6 sh
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
MUSI101: Introduction to Music	3 sh
MUSI105: Exploring Contemporary Trends	3 sh
PLA Course: Literature or philosophy	3 sh
<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship – One course must satisfy the historical foundation competency.</b>	9 sh
<b>Wellness</b>	3 sh
<b>Experiential Learning</b>	
EL Competency 1	
EL Competency 2	
<b>Total Gen Ed Requirements</b>	<b>42 sh</b>

<b>Electives</b>	<b>17 sh</b>

<b>Total University Requirements</b>	<b>77 sh</b>
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<b>First Year Student Seminar</b>	<b>1 sh</b>
VAPA119: First Year Student Seminar	

<b>Major Area and Cognate Courses</b>	<b>42 sh</b>
<b>Applied Music</b>	<b>8</b>
<b>Major performance area.....</b>	
<b>Music History and Literature</b>	<b>6</b>
MUSI308: Jazz Studies	3
MUSI309: History Rock Music	3
<b>Music Theory</b>	<b>8</b>
MUSI103: Basic Musicianship.	3
MUSI203: Music Theory I	2
MUSI306: Popular Music and Jazz Theory	3
<b>ENSEMBLES - 8 required</b>	<b>8</b>
MUSI111-116: Music Ensemble Performance	
<b>REQUIRED SUPPORTING COURSES – 8 required</b>	<b>8</b>
MUSI109: Group Piano I	2
MUSI205: Music Technology	
MUSI308: Music Marketing	3
<b>ELECTIVES – 4 required</b>	<b>4</b>
MUSI108: Music Explorations	2
MUSI120: Music Literature	1
MUSI204: Music Theory II	2
MUSI210: Group Piano II	2
MUSI314: 20th Century Music	3
MUSI315: American Music	3
MUSI320: Music for the Theatre	3
MUSI322: Music Theory III	3
MUSI328: Seminar: Ethnic Music	3
MUSI343: Orchestration	3

<b>Seminars: Two required from the following: Humanities, Social Science, Science/Math</b>	<b>6 sh</b>
<b>Foreign Language Requirement</b>	<b>12 sh</b>
<b>Total Credits</b>	<b>120</b>



## Music - Bachelor of Fine Arts

Effective Fall 2014

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	
WC Competency 1	
WC Competency 2	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
<b>Critical Thinking</b>	
CT Competency 1	
CT Competency 2	
<b>Knowledge and Inquiry</b>	<b>21sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
MUSI 101 Intro to Music	3 sh
MUSI 103 Basic Musicianship	3 sh
Choose one Additional Course from PLA	3 sh
<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship - One course must satisfy the historical foundations competency.</b>	<b>9 sh</b>
<b>Wellness</b>	<b>3 sh</b>
<b>Experiential Learning</b>	
EL Competency 1	
EL Competency 2	
<b>Total Gen Ed Requirements</b>	<b>42 sh</b>
<b>Seminars - Two of three required from the following:</b>	
<b>Humanities (328)</b>	<b>6 sh</b>
<b>Social Sciences (328)</b>	
<b>Science/Math (328)</b>	
<b>Foreign Language Requirement</b>	<b>12 sh</b>
<b>Electives</b>	<b>18 sh</b>
<b>Total University Requirements</b>	<b>78 sh</b>

<b>First Year Student Seminar (VAPA119)</b>	<b>1 sh</b>
<b>(or equivalent)</b>	

<b>Major Area Courses</b>	<b>54 sh</b>
<b>Applied Music*</b>	<b>16 sh</b>
<b>Major Performance Area</b>	
MUSI 122 Applied Music	2 sh per semester
<b>Music History and Literature</b>	<b>6 sh</b>
MUSI 312 Music from 1450-1800	2 sh
MUSI 313 Music of the Romantic Period	2 sh
MUSI 314 Twentieth Century Music	2 sh
<b>Music Theory</b>	<b>12 sh</b>
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
<b>ENSEMBLES - 8 required, minimum one per semester</b>	<b>8 sh</b>
MUSI 111-116 Music Ensemble Performance	
<b>Group Piano</b>	<b>4 sh</b>
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>	
<b>MAJOR ELECTIVES – 8 required</b>	<b>8 sh</b>
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
<b>Total Required Courses</b>	<b>54 sh</b>

**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.

## Nursing - Associates of Science

For Students entering LHU Fall 2015

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	
<b>Oral Communication</b>	<b>3 sh</b>
COMM 100, 102, 103, 104	
<b>Mathematical and Computational Thinking</b>	<b>3 sh</b>
<b>Critical Thinking</b>	
NURS101: Nursing 1	

<b>Knowledge and Inquiry</b>	<b>9 sh</b>
<b>Natural Science Inquiry (at least one lab)</b>	<b>3 sh</b>
Waived	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>3 sh</b>
PSYC100: Introduction to Psychological Science	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>3 sh</b>

<b>Personal and Social Responsibility</b>	<b>3 sh</b>
<b>Global Awareness and Citizenship</b>	<b>sh</b>
(at least one with GAC-Historical Foundation)	
GAC-History	

<b>Major Area and Cognate Courses</b>	<b>49 sh</b>
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**



## Physics: Applied Physics (Nanotechnology) - Bachelor of Science

Effective Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition	3 sh
WC Competency 1	
WC Competency 2	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh</b>
Math141: Calculus I	3 sh
<b>Critical Thinking</b>	
CT Competency 1	
CT Competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Sciences Inquiry</b>	<b>6 sh</b>
PHYS170: Intermediate General Physics I	4 sh
PHYS171: Intermediate General Physics II	4 sh
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
<b>Wellness</b>	<b>3 sh</b>
<b>Experiential Learning</b>	
EL Competency 1	
EL Competency 2	

<b>Electives</b>	<b>17 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
SCI119: First Year Student Seminar	

<b>Major Area and Cognate Courses</b>	<b>60 sh</b>
<i>PHYS170/PHYS171 NSI credits</i>	2 sh
NANO105: Intro to Nanoscale Science	3 sh
#NANO210: Tools & Techniques	3 sh
#NANO304: Generation & Modification	3 sh
#NANO3XX: Characterization	3 sh
#PHYS290: Electronics	4 sh
#NANO458: Advanced Applied Nanotechnology Laboratory	6 sh
<b>total</b>	<b>22</b>
MATH142: Calculus II	3 sh
#MATH243: Calculus III	3 sh
CHEM120: Principles of Chemistry I	4 sh
<b>total</b>	<b>10</b>
#PHYS315: Modern Physics	4 sh
#PHYS330: Mechanics I	3 sh
#PHYS350: Quantum Mechanics	3 sh
#PHYS370: Electricity & Magnetism	3 sh
<b>total</b>	<b>13</b>
<i>Physics/Nano/Technical Electives (13 sh from the list of courses below)</i>	
#PHYS250: Heat	3 sh
#PHYS325: Optics	4 sh
#PHYS331: Mechanics II	3 sh
#PHYS345: Math. Methods of Physics	2 sh
#PHAP400: Modern Optoelectronics	3 sh
#PHAP410: Material Science	3 sh
#MATH301: Differential Equations	3 sh
<b>total</b>	<b>13</b>
# advanced level courses	

**Applied Physics (Nanotechnology) Track  
Suggested Course Sequence**

**Fall Freshman (example)**

ENGL100: Composition (3)  
SCI119: First Year Student Seminar (1)  
MATH141: Calculus I (3)  
NANO105: Intro to Nanoscale Science (3)  
CHEM120: Principles of Chemistry I (4)

Credit Total: 14

**Spring Freshman (example)**

MATH142: Calculus II (3)  
Wellness (3)  
PHYS170: Intermed. General Physics I (4)  
NANO210: Tools & Techniques (3)  
Elective (4)

Credit Total: 17

**Fall Sophomore (example)**

PHYS171: Intermed. General Physics II (4)  
NANO304: Generation & Modification (3) or NANO 3XX  
Characterization (3)  
MATH243: Calculus III (3)  
Philosophical, Literary, and Aesthetic Inquiry (3)  
Historical, Behavioral, and Social Science Inquiry (3)

Credit Total: 16

**Spring Sophomore (example)**

PHYS330: Mechanics I (3)  
PHYS290: Electronics (4)  
Historical, Behavioral, and Social Science Inquiry (3)  
Philosophical, Literary, and Aesthetic Inquiry (3)  
Global Awareness and Citizenship (3)

Credit Total: 16

**Fall Junior (example)**

PHYS315: Modern Physics (4)  
NANO3XX: Characterization (3) or NANO304: Generation  
& Modification (3)  
Philosophical, Literary, and Aesthetic Inquiry (3)  
Elective (3)

Credit Total: 13

**Spring Junior (example)**

PHYS350: Quantum Mechanics (3)  
NANO458: Advanced Applied Nanotechnology  
Laboratory (3)  
Physics/Nano/Technical Elective (3)  
Electives (6)

Credit Total: 15

**Fall Senior (example)**

PHYS370 Electricity & Magnetism (3)  
NANO458: Advanced Applied Nanotechnology  
Laboratory (3)  
Physics/Nano/Technical Elective (3)  
Physics/Nano/Technical Elective (3)  
Global Awareness and Citizenship (3)

Credit Total: 15

**Spring Senior (example)**

Physics/Nano/Technical Elective (4)  
Global Awareness and Citizenship (3)  
  
Oral Communication (3)  
Elective (4)

Credit Total: 14



**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: \_\_\_\_\_





**Physics Major: Traditional Physics Track**  
**Suggested Course Sequence**

**Fall Freshman (example)**

ENGL100: Composition (3)  
SCI119: First Year Student Seminar (1)  
MATH141: Calculus I(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

## Political Science – Bachelor of Arts

Effective: Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100 Composition (3 sh)	
WC competency 1	
WC competency 2	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh</b>
MATH107 Basic Statistics I (3 sh)	
<b>Critical Thinking</b>	
CT competency 1	
CT competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
Lab Science (3 sh)	
Lab Science (3 sh)	
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
ECON102 Principles of Macroeconomics (3 sh) OR	
ECON103 Principles of Microeconomics (3 sh)	
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
Performing Arts course (3 sh)	
Philosophy or Literature (3 sh)	

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
HIST102 World History II (3 sh)	GAC-H
<b>Wellness</b>	<b>3 sh</b>
<b>Experiential Learning (2 units)</b>	
EL Competency 1	
EL Competency 2	

<b>Electives</b>	<b>17 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
POLI119: First Year Seminar	

<b>Major Area and Cognate Courses</b>	<b>42 sh</b>
<b>Major Core</b>	<b>12 sh</b>
POLI105 American National Government	
POLI107 World Politics	
#POLI200 Political Inquiry	
#POLI205 Comparative Politics	
<b>Major Electives</b>	<b>15 sh</b>
#POL200+ _____	
#POLI200+ _____	
#POLI200+ _____	
#POLI200+ _____	
#POLI200+ _____	

<b>#Independent Research/Experiential Learning</b>	<b>3 sh</b>
Choose from one of the following:	
POLI369 Internship	
POLI400 Junior Senior Research Seminar	
POLI499 Independent Study	

<b>Cognate Courses</b>	<b>12 sh</b>
#328 Seminar (in area not fulfilled for BA req.)	
#PHIL (in addition to Gen. Ed.) or POLI390 or POLI391	
#HIST/PHIL/ECON/SOCI/ANTH/GEOG/PSYC 300+	
#HIST/PHIL/ECON/SOCI/ANTH/GEOG/PSYC 300+	

<b>BA Degree requirements:</b>	<b>Up to 18sh</b>
<b>##Arts &amp; Sciences Seminars (2 of 3)</b>	<b>6sh</b>
Humanities 328	
Social Science 328	
Science/Math 328	
<b>Foreign Language Requirement</b>	<b>up to 12 sh</b>
<b>Level-IV proficiency</b>	
<b>Total credit hours</b>	<b>120</b>

# denotes advanced course work

## PreK-Grade 4 - Bachelor of Science in Education

General Education Credit Total	Min Grade	42 sh
<b>Intellectual Foundation</b>		<b>9 sh</b>
<b>Written Communication</b>		<b>3 sh</b>
ENGL100 Composition (3 sh)	C-	
WC Competency 1 – ECED 150		✓
WC Competency 2		
<b>Oral Communication</b>	C	<b>3 sh</b>
#ECED415 Integrating Curr & Instr		
<b>Math &amp; Computational Thinking</b>		<b>3 sh</b>
MATH102 Number Systems	C	
<b>Critical Thinking</b>		
CT Competency 1 – ECED493		✓
CT Competency 2 – ECED494		✓

<b>Knowledge and Inquiry</b>		<b>21 sh</b>
<b>Natural Science Inquiry (one w/ a lab)</b>	C-	<b>6 sh</b>
<b>Hist., Behav., &amp; Social Science Inquiry</b>		<b>6 sh</b>
PSYC111 Psych of ECE	C	
<b>Phil., Literary, &amp; Aesthetic Inquiry</b>		<b>9 sh</b>
ENGL110 Intro to Literature	C-	
3sh in Visual & Performing Art required		
<b>Personal and Social Responsibility</b>		<b>12 sh</b>
<b>Global Awareness and Citizenship</b>		<b>9 sh</b>
ECED150 Diversity in ECED	C	
3sh Historical Foundations Competency		
<b>Wellness</b>		<b>3 sh</b>
HPED245 Health and PE Elem School		
<b>Experiential Learning</b>		
EL Competency 1 – ECED493		✓
EL Competency 2 – ECED494		✓

<b>Electives</b>		<b>6 sh</b>

Major Coursework Credit Total	Min Grade	72 sh
<b>First Year Student Seminar</b>		<b>1 sh</b>
ECED119 First Year Seminar	CR*	

Major Area and Cognate Courses	Min Grade	
<b>Professional Education</b>		<b>18 sh</b>
MATH115 Statistics and Geometry	C	
PSYC201 Educational Psychology	C	
READ204 Developmental Reading	C	
SPEC204 Cognitive Dev of Diverse Learners	C	
#SPEC309 Effective Instructional Strategies	C	
#SPEC345 Lit Instruction for Stud w/Dis	C	
<b>Required PreK-Grade 4/ECED Coursework</b>		<b>29 sh</b>
ECED100 Intro. Early Childhood Education	C	
ECED150 Diversity in ECED (GAC)	C	
ECED200 Observing and Assessing	C	
ECED212 Language Development	C	
ECED220 Emerging Mathematics & Science	C	
ECED225 Beginning Literacy	C	
ECED230 Prof. Comm. and Family Collab.	C	
ECED240 Special Topics in ECED (2 s.h)	C	
#ECED325 Assessment & Evaluation in ECED	C	
#ECED326 Guidance and Classroom Management	C	
#ECED332 Developing Creative Expression	C	
<b>PreK-Grade 4/ECED Professional Semester</b>		<b>12 sh</b>
#ECED415 Integrating Curriculum & Instruct (OC)	C	
#ECED431 Science for Young Children	C	
#ECED432 Lang. Arts & Reading for Yng Children	C	
#ECED433 Math Methods for Grades K-4	C	
#ECED436 Social Studies for Young Children	C	
<b>Student Teaching</b>		<b>12sh</b>
#ECED493 Student Teaching and Practicum	C	
#ECED494 Student Teaching and Practicum	C	

\* Credit/no credit

# Upper division courses

✓ Met in course requirements

PreK-Grade 4 Major  
Suggested Course Sequence

<b>Fall Freshman</b>	<b>Spring Freshman</b>
ENGL100 Composition ECED119 First Year Student Seminar PSYC111 Psychology of Early Childhood MATH102 or MATH115  2 General Education Courses	ECED100 Intro. to Early Childhood Education ECED150 Diversity in Early Childhood Education MATH 102 or MATH115 ENGL110 Introduction to Literature  1 General Education Course
<b>Credit Total: 16</b>	<b>Credit Total: 15</b>
<b>Fall Sophomore</b>	<b>Spring Sophomore</b>
ECED212 Language Development ECED220 Emergent Math and Science PSYC201 Educational Psychology READ204 Developmental Reading  1 General Education Course	ECED200 Observing and Assessing ECED225 Emerging Literacy ECED230 Professional Communication ECED240 Topics in Early Childhood (spring only) SPEC204 Cognitive Development  1 General Education Course
<b>Credit Total: 15</b>	<b>Credit Total: 17</b>
<b>Fall Junior</b>	<b>Spring Junior</b>
ECED325 Assessment & Evaluation ECED326 Guidance and Classroom Mgmt. SPEC309 Effective Instructional Strategies  2 General Education Courses	ECED332 Creative Expression SPEC345 Literacy Instruction  3 General Education Courses
<b>Credit Total: 15</b>	<b>Credit Total: 15</b>
<b>Fall Senior</b> <i>Professional Semester</i>	<b>Spring Senior</b> <i>Student Teaching</i>
ECED415 Curriculum & Instruction ECED431 Science for Early Childhood ECED432 Language Arts for Early Childhood ECED433 Math for Young Children ECED436 Social Studies for Early Childhood	ECED493 Student Teaching and Practicum ECED494 Student Teaching and Practicum
<b>Credit Total: 15</b>	<b>Credit Total: 12</b>

## PreK-Grade 4 ECED with Special Education – Bachelor of Science in Education

General Education Credit Total		42
<b>Intellectual Foundation</b>	Min Grade	9 sh
<b>Written Communication</b>		3 sh
ENGL100: Composition (3 sh)	C-	
WC: Assumed by major coursework		
WC: Assumed by major coursework		
<b>Oral Communication</b>		3 sh
SPEC441 required for the major	C	
<b>Math. and Comp. Thinking</b>		3 sh.
MATH102 required for major	C-	
<b>Critical Thinking</b>		
CT : Assumed by major coursework		
CT: Assumed by major coursework		

<b>Knowledge and Inquiry</b>		21 sh
<b>Natural Science Inquiry</b>	C-	6 sh
<b>Historical, Beh., and Social Science Inq.</b>		6 sh
PSYC111 required for major	C	3 sh
<b>Phil., Literary, and Aesthetic Inquiry</b>		9 sh
ENGL110 required for major	C –	

<b>Personal and Social Responsibility</b>		12 sh
<b>Global Awareness and Citizenship</b>		9 sh
SPEC202 required for the major	C	
<b>Wellness</b>		3 sh
HPED245 required for major		
<b>Experiential Learning</b>		
EL: Assumed by major coursework		
EL: Assumed by major coursework		

Dual Major Coursework Credit Total		85
<b>First Year Student Seminar</b>	Min Grade	
SPEC119 or ECED119: First Year Seminar	CR	1

<b>Major Area and Cognate Courses</b>	Min Grade	
<b>Professional Education</b>		3
MATH115: Statistics and Geometry	C-	
<b>Required Early Childhood Education Courses</b>		27
ECED100: Intro. Early Childhood Education	C	
ECED200: Observing and Assess. Young Children	C	
ECED204: Primary Reading	C	
ECED212: Language Development	C	
ECED220: Emerging Mathematics	C	
ECED225: Beginning Literacy	C	
ECED230: Prof. Comm. and Family Collaboration	C	
ECED326: Child Guidance and Classroom Man.*	C	
ECED332: Developing Creative Expression*	C	
<b>Required Special Education Courses</b>		18
SPEC105: Foundations of Special Education	C	
SPEC202: Cultural and Linguistic Diversity	C	GAC
SPEC212: Low Incidence Disabilities Support*	C	
SPEC215: High Incidence Disabilities Support*	C	
SPEC300: Comm. Dis. and Assist. Technology*	C	
SPEC338: Positive Behavior Support*	C	
SPEC345: Literacy Skills for Students with Dis.*	C	
<b>ECED Professional Semester</b>		15
ECED415: Integrating Curriculum & Instruction*	C	
ECED431: Science for Young Children*	C	
ECED432: Lang. Arts & Reading for Young Child.*	C	
ECED433: Math for Early Childhood*	C	
ECED436: Social Studies for Young Children*	C	
<b>SPEC Professional Semester</b>		9
SPEC425: Law and Collaborative Practices*	C	
SPEC440: Strat. For Teach. St. with Low Inc. Dis.*	C	
SPEC441: Strat. For Teach. St. with High Inc. Dis.*	C	OC
SPEC430: Assess. Ed. Needs & Plan. for Instruction*	C	
<b>Student Teaching</b>		12
ECED493/494: ST and Prac. (Early Childhood)*	C	
SPEC493: ST and Prac. for SPEC grades Prek-8*	C	

\*Denotes Advanced Coursework

**PreK- Grade 4 ECED /Special Education Dual Certification (BSED) 127 Credits  
Suggested Course Sequence**

<b>Fall First Year</b>	<b>SH</b>	<b>Spring First Year</b>	<b>SH</b>
SPEC 119 or ECED 119 Freshman Seminar	1	ECED 100 Introduction to ECE	3
ENGL 100 Composition	3	ENGL 110 Introduction to Literature	3
SPEC 105 Foundations of Special Education	3	MATH 115 Statistics and Geometry	3
PSYC 111 Psychology of Early Childhood	3	SPEC 212 Low Incidence Disabilities Support	3
MATH 102 Number Systems	3	1 General Education Courses	3
1 General Education Course	3		-
	-		<b>15</b>
	<b>16</b>		
<b>Fall Second Year</b>		<b>Spring Second Year</b>	
ECED 212 Language Development	3	ECED 200 Observing and Assessing Young Children	3
ECED 220 Emerging Math	3	ECED 204 Primary Reading	3
SPEC 215 High Incidence Disabilities Support	3	ECED 230 Professional Communication & Family	3
ECED 225 Beginning Literacy	3	Collaboration	
2 General Education Courses	6	SPEC 202 Cultural and Linguistic Diversity	3
	-	2 General Education Courses	6
	<b>18</b>		-
			<b>18</b>
<b>Fall Third Year</b>		<b>Spring Third Year</b>	
ECED 326 Child Guid. And Classroom Man.	3	<b>ECED Professional Semester</b>	
ECED 332 Developing Creative Expression	3	ECED 415 Curriculum and Instruction	3
SPEC 345 Literacy Skills for Students with Disabilities	3	ECED 431 Science for Young Children	3
SPEC 300 Communication Disorders and Assistive		ECED 432 Language Arts & Reading for Young Children	3
Technology	3	ECED 433 Math for Young Children	3
SPEC 338 Positive Behavior Support		ECED 436 Social Studies for Young Children	3
1 General Education Course	3		3
	3		-
	-		<b>15</b>
	<b>18</b>		
<b>Fall Fourth Year</b>		<b>Spring Fourth Year</b>	
<b>SPEC Professional Semester</b>		ECED 493/494 Student Teaching & Practicum	6
SPEC 425 Law and Collaborative Practices	3	SPEC 493/494 Student Teaching and Practicum	6
SPEC 430 Assessing Educational Needs and Planning			-
for Instruction	3		<b>12</b>
SPEC 440 Strategies for Teaching Students with Low			
Incidence Disabilities	3		
SPEC 441 Strategies for Teaching Students with High			
Incidence Disabilities	3		
1 General Education Course	3		
	-		
	<b>15</b>		
<b>Advising Notes:</b>		<b>Summer or Intersession Coursework</b>	
1. GE: PLA- one course must be from visual or performing arts		<b>Some coursework may be completed in the summer or during intersession if a reduced load is desired per the recommended sequence, a minor is being sought, or an earlier graduation timeline is desired.</b>	
2. GE: GAC- one course must meet the historical foundations competency		<b>Many general education courses are taught online.</b>	
3. *Denotes Advanced Coursework		<b>Several special education courses are also taught online and are available during the summer.</b>	

## Psychology - Bachelor of Arts

Effective Fall 2017

<b>Intellectual Foundation (9 sh)</b>	
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	3
WC Competency 1: PSYC204	
WC Competency 2: PSYC409	
<b>Oral Communication</b>	<b>3 sh</b>
COMM100, 102, 103, or 104	3
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
MATH107: Basic Statistics I (C- minimum)	3
<b>Critical Thinking</b>	
CT Competency 1: PSYC202	
CT Competency 2: PSYC409	

<b>Knowledge and Inquiry (21 sh)</b>	
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL101: Basic Biology1 (or BIOL106)	3
Additional lab or non-lab science	3
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
	3
	3
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
ART, MUSI, THEA, DANC	3
PHIL or Literature (e.g., ENGL110)	3
(Any of the above 6 areas)	3

<b>Personal and Social Responsibility (12sh)</b>	
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
HIST101 or HIST102	3
	3
	3
<b>Wellness</b>	<b>3 sh</b>
	3
<b>Experiential Learning (2 units required)</b>	
Recommended: PSYC369, PSYC235, or PSYC499 (2 units each)	

<b>Electives</b>	<b>17 sh</b>
PSYC207: Careers in Psych (Strongly Recommended)	2

<b>First Year Student Seminar</b>	<b>1 sh</b>
PSYC119: First Year Seminar	1

<b>Major Area and Cognate Courses</b>	<b>42 sh</b>
<b>Major Core (18 sh) Minimum grade of C-</b>	
PSYC100: Introduction to Psychological Science	3
# PSYC202: Research Methods in Psychology	3
# PSYC204: Writing for Psychology	3
# PSYC205: Applied Psychological Statistics	3
# PSYC215: Foundations of Biopsychology	3
# PSYC409: Applying Research Methods in Psych.	3

<b>Supplemental Core (12 sh)</b>	
PSYC102: Child Devel, PSYC103: Adol. Devel, or PSYC240: Lifespan Devel	3
# PSYC235: Leadership or PSYC250 Social Psych	3
# PSYC305: Theories of Learning or PSYC310: Cognitive Psych	3
# PSYC307 (Abnormal) or 308 (Personality)	3

<b>PSYCHOLOGY ELECTIVES (300 or 400 level)</b>	
<b>PSYC electives should be carefully selected, in consultation with your academic advisor, to prepare you for your specific career goals</b>	<b>12 sh</b>
(At least 9 sh must be 300 or 400 level courses #)	
	3
#	3
#	3
#	3

<b>BA Degree Specific Requirements (18 sh)</b>	
<b>Completion of Level 4 of a Foreign Language</b>	<b>3-12 sh</b>
FREN101, GERM101, or SPAN101*	3
# FREN102, GERM102, or SPAN102*	3
# FREN201, GERM201, or SPAN201*	<b>3</b>
# FREN202, GERM202, or SPAN202	3
*If lower levels are waived, credits become electives	
<b>Liberal Arts Seminars</b>	<b>6 sh</b>
Must take from 2 of the 3 areas (Social Science; Humanities; Science/Math)	
# _____ 328	3
# _____ 328	3

# Advanced coursework (must be at least 42 sh)



**Bachelor of Arts Psychology  
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 9 credits PSYC electives must be 300-400 level courses.*

## Psychology - Bachelor of Science

Effective Fall 2017

<b>Intellectual Foundation (9 sh)</b>	
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	3
WC Competency 1: PSYC204	
WC Competency 2: PSYC409	
<b>Oral Communication</b>	<b>3 sh</b>
COMM100, 102, 103, or 104	3
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
MATH107: Basic Statistics I (C- minimum)	3
<b>Critical Thinking</b>	
CT Competency 1: PSYC202	
CT Competency 2: PSYC409	

<b>Knowledge and Inquiry (21 sh)</b>	
<b>Natural Science Inquiry</b>	<b>6 sh</b>
BIOL101: Basic Biology1 (or BIOL106)	3
Additional lab or non-lab science	3
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
	3
	3
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
ART, MUSI, THEA, DANC	3
PHIL or Literature (e.g., ENGL110)	3
(Any of the above 6 areas)	3

<b>Personal and Social Responsibility (12sh)</b>	
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
	3
	3
	3
<b>Wellness</b>	<b>3 sh</b>
	3
<b>Experiential Learning (2 units required)</b>	
PSYC499 (2 units)	

<b>Electives</b>	<b>18 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
PSYC119: First Year Seminar	1

<b>Major Area and Cognate Courses</b>	<b>59 sh</b>
<b>Major Core (26 sh) Min. grade of B-</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 Psych	3
# PSYC499: Independent Study	3

<b>Supplemental Core (12 sh) Min. grade of C+</b>	
PSYC102: Child Devel, PSYC103: Adol. Devel, or PSYC240: Lifespan Devel	3
# PSYC305: Theories of Learning or PSYC310: Cognitive Psych	3
# PSYC307: Abnormal or PSYC308: Personality	3
# PSYC402: Sensation & Perception, PSYC410: Physio Psych, or PSYC412: Human Neuropsych	3

<b>Psychology Electives (18 sh) Min. grade of C+</b>	
(At least 9 sh must be 300 or 400 level courses #)	
#	3
#	3
#	3
	3
	3
	3

<b>Computer Skill Enhancement (3 sh)</b>	
COMP150: Intro to Computers (or COMP160)	3

# Advanced coursework (must be at least 42 sh)

**Psychology 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.*



**Community and Commercial Recreation Track  
Suggested Course Sequence**

**Fall Freshman (example)**

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)  
Elective/Gen Ed: (3)

**Credit Total: 16**

**Spring Freshman (example)**

RECR215: Travel and Tourism (3)  
RECR244: Recreation Leadership (3)  
Elective/Gen Ed: (3)  
Elective/Gen Ed: (3)  
Elective/Gen Ed: (3)

**Credit Total: 15**

**Fall Sophomore (example)**

RECR290: Special Topics (3)  
RECR330: Marketing Recreation Services (3)  
Elective/Gen Ed: (3)  
Elective/Gen Ed: (3)  
Elective/Gen Ed: (3)  
Elective/Gen Ed: (3)

**Credit Total: 18**

**Spring Sophomore(example)**

RECR275: Inclusive Recreation and TR (3)  
RECR315: Program Planning (3)  
Elective/Gen Ed: (3)  
Elective/Gen Ed: (3)  
Elective/Gen Ed: (3)  
RECR210: Field Experience (3) (summer only)

**Credit Total: 15 + 3 = 18**

**Fall Junior (example)**

RECR300: Special Events (3)  
Elective/Gen Ed: (3)  
Elective/Gen Ed: (3)  
Elective/Gen Ed: (3)  
Elective/Gen Ed: (3)

**Credit Total: 15**

**Spring Junior (example)**

RECR325: Camp Counseling (3)  
RECR340: Commercial Recreation (3)  
Additional RECR course: (3)  
Elective/Gen Ed: (3)  
Elective/Gen Ed: (3)

**Credit Total: 15**

**Fall Senior –Professional Semester**

RECR304: Finance and Acquisition (3)  
RECR410: Issues (3)  
RECR415: O & M (3)  
RECR430: Evaluation and Research (3)

**Credit Total: 12**

**Spring Senior (example)**

RECR425 Professional Field Experience (12\*)  
\*May take 10 or 12 credits dependent on individual  
student need.

**Credit Total: 12**



**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)  
RECR415 O & M (3)  
RECR420 Recreation Resource Management (3)  
RECR320 Evaluation and Research (3)  
Credit Total: 15

**Spring Senior (example)**

RECR425 Professional Field Experience (10/12)  
  
  
  
Credit Total: 10/12





**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



**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

**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

**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

**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

**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

**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

**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 Senior (example)**

RECR425 Professional Field Experience (14)

Credit Total: 14

## Secondary Education: Biology - Bachelor of Science in Education

For Students entering LHU Fall 2014

General Education Credit Total		42
<b>Intellectual Foundation</b>	Min Grade	9 sh
<b>Written Communication</b>		3 sh
ENG100: Composition (3 sh)	C-	
WC Competency 1		
WC Competency 2		
<b>Oral Communication</b>	C	3 sh
<b>Math. and Comp. Thinking</b>		3 sh.
MATH141: Calculus I (3)	C	
<b>Critical Thinking</b>		
CT Competency 1		
CT Competency 2		

<b>Knowledge and Inquiry</b>		21 sh
<b>Natural Science Inquiry</b>	C	6 sh
BIOL106: Principles of Biology I (3)		
BIOL107 Principles of Biology II (3)		
<b>Historical, Beh., and Social Science Inq.</b>		6 sh
PSYC103: Adolescent Development (3)	C	
<b>Phil., Literary, and Aesthetic Inquiry</b>		9 sh
ENGL110: Introduction to Literature (3)	C-	
Note: required for the major		
<b>Personal and Social Responsibility</b>		12 sh
<b>Global Awareness and Citizenship</b>		9 sh
SPEC202: Cultural and Linguistic Diversity (3)	C	
<b>Wellness</b>		3 sh
<b>Experiential Learning</b>		
EL Competency 1		
EL Competency 2		

Major Coursework Credit Total		84
<b>First Year Student Seminar</b>	Min Grade	
SCI119: First Year Seminar	CR	1

Major Area and Cognate Courses Total		Min Grade	
<b>Required Biology Content Coursework</b>			51
#BIOL202: Genetics (3)	C		
#BIOL206: Botany (3)	C		
#BIOL240: Zoology (3)	C		
#BIOL309: Ecology (3)	C		
#BIOL330: Cell & Molecular Biology (4)	C		
#BIOL330: Microbiology (4)	C		
#BIOL410: Organismal Physiology (3)	C		
#BIOL3--/4—Biology elective (2-3)	C		
CHEM221/PHYS131/BIOL3--/4—(3-4)*	C		
CHEM120: Principles of Chemistry I (4)	C		
CHEM121: Principles of Chemistry II (4)	C		
CHEM220: Organic Chemistry I (4)	C		
PHYS130: Physics I (4)*	C		
* Students are encouraged to also take PHYS131 Physics II in case they choose to pursue an additional Biology degree.			
GEOS Elective (3)	C		
MATH107: Statistics (3)			
<b>Professional Education Coursework</b>			12
Block I			
SCI209: Science Methods 1 (3)	C		
PSYC201: Educational Psychology (3)	C		
Block II			
#SCI135: Science Methods II (4)	C		
EDUC212: Classroom Management (2)			
<b>Special Education Coursework</b>			9
SPEC204: Cognitive Develop. of Diverse Learners (3)	C		
#SPEC309: Effect. Inst. Strat. for Stud. with Dis. (3)	C		
#SPEC345: Literacy Skills for Students with Dis. (3)	C		
<b>Student Teaching</b>			12
#SCI493: Science ST and Practicum I (6)	C		
#SCI494: Science ST and Practicum II (6)	C		
# = Advanced Course Work			

**Secondary Education - Biology  
Suggested Course Sequence**

Fall First Year	SH	Spring First Year	SH
SCI119 Freshman Seminar	1	BIOL107 Principles of Biology II	3
BIOL106 Principles of Biology I	3	CHEM121 Principles of Chemistry II	4
CHEM120 Principles of Chemistry I	4	PSYC103 Adolescent Development	3
ENGL100 Composition	3	MATH141 Calculus	3
1 general education course	3	Introduction to Literature	<u>3</u>
1 general education course	<u>3</u>		<b>16</b>
	<b>17</b>		
Fall Second Year		Spring Second Year	
BIOL206 Botany I	3	BIOL240 Zoology	3
CHEM220 Organic Chemistry I	4	BIOL202 Genetics	3
MATH107 Statistics	3	1 General Education Course	3
SPEC204 Cognitive. Development. of Div. Learners	3	<b>BLOCK I</b>	
1 General Education Course	3	SCI209 Science Methods I	3
	-	PSYC201 Educational Psychology	3
	<b>16</b>		-
			<b>15</b>
Fall Third Year		Spring Third Year	
BIOL309 Ecology	3	BIOL410 Organismal Physiology	3
BIOL330 Cell & Molecular Biology	4	BIOL3--- Biology Elective	2
BIOL3--- Biology Elective	3	GEOS--- Earth & Space science elective	3
1 General Education Course	3	1 General Education Course	3
SPE 202 Cultural/Linguistics Div. in Ed.	3	1 General Education Course	3
	-	SPEC345 Literacy Skills for Students w/Disabilities	3
	<b>16</b>		-
			<b>17</b>
Fall Fourth Year		Spring Fourth Year	
BIOL340 Microbiology	4	SCI493 Student Teaching & Practicum I	6
PHYS130 Physics I	4	SCI494 Student Teaching & Practicum II	6
SPEC309 Effect. Instruct. Strat. Stud w/ Disabilities	3		-
<b>SECONDARY BLOCK II</b>			<b>12</b>
SCI315 Science Methods II	4		
EDUC212 Classroom Management	<u>2</u>		
	<b>17</b>		

## Secondary Education: Biology with Special Education - Bachelor of Science in Education

For Students entering LHU Fall 2014

General Education Credit Total		42
<b>Intellectual Foundation</b>	Min Grade	9 sh
<b>Written Communication</b>		3 sh
ENGL100: Composition (3 sh)	C-	
WC Competency 1 Assumed by the major		
WC Competency 2 Assumed by the major		
<b>Oral Communication</b>	C	3 sh
SPEC441 required for the major		
<b>Math. and Comp. Thinking</b>		3 sh.
MATH141 required for the major	C	
<b>Critical Thinking</b>		
CT Competency 1 Assumed by the major		
CT Competency 2 Assumed by the major		

<b>Knowledge and Inquiry</b>		21 sh
<b>Natural Science Inquiry</b>	C	6 sh
BIOL106 Required by the major		
BIOL107 Required by the major		
<b>Historical, Beh., and Social Science Inq.</b>		6 sh
PSYC103 required for the major	C-	
<b>Phil., Literary, and Aesthetic Inquiry</b>		9 sh
ENGL110 required for major	C-	

<b>Personal and Social Responsibility</b>		12 sh
<b>Global Awareness and Citizenship</b>		9 sh
SPEC202 required for the major		
<b>Wellness</b>		3 sh
<b>Experiential Learning</b>		
EL Competency 1 Assumed by the major		
EL Competency 2 Assumed by the major		

Dual Major Coursework Credit Total		101
<b>First Year Student Seminar</b>	Min Grade	
SPEC119 or SCI119 First Year Seminar	CR	1

Major Area and Cognate Courses		Min Grade	
<b>Professional Education</b>			9
SCI209 Science Methods 1 (3sh)*			
PSYC201 Educational Psychology (3sh)			
MATH107 Statistics (3sh)			
<b>Required Biology Content Coursework</b>			48
BIOL106 Principles of Biology I (3sh)	C		NSI
BIOL107 Principles of Biology II (3sh)	C		NSI
BIOL202 Genetics (3sh)	C		
BIOL206 Botany (3sh)	C		
BIOL240 Zoology (3sh)	C		
BIOL309 Ecology (3sh)	C		
BIOL330 Cell & Molecular Biology (4sh)	C		
BIOL340 Microbiology (4sh)	C		
BIOL410 Organismal Physiology (3sh)	C		
BIOL3XX Biology Elective (3sh)	C		
BIOL3XX Biology Elective (3sh)	C		
NOTE: PHYS 131 or CHEM 221 may be used for 4 sh of BIO electives			
CHEM 120 Principles of Chemistry I (4sh)	C		
CHEM 121 Principles of Chemistry II (4sh)	C		
CHEM 220 Organic Chemistry I (4sh)	C		
PHYS 130 Physics I (4sh)	C		
GEOS Elective (3sh)	C		
<b>Required Special Education Coursework</b>			18
SPEC105 Foundations of Special Education	C		
SPEC202 Cultural and Linguistic Diversity (3sh)	C		GAC
SPEC215 High Incidence Disabilities Support*	C		
SPEC212 Low Incidence Disabilities Support*	C		
SPEC338 Positive Behavior Support*	C		
SPEC300 Comm. Disorders and Assist. Technology*	C		
SPEC345 Literacy Skills for Stud. with Dis. (3sh)*	C		
<b>Science/Special Education Prof. Semester</b>			13
SPEC430 Assess. Ed. Needs & Plan. for Instruction*	C		
SPEC440 Strat. For Teaching St. with Low Inc. Dis.*	C		
SPEC441 Strat. For Teaching St. with High Inc. Dis.*	C		OC
SPEC425 Law and Collaborative Practices*	C		
SCI315 Science Methods II (4sh)*	C		
<b>Student Teaching</b>			12
SCI493 ST & Practicum Science (6sh)*	C		
SPEC494 ST & Pract. for SPEC grades 7-12 (6sh)*	C		

**Secondary Biology/Special Education Dual Certification (BSED) 143 Credits  
Suggested Course Sequence**

Fall First Year	SH	Spring First Year	SH
SPEC119 or SCI119 Freshman Seminar	1	BIOL107 Principles of Biology II	3
BIOL106 Principles of Biology I	3	CHEM121 Principles of Chemistry II	4
CHEM120 Principles of Chemistry I	4	PSYC103 Adolescent Development	3
ENGL100 Composition	3	MATH141 Calculus	3
SPEC105 Foundations of Special Education	3	SPEC202 Cultural and Linguistic Diversity	3
1 general education course	3		
	<b>17</b>		<b>16</b>
<b>Fall Second Year</b>		<b>Spring Second Year</b>	
BIOL206 Botany I	3	BIOL240 Zoology	3
CHEM220 Organic Chemistry I	4	BIOL202 Genetics	3
MATH107 Statistics	3	SPEC212 Low Incidence Disabilities Support	3
ENGL110 Introduction to Literature	3	BIOL3--- Biology Elective	3
SPEC215 High Incidence Disabilities Support	3		
	-	<b>BLOCK I</b>	3
	<b>16</b>	SCI209 Science Methods I	3
		PSYC201 Educational Psychology	-
			<b>18</b>
<b>Fall Third Year</b>		<b>Spring Third Year</b>	
BIOL309 Ecology	3	BIOL---- Organismal or Plant Physiology	3
BIOL330 Cell & Molecular Biology	4	GEOS--- Earth & Space science elective	3
BIOL340 Microbiology/Biology Elective	4	SPEC338 Positive Behavior Supports	3
PHYS130 Physics I	4	BIOL3—Biology Elective	3
SPEC300 Communication Disorders and Assistive Technology	3	SPEC345 Effect. Instr. Strat. Stud. w/Disabilities	3
	-		-
	<b>18</b>		<b>15</b>
<b>Fall Fourth Year</b>		<b>Spring Fourth Year</b>	
<b>Secondary Block II</b>		SCI493/494 Student Teaching & Practicum	6
SCI315 Science Methods II	4	SPEC493/494 Student Teaching and Practicum	6
<b>Special Education Block</b>			-
SPEC425 Law and Collaborative Practices	3		<b>12</b>
SPEC430 Assessing Educational Needs and Planning for Instruction	3		
SPEC440 Strategies for Teaching Students with Low Incidence Disabilities	3		
SPEC441 Strategies for Teaching Students with High Incidence Disabilities	3		
	-		
	<b>16</b>		
<b>Advising Notes:</b>		<b>Summer or Intersession Coursework</b>	
4. GE: PLA- one course must be from visual or performing arts		<b>If a 4 year graduation timeline is desired, 5 General Education Courses should be completed in the summer or during intersession. Additional coursework may be completed in the summer if a reduced load is desired per the recommended sequence, a minor is being sought, or an earlier graduation timeline is desired. Many general education courses are taught online. Several special education courses are also taught online and are available during the summer.</b>	<b>15</b>
5. GE: GAC- one course must meet the historical foundations competency			
6. *Denotes Advanced Coursework			

## Secondary Education: Chemistry - Bachelor of Science in Education

For Students entering LHU Fall 2014

General Education Credit Total		42
<b>Intellectual Foundation</b>	Min Grade	9 sh
<b>Written Communication</b>		3 sh
ENGL100: Composition (3)	C-	
WC Competency 1		
WC Competency 2		
<b>Oral Communication</b>	C	3 sh
<b>Math. and Comp. Thinking</b>		3 sh.
MATH141: Calculus I (3)	C	
Note: required for the major		
<b>Critical Thinking</b>		
CT Competency 1		
CT Competency 2		

<b>Knowledge and Inquiry</b>		21 sh
<b>Natural Science Inquiry</b>	C	6 sh
BIOL106: Principles of Biology I (3)		
BIOL107 Principles of Biology II (3)		
Note: both courses required for the major		
<b>Historical, Beh., and Social Science Inq.</b>		6 sh
PSYC103: Adolescent Development (3)	C-	
Note: required for the major		
<b>Phil., Literary, and Aesthetic Inquiry</b>		9 sh
ENGL110: Introduction to Literature (3)	C-	
Note: required for the major		

<b>Personal and Social Responsibility</b>		12 sh
<b>Global Awareness and Citizenship</b>		9 sh
SPEC202: Cultural and Linguistic Diversity (3)	C	
<b>Wellness</b>		3 sh
<b>Experiential Learning</b>		
EL Competency 1		
EL Competency 2		

Major Coursework Credit Total		82
<b>First Year Student Seminar</b>	Min Grade	
SCI119: First Year Seminar	CR	1

Major Area and Cognate Courses		Min Grade	
<b>Required Chemistry and Science Coursework</b>			<b>48</b>
CHEM120: Principles of Chemistry I (4)	C		
CHEM121: Principles of Chemistry II (4)	C		
#CHEM220: Organic Chemistry I (4)	C		
#CHEM221: Organic Chemistry II (4)	C		
#CHEM301: Inorganic Chemistry I (3)	C		
#CHEM316: Quantitative Analysis (4)	C		
#CHEM320: Physical Chemistry I (4)	C		
#CHEM410: Biochemistry (4)	C		
#CHEM 300+ Course (3)	C		
PHYS170: Inter. Gen. Physics I (4)	C		
PHYS171: Inter. Gen. Physics II (4)	C		
GEOSxxx Geoscience Elective (GEOS130 Principles of Geology I recommended) - (3)	C		
MATH142: Calculus II (3)	C		
<b>Professional Education Coursework</b>			<b>12</b>
Block I			
SCI209: Science Methods 1 (3)	C		
PSYC201: Educational Psychology (3)	C		
Block II			
#SCI315: Science Methods II (4)	C		
EDUC212: Classroom Management (2)			
<b>Special Education Coursework</b>			<b>9</b>
SPEC204: Cognitive Develop. of Div. Learners (3)	C		
#SPEC309: Effect. Instruct. Strat. for Stud. w/Dis. (3)	C		
#SPEC345: Literacy Skills for Students with Dis. (3)	C		
<b>Student Teaching</b>			<b>12</b>
#SCI493: Science ST and Practicum I (6)	C		
#SCI494: Science ST and Practicum II (6)	C		
# = Advanced Course Work			



**Secondary Education - Chemistry  
Suggested Course Sequence**

<b>Fall First Year</b>	<b>SH</b>	<b>Spring First Year</b>	<b>SH</b>
SCI119 Freshman Seminar	1	BIOL107 Principles of Biology II	3
BIOL106 Principles of Biology I	3	CHEM121 Principles of Chemistry II	4
CHEM120 Principles of Chemistry I	4	PSYC103 Adolescent Development	3
English Composition	3	MATH142 Calculus II	3
MATH141 Calculus	3	Introduction to Literature	3
1 General Education Course	3		-
	-		<b>16</b>
	<b>17</b>		
<b>Fall Second Year</b>		<b>Spring Second Year</b>	
CHEM220 Organic Chemistry I	4	CHEM221 Organic Chemistry II	4
CHEM316 Quantitative Analysis	4	PHYS170 Intermediate Physics I	4
GEOS Geoscience Elective	3	1 General Education Course	3
SPEC204 Cognitive Development of Div. Learners	3	<b>BLOCK I</b>	
	-	SCI209 Science Methods I	3
	-	PSYC201 Educational Psychology	3
	<b>14</b>		-
			<b>17</b>
<b>Fall Third Year</b>		<b>Spring Third Year</b>	
CHEM 301 Inorganic Chemistry I or	3 or	CHEM410 Biochemistry	4
CHEM 320 Physical Chemistry I	4	1 General Education Course	3
PHYS171 Intermediate Physics II	4	1 General Education Courses	3
CHEM300 + Chemistry Elective	3	1 General Education Courses	3
1 General Education Course	3	SPEC345 Literacy Skills. for Students with Disabilities	3
SPE 202 Cultural and Linguistic Diversity	3		-
	-		<b>16</b>
	<b>16</b>		
	<b>or</b>		
	<b>17</b>		
<b>Fall Fourth Year</b>		<b>Spring Fourth Year</b>	
CHEM 320 Physical Chemistry I or	4 or	SCI493 Student Teaching & Practicum I	6
CHEM 301 Inorganic Chemistry I	3	SCI494 Student Teaching & Practicum II	6
1 General Education Course	3		-
SPEC309 Effect. Instruct. Strat. for Stud. With Dis.	3		<b>12</b>
<b>SECONDARY BLOCK II</b>			
SCI315 Science Methods II	4		
EDU 212 Classroom Management	2		
	-		
	<b>16</b>		
	<b>or</b>		
	<b>15</b>		

## Secondary Education: Chemistry with Special Education - Bachelor of Science in Education

For Students entering LHU Fall 2014

General Education Credit Total		42
<b>Intellectual Foundation</b>	Min Grade	9 sh
<b>Written Communication</b>		3 sh
ENGL100: Composition (3 sh)	C-	
WC Competency 1 Assumed by the major		
WC Competency 2 Assumed by the major		
<b>Oral Communication</b>	C	3 sh
SPEC441 required for the major		
<b>Math. and Comp. Thinking</b>		3 sh.
MATH141 required for the major	C	
<b>Critical Thinking</b>		
CT Competency 1 Assumed by the major		
CT Competency 2 Assumed by the major		

<b>Knowledge and Inquiry</b>		21 sh
<b>Natural Science Inquiry</b>	C	6 sh
BIOL106 Required by the major		
BIOL107 Required by the major		
<b>Historical, Beh., and Social Science Inq.</b>		6 sh
PSYC103 required for the major	C-	
<b>Phil., Literary, and Aesthetic Inquiry</b>		9 sh
ENGL110 required for major	C-	

<b>Personal and Social Responsibility</b>		12 sh
<b>Global Awareness and Citizenship</b>		9 sh
SPEC202 required for the major		
<b>Wellness</b>		3 sh
<b>Experiential Learning</b>		
EL Competency 1 Assumed by the major		
EL Competency 2 Assumed by the major		

Dual Major Coursework Credit Total		98
<b>First Year Student Seminar</b>	Min Grade	
SPEC119 or SCI119 First Year Seminar (1sh)	CR	1

Major Area and Cognate Courses	Min Grade	
<b>Professional Education</b>		9
SCI209 Science Methods 1 (3sh)*		
PSYC201 Educational Psychology (3sh)		
MATH142 Calculus II (3sh)		
<b>Required Chemistry and Science Coursework</b>		45
CHEM120 Principles of Chemistry I (4sh)	C	
CHEM121 Principles of Chemistry II (4sh)	C	
CHEM220 Organic Chemistry I (4sh)	C	
CHEM221 Organic Chemistry II (4sh)	C	
CHEM301 Inorganic Chemistry I (3sh)	C	
CHEM316 Quantitative Analysis (4sh)	C	
CHEM320 Physical Chemistry I (4sh)	C	
CHEM410 Biochemistry (4sh)	C	
CHEM300+ Elective (3sh)	C	
BIOL106 Principles of Biology I (3sh)	C	NSI
BIOL107 Principles of Biology II (3sh)	C	NSI
PHYS170 Inter. Gen. Physics I (4sh)		
PHYS171 Inter. Gen. Physics II (4sh)		
GEOS-- Geoscience Elec.(GEOS 130) - (3sh)		
<b>Required Special Education Coursework</b>		18
SPEC105 Foundations of Special Education	C	
SPEC202 Cultural and Linguistic Diversity	C	GAC
SPEC215 High Incidence Disabilities Support*	C	
SPEC212 Low Incidence Disabilities Support*	C	
SPEC338 Positive Behavior Support*	C	
SPEC300 Comm. Disorders and Assist. Technology*	C	
SPEC345 Literacy Skills for Students with Dis.*	C	
<b>Science/Special Education Prof. Semester</b>		13
SPEC430 Assess. Ed. Needs & Plan. for Instruction*	C	
SPEC440 Strat. For Teaching St. with Low Inc. Dis.*	C	
SPEC441 Strat. For Teaching St. with High Inc. Dis.*	C	OC
SPEC425 Law and Collaborative Practices*	C	
SCI315 Science Methods II (4sh)*	C	
<b>Student Teaching</b>		12
SCI493 ST & Practicum Science (6sh)*	C	
SPEC494 ST & Pract. for SPEC grades 7-12 (6sh)*	C	
*Denotes Advanced Coursework		

**Secondary Chemistry/Special Education Dual Certification (BSED) 140 Credits**

**Suggested Course Sequence**

<b>Fall First Year</b>	<b>SH</b>	<b>Spring First Year</b>	<b>SH</b>
SPEC119 or SCI 119 Freshman Seminar	1	BIOL107 Principles of Biology II	3
BIOL106 Principles of Biology I	3	CHEM121 Principles of Chemistry II	4
CHEM120 Principles of Chemistry I	4	PSYC103 Adolescent Development	3
ENGL100 Composition	3	MATH142 Calculus II	3
SPEC105 Foundations of Special Education	3	SPEC202 Cultural and Linguistic Diversity	3
MATH141 Calculus	3		-
	-		<b>16</b>
	<b>17</b>		
<b>Fall Second Year</b>		<b>Spring Second Year</b>	
CHEM220 Organic Chemistry I	4	CHEM221 Organic Chemistry II	4
CHEM316 Quantitative Analysis	4	PHYS170 Intermediate Physics I	4
ENGL110 Literature	3	SPEC212 Low Incidence Disabilities Support	3
GEOS Geoscience Elective	3	<b>BLOCK I</b>	
SPEC215 High Incidence Disabilities Support	3	SCI209 Science Methods I	
	-	PSYC201 Educational Psychology	3
	-		3
	<b>17</b>		-
			<b>17</b>
<b>Fall Third Year</b>		<b>Spring Third Year</b>	
CHEM301 Inorganic Chemistry I	3	CHEM410 Biochemistry	4
CHEM320 Physical Chemistry I	4	1 General Education Courses	3
PHYS171 Intermediate Physics II	4	SPEC338 Positive Behavior Supports	3
SPEC300 Communication Disorders and Assistive Technology	3	SPE 345 Literacy Instruction for Students with Disabilities	3
1 General Education Course	3	CHEM300 + Chemistry Elective	
	-		3
	-		-
	<b>17</b>		<b>16</b>
<b>Fall Fourth Year</b>		<b>Spring Fourth Year</b>	
<b>Secondary Block II</b>		SCI493/494 Student Teaching & Practicum	6
SCI315 Science Methods II	4	SPEC493/494 Student Teaching and Practicum	6
<b>Special Education Block</b>			-
SPEC425 Law and Collaborative Practices	3		<b>12</b>
SPEC430 Assessing Educational Needs and Planning for Instruction	3		
SPEC440 Strategies for Teaching Students with Low Incidence Disabilities	3		
SPEC441 Strategies for Teaching Students with High Incidence Disabilities	3		
	-		
	<b>16</b>		
<b>Advising Notes:</b>		<b>Summer or Intersession Coursework</b>	
1. GE: PLA- one course must be from visual or performing arts		<b>If a 4 year graduation timeline is desired, 4 General Education Course should be completed in the summer or during intersession. Additional coursework may be completed in the summer if a reduced load is desired per the recommended sequence, a minor is being sought, or an earlier graduation timeline is desired. Many general education courses are taught online. Several special education courses are also taught online and are available during the summer.</b>	<b>12</b>
2. GE: GAC- one course must meet the historical foundations competency			
3. *Denotes Advanced Coursework			

## Secondary Education: Earth and Space Science - Bachelor of Science in Education

For Students entering LHU Fall 2014

General Education Credit Total		42
<b>Intellectual Foundation</b>	Min Grade	9 sh
<b>Written Communication</b>		3 sh
ENGL100: Composition (3 s.h.)	C-	
WC Competency 1		
WC Competency 2		
<b>Oral Communication</b>	C	3 sh
<b>Math. and Comp. Thinking</b>		3 sh.
MATH141: Calculus I (3 s.h.)	C	
Note: required for the major		
<b>Critical Thinking</b>		
CT Competency 1		
CT Competency 2		

<b>Knowledge and Inquiry</b>		21 sh
<b>Natural Science Inquiry</b>	C	6 sh
GEOS130 Principles of Geology I (3 s.h.)	C	
GEOS131 Principles of Geology II (3 s.h.)	C	
Note: both courses required for the major		
<b>Historical, Beh., and Social Science Inq.</b>		6 sh
PSYC103: Adolescent Develop. (3 s.h.)	C	
Note: required for the major		
<b>Phil., Literary, and Aesthetic Inquiry</b>		9 sh
ENGL110: Intro. to Literature (3 s.h.)		
Note: required for the major	C -	

<b>Personal and Social Responsibility</b>		12 sh
<b>Global Awareness and Citizenship</b>		9 sh
SPEC202: Cultural and Linguistic Diversity (3 s.h.)	C	
<b>Wellness</b>		3 sh
<b>Experiential Learning</b>		
EL Competency 1		
EL Competency 2		

Major Coursework Credit Total		86
<b>First Year Student Seminar</b>	Min Grade	
SCI119: First Year Seminar	CR	1

Major Area and Cognate Courses		Min Grade	
<b>Required Earth and Space Science Coursework</b>			52
CHEM120: Principles of Chemistry I (4 s.h.)	C		
CHEM121: Principles of Chemistry II (4 s.h.)	C		
BIOL106: Principles of Biology I (3 s.h.)	C		
*BIOL107: Principles of Biology II (this course is required if certification in general science is also being pursued, strongly recommended) (3 s.h.)	C		
PHYS130: Physics I (4 s.h.)	C		
PHYS131: Physics II (4 s.h.)	C		
PHYS135: Meteorology (3 s.h.)	C		
PHYS140: Astronomy of the Solar System (3 s.h.)	C		
GEOS120: Oceanography (3 s.h.)	C		
#GEOS215: Environmental Geology (3 s.h.)	C		
#GEOS230: Geomorphology (3 s.h.)	C		
#3 s.h. GEOS260: Geology Field Trip required	C		
#11 credits of Geoscience Courses (300+ level)	C		
MATH113: Elem. Funct. or MATH107: Stats. (3 s.h.)			
<b>Professional Education Coursework</b>			12
Block I			
SCI209: Science Methods 1 (3 s.h.)	C		
PSYC201: Educational Psychology (3 s.h.)	C		
Block II			
#SCI315: Science Methods II (4 s.h.)	C		
EDUC212: Classroom Management (2 s.h.)			
<b>Special Education Coursework</b>			9
SPEC204: Cog. Develop. of Diverse Learners (3 s.h.)	C		
#SPEC309: Effect. Inst. Strat. for Stud. with Dis. (3)	C		
#SPEC345: Literacy Skills for Students with Dis. (3)	C		
<b>Student Teaching</b>			12
#SCI493: Science ST and Practicum I	C		
#SCI494: Science ST and Practicum II	C		
# = Advanced Course Work			

**Secondary Education - Earth and Space Science  
Suggested Course Sequence**

<b>Fall First Year</b>	SH	<b>Spring First Year</b>	SH
SCI119 Freshman Seminar	1	GEOS131 Principles of Geology II	3
GEOS130 Principles of Geology I	3	CHEM121 Principles of Chemistry II	4
CHEM120 Principles of Chemistry I	4	PSYC103 Adolescent Development	3
ENGL100 Composition	3	MATH141 Calculus	3
MATH113 Elementary Functions	3	ENGL110 Introduction to Literature	3
1 General Education Course	3		-
	-		<b>16</b>
	<b>17</b>		
<b>Fall Second Year</b>		<b>Spring Second Year</b>	
GEOS215 Environmental Geology (even years)	3	PHYS131 Physics II	4
GEOS230 Geomorphology (odd years)	3	GEOS260 Geology Field Trip	1
PHYS130 Physics I	4	1 General Education Course	3
BIOL106 Principles of Biology I	3	1 General Education Course	3
SPEC204 Cognitive Develop. of Diverse Learners	3	<b>BLOCK I</b>	3
GEOS260 Geology Field trip	1	SCI209 Science Methods I	3
	-	PSYC201 Educational Psychology	-
	<b>17</b>		<b>17</b>
<b>Fall Third Year</b>		<b>Spring Third Year</b>	
GEOS300+ Elective	3	GEOS120 Oceanography	3
PHYS140 Astronomy	3	GEOS Geology Field Trip	1
SPEC202 Cultural and Linguistic Diversity	3	SPEC345 Literacy Skills for Students with Disabilities	3
1 General Education Course	3	GEOS300+ Elective	4
1 General Education Course	3	GEOS300+ Elective	4
	-	1 General Education Course	3
	<b>15</b>		-
			<b>18</b>
<b>Fall Fourth Year</b>		<b>Spring Fourth Year</b>	
PHYS135 Meteorology	3	SCI493 Student Teaching & Practicum I	6
1 General Education Course	3	SCI494 Student Teaching & Practicum II	6
SPEC309 Effect. Instruct. Strat. for Stud. With Dis.	3		-
<b>BLOCK II</b>			<b>12</b>
SCI315 Science Methods II	4		
EDUC212 Classroom Management	2		
	-		
	<b>15</b>		

\*BIOL107 Principles of Biology II (this course is required if certification in general science is also being pursued, strongly recommended)

## Secondary Education: Earth and Space Science with Special Education - Bachelor of Science in Education

For Students entering LHU Fall 2014

General Education Credit Total		42
<b>Intellectual Foundation</b>	Min Grade	9 sh
<b>Written Communication</b>		3 sh
ENGL100: Composition (3 sh)	C-	
WC Competency 1 Assumed by the major		
WC Competency 2 Assumed by the major		
<b>Oral Communication</b>	C	3 sh
SPEC441 required for the major		
<b>Math. and Comp. Thinking</b>		3 sh.
MATH141 required for the major	C	
<b>Critical Thinking</b>		
CT Competency 1 Assumed by the major		
CT Competency 2 Assumed by the major		

<b>Knowledge and Inquiry</b>		21 sh
<b>Natural Science Inquiry</b>	C	6 sh
GEOS130 Required by the major	C	
GEOS 131 Required by the major	C	
<b>Historical, Beh., and Social Science Inq.</b>		6 sh
PSYC103 required for the major	C-	
<b>Phil., Literary, and Aesthetic Inquiry</b>		9 sh
ENGL110 required for major	C-	

<b>Personal and Social Responsibility</b>		12 sh
<b>Global Awareness and Citizenship</b>		9 sh
SPEC202 required for the major		
<b>Wellness</b>		3 sh
<b>Experiential Learning</b>		
EL Competency 1 Assumed by the major		
EL Competency 2 Assumed by the major		

Dual Major Coursework		
<b>First Year Student Seminar</b>	Min Grade	
SPEC119 or SCI119 First Year Seminar (1sh)	CR	1

Major Area and Cognate Courses	Min Grade	
<b>Professional Education</b>		9
SCI209 Science Methods 1 (3sh)*		
PSYC201 Educational Psychology (3sh)		
MATH113 Elementary Functions (3sh)		
<b>Required Earth and Space Science Coursework</b>		48 (#)
CHEM120 Principles of Chemistry I (4sh)	C	
CHEM121 Principles of Chemistry II (4sh)	C	
BIOL106 Principles of Biology I (3sh)	C	
BIOL107 Principles of Biology II (this course is required if certification in general science is also being pursued) (3sh)#	C	
PHYS130 Physics I (4sh)	C	
PHYS131 Physics II (4sh)	C	
PHYS135 Meteorology (3sh)	C	
PHYS140 Astronomy of the Solar System (3sh)	C	
GEOS120 Oceanography (3sh)	C	
GEOS215 Environmental Geology (3sh)	C	
GEOS230 Geomorphology (3sh)	C	
3 GEOS260 Geology Field Trip courses req. (3sh) *	C	
3 Geoscience Electives Req. (300+ level) (11sh) *	C	
<b>Required Special Education Coursework</b>		18
SPEC105 Foundations of Special Education	C	
SPEC202 Cultural and Linguistic Diversity	C	GAC
SPEC215 High Incidence Disabilities Support*	C	
SPEC212 Low Incidence Disabilities Support*	C	
SPEC338 Positive Behavior Support*	C	
SPEC300 Comm. Dis. and Assist. Technolgy*	C	
SPEC345 Literacy Skills for Students with Dis.*	C	
<b>Science/Special Education Prof. Semester</b>		13
SPEC430 Assess. Ed. Needs & Plan. for Instruc.*	C	
SPEC440 Strat. For Teach. St. with Low Inc. Dis.*	C	
SPEC441 Strat. For Teach. St. with High Inc. Dis.*	C	OC
SPEC425 Law and Collaborative Practices*	C	
SCI315 Science Methods II (4sh)*	C	
<b>Student Teaching</b>		12
SCI493/494 ST & Practicum Science (6sh)*	C	
SPEC494 ST & Pract. for SPEC grades 7-12* (6sh)	C	

**Secondary Earth and Space Science/Special Education Dual Certification (BSED) 143-147 Credits**

**Suggested Course Sequence**

Fall First Year	SH	Spring First Year	SH
SPEC119 or SCI 119 Freshman Seminar	1	CHEM121 Principles of Chemistry II	4
CHEM120 Principles of Chemistry I	4	GEOS131 Principles of Geology II	3
GEOS130 Principles of Geology I	3	PSYC103 Adolescent Development	3
ENGL100 Composition	3	MATH141 Calculus	3
SPEC105 Foundations of Special Education	3	SPEC202 Cultural and Linguistic Diversity	3
MATH113 Elementary Functions	3		-
	-		<b>16</b>
	<b>17</b>		
Fall Second Year		Spring Second Year	
GEOS215 Environmental Geology	3	BIOL107 Principles of Biology II	3
PHYS130 Physics I	4	PHYS131 Physics II	4
ENGL110 Intro to Literature	3	GEOS260 Geology Field Trip	1
BIOL106 Principles of Biology I	3	SPEC212 Low Incidence Disabilities Support	3
SPEC215 High Incidence Disabilities Support	3	<b>BLOCK I</b>	
GEOS260 Geology Field trip	1	SCI209 Science Methods I	3
	-	PSYC201 Educational Psychology	3
	<b>17</b>		-
			<b>17</b>
Fall Third Year		Spring Third Year	
GEOS230 Geomorphology	3	GEOS120 Oceanography	3
PHYS140 Astronomy	3	GEOS Geology Field Trip	1
GEOS300+ Elective	3	SPEC345 Literacy Instruction for Students with Disabilities	3
PHYS135 Meteorology	3	2 GEOS 300+ Electives	
SPEC300 Communication Disorders and Assistive Technology	3	General Education Course	8
SPEC338 Positive Behavior Supports	3		3
	-		-
	<b>18</b>		<b>18</b>
Fall Fourth Year		Spring Fourth Year	
<b>Special Education Block</b>		SCI493/494 Student Teaching & Practicum	6
SPEC425 Law and Collaborative Practices	3	SPEC493/494 Student Teaching and Practicum	6
SPEC430 Assessing Educational Needs and Planning for Instruction	3		-
SPEC440 Strategies for Teaching Students with Low Incidence Disabilities	3		<b>12</b>
SPEC441 Strategies for Teaching Students with High Incidence Disabilities	3		
<b>BLOCK II</b>			
SCI315 Science Methods II	4		
	-		
	<b>16</b>		
Advising Notes:		<b>Summer or Intersession Coursework</b>	
1. GE: PLA- one course must be from visual or performing arts		<b>If a 4 year graduation timeline is desired, 4-5 General Education Course should be completed in the summer or during intersession. Additional coursework may be completed in the summer if a reduced load is desired per the recommended sequence, a minor is being sought, or an earlier graduation timeline is desired. Many general education courses are taught online. Several special education courses are also taught online and are available during the summer.</b>	<b>12-15</b>
2. GE: GAC- one course must meet the historical foundations competency			
3. *Denotes Advanced Coursework			





**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

## Secondary Education: English with Special Education – Bachelor of Science in Education

For Students entering LHU Fall 2016

General Education Credit Total		42
<b>Intellectual Foundation</b>	Min Grade	9 sh
<b>Written Communication</b>		3 sh
ENGL100: Composition (3 sh)	C	
WC: Required by the major ENGL235	C	
WC: Required by the major ENGL280	C	
<b>Oral Communication</b>		3 sh
SPEC441: Required for the major	C	
<b>Math. and Comp. Thinking</b>		3 sh.
	C-	
<b>Critical Thinking</b>		
CT Competency 1 Assumed by the major		
CT Competency 2 Assumed by the major		

<b>Knowledge and Inquiry</b>		21 sh
<b>Natural Science Inquiry</b>	C-	6 sh
<b>Historical, Beh., and Social Science Inq.</b>		6 sh
PSYC103 required for the major	C	
<b>Phil., Literary, and Aesthetic Inquiry</b>		9 sh
ENGL220 required for major	C	
THEA110 or 137 required for the major		

<b>Personal and Social Responsibility</b>		12 sh
<b>Global Awareness and Citizenship</b>		9 sh
SPEC202 required for the major	C	
HIST101 or 102 required for the major		
<b>Wellness</b>		3 sh
<b>Experiential Learning</b>		
EL Competency 1 Assumed by the major		
EL Competency 2 Assumed by the major		

Dual Major Coursework Credit Total		89
<b>First Year Student Seminar</b>	Min Grade	
SPEC119 or ENGL119 First Year Seminar		1

Major Area and Cognate Courses		Min Grade	
<b>Professional Education</b>			9
ENGL206: Secondary English Methods 1 (spring)*			
PSYC201: Educational Psychology			
MATH general education course			
<b>Required English Content Coursework</b>			36
ENGL205: Intro. To Literary Studies (fall)	C		
ENGL220: World Literature (spring)	C		PLA
ENGL230: British Literature before 1800 (fall)	C		
ENGL231: British Literature after 1800 (spring)	C		
ENGL235: Teaching Lit. to Adolescents (spring)	C		
ENGL240: American Lit. before Civil War (fall)	C		
ENGL242: American Lit. after Civil War(spring)	C		
ENGL280: Intro. To Study of Language (fall)	C		WC
ENGL315: Composition Usage and Editing (spring)	C		
ENGL336: Shakespeare (spring)	C		
ENGL405: Grammars of English (fall)	C		
English Elective (any 200-400 writing or lit. course)	C		
English Elective (any 200-400 writing or lit. course)	C		
One of the following: ENGL345, 264, 266, 268, 237, 408, or 360	C		
<b>Required Special Education Coursework</b>			18
SPEC105: Foundations of Special Education	C		
SPEC202: Cultural and Linguistic Diversity	C		GAC
SPEC212: Low Incidence Disabilities Support*	C		
SPEC215: High Incidence Disabilities Support*	C		
SPEC338: Positive Behavior Support*	C		
SPEC300: Comm. Disorders and Assist. Technology*	C		
SPEC345: Literacy Skills for Students with Dis.*	C		
<b>English/Special Education Professional Semester</b>			13
SPEC430: Assess. Ed. Needs & Plan. for Instruction*	C		
SPEC440: Strat. For Teaching St. with Low Inc. Dis.*	C		
SPEC441: Strat. For Teaching St. with High Inc. Dis.*	C		OC
SPEC425: Law and Collaborative Practices*	C		
ENGL312: Methods of Teaching English II (fall)*	C		
<b>Student Teaching</b>			12
ENGL493/494: ST and Practicum English*	C		
SPEC494: ST and Practicum for SPEC grades 7-12*	C		

**Secondary English/Special Education Dual Certification (BSED) 131 Credits**  
**Suggested Course Sequence**

<b>Fall Freshman</b>	<b>Spring Freshman</b>
ENGL100: English Composition (3) ENGL205 Intro. To Lit. Studies (3) PSYC103: Adolescent Development (3) SPEC105: Foundation of Special Education (3) SPEC119 or ENGL119: Freshmen Seminar (1) General Education (3)  (16)	ENGL220: World Literature (3) SPEC202: Culturally and Linguistically Diverse (3) SPEC212: Low Incidence Disabilities Support (3) THEA110 or 137 (3) General Education (6)  (18)
<b>Fall Sophomore</b>	<b>Spring Sophomore</b>
ENGL230 (3) British Lit. before 1800 (3) ENGL280 (3) Intro. To Study of Language (3) SPEC215: High Incidence Disabilities Support (3) General Education (6)  (15)	<b>English Block I:</b> PSYC201: Educational Psychology (3) ENGL206: Methods of Teaching English 1 (3) ENGL231: British Lit. after 1800 (3) ENGL235: Teaching Literature to Adolescents (3) SPEC345: Literacy Skills for Students with Dis. (3) General Education (3)  (18)
<b>Fall Junior</b>	<b>Spring Junior</b>
ENGL240 American Lit. before Civil War (3) ENGL405 Grammars of English (3) ENGL Elective (3) ENGL Elective (3) SPEC300: Comm. Disord. & Assist. Tech. (3) General Education (3)  (18)	ENGL242 American Lit. after Civil War (3) ENGL336 Shakespeare (3) ENGL315 Composition Usage and Editing (3) SPEC338: Positive Behavior Support (3) General Education Course (6)  (18)
<b>Fall Senior</b>	<b>Spring Senior</b>
<b>English Block II:</b> ENGL312: Methods of Teaching English 2 (4) <b>Special Education Block:</b> SPEC430: Assessing Ed. Needs and Planning (3) SPEC441: Strategies for Teaching w/ High (3) SPEC440: Strategies for Teaching w/ Low (3) SPEC425: Law and Collaborative Practices (3)  (16)	ENGL493/494: Student Teaching (6) SPEC494: Student Teaching in grades 7-12 (6)  (12)
<b>Advising notes:</b> <b>Spring only English classes:</b> ENGL206, ENGL220, ENGL235, ENGL231, ENGL242, ENGL336, ENGL315  <b>Fall only English Classes:</b> ENGL205, ENGL280, ENGL230, ENGL240, ENGL312, ENGL405  <b>*Denotes Advanced Coursework</b>	<b>Summer or Intersession Coursework</b> <b>1 General Education Course must be completed in the summer or during intersession. Additional coursework may be completed in the summer if a reduced load is desired per the recommended sequence, a minor is being sought, or an earlier graduation timeline is desired.</b> <b>Many general education courses are taught online. Several special education courses are also taught online and are available during the summer as is ENGL345.</b>

## Secondary Education: General Science - Bachelor of Science in Education

For Students entering LHU Fall 2014

General Education Credit Total		42
<b>Intellectual Foundation</b>	Min Grade	9 sh
<b>Written Communication</b>		3 sh
ENGL100: Composition (3 s.h.)	C-	
WC Competency 1		
WC Competency 2		
<b>Oral Communication</b>	C	3 sh
<b>Math. and Comp. Thinking</b>		3 sh.
MATH141: Calculus I (3 s.h.)	C	
Note: required for the major		
<b>Critical Thinking</b>		
CT Competency 1		
CT Competency 2		

<b>Knowledge and Inquiry</b>		21 sh
<b>Natural Science Inquiry</b>	C	6 sh
GEOS130 Required by the major (3 s.h.)	C	
GEOS131 Required by the major (3 s.h.)	C	
Note: both courses required for the major		
<b>Historical, Beh., and Social Science Inq.</b>		6 sh
PSYC103: Adolescent Develop. (3 s.h.)	C-	
Note: required for the major		
<b>Phil., Literary, and Aesthetic Inquiry</b>		9 sh
ENGL110: Intro. to Literature (3 s.h.)		
Note: required for the major		

<b>Personal and Social Responsibility</b>		12 sh
<b>Global Awareness and Citizenship</b>		9 sh
SPEC202: Cultural and Linguistic Diversity (3 s.h.)	C	
<b>Wellness</b>		3 sh
<b>Experiential Learning</b>		
EL Competency 1		
EL Competency 2		

Major Coursework Credit Total		85
<b>First Year Student Seminar</b>	Min Grade	
SCI119: First Year Seminar	CR	1

Major Area and Cognate Courses	Min Grade	
<b>Required General Science Coursework</b>		51
CHEM120: Principles of Chemistry I (4 s.h.)	C	
CHEM121: Principles of Chemistry II (4 s.h.)	C	
PHYS130: Physics I (4 s.h.)	C	
PHYS131: Physics II (4 s.h.)	C	
PHYS135: Meteorology (3 s.h.)	C	
PHYS140: Astronomy of the Solar System (3 s.h.)	C	
BIOL106: Principles of Biology I (3 s.h.)	C	
BIOL107: Principles of Biology II (3 s.h.)	C	
#GEOS230: Geomorphology (3 s.h.)	C	
#GEOS260: Geology Field Trip (1 s.h.)	C	
#GEOS260: Geology Field Trip (1 s.h.)	C	
GEOS120: Oceanography (3 s.h.)	C	
#12 credits of Science Courses (100+ level)	C	
MATH113: Elem. Funct. or MATH107: Stats. (3 s.h.)	C	
<b>Professional Education Coursework</b>		12
Block I		
#SCI209: Science Methods 1 (3 s.h.)	C	
#PSYC201: Educational Psychology (3 s.h.)	C	
Block II		
#SCI315: Science Methods II (4 s.h.)	C	
EDUC212: Classroom Management (2 s.h.)		
<b>Special Education Coursework</b>		9
#SPEC204: Cognitive Develop. of Div. Learners (3)	C	
#SPEC309: Effect. Instruct. Strat. for Stud. w/Dis. (3)	C	
#SPEC345: Literacy Skills for Students with Dis. (3)	C	
<b>Student Teaching</b>		12
#SCI493: Science ST and Practicum I (6 sh)	C	
#SCI494: Science ST and Practicum II (6 sh)	C	
# = Advanced Course Work		

**Secondary Education - General Science Suggested Course Sequence**

<b>Fall First Year</b>	SH	<b>Spring First Year</b>	SH
SCI119 Freshman Seminar	1	GEOS131 Principles of Geology II	3
GEOS130 Principles of Geology I	3	BIOL107 Principles of Biology II	3
BIOL106 Principles of Biology I	3	PSYC103 Adolescent Development	3
ENGL100 Composition	3	MATH141 Calculus	3
MATH113 Elementary Functions	3	ENG 110 Introduction to Literature	3
1 General Education Course	3		-
	-		<b>15</b>
	<b>16</b>		
<b>Fall Second Year</b>		<b>Spring Second Year</b>	
CHEM120 Principles of Chemistry I	4	CHEM121 Principles of Chemistry II	4
PHYS130 Physics I	4	PHY 131 Physics II	4
1 General Education Course	3	1 General Education Course	3
1 General Education Course	3	<b>BLOCK I</b>	
SPEC204 Cognitive Develop. of Diverse Learners	3	SCI209 Science Methods I	3
GEOS260 Geology Field trip	1	PSYC201 Educational Psychology	3
	-		-
	<b>18</b>		<b>17</b>
<b>Fall Third Year</b>		<b>Spring Third Year</b>	
GEOS230 Geomorphology	3	GEOS120 Oceanography	3
PHYS135 Meteorology	3	Science Elective	3
PHYS140 Astronomy	3	Science Elective	3
SPEC202 Cultural and Linguistic Diversity	3	SPEC345 Literacy Skills for Students with Disabilities	3
1 General Education Course	3	1 General Education Course	3
	-	1 General Education Course	3
	<b>15</b>		-
			<b>18</b>
<b>Fall Fourth Year</b>		<b>Spring Fourth Year</b>	
Science Elective	3	SCI493 Student Teaching & Practicum I	6
Science Elective	3	SCI494 Student Teaching & Practicum II	6
GEOS260 Geology Field trip	1		-
SPEC309 Effect. Instruct. Strat. for Stud. With Dis.	3		<b>12</b>
<b>BLOCK II</b>			
SCI315 Science Methods II	4		
EDUC 212 Classroom Management	2		
	-		
	<b>16</b>		

## Secondary Education: General Science with Special Education - Bachelor of Science in Education

For Students entering LHU Fall 2014

General Education Credit Total		42
<b>Intellectual Foundation</b>	Min Grade	9 sh
<b>Written Communication</b>		3 sh
ENGL100: Composition (3 sh)	C-	
WC Competency 1 Assumed by the major		
WC Competency 2 Assumed by the major		
<b>Oral Communication</b>	C	3 sh
SPEC441 required for the major		
<b>Math. and Comp. Thinking</b>		3 sh.
MATH113 or 141 required for the major	C	
<b>Critical Thinking</b>		
CT Competency 1 Assumed by the major		
CT Competency 2 Assumed by the major		

<b>Knowledge and Inquiry</b>		21 sh
<b>Natural Science Inquiry</b>	C	6 sh
BIOL106 Required by the major	C	
BIOL107 Required by the major	C	
<b>Historical, Beh., and Social Science Inq.</b>		6 sh
PSYC103 required for the major	C-	
<b>Phil., Literary, and Aesthetic Inquiry</b>		9 sh
ENGL110 required for major	C -	

<b>Personal and Social Responsibility</b>		12 sh
<b>Global Awareness and Citizenship</b>		9 sh
SPEC202 required for the major		
<b>Wellness</b>		3 sh
<b>Experiential Learning</b>		
EL Competency 1 Assumed by the major		
EL Competency 2 Assumed by the major		

Dual Major Coursework Credit Total		101
<b>First Year Student Seminar</b>	Min Grade	
SPEC119 or SCI119 First Year Seminar (1sh)	CR	1

Major Area and Cognate Courses	Min Grade	
<b>Professional Education</b>		9
SCI209 Science Methods 1 (3sh)*		
PSYC201 Educational Psychology (3sh)		
MATH141 or MATH107 (3sh)		
<b>Required General Science Coursework</b>		48
CHEM120 Principles of Chemistry I (4sh)	C	
CHEM121 Principles of Chemistry II (4sh)	C	
PHYS130 Physics I (4sh)	C	
PHYS131 Physics II (4sh)	C	
PHYS135 Meteorology (3sh)	C	
PHYS140 Astronomy of the Solar System (3sh)	C	
GEOS130 Principles of Geology I (3sh)	C	
GEOS131 Principles of Geology II (3sh)	C	
GEOS230 Geomorphology (3sh)	C	
GEOS260 Geology Field Trip (1sh)	C	
GEOS260 Geology Field Trip (1sh)	C	
GEOS120 Oceanography (3sh)	C	
**4 Courses of Science Elective (100+ level) (12sh)	C	
<b>Required Special Education Coursework</b>		18
SPEC105 Foundations of Special Education	C	
SPEC202 Cultural and Linguistic Diversity	C	GAC
SPEC215 High Incidence Disabilities Support*	C	
SPEC212 Low Incidence Disabilities Support*	C	
SPEC338 Positive Behavior Support*	C	
SPEC300 Comm. Disorders and Assist. Technology*	C	
SPEC345 Literacy Skills for Students with Dis.*	C	
<b>Science/Special Education Prof. Semester</b>		13
SPEC430 Assess. Ed. Needs & Plan. for Instruction*	C	
SPEC440 Strat. For Teaching St. with Low Inc. Dis.*	C	
SPEC441 Strat. For Teaching St. with High Inc. Dis.*	C	OC
SPEC425 Law and Collaborative Practices*	C	
SCI315 Science Methods II*	C	
<b>Student Teaching</b>		12
SCI493 ST & Practicum Science (6sh)*	C	
SPEC494 ST & Pract. for SPEC grades 7-12(6sh)*	C	
*Denotes Advanced Coursework		

**Secondary General Science/Special Education Dual Certification (BSED) 143 Credits**

**Suggested Course Sequence**

<b>Fall First Year</b>	<b>SH</b>	<b>Spring First Year</b>	<b>SH</b>
SPEC119 or SCI 119 Freshman Seminar	1	BIOL107 Principles of Biology II	3
BIOL106 Principles of Biology I	3	GEOS131 Principles of Geology II	3
GEOS130 Principles of Geology I	3	PSYC103 Adolescent Development	3
ENGL100 Composition	3	MATH141 Calculus or MATH 107 Statistics	3
SPEC105 Foundations of Special Education	3	SPEC202 Cultural and Linguistic Diversity	3
MATH113 Pre-Calculus or MATH141 Calculus I	3	1 General Education Course	3
	-		-
	<b>16</b>		<b>18</b>
<b>Fall Second Year</b>		<b>Spring Second Year</b>	
CHEM120 Principles of Chemistry I	4	CHEM121 Principles of Chemistry II	4
PHYS130 Physics I	4	PHYS131 Physics II	4
ENGL110 Literature	3	SPEC212 Low Incidence Disabilities Support	3
1 General Education Course	3	<b>BLOCK I</b>	
SPEC215 High Incidence Disabilities Support	3	SCI209 Science Methods I	
GEOS260 Geology Field Trip	1	PSYC201 Educational Psychology	3
	-		3
	<b>18</b>		-
			<b>17</b>
<b>Fall Third Year</b>		<b>Spring Third Year</b>	
PHYS135 Meteorology	3	GEOS120 Oceanography	3
PHYS140 Astronomy I	3	Science Elective	3
Science Elective	3	Science Elective	3
GEOS230 Geomorphology	3	Science Elective	3
SPEC338 Positive Behavior Supports	3	GEOS Geology Field Trip	1
SPEC300 Communication Disorders and Assistive Technology	3	SPEC345 Literacy Instruction for Students with Disabilities	3
	-		-
	<b>18</b>		<b>16</b>
<b>Fall Fourth Year</b>		<b>Spring Fourth Year</b>	
<b>BLOCK II</b>		SCI493/494 Student Teaching & Practicum	6
SCI315 Science Methods II	4	SPEC493/494 Student Teaching and Practicum	6
<b>Special Education Block</b>			-
SPEC425 Law and Collaborative Practices	3		<b>12</b>
SPEC430 Assessing Educational Needs and Planning for Instruction	3		
SPEC440 Strategies for Teaching Students with Low Incidence Disabilities	3		
SPEC441 Strategies for Teaching Students with High Incidence Disabilities	3		
	-		
	<b>16</b>		
Advising Notes:		<b>Summer or Intersession Coursework</b>	
1. GE: PLA- one course must be from visual or performing arts		<b>If a 4 year graduation timeline is desired, 4 General Education Courses should be completed in the summer or during intersession. Additional coursework may be completed in the summer if a reduced load is desired per the recommended sequence, a minor is being sought, or an earlier graduation timeline is desired. Many general education courses are taught online. Several special education courses are also taught online and are available during the summer.</b>	<b>12</b>
2. GE: GAC- one course must meet the historical foundations competency			
3. *Denotes Advanced Coursework			

## Secondary Education: Mathematics - Bachelor of Science in Education

For Students entering LHU Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	
WC Competency 1	
WC Competency 2	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
#MATH141: Calculus I	3 sh
<b>Critical Thinking</b>	
CT Competency 1	
CT Competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry (at least one lab)</b>	<b>6 sh</b>
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
PSYC103: Adolescent Development	3 sh
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
ENGL110: Introduction to Literature	3 sh

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
#SPEC202: Cult./Ling. Diversity in Education	3 sh
HIST1xx: World History 1 OR World History 2	3 sh
<b>Wellness</b>	<b>3 sh</b>
<b>Experiential Learning</b>	
EL Competency 1	
EL Competency 2	

<b>Electives</b>	<b>6 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
	1 sh

<b>Major Area and Cognate Courses</b>	<b>71 sh</b>
#COMP160: Programming I	3 sh
#MATH141: Calculus I	MCT
#MATH142: Calculus II	3 sh
#MATH205: Foundations of Mathematics	3 sh
#MATH225: History of Mathematics (Spring only)	3 sh
#MATH243: Calculus III	3 sh
#MATH302: Number Theory (Fall only)	3 sh
#MATH307: Foundations of Geometry (Fall only)	3 sh
#MATH310: Modern Algebra I (Spring only)	3 sh
#MATH311: Elements of Linear Algebra (Spring)	3 sh
#MATH312: Prob. and Statistics (Spring only)	3 sh
#MATH401: Real Analysis I (Fall only)	3 sh

<b>Professional Education Courses</b>	
#MATH125: Intro to Sec. Math (Spring only)	1 sh
#MATH218: Technology in Sec. Math (Fall)	1 sh
#MATH327: PCK in Sec. Mathematics 1 (Spring)	1 sh
#MATH200: Secondary Math. Methods 1	3 sh
#MATH316: Secondary Math. Methods 2	4 sh
#MATH427: PCK in Sec. Mathematics 2	2 sh
#MATH493: Student Teach and Practicum	6 sh
#MATH494: Student Teach and Practicum	6 sh
#SPEC202: Cult./Ling. Diversity in Education	GAC
#SPEC204: Cognitive Dev. Of Diverse Learners	3 sh
#SPEC309: Literacy Instr. For Students w/ Disab	3 sh
#SPEC345: Effective Instr. For Students w/ Disab.	3sh
#PSYC201: Educational Psychology	3 sh
#EDUC312: Classroom Mgmt. for Secondary Ed.	2 sh



**Secondary Education – Math  
Suggested Course Sequence**

**Fall) Freshman (example)**

ENGL100: Composition (3)  
MATH119: First Year Student Seminar (1)  
MATH141: Calculus 1 (3) [MCT,CT]  
PSYC103: Adolescent Devel. (3) [HBS]  
Philos., Literary, and Aesth. (3) [PLA]  
HIST1xx: World History I or II (3) [HBS]

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Credit Total: 16

**Spring Freshman (example)**

MATH142: Calculus 2 (3)  
MATH125: Intro to Sec. Math. (1)  
SPEC204: Cog. Dev. of Diverse Learn. (3)  
COMP160: Programming 1 (3)  
Global Awareness and Citiz. (3) [GAC]  
ENGL110: Intro. to Literature (3) [PLA]

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Credit Total: 16

**Fall Sophomore (example)**

MATH243: Calculus 3 (3)  
MATH205: Foundations of Math. (3)  
SPEC202: Cult./Ling. Div. Ed. (3) [GAC]  
MATH218: Tech in Sec. Math. (1)  
Natural Science (with lab) (3) [NS]  
Wellness (3) [WEL]

Credit Total: 16

**Spring Sophomore (example)**

MATH311: Linear Algebra (3)  
MATH225: History of Math. (3) [WC,CT]  
MATH200: Methods of Teach. Math 1 (3)  
PSYC201: Educational Psychology (3)  
Global Awareness and Citiz. (3) [GAC]

Credit Total: 15

**Fall Junior (example)**

MATH302: Number Theory (3)  
MATH307: Foundations of Geom. (3)  
Natural Science (3) [NS]  
Philos., Literary, and Aesth. (3) [PLA]  
Elective (3)

Credit Total: 15

**Spring Junior (example)**

MATH310: Modern Algebra (3)  
MATH312: Prob. and Statistics (3)  
Oral Communication (3) [OC]  
SPEC345: Lit. Inst. for Disab. (3)  
Elective (3)  
MATH327: PCK for Sec. Math 1 (1)

Credit Total: 16

**Fall Senior (example)**

MATH401: Real Analysis (3)  
MATH316: Meth. of Teach. Math. (4)  
MATH427: PCK in Sec. Math. 2 (2)  
EDUC312: Classroom Mgmt. (2)  
SPEC309: Eff. Ins. Strat. For Disab. (3)

Credit Total: 14

**Spring Senior (example)**

MATH493: Student Teach. 1 (6) [EL,WC]  
MATH494: Student Teach. 2 (6) [EL,WC]

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Credit Total: 12

## Secondary Education: Mathematics with Special Education - Bachelor of Science in Education

For Students entering LHU Fall 2014

General Education Credit Total		42
<b>Intellectual Foundation</b>	Min Grade	9 sh
<b>Written Communication</b>		3 sh
ENGL100: Composition (3 sh)	C-	
WC Competency 1 Assumed by the major		
WC Competency 2 Assumed by the major		
<b>Oral Communication</b>	C	3 sh
SPEC441 required for the major		
<b>Math. and Comp. Thinking</b>		3 sh.
MATH 141 required for the major	C	
<b>Critical Thinking</b>		
CT Competency 1 Assumed by the major		
CT Competency 2 Assumed by the major		

<b>Knowledge and Inquiry</b>		21 sh
<b>Natural Science Inquiry</b>	C-	6 sh
<b>Historical, Beh., and Social Science Inq.</b>		6 sh
PSYC103 required for the major	C	
<b>Phil., Literary, and Aesthetic Inquiry</b>		9 sh
ENGL110 required for major	C-	

<b>Personal and Social Responsibility</b>		12 sh
<b>Global Awareness and Citizenship</b>		9 sh
SPEC202 required for the major	C	
<b>Wellness</b>		3 sh
<b>Experiential Learning</b>		
EL Competency 1 Assumed by the major		
EL Competency 2 Assumed by the major		

Dual Major Coursework Credit Total		88
<b>First Year Student Seminar</b>	Min Grade	
SPEC119 or MATH119 First Year Seminar	CR	1

Major Area and Cognate Courses		Min Grade	
<b>Professional Education</b>			6
MATH200 Secondary Math Methods 1*			
PSYC201 Educational Psychology			
<b>Required Mathematics Ed. Content Coursework</b>			38
MATH 125 Intro. To Secondary Mathematics	C		
MATH218 Technology in Secondary Mathematics	C		
MATH327 Ped. Content Know. in Sec. Ed. Math 1	C		
MATH427 Ped. Content Know. in Sec. Ed. Math 2	C		
COMP160 Programming 1	C		
MATH141 Calculus 1	C	CT	
MATH142 Calculus 2	C		
MATH205 Foundations of Mathematics	C		
MATH225: History of Mathematics	C		
MATH243: Calculus 3	C		
MATH302: Number Theory	C		
MATH307: Foundations of Geometry	C		
MATH310: Modern Algebra I	C		
MATH311: Elements of Linear Algebra	C		
MATH312: Probability and Statistics	C		
MATH401: Real Analysis	C		
<b>Required Special Education Coursework</b>			18
SPEC105 Foundations of Special Education	C		
SPEC202 Cultural and Linguistic Diversity	C	GAC	
SPEC215 High Incidence Disabilities Support*	C		
SPEC212 Low Incidence Disabilities Support*	C		
SPEC338 Positive Behavior Support*	C		
SPEC300 Comm. Disorders and Assist. Technology*	C		
SPEC345 Literacy Skills for Students with Dis.*	C		
<b>Mathematics Education Professional Semester</b>			4
MATH316: Methods of Teaching Math 2*	C		
<b>Special Education Professional Semester</b>			9
SPEC430 Assess. Ed. Needs & Plan. for Instruction*	C		
SPEC440 Strat. For Teaching St. with Low Inc. Dis.*	C		
SPEC441 Strat. For Teaching St. with High Inc. Dis.*	C	OC	
SPEC425 Law and Collaborative Practices*	C		
<b>Student Teaching</b>			12
MATH493/494 ST and Practicum Mathematics*	C		
SPEC494 ST and Practicum for SPEC grades 7-12*	C		

**Secondary Mathematics/Special Education Dual Certification (BSED) 130 Credits  
Suggested Course Sequence**

<b>Fall Freshman</b>	<b>Spring Freshman</b>
MATH141: Calculus 1 (3) MATH119: Freshmen Seminar (1) ENGL100: English Composition (3) PSYC103: Adolescent Development (3) General Education (6)  (16)	MATH142: Calculus 2 (3) ENGL110: Introduction to Literature (3) SPEC105: Foundations of SPEC (3) MATH125: Intro to Secondary Math (1) COMP160: Computer Programming 1 (3) General Education (3)  (16)
<b>Fall Sophomore</b>	<b>Spring Sophomore</b>
MATH243: Calculus 3 (3) MATH205: Foundations of Mathematics (3) SPEC202: Cult./Ling. Div. in Ed. (3) MATH218: Technology in Secondary Math (1) SPEC215: High Incidence Disab. Support (3) General Education(3)  (16)	MATH311: Linear Algebra (3) MATH225: History of Mathematics (3) MATH200: Methods of Teaching Math 1 (3) PSYC201: Educational Psychology (3) SPEC212: Low Incidence Disab. Support (3) General Education (3)  (18)
<b>Fall Junior</b>	<b>Spring Junior</b>
MATH307: Foundations of Geometry (3) MATH302: Number Theory (3) SPEC300: Comm. Disord. & Assist. Tech. (3) MATH427: PCK in Sec. Mathematics (2) General Education (6)  (17)	MATH310: Modern Algebra (3) MATH312: Probability and Statistics (3) General Education (3) SPEC345: Lit. Inst. for Sts. w/ Disab. (3) SPEC338: Positive Behavior Support (3) MATH327: PCK in Sec. Mathematics 1 (1)  (16)
<b><sup>1</sup>Fall Senior</b>	<b>Spring Senior</b>
MATH401: Real Analysis (3) MATH316: Methods of Teaching Math 2 (4) SPEC430: Assessing Ed. Needs and Planning (3) SPEC441: Strategies for Teaching w/ High (3) SPEC440: Strategies for Teaching w/ Low (3) SPEC425: Law and Collaborative Practices (3)  (19)	MATH493: Student Teaching 1 (6) SPEC494: Student Teaching 2 (6)  (12)  Advising Notes: 1. GE: PLA- one course must be from visual or performing arts 2. GE: GAC- one course must meet the historical foundations competency 3. *Denotes Advanced Coursework

## Secondary Education: Physics - Bachelor of Science in Education

For Students entering LHU Fall 2014

<b>General Education Credit Total</b>		<b>42</b>
<b>Intellectual Foundation</b>	Min Grade	<b>9 sh</b>
<b>Written Communication</b>		<b>3 sh</b>
ENGL100: Composition (3 sh)	C-	
WC Competency 1		
WC Competency 2		
<b>Oral Communication</b>	<b>C</b>	<b>3 sh</b>
<b>Math. and Comp. Thinking</b>		<b>3 sh.</b>
MATH141: Calculus I	C	
Note: required for the major		
<b>Critical Thinking</b>		
CT Competency 1		
CT Competency 2		

<b>Knowledge and Inquiry</b>		<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>C</b>	<b>6 sh</b>
BIOL106 Required by the major (3 s.h.)	C	
GEOS elective Req. by the major (3 s.h.)	C	
Note: both courses required for the major		
<b>Historical, Beh., and Social Science Inq.</b>		<b>6 sh</b>
PSYC103: Adolescent Development	C	
Note: required for the major		
<b>Phil., Literary, and Aesthetic Inquiry</b>		<b>9 sh</b>
ENGL110: Introduction to Literature	C –	
Note: required for the major		

<b>Personal and Social Responsibility</b>		<b>12 sh</b>
<b>Global Awareness and Citizenship</b>		<b>9 sh</b>
SPEC202: Cultural and Linguistic Diversity	C	
<b>Wellness</b>		<b>3 sh</b>
<b>Experiential Learning</b>		
EL Competency 1		
EL Competency 2		

<b>Major Coursework Credit Total</b>			<b>84</b>
<b>First Year Student Seminar</b>		Min Grade	
SCI119: First Year Seminar		CR	<b>1</b>

<b>Major Area and Cognate Courses</b>		Min Grade	
<b>Required Physics and Science Coursework</b>			<b>50</b>
PHYS170: Intermediate General Physics I (4 s.h.)	C		
PHYS171: Intermediate General Physics II (4 s.h.)	C		
PHYS250: Heat (3 s.h.)	C		
PHYS290: Electronics (4 s.h.)	C		
#PHYS310: Lab. Development & Supervision (1 s.h.)	C		
#PHYS315: Modern Physics (4 s.h.)	C		
#PHYS325: Optics (4 s.h.)	C		
#PHYS330: Mechanics I (3 s.h.)	C		
#PHYS370: Electricity and Magnetism (3 s.h.)	C		
CHEM120: Principles of Chemistry I (4 s.h.)	C		
CHEM121: Principles of Chemistry II (4 s.h.)	C		
MATH142: Calculus II (3 s.h.)	C		
#MATH243: Calculus III (3 s.h.)	C		
#MATH301: Differential Equations (3 s.h.)	C		
BIOL107: Principles of Biology II (3 s.h.)	C		
<b>Professional Education Coursework</b>			<b>12</b>
Block I			
SCI209: Science Methods 1 (3 s.h.)	C		
PSYC201: Educational Psychology (3 s.h.)	C		
Block II			
#SCI315: Science Methods II (4 s.h.)	C		
EDUC212: Classroom Management (2 s.h.)			
<b>Special Education Coursework</b>			<b>9</b>
SPEC204: Cogn. Dev. of Diverse Learners (3 s.h.)	C		
#SPEC309: Effect. Inst. Strat. for Stud. w/Dis. (3 s.h.)	C		
#SPEC345: Lit. Skills for Students with Dis. (3 s.h.)	C		
<b>Student Teaching</b>			<b>12</b>
#SCI493: Science ST and Practicum I (6 s.h.)	C		
#SCI494: Science ST and Practicum II (6 s.h.)	C		
# = Advanced Course Work			

## Secondary Education - Physics

### Suggested Course Sequence

Fall First Year	SH	Spring First Year	SH
SCI119 Freshman Seminar	1	CHEM121 Principles of Chemistry II	4
CHEM120 Principles of Chemistry I	4	PHYS170 Intermediate Physics I	4
ENGL100 Composition	3	PSYC103 Adolescent Development	3
1 General Education Course	3	MATH141 Calculus I	3
1 General Education Course	3	ENGL110 Introduction to Literature	3
1 General Education Course	3		-
	<b>17</b>		<b>17</b>
Fall Second Year		Spring Second Year	
BIOL106 Principles of Biology I	3	MATH243 Calculus III	3
PHYS171 Intermediate Physics II	4	PHYS290 Electronics/ PHYS 325 Optics	4
MATH142 Calculus II	3	PHYS330 Mechanics I	3
SPEC204 Cognitive Development of Div. Learners	3	<b>BLOCK I</b>	
1 General Education Course	3	SCI209 Science Methods I	
	-	PSYC201 Educational Psychology	3
	<b>16</b>		3
			-
			<b>16</b>
Fall Third Year		Spring Third Year	
PHYS315 Modern Physics	4	BIOL107 Principles of Biology II	3
PHYS370 Electricity and Magnetism	3	PHYS250 Heat	3
MATH301 Differential Equations	3	PHYS310 Lab Development & Supervision	1
SPEC202 Cultural and Linguistic Div. in Ed.	3	PHYS325 Optics/ PHYS290 Electronics	4
1 General Education Course	3	SPEC345 Literacy Skills. for Students with Disabilities	3
	-	1 General Education Course	3
	<b>16</b>		-
			<b>17</b>
Fall Fourth Year		Spring Fourth Year	
GEOS elective	3	SCI493 Student Teaching & Practicum I	6
1 General Education Course	3	SCI494 Student Teaching & Practicum II	6
SPEC309 Effect. Instruct. Strat. for Stud. With Dis.	3		-
<b>SECONDARY BLOCK II</b>			<b>12</b>
SCI315 Science Methods II	4		
EDUC212 Classroom Management	2		
	-		
	<b>15</b>		

## Secondary Education: Physics with Special Education - Bachelor of Science in Education

For Students entering LHU Fall 2014

General Education Credit Total		42
<b>Intellectual Foundation</b>	Min Grade	9 sh
<b>Written Communication</b>		3 sh
ENGL100: Composition (3 sh)	C-	
WC Competency 1 Assumed by the major		
WC Competency 2 Assumed by the major		
<b>Oral Communication</b>		3 sh
SPEC441 required for the major	C	
<b>Math. and Comp. Thinking</b>		3 sh.
MATH141 required for the major	C	
<b>Critical Thinking</b>		
CT Competency 1 Assumed by the major		
CT Competency 2 Assumed by the major		

<b>Knowledge and Inquiry</b>		21 sh
<b>Natural Science Inquiry</b>	C	6 sh
BIOL106 Required by the major (3sh)	C	
GEOS Elective (3sh)	C	
<b>Historical, Beh., and Social Science Inq.</b>		6 sh
PSYC103 required for the major (3sh)	C-	
<b>Phil., Literary, and Aesthetic Inquiry</b>		9 sh
ENGL110 required for major	C –	

<b>Personal and Social Responsibility</b>		12 sh
<b>Global Awareness and Citizenship</b>		9 sh
SPEC202 required for the major (3sh)		
<b>Wellness</b>		3 sh
<b>Experiential Learning</b>		
EL Competency 1 Assumed by the major		
EL Competency 2 Assumed by the major		

Dual Major Coursework Credit Total		100
<b>First Year Student Seminar</b>	Min Grade	
SPEC119 or SCI119 First Year Seminar (1sh)	CR	1

Major Area and Cognate Courses	Min Grade	
<b>Professional Education</b>		9
SCI209 Science Methods 1 (3sh)*		
PSYC201 Educational Psychology (3sh)		
MATH142 Calculus II (3sh)		
<b>Required Physics and Science Coursework</b>		47
PHYS170 Intermediate General Physics I (4sh)	C	
PHYS171 Intermediate General Physics II (4sh)	C	
PHYS250 Heat (3sh)	C	
PHYS290 Electronics (4sh)	C	
PHYS310 Lab Development and Supervision (1sh)	C	
PHYS315 Modern Physics (4sh)	C	
PHYS325 Optics (4sh)	C	
PHYS330 Mechanics I (3sh)	C	
PHYS370 Electricity and Magnetism (3sh)	C	
BIOL107 Principles of Biology II		
CHEM120 Principles of Chemistry I (4sh)	C	
CHEM121 Principles of Chemistry II (4sh)	C	
MATH 243 Calculus III (3sh)	C	
MATH301 Differential Equations (3sh)	C	
<b>Required Special Education Coursework</b>		18
SPEC105 Foundations of Special Education	C	
SPEC202 Cultural and Linguistic Diversity	C	GAC
SPEC215 High Incidence Disabilities Support*	C	
SPEC212 Low Incidence Disabilities Support*	C	
SPEC338 Positive Behavior Support*	C	
SPEC300 Comm. Disorders and Assist. Technology*	C	
SPEC345 Literacy Skills for Students with Dis.*	C	
<b>Science/Special Education Prof. Semester</b>		13
SPEC430 Assess. Ed. Needs & Plan. for Instruction*	C	
SPEC440 Strat. For Teaching St. with Low Inc. Dis.*	C	
SPEC441 Strat. For Teaching St. with High Inc. Dis.*	C	OC
SPEC425 Law and Collaborative Practices*	C	
SCI315 Science Methods II (4sh)*	C	
<b>Student Teaching</b>		12
SCI493 ST & Practicum Science (6sh)*	C	
SPEC494 ST & Pract. for SPEC grades 7-12 (6sh)*	C	

\*Denotes Advanced Coursework

**Secondary Physics/Special Education Dual Certification (BSED) 142 Credits**

**Suggested Course Sequence**

<b>Fall First Year</b>	<b>SH</b>	<b>Spring First Year</b>	<b>SH</b>
SPEC119 or SCI 119 Freshman Seminar	1	CHEM121 Principles of Chemistry II	4
CHEM120 Principles of Chemistry I	4	PHYS170 Intermediate Physics I	4
ENGL100 Composition	3	PSYC103 Adolescent Development	3
SPEC105 Foundations of Special Education	3	MATH141 Calculus I	3
GEOS Geoscience Elective	3	SPEC212 Low Incidence Disabilities Support	3
1 General Education Course	3		-
	-		-
	<b>17</b>		<b>17</b>
<b>Fall Second Year</b>		<b>Spring Second Year</b>	
BIOL106 Principles of Biology I	3	MATH243 Calculus III	3
PHYS171 Intermediate Physics II	4	PHYS290 Electronics	4
ENGL110 Introduction to Literature	3	PHYS330 Mechanics I	3
MATH142 Calculus II	3	<b>BLOCK I</b>	
SPEC215 High Incidence Disabilities Support	3	SCI209 Science Methods I	3
	-	PSYC201 Educational Psychology	3
	-		-
	<b>16</b>		<b>16</b>
<b>Fall Third Year</b>		<b>Spring Third Year</b>	
PHYS315 Modern Physics	4	BIOL107 Principles of Biology II	3
PHYS370 Electricity and Magnetism	3	PHYS250 Heat	3
MATH301 Differential Equations	3	PHYS325 Optics	4
SPEC300 Communication Disorders and Assistive Technology	3	SPEC345 Literacy Instruction for Students with Disabilities	
1 General Education Course	3	PHYS310 Lab Development and Supervision	3
	-	SPEC338 Positive Behavior Support	1
	-		3
	<b>16</b>		-
			<b>17</b>
<b>Fall Fourth Year</b>		<b>Spring Fourth Year</b>	
<b>SECONDARY BLOCK II</b>		SCI493/494 Student Teaching & Practicum	6
SCI315 Science Methods II	4	SPEC493/494 Student Teaching and Practicum	6
<b>Special Education Block</b>			-
SPEC425 Law and Collaborative Practices	3		<b>12</b>
SPEC430 Assessing Educational Needs and Planning for Instruction	3		
SPEC440 Strategies for Teaching Students with Low Incidence Disabilities	3		
SPEC441 Strategies for Teaching Students with High Incidence Disabilities	3		
	-		
	<b>16</b>		
<b>Advising Notes</b>		<b>Summer or Intersession Coursework</b>	
Advising Notes:		<b>If a 4 year graduation timeline is desired, SPEC 202 and 4 General Education courses should be completed during summer or intersession as online courses. Additional coursework may be completed in the summer if a reduced load is desired per the recommended sequence, a minor is being sought, or an earlier graduation timeline is desired. Many general education courses are taught online. Several special education courses are also taught online and are available during the summer.</b>	
1. GE: PLA- one course must be from visual or performing arts			
2. GE: GAC- one course must meet the historical foundations competency			
3. *Denotes Advanced Coursework			

## Secondary Education: Social Studies – Bachelor of Science in Education

General Education information below is incorrect. The General Education requirements that became effective fall 2014 apply. Refer to the General Education section of the catalog.

**Required Total Number of Credit Hours for Graduation = 123**

**GENERAL EDUCATION: REQUIRED (TOTAL = 27 S.H.)**

CURRICULUM AREA	COURSE NUMBER/ COURSE NAME	MINIMUM GRADE REQUIRED	OVERLAYS	SEMESTER HOURS	DATE COMPLETED
Composition		C-	IL	3 s.h.	
Philosophy		C-		3 s.h.	
Speech		C-		3 s.h.	
Literature		C-		3 s.h.	
Art/Music/Theater		C-		3 s.h.	
Art/Music/Theater		C-		3 sh.	
Wellness		C-		3 s.h.	
Lab Science	BIOL 102, CHEM101 or GEOS101 recommended	C-		3 s.h.	
Mathematics	<i>Not MATH 107</i>	C-		3 s.h.	
Lab Science-SCI 110	absorbed in prof. ed. courses	C		3 s.h.	
Psychology-PSYC 103	absorbed in prof. ed. courses	C		3 s.h.	
Sociology/Anthropology	absorbed in major	C		3 s.h.	
World History	absorbed in major	C		3 s.h.	
Geog./Econ./Pol.Sci.	absorbed in major	C		3 s.h.	

**REQUIRED PROFESSIONAL EDUCATION (TOTAL = 21 S.H.)**

COURSE NUMBER/COURSE NAME	MINIMUM GRADE REQUIRED	OVERLAYS	SEMESTER HOURS	DATE COMPLETED
SCI110: Science, Technology & Society (Spring Frsh. yr)	C		3 s.h.	
PSYC103: Adolescent Development (Fall Frsh. Yr)	C		3 s.h.	
MATH107: Statistics (prior to Spring Soph. yr)	C		3 s.h.	
SPEC202: Cultural and Linguistic Diversity in Education (Fall Jr yr)	C		3 s.h.	
SPEC204: Cognitive Development of Diverse Learners (Fall Soph. yr)	C		3 s.h.	
SPEC309: Effective Instruction Strategies for Students with Disabilities (Fall Sr. yr)	C		3 s.h.	
SPEC 345: Literacy Instruction for Students with Disabilities (Spring Jr. yr)	C		3 s.h.	

**REQUIRED SOCIAL STUDIES EDUCATION CONTENT COURSES**

**(TOTAL = 51 S.H.)**

COURSE NUMBER/COURSE NAME	MINIMUM GRADE REQUIRED	OVERLAYS	SEMESTER HOURS	DATE COMPLETED
HIST111: Global History I	C	WE, MC	3 s.h.	
HIST112: Global History II	C	WE, MC	3 s.h.	
HIST200: Historical Thinking & Writing	C	WE, IL	3 sh.	
HIST201: U.S. History I	C		3 s.h.	
HIST202: U.S. History II	C		3 s.h.	



HIST (3—or4--) Non West Elective

C

3 s.h.

HIST (3—or4--) Non West Elective	C		3 s.h.	
HIST (3—or4--) Europe Elective	C		3 s.h.	
HIST (3—or4--) U.S. Elective	C		3 s.h.	
POLI105: American National Government	C		3 s.h.	
POLI107: World Politics	C		3 s.h.	
ECON101: Principles of Economics	C		3 s.h.	
ECON--: Elective	C		3 s.h.	
GEOG101: World Regional Geography	C		3 s.h.	
GEOG--: Elective	C		3 s.h.	
SOCI101: Introduction to Sociology	C	MC	3 s.h.	
ANTH (3—or4--): Elective	C	MC	3 sh.	

**SOCIAL STUDIES' BLOCKS I & II (Total 12 S.H.)**

COURSE NUMBER/COURSE NAME	MINIMUM GRADE REQUIRED	OVERLAYS	SEMESTER HOURS	DATE COMPLETED
Block I: SSED210: Methods of Teaching Social Studies (Spring Soph. yr)	C		3 s.h.	
Block I: PSYC201: Educational Psychology (w/SSED 210)	C		3 s.h.	
Block II: SSED316: Methods for Teaching Social Studies II	C		4 s.h.	
Block II: EDUC212: Classroom Management	C		2 s.h.	

**STUDENT TEACHING (Total 12 S.H.) – SEMESTER COMPLETED \_\_\_\_\_**

SSED 493 Student Teaching and Practicum	C	EE, WE, IL	6 s.h.
SSED 494 Student Teaching and Practicum	C	EE, WE, IL	6 s.h.

**ADDITIONAL COURSEWORK (OPTIONAL) OR MINOR**

COURSE NUMBER/COURSE NAME	MINIMUM GRADE REQUIRED	SEMESTER HOURS	DATE COMPLETED

**ADVISEMENT NOTES**

3.0 Overall GPA, 45 credits, passing PPST Praxis I scores, Diversity Profile Plan, clearances and TB tests required to achieve *Advanced Standing* (to enroll in SSED 210 & PSYC 201). Must maintain 3.0 (Overall and Major) GPA, clearances and TB test to conclusion of program.  
 Candidacy, liability insurance, and Major/Overall GPA 3.0 required for SSED316 and EDUC3xx

## Secondary Education: Social Studies with Special Education – Bachelor of Science in Education

For Students entering LHU Fall 2014

General Education Credit Total		42
<b>Intellectual Foundation</b>	Min Grade	9 sh
<b>Written Communication</b>		3 sh
ENGL100: Composition (3 sh)	C-	
WC Competency 1 Assumed by the major		
WC Competency 2 Assumed by the major		
<b>Oral Communication</b>	C	3 sh
SPEC441 required for the major		
<b>Math. and Comp. Thinking</b>		3 sh.
Not Math 107	C-	
<b>Critical Thinking</b>		
CT Competency 1 Assumed by the major		
CT Competency 2 Assumed by the major		

<b>Knowledge and Inquiry</b>		21 sh
<b>Natural Science Inquiry</b>	C-	6 sh
(BIOL102, CHEM101 or GEOS101 Recommended)		
SCI110 Required by the major		
<b>Historical, Beh., and Social Science Inq.</b>		6 sh
PSYC103 required for the major	C	
(second course assumed by the major)		
<b>Phil., Literary, and Aesthetic Inquiry</b>		9 sh
ENGL110 required for major	C-	

<b>Personal and Social Responsibility</b>		12 sh
<b>Global Awareness and Citizenship</b>		9 sh
SPEC202 required for the major		
HIST111 required by the major		
HIST112 required by the major		
<b>Wellness</b>		3 sh
<b>Experiential Learning</b>		
EL Competency 1 Assumed by the major		
EL Competency 2 Assumed by the major		
*Denotes Advanced Coursework		

Dual Major Coursework Credit Total		98
<b>First Year Student Seminar</b>	Min Grade	
SPEC119 or SSED119 First Year Seminar	CR	1

Major Area and Cognate Courses		Min Grade	
<b>Professional Education</b>			9
SSED210 Methods of Teaching Social Studies I*			
PSYC201 Educational Psychology			
MATH107 Statistics			
<b>Required Social Studies Ed. Content Coursework</b>			45
HIST111: Global History I	C	GAC	
HIST112: Global History II	C	GAC	
HIST200: Historical Thinking & Writing	C		
HIST201: U.S. History I	C		
HIST202: U.S. History II	C		
HIST (3—or4--) Non West Elective	C		
HIST (3—or4--) Non West Elective	C		
HIST (3—or4--) Europe Elective	C		
HIST (3—or4--) U.S. Elective	C		
POLI105 American National Government	C		
POLI107 World Politics	C		
ECON101 Principles of Economics	C		
ECON--- Elective	C		
GEOG101 World Regional Geography	C		
GEOG---Elective	C		
SOCI101 Introduction to Sociology	C		
ANTH (3---or4---) Elective	C		
<b>Required Special Education Coursework</b>			18
SPEC105 Foundations of Special Education	C		
SPEC202 Cultural and Linguistic Diversity	C	GAC	
SPEC215 High Incidence Disabilities Support*	C		
SPEC212 Low Incidence Disabilities Support*	C		
SPEC338 Positive Behavior Support*	C		
SPEC300 Comm. Disorders and Assist. Technology*	C		
SPEC345 Literacy Skills for Students with Dis.*	C		
<b>Social Studies/Special Education Prof. Semester</b>			13
SPEC430 Assess. Ed. Needs & Plan. for Instruction*	C		
SPEC440 Strat. For Teaching St. with Low Inc. Dis.*	C		
SPEC441 Strat. For Teaching St. with High Inc. Dis.*	C	OC	
SPEC425 Law and Collaborative Practices*	C		
SSED316 Methods of Teaching Social Studies II*	C		
<b>Student Teaching</b>			12
SSED493/494 ST and Practicum Social Studies*	C		
SPEC494 ST and Practicum for SPEC grades 7-12*	C		

**Secondary Social Studies/Special Education Dual Certification (BSED) 140Credits**

**Suggested Course Sequence**

<b>Fall First Year</b>	<b>SH</b>	<b>Spring First Year</b>	<b>SH</b>
SPEC119 Freshman Seminar	1	PSYC103 Adolescent Development	3
English Composition	3	SPEC202 Cultural and Linguistic Diversity	3
SPEC105 Foundations of Special Education	3	HIST112 Global History 2	3
HIST111 Global History I	3	POLI/GEOG/SOCI	3
MATH101 or higher (by placement)	3	MATH107 Statistics	3
POLI/GEOG/SOCI	3	General Education Course	3
	-		-
	<b>16</b>		<b>18</b>
<b>Fall Second Year</b>		<b>Spring Second Year</b>	
Literature	3	SPEC212 Low Incidence Disabilities Support	3
SPEC215 High Incidence Disabilities Support	3	<b>Social Studies Block I</b>	
HIST200 Historical Thinking and Writing	3	SSED210 Social Studies Methods I	3
HIST201 US History 1	3	PSYC201 Educational Psychology	3
ECON101	3	HIST202 US History 2	3
General Education Course	3	POLI/GEOG/SOCI	3
	-	General Education Course	3
	<b>18</b>		-
			<b>18</b>
<b>Fall Third Year</b>		<b>Spring Third Year</b>	
SPEC300 Communication Disorders and Assistive Technology	3	SPEC345 Literacy Instruction for Students with Disabilities	3
SPEC338 Positive Behavior Supports	3	ECON3xx	
POLI/GEOG/SOCI	3	POLI/GEOG/SOCI	3
ANTH3xx	3	HIST3xx	3
HIST3xx	3	HIST3xx	3
HIST3xx	3	General Education Course	3
	-		3
	<b>18</b>		-
			<b>18</b>
<b>Fall Fourth Year</b>		<b>Spring Fourth Year</b>	
<b>Special Education Block</b>		SSED493/494 Student Teaching & Practicum	6
SPEC425 Law and Collaborative Practices	3	SPEC493/494 Student Teaching and Practicum	6
SPEC430 Assessing Educational Needs and Planning for Instruction	3		-
SPEC440 Strategies for Teaching Students with Low Incidence Disabilities	3		<b>12</b>
SPEC441 Strategies for Teaching Students with High Incidence Disabilities	3		
<b>Social Studies Block II</b>			
SSED316 Social Studies Methods II	4		
	-		
	<b>16</b>		
Advising Notes:		<b>Summer or Intersession Coursework</b>	
1. GE: PLA- one course must be from visual or performing arts		<b>If a 4 year graduation timeline is desired, 3 General Education Courses should be completed in the summer or during intersession. Additional coursework may be completed in the summer if a reduced load is desired per the recommended sequence, a minor is being sought, or an earlier graduation timeline is desired. Many general education courses are taught online. Several special education courses are also taught online and are available during the summer.</b>	<b>9</b>
2. *Denotes Advanced Coursework			



**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)  
SOCI101 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

## Sociology – Bachelor of Science

Effective: Fall 2017

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition	
WC Competency 1	
WC Competency 2	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh</b>
MATH107: Basic Statistics 1	
<b>Critical Thinking</b>	
CT Competency 1	
CT Competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b> (at least one lab)	<b>6 sh</b>
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
SOCI101: Introduction to Sociology	3 sh
<b>Philosophical, Literary and Aesthetic Inquiry</b>	<b>9 sh</b>
One course must be philosophy or literature. One must be visual or performance arts	

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
One course must fulfill the historical foundation component of the competency	
POLI107: World Politics	
<b>Wellness</b>	<b>3 sh</b>
<b>Experiential Learning</b>	
EL Competency 1	
EL Competency 2	

<b>Electives</b>	<b>17 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>
HIST119: First Year Student Seminar	

<b>Major Area and Cognate Courses</b>	<b>60 sh</b>
<b>Sociology Core Requirements</b>	<b>18 sh</b>
#SOCI203: Social Problems	
#SOCI205: Race and Ethnic Relations	
#SOCI206: Marriage and Family	
#SOCI352: Sociological Theory	
#SOCI354: Social Change	
#SOCI404: Sociological Research	
<b>Required Sociology Cognates</b>	<b>21 sh</b>
ANTHxxx: any Anthropology course	
ANTHxxx: any Anthropology course	
COMP150: Introduction to Computers	
ECON102: Principles of Macroeconomics OR ECON103: Principles of Microeconomics	
GEOGxxx: any Geography course	
#GEOG440: Economic Geography	
POLI105: American National Government	
<b>Sociology and Cognate Electives</b>	<b>21 sh</b>
<b>Select 7 of the following</b>	
#SOCI300: Sociology of Deviance	
#SOCI301: Juvenile Delinquency	
#SOCI302: Criminology	
#SOCI328: Social Science Seminar (can be repeated)	
#SOCI351: Urban-Rural Sociology	
#SOCI360/SOCW360: Death and Dying	
#SOCI369: Internship (3-6 sh)	
#SOCI402: Industrial Sociology	
#SOCI403: Gerontology	
#SOCI410: Sociology of Organizations	
#SOCI499: Independent Study (can be repeated)	
#CRJS305: Corrections	
#EDTF300: Educational Technology	
#MATH108: Basic Statistics II	
#Up to 9 hours Foreign Language levels 2-4	
"#" means advanced coursework	

**Sociology Major  
Suggested Course Sequence**

<p><b>Fall Freshman (example)</b> ENGL100: Composition (3) HIST119: First Year Student Seminar (1) SOC101: Introduction to Sociology (3) General Education/Elective (8)</p> <p style="text-align: center;">Credit Total: 15</p>	<p><b>Spring Freshman (example)</b> COMP150: Introduction to Computers (3) ANTHxxx (3) GEOGxxx (3) General Education/Elective (6)</p> <p style="text-align: center;">Credit Total: 15</p>
<p><b>Fall Sophomore (example)</b> SOC1203: Social Problems (3) SOC1205: Race and Ethnic Relations (3) ANTHxxx (3) POL1105 (HBS) or POL1107 (HBS or GAC) (3) General Education/Elective (3)</p> <p style="text-align: center;">Credit Total: 15</p>	<p><b>Spring Sophomore (example)</b> SOC1206: Marriage and Family (3) MATH107: Basic Statistics 1 (3) General Education/Elective (9)</p> <p style="text-align: center;">Credit Total: 15</p>
<p><b>Fall Junior (example)</b> ECON101: Principles of Economics (3) SOC13xx, SOC14xx or cognate (3) SOC1 354: Social Change (3) General Education/Elective (6)</p> <p style="text-align: center;">Credit Total: 15</p>	<p><b>Spring Junior (example)</b> SOC1352: Sociological Theory (3) SOC13xx, SOC1 4xx or cognate (3) SOC13xx, SOC1 4xx or cognate (3) GEOG440: Economic Geography (3) General Education/Elective (3)</p> <p style="text-align: center;">Credit Total: 15</p>
<p><b>Fall Senior (example)</b> SOC13xx, SOC14xx or cognate (3) SOC13xx, SOC14xx or cognate (3) SOC13xx, SOC14xx or cognate (3) General Education/Elective (6)</p> <p style="text-align: center;">Credit Total 15</p>	<p><b>Spring Senior (example)</b> SOC1404: Sociological Research (3) SOC13xx, SOC14xx or cognate (3) General Education/Elective (9)</p> <p style="text-align: center;">Credit Total: 15</p>

EL-Experiential Learning; GAC=Global Awareness and Citizenship; HBSS = Historical, Behavioral and Social Sciences Inquiry; NS = Natural Science Inquiry OC = Oral Communication; PLA = Philosophical, Literary and Aesthetic Inquiry

## Sociology: Delinquent Youth Analysis – Bachelor of Science

For Students entering LHU Spring 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition	3 sh
WC Competency 1	
WC Competency 2	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh</b>
MATH107: Basic Statistics	3 sh
<b>Critical Thinking</b>	
CT Competency 1	
CT Competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
SOCI101: Introduction to Sociology	3 sh
<b>Philosophical, Literary and Aesthetic Inquiry</b>	<b>9 sh</b>
One course must be philosophy or literature. One must be visual or performance arts	

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
One course must fulfill the historical foundation component of the competency	
<b>Wellness</b>	<b>3 sh</b>
<b>Experiential Learning</b>	
EL Competency 1	
EL Competency 2	

<b>Electives</b>	<b>17 sh</b>

<b>First Year Student Seminar</b>	<b>1 sh</b>

<b>Major Area and Cognate Courses</b>	<b>60 sh</b>
<b>Sociology Core Requirements</b>	<b>18 sh</b>
#SOCI203: Social Problems	
#SOCI205: Race and Ethnic Relations	
#SOCI206: Marriage and Family	
#SOCI352: Sociological Theory	
#SOCI354: Social Change	
#SOCI404: Sociological Research	

<b>Required Sociology Cognates</b>	<b>6 sh</b>
ANTH101: Introduction to Anthropology OR ANTH102: Cultural Anthropology COMP150: Introduction to Computers	
<b>DYA Concentration</b>	<b>18 sh</b>
#SOCI300: Sociology of Deviance #SOCI301: Juvenile Delinquency	
<b>DYA Concentration Cognates</b>	
PSYC103: Adolescent Development CRJS102: Introduction to Criminal Justice #CRJS205: Drug Abuse OR #HLTH320: Drug Education OR #PSYC322: Drugs and Human Behavior #CRJS302: Criminology	

<b>Sociology Electives (Select 6 of the following sociology and cognate electives)</b>	<b>18 sh</b>
#SOCI328: Social Science Seminar (can be repeated) #SOCI351: Urban-Rural Sociology #SOCI/SOCW360: Death and Dying #SOCI369: Internship (1-9 sh) #SOCI402: Industrial Sociology #SOCI403: Gerontology #SOCI410: Sociology of Organizations #SOCI499: Independent Study	
<b>Cognate Electives</b>	
#CRJS215 American Gangs #CRJS305: Corrections ECON101: Principles of Economics #EDTF300: Educational Technology GEOG2XX or 3XX (any upper level course but limited to 3sh) #Math108 Basic Statistics II #SOCW415 Child Welfare # Up to 9 hours of Foreign Language levels 2-4	



**Sociology Major: Delinquent Youth Analysis Concentration**  
**Suggested Course Sequence**

<p><b>Fall Freshman (example)</b>            ENGL100: Composition (3)            HIST119: First Year Student Seminar (1)            SOCI101: Introduction to Sociology (3)            General Education (9)</p> <p align="center">Credit Total: 16</p>	<p><b>Spring Freshman (example)</b>            COMP150: Introduction to Computers (3)            ANTH101: Introduction to Anthropology OR                ANTH102: Cultural Anthropology (3)            PSYC103: Adolescent Development (3)            General Education (6)</p> <p align="center">Credit Total: 15</p>
<p><b>Fall Sophomore (example)</b>            SOCI203: Social Problems (3)            SOCI205: Race and Ethnic Relations (3)            CRJS102: Introduction to Criminal Justice (3)            General Education (6)</p> <p align="center">Credit Total: 15</p>	<p><b>Spring Sophomore (example)</b>            SOCI206: Marriage and Family (3)            SOCI3xx, SOCI4xx or cognate (3)            MATH107: Basic Statistics 1 (3)            General Education (6)</p> <p align="center">Credit Total: 15</p>
<p><b>Fall Junior (example)</b>            SOCI300: Sociology of Deviance OR                SOCI301 Juvenile Delinquency (3)            SOCI354: Social Change (3)            SOCI3xx or SOCI4xx or cognate elective (3)            CRJS302: Criminology (3)            General Education (3)</p> <p align="center">Credit Total: 15</p>	<p><b>Spring Junior (example)</b>            SOCI352: Sociological Theory (3)            CRJS205: Drug Abuse OR HLTH320: Drug Education OR                PSYC322: Drugs and Human Behavior (3)            SOCI3xx, SOCI 4xx or cognate (3)            General Education (6)</p> <p align="center">Credit Total: 15</p>
<p><b>Fall Senior (example)</b>            SOCI300: Sociology of Deviance OR                SOCI301: Juvenile Delinquency (3)            SOCI3xx, SOCI4xx or cognate (3)            SOCI3xx, SOCI4xx or cognate (3)            General Education (6)</p> <p align="center">Credit Total 15</p>	<p><b>Spring Senior (example)</b>            SOCI404: Sociological Research (3)            SOCI3xx, SOCI4xx or cognate (3)            General Education (9)</p> <p align="center">Credit Total: 15</p>

EL-Experiential Learning; GAC=Global Awareness and Citizenship; HBSS = Historical, Behavioral and Social Sciences Inquiry; NS = Natural Science Inquiry OC = Oral Communication; PLA = Philosophical, Literary and Aesthetic Inquiry

## Sport Administration - Bachelor of Science

(For Students entering LHU Fall 2014)

<b>GENERAL EDUCATION</b>	<b>42 sh</b>
<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	Sem/Grade
WC Competency 1 = SPRT324	
WC Competency 2 = SPRT465	
<b>Oral Communication</b>	<b>3 sh</b>
	Sem/Grade
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
	Sem/Grade
<b>Critical Thinking</b>	
CT Competency 1 = SPRT321	
CT Competency 2 = SPRT337	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
Science with lab	Sem/Grade
Science with/without lab	Sem/Grade
<b>Historical, Behavioral &amp; Social Science Inquiry</b>	<b>6 sh</b>
	Sem/Grade
	Sem/Grade
<b>Philosophical, Literary &amp; Aesthetic Inquiry</b>	<b>9 sh</b>
	Sem/Grade
	Sem/Grade
	Sem/Grade

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
	Sem/Grade
	Sem/Grade
	Sem/Grade
<b>Wellness</b>	<b>3 sh</b>
	Sem/Grade
<b>Experiential Learning</b>	
EL Competency 1 = SPRT450	
EL Competency 2 = SPRT450	

<b>SPORT ADMINISTRATION MAJOR</b>	<b>60 sh</b>
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
<b>NOTES:</b>	
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.	

<b>Electives</b>	<b>18 sh</b>
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
<b>Other Recommendations</b>	Sem/Grade
COMP150: Introduction to Computers	Sem/Grade
ENGL345 Business Writing	Sem/Grade

**Sport Administration**  
**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
<b>OR</b>	
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

## Sport Administration: Accelerated – Bachelor of Science

### Sport and Exercise Psychology Track

Effective: Spring 2017

<b>GENERAL EDUCATION</b>	<b>42 sh</b>
<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	Sem/Grade
WC Competency 1 = SPRT324	
WC Competency 2 = SPRT465	
<b>Oral Communication</b>	<b>3 sh</b>
	Sem/Grade
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
	Sem/Grade
<b>Critical Thinking</b>	
CT Competency 1 = SPRT321	
CT Competency 2 = SPRT337	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
Science with lab	Sem/Grade
Science with/without lab	Sem/Grade
<b>Historical, Behavioral &amp; Social Science Inquiry</b>	<b>6 sh</b>
	Sem/Grade
	Sem/Grade
<b>Philosophical, Literary &amp; Aesthetic Inquiry</b>	<b>9 sh</b>
	Sem/Grade
	Sem/Grade

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
	Sem/Grade
	Sem/Grade
	Sem/Grade
<b>Wellness</b>	<b>3 sh</b>
	Sem/Grade
<b>Experiential Learning</b>	
EL Competency 1 = SPRT450	
EL Competency 2 = SPRT450	

<b>SPORT ADMINISTRATION MAJOR</b>	<b>60 sh</b>
ACCT110 Financial Accounting (3 sh)	Sem/Grade
SPRT106: Intro to Sport Administration (3 sh) (Meets First Year Seminar Requirement)	Sem/Grade
SPRT208: Intro to Sport & Ex Psych# (3 sh) OR	Sem/Grade
SPRT305: Psychology of Coaching# (3 sh)	
SPRT223: Contemporary Issues in SA (3 sh)	Sem/Grade
SPRT233: Sales, Sponsorship, Fundrais (3 sh)	Sem/Grade
SPRT321: Mngmnt/Leadership of Sport# (3 sh)	Sem/Grade
SPRT323: Sport and Society# (3 sh)	Sem/Grade
SPRT324: Sport Law and Ethics# (3 sh)	Sem/Grade
SPRT332: Sport Marketing Management# (3 sh)	Sem/Grade
SPRT335: Sport Admin & Comm Relat# (3 sh)	Sem/Grade
SPRT337: Governance of Sport# (3 sh)	Sem/Grade
SPRT340: Sport Media Communications# (3 sh)	Sem/Grade
SPRT350: Field Participation# (3 sh)	Sem/Grade
SPRT401: Sport Facility Managmnt/Op # (3 sh)	Sem/Grade
SPRT402: Sport Business Finance# (3 sh)	Sem/Grade
SPRT450: Field Exp in Sport Admin# (12 sh)	Sem/Grade
SPRT465: Organization/Admin of SA# (3 sh)	Sem/Grade

<b>Electives</b>	<b>6sh</b>
	Sem/Grade
	Sem/Grade

<b>NOTES:</b>
Must have "C" or better in all major required courses # = upper level course
SPRT450: Field Experience in Sport Admin is a credit bearing course to which all tuition and fees apply.

**Accelerated BS in Sport Administration to MS in Sport Science  
Sport and Exercise Psychology 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
<b>Credit Total</b>	<b>15</b>

**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
<b>Credit Total</b>	<b>15</b>

**Fall Sophomore (example)**

SPRT208 Intro to Sport & Exercise Psychology	3
<b>OR</b>	
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
<b>Credit Total</b>	<b>15</b>

**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
GE Global Awareness and Citizenship	3
<b>Credit Total</b>	<b>15</b>

**Fall Junior (example)**

SPRT324 Sport Law and Ethics	3
SPRT337 Governance of Sport	3
SPRT335 Sport Media Communication Relation	3
GE Hist/Behavioral/Social Science Inquiry	3
GE Philosophical, Literary and Aesthetic Inquiry	3
Elective	3
<b>Credit Total</b>	<b>18</b>

**Spring Junior (example)**

SPRT340 Sport Media Communication Relations	3
SPRT401 Sport Facility Management and Oper	3
SPRT402 Sport Business Finance	3
SPRT465 Org/Admin of Sport & Athletic Prog	3
GE Oral Communication	3
Elective	3
<b>Credit Total</b>	<b>18</b>

**Summer**

SPRT450 Prof. Field Experience in Sport Admin.	12
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**Graduate Program**

**Fall**

SPRT600: Research Methods in Sport Science	3
SPRT602: Professional Ethics in Sport/Ex Psych	3
SPRT613: Psychology of Injury and Illness	3
<b>Credit Total</b>	<b>9</b>

**Spring Freshman**

SPRT601: Sport in American Culture	3
SPRT610: Foundations of Spor/Ex Psych	3
SPRT614: Legal and Policy Issues	3
<b>Credit Total</b>	<b>9</b>

**Summer 1**

SPRT611: Sport Psych for Perf Enhancement	3
<b>Credit Total</b>	<b>3</b>

**Summer 2**

SPRT612: Sport/Ex Psych across the Lifespan	3
SPRT Elective	3
<b>Credit Total</b>	<b>6</b>

**Summer Extended**

SPRT630: Capstone in Sport Science	
<b>Credit Total</b>	<b>3</b>

## Accelerated BS in Sport Administration to MS in Sport Science

### Sport Administration Track

Effective: Spring 2017

<b>GENERAL EDUCATION</b>	<b>42 sh</b>
<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	<b>3 sh</b>
ENGL100: Composition (3 sh)	Sem/Grade
WC Competency 1 = SPRT324	
WC Competency 2 = SPRT465	
<b>Oral Communication</b>	<b>3 sh</b>
	Sem/Grade
<b>Mathematical and Computational Thinking</b>	<b>3 sh.</b>
	Sem/Grade
<b>Critical Thinking</b>	
CT Competency 1 = SPRT321	
CT Competency 2 = SPRT337	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry</b>	<b>6 sh</b>
Science with lab	Sem/Grade
Science with/without lab	Sem/Grade
<b>Historical, Behavioral &amp; Social Science Inquiry</b>	<b>6 sh</b>
	Sem/Grade
	Sem/Grade
<b>Philosophical, Literary &amp; Aesthetic Inquiry</b>	<b>9 sh</b>
	Sem/Grade
	Sem/Grade
	Sem/Grade

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b>	<b>9 sh</b>
	Sem/Grade
	Sem/Grade
	Sem/Grade
<b>Wellness</b>	<b>3 sh</b>
	Sem/Grade
<b>Experiential Learning</b>	
EL Competency 1 = SPRT450	
EL Competency 2 = SPRT450	

<b>SPORT ADMINISTRATION MAJOR</b>	<b>60 sh</b>
ACCT110 Financial Accounting (3 sh)	Sem/Grade
SPRT106: Intro to Sport Administration (3 sh) (Meets First Year Seminar Requirement)	Sem/Grade
SPRT208: Intro to Sport & Ex Psych# (3 sh) OR	Sem/Grade
SPRT305: Psychology of Coaching# (3 sh)	
SPRT223: Contemporary Issues in SA (3 sh)	Sem/Grade
SPRT233: Sales, Sponsorship, Fundrais (3 sh)	Sem/Grade
SPRT321: Mngmnt/Leadership of Sport# (3 sh)	Sem/Grade
SPRT323: Sport and Society# (3 sh)	Sem/Grade
SPRT324: Sport Law and Ethics# (3 sh)	Sem/Grade
SPRT332: Sport Marketing Management# (3 sh)	Sem/Grade
SPRT335: Sport Admin & Comm Relat# (3 sh)	Sem/Grade
SPRT337: Governance of Sport# (3 sh)	Sem/Grade
SPRT340: Sport Media Communications# (3 sh)	Sem/Grade
SPRT350: Field Participation# (3 sh)	Sem/Grade
SPRT401: Sport Facility Managmnt/Op # (3 sh)	Sem/Grade
SPRT402: Sport Business Finance# (3 sh)	Sem/Grade
SPRT450: Field Exp in Sport Admin# (12 sh)	Sem/Grade
SPRT465: Organization/Admin of SA# (3 sh)	Sem/Grade

<b>Electives</b>	<b>6sh</b>

<b>Notes</b>
Must have "C" or better in all major required courses # = upper level course
SPRT450: Field Experience in Sport Admin is a credit bearing course to which all tuition and fees apply.

**Accelerated BS in Sport Administration to MS in Sport Science - 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
<b>Credit Total</b>	<b>15</b>

**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
<b>Credit Total</b>	<b>15</b>

**Fall Sophomore (example)**

SPRT208 Intro to Sport & Exercise Psychology	3
<b>OR</b>	
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
<b>Credit Total</b>	<b>15</b>

**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
GE Global Awareness and Citizenship	3
<b>Credit Total</b>	<b>15</b>

**Fall Junior (example)**

SPRT324 Sport Law and Ethics	3
SPRT337 Governance of Sport	3
SPRT335 Sport Media Communication Relation	3
GE Hist/Behavioral/Social Science Inquiry	3
GE Philosophical, Literary and Aesthetic Inquiry	3
Elective	3
<b>Credit Total</b>	<b>18</b>

**Spring Junior (example)**

SPRT340 Sport Media Communication Relations	3
SPRT401 Sport Facility Management and Oper	3
SPRT402 Sport Business Finance	3
SPRT465 Org/Admin of Sport & Athletic Prog	3
GE Oral Communication	3
Elective	3
<b>Credit Total</b>	<b>18</b>

**Summer**

SPRT450 Prof. Field Experience in Sport Admin.	12
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**Graduate Program**

**Fall**

SPRT600: Research Methods in Sport Science	3
SPRT602: Ethics in Sport	3
SPRT621: Financial Management in Sport	3
<b>Credit Total</b>	<b>9</b>

**Spring Freshman**

SPRT601: Sport in American Culture	3
SPRT622: Marketing and Public Relations	3
SPRT623: Legal and Policy Issues	3
<b>Credit Total</b>	<b>9</b>

**Summer 1**

SPRT620: Leadership in Sport Organizations	3
<b>Credit Total</b>	<b>3</b>

**Summer 2**

SPRT Elective	3
<b>Credit Total</b>	<b>3</b>

**Summer Extended**

SPRT624: Advanced Field Experience	6
<b>OR</b>	
SPRT630: Capstone in Sport Science (3 credits) and Elective in Summer 1 or Summer 2 (3 credits)	
<b>Credit Total</b>	<b>6</b>

## Studio Art – Bachelor of Fine Arts

### Specialization in 2-D Art

Effective: Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	
ENGL100: Composition (3 sh)	
WC Competency 1	
WC Competency 2	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh</b>
<b>Critical Thinking</b>	
CT Competency 1	
CT Competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry (at least one lab)</b>	<b>6 sh</b>
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
ART103: Introduction to Art (3 sh)	
Choose Two additional courses from PLA	
One must be Philosophy or Literature	

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b> (at least one with GAC-Historical Foundation)	<b>9 sh</b>
<b>Wellness</b>	<b>3 sh</b>
<b>Experiential Learning</b>	
EL Competency 1	
EL Competency 2	

<b>Electives</b>	<b>6 sh</b>
<b>Total University Requirements</b>	<b>48 sh</b>

<b>Major Area and Cognate Courses</b>	<b>72 sh</b>
VAPA119: First Year Student Seminar	1 sh

<b>Core (3-D) Requirements</b>	<b>37 sh</b>
ART105: Introduction to 3-D Design	3 sh
ART110: Color & 2-Dimensional Design	3 sh
ART112: Drawing 1	3 sh
#ART210: Materials & Techniques	3 sh
#ART217: Electronic (Digital) Art	3 sh
#ART312: Drawing 2	3 sh
#ART325: Printmaking	3 sh
#ART330: Painting	3 sh
#ART335: Sculpture	3 sh
#ART350: Photo <i>or</i> ART318: Digital Photo	3 sh
#ART355: Life Studies	3 sh
#ART440: A.P.E.	3 sh
#ART490: Senior Capstone	1 sh

<b># Art History</b>	<b>9 sh</b>
Select Three Courses from the following:	
ART301: Renaissance & Baroque Art	
ART304: Ancient and Medieval Art	
ART307: Asian Art	
ART401: Modern Art	
ART420: Art Since 1950	
ART430: American Art	

<b># Intermediate &amp; Advanced 2-D Studio</b>	<b>19 sh</b>
Choose from the following:	
#ART425: Special Problems: Printmaking	
#ART425: Special Problems: Painting	
#ART425: Special Problems: Photography	
#ART425: Special Problems: Digital Photography	
#ART425: Special Problems: Life Studies	
ART425s may be repeated up to 9 sh	
#ART499: Independent Studies	

<b>Art Electives</b>	<b>6 sh</b>

<b>Junior Portfolio Review</b>	
Students must pass a portfolio review	
<b>Senior Exhibition (final semester)</b>	

<b>Total Required Courses</b>	<b>120 sh</b>
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**Specialization in 3-D Art**

Effective: Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
<b>Written Communication</b>	
ENGL100: Composition (3 sh)	
WC Competency 1	
WC Competency 2	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh</b>
<b>Critical Thinking</b>	
CT Competency 1	
CT Competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry (at least one lab)</b>	<b>6 sh</b>
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
ART103: Introduction to Art (3 sh)	
Choose Two additional Courses from PLA	
One must be Philosophy or Literature	

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b> (at least one with GAC-Historical Foundation)	<b>9 sh</b>
<b>Wellness</b>	<b>3 sh</b>
<b>Experiential Learning</b>	
EL Competency 1	
EL Competency 2	

<b>Electives</b>	<b>6 sh</b>
<b>Total University Requirements</b>	<b>48 sh</b>

<b>Major Area and Cognate Courses</b>	<b>72 sh</b>
VAPA119: First Year Student Seminar	1 sh

<b>Core (3-D) Requirements</b>	<b>37 sh</b>
ART105: Introduction to 3-D Design	3 sh
ART110: Color & 2-Dimensional Design	3 sh
ART112: Drawing 1	3 sh
#ART210: Materials & Techniques	3 sh
#ART217: Electronic (Digital) Art	3 sh
#ART312: Drawing 2	3 sh
#ART325: Printmaking	3 sh
#ART330: Painting	3 sh
#AR 335: Sculpture	3 sh
#ART350: Photo <i>or</i> ART318: Digital Photo	3 sh
#ART355: Life Studies	3 sh
#ART440: A.P.E.	3 sh
#ART490: Senior Capstone	1 sh

<b>#Art History</b>	<b>9 sh</b>
Select Three Courses from the following:	
ART301: Renaissance & Baroque Art	
ART304: Ancient and Medieval Art	
ART307: Asian Art	
ART401: Modern Art	
ART420: Art Since 1950	
ART430: American Art	

<b>Intermediate &amp; Advanced 3-D Studio</b>	<b>19 sh</b>
Choose from the following:	
#ART305: Pottery	
#ART315: Ceramics	
#ART425: Special Problems: Sculpture	
#ART425: Special Problems: Pottery	
#ART425: Special Problems: Ceramics	
ART425s may be repeated up to 9 sh	
#ART499: Independent Studies	

<b>Art Electives</b>	<b>6 sh</b>

<b>Junior Portfolio Review</b>	
Students must pass a portfolio review	

<b>Senior Exhibition (final semester)</b>	
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<b>Total Required Courses</b>	<b>120 sh</b>
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## Studio Art: Graphic and OnLine Design – Bachelor of Fine Arts

Effective: Fall 2016

<b>Intellectual Foundation</b>	<b>9 sh</b>
ENGL100: Composition (3 sh)	
WC Competency 1	
WC Competency 2	
<b>Oral Communication</b>	<b>3 sh</b>
<b>Mathematical and Computational Thinking</b>	<b>3 sh</b>
<b>Critical Thinking</b>	
CT Competency 1	
CT Competency 2	

<b>Knowledge and Inquiry</b>	<b>21 sh</b>
<b>Natural Science Inquiry (at least one lab)</b>	<b>6 sh</b>
<b>Historical, Behavioral, and Social Science Inquiry</b>	<b>6 sh</b>
<b>Philosophical, Literary, and Aesthetic Inquiry</b>	<b>9 sh</b>
ART103: Introduction to Art (3 sh)	
Choose Two additional Courses from PLA	
One must be Philosophy or Literature	

<b>Personal and Social Responsibility</b>	<b>12 sh</b>
<b>Global Awareness and Citizenship</b> (at least one with GAC-Historical Foundation)	<b>9 sh</b>
<b>Wellness</b>	<b>3 sh</b>
<b>Experiential Learning</b>	
EL Competency 1	
EL Competency 2	

<b>Electives</b>	<b>6 sh</b>
<b>Total University Requirements</b>	<b>48 sh</b>

<b>Major Area and Cognate Courses</b>	<b>72 sh</b>
VAPA119: First Year Student Seminar	1 sh

<b>Core (Gold) Requirements</b>	<b>40 sh</b>
ART105: Introduction to 3-D Design	3 sh
ART110: Color & 2-Dimensional Design	3 sh
ART112: Drawing 1	3 sh
#ART200: Visual Thinking	3 sh
#ART211: Typography	3 sh
#ART217: Electronic (Digital) Art	3 sh
#ART227: History of Graphic Design	3 sh
#ART308 Online Design	3 sh
#ART312: Drawing II	3 sh
#ART342: Print Design	3 sh
#ART350: Photo <i>or</i> ART318: Digital Photo	3 sh
#ART411: Animation	3 sh
#ART440: A.P.E	3 sh
#ART490: Senior Capstone	1 sh

<b>#Art History</b>	<b>6 sh</b>
Select Two Courses from the following:	
ART301: Renaissance & Baroque Art	
ART304: Ancient and Medieval Art	
ART307: Asian Art	
ART401: Modern Art	
ART420: Art Since 1950	
ART430: American Art	

<b>Intermediate &amp; Advanced GOLD</b>	<b>19 sh</b>
Choose from the following:	
*#ART369: Internship	
#ART425: Special Problems: Electronic Art	
#ART425: Special Problems: Animation	
#ART425: Special Problems: Digital Photo	
*#ART425: Special Problems: Online Design	
*#ART425: Special Problems: Print Design	
*#ART425: Special Problems: Typography	
ART425s may be repeated up to 9 sh	
*May repeat Select Individual courses up to 9 sh	
#ART499: Independent Study	

<b>Art Electives</b>	<b>6 sh</b>
<b>Junior Portfolio Review</b>	
<b>Senior Exhibition (final semester)</b>	

<b>Total Required Courses</b>	<b>120 sh</b>
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**Sustainability Studies - Associates of Arts**

Effective: Fall 2014

Intellectual Foundation 9 sh	
Written Communication 3 sh	
Oral Communication 3 sh	
Mathematical and Computational Thinking 3 sh	
Critical Thinking	
CT Competency 1	

Knowledge and Inquiry 12 sh	
Natural Science Inquiry (Lab) 3 sh	
Historical, Behav., & Social Science Inquiry 6 sh	
Philosophical, Literary, & Aesthetic Inquiry 3 sh	

Personal and Social Responsibility 9 sh	
Global Awareness and Citizenship 6 sh	
Historical Foundation course	
Wellness 3 sh	

<b>Sustainability Studies Courses 30 sh</b>	
ENVT101: Intro. to Environmental Studies 3 sh	
ENVT328: Environmental Studies LA Sem 3 sh	
ENVT450: Environmental Studies Capstone 3 sh	
CRJS220: Intro. to Conservation Law 3 sh	
CRJS309: Environmental Justice 3 sh	
ECON101: Principles of Economics 3 sh	
SOCW102: Introduction to Social Work 3 sh	
SOCI101: Introduction to Sociology 3 sh	
MANG105: Introduction to Business (if freshman) or MANG315: Management Concepts & Strategies (if sophomore) 3 sh	
PHIL102: Ethics 3 sh	

**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  
SOCI101 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

## **REQUIREMENTS FOR MINORS**

<http://www.lockhaven.edu/academics/programs.html>

*Start on next page*

## Anthropology - Minor

### Purpose of Minor:

To fulfill the need of students who wish to add an Anthropological perspective to their existing major and enhance their existing qualifications for employment in the field of human services.

### Requirements for a Minor in Anthropology:

A minor in Anthropology is required to take 18 semester hours in Anthropology.

### Required Core Courses (6 sh)

ANTH101 Introduction to Anthropology	3 sh
ANTH102 Cultural Anthropology	3 sh

### Electives (12 sh) Chosen From

ANTH323 Cultures of North American Indians	3 sh
ANTH328 Seminar on Anthropology of Women	3 sh
ANTH330 Japanese Culture and Society	3 sh
ANTH422 Anthropology of Latin America	3 sh
ANTH424 Anthropology of the Middle East	3 sh
ANTH499 Independent Study	

**Total Semester Hours: 18 sh**

## Applied Computer Science and Information Systems - Minor

This minor provides students in other fields of study with a solid foundation in computer programming and information systems applications. The minor is designed to assist students in gaining employment and coping with the rapid changes in technology that are affecting and will continue to affect their personal and professional lives.

### Requirements (12 s.h.)

COMP150	Introduction to Computers	3 s.h.
COMP160	Programming I	3 s.h.
COMP200	Fundamentals of Networking	3 s.h.
COMP255	Database Design	3 s.h.

### Minor Electives (Select 3 courses/9 s.h.)

Select from the list below or any COMP 300 or above

#### Acceptable Minor Electives numbered below 300:

COMP202	Introduction to Systems Administration	3 s.h.
COMP205	Web-Based Application Development	3 s.h.
COMP240	Game Programming	3 s.h.
COMP230	Discrete Structures and Formal Languages	3 s.h.
COMP260	Information Technology Project Management	3 s.h.

Total required semester hours: 21 s.h.

## Aquatics - Minor

(18 Credits)

### REQUIRED CORE COURSES (11 Credits)

SPRT106	Introduction to Sport Administration	3
HPED222	Lifeguarding Instructor (LGI)	1
HPED225	Swimming/Lifeguard Training (LGT)	1
HPED228	Aquacise	.5
HPED230	Synchronized Swimming	.5
HPED234	Water Safety Instructor (WSI)	1
HPED350	Advanced Techniques/Coaching Swimming and Diving	2
HPED351	Management of Aquatic Programs/Facilities	2

### SUPPORT COURSES (Elect 7 Credits)

HLTH301	CPR and Emergency Care	3
HPED260	Practices and Principles of Conditioning	1
SPRT305	Psychology of Coaching	3
SPRT323	Sport and Society	3
PSYC201	Educational Psychology	3
PSYC235	Interpersonal skills	3
RECR202	Outdoor Recreation Activities	3

Approved by UCC: February 15, 2008

Revised 7/11

**Art History - Minor**

(21-24 s.h.)

**List I:**

One course (3 s.h.) of the following:

ART 102	Fundamentals of Art
ART 103	Introduction to Art

**List II:**

Five courses (15 s.h.) of the following:

ART227	History of Graphic Design
ART 301	Renaissance through Baroque Art
ART 304	Ancient through Medieval Art
ART 307	Asian Art
ART 401	History of Modern Art
ART 420	Art Since 1950
ART 430	American Art
PHIL 307	The Philosophy of Art
ART 499	Independent Study and Research in a selected topic of Art History. Available to students who have completed 12 s.h. of the requirements in List II.

**List III:**

Studio courses (3 to 6 s.h.):

Must take one, but no more than two, studio course(s) scheduled for six hours a week for 3 s.h. credits (3 to 6 s.h.)

Updated 7/06



### Biology- Minor

(A) BIOL106 & BIOL107	Students choosing to minor in biological sciences <b>must complete</b> BIOL106: Principles of Biology I and BIOL107: Principles of Biology II with a C average.	6 credits
(B) BIOL Core	<p>Students then must take <b>one course from the following:</b></p> <p>BIOL202: Genetics* OR BIOL225: Human Genetics*            (*Prerequisite: CHEM120: Principles of Chemistry I; Corequisite: CHEM121: Principles of Chemistry II).</p> <p>BIOL206: Botany            BIOL240: Zoology</p>	3 credits
(C) Additional BIOL Courses	<p>Students then choose <b>4 BIOL courses</b> based on their specific interests.</p> <p>Courses can include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> BIOL202: Genetics/BIOL225: Human Genetics**</li> <li><input type="checkbox"/> BIOL206: Botany</li> <li><input type="checkbox"/> BIOL240: Zoology</li> </ul> <p>**May not count both BIOL202 and BIOL225 towards the minor.</p> <p>At least 2 of these courses must be 300 or 400 level (Please pay attention to BIOL courses with particular prerequisites.)</p> <p>Credit for BIOL499: Independent Study or BIOL369: Internship may be approved by the Department Chair on a case by case basis.</p>	12 credits

**21 credits**

#### CHECK LIST

Required Courses		Semester/Year	Grade
	BIOL106: Principles of Biology I		
	BIOL107: Principles of Biology II		
<b>Biology Core</b>			
<b>Biology Electives</b>			
300/400			
300/400			

**Business - Minor**

Baccalaureate degree students may wish to enhance their major program of study with knowledge of the basic principles of business. A Minor in Business will provide these students with a general overview of fundamental business concepts and terminology and an introduction to professional business skills. This knowledge may be applied to careers in industry, government or professional occupations, as well as to entrepreneurial endeavors.

*(NOTE: Due to prerequisites within the Business minor, students should plan at least three semesters in advance of graduation to complete the minor requirements. The Business minor is not available for Business Administration, Accounting, or Computer Information Science majors.)*

**Requirements (15 semester hours total)**

- |   |      |      |
|---|------|------|
| • ACCT110 Financial Accounting  | 3 sh |      |
| • ECON101 Principles of Economics   | 3 sh |      |
| • MANG315 Management: Concepts and Strategies   | 3 sh |      |
| • Another upper level Management course from among: MANG317, MANG320, MANG325, MANG425, MANG400, or MANG430 |      | 3 sh |
| • MRKT200   | 3 sh |      |

**Electives (6 semester hours total)**

Select two courses from among the following -

- |  |      |  |
|--|------|--|
| • ACCT115 Management Accounting  | 3 sh |  |
| • ACCT210 Introduction to Federal Income Tax   | 3 sh |  |
| • COMP250 Advanced Microcomputer Applications  | 3 sh |  |
| • ENGL345 Business Writing   | 3 sh |  |
| • PHIL425 Ethics in Business and Industry  | 3 sh |  |
| • MANG302 Business Law I   | 3 sh |  |
| • PSYC235 Interpersonal and Leadership Skills  | 3 sh |  |
| • COMM320 Business Communications  | 3 sh |  |
| • OR... Any upper division (300 or 400 level) course designated MANG and/or MRKT, except MANG475 (which is not open to students pursuing a business minor) |      |  |

<b>TOTAL</b>		<b>21 sh</b>
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## Chemistry - Minor

Effective: Fall 2017

### Required Courses

	<b>20 Credits</b>
CHEM120: Principles of Chemistry I	4
CHEM121: Principles of Chemistry II	4
CHEM220: Organic Chemistry I	4
CHEM221: Organic Chemistry II	4
CHEM316: Quantitative Analysis	4

### Elective Courses

Choose from 300 and 400-level chemistry courses\*

\*Excluding CHEM328 and CHEM369

**4 Credits**

**Total 24 Credits**

### Coaching - Minor

SPRT305	Psychology of Coaching	3
SPRT323	Sport and Society	3
SPRT106	Introduction to Sport Administration	3
HPED---	Advanced Techniques/Coaching (any)	3
HLTH301	CPR and Emergency Care	3
<b>SUPPORT COURSES (Elect 6 Credits)</b>		
HLTH310	CPR and First Aid Instructor Training <b>OR</b>	2
HPED222	Lifeguard Instructor	1
HLTH016	Strength Training	1
HLTH336/320	Teaching Drug Education/Drug Education	3
HLTH341/470	Teaching Human Sexuality/Sex Education	3
HLTH202	Care and Prevention of Athletic Injuries	3
HPED---	Advanced Techniques/Coaching (any not taken in core)	1-
HPED302	Motor Learning Applied to Physical Education	2
PSYC201	Educational Psychology	3
PSYC235	Interpersonal Skills	3

Revised 7/2011

## Community Health - Minor

The **Community Health Minor** in the Department of Health Science is designed to provide students with the skills and tools to identify community health needs; utilize problem solving abilities; and mobilize resources to develop, promote, implement, evaluate and facilitate strategies to improve health status. The **Community Health Minor** will help students develop skills in identifying the behavioral and environmental causes of community health concerns; facilitating community organizing and outreach efforts; identifying and writing appropriate grant funding proposals; and understanding and responding to data driven statistics concerning current and future health status. The **Community Health Minor** serves as a foundation for students seeking certification as a Certified Health Education Specialist (CHES). The minor, however, does not fulfill all requirements for the certification exam. Please see information regarding certification eligibility on the following page.

### **Required Courses: 12 semester hours**

HLTH204 Foundations of School and Community Health	3.0 sh
HLTH350 Health Program Planning	3.0 sh
HLTH402 Evaluation in Health Education & Promotion Programs	3.0 sh
HLTH410 Community Health Organization Management	3.0 sh

### **Elective Courses: Select at least 6 semester hours from this list.**

HLTH140 Introduction to Public Health	3.0 sh
HLTH214 Planning and Assessment in School Health Education	2.0 sh
HLTH218 Public Health & the Environment	3.0 sh
HLTH235 Community Health Education Methods and Strategies	3.0 sh
HLTH240 Introduction to Epidemiology	3.0 sh
HLTH307 Cultural Aspects of Health	3.0 sh
HLTH330 School Health Programs	2.0 sh
HLTH401 Current Issues in Health	3.0 sh
HLTH485 Field Experience in Health Science  <i>Must be in a Community Health setting and the site supervisor at your site must hold a degree in the field (or closely related) aligned with your academic aspirations (MCHES/CHES preferred).</i>	varies

**Total (minimum): 18 semester hours**

## Certified Health Education Specialist (CHES) Certification Eligibility Information

Individuals completing at least 25 semester hours of course work with specific preparation addressing the Area of Responsibility for Health Educators (see below) are eligible to sit for the Certified Health Education Specialist (CHES) exam.

Health educators are professionals who design, conduct and evaluate activities that help improve the health of all people. These activities can take place in a variety of settings that include schools, communities, health care facilities, businesses, universities and government agencies.

Health educators are employed under a range of job titles such as patient educators, health education teachers, health coaches, community organizers, public health educators, and health program managers. Certified Health Education Specialists (CHES) are those who have met the standards of competence established by the National Commission for Health Education Credentialing Inc. (NCHEC) and have successfully passed the CHES examination. The CHES designation after a health educator's name is one indication of professional competency and commitment to continued professional development.

Source: National Commission for Health Education Credentialing, Inc. <http://www.nchec.org>

### Areas of Responsibility for Health Educators

- ☐ Assess individual and community needs for health education
- ☐ Plan effective health education strategies, interventions, and programs
- ☐ Implement health education strategies, interventions, and programs
- ☐ Conduct evaluation and research related to health education
- ☐ Administer health education strategies, interventions, and programs
- ☐ Serve as a health education resource person
- ☐ Communicate and advocate for health and health education

For a complete listing of the Responsibilities and Competencies visit The National Commission for Health Education Credentialing, Inc. @ <http://www.nchec.org>

### For those planning to take the CHES examination:

In addition to the required coursework for the minor, we recommend the following courses be included in the 25 semester hours required to sit for the CHES exam:

- ☐ HLTH235 Community Health Education Methods and Strategies
- ☐ HLTH240 Introduction to Epidemiology
- ☐ HLTH307 Cultural Aspects of Health

## Economics - Minor

Baccalaureate degree students may wish to enhance their major program of study with knowledge of basic and advanced courses in economics.

### Requirements (9 semester hours)

ECON 101 – Principles of Economics	3 s.h.
ECON 310 – Intermediate Macroeconomics	3 s.h.
ECON 315 – Intermediate Microeconomics	3 s.h.

### Electives (9 semester hours)

Nine additional semester hours in economics courses at the 300 level or above, excluding internships	9 s.h.
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Total	18 s.h.
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**English - Minor**

Electives	Course Number/Name	s.h.	Date Completed	Grade
18 credits of either 200-, 300-, and 400-level literature courses or 200-, 300-, and 400-level writing courses. ***Note: These 18 credits can be all literature, all writing, or a mixture of the two.		3		
		3		
		3		
		3		
		3		
		3		
	Total Minor S.H.		18	



**Environmental Studies – Minor**  
**Effective: Fall 2017**

<b>1. Required Core Courses</b>	<b>6 sh</b>
ENVT101 Intro to Environmental Studies (3 sh)	
ENVT450 Environmental Studies Capstone (3 sh)	
<b>2. Sciences Content Area: One course (3 sh) from the following:</b>	<b>3 sh</b>
BIOL102 Environmental Science BIOL108 Field Natural History BIOL309 Ecology BIOL405 Field Ecology BIOL415 Environmental Policy and Regulations CHEM101 Chemistry in the Environment GEOS130 Principles of Geology GEOS135 Geology of National Parks GEOS140 Sustainability Science GEOS215 Environmental Geology GEOS360 Hydrogeology GEOS361 Aqueous Environmental Geochemistry GEOS420 Geology of Energy & Mineral Resources GEOS451 Coastal Environmental Oceanography BIOL/GEOS213 Introduction to GIS HONR115 Honors: Earth Resources & Environment PHYS101 Matter & Energy ENVT or science 328 seminars, topics courses, or independent studies when the topic is environmental (must be approved by the Director of Environmental Studies)	
<b>3. Humanities &amp; Social Sciences Content Area: One course (3 sh) from the following:</b>	<b>3 sh</b>
COMM355 Environmental Journalism CRJS220 Introduction to Conservation Law Enforcement CRJS309 Environmental Justice ECON301 Economics of the Environment GEOG305 Conservation of Natural Resources HIST324 Environmental History of Asia HLTH218 Public Health and the Environment MANG345 Strategic Sustainability for Entrepreneurs PHIL400 Ethics and the Environment RECR202 Outdoor Recreation Activities RECR320 Interpreting the Environment RECR355 Outdoor Recreation RECR356 Outdoor Education SOCI351 Urban-Rural Sociology ENVT, humanities, or social science 328 seminars, topics courses, or independent studies when the topic is environmental (must be approved by the Director of Environmental Studies)	
<b>4. Environmental Studies Electives: Two courses (6 sh) from either #2 or #3 above.</b>	<b>6 sh</b>
<b>Notes:</b> <ul style="list-style-type: none"> <li>• At least 2 courses (6 sh) of the minor must be numbered 300-level or above.</li> <li>• Some courses have prerequisites but the instructor might be willing to waive them for Environmental Studies minors.</li> </ul>	

**Total Credits: 18**

## **French - Minor**

A minor in French increases the marketability of students working towards any other degrees. It provides a global frame of reference and preparation for future work with international colleagues and in global corporations. It also greatly enhances students' applications to graduate schools.

- A minor in French consists of 18 credits of coursework
- FREN 201 (French 3) and FREN 202 (French 4) can be counted towards the minor.
- At least 12 credits must be beyond FREN 202 (French 4).
- All courses must be taught in the target language.
- There are no specific required courses.
- All courses can be taken at Lock Haven University or students may choose to take up to 15 credits abroad.
- At least 3 credits beyond FREN 202 (French 4) must be completed at Lock Haven University.

## Geography - Minor

### **Required Courses (6 sh):**

GEOG100: Physical Geography (3sh)

GEOG101: World Regional Geography (3sh)

### **Elective Courses:**

- It is recommended that students complete GEOG100 and GEOG101 prior to enrolling in elective courses.

### **Select any four of the following courses (12 sh):**

GEOG212: Geography of the Developing World (3sh)

GEOG213: Introduction to Geographic Information Systems (3sh)

GEOG305: Conservation of Natural Resources (3sh)

GEOG315: Political Geography (3sh)

GEOG328: Social Science Seminar (3sh)

GEOG440: Economic Geography (3sh)

GEOG445: Geography of Latin America (3sh)

GEOG499: Independent Study (3sh)

**Geology - Minor**

GEOS130 Principles of Geology I	3 SH
GEOS131 Principles of Geology II	3 SH
GEOS260 Geology Field Trip	1 SH
Remaining hours will have to be chosen from the following list, of which at least 6 SH will have to include GEOS 300+ level courses.	
GEOS120 Oceanography	3 SH
GEOS213 Introduction to GIS	3 SH
GEOS215 Environmental Geology	3 SH
GEOS230 Geomorphology	3 SH
GEOS301 Invertebrate Paleontology	3 SH
GEOS305 Mineralogy and Petrology	4 SH
GEOS315 Sedimentology	3 SH
GEOS360 Hydrogeology	4 SH
GEOS361 Aq. Environ. Geochem.	3 SH
GEOS415 Stratigraphy	3 SH
GEOS420 Geology of Energy & Min. Res.	4 SH
GEOS430 Structural Geology	4 SH
GEOS450 Tectonics & Geophysics	4 SH
2 additional SH of Geology Field Trip are <i>recommended from the following</i> :	
GEOS260 Geology Field Trip	1 SH

## History - Minor

### All students other than secondary education majors:

- 18 semester hours ( 6 semester hours at 300-400 level)
- No more than six semester hours from the following:

HIST 150 – American History ( 3 s.h.)  
HIST 201 – History of the US I (3 s.h.)  
HIST202 -- History of the US II (3 s.h.)

### Secondary Education Majors

- 6 semester hours 300-level in addition to major requirements

Liberal Arts Seminars (based on discipline of History) may count toward the minor based on a determination by the Department chairperson.

## **International Studies - Minor**

### **Rationale.**

The International Studies minor aims to encourage students to develop a more global perspective on the problems and issues facing themselves, the country, and the world. This can be accomplished through the examination of the history, culture, arts, literatures, languages, politics, philosophies, religions, geography, anthropology, economics, and/or social patterns of particular foreign countries or regions. While this aim can be furthered through course work here in Lock Haven, it can be better and more fully achieved through such course work taken in other countries as part of an approved Lock Haven University semester-long student exchange program.

### **Requirements. 18 semester hours consisting of:**

- A. Not more than 12 semester hours of approved Lock Haven University semester abroad exchange program courses dealing with the history, culture, arts, literature, languages, politics, philosophies, religions, geography, anthropology, economics, and/or social patterns of the country or region of the exchange program.
- B. Not fewer than 6 semester hours of advanced-level (300+) non-US courses in anthropology, art, music, literature, history, geography, political science, sociology or economics, OR courses beyond Level IV in a foreign language.

## Latin American Studies - Minor

Students may be granted a minor in Latin American Studies with 18 sh of work selected from the following courses.

Choose 3 sh from:

ANTH422 Anthropology in Latin America	3 sh
GEOG445 Geography of Latin America	3 sh

Choose 9 sh from:

POLI320 Latin American Politics	3 sh
HIST361 The Transatlantic Diaspora	3 sh
HIST367 Colonial Latin American History	3 sh
HIST377 Modern Latin American History	3 sh
HIST375 History of Mexico and Central America	3 sh

Choose 6 sh from:

SPAN204 Latin American Culture	3 sh
SPAN308 Intro to Spanish American Literature	3 sh
SPAN322 Spanish American Regional Novel and Short Story	3 sh
SPAN323 Spanish American Contemporary Novel and Short Story	3 sh

## Leadership - Minor

**Mission of the Minor:** The leadership minor seeks to prepare future leaders by acquainting them with the current theories and findings in leadership studies, assisting them in gaining a set of competencies which research suggests are held by effective leaders, and giving them experiential opportunities to apply their leadership knowledge and skills.

### Competencies:

- Knowledge of leadership theory and research
- Effective communication through writing and speaking
- Assertive persuasion and motivation skills using specific media
- Conflict management through integrative bargaining and mediation
- Self-leadership in setting and achieving personal goals
- Empathic listening skill
- Application of leadership knowledge and skills
- Project management and leadership skills
- Small group skills
- Coaching and mentoring skills
- Skill in ethical reasoning
- Team leadership and team building effectiveness
- Specific leadership position skills (job analysis, planning, etc.)

**Program of Study:** Students complete 6 courses totaling 18 credits, acquire at least six leadership competencies (as evidenced by their electronic portfolio artifacts and instructor rubric evaluations), and show evidence of the application of leadership skills in projects through service learning, campus leadership positions, or internship work. They present an electronic portfolio of their work as an assessment of their minor learning.

**Required Courses: Students must take PSYC235, then either PSYC313 or 328.**

- PSYC235 Interpersonal and Leadership Skills (**required**)
- PSYC313 Industrial and Organizational Psychology
- PSYC328 Issues in Contemporary Leadership

**Elective Skills Courses:** Students complete twelve credits from the courses listed below or courses approved by the Leadership Studies Committee in consultation with the Minor Adviser. Selected courses must span at least two different disciplines.

- POLI260 Introduction to Public Administration
- MILS404 Developing Adaptive Leaders
- COMM102 Fundamentals of Public Speaking
- COMM103 Small Group Communication
- COMM104 Interpersonal Communication
- COMM303 Argumentation and Debate
- COMM333 Public Relations
- COMM300 Business Communication
- COMM375 Persuasion
- COMM491 Propaganda and Public Opinion
- ENGL201 Advanced Composition (but not also 258)
- ENGL258 Business Writing (but not also 201)
- RECR203 Teambuilding and Challenge Courses
- PSYC470 Counseling Skills
- PHIL425 Ethics in Business and Industry (but not also 102)
- PHIL102 Ethics (but not also 425)
- PSYC313 Industrial-Organizational Psychology (if not taken as a core course)
- PSYC328 Issues in Contemporary Leadership (if not taken as a core course)
- Any leadership skill course approved by the Minor Steering Committee

### Electronic Portfolio Contents

1. Resume and personal mission statement.
2. At least six essays, case studies, client reports, internship reports, or other evidences of leadership skill attainment.
3. In addition to the service requirement for PSYC235, the student should submit evidence of leadership experience and achievements in one or more of the following areas where leadership can be studied and/or enacted: Service learning, student government, student life, sports, or internships.

**International Leadership Focus:** Students are encouraged to satisfy requirements in the minor by taking courses from LHUP's sister schools around the world. They may also accomplish an internship overseas with an international organization or while working on projects with organizations associated with our sister schools in various locations.



## Mathematics - Minor

A student may wish to enhance his/her skills in the quantitative aspects of a chosen major. A minor in Mathematics can be selected to assist the student in accomplishing that goal.

MATH141 Calculus 1	3 sh
MATH142 Calculus 2	3 sh
MATH243 Calculus 3	3 sh
MATH211 Linear Methods OR MATH311 Elements of Linear Algebra	3 sh
Electives (two 300 or 400 level MATH courses other than MATH311)	<u>6 sh</u>
Total	18 sh

## Middle School Mathematics - Minor

### Required Courses (9 sh)

MATH102 Number Systems 3 sh

MATH115 Statistics and Geometry 3 sh

MATH107 Basic Statistics 3 sh

### Option (9 sh from one of the options below)

#### Option 1:

MATH112 Intermediate Algebra 3 sh

MATH113 Precalculus 3 sh

MATH141 Calculus 1 3 sh

#### Option 2:

MATH113 Precalculus 3 sh

MATH141 Calculus 1 3 sh

MATH142 or any 200 or 300 level MATH course of student's choice 3 sh

#### Option 3:

MATH141 Calculus 1 3 sh

MATH142 or any 200 or 300 level MATH course of student's choice 3 sh

Another 200 or 300 level MATH course of student's choice 3 sh

### **Music - Minor**

Students may complete an 18 sh minor in music. Interested persons should consult the chairperson of the Music Department for further information.

## Nanotechnology - Minor

The Nanotechnology Minor is open to students who have met the following prerequisites.

1. (PHYS130 and PHYS131) or (PHYS170 and PHYS171)
2. CHEM120 and CHEM121
3. PHAP100

Most students currently majoring in Biology, Biology/Chemistry, Chemistry, Cooperative Engineering, Physics and Health Sciences would satisfy this precondition.

In addition to the 6 credits at Lock Haven University, this minor requires a summer to be spent in the Nanofabrication facility at Penn State University, taking 18 credits cross listed with LHUP, learning the techniques and instrumentation in a hands-on industrial/research setting.

### Required Courses: PSU

PHAP201- Materials, Safety and Equipment Overview for Nanofabrication	3 sh
PHAP202- Basic Nanofabrication Process	3 sh
PHAP203- Thin Films in Nanofabrication	3 sh
PHAP204- Advanced Lithography and Dielectrics for Nanofabrication	3 sh
PHAP205- Materials Modification in Nanofabrication	3 sh
PHAP206- Characterization, Packaging, and Testing of Nanofabricated Structures	3 sh
<u>LHU</u>	
PHAP300 Thin Film Science and Technology	4 sh
PHAP431 Advanced Applied Physics Laboratory	<u>2 sh</u>
<b>Total</b>	<b>24 sh</b>

## **Philosophy - Minor**

A minor in philosophy consists of six courses (18 semester hours) distributed as follows. Required Courses (12.0 sh)

PHIL102 Ethics

PHIL201 Classical Philosophy

PHIL110 Critical Thinking OR PHIL308 Logic

PHIL328 Humanities Seminar

Electives (6.0 sh)

Students must take at least one 300 or 400 level course as one elective. The other elective can be satisfied by any philosophy course, including PHIL101 Problems in Philosophy.

## Physics - Minor

### Required Courses (12.0 sh)

PHYS170 Intermediate General Physics	4 sh
PHYS171 Intermediate General Physics I	4 sh
PHYS315 Modern Physics	4 sh

An additional 9 sh in physics (PHYS) or applied physics (PHAP) must be taken, with 6 of the 9 sh being 300+ level courses. Courses chosen from list below:

PHYS250 Heat	3 sh
PHYS290 Electronics	4 sh
PHYS325 Optics	4 sh
PHYS330 Mechanics I	3 sh
PHYS331 Mechanics II	3 sh
PHYS350 Quantum Mechanics	3 sh
PHYS370 Electricity and Magnetism I	3 sh
PHYS371 Electrodynamics	3 <u>sh</u>
PHAP300 Thin Film Science and Technology	<u>3 sh</u>
Total	21 sh

**Political Science - Minor**

**Required Courses (6 semester hours total):**

POLI105	American National Government and	3 sh	_____
POLI101	Political Science <b>OR</b>	3 sh	_____
POLI107	World Politics	3 sh	_____

**Choose one (3 sh total):**

POLI210	State and Local Government	3 sh	_____
POLI250	United States Foreign Policy	3 sh	_____
POLI260	Introduction to Public Administration	3 sh	_____

**Choose three 300 or 400 level Political Science courses (9 sh total):**

**Total**                      **18 semester hours**

## PreK-4/Early Childhood Education - Minor

This minor is intended to provide students with a second area of expertise, but does not lead to ECE Certification.

### **Lower Division Course Work** **9 sh**

ECED100 Introduction to Early Childhood Education 3 sh

ECED200 Observing and Assessing Young Children 3 sh

ECED212 Language Development 3 sh

### **Upper Division Course Work** **6 sh**

ECED331 Planning and Administering ECE Programs 3 sh

ECED332 Developing Creative Expression 3 sh

### **Elective Course Work** (select 1) **3 sh**

ECED150 Diversity in the Development of Infants/Toddlers/Young Children

ECED220 Emerging Mathematics

ECED225 Beginning Literacy

ECED230 Professional Communication and Family  
Collaboration

ECED325 Assessment and Evaluation in ECE



## Psychology – Minor

Psychology is a broad field and complements several majors, including health science, criminal justice, and social work. It is also a very practical field and highly valued by potential employers because it provides students (potential employees) with the ability to find needed information (research skills), the ability to think critically about different options (critical thinking skills), and the ability to consider differing perspectives (critical thinking and diversity skills).

The psychology minor requires 18 credit hours – or 6 courses – to complete.

### Required Courses (6 credit hours)

1. PSYC100 – Introduction to Psychological Science
2. PSYC202 – Research Methods in Psychology (Prerequisite of PSYC100)

### Additional Courses (12 credit hours)

1. Six credit hours (usually 2 courses) at the 300 or 400 level. Some examples of classes that meet this are:
  - a. PSYC307 - Abnormal Psychology (prereq. of 6 hours taken in PSYC, including PSYC100)
  - b. PSYC308 - Psychology of Personality (prereq. of 6 hours taken in PSYC, including PSYC100)
  - c. PSYC315 – Health Psychology (prereq. of PSYC100 and PSYC215, PSYC410, or HLTH251)
  - d. PSYC322 – Drugs and Human Behavior (prereq. of PSYC100 and BIOL101 or HLTH251)
  - e. PSYC328 – Social Science Seminar (prereq. of 60 semester hours completed)
  - f. PSYC425 – Psychology of Women
2. Six credit hours (usually 2 courses) at any level of psychology. Some examples of classes that meet this are:
  - a. PSYC102 – Child Development
  - b. PSYC103 – Adolescent Development
  - c. PSYC201 – Educational Psychology (prereq. of PSYC102 or PSYC103)
  - d. PSYC212 – Forensic Psychology (prereq. of PSYC100)
  - e. PSYC235 – Interpersonal and Leadership Skills (prereq. of PSYC100)

To declare a minor complete the “Change of Major and Declare Academic Minor” form with the Psychology Department Chairperson. The form is on MyHaven and can be found by clicking the Registrar tab, then choosing Forms from the left side bar.

During the semester that you are completing the requirements for the minor (or when you apply for graduation), you must also complete the “Verification of Minor” form with the Psychology Department Chairperson. The form is on MyHaven and can be found by clicking the Registrar tab, then choosing Forms from the left side bar.

## Recreation Management - Minor

### Purpose

A minor in Recreation Management is intended to provide students with a foundation in the discipline and to acquire skills for providing recreation services. The required 18 credits of coursework will provide basic knowledge in an additional field of study.

### Requirements

Twelve credits from the core courses listed below and six credits from 300 or 400 level courses in fitness management, outdoor management, or leisure/commercial are required to obtain a minor in Recreation Management.

### Core Courses (12 credits)

RECR105 Leisure, Wellness and Personal Lifestyle	3.0 sh
RECR110 Introduction to Recreation	3.0 sh
RECR244 Recreation Leadership and Supervision	3.0 sh
RECR275 Recreation Services for People with Disabilities	3.0 sh

### Track-Specific Courses (6 credits)

The university stipulates that a minor include at least six semester hours of upper division (300 level or higher) courses. In accordance with this policy, students who minor in Recreation Management have the flexibility to select six credits of coursework at the 300 or 400 levels in the fitness, outdoor, therapeutic, or leisure/commercial tracks. Selection of these courses is based on the goals and objectives of the individual student. Advisement from faculty in the recreation degree program is recommended.

### Additional Information

Students seeking more information concerning this minor should contact the chairperson of the Recreation Management Department.

## Sociology - Minor

### Required Core Courses (9 sh total):

SOCI101 Introduction to Sociology	3 sh
SOCI352 Sociological Theory	3 sh
SOCI404 Sociological Research	3 sh

### Electives (9 sh total)

SOCI203 Social Problems	3 sh
SOCI205 Racial and Ethnic Minority Relations	3 sh
SOCI206 Marriage and Family	3 sh
SOCI301 Juvenile Delinquency	3 sh
SOCI302 Criminology	3 sh
SOCI328 Social Science Seminar	3 sh
SOCI330 Japanese Culture and Society	3 sh
Patterns	3 sh
	3 sh SOCI351 Urban-Rural
	3 sh SOCI353 Social Institutions
	3 sh SOCI354 Social Change
	3 sh SOCI360 Death and Dying
	3 sh SOCI402 Industrial Sociology
	3 sh SOCI403 Social Gerontology
	3 sh SOCI420 Corrections
	<u>3 sh</u> Total      18 sh NOTE:

Individualized Instructions and Independent Studies are not permitted in the minor.

## Spanish - Minor

A minor in Spanish increases the marketability of students working towards any other degrees. It provides a global frame of reference and preparation for future work with international colleagues and in global corporations. It also greatly enhances students' applications to any graduate school.

- A minor in Spanish consists of 18 credits of coursework.
- SPAN 201 and SPAN 202 can be counted towards the minor.
- At least 12 credits must be beyond SPAN 202 (Spanish 4).
- All courses must be taught in the target language.
- There are no specific required courses.
- All courses can be taken at Lock Haven University or students may choose to take up to 15 credits abroad.
- At least 3 credits beyond SPAN 202 must be completed at Lock Haven University.

## Special Education – Minor

The Special Education Minor is open to any student at Lock Haven University. The minor is intended to provide students with a second area of expertise, but does not lead to Special Education Certification. Depending on the student's academic major, this minor may require an extra semester to complete.

### **Required Coursework**

**(18 hours)**

### **Lower Division Coursework**

**(9 hours)**

- ☐ SPEC 105 Foundations of Special Education OR  
SPEC 204 Cognitive Development for Diverse Learners
- ☐ SPEC 215 High Incidence Disabilities Support
- ☐ SPEC 212 Low Incidence Disabilities Support

### **Upper Division Coursework**

**(9 hours)**

- ☐ SPEC 338 Positive Behavior Supports
- ☐ SPEC 345 Literacy Skills for Students with Disabilities
- ☐ SPEC 309 Effective Instructional Strategies for Students  
With Disabilities in Inclusive Settings

\* Students whose major is outside of teacher education may take a broader range of special education courses to complete the minor. Required coursework includes: SPEC 105 or 204, SPEC 212 and SPEC215 and three 300 level courses (SPEC 300, 309, 310, 325, 330, 338, or 345).

## Sport and Exercise Psychology - Minor

### Required Core Courses (6 credits)

SPRT208: Introduction to Sport and Exercise Psychology

SPRT318: Advanced Theory and Application of Sport and Exercise Psychology

### Support Courses (12 credits)

SPRT305: Psychology of Coaching SPRT323: Sport and Society\*

ATTR332: Psychological Aspects of Injury and Illness\*

HLTH305: Introduction to Biomechanics\*

HLTH353: Physiology of Exercise\*

PSYC202: Research Methods in Psychology (3)\*\*

PSYC235: Interpersonal and Leadership Skills

PSYC250: Social Psychology\*

PSYC308: Psychology of Personality\*

PSYC313: Industrial and Organizational Psychology\*

\*These courses have pre-requisites.

\*\* Strongly recommended for students who do not complete a research methods class as part of their major requirements

☐ Students may petition the minor coordinator for approval of a maximum of 3 credits in lieu of those listed above. The petition must be approved prior to completion of the 3 credits.

## Women and Gender Studies - Minor

### Pathway 1 :Women's Studies

Required:

WMST101 Introduction to Women's Studies

WMST499 Independent Study Capstone Project

Electives: (Select 4 courses – 12 SH)

ANTH328 Anthropology of Women

ENGL328 Humanities Seminar\*

ENGL400 Adv Topics in British Lit\*

ENGL402 Adv Topics in American Lit\*

ENGL404 Adv Topics in World Lit\*

ENGL425 Major American Writers\*

ENGL435 Major British Writers\*

HIST318 US Women's History

HIST328 Social Science Seminar

HLTH430 Women's Health Issues

MCOM210 Gender and the Mass Media

MCOM330 Cultural Studies in Mass Communication

PHIL328 Philosophy of Feminism

PSYC425 Psychology of Women

SOCI328 Changing Roles of Male and Female

SOCW413 Women in Crisis

THEA328 Humanities Seminar: Gender and Performance

Pathway 2: Gender Studies

Required:

WMST110 Introduction to LGBTQ Studies

WMST499 Independent Study Capstone Project

Electives: (Select 4 courses – 12 SH)

ENGL328 Humanities Seminar\*  
ENGL400 Adv Topics in British Lit\*  
ENGL402 Adv Topics in American Lit\*  
ENGL404 Adv Topics in World Lit\*  
ENGL425 Major American Writers\*  
ENGL435 Major British Writers\*  
HIST328 Social Science Seminar  
HLTH430 Women's Health Issues  
MCOM210 Gender and the Mass Media  
MCOM330 Cultural Studies in Mass Communication  
SOC1328 Changing Roles of Male and Female  
THEA328 Humanities Seminar: Gender and Performance

Pathway 3: Women and Gender Studies

Required:

WMST101 Introduction to Women's Studies  
WMST110 Introduction to LGBTQ Studies  
WMST499 Independent Study Capstone Project

Electives: (Select 3 courses – 9 SH)

ANTH328 Anthropology of Women  
ENGL328 Humanities Seminar\*  
ENGL400 Adv Topics in British Lit\*  
ENGL402 Adv Topics in American Lit\*  
ENGL404 Adv Topics in World Lit\*  
ENGL425 Major American Writers\*  
ENGL435 Major British Writers\*  
HIST318 US Women's History  
HIST328 Social Science Seminar  
HLTH430 Women's Health Issues  
MCOM210 Gender and the Mass Media  
MCOM330 Cultural Studies in Mass Communication  
PHIL328 Philosophy of Feminism  
PSYC425 Psychology of Women  
SOC1328 Changing Roles of Male and Female  
SOCW413 Women in Crisis  
THEA328 Humanities Seminar: Gender and Performance  
THEA328 Humanities Seminar: Women and Theatre

\*Topics of these courses change; so check with coordinator for eligibility.

Other courses may count or may be augmented to count as Women and Gender Studies electives; contact coordinator for details.

## COURSE DESCRIPTIONS

### **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:

Corequisite:

### **ACCT115 Managerial 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:

### **ACCT210 Fundamentals of Income Taxation**

[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:

### **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:

### **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:

### **ACCT333 Accounting for Governmental and 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: ( ACCT110 )

Corequisite:

### **ACCT335 Intermediate Accounting 1**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An introduction to the theoretical foundation of generally accepted accounting principles for financial reporting and how those



principles apply to a firm's assets, liabilities, and owners' equity accounts. Asset accounts are examined in depth.

Prerequisite: ( ACCT110 )

Corequisite:

### **ACCT340 Intermediate Accounting 2**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An application of intermediate accounting concepts to advanced topics such as liabilities, equity, income taxes, pensions, and postretirement benefits.

Prerequisite: ( ACCT335 )

Corequisite:

### **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:

### **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: ( ACCT340 )

Corequisite:

### **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:

### **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:

### **ACCT480 Topics in Accounting**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An in-depth exploration of aspects of accounting and topics of current interest. Specific topics for a section will be determined prior to the semester in which the course is offered.

Prerequisite: ( ACCT110 )

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **ANTH328 Seminar-Social Science**

[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:

Corequisite:

**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:

**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:

Corequisite:

**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:

**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:

Corequisite:

**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:

Corequisite:

**ART103 Introduction to Art**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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.

Prerequisite:

Corequisite:

**ART105 Introduction Three-Dimensional Art**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **ART200 Visual Thinking**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **ART208 History of Photography**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **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:

Corequisite:

### **ART217 Introduction to Digital Art**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to digital means of producing artworks utilizing computer based technology. Students create digitally generated images and are required to solve specific design problems.

Prerequisite:

Corequisite:

### **ART221 Typography**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **ART227 History of Graphic Design**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **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:

Corequisite:

### **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:

Corequisite:

### **ART302 Art for Early Childhood**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **ART304 Ancient and Medieval Art**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **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:

Corequisite:

### **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:

Corequisite:

### **ART307 Asian Art**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **ART308 On-line Interactive Design**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A studio course that explores concepts and structures of on-line communication employing interactive digital media. Students are taught screen-based interface design and are instructed how to design effectively for the World Wide Web. A variety of World Wide Web authoring tools and procedures are introduced.

Prerequisite: ( ART217 ) OR ( ART221 )

Corequisite:

### **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:

Corequisite:

### **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:

### **ART315 Ceramics: Techniques in Hand- building and Tile Construction**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **ART318 Introduction to Digital Photography**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An introduction to the art, craft and history of photography through digital media.

Prerequisite: ( ART217 ) OR ( ART217 )

Corequisite:

### **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:

### **ART328 Seminar-Humanities**

[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:

Corequisite:

### **ART330 Painting**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **ART335 Sculpture and Three-Dimensional Design**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to three-dimensional design and sculpture with an examination of many sculptural techniques, both ancient and modern. Fulfills General Education Requirements.

Prerequisite:

Corequisite:

### **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:

Corequisite:

### **ART342 Print Design**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to processes and problems in designing for print media. This graphic design course specifically builds upon skills developed in ART221 Typography.

Prerequisite: ( ART221 )

Corequisite:

### **ART345 Metals - Surface and Form Manipulation**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]



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:

Corequisite:

### **ART350 Photography 1**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **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:

### **ART374 Logotypes and Letters**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An advanced course in the creation and design of logos, logotypes, and letterforms.

Prerequisite: ( ART112 AND ART221 )

Corequisite:

### **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:

### **ART401 History of Modern Art**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **ART405 Graphic Design Studio**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An upper level studio course in graphic design in which students engage in advanced design projects and visual problem solving. This course is aimed at helping students develop their portfolios.

Prerequisite: ( ART342 )

Corequisite:

### **ART411 Interactive Animation**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

#### **ART415 Motion Graphics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An advanced level studio course for working with type and image in time-based media.

Prerequisite: ( ART221 AND ART308 )

Corequisite:

#### **ART420 Art Since 1950**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

#### **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.

Prerequisite:

Corequisite:

#### **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:

#### **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:

Corequisite:

#### **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:

#### **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:

Corequisite:

### **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:

### **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:

Corequisite:

### **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:

Corequisite:

### **ATTR300 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:

Corequisite:

### **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:

Corequisite:

### **ATTR322 Functional Anatomy 1**

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4sh ]

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:

Corequisite:

### **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:

Corequisite:

### **ATTR364 Evaluation Techniques 1**

[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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **ATTR415 Current Issues in Athletic Training**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **ATTR453 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 preceptor. 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:

Corequisite:

### **ATTR454 Athletic Training Clinical Experience 2**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

Designed to provided 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:

Corequisite:

### **ATTR455 Athletic Training Clinical Experience 3**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provided 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:

Corequisite:

### **ATTR456 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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **ATTR472 Therapeutic Interventions 1**

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

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:

Corequisite:

### **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:

Corequisite:

### **AVIA115 Aviation/Aerospace Workshop**

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6sh ]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **BIOL107 Principles of Biology 2**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **BIOL108 Field Natural History**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **BIOL125 Topics in Biology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **BIOL130 Human Biology for Social Workers**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **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:

### **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:

### **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:

### **BIOL213 Introduction to Geographic Information Systems**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **BIOL215 Basic Microbiology**

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

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:

Corequisite:

### **BIOL220 DNA Methods in Biology**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh ]

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:

### **BIOL225 Human Genetics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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.

Prerequisite: ( BIOL106 AND BIOL107 )

Corequisite: (CHEM121 )

### **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:

### **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:

### **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:

### **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:

### **BIOL301 Behavior of Marine Organisms**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **BIOL302 Developmental Biology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **BIOL303 Vertebrate Endocrinology**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh ]

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:

### **BIOL305 Ichthyology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **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:

### **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:

### **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:

### **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:

### **BIOL317 Mycology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **BIOL321 Marine Molecular Technology: Applications for Management and Forensics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **BIOL323 Bioinformatics and Genomics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An introduction to recent technological advances in the life sciences that allow DNA sequencing of entire genomes and the 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:

### **BIOL328 Seminar-Science**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **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:

### **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:

### **BIOL345 Advanced DNA Methods**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A technique-oriented course that presents 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. Example topics include sample preparation, PCR, qPCR, lab math, and theory/operation of the ABI 310 Genetic Analyzer, including interpretation of results and troubleshooting.

Prerequisite: ( BIOL202 ) OR ( BIOL330 )

Corequisite:

### **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:

### **BIOL402 Biological Evolution**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **BIOL403 Coral Reef Ecology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **BIOL405 Field Ecology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **BIOL409 Ornithology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **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:

### **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:

### **BIOL413 Entomology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the study of insects. Emphasis will be placed on internal and external structure and function, unity and diversity among Class Insecta and Phylum Arthropoda, and applied entomology.

Prerequisite: ( BIOL309 )

Corequisite:

### **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:

### **BIOL421 Marine Mammals**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **BIOL422 Biological Oceanography**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **BIOL425 Environmental Toxicology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An introduction to environmental toxicology and an interdisciplinary study of the major classes of pollutants. Focus is on the effects of environmental toxins on living organisms and the ecosystem.

Prerequisite: ( BIOL309 AND CHEM205 ) OR ( BIOL309 AND CHEM220 )

Corequisite:

### **BIOL430 Herpetology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **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:

### **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:

Corequisite:

### **CHEM101 Chemistry in the Environment**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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 for the course. 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.

Prerequisite:

Corequisite:

### **CHEM103 The Chemistry of Art**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration of 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.

Prerequisite:

Corequisite:

### **CHEM105 Forensic Chemistry**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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.

Prerequisite:

Corequisite:

### **CHEM110 Basic Chemistry**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **CHEM111 Chemistry of Nutrition**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the chemistry of nutrition emphasizing the chemical structure and function of nutrients as they relate to the body. Emphasis is placed on the scientific basis for normal nutritional recommendations for humans. The six major classes of nutrients are studied in detail including dietary needs and an analysis of human risk/benefit.

Prerequisite: ( CHEM110 ) OR ( CHEM2\*\* ) OR ( CHEM4\*\* ) OR ( CHEM120 ) OR ( CHEM121 )

Corequisite:



### **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:

### **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:

### **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:

### **CHEM220 Organic Chemistry 1**

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

An integrated lecture and lab course covering the properties, reactions, and preparations of both aliphatic and aromatic compounds. The properties of organic compounds are explored from the combined perspectives of functional groups, chemical reactivity, stereochemistry, energy changes, and reaction mechanisms. Lab consists of introduction to techniques of identification, purification, and preparation of organic compounds, and the use of instrumental analysis.

Prerequisite: ( CHEM121 )

Corequisite:

### **CHEM221 Organic Chemistry 2**

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

An extension of CHEM220 concepts that underlie the reaction mechanisms and synthesis of the organic compounds encountered in CHEM221. The chemistry of carbonyl compounds and aromatic compounds are major parts of the content. Laboratory experiments emphasize the synthesis of organic compounds and their identification by their physical and chemical properties. The design of experimental procedures is stressed, and students carry out multi-step processes.

Prerequisite: ( CHEM220 )

Corequisite:

### **CHEM301 Inorganic Chemistry**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **CHEM302 Introduction to Computational Chemistry**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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 )

### **CHEM310 Food Chemistry**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An integrated course applying chemical principles to food systems and applications. Chemical reactions of proteins, lipids, minerals, enzymes, food additives, vitamins, and other constituents are discussed with respect to food quality. Processes which affect color, flavor, texture, nutrition, and safety of food are emphasized. Lecture exercises contain activities focusing on activation and control enzymes, consequences of water migration on food quality, the thixotropic nature of carbohydrates, the generation of non-enzymatic browning, and food emulsification.

Prerequisite: ( CHEM221 )

Corequisite:

### **CHEM315 Medicinal Chemistry**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of medicinal chemistry with major emphasis on organic chemistry as applied to the principles of drug discovery, drug development, drug-receptor interactions and structure-activity relationships. Aspects of biochemistry and physical-organic chemistry will be covered as necessary to understand the chemistry of drug action and metabolism in the body. Examples from the major classes of drugs will be used to facilitate discussion and examine the role of medicinal chemistry in Western medicine.

Prerequisite: ( CHEM221 )

Corequisite:

### **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. In addition, advanced examination of stoichiometric calculations, chemical equilibrium, acid-base equilibria, acid-base titrations, and complexometric titrations will be undertaken. Laboratory experimentation involves titrations, gravimetric analysis, electrochemical measurements, calibration of volumetric glassware, and statistical analysis.

Prerequisite: ( CHEM121 )

Corequisite:

### **CHEM317 Instrumental Analysis**

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

An integrated lecture and laboratory course covering the 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 )

Corequisite:

### **CHEM320 Chemical Thermodynamics and Kinetics**

[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: ( CHEM221 AND MATH141 AND PHYS131 ) OR ( CHEM221 AND MATH141 AND PHYS171 )

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 Seminar-Science**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An exploration of various topics in chemistry with an emphasis on the impact of major chemical concepts, discoveries, inventions, and/or paradigms on global or international history, society, and/or culture. Specific topic selection is based on the expertise and interest of the faculty.

Prerequisite:

Corequisite:

### **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:

Corequisite: (CHEM221 )

### **CHEM350 Polymer Chemistry**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A course covering the properties, reactions, and preparations of both aliphatic and aromatic compounds from the functional group approach with focus on their biological applications. Explanations are given in terms of mechanisms, rearrangements, stereochemistry, and energy diagrams. Laboratory exercises consist of key separation and purification techniques, representative preparations of simple biologically active molecules, and the identification of unknowns by their physical and chemical behavior.

Prerequisite: ( CHEM221 )

Corequisite:

### **CHEM404 Spectroscopic Methods of Molecular Structure Determination**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An in-depth analysis of spectral data for the purpose of determining the structure of an unknown compound. The theory of each spectroscopic method, sample preparation, instrumentation, and application and limitations of each method will also be discussed. Examples from both organic and inorganic chemistry will be used.

Prerequisite: ( CHEM220 )

Corequisite:

### **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:

### **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:

### **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:

Corequisite:

### **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:

### **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:

Corequisite:

### **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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**COMM100 Introduction to Communication**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Emphasizes the process of communication on the personal, group, and public levels. Students develop abilities to: interact in ways that are both effective and appropriate, demonstrate physical and verbal control while presenting, become more sensitive and aware of self and others, and listen critically to analyze and evaluate the messages of others. Students will consider the art and technical aspects of communication and apply skills and concepts to various communication situations.

Prerequisite:

Corequisite:

**COMM102 Fundamentals of Public Speaking**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to increase the student's ability to express their ideas both verbally as well as in writing, strengthen delivery competence in a variety of public speaking opportunities, and develop the critical listening skills needed to analyze and evaluate the speeches of others. Public speeches are not only a means of communicating; they are also a form of self-expression and influence within a society.

Prerequisite:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

### **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:

Corequisite:

### **COMM201 Communication Practicum 1**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Provides hands-on skill development related to the student's disciplinary interests within the Communication program. Students majoring in the Journalism, Electronic Media, and Public Relations and Advertising tracks in the Communications program will complete three credits of Practicum during their sophomore and junior years. Each practicum credit requires 45 service hours to an approved student organization.

Prerequisite:

Corequisite:

### **COMM202 Communication Practicum 2**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Provides hands-on skill development related to the student's disciplinary interests within the Communication program. Students majoring in the Journalism, Electronic Media, and Public Relations and Advertising tracks in the Communications program will complete three credits of Practicum during their sophomore and junior years. Each practicum credit requires 45 service hours to an approved student organization.

Prerequisite: ( COMM190 )

Corequisite:

### **COMM203 Communication Practicum 3**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Provides hands-on skill development related to the student's disciplinary interests within the Communication program. Students majoring in the Journalism, Electronic Media, and Public Relations and Advertising tracks in the Communications program will complete three credits of Practicum during their sophomore and junior years. Each practicum credit requires 45 service hours to an approved student organization.

Prerequisite:

Corequisite:

### **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: ( COMP150 AND ENGL100 ) OR ( COMP150 AND HONR111 )

Corequisite:

### **COMM208 Communication Theory**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **COMM210 Gender and the Mass Media**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **COMM215 Sports Broadcasting**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **COMM220 Oral Interpretation**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to improve interpretation and delivery skills in the performance of literature, and to develop the critical listening skills needed to analyze and evaluate the performance of others. Students will complete individual and group work in the selection, analysis, preparation, and presentation of published literary works from prose, drama, and poetry.

Prerequisite:

Corequisite:

**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:

**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:

**COMM290 Multimedia Journalism**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Helps students to identify, focus, and shape stories for a variety of media. Students will build upon news writing skills developed in COMM190 by concentrating on the use of news gathering techniques, including research and interviewing. Students will write, shoot, report and produce stories for print, online, audio and mobile.

Prerequisite: ( COMM190 )

Corequisite:

**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:

Corequisite:

**COMM295 Radio Journalism**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

Students will learn to record, edit and produce audio segments suitable for professional broadcast. Students will produce a weekly radio program.

Prerequisite:

Corequisite:

**COMM300 Organizational Communication**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

**COMM301 Listening and Conflict Management**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]



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:

### **COMM303 Argumentation and Debate**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to improve analytical skills in construction of arguments, debating skills in defending those arguments, and critical listening skills needed to analyze and evaluate the arguments of others. Students will study thinking, argumentation, and their practical application to extemporaneous debate.

Prerequisite: ( COMM100 ) OR ( COMM102 )

Corequisite:

### **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:

### **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:

### **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:

### **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:

Corequisite:

### **COMM317 Radio Workshop**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **COMM318 Video Workshop**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

Introduces principles and skills associated with effective television performance. The course emphasizes skills necessary for practicing television journalists and presenters.

Prerequisite:

Corequisite:

### **COMM320 Business Communication**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **COMM325 Film Today**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **COMM328 Seminar-Humanities**

[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:

### **COMM330 Cultural Studies in Mass Communication**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of issues concerning access and representation in the mass media. Of central interest are the practices of the media industries and their relationships with social change coalitions concerned about media representations of cultural identity including gender, race, ethnicity, class, and sexual orientation.

Prerequisite: ( COMM150 )

Corequisite:

### **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:

### **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:

### **COMM345 Advanced Public Speaking**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **COMM350 Introduction to Communication Research**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **COMM355 Environmental Journalism**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Presents the writing techniques students need to communicate simply and effectively for the media about science, environment, health and medical topics.

Prerequisite: ( COMM290 )

Corequisite:

### **COMM360 Communication Analysis**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

This course is an analysis of the persuasion that impacts us all, often beneath the level of awareness. Students explore the process and purpose of analyzing messages that rely on verbal and nonverbal symbols that more or less intentionally influence social attitudes, values, beliefs, and actions. 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:

Corequisite:

### **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:

Corequisite:

### **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:

**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:

**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:

**COMM392 Documentary Film**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

A study of the art and development of non-fiction film, examining the major documentary film movements and filmmakers.

Prerequisite: ( ENGL100 ) OR ( HONR111 )

Corequisite:

**COMM393 News Editing**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

**COMM394 Magazine Writing**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A workshop providing direct practice experience in magazine writing. Researching, writing, and marketing professional magazine articles of various kinds.

Prerequisite: ( COMM190 )

Corequisite:

**COMM400 Communication Capstone Seminar**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Addresses the process of communication and communication issues as they relate to the public, and practical applications. Students will develop a professional portfolio and explore current issues affecting the industry, including matters of professional ethics and responsibility. Topics will be addressed from the perspective of the student's major emphasis.

Prerequisite:

Corequisite:

**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:

Corequisite:

#### **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:

#### **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:

#### **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:

#### **COMM493 Online Journalism**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

Examines new media technologies used to communicate newsworthy information over the Internet. Primary foci are gathering data and constructing new forms of news for online and mobile delivery. Students gain practical experience in managing and delivering information electronically.

Prerequisite: ( COMM190 )

Corequisite:

#### **COMM494 Communication Law and Ethics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An analysis of the central legal themes relevant to the activities of working journalists: free speech, libel, privacy, copyright, obscenity, courtroom news, and broadcast regulation. Students learn the application of ethical theory to journalism praxis.

Prerequisite: ( ENGL100 ) OR ( HONR111 )

Corequisite:

#### **COMM495 Public Relations Writing**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A writing-intensive course that allows students to develop skills in a variety of specialized public relations tasks targeting specific audiences. Topics might include press releases, media advisories, brochures, newsletters, and fundraising packages.

Prerequisite: ( ENGL100 ) OR ( HONR111 )

Corequisite:

**COMM496 Advertising Campaign Development**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

**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:

Corequisite:

**COMP150 Introduction to Computers**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

**COMP160 Programming 1**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

**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:

**COMP200 Fundamentals of Networking**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

**COMP202 Introduction to Computer Systems Administration**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

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:

**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:

**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:

**COMP230 Discrete Structures and Formal Languages**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

**COMP235 Introduction to Data Science**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces students to the fundamentals of data science. Students will model and analyze business problems using introductory descriptive, predictive, and prescriptive methods. Focus will be on using spreadsheets and statistical software when applying the different methods.

Prerequisite: ( MATH107 AND MATH180 )

Corequisite:

**COMP240 Game Programming**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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, even-driven programming, and graphical user interface programming are also covered.

Prerequisite:

Corequisite:

### **COMP245 Introductory Programming for Data Science**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

Introduces students to programming focusing on the programming languages and tools used in data science. The course will cover basic programming concepts (variable, input/output, control structures, etc.) and provide an introduction to the tools used in data science.

Prerequisite: ( MATH107 AND MATH112 )

Corequisite:

### **COMP250 Advanced Microcomputer Applications**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **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:

### **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:

### **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:

### **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:



**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:

**COMP305 Database Application Development**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

**COMP315 Network Programming**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

**COMP322 Database System Administration**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

**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 programming language extensions (Oracle's PL/SQL), as well as topics in data control language.

Prerequisite: ( COMP255 )

Corequisite:

**COMP335 Advanced Networking**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Offers advanced technical insights in networking protocols and standards. Students learn multiple scheduling algorithms and MAC layer protocols in detail. Routing protocols and algorithms are discussed, analyzed, and evaluated in detail. Network protocols and supporting services are discussed and implemented in detail. Transport layer protocols and associated services are discussed and practiced in the labs.

Prerequisite: ( COMP200 AND COMP304 )

Corequisite:

**COMP345 Advanced Programming for Data Science**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides an in-depth course in programming applications in data science using programming languages appropriate for data analysis and scientific computing with large data sets such as R or Python.

Prerequisite: ( COMP160 AND MATH180 ) OR ( COMP160 AND MATH141 ) OR ( COMP245 AND MATH180 ) OR ( COMP245 AND MATH141 )

Corequisite:

### **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:

### **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:

### **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:

### **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:

### **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:

### **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:

#### **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:

#### **COMP425 Advanced Database Architectures**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides an in-depth analysis of the various forms of database management system (DBMS) architectures in use today. Models include standard systems such as relational and object-oriented DBMS as well as the newest so-called NoSQL or New SQL architectures including Key-Value, Document, Column-Family and Graph DBMS.

Prerequisite: ( COMP255 )

Corequisite:

#### **COMP430 Interactive Graphics Programming**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the theory and practice of interactive graphics programming. Emphasis will be placed on the use of Application Programming Interfaces (APIs) that are available across different systems. In addition to applications programming, topics include interaction with input devices, geometric transformations and viewing modeling of curves and surfaces, basic lighting and shading, animation, and rendering.

Prerequisite: ( COMP161 )

Corequisite:

#### **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:

#### **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:

Corequisite:

#### **COMP480 Special Problems**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 3sh ]

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:

### **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:

Corequisite:

### **CRJS119 Freshman Seminar**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

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:

Corequisite:

### **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:

### **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:

### **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:

### **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:

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:

### **CRJS260 Criminal Law**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **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:

### **CRJS300 Forensic Criminology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **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:

### **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:

### **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:

### **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:

### **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:

### **CRJS310 Criminal Investigation**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **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:

### **CRJS320 Topics in Criminal Justice**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **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:

### **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:

Corequisite:

### **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:

### **CVED200 Introduction to Deliberative Public Learning**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **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:

Corequisite:

### **DANC105 Basic Ballet Technique**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

### **DANC302 Dance in Western Culture**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:



**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:

**DRIV416 Intro to the Driving Task**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**ECED119 First Year Seminar for 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. 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:

Corequisite:

**ECED150 Diversity in Early Childhood Education**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An introduction to diversity, multicultural and global education as a concept. Students will explore their personal attitudes about global and cultural diversity impacting PreK-Grade 4 education. They will consider their own family history and consider how it may influence their effectiveness as teachers of children from international and diverse backgrounds. They will be introduced to effective instructional strategies and resources for global and multicultural education from birth through 4th grade.

Prerequisite: ( PSYC111 )

Corequisite:

**ECED200 Observing and Assessing Young Children**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

**ECED204 Primary Reading**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to theories and methods for helping primary grade children acquire reading and writing skills. The focus of this course is to provide students with information specific to children from 1st through 4th grade. Students will learn to: assess, instruct, and support primary children's reading and writing development; write appropriate activity plans; identify and choose appropriate literature for primary children; and integrate children's reading and writing development with children's literature across multiple curricular areas. Students will complete 10 hours of observation in a primary school setting.

Prerequisite: ( ECED212 )

Corequisite:

**ECED212 Language Development in Early Childhood**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provide a foundation of basic knowledge regarding language development in young children, including dual language learners/English language learners. Observation of and participation with young children is required.

Prerequisite: ( ECED100 AND PSYC111 ) OR ( ECED100 AND PSYC102 )

Corequisite:

**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:

### **ECED225 Beginning Literacy**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to theories and methods for helping young children acquire literacy skills. The focus of this course is to provide students with information specific to children from Pre K through Kindergarten. Students will learn to assess and support young children's literacy, write appropriate activity plans, identify and choose appropriate picturebook literature for young children, and integrate children's literacy skills development and children's picturebook literature with multiple curricular areas.

Prerequisite: ( PSYC102 ) OR ( PSYC111 )

Corequisite:

### **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:

### **ECED240 Topics in PreK-4/Early Childhood Education**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh ]

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:

Corequisite:

### **ECED325 Assessment and Evaluation in Early Childhood Education**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **ECED326 Child Guidance and Classroom Management**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to child guidance, communication skills and classroom management techniques that promote positive relationships and learning in settings birth through fourth grade.

Prerequisite:

Corequisite:

### **ECED331 Planning and Administering Early Childhood Programs: Fostering Partnerships w/Fam and Communts**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**ECED429 Student Teaching and Practicum Early Childhood 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 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:

Corequisite:

**ECED431 Science: Early Childhood Professional Semester**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

**ECED432 Language Arts and Reading for Early Childhood**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to examine the content and methods of language arts and reading for young children in an academic setting.

Prerequisite:

Corequisite:

**ECED433 Math Methods for Grades K-4**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Examines the content and methods of math education for young children in primary settings.

Prerequisite:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**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.

Prerequisite:

Corequisite:

**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.

Prerequisite:

Corequisite:

**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:

**ECON102 Principles of Macroeconomics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the study of the nation's economy as a whole, which looks at the aggregate behavior of consumers, business, and the government. It focuses on the issues of inflation, unemployment, and economic growth. The course explores why and how economies grow, economic fluctuations, the banking system, fiscal management, and how macroeconomic policy is implemented under different circumstances.

Prerequisite: ( MATH100 ) OR ( MATH112 )

Corequisite:

### **ECON103 Principles of Microeconomics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the organization and operation of a market economy with a focus on how it allocates scarce resources; to the analysis of consumer demand and profit-maximizing behavior of businesses; and of pricing and output decisions under conditions of competition, monopoly, oligopoly, and imperfect competition in a global marketplace. The course includes an analysis of markets for labor and capital. Policy issues include price ceilings and floors, and taxes.

Prerequisite: ( MATH100 )

Corequisite:

### **ECON301 Economics of the Environment**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An 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.

Prerequisite: ( ECON101 ) OR ( ECON103 )

Corequisite:

### **ECON305 History of Economic Thought**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

A survey of the development of economic thought from ancient to modern including preclassical, classical and neoclassical schools.

Prerequisite: ( ECON101 )

Corequisite:

### **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:

### **ECON315 Intermediate Microeconomics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides an in-depth examination of how to model consumption and production decisions, and their interactions in the markets. Particular forms of market failure are analyzed together with possible government intervention on those markets, as well as the effect of such interventions on the decision of the firm.

Prerequisite: ( ECON101 ) OR ( ECON103 )

Corequisite:

### **ECON328 Seminar-Social Science**

[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:

Corequisite:

### **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:

### **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:

### **ECON350 Comparative Economic Systems**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A comparison of the market economy, and the socialist and centrally administered economy. The content emphasizes the capitalist systems of the world and the economic systems in transition from being centrally planned to market directed. It also covers the collapse of communism and the emergence of less developed economies.

Prerequisite: ( ECON101 ) OR ( ECON102 )

Corequisite:

### **ECON355 International Trade and Finance**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An examination of international economics, which is concerned with the trade among nations. Topics include, but are not limited to, trade theory, trade restrictions such as tariffs and non-tariff barriers, trade policies of less developed countries, the determination of exchange rates, international monetary problems, international organizations and trade agreements, and issues related to U.S. commercial policies.

Prerequisite: ( ECON101 )

Corequisite:

### **ECON360 Current Economic Problems**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An 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 ) OR ( ECON102 )

Corequisite:

### **ECON410 Econometrics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to empirical research in economics and the economic techniques used in forecasting.

Prerequisite: ( ECON101 AND ECON310 AND ECON315 AND MATH107 )

Corequisite:

### **ECON415 Mathematical Economics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exposition of the mathematical structure of economic theories.

Prerequisite: ( ECON101 AND ECON310 AND ECON315 AND MATH141 )

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **EDTF300 Educational Technology for Specialized Disciplines**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **EDTF301 Educational Technology for Secondary Education**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **EDTF302 School Law and Ethics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **EDTF310 Instructional Media for Secondary Education II**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

### **EDUC204 The Elementary School**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

**EDUC212 Classroom Management in the Middle and Secondary School Setting**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh ]

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:

Corequisite:

**EDUC220 Sophomore Seminar for Elementary Education Majors**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

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:

Corequisite:

**EDUC300 Foundations of American Education**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

**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:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**EDUC444 Summer Urban Seminar**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

**EDUC472 Literacy and Language Arts: Elementary Professional Semester**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

**EDUC473 Social Studies Methods: Elementary Professional Semester**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

**EDUC474 Science Methods: Elementary Professional Semester**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**EDUC493 Student Teaching and Professional Practicum: Elementary 1**

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6sh ]

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:

Corequisite:

**EDUC494 Student Teaching and Professional Practicum: Elementary 2**

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6sh ]

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:

Corequisite:

**ELML119 First Year Seminar for Elementary and Middle Level Education**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to provide an introduction to the culture and the mission of the university and an overview of elementary and middle level education (ELML). Students will be introduced to basic college learning and study skills and will outline program requirements to support student achievement within the ELML Program. The students will be required to observe/participate in Elementary/Middle schools for 20 hours in addition to class hours.

Prerequisite:

Corequisite:

**ELML200 Literature for Elementary and Middle Level Learners**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Designed to provide an introductory exploration of Language Arts methods in the elementary/middle level grades through major literary genres and authors. The students will be required to observe/participate in the schools for 10 hours in addition to class hours.

Prerequisite:

Corequisite:

**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: ( ELML119 AND PSYC103 )

Corequisite:

**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:

**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:

Corequisite:

**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:

Corequisite:

**ELML322 Mathematics for the Elementary and Middle Level Learner**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

**ELML323 Social Sciences for the Elementary and Middle Level Learner**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **ELML330 Language Acquisition Theory and Writing Instruction**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **ELML335 Effective Instructional Literacy Strategies for Diverse Learners**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **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:

Corequisite:

### **ELML402 Effective Instructional Literacy Strategies for Diverse Learners**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to prepare pre-service Elementary/Middle Level teachers to develop and present literacy 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. It includes 10 field experience hours in the schools. 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).

Prerequisite:

Corequisite:

### **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:

Corequisite:

### **ELML410 Science Methods 1**

[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:

Corequisite:

**ELML412 Science Methods II**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh ]

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:

Corequisite:

**ELML414 Science Methods III**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

**ELML420 Language Arts Methods for the Elementary and Middle Grades**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to engage participants in the preparation of appropriate technology and curriculum materials for elementary and middle level learners based on defined needs and assessment data. Students will be guided to reflect and analyze their personal teaching experiences through the creation of a website and Teacher Work Sample (TWS). 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:

Corequisite:

**ELML421 Language Arts Methods 1**

[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:

Corequisite:

**ELML422 Language Arts Methods 2**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

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:

Corequisite:

**ELML431 Mathematics Methods 1**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

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:



Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**ELML441 Social Studies Methods 1**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh ]

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:

Corequisite:

**ELML442 Social Studies 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 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:

Corequisite:

**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:

Corequisite:

**ELML493 Student Teaching and Practicum: Elementary and Middle Level Learner 1**

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

The first of two 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 Association of Middle Level Education (AMLE).

Prerequisite:

Corequisite:

**ELML494 Student Teaching and Practicum: Elementary and Middle Level Learner 2**

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

The capstone experience is the second of two student teaching placements, one at each level that is 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 Association of Middle Level Education (AMLE).

Prerequisite:

Corequisite:

### **ENGL090 College Writing Skills**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **ENGL100 Composition**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduction to the basic principles of effective English written communication.

Prerequisite:

Corequisite:

### **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:

Corequisite:

### **ENGL119 First Year Seminar for English Major Students**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh ]

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:

Corequisite:

### **ENGL205 Introduction to Literary Studies**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **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:

**ENGL220 World Literature**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey of world literature. This course explores literature written in English and in English translation from different parts of the world. The course focuses on reviewing how different cultures and different linguistic systems construct and represent salient experiences of our lives such as growing up, gender differences, social movements, aesthetic movements, political conflicts, experiences of war, peace, freedom, spirituality, etc. Texts will be discussed in relation to their genre and also to intertextual and non-literary contexts such as the historical, social, or political environments that govern the creation, enjoyment and endurance of a literary work.

Prerequisite: ( ENGL100 ) OR ( HONR111 )

Corequisite:

**ENGL225 Core Texts in the Western Tradition**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to Greek and Roman mythology and the Bible that prepares students to recognize and explain the significance of allusions in diverse literary traditions and contexts.

Prerequisite: ( ENGL100 ) OR ( HONR111 )

Corequisite:

**ENGL230 British Literature Before 1800**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A comprehensive survey of British literature from the Anglo-Saxon beginnings to the end of the 18th century.

Prerequisite: ( ENGL100 ) OR ( HONR111 )

Corequisite:

**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:

**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:

**ENGL237 Creative Nonfiction Workshop**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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 ) OR ( ENGL110 AND HONR111 ) OR ( ENGL100 AND HONR112 ) OR ( ENGL220 AND HONR111 )

Corequisite:

**ENGL240 American Literature Before the Civil War**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **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:

### **ENGL264 Fiction Workshop**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to 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 ) OR ( ENGL110 AND HONR111 ) OR ( ENGL100 AND HONR112 ) OR ( ENGL220 AND HONR111 )

Corequisite:

### **ENGL266 Drama Workshop: Playwriting 1**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A workshop in the writing of plays and screenplays. Students will assess drama from the viewpoint of the dramaturge rather than the literary critic with a new understanding of how and why it works or doesn't work. Students will define, identify, and critique in professional and student-written plays and screenplays elements such as characterization, plot, organization, use of stage/film conventions, and balance of visual and verbal story-telling.

Prerequisite: ( ENGL100 ) OR ( HONR111 ) OR ( ENGL110 ) OR ( ENGL220 ) OR ( HONR112 )

Corequisite:

### **ENGL268 Poetry Workshop**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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 ) OR ( ENGL110 AND HONR111 ) OR ( ENGL100 AND HONR112 ) OR ( ENGL220 AND HONR111 )

Corequisite:

### **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:

### **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:

Corequisite:

**ENGL315 Composition Usage and Editing Techniques**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An overview of techniques for evaluating and editing expository and argumentative prose.

Prerequisite: ( ENGL100 ) OR ( HONR111 )

Corequisite:

**ENGL328 Seminar-Humanities**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

**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 ( ENGL100 AND ENGL220 ) OR ( ENGL220 AND HONR111 ) OR ( ENGL110 AND HONR111 ) OR ( ENGL100 AND HONR112 ) OR ( HONR111 AND HONR112 )

Corequisite:

**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:

**ENGL357 Advanced Composition, Rhetoric and Writing**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

**ENGL360 Technical Writing**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Practical experience in communicating scientific and technical material to a variety of audiences through clear, concise, and accurate writing..

Prerequisite: ( ENGL100 ) OR ( HONR111 )

Corequisite:

**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:

**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:

**ENGL404 Advanced Topics in World Literature**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

Intensive study of a theme, genre, issue, or period in world literature.

Prerequisite: ( ENGL100 ) OR ( HONR111 )

Corequisite:

**ENGL405 Grammars of English**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

**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:

**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:

**ENGL435 Major British Writers**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

**ENGL493 Student Teaching and Practicum 1 Secondary Education English**

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6 sh]

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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**ENVT328 Seminar-Liberal Arts: Topics in Environmental Studies**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

**ENVT450 Capstone Research Project**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 3sh ]

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:

**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:

Corequisite:

**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:

Corequisite:

**FREN201 French 3**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A review of fundamentals, together with continued vocabulary development, more complete construction, and more advanced oral and written exercises.

Prerequisite:

Corequisite:

**FREN202 French 4**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A review of fundamentals, together with continued vocabulary development, more complete construction, and more advanced oral and written exercises.

Prerequisite:

Corequisite:

### **FREN203 French Civilization 1**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **FREN204 French Civilization 2**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:



**FREN306 Current French Periodicals**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

**FREN310 Advanced French Grammar**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

**FREN320 Francophone Identities**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

**FREN328 Seminar-Humanities**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**GEOG212 Geography Developing World**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of the nature, characteristics, challenges, and possibilities associated with development in economically peripheral regions of the world. Spatial aspects of uneven development and globalization will be addressed through analyzing environmental settings, historical circumstances, institutions, and cultural forces associated with underdevelopment and poverty.

Prerequisite:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **GEOG328 Seminar-Social Science**

[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:

Corequisite:

### **GEOG401 Special Problems**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 4sh ]

Individual research under the guidance of the Geography staff. For advanced students in Geography.

Prerequisite:

Corequisite:

### **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:

Corequisite:

### **GEOG445 Geography of Latin America**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **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. This course 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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

### **GEOS135 Geology of National Parks**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **GEOS140 Sustainability Science**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An investigation of interconnectedness of global trends in population growth, natural resources, energy, water resources, biodiversity, agriculture, land use and urbanization, human health, food security, inequality in economic development, and global environmental threats in the context of climate change. The strategies and decision making skills to formulate pathways for economic growth that is socially inclusive and environmentally sustainable at the global scale will be discussed.

Prerequisite:

Corequisite:

### **GEOS213 Introduction to Geographic Information Systems**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **GEOS215 Environmental Geology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **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:

### **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:

### **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:

### **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:

### **GEOS313 Advanced Geographic Information Systems**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **GEOS315 Sedimentology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **GEOS328 Seminar-Science**

[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 on the expertise and interest of the faculty member responsible for teaching the course that semester.

Prerequisite:

Corequisite:

### **GEOS360 Hydrogeology**

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

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:

### **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:

### **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:

### **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:

### **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:

### **GEOS450 Geophysics and Tectonics**

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4sh ]

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:

### **GEOS451 Coastal Environmental Oceanography**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **GEOS458 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:

### **GEOS490 Capstone Research Project**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **GERM202 German 4**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **GERM203 German Culture 1**

[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:

Corequisite:

### **GERM204 German Culture 2**

[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:

Corequisite:

### **GERM301 German Comp and Conversation 1**

[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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **GERM306 Advanced German Grammar 2**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:



**GERM328 Seminar-Humanities**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

**GERM402 German Prose 2**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

**HIST101 World 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 not only 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.

Prerequisite:

Corequisite:

**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.

Prerequisite:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**HIST150 American History**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

**HIST200 Historical Thinking and Writing**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

**HIST201 History of the United States 1**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

**HIST202 History of the United States 2**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey of U.S. history since 1877. Framed around the rise of the U.S. as an industrial nation and a world power, the course investigates accompanying social, political, economic, environmental and cultural developments. These include immigration and migration, alliances with other nations, causes and consequences of wars, changing political ideologies, racial, ethnic, and gender identities and issues, causes and consequences of protest movements, causes and consequences of economic change, and changes in family and community.

Prerequisite:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

### **HIST245 History of Pennsylvania**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **HIST300 Early American Republic**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **HIST301 Medieval History**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey of European history during the Middle Ages (ca. 500-1500 CE), from the collapse of the Roman Empire to the dawn of the Early Modern era. The course covers the major social, political, and religious, intellectual, and artistic developments of the period.

Prerequisite:

Corequisite:

### **HIST302 Civil War and Reconstruction**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **HIST310 French Revolution and Napoleon**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **HIST311 International Business History**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **HIST312 US in Prosperity and Depression, 1918-1941**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **HIST313 Nationalism in Asia**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **HIST316 Early Christianity**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration of the origins of Christianity in the first century CE 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 course also emphasizes 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:

Corequisite:

### **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:

Corequisite:

### **HIST322 History of Modern China**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **HIST324 Environmental History of Asia**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **HIST327 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:

Corequisite:

### **HIST328 Seminar-Social Science**

[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:

Corequisite:

### **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 Media 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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **HIST338 History and Preservation of American Architecture**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **HIST342 History Modern Europe 1815-1914**

[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 industrialization and economic and social changes, development of the power of the nation-state, imperialism, and the origins of World War I.

Prerequisite:

Corequisite:

### **HIST343 History Mod Europe 1914-Present**

[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 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:

Corequisite:

### **HIST345 Military History of US**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **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. It focuses on the major social, political, cultural, and religious institutions and practices of ancient Mesopotamia, Egypt, Palestine, Phoenicia, Asia Minor, Greece, and Rome.

Prerequisite:

Corequisite:

### **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:



Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **HIST366 History of Modern Southeast Asia**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **HIST367 Colonial Latin American History**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **HIST370 History of Latin America**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **HIST372 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:

Corequisite:

### **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:

Corequisite:

### **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:

### **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:

Corequisite:

### **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:

Corequisite:

### **HIST395 Historiography**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **HIST480 Capstone Research Seminar**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **HLTH100 Medical Terminology**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **HLTH108 Medical Terminology for Health Professions**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An in-depth study of medical terms. Terminology of body systems will also be covered. Emphasis will be placed on terminology of disease, diagnosis and treatment procedures related to each body system.

Prerequisite:

Corequisite:

### **HLTH115 Human Anatomy and Physiology 1**

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4sh ]

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:

Corequisite:

### **HLTH119 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 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:

Corequisite:

### **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:

Corequisite:

### **HLTH122 Essentials of Human Anatomy and Physiology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **HLTH140 Introduction to Public Health**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **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:

### **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:

Corequisite:

### **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:

Corequisite:

#### **HLTH214 Planning and Assessment in School Health Education**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh ]

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:

#### **HLTH215 Community Health**

[Minimum Semester Hours: 1.5 sh; Maximum Semester Hours: 1.5sh ]

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:

#### **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:

#### **HLTH225 Comparative Healthcare**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An analysis and comparison of healthcare and health related issues in the United States and other countries. This course examines both international health issues and healthcare systems from a comparative perspective.

Prerequisite:

Corequisite:

#### **HLTH235 Community Health Education Methods and Strategies**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

#### **HLTH240 Introduction to Epidemiology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

#### **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:

### **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:

### **HLTH307 Cultural Aspects of Health**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **HLTH310 CPR and First Aid Instructor Training**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh ]

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:

### **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:

Corequisite:

### **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:

### **HLTH325 Death Education**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A comprehensive view of death and dying. This course offers learning strategies designed to develop skills that facilitate dialogue among students, patients, families, and healthcare providers.

Prerequisite: ( HLTH105 )

Corequisite:

### **HLTH330 School Health Programs**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

Includes information and skills for planning and implementing policies and programs aligned with the Whole School, Whole Community, and Whole Child (WSCC) model.

Prerequisite: ( HLTH204 AND HLTH214 )

Corequisite:

### **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:

Corequisite:

### **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:

### **HLTH336 Teaching Drug Education**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **HLTH341 Teaching Human Sexuality**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **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:

**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:

**HLTH363 Applied Sport and Exercise Science**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

**HLTH401 Current Issues in Health**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An exploration of the dynamic and rapidly changing field of health. Selected current health topics drawn largely from the current popular and professional literature will be presented, evaluated, analyzed, and discussed.

Prerequisite: ( HLTH105 )

Corequisite:

**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:

Corequisite:

**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:

**HLTH407 Advanced Human Physiology and Mechanisms of Disease**

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4sh ]

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:

**HLTH410 Applied Community and Public Health**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]



Designed to provide an in-depth application of competencies acquired in prerequisite courses in the Health Science-Community Health track. This course will verify the students' ability to demonstrate professional skills in assessing, planning, coordinating, advocating and evaluating health education programs and services. This course includes the knowledge and skills required by The National Commission for Health Education Credentialing, Inc.

Prerequisite: ( HLTH204 AND HLTH350 AND HLTH402 )

Corequisite:

#### **HLTH414 Current Issues in Exercise Science**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of the current literature regarding selected topics in exercise science.

Prerequisite: ( HLTH353 )

Corequisite:

#### **HLTH415 Introduction to Pharmacology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introductory course in pharmacology that 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: ( CHEM121 AND HLTH120 ) OR ( BIOL410 )

Corequisite:

#### **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:

#### **HLTH425 Clinical Exercise Physiology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

#### **HLTH430 Women's Health Issues**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

#### **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 evaluating research design and statistical analysis for professionals in the health science field. Students will develop and present a research proposal on a health science topic of interest.

Prerequisite: ( MATH107 )

Corequisite:

#### **HLTH451 Advanced Human Anatomy**

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4sh ]

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: ( BIOL107 AND HLTH120 )

Corequisite:

#### **HLTH470 Sex Education for the Health Sciences**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

#### **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:

#### **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:

#### **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:

Corequisite:

#### **HONR101 Ethics-Historical and Global Perspectives**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Exposes students to a wide variety of ethical theories and moral conventions from different cultures and ages. Students will learn to appreciate diverse perspectives on ethical issues, to evaluate the moral reasoning behind them, and to write a well-researched paper on Ethical theories and their cultural milieu.

Prerequisite:

Corequisite:

**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:

Corequisite:

**HONR105 Honors: Mathematics in Contemporary Society**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

**HONR107 Global Politics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An introduction to the field of international relations. 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 the international state system.

Prerequisite:

Corequisite:

**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:

Corequisite:

**HONR111 Composition: Global Honors**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduction to the basic principles of effective English written communication with an emphasis on multicultural local or global issues.

Prerequisite:

Corequisite:

**HONR112 Global Honors: Introduction to Literature**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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 ) OR ( ENGL100 )

Corequisite:

**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:

Corequisite:

### **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:

Corequisite:

### **HONR200 Global Honors: Nutrition for Wellness**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to explore fundamental knowledge of contemporary nutrition practices. The course emphasizes the multi-directional relationships between nutrition and physical, social, emotional, environmental, and intellectual dimensions of wellness. As part of the Global Honors curriculum, additional emphasis will be given to exploring nutrition problems presented in the scientific literature. 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:

Corequisite:

### **HONR303 Honors: Argumentation and Debate**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

Designed to improve analytical skills in the construction of arguments, debating skills in defending those arguments, and critical listening skills needed to analyze and evaluate the arguments of others. Students will study thinking, argumentation, and their practical application to extemporaneous debate.

Prerequisite:

Corequisite:

### **HPED014 Aerobics 1**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh ]

Aerobic fitness concepts and beginning level aerobic exercise.

Prerequisite:

Corequisite:

### **HPED016 Strength Training**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Strength training principles and individually developed programs and progressions.

Prerequisite:

Corequisite:

### **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:

Corequisite:

### **HPED103 Teaching Soccer**

[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 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:

Corequisite:

### **HPED105 Teaching Basketball**

[Minimum Semester Hours: 0.5 sh; Maximum Semester Hours: 0.5 sh]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **HPED111 Teaching Racquet Sports**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh ]

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:

Corequisite:

### **HPED112 Teaching Fundamental Movements and Rhythms**

[Minimum Semester Hours: 0.5 sh; Maximum Semester Hours: 0.5sh ]

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:

Corequisite:

**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:

Corequisite:

**HPED114 Aerobics 2**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Advanced aerobic conditioning principles and exercises.

Prerequisite:

Corequisite:

**HPED115 Teaching Invasion Sports 1**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

**HPED119 First Year Seminar for Health and Physical 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.

Prerequisite:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**HPED128 Judo**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh ]

Introduction to beginning judo skills.

Prerequisite:

Corequisite:

**HPED130 Teaching Net Sports**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **HPED134 Swimming/Emergency Water Safety**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

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:

Corequisite:

### **HPED140 Wellness for Life**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **HPED145 Globalization and Cultural Differences in Sports**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to examine sports and its relationship to cultural, political, international, and/or global practices. Students will analyze how sports impact societal values and actions around the world.

Prerequisite:

Corequisite:

### **HPED160 Coaching Methods and Application**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to explore the science behind coaching, including pedagogy, sport skill analysis, nutrition, strength and conditioning, and care and prevention of injuries.

Prerequisite:

Corequisite:

### **HPED162 Principles of Coaching**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

Designed to explore the foundation and methods of coaching. Major concepts such as coaching philosophy, budget, team management, motivation, problems in coaching and ethics and legal issues, will be investigated.

Prerequisite:

Corequisite:



**HPED200 Teaching Aerobics**

[Minimum Semester Hours: 0.5 sh; Maximum Semester Hours: 0.5sh ]

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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

### **HPED214 Teaching Lifetime Activities**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

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:

Corequisite:

### **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:

Corequisite:

### **HPED218 Teaching Tumbling and Gymnastics**

[Minimum Semester Hours: 0.5 sh; Maximum Semester Hours: 0.5sh ]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **HPED240 Intro to Physical Education and Sport in the Correctional Facility**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **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:

Corequisite:

### **HPED255 Teaching Fitness in K-12 Schools**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **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:

Corequisite:

### **HPED262 Techniques of Coaching Basketball**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Introduces the various skills, knowledge and disposition needed to become a qualified and effective basketball coach at the high school and college levels. Major concepts as they relate to organization and administration, teaching of fundamental skills, skills analysis, coaching personalities, styles, and philosophies, and psychological aspects of coaching will be explored.

Prerequisite:

Corequisite:

### **HPED263 Techniques of Coaching Soccer**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Introduces the various skills, knowledge and disposition needed to become a qualified and effective soccer coach at the high school and college levels. Major concepts as they relate to organization and administration, teaching of fundamental skills, skills analysis, coaching personalities, styles, and philosophies, and psychological aspects of coaching will be explored.

Prerequisite:

Corequisite:

### **HPED264 Techniques of Coaching Softball**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Introduces the various skills, knowledge and disposition needed to become a qualified and effective softball coach at the high school and college levels. Major concepts as they relate to organization and administration, teaching of fundamental skills, skills analysis, coaching personalities, styles, and philosophies, and psychological aspects of coaching will be explored.

Prerequisite:

Corequisite:

### **HPED265 Techniques of Coaching Tennis**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Introduces the various skills, knowledge and disposition needed to become a qualified and effective tennis coach at the high school and college levels. Major concepts as they relate to organization and administration, teaching of fundamental skills, skills analysis, coaching personalities, styles, and philosophies, and psychological aspects of coaching will be explored.

Prerequisite:

Corequisite:

### **HPED266 Techniques of Coaching Track and Field**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Introduces the various skills, knowledge and disposition needed to become a qualified and effective track and field coach at the high school and college levels. Major concepts as they relate to organization and administration, teaching of fundamental skills, skills analysis, coaching personalities, styles, and philosophies, and psychological aspects of coaching will be explored.

Prerequisite:

Corequisite:

### **HPED267 Techniques of Coaching Wrestling**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh ]

Introduces the various skills, knowledge and disposition needed to become a qualified and effective wrestling coach at the high school and college levels. Major concepts as they relate to organization and administration, teaching of fundamental skills, skills analysis, coaching personalities, styles, and philosophies, and psychological aspects of coaching will be explored.

Prerequisite:

Corequisite:

### **HPED300 Advanced Techniques and Coaching Soccer**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh ]

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:

Corequisite:

### **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:

### **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:

### **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:

### **HPED304 Advanced Techniques and Coaching Wrestling**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

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:

Corequisite:

### **HPED306 Advanced Techniques Coaching Track**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

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:

### **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:

Corequisite:

### **HPED308 Advanced Techniques and Coaching Baseball**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh ]

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:

### **HPED310 Health/PE Professional Semester Techniques & Strategies Teaching**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

**HPED315 Advanced Techniques and Coaching Softball**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

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:

**HPED316 Advanced Techniques and Coaching Volleyball**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Advanced techniques, strategies and patterns of play for power volleyball. Theoretical and practical application of playing and officiating techniques.

Prerequisite:

Corequisite:

**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:

Corequisite:

**HPED350 Advanced Techniques and Coaching Swimming/Diving**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh ]

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:

Corequisite:

**HPED351 Managment of Aquatic Programs and Facilities**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh ]

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:

Corequisite:

**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:

**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:

#### **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:

Corequisite:

#### **HPED410 Sociology of Sport**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

#### **HPED425 Elementary 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:

Corequisite:

#### **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:

Corequisite:

#### **HPED427 Secondary 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:

Corequisite:

#### **HPED450 Physical Education Professional Field Experience**

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 12sh ]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **HUM119 First Year Student Seminar**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Introduces 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:

Corequisite:

### **ITAL101 Italian 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:

Corequisite:

### **ITAL102 Italian 2**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **JAPN201 Japanese 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:

Corequisite:

### **JAPN202 Japanese 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:

Corequisite:

**LANG119 First Year Seminar for Foreign Language Students**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh ]

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:

Corequisite:

**LANG125 Introduction to Cultures**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

**LANG207 Secondary Education 1: Foreign Language**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Course description is missing.

Prerequisite:

Corequisite:

**LANG313 Secondary Education 2: Foreign Language**

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

Course description is missing.

Prerequisite:

Corequisite:

**LANG328 Seminar-Humanities**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Language Seminar

Prerequisite:

Corequisite:

**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:

Corequisite:

**LANG416 Student Teaching and Practicum Secondary 2: 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:

Corequisite:

**MANG101 Introduction to Management Information Systems**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

**MANG105 Introduction to Business**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

**MANG220 Personal Financial Management**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An introduction to personal financial planning concepts and techniques. Financial planning for decision making and comprehensive lifetime money management are emphasized. The course is a major elective for students majoring in Business Administration or Accounting.

Prerequisite:

Corequisite:

**MANG302 Business Law 1**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

Introduces students to the US legal system and fundamental principles of business law, particularly in the areas of contract law, tort law, criminal law, constitutional law, intellectual property law, sales law, and employment law.

Prerequisite:

Corequisite:

**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 or organization. Topics in managing and designing operations will be investigated both conceptually and quantitatively

Prerequisite: ( COMP250 AND MATH180 ) OR ( COMP250 AND MATH141 )

Corequisite:

**MANG315 Management: Concepts and Strategies**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduction to the basic concepts, theories and skills of management within organizations and their importance in supporting the organization's purpose and achievement of objectives.

Prerequisite:

Corequisite:

**MANG317 Entrepreneurship**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of the organization, implementation, and management of firms in terms of innovation with an emphasis on creating, planning, and development phases of entrepreneurial activities.

Prerequisite: ( MANG315 AND MRKT200 )

Corequisite:

### **MANG320 Human Resource Management**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **MANG325 Financial Management**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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 ECON102 AND ECON103 )

Corequisite:

### **MANG326 Fundamental of Investment Management**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to investments including investment analysis, portfolio management, and capital markets. Designed to provide the basic concepts and principles of investing, the course examines investment policies, types of securities, factors that influence price changes, timing purchases/sales preparing investment programs to meet objectives, investment risk and return, and portfolio balancing.

Prerequisite: ( MANG325 )

Corequisite:

### **MANG342 Fundamentals of Management Science**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

Introduces students to Operations Research/Management Science (OR/MS) and its application to improving managerial decision-making. The focus will be on developing models of business problems and generating solutions using software applications. Course topics include application of linear programming, integer programming, and network, queuing, and simulation models to business problems.

Prerequisite: ( COMP235 )

Corequisite:

### **MANG345 Sustainability Issues in Entrepreneurship**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

Investigation of entrepreneurial opportunities created by environmental and social degradation. Students learn to identify opportunities that offer feasible, sustainable growth potential and develop strategies for starting and running a sustainable business.

Prerequisite: ( MANG317 )

Corequisite:

### **MANG350 Small Business Management**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of the start-up, growth, and management of small businesses. It is designed to help students develop practical knowledge and 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:

### **MANG355 Social Entrepreneurship**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces concepts, opportunities, and challenges in applying business and private sector practices to solve social, cultural, or environmental problems. Topics include social and environmental problems, entrepreneurial solutions and applications, management skills for social entrepreneurial organizations, social performance measurement, and microfinance.

Prerequisite: ( MANG317 )

Corequisite:

### **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:

### **MANG400 Business, Society and Government**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Explores the interdependent relationship between business, society, and government, with emphasis on the social responsibilities and ethical problems related to management.

Prerequisite: ( MANG315 )

Corequisite:

### **MANG425 International Business**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides a broad knowledge of international business concepts, theories, and strategies. 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:

### **MANG430 International Financial Management**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Exploration of contemporary economics and financial events trends in the context of a multinational corporation. 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:

### **MANG475 Capstone Seminar in Strategic Management**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

**MANG480 Topics in Business**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An in-depth exploration of a topic in business, management, or finance. Topics will be determined prior to the semester in which the course is offered.

Prerequisite: ( MANG315 AND MANG325 )

Corequisite:

**MATH009 Computational Skills**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An arithmetic or pre-algebra course that is intended for students who need to improve their basic computational skills. It contains work with whole numbers, fractions, decimals, ratios and proportions, percents, descriptive statistics, geometry and measures, signed numbers, and solving simple equations and problems.

Prerequisite:

Corequisite:

**MATH100 Essentials of Algebra**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A one-term introductory algebra course 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.

Prerequisite: ( MATH009 )

Corequisite:

**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:

**MATH102 Number Systems**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

**MATH107 Basic Statistics 1**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

**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 studies.

Prerequisite: ( MATH107 )

Corequisite:

### **MATH110 Consumer Math**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **MATH112 Intermediate Algebra**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **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:

### **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:

### **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:

Corequisite:

### **MATH125 Introduction to Secondary Mathematics**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

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:

Corequisite:



**MATH135 Applied Algebra and Trigonometry**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

**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:

**MATH142 Calculus 2**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

A presentation of the calculus of transcendental functions. 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:

**MATH180 Mathematics for Management**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

**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:

**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:

**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:

**MATH218 Technology in Secondary Mathematics**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

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:

Corequisite:

**MATH225 History of Mathematics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

**MATH243 Calculus 3**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A study of multivariate calculus and its applications, along with three-dimensional analytic geometry. A study of sequences and series, culminating with power series representation for functions, is presented. Polar equations and their graphs are studied.

Prerequisite: ( MATH142 )

Corequisite:

**MATH244 Calculus 4**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

**MATH301 Differential Equations**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An introduction to techniques of solving first and second order ordinary differential equations along with their applications including initial value and boundary value problems. Methods of solution for first order differential equations are developed. Basic theory of linear differential equations is presented with special emphasis on second order differential equations. Laplace transforms and the major theorems are studied and utilized in problem solving. Systems of linear differential equations and series solutions are introduced.

Prerequisite: ( MATH243 )

Corequisite:

**MATH302 Number Theory**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The 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:

### **MATH307 Foundations of Geometry**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An axiomatic study of various 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:

### **MATH310 Modern Algebra 1**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An investigation into algebraic structures including groups, rings, and fields. Special emphasis is placed on the concept of isomorphism and the application of these concepts to the algebra of the secondary education classroom.

Prerequisite: ( MATH205 )

Corequisite:

### **MATH311 Elements of Linear Algebra**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An investigation of systems of linear equations, matrices, determinant function, vector spaces, inner product spaces, linear transformations, eigenvalues, and eigenvectors. It develops properties of these structures through proof-theoretic techniques. It explores applications to areas such as geometry, economics, physical sciences, and social sciences.

Prerequisite: ( MATH205 )

Corequisite:

### **MATH312 Probability and Statistics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

The mathematical treatment of probability is covered. An introduction to probability theory is done using an axiomatic approach. A discussion of the frequently used probability distributions and counting techniques are covered. The properties and interrelations of some important probability distributions are studied using mathematical ideas of calculus and set theory. Statistical theory and methods are introduced and topics such as estimation and hypothesis testing are studied.

Prerequisite: ( MATH243 )

Corequisite:

### **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:

### **MATH316 Secondary Mathematics Methods 2**

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4sh ]

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:

Corequisite:

**MATH320 Linear Programming**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

A presentation of 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 ) OR ( MATH311 )

Corequisite:

**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:

Corequisite:

**MATH328 Seminar-Mathematical Science**

[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:

Corequisite:

**MATH350 Numerical Methods**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to numerical methods in the solution of non-linear equations, systems of linear equations, numerical integration, and numerical differentiation. The course will entail both mathematical rigor and computational aspects of some widely used numerical methods. Commercially-produced programs from the MATLAB library will be used.

Prerequisite: ( MATH243 )

Corequisite:

**MATH401 Real Analysis**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

**MATH402 Real Analysis 2**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

**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:

**MATH404 Applied Mathematics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

**MATH405 Complex Analysis**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

Prerequisite: ( MATH243 )

Corequisite:

### **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:

### **MATH412 Actuarial Mathematics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A formulation, analysis and interpretation of mathematical models in financial mathematics and interest theory, and how these concepts are applied in calculating present and accumulated values 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 2- Financial Mathematics (FM).

Prerequisite: ( MATH243 )

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **MATH422 Applied Statistics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **MATH427 Pedagogical Content Knowledge in Secondary Mathematics 2**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

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:

Corequisite:

#### **MATH493 Student Teaching and Professional Practicum 1**

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6sh ]

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:

Corequisite:

#### **MATH494 Student Teaching and Professional Practicum 2**

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6sh ]

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:

Corequisite:

#### **MILS104 Leadership and Personal Development**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh ]

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:

Corequisite:

#### **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:

Corequisite:

#### **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:

Corequisite:

#### **MILS205 Foundations of Tactical Leadership**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

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:

Corequisite:

#### **MILS304 Adaptive Tactical Leadership**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

#### **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:

Corequisite:

#### **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:

Corequisite:

#### **MILS405 Leadership in a Complex World**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

#### **MILS450 Topics in Military Science**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

#### **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:

Corequisite:

### **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:

### **MRKT305 Internet Marketing and e-Commerce**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to internet marketing as a rapidly changing tool. Students examine successful models 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, blogs, persona development and analytics.

Prerequisite: ( MRKT200 )

Corequisite:

### **MRKT310 Entrepreneurial and Small Business Marketing**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction 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:

### **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:

### **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:

**MRKT480 Topics in Marketing**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An introduction to in-depth aspects of marketing and topics of current interest. Specific topics for a section to be determined prior to the semester in which the course is offered. Previous topics have included Behavioral Pricing (now offered regularly) and International Marketing.

Prerequisite: ( MRKT200 )

Corequisite:

**MTEC403 Clinical Microbiology**

[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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**MTEC406 Clinical Immunohematology**

[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:

Corequisite:

**MTEC407 Clinical Immunology/Serology**

[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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**MUSI101 Introduction to Music**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

**MUSI103 Basic Musicianship**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**MUSI108 Music Explorations**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

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:

Corequisite:

**MUSI109 Group Piano I**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

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:

Corequisite:

### **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:

Corequisite:

### **MUSI111 University Choir**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to acquaint the student with musical performance and to offer means and experiences to solve those problems (e.g., technical demands, interpretation of music, and exploration of representative). Ensembles include the following, i.e., University Band (Marching - Fall; Symphonic - Spring), University Choir, Jazz/Rock Ensemble, Percussion Ensemble, Small Vocal Ensembles (e.g., Cantori, Vocal Jazz Ensemble), and Small Instrumental Ensembles (e.g., Jazz/Rock Combo, Pit Orchestra).

Prerequisite:

Corequisite:

### **MUSI112 University Band**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh ]

Designed to acquaint the student with musical performance and to offer means and experiences to solve those problems (e.g., technical demands, interpretation of music, and exploration of representative). Ensembles include the following, i.e., University Band (Marching - Fall; Symphonic - Spring), University Choir, Jazz/Rock Ensemble, Percussion Ensemble, Small Vocal Ensembles (e.g., Cantori, Vocal Jazz Ensemble), and Small Instrumental Ensembles (e.g., Jazz/Rock Combo, Pit Orchestra).

Prerequisite:

Corequisite:

### **MUSI113 Percussion Ensemble**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh ]

Designed to acquaint the student with musical performance and to offer means and experiences to solve those problems (e.g., technical demands, interpretation of music, and exploration of representative). Ensembles include the following, i.e., University Band (Marching - Fall; Symphonic - Spring), University Choir, Jazz/Rock Ensemble, Percussion Ensemble, Small Vocal Ensembles (e.g., Cantori, Vocal Jazz Ensemble), and Small Instrumental Ensembles (e.g., Jazz/Rock Combo, Pit Orchestra).

Prerequisite:

Corequisite:

### **MUSI114 Jazz/Rock Ensemble**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to acquaint the student with musical performance and to offer means and experiences to solve those problems (e.g., technical demands, interpretation of music, and exploration of representative). Ensembles include the following, i.e., University Band (Marching - Fall; Symphonic - Spring), University Choir, Jazz/Rock Ensemble, Percussion Ensemble, Small Vocal Ensembles (e.g., Cantori, Vocal Jazz Ensemble), and Small Instrumental Ensembles (e.g., Jazz/Rock Combo, Pit Orchestra).

Prerequisite:

Corequisite:

### **MUSI115 Ensemble Small Choral**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to acquaint the student with musical performance and to offer means and experiences to solve those problems (e.g., technical demands, interpretation of music, and exploration of representative). Ensembles include the following, i.e., University Band (Marching - Fall; Symphonic - Spring), University Choir, Jazz/Rock Ensemble, Percussion Ensemble, Small Vocal Ensembles (e.g., Cantori, Vocal Jazz Ensemble), and Small Instrumental Ensembles (e.g., Jazz/Rock Combo, Pit Orchestra).

Prerequisite:

Corequisite:

### **MUSI116 Ensemble Small Instrument**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

Designed to acquaint the student with musical performance and to offer means and experiences to solve those problems (e.g., technical demands, interpretation of music, and exploration of representative). Ensembles include the following, i.e., University Band (Marching - Fall; Symphonic - Spring), University Choir, Jazz/Rock Ensemble, Percussion Ensemble, Small Vocal Ensembles (e.g., Cantori, Vocal Jazz Ensemble), and Small Instrumental Ensembles (e.g., Jazz/Rock Combo, Pit Orchestra).

Prerequisite:

Corequisite:

### **MUSI118 String Methods - Lower Strings**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **MUSI121 Applied Music 1**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh ]

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:

Corequisite:

### **MUSI122 Applied Music 2**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh ]

Similar to MUSI121 with twice as much lesson time.

Prerequisite:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**MUSI129 Woodwind Methods - Transposing Winds**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

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:

Corequisite:

**MUSI200 Music for Children with Special Needs**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite: (MUSI109 AND MUSI206 )

**MUSI204 Music Theory 2**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh ]

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:

### **MUSI205 Music Technology**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1sh ]

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:

Corequisite:

### **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:

Corequisite:

### **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:

### **MUSI300 Conducting**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

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:

Corequisite:

### **MUSI301 Music for Elementary Grades**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **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:

### **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:

### **MUSI305 Jazz Studies**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2sh ]

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:

Corequisite:

### **MUSI306 Popular Music and Jazz Theory**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **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:

Corequisite:

### **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:

### **MUSI312 Music Before 1750**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

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:

Corequisite:

### **MUSI313 Music of the Romantic Period**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **MUSI317 Elementary Music Methods**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **MUSI318 Secondary Music Methods**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **MUSI322 Music Theory III**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **MUSI323 Music Theory IV**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **MUSI328 Seminar-Humanities**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **MUSI330 Advanced Studies in Music**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **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:

Corequisite:

### **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:

### **MUSI343 Music Theory V/Orchestration**

[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:

Corequisite:

### **MUSI400 Music History After 1750**

[Minimum Semester Hours: 2 sh; Maximum Semester Hours: 2 sh]

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:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **NANO201 Materials, Safety and Equipment Overview for Nanofabrication**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **NANO202 Basic Nanotechnology Process**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **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:

### **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:

### **NANO205 Materials Modification for Nanotechnology Applications**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **NANO206 Characterization and Testing of Nanotechnology Structures and Materials**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **NANO210 Nanotechnology Tools and Techniques**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to a core set of nanotechnology-related advanced instrumentation and techniques. Both theoretical and operational aspects of these will be covered at a basic level. The course will also be a basic introduction to nanostructure and thin film synthesis, in-situ and ex-situ characterization of nanostructures and nanoscale systems including systems in biotechnology, material science and other disciplines.

Prerequisite: ( NANO105 )

Corequisite:

### **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-films 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:

### **NANO304 Generation and Modification of Nanostructures**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An intermediate course addressing the fundamental processes for deposition and growth of materials with emphasis on nanostructures, the principles of operation of common class of deposition and patterning techniques, and creation of special experimental environments such as vacuum and gas management.

Prerequisite: ( NANO105 AND PHYS130 AND PHYS131 ) OR ( NANO105 AND PHYS170 AND PHYS171 )

Corequisite:

### **NANO306 Characterization of Nanostructures**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to in-situ, ex-situ destructive, and non-destructive characterization of nano/micro scale systems at an intermediate level. Systems under discussion will be taken from physics, engineering, material science, chemistry, and biotechnology, emphasizing current technological and investigative applications. Students develop competency in the use of a broad, versatile set of characterization techniques.

Prerequisite: ( NANO210 )

Corequisite: ( PHYS170 )

**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:

**NURS101 Nursing 1**

[Minimum Semester Hours: 8 sh; Maximum Semester Hours: 8 sh]

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:

Corequisite:

**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:

**NURS201 Nursing 3**

[Minimum Semester Hours: 8 sh; Maximum Semester Hours: 8sh ]

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:

Corequisite:

**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:

**NURS205 Nursing Field Experience**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 3 sh]

A field experience course that will allow the student to pursue a personal interest in an area of nursing, while focusing on patient-centered care, communication, safety, collaboration, teamwork, and professionalism.

Prerequisite: ( NURS101 AND NURS102 )

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **NURS315 Pathophysiology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **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:

Corequisite:

### **NURS325 Pharmacology for Nursing**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **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:

Corequisite:

### **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]

Designed to review 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:

Corequisite:

### **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:

### **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:

Corequisite:

### **NURS490 Nursing Research**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **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:

Corequisite:

#### **PHAP400 Modern Optoelectronics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

#### **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:

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:

Corequisite:

#### **PHIL102 Ethics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Examines a variety of approaches to moral philosophy. Analyzes the problems of values, ideals, and standards of human action, from both an individual and a social perspective. Discusses contemporary issues from contrasting ethical points of view, and evaluates the logic of their cases.

Prerequisite:

Corequisite:

#### **PHIL105 Philosophy of Religion**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to provide an introduction to the basic problems in the philosophy of religion, such as the nature of religion, religious language, the relationship between faith and reason, varieties of theism and atheism, proofs for and against the existence of God, religious pluralism, immortality, miracles, mysticism, and the problem of evil. Students will examine a wide variety of religious beliefs, theories, and practices with the aim of clarifying and evaluating both Western and Eastern religious traditions.

Prerequisite:

Corequisite:

#### **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. Examines and critiques the philosophical foundations and historical roots of Authoritarianism, Democratic theory, Monarchy, Communism, Fascism and Democratic Socialism.

Prerequisite:

Corequisite:

### **PHIL110 Critical Thinking**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **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:

Corequisite:

### **PHIL202 Medieval Philosophy**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **PHIL215 Canadian Philosophy**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **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:

Corequisite:

### **PHIL301 Philosophy of Science**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **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\*\*\* ) OR ( HONR101 )

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

### **PHIL315 Philosophy of Law**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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\*\*\* ) OR ( HONR101 )

Corequisite:

### **PHIL328 Seminar-Humanities**

[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:

### **PHIL400 Ethics and the Environment**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

A skills and knowledge-based introduction to ethical theories and principles, including diverse cultural and multicultural theories concerning the nature and status of the environment and its moral significance; an inquiry into the ethical issues that emerge with respect to the environment across the globe. Topics include philosophical ethics; foundations of ethical theories; diverse philosophical conceptions of nature; anthropocentrism; gaia-centrism; biophilia; moral standing; shallow and deep ecology; cross-

cultural environmental issues resulting from business and other professional practices; and moral decision making.

Prerequisite:

Corequisite:

#### **PHIL415 Ethical Issues in the Health Care Professions**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A skills and knowledge-based introduction to ethical theories and principles, including diverse cultural and multicultural theories, as they emerge in the principles and practice of health care for health care professionals and patients/clients; an inquiry into the ethical issues that emerge in the various health care professions in a global world and in multicultural societies. Topics include: philosophical ethics; the moral dimension of being a professional; cross-cultural conceptions of self and aging; cross-cultural conceptions of health and illness; cross-cultural conceptions of death and dying; diverse perspectives on autonomy, truth telling and confidentiality; diverse perspectives on death and dying; the allocation of medical resources; reproductive technologies; gender, age, race, ethnicity and social class; moral decision making.

Prerequisite:

Corequisite:

#### **PHIL425 Ethics in Business and Industry**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A skills and knowledge-based introduction to ethical theories and principles, including diverse cultural and multicultural theories, as they emerge in the principles and practice of business; an inquiry into the ethical issues that emerge in the various business professions in a global world and in multicultural societies. Topics include philosophical ethics; foundations of ethical theories; philosophical conceptions of networking; the moral dimension of being a professional; cross-cultural issues in business, including the nature of the corporation, employment at will, whistle blowing, gender, age, race, ethnicity, and social class; and moral decision making.

Prerequisite:

Corequisite:

#### **PHYS101 Matter and Energy**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An introduction to the underlying physical principles of energy generation and consumption and their implications nationally and globally. 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. Students will develop through using scientific inquiry methods including conceptual understanding, laboratory exercises, and activities developing the skills for quantitative evaluation of processes.

Prerequisite:

Corequisite:

#### **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:

Corequisite:

#### **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:

Corequisite:

**PHYS108 Galileo: The Father of Experimental Science**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to physical science concepts, their applications, and the nature of science through an examination of the life and work of Galileo to be taught in Italy, during the summer.

Prerequisite:

Corequisite:

**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:

Corequisite:

**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:

**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:

**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. It will analyze the laws and underlying principles of the atmospheric change and motion. The course will focus on the origin and development of weather features and their significance in weather forecasting. It includes a study of global weather patterns, climate systems and climate change.

Prerequisite:

Corequisite:

**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:

Corequisite:

**PHYS145 Stars, Galaxies, and Cosmology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the methods and discoveries of astronomy focusing on stars, galaxies and cosmology.

Prerequisite:

Corequisite:

### **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:

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.

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:

### **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:

### **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:

### **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:

Corequisite:

### **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:

### **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:

### **PHYS328 Seminar-Science**

[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:

Corequisite:

### **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:

### **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:

### **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:

### **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:



**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:

**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:

Corequisite:

**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:

Corequisite:

**PHYS431 Advanced Physics Laboratory**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A project-based investigation of experimental physics 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.

Prerequisite: ( PHYS315 )

Corequisite:

**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:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**PLSH328 Seminar-Humanities**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Prerequisite:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **POLI107 World Politics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the fields of international relations. 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 the international state system.

Prerequisite:

Corequisite:

### **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:

Corequisite:

### **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:

### **POLI205 Comparative Politics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **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:

Corequisite:

### **POLI230 Political Parties and Elections**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **POLI310 Criminal Justice**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **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:

Corequisite:

### **POLI315 Politics in Developing Nations**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **POLI328 Seminar-Social Science**

[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:

Corequisite:

### **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:

### **POLI335 Politics of Global Health**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **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:

Corequisite:

### **POLI370 United Nations and International Organizations**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**POLI400 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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

### **PSYC100 Intro to Psychological Science**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

Introduces students to the field of psychology, the scientific study of behavior, including actions, thoughts, and feelings.

Prerequisite:

Corequisite:

### **PSYC102 Child Development**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **PSYC103 Adolescent Development**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **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:

Corequisite:

### **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:

### **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:



**PSYC204 Writing for Psychology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Focused 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 PSYC202 ) OR ( HONR111 AND PSYC202 )

Corequisite:

**PSYC205 Applied Psychological Statistics**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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 ) OR ( HONR180 AND MATH107 AND PSYC202 )

Corequisite:

**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 ) OR ( HONR180 )

Corequisite:

**PSYC212 Forensic Psychology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

**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:

**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:

**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:

**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:

**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:

**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:

**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:

Corequisite:

**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:

**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:

### **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:

### **PSYC315 Health Psychology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A survey of the psychology of health and wellness. Findings using the biopsychosocial model of health are discussed. Topics include preventive health; health promotion; 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 HPED140 AND PSYC100 ) OR ( BIOL101 AND PSYC100 AND RECR105 ) OR ( BIOL101 AND PSYC100 AND RECR205 ) OR ( BIOL101 AND HLTH105 AND PSYC100 ) OR ( BIOL106 AND HPED140 AND PSYC100 ) OR ( BIOL106 AND PSYC100 AND RECR105 ) OR ( BIOL106 AND PSYC100 )

Corequisite:

### **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:

Corequisite:

### **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:

### **PSYC328 Seminar-Social Science**

[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:

Corequisite:

### **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:

### **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:

### **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 ) OR ( HONR180 AND PSYC202 AND PSYC215 )

Corequisite:

### **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:

### **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:

### **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 ) OR ( BIOL101 AND HONR180 AND PSYC215 ) OR ( BIOL106 AND HONR180 AND PSYC215 )

Corequisite:

### **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:

### **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:

Corequisite:

### **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:

### **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:

### **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:

Corequisite:

### **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:

### **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:

### **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:

Corequisite:

### **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:

### **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:

### **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:

Corequisite:

### **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:

### **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:

Corequisite:

### **RECR110 Intro to Recreation and Leisure**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Designed to give the student an awareness and understanding of the parks and recreation 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.

Prerequisite:

Corequisite:

### **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:

Corequisite:

### **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:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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, productions, 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:

Corequisite:

### **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 an agency 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 )

Corequisite:



**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:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

### **RECR302 Supervision of Strength Training Programs**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduction and application of strength training principles in the formulation of individual and team sports programs. Students will assist and supervise athletes during all training phases of a sport year (off-season, pre-season, in-season, and post-season).

Prerequisite: ( HLTH115 ) OR ( HLTH120 ) OR ( HLTH122 )

Corequisite:

### **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 ) OR ( HONR200 )

Corequisite:

### **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:

### **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:

Corequisite:

### **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:

### **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:

**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:

Corequisite:

**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 carrier preparation in camping.

Prerequisite: ( RECR244 )

Corequisite:

**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:

Corequisite:

**RECR340 Commercial Recreation**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of the role of commercial recreation as an important factor in the local, state, and national economy. It investigates the key components that are applicable to running a successful commercial recreation business. Operations management and entrepreneurial strategies will be address along with identifying key industries that make up the commercial recreation sector.

Prerequisite:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

#### **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:

Corequisite:

#### **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:

Corequisite:

#### **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:

#### **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:

#### **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:

Corequisite:

#### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

#### **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:

Corequisite:

#### **SCI110 Science, Technology, and Society**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An introduction to 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:

Corequisite:

#### **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:

Corequisite:

#### **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:

Corequisite:

#### **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:

#### **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:

Corequisite:

**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:

Corequisite:

**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:

Corequisite:

**SCI493 Student Teaching and Practicum 1: Secondary Education Science**

[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 preservice teachers through a student teaching experience required for certification in Secondary Education in Biology, Chemistry, Earth & Space Science, General Science, or Physics. 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:

Corequisite:

**SCI494 Student Teaching and Practicum 2: Secondary Education Science**

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6sh ]

The second of two capstone experiences (one at each level appropriate to certification areas and grade level ranges) for preservice teachers through a student teaching experience required for certification in Secondary Education in Biology, Chemistry, Earth & Space Science, General Science, or Physics. 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:

Corequisite:

**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:

Corequisite:

**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:

**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:

**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:

**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:

**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:

**SOCI328 Seminar-Social Science**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Social science seminar.

Prerequisite: ( SOCI101 )

Corequisite:

**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:

**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:

### **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:

### **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:

### **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:

### **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:

### **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:

### **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:

**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/or the military. This course investigates the creation, evolving structures, and evolving functions of such organizations and their consequences on social class, race and gender.

Prerequisite: ( SOCI101 )

Corequisite:

**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:

**SOCI425 Economic Sociology**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An inquiry into value, symbols of value and the motives for production and consumption. The course includes topics such as the construction of currency, the comparison between free markets and central planning, the evolution and function or inequality, an analysis of stratification and an examination of cultures associated with social classes. The course integrates race and gender as important independent and dependent variables.

Prerequisite: ( SOCI101 )

Corequisite:

**SOCW102 Introduction to Social Work**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

**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:

Corequisite:

**SOCW119 First Year Seminar for Social Work Students**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

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:

Corequisite:

**SOCW201 Human Behavior in the Social Environment 1**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the normal processes of sequential physical, emotional, socio-cultural and spiritual development from conception through adolescence. It emphasizes common stresses and crises effecting normal development and relates these to social work practice. The course utilizes a social systems framework to focus on why humans behave the way they do in the context of living in our society.

Prerequisite: ( SOCW102 )

Corequisite:

**SOCW203 Human Behavior and Social Environment 2**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the normal processes of sequential physical, emotional, socio-cultural and spiritual development from young adulthood to late adulthood. It emphasizes common stresses and crises effecting normal development and relates these to social work practice. The course utilizes a social systems framework to focus on why humans behave the way they do in the context of living in our society.

Prerequisite: ( SOCW102 )

Corequisite:

**SOCW210 Case Management**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An introduction to the processes of case management and professional writing. The course emphasizes common engagement of clients and case managers and how clients and case managers make meaning together. The course utilizes the following: 1) a solution focused conceptual framework to focus on collaborative partnerships and goal formation; and 2) a generalist social work perspective for writing in a professional setting.

Prerequisite: ( SOCW102 )

Corequisite:

**SOCW215 Mental Health**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A basic overview of mental disorders and DSM 5 diagnoses. It covers mental status exams and social histories of individuals. It details pharmacological interventions, family interventions, and group interventions.

Prerequisite: ( SOCW102 )

Corequisite:

**SOCW301 Social Work Practice 1**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

**SOCW302 Social Work Practice 2**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

**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:

### **SOCW335 Social Work Practice with Groups**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduction to the dynamic and interactive processes of engagement, assessment, intervention, and evaluation of groups. Theoretical knowledge and practical skills used in working with groups will be explored and developed.

Prerequisite: ( SOCW301 )

Corequisite:

### **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 ) OR ( HONR180 AND SOCI101 )

Corequisite:

### **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:

### **SOCW402 Field Instruction and Professional Seminar 2**

[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:

### **SOCW403 Social Gerontology: Sociology of Aging**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

**SOCW404 Rural Social Work**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

**SOCW411 Social Work with Diverse Populations & Groups**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

**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: ( SOCW\*\*\* AND SOCW\*\*\* AND SOCW\*\*\* AND SOCW\*\*\* AND SOCW\*\*\* AND SOCW\*\*\* AND SOCW\*\*\* AND SOCW\*\*\* AND SOCW\*\*\* AND SOCW\*\*\* AND SOCW\*\*\* AND SOCW\*\*\* AND SOCW\*\*\* AND SOCW\*\*\* AND SOCW\*\*\* )

Corequisite:

**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:

**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:

**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:

**SOCW426 Advanced Social Welfare Policy**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

An examination of several social welfare policy areas, including social inequality, poverty, health care, and housing are examined as they relate to the students' field placements. Students utilize the policy analysis process, including the analysis of ideologies and values as they shape policy formulation, the process by which legislation is proposed and enacted, the role of advocacy, and the challenges of policy implementation and evaluation.

Prerequisite:

Corequisite:

### **SOCW450 Topics in Social Work**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **SPAN101 Spanish 1**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **SPAN110 Basic Spanish for Medical Personnel**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

A basic Spanish language skills course for various medical professions and medical service personnel. It includes emphasis on Latino culture and may include visits to hospitals to interact with medical workers/Hispanic patients. This course is not a comprehensive introduction to the Spanish language and thus not a substitute for SPAN101. No previous knowledge of Spanish language is required. No restrictions on enrollment.

Prerequisite:

Corequisite:

### **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:

Corequisite:

#### **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:

Corequisite:

#### **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:

Corequisite:

#### **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:

Corequisite:

#### **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:

Corequisite:

#### **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:

Corequisite:

#### **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:

Corequisite:

#### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **SPAN328 Seminar-Humanities**

[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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

### **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:

### **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:

### **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:

### **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 SPEC105

Corequisite:

### **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:

### **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:

### **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:

Corequisite:

### **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:

### **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:

### **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 a discussing the theoretical and practical problems of teaching them.

Prerequisite: SPEC105

Corequisite:

### **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:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

#### **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:

Corequisite:

#### **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:

Corequisite:

#### **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:

Corequisite:

#### **SPEC430 Assessing Educational Needs and Planning for Instruction**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

Designed to provide an introduction to educational assessment and instructional planning. This course emphasizes the administration and interpretation of formal and informal individual assessments used in identifying needs of individuals with exceptionalities. Students will gain experience in administering assessment instruments and writing evaluation reports and individualized educational programs.

Prerequisite:

Corequisite:

#### **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:

Corequisite:

#### **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:

Corequisite:

### **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:

### **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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **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 ) OR ( HONR180 )

Corequisite:

### **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:

### **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:

### **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:

Corequisite:

### **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:

### **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:

### **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:

### **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:

### **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:

### **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:

Corequisite:

### **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:

### **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:

### **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:

### **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:

### **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:

#### **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:

#### **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:

Corequisite:

#### **SPRT465 Organization and Administration of Sport and Athletic Programs**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An examination of the organizational philosophy and management requirements of sport and athletic programs. Students will be guided in the preparation of position papers, research reports, and presentations with the intent of providing realistic pre-professional experiences in the field. Amateur, professional, public, private and voluntary sport settings will be discussed.

Prerequisite: ( SPRT106 AND SPRT223 )

Corequisite:

#### **SPRT498 Sport Studies Seminar**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

An analysis and/or comparison of topics related to sport studies within a framework provided by the instructor. Examples include, but are not limited to, contemporary issues in sport studies, a comparative global analysis of sport governance systems, sport studies issues related to economic, social and other factors, sport studies issues of special interest, and emerging technologies in the area of sport.

Prerequisite:

Corequisite:

#### **SSED119 First Year Seminar for Social Studies Education Students**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

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:

Corequisite:

#### **SSED210 Secondary Education 1: Social Studies**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **SSED316 Secondary Education 2: Social Studies**

[Minimum Semester Hours: 4 sh; Maximum Semester Hours: 4 sh]

Course description is missing.

Prerequisite:

Corequisite:

### **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:

Corequisite:

### **SSED416 Student Teaching and Practicum Secondary 2: Social Studies**

[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:

Corequisite:

### **SSED493 Student Teaching and Professional Practicum 1**

[Minimum Semester Hours: 6 sh; Maximum Semester Hours: 6sh ]

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:

Corequisite:

### **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:

Corequisite:

### **THEA110 Theatre: An Orientation**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Provides an introduction to theatre. It includes definitions and analysis of theatrical art and plays. Students will explore the relationship between theatre, the culture from which it came and the roles of theatre practitioners.

Prerequisite:

Corequisite:

### **THEA117 Technical Theatre**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

Corequisite:

### **THEA121 Theatre Workshop 1**

[Minimum Semester Hours: 1 sh; Maximum Semester Hours: 1 sh]

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:

Corequisite:

### **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:

Corequisite:

### **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:

Corequisite:

### **THEA188 Stage Make-Up**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

Corequisite:

### **THEA200 Survey of Dramatic Literature**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

Investigates and questions, through the analysis of dramatic texts, the relationship of history and representation to identity and culture.

Prerequisite:

Corequisite:

### **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:

Corequisite:

### **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:

### **THEA315 Intermediate Acting**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

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:

### **THEA328 Seminar-Humanities**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Humanities seminar.

Prerequisite:

Corequisite:

### **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:

### **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:

### **THEA340 History of the Theatre**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **THEA366 Stage Costume Design**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3sh ]

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:

### **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:

### **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:

### **VAPA119 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 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:

Corequisite:

**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:

Corequisite:

**WMST110 Introduction to LGBTQ Studies**

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh]

Introduces the topics of sexual orientation and gender identity, focusing primarily on the lives of people who are lesbian, gay, bisexual, transgender, queer, or questioning and how their lived experiences differ across the world.

Prerequisite:

Corequisite: