

THE MISSION

The mission of Lycoming College is to provide a distinguished baccalaureate education in the liberal arts and sciences within a coeducational, supportive, residential setting.

COLLEGE PHILOSOPHY

Lycoming College is committed to the principle that a liberal arts education provides an excellent foundation for an informed and productive life. Consequently, the Baccalaureate degree (Bachelor of Arts or Bachelor of Science) is conferred upon the student who has completed an educational program incorporating the two principles of a liberal arts education known as distribution and concentration. The objective of the distribution principle is to ensure that the student achieves intellectual breadth through the study of the arts, humanities, mathematics, natural and social sciences, and modern or ancient languages and their literatures. The objective of the concentration principle is to provide depth of learning through completion of a program of study in a given discipline or subject area known as the major. The effect of both principles is to impart knowledge, inspire inquiry, and encourage creative thought.

Lycoming College promotes individual growth and community development through a combination of academic and co-curricular programs in a supportive residential environment that seeks to foster self-awareness, model social responsibility, and provide opportunities to develop leadership skills. Students are encouraged to explore new concepts and perspectives, to cultivate an aesthetic sensibility, and to develop communication and critical thinking skills. The college is committed to promoting racial inclusiveness, gender equality, and an appreciation of cultural diversity. Through a holistic approach, Lycoming College encourages students to become ethical, informed, and engaged individuals.

EXPECTED STUDENT LEARNING OUTCOMES

Institutional Expected Student Learning Outcomes

Upon graduation, a Lycoming College graduate will

- have achieved depth of learning in at least one field of study
- have demonstrated intellectual breadth through the study of the arts, humanities, mathematics, natural and social sciences, and modern or ancient languages
- have enriched his/her education through the completion of one or more enhanced academic experiences
- understand cultural diversity
- be able to communicate effectively in both written and oral forms
- be able to think critically
- have demonstrated information literacy skills and technological competence appropriate for his/her discipline

Expected Student Learning Outcomes for Individual Programs

The learning goals for each program are found on the website for the corresponding program.

THE BACCALAUREATE DEGREE

Lycoming College is committed to the principle that a liberal arts and sciences education is the ideal foundation for an informed and productive life. The liberal arts—including the fine arts, the humanities, mathematics, the natural and social sciences—have created the social, political, economic, and intellectual systems that help define contemporary existence. Therefore, it is essential that students grasp the modes of inquiry and knowledge associated with these disciplines.

Consequently, the baccalaureate degree (Bachelor of Arts or Bachelor of Science) is conferred upon the student who has completed an educational program incorporating the three facets of the liberal arts known as General Education, the major, and electives. Students will complete approximately one-third of their work in each of these areas. The objective of the General Education Program is to ensure that the student achieves breadth in learning through the study of the major dimensions of human inquiry: math and languages, arts and humanities, social and natural sciences.

The objective of the major is to provide depth of learning through completion of a program of focused study in a given discipline or subject area. Elective study affords students the opportunity to develop secondary interests, work in areas complementary to their primary discipline, or explore new fields of study. The combined effect of General Education courses, concentrated study in the major, and electives is to impart knowledge, inspire inquiry, and encourage creative thought. The program enables students to think critically, judge rationally, communicate effectively, and develop an awareness of the diversity of cultures and an enthusiasm for learning that will last throughout their lives.

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The general regulations and policies stated in this catalog are in effect for the 2015-16 academic

year. Freshmen entering the College during the 2015-2016 academic year are subject to the requirements that appear on the following pages. Continuing students are subject to the Catalog in effect at the time of their entry unless they elect to complete the current curriculum. Students who transfer to the College with advanced standing will be subject to the requirements imposed upon other students at the College who have attained the same academic level unless they elect to complete the current curriculum.

Students already possessing a baccalaureate degree who are returning for a second degree will be reviewed on an individual basis by the Registrar and major department. Post-baccalaureate students will be subject to the current catalog, must complete all major requirements and related prerequisites, and may be required to complete the General Education requirements. This does not apply to non-degree students in certificate-only programs.

Lycoming College reserves the right to amend or change the policies and procedures stated in this catalog without prior notice to those who may be affected by them. The provisions of this publication are not to be regarded as an irrevocable contract between the applicant and/or the student and Lycoming College.

ACADEMIC CALENDAR 2015 - 2016

	Fall Semester	Spring Semester
Bills are due	July 31	December 11
Residence halls open for freshmen	August 21 at 9 a.m.	January 10 at 10 a.m.
Residence halls open for upperclassmen	August 22 at 8 a.m.	January 10 at 10 a.m.
Classes begin first period	August 24	January 11
Processing of drop/add begins	August 24	January 11
Last day for drop/add	August 28	January 15
Last day to elect audit and pass/fail grades	August 28	January 15
Last day for submission of final grades for courses for which Incomplete grades were recorded in Spring, May, and Summer terms	October 2	
Last day for submission of final grades for courses for which Incomplete grades were recorded in Fall semester		February 19
Early Assessment reports due at noon	October 5	February 22
Enrollment deposit deadline		February 29
Residence halls close at 6 p.m. for spring recess		March 4
Residence halls open at 10 a.m.		March 13
Classes resume first period after spring recess		March 14
Last day to withdraw from courses	October 26	March 21
Last day to withdraw from half semester courses.	1st 7 weeks September 23 2nd 7 weeks November 11	February 10 April 6
Residence halls close at 9:00 p.m. for Thanksgiving recess	November 24	
Residence halls open at 10 a.m.	November 29	
Classes resume first period after Thanksgiving	November 30	

Final examinations begin	December 7	April 25
Semester ends at 5:00 p.m.	December 11	April 29
Residence halls close at 6:00 p.m.	December 11	April 29

Special Sessions

	May Term	Summer Session #1	Summer Session #2
Residence halls open noon - 3:00 p.m.	May 8	June 5	July 10
Classes begin	May 9	June 6	July 11
Last day for drop/add	May 10	June 8	July 13
Last day to elect audit and pass/fail grades	May 10	June 8	July 13
Last day to withdraw from courses	May 25	June 27	August 1
Term ends	June 3	July 8	August 12
Residence halls close at 4:00 p.m.	June 3	July 8	August 12

Special dates to remember:

Freshman First Weekend	August 21, 22, 23
New Student Convocation	August 21
Labor Day (classes in session).....	September 1
Family Weekend	September 18 - 20
Admissions Open House.....	October 3
Long Weekend (no classes)	October 16 - 18
Homecoming Weekend.....	October 23 - 25
Admissions Open House.....	November 14
Thanksgiving Recess	November 24 - 29
Admissions Open House.....	February 20
Spring Recess.....	March 7 - 11
Good Friday (no classes)	March 25
Accepted Students Day	April 10
Honors Convocation	April 17
Baccalaureate	May 6
Commencement	May 7
Admissions Open House.....	May 14
Memorial Day (no classes)	May 30
Summer Preview	June 24
Independence Day (no classes).....	July 4
Summer Preview	July 29

WELCOME TO LYCOMING COLLEGE

Lycoming College is a residential liberal arts and sciences college with a distinguished past and an exciting future. It is dedicated to providing lifetime learning in a supportive, residential environment that fosters individual growth and close interpersonal relationships. Founded in 1812 in the aftermath of the American Revolution and the Constitutional Convention, it has played an important role in educating citizens to participate in our nation's democracy while also preparing them to enter their professions.

Lycoming is ranked as a Tier 1 National Liberal Arts and Sciences college by *U.S. News & World Report*. In addition, Lycoming is listed as one of "The Best Northeastern Colleges" by *The Princeton Review* and one of "America's Best Colleges" by *Forbes.com*.

All of Lycoming's resources and faculty are dedicated to the undergraduate education of just 1,400 students. With a 14 - 1 ratio of students to faculty, classes of five or ten students are not uncommon, while even large introductory courses average about 30 students. This means abundant opportunities for individual attention by exceptional faculty members who are truly committed to teaching.

The faculty members at Lycoming College are active teachers, committed mentors, and scholars who produce knowledge and creative work. They draw students into learning and prepare them with the skills needed to succeed in a world characterized by rapid change and intense competition. Lycoming students are superbly prepared to meet the challenges of life through an academic program that includes both breadth of study in the arts and humanities, math and languages, social and natural sciences and depth of study in at least one area of concentration. The College grants Bachelor of Arts and Bachelor of Science degrees and offers 36 academic programs.

Lycoming students, who come from as nearby as Williamsport and as far away as China, embrace both the academic and the residential life of the institution. At Lycoming, students have experiences that produce profound learning that makes a difference over the course of a lifetime. High-impact opportunities can be found in abundance. For example, students do research with faculty members, complete internships and service or community-based learning projects, teach in the local schools, and study abroad.

Students who intend to continue their studies in health, law, medicine, the ministry, or teaching receive excellent pre-professional preparation. Through a number of cooperative programs with other colleges and universities, Lycoming students study clinical laboratory science, engineering, forestry, optometry, and podiatry, while still enjoying the benefits of a small college experience. Lycoming students are encouraged to complement their studies with international experiences. Students may take advantage of traditional study abroad programs through College partners and other approved programs or international internships. In addition, Lycoming offers a variety of short-term travel courses available during the semester and the May Term. Our cooperative programs also provide opportunities to study in Washington, D.C. or New York City.

One of Lycoming's most popular and successful ways of blending career planning with a liberal arts education is through its internship programs. Close to one-third of Lycoming students gain real job experience as part of a semester course load. The Williamsport area is particularly rich in internship opportunities in business, communication, government, health, and social services. The close relationship between the College and the community has given Lycoming students a chance to roll up their sleeves and gain résumé-enhancing experience rather than mere observation.

The residential life of the college can only be described as vibrant. Lycoming affords students the opportunity to do things like perform with the choir or band, act in or direct a play, lead a club or organization, volunteer in the community, and many other things. At Lycoming, students learn both in the classroom and in the residential environment, and there are many opportunities for students to hone their leadership skills. The average graduation rate for first-time freshmen is 63%. (More information is available on the Registrar's homepage under Student's Right to Know.)

Lycoming is proud to offer its students the opportunity to participate in 17 varsity athletic programs (9 for men, 8 for women). The Warriors compete at the NCAA Division III level and are a member of the Middle Atlantic Conferences. Students may also take part in the College's competitive intramurals program.

Lycoming's campus lies near historic downtown Williamsport, a city best-known as the birthplace of Little League Baseball and the site of its annual international championship. The rolling hills and forestlands of north central Pennsylvania provide some of the state's best scenery, as well as hiking, camping, kayaking, and other outdoor recreation, while the Williamsport greater metro area has a population of approximately 75,000 people. Lycoming is less than four hours from New York City, Philadelphia, Washington, D.C., Baltimore, and Pittsburgh.

The College enjoys a relationship with the United Methodist Church and supports its tradition of providing an education to persons of all faiths. The College is firmly committed to a policy of cultural diversity and expects its students to work together in an atmosphere of respect and tolerance.

Lycoming College prepares students for a lifetime of success at one of the best liberal arts colleges in the country.

HISTORY

Lycoming College has begun its third century. From its beginnings in 1812 as the Williamsport Academy, its curriculum has centered on the liberal arts and sciences. The Charter described the initial educational focus as the study of "English and other languages" and "the useful arts, sciences and literature." In 1841, the curriculum included English, Writing, Arithmetic, Geography, Chemistry, Natural Philosophy, Mathematics, Latin, and Greek.

The Academy fell on hard times in the early 1840s and a group of Methodists, led by the Rev. Benjamin Crever, purchased it and changed its name to the Williamsport Dickinson Seminary. “Seminary” was the name used for schools with more advanced study, and many of the Seminary graduates entered four year colleges as juniors. The curriculum continued to feature the major components of the Academy curriculum. In the late 19th century, under the leadership of President Edward J. Gray, the study of art and music attracted so many students that the Seminary built a new building, Bradley Hall, dedicated to these two fields.

The Seminary continued to thrive in the early 20th century and expanded in the 1920s under the leadership of President John W. Long. In 1929, it became the Williamsport Dickinson Seminary and Junior College, the first private junior college in Pennsylvania. The Junior College curriculum formalized the advanced study available at the Seminary, the majority of which was in the liberal arts and sciences.

After World War II, the flood of returning military service personnel swelled the enrollments of all colleges, and led some, including the Seminary and Junior College, to move to full four year college status. Lycoming College emerged in 1947, marking a fourth change in the institution’s history. However, the College founders decided to retain the liberal arts and sciences as the central focus of the curriculum.

Lycoming College enjoys its present status as a national liberal arts and sciences college largely because its leaders have remained steadfast to the tradition established by its founders, believing that the best preparation a person can have for a happy and successful life is time spent studying the liberal arts and sciences.

ADMISSION TO LYCOMING

Lycoming College welcomes applications from prospective students without regard to race, color, religion, national origin, sex, gender identity or expression, disability, age, sexual orientation, political affiliation, or any characteristic against which discrimination is prohibited by applicable law. The College will make reasonable accommodations for enrolled students with known disabilities as appropriate. Visit us at www.lycoming.edu.

Admission Decision Criteria

Admission to Lycoming College is competitive. Applicants are evaluated on the basis of their academic preparation, talents, and interests, as well as the College’s capacity to help them achieve their educational objectives and career goals.

Successful candidates for admission have typically completed a college preparatory program in high school, which includes four years of English, three years of math, two years of modern language, two years of natural or physical science, three years of social science, and two years of academic electives.

In addition, successful admission candidates generally place in the top two-fifths of their high school graduating class and score better than the national average on the SAT1 or ACT exams.

From time to time, supplemental materials, as well as a personal interview, may be required prior to the determination of admissibility.

Admission Application Filing Period

Applications for the fall semester will be accepted from July 1st of the preceding year through May 1st of the year in which studies are to begin. Applications for the spring semester are accepted from the preceding July 1st through December 1st.

Applications, when complete, are reviewed and evaluated on a rolling basis. Generally, applicants are notified in writing regarding the outcome of their applications within two weeks following the receipt of all required materials after December 1st.

Freshman Applicants

Freshman applicants must complete the following steps:

- 1) Submit a completed Lycoming College Admission Application or the Common Application.
- 2) Provide official transcripts of all high school and post-secondary school studies (whether or not completed).
- 3) Submit official results of the SAT1 exam or ACT exam.
- 4) Submit two personal letters of recommendation, at least one of which must be written by a teacher.
- 5) Submit a personal essay.

Transfer Applicants

Lycoming College considers applications from students who have attended other post-secondary educational institutions. These applicants must have earned a cumulative grade point average of at least 2.00 (on a 4-point scale) in transferable courses at the post-secondary institution(s) attended.

Credit will be granted only for courses which have a grade of “C-” or higher. Courses with a non-grade such as “P” or “S” will not transfer. Lycoming College will determine which courses are appropriate for transfer and is under no obligation to accept any course. Lycoming College does not have a statute of limitations, but it reserves the right to refuse to accept some courses for transfer in which the content is out of date. The Registrar will consult the academic department(s) involved. Final determination of transfer credit will be made by the Lycoming College Registrar based on official transcripts only. Transfer courses will be shown on the Lycoming transcript with the symbol “T.”

Applicants may transfer up to 64 credits at the Lycoming College 100 and 200 level and up to 32 credits at the Lycoming College 300 and 400 level for a total of 96 credits. No more than 16 credits from approved online courses will be accepted as part of the above maximums. Students must complete the final 32 credits of the degree program at Lycoming College. At least 16 credits in the major area must be taken at Lycoming College.

Additional information regarding the transfer of college credit appears under Alternative Credit Sources.

Transfer applicants must complete each of the following steps:

- 1) Submit the Lycoming College Admission Application or the Common Application.
- 2) Provide official transcripts and course descriptions or catalogs from each post-secondary school attended. Students who have accumulated less than 24 semester hours (or 36 quarter hours) must also submit high school transcripts. (Official results of the SAT1 or ACT may also be required.)
- 3) Submit the Transfer Student Admission Report.
(www.lycoming.edu/pdfs/transferringstudentsadmissionreport.pdf)

International Applicants

Prospective students who are neither citizens nor permanent residents of the United States are welcome to apply for admission.

International applicants must complete each of the following steps:

- 1) Submit the Common Application.
- 2) Provide certified true copies of all secondary (and, when applicable, post-secondary) transcripts, mark sheets, diplomas, and certificates in the original languages, as well as in English (when the originals are not in English). Translations of non-English materials must be certified as true and correct.
- 3) Submit two letters of recommendation.
- 4) Provide proof of the ability to read, write, and speak English at the college level as evidenced by a TOEFL score of at least 525, 190 for computer assessment test, or 70 for the Internet-based test or a 6.0 IELTS test.
- 5) Submit bank statements showing your family's ability to fund your Lycoming education.
- 6) International students who are currently studying in the United States must be "in-status" with the United States Department of Justice — Immigration and Naturalization Service. They must also be eligible to transfer to Lycoming College.

Confirmation of Intent to Enroll at Lycoming

Admitted applicants are asked to confirm their intent to enroll for the fall semester no later than the preceding May 1st, or by December 1st for the following spring semester, by submitting the appropriate deposit. New students are required to submit the \$300 Confirmation Deposit.

Admitted international applicants are required to submit all applicable deposits prior to the issuance of the I-20 form. The Confirmation Deposit is refundable prior to the start of the first semester of attendance if the official withdrawal date is not later than May 1.

Placement

Mathematics Placement: New students take the mathematics placement examination that is coordinated by the Math Center. Those who wish to obtain a higher placement in basic algebra or the calculus sequence may further review the appropriate material and retake the exam / take an appropriate exemption exam at the Math Center.

Language Placement: Placement in a modern language at the appropriate course level will be determined by the faculty of the Department of Modern Language Studies. Placement in an ancient language at the appropriate course level will be determined by the Department of Religion.

Student Orientation

All new students are required to attend one of three summer orientation sessions in June with at least one parent before they enroll in the fall. The purpose of the program is to acquaint new students and their parent(s) more fully with the College so that they can begin their Lycoming experience under the most favorable circumstances. There is also a week-long orientation session for international students in August and a final orientation during First Weekend for anyone who was not able to attend in June. Orientation is also held before classes begin in January for students who matriculate in the Spring semester. During Orientation, students take placement tests, meet their academic advisor, and register for classes. Information on orientation is mailed to new students after they confirm their intention to enroll.

Withdrawal of Admission Offers

Lycoming College reserves the right to withdraw offers of admission when:

- 1) information requested as part of the admission application process is not provided by applicants;
- 2) applicants misrepresent facts to the College during the application process;
- 3) the conduct of applicants is not in keeping with the ethical or moral standards as set forth in the *Lycoming College Catalog* or the *Lycoming College Student Handbook*.

Readmission to the College

Students who leave the College for one or more semesters, including those who leave mid-term, must apply for readmission. To apply for readmission, one must:

- a. Complete the Application for Readmission form;
- b. Return the completed form to the Office of the Registrar; and
- c. If applicable, have official transcripts for all course work completed elsewhere sent to the Registrar.

The College reserves the right to deny readmission to former students. Reasons for denial of readmission requests include, but are not limited to: lack of residence hall space, unresolved financial obligations, academic deficiencies, unresolved disciplinary action, charges or convictions related to criminal activity.

Students will be informed in writing about the decision regarding readmission. To confirm readmission, students must send a non-refundable deposit of \$300 to the Office of the Registrar. Students who intend to live in the residence halls must complete the appropriate forms in the Office of Residence Life.

Lycoming College does not have a statute of limitations, but it reserves the right to refuse to accept some courses in which the content is out of date. The Registrar will consult the academic department(s) involved.

FINANCIAL MATTERS

Expenses for the Academic Year 2015-2016

The following expenses are effective for the regular fall and spring semesters. The College reserves the right to adjust fees at any time. The fees for each semester are payable approximately three weeks prior to the start of classes for the semester as indicated on the semester bill.

Fees	Per Semester	Per Year
Tuition	\$17,600.00	\$35,200.00
Room Rent	\$ 2,776.00	\$ 5,552.00
Board	<u>\$ 2,666.00</u>	<u>\$ 5,332.00</u>
Total	\$23,042.00	\$46,084.00

One-Time Student Fees

Confirmation/Contingency Deposit	\$300
Freshman Fee	\$225

Part-Time Student Fees

Each Unit Course	\$4,400
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Additional Charges

Non-refundable Enrollment Deposit for Returning Students	\$100
Activity Fee per semester.....	\$85
Technology Fee (resident students) (per semester)	\$225
Technology Fee (commuter students) (per semester).....	\$125
Laundry Fee (resident students) (per semester)	\$40
Applied Music Fee (half-hour per week per semester).....	\$300
Cap and Gown.....	prevailing cost
Laboratory Fee per Unit Course.....	\$10 to \$425
Parking Permit	\$120
Practice Teaching Fee	\$400
ROTC Uniform Deposit (payable at Bucknell University)	\$75
Transcript Fee	\$5*
Single Room Charge.....	\$3,191
College Apartment.....	\$3,611
Student Health Insurance (under age 26 – 2013-2014 cost \$1,235).....	TBD**

The tuition covers the regular course load of twelve to sixteen credits each semester excluding band, choir, theater practica, and all Scholars Seminars. Any credits over 16 will be charged at a

rate of \$1,100 per credit. Resident students must board at the College. If a double room is used as a single room, there is an additional charge of \$415 per semester. The estimated cost for books and supplies is up to \$1,000 per year, depending on the course of study. Special session (May Term and Summer Session) charges for tuition, room, and board are established during the fall semester.

Students taking MATH 100 may take another 2-credit course concurrently or two credits may be banked for future use. If the credits are banked, the student would be allowed to take up to 18 credits in a subsequent semester with no additional tuition cost. Banked credits may be applied to a regular term or May term 4-credit course; in this case, the student would pay for only the two additional credits. Banked credits from MATH 100 can only be used for official Lycoming College courses.

Members of the Lycoming College Scholars Program may audit a fifth class per semester at no additional charge. Laboratory and other special fees must be paid in full.

**\$5 for first copy; \$1 for each additional copy requested at the same time. No charge for currently enrolled full-time students. No transcripts will be issued for a student or alumnus whose financial obligation to the college has not been satisfied.*

** - To Be Determined

Online Statements and Payment Processing

Lycoming College does not mail paper statements to the student's home address. A student and their authorized payer(s) can access the statements online. Students can access their online statements by logging into WebAdvisor. Authorized payers can access their student's online statements by going to the Business Office's webpage. Bills can also be paid electronically using checking, savings, VISA, Mastercard, Discover, and American Express. Authorized payers will only be able to view their own payment and bank information. Each authorized payer is assigned a separate password for added security and privacy.

Student Health Insurance

This insurance is mandatory for all full-time students if they have no other medical insurance coverage or if they fail to verify that they have other medical insurance. In order to waive the cost of this coverage, students or guardians must complete the online health insurance waiver by September 30 each year.

Non-Payment of Fees

Lycoming College has the right to withhold future registrations, final grades, transcripts, diplomas, and certifications of withdrawals in good standing if student accounts for previous attendance have not been settled. Unpaid student accounts will be charged interest at the rate of 1% per month on the month-end balance until accounts are paid in full. Should legal collection become necessary, the fees of any collection agency, which may be based on a percentage at a maximum of 33% of the debt, and all costs and expenses, including reasonable attorney's fees, will be added to the balance due.

Entry Fees and Deposits

Confirmation/Contingency Deposit — All full-time students who have been notified of their admission to Lycoming College are required to make a \$300 Confirmation Deposit to confirm their intention to matriculate. The Deposit is held until Graduation or upon notification submitted to the Registrar’s office at least two weeks prior to the start of each semester that the student is not returning. Any remaining deposit balance will be refunded after all financial obligations to the College have been satisfied.

The Confirmation Deposit is refundable prior to the start of the first semester of attendance if the official withdrawal date is not later than May 1.

Enrollment Deposit — A non-refundable enrollment deposit of \$100 is required of all current full and part-time degree-seeking students each spring in order to pre-register for the subsequent fall semester courses and/or to participate in the annual room selection process. This deposit is applied against the fall semester bill.

Partial Payments

For the convenience of those who find it impossible to follow the regular College schedule of payments, arrangements may be made to make monthly payments using our third party payment provider. Additional information may be obtained from the Business Office website or by calling the Business or Admissions Office.

Lycoming College Withdrawal Refund Policy

Students wishing to withdraw from the College during the semester should meet with the Dean for First-Year Students or the Assistant Dean of Academic Services to ensure that student financial and academic records are properly closed. The effective date of calculating refunds shall be: the date that the student begins the withdrawal process or provides official notification to the institution of his or her intent to withdraw; the midpoint of enrollment if the student drops out without notification to the institution; or the date, as determined by the institution, that the student withdraws due to illness or accident.

Students withdrawing will receive a prorated refund for tuition, fees, room and board, less an administrative fee of \$100 and any unpaid charges, according to the following schedule:

	Refund	Charge
During Week 1	90%	10%
During Week 2	80%	20%
During Week 3	70%	30%
During Week 4	60%	40%
During Week 5	50%	50%
During Week 6	40%	60%
After 6th Week	0%	100%

Please note that there is no refund after the sixth week of the semester. For First-Year Students, the refund period will be extended into the week that early assessment grades are distributed to students and parents.

Comparable schedules apply to May and Summer terms.

The calculated refund will be reduced by any unpaid charges. Any balance remaining will be billed to the student. Unpaid student account balances will be charged interest at the rate of 1% per month on the month-end balance until the account is paid in full. Should legal collection become necessary, all costs of collection will be added to the balance due.

Lycoming College's institutional refund policy is distinct and different from the Federal Return of Title IV Funds policy. The adjustment of institutional financial aid will follow the Withdrawal Refund Policy stated above. The College is required to perform a Return of Title IV Funds calculation for all federal financial aid recipients who withdraw (officially or unofficially) from all classes on or before the 60% attendance point of the semester. Students who are subject to the return of any Title IV funds may end up with a balance due to the College, Federal Government, or both. See Federal Return of Title IV Funds Policy for further explanation on the return of federal funds.

Students who drop individual course(s) during the add/drop period will receive 100% adjustment to tuition and fees. Students who drop individual courses(s) after the add/drop period will not receive any adjustment to tuition and fees.

Federal Return of Title IV Funds Policy

The 1998 Reauthorization of the Higher Education Act requires the college to calculate a Return of Title IV Funds on all federal financial aid students who withdraw (officially or unofficially) from all classes on or before the 60% attendance point of the semester. A pro rata schedule is used to determine the percentage of the semester the student attended based on the withdrawal date/last date of attendance.

The student's withdrawal date is the date the student began the withdrawal process; the date the student provided the school with official notification of the intent to withdraw; or for the student who does not begin the school's withdrawal process or notify the school of intent to withdraw, the midpoint of the payment period of enrollment for which the Title IV assistance was disbursed (unless the institution can document an actual date in which the student last participated in an academically-related activity). For any student who withdraws from the College, the College does have the option of using a student's documented last day of attendance at an academically-related activity as the withdrawal date, if the College believes this better reflects when the student stopped attending and truly withdrew from school.

The percentage of the semester the student attended is calculated as follows:

$$\frac{\text{Number of days in attendance}}{\text{Number of days in semester}}$$

The number of days counted includes all calendar days in the semester including weekends and holidays, but excludes college breaks of five or more days.

The percentage of the semester the student attended is used to calculate the amount of the student's earned versus unearned federal aid funds. The unearned portion of federal aid funds must be returned to the appropriate aid program in accordance with the Order of Return as mandated by law. The Order of Return is: Federal Unsubsidized Loan, Federal Subsidized Loan, Perkins Loan, Federal PLUS Loan, Federal Pell Grant, Federal SEOG Grant.

The college is responsible for returning the lesser of Unearned Title IV Aid or Unearned Institutional Charges. Unearned Institutional Charges are based on the determined percentage of the semester the student did not attend. The College is responsible for its return of funds first, followed by the student's return of funds.

The student is responsible for returning:

$$\begin{array}{r} \text{Amount of Unearned Title IV Aid} \\ - \text{Amount of Aid School Returns} \\ \hline \text{Amount Student Returns} \end{array}$$

The College must return its portion of Unearned Title IV aid (loan and grant) to the appropriate federal program within 45 days of the student's withdrawal date as determined by the Office of Financial Aid. If the amount the student returns includes a federal loan, the student is responsible for repayment of the loan in accordance with the terms of the loan program. If the amount the student returns includes grant aid, the student must repay 50% of the grant money received, rather than 100%. Students do not have to repay grant overpayments of \$50 or less per program.

The student must return unearned grant aid to the college within 45 days of the date of notification. Failure by the student to return or make arrangements to return unearned grant aid to the College within 45 days will result in the student being reported to the U.S. Department of Education (USDOE). The student will be considered in an Overpayment Status and will not be eligible for additional aid at any post-secondary institution participating in Title IV Aid programs. Students who are reported to USDOE in an Overpayment Status should contact the USDOE to make payment arrangements to repay the necessary grant funds.

Examples of Federal Title IV Return of Funds calculations are available in the Office of Financial Aid. Students who stop attending Lycoming College may not receive further financial aid disbursements, may lose some or all of the aid that has already been disbursed to their account, may be responsible for repayment of unpaid charges, and may be considered in Overpayment status with USDOE.

Students who wish to rescind their official withdrawal submitted to the college must do so within one week of the original withdrawal and notification must be provided in writing to the Office of Financial Aid.

Students who stop attending all classes without officially withdrawing from the college will be subject to a Return of Funds calculation at the end of the semester, based on their last date of attendance as determined by the Office of Financial Aid.

State Grant programs have varying regulations concerning refunds, but most will require at least a partial refund of the State Grant. If the student has received a Lycoming Grant, a portion of the student's refund will also be repaid to the Lycoming Grant program. This will reduce, or in many cases eliminate, the amount of the refund the student would otherwise receive.

Non-Payment of Fees Penalty

Students will not be registered for courses in a new semester if their accounts for previous attendance have not been settled. Diplomas, transcripts, and certifications of withdrawals in good standing are issued only when a satisfactory settlement of all financial obligations has been made in the Business Office. Final grades may also be held in some cases. Unpaid student accounts will be charged interest at the rate of 1% per month on the month-end balance until accounts are paid in full. Should legal collection become necessary, all costs of collection will be added to the balance due.

FINANCIAL AID

Lycoming College is committed to helping students and families meet college costs. While some assistance is available to students regardless of need (merit scholarships), the primary purpose of the College's financial aid program is to help qualified students of limited financial resources attend Lycoming College. Scholarships may be awarded on the basis of merit and/or need, while grants are provided solely on the basis of financial need. Long-term educational loans with favorable interest rates and repayment terms are available, as are part-time employment opportunities.

Please Note: If a student receives a **Tuition Remission Fee Waiver**, a **Tuition Exchange Scholarship**, or **Post 9/11 Yellow Ribbon Benefits**, all Lycoming funded scholarships and awards become honorary. That is, the monetary value of the Lycoming scholarships and awards becomes zero.

Students receiving Lycoming College scholarships or grants cannot receive total scholarship and grant aid from all sources in excess of tuition and fees (and room and board for resident students). The Lycoming scholarship and/or grant will be reduced to meet this requirement.

Students receiving a **Faculty, Trustee, Departmental, or other Lycoming Scholarship** may add only *one* additional Lycoming-funded scholarship to their financial package. Examples of funded Lycoming scholarships include the Pennsylvania Free Enterprise Week (PFEW) scholarship, and talent awards in music, theatre, art, creative writing, and digital media communication.

It is important to submit financial aid applications after January 1st, as appropriate income information becomes available, but by May 1. Although applications may be filed later, applicants can only receive consideration for remaining available funds.

To be considered for financial aid, students and families must complete the following steps for each year the student seeks assistance:

1. Fully complete and submit the Free Application For Federal Student Aid (FAFSA). Returning students should submit the Renewal FAFSA. Go to www.fafsa.ed.gov.
2. The College may request federal income tax transcripts and W-2's from the student and parent(s) to be submitted to the Financial Aid Office. Transcripts can be obtained by calling the IRS at 1-800-908-9946. The tax transcripts required are for the year preceding the academic year in which the student seeks assistance.
3. PA residents can apply for state grant assistance using the FAFSA as well. Non-PA residents should contact the State Grant Agency in their home state to see if additional forms must be filed.

Basic eligibility requirements for all federal programs are available from the Department of Education at www.studentaid.ed.gov. Students are responsible for understanding the basic eligibility requirements.

Enrollment Status for Financial Aid Eligibility

Financial aid eligibility is substantially reduced for students who are charged less than full-time tuition. Credit is earned for some courses which are offered at no charge, including choir, band, theatre practica, and all Scholars Seminars. Therefore, these credits are not counted in the full-time tuition calculation. For financial aid purposes, a full-time student is enrolled in 12-16 billable semester hours. A student's financial aid eligibility is finalized after the end of the college's published add/drop period.

Satisfactory Academic Progress Requirements for Financial Aid Recipients

NOTE: Financial aid programs subject to the following Satisfactory Academic Progress (SAP) Requirements include all Federal Title IV aid (Pell, FSEOG, Work-Study, Perkins Loan, Stafford Loans, PLUS Loans, TEACH Grant) and all Lycoming College grants, scholarships, and loans.

Financial aid recipients are required to be in good academic standing and maintain satisfactory academic progress toward their degree requirements. Satisfactory academic progress, as described below, is evaluated annually (end of the spring semester) and cumulatively by the Financial Aid Office. Failure to maintain satisfactory progress may result in the suspension of financial aid eligibility. The Financial Aid Office will notify students who do not meet the satisfactory academic progress requirements by mail and/or by email to their Lycoming email account.

Satisfactory Academic Progress for financial aid eligibility should not be confused with the College's academic progress policy. These are two distinct and totally separate policies that students must be aware of.

Undergraduate students receiving financial aid must maintain a minimum cumulative grade point average and make steady progress toward the completion of their degree as described below. The maximum time frame for program completion is defined as 150% of the credits required to complete the degree program as defined by Lycoming College. For example, a typical Bachelor's degree requires 128 credits: $128 \times 150\% = 192$ credits. Students who attempt more than 192 credits are ineligible for financial aid.

Attempted Credits	Minimum Cumulative Grade Point Average	Credit Completion Requirements
0 - 32	1.20	67% of attempted credits
33 - 48	1.40	67% of attempted credits
49 - 64	1.60	67% of attempted credits
65 - 80	1.80	67% of attempted credits
81 or more	2.00	67% of attempted credits

Transfer and/or AP credits accepted by Lycoming College will be included in the progress completion requirement and minimum GPA requirement (if the college transferred in the grade). Students who have not completed their undergraduate degree after 192 attempted hours (including transfer credits) will no longer be eligible for financial aid. The student will be automatically placed on Financial Aid Suspension. Students must graduate with a cumulative 2.0 grade point average.

Examples of Credit Completion Requirements

1. A student who has attempted a total of 24 credits must have successfully completed at least 16* credits ($24 \times .67 = 16.08$).
2. A student who has attempted a total of 56 credits must have successfully completed at least 38* credits ($56 \times .67 = 37.52$).
3. A student's Lycoming transcript reflects 24 transfer and/or AP credits. If the student has attempted a total of 80 credits of Lycoming coursework, the student must have successfully completed at least 70* credits, including transfer and AP credits ($(80 + 24) \times 0.67 = 69.68$).

* Calculations not resulting in whole numbers are rounded to the nearest whole credit.

Treatment of W, I, X, P, and F Grades and Repeated Coursework

1. Course withdrawals (W) after the drop/add period are not included in the GPA calculation, but are considered a non-completion of attempted coursework.
2. Incomplete (I) grades are not included in the GPA calculation but are considered a non-completion of attempted coursework until the incomplete grade is replaced with a permanent grade and academic progress can be reevaluated.

3. An audit (X) grade is not considered attempted coursework. It is not included in the GPA calculation or completion rate determination.

4. A satisfactory (P) grade is treated as attempted credits earned, but it is not included in the GPA calculation

5. A failing grade (F) is treated as attempted credits not earned; it will be included in the calculation of the GPA and the minimum completion rate.

6. The most recent course grade for a repeated course will be included in the calculation of the GPA and every repeated attempt will be included in the completion rate determination.

Financial Aid Suspension

Important - Please Note: A successful appeal of academic suspension is unrelated to financial aid suspension and does not result in reinstatement of a student's financial aid eligibility. Appealing one's financial aid suspension status is a separate process.

Students who fail to successfully complete the minimum credit completion rate or fail to complete their program within the maximum time frame or fail to meet the minimum cumulative GPA requirement will have their financial aid eligibility suspended.

Reinstatement of Aid after Financial Aid Suspension

Reinstatement of financial aid after a student is placed on Financial Aid Suspension is achieved as follows:

1. The student submits a written letter of appeal (see Appeal Process below) in accordance with the appeals process, and the Financial Aid Appeals Committee grants the appeal. The student is then placed on financial aid probation, allowing an additional semester in order to bring the academic requirements up to minimum standards set forth in the appeal response letter sent to the student.
2. The student attends Lycoming College during the Suspension semester, pays for tuition and fees without the help of student aid, and does well enough in the coursework to satisfy all the satisfactory academic progress standards. The student must notify the Financial Aid Office if they plan to attend Lycoming College without the assistance of financial aid; or
3. The student attends summer school to eliminate the deficiency in credits and/or GPA. The student must notify the Financial Aid Office if they are planning to take classes during the summer to eliminate the deficiency.

Students who have been placed on Financial Aid Suspension cannot merely skip a semester to regain eligibility. No financial aid will be disbursed during subsequent semesters for students on Financial Aid Suspension. If an appeal is granted and the student subsequently fails to attain the minimum standards after one semester or fails to meet the individualized requirements that were specified by the appeals committee in their written response to the student appeal, eligibility for financial assistance will be cancelled automatically for future semesters. No further appeals will

be accepted and students will have to pay full charges on their own, bringing their academic requirements up to minimum standards, before regaining financial aid eligibility.

Appeal Process

The appeal letter must address:

1. The extenuating circumstance(s) as to why satisfactory academic progress was not made.
2. What has changed in the student's situation that would allow the student to demonstrate satisfactory academic progress at the next evaluation (i.e. after the probationary semester if an appeal is granted)?

Extenuating circumstances can include, but are not limited to: illness or injury, death of a family member, family difficulties, financial difficulties, etc.

Appeals of Financial Aid Suspension must be made in writing by the date specified in the Suspension notification letter. The Financial Aid Appeals Committee will review the appeal and notify the student in writing to the student's Lycoming College email account within 5 working days of their decision. All decisions made by the Financial Aid Appeals Committee are final and not subject to further review.

Appeals may be emailed to Finaid@lycoming.edu, or mailed to:

Lycoming College
Office of Financial Aid
Attn: Financial Aid Appeal Committee
700 College Place
Williamsport, PA 17701

Federal Grants

Pell Grants are made available by the federal government. Eligibility is based upon a federal formula. These grants may be available for up to the equivalent of 12 fulltime semesters.

Supplemental Educational Opportunity Grants may be awarded to students with exceptional financial need. Priority must be given to Pell Grant recipients. Funds are provided by the federal government. Funds are limited.

State Grants

Pennsylvania Higher Education Assistance Agency (PHEAA) Grants are available for PA residents meeting domicile and financial requirements of the program. Eligibility is determined by PHEAA. These grants are available for a maximum of 8 semesters. Non-PA residents should contact the State Grant Agency in their home state for availability of funds to students attending out-of-state colleges.

Loan Programs

Federal Direct Stafford Loan allows eligible First-Year Students to borrow a maximum of \$5,500 annually. Eligible Sophomores may borrow up to a maximum of \$6,500 annually. Eligible Juniors and Seniors may borrow up to a maximum of \$7,500 annually. Go to www.studentaid.ed.gov to find the prevailing interest rate. Students may be eligible for at least a partial federal interest subsidy depending upon financial need. Go to www.studentloans.gov to complete entrance counseling and to electronically sign a Master Promissory Note.

Federal Perkins Loan (formerly the National Direct Student Loan) may be offered to students with exceptional need. Borrowers must repay the loan, plus 5% per annum simple interest on the unpaid balance, over a period beginning nine months after the date on which the borrower ceases to be enrolled at least half-time. Funds are limited.

Federal Direct PLUS Loan is a loan that parents may take out on behalf of their dependent student. The amount a parent may borrow for one year is equal to the cost of education for one year minus any financial aid the student is eligible for in that year. Go to www.studentloans.gov to apply. The prevailing interest rate can be found at www.studentaid.ed.gov.

Employment Opportunities

Federal College Work-Study Program Awards provide work opportunities on campus for qualified students. Students get paid for work performed in the previous pay period. Based on documented need and awarded by the Financial Aid Office. Funding is limited. The student assumes full responsibility for locating a job. Returning students who wish to work the following year must have their name submitted to the Financial Aid Office by their supervisor before the end of the Spring semester.

Students also have the opportunity to seek work-study employment off-campus in the Community Service program. Interested students can get additional information in the Financial Aid Office.

Lycoming Campus Employment Program is similar to Federal Work-Study except that it is not based on financial need, and students are paid with institutional funds only. A limited number of jobs are available. Funding is limited.

Other Job Opportunities are frequently available with local business firms or persons. Contact Lycoming College Career Services for information on these opportunities.

Other Aid Sources

Veterans and Dependents Benefits are available for qualified veterans and children of deceased or disabled veterans. Contact the Veteran's Officer in the Registrar's Office.

Reserved Officers Training Corps (ROTC) Stipends and Scholarships are available for

qualified students. Contact the Financial Aid Office for more information.

United Methodist Scholarships may be available to full-time degree-seeking applicants who have a cumulative GPA of 3.00 or better, are active in Christian activities, and who are active, full members of a United Methodist church. Demonstrated financial need is also required. Annual application is required. Recipients are selected by the Director of Financial Aid, and awards will be granted to the neediest students. The funds are provided by the United Methodist Church. Applications are available in the Financial Aid Office. Renewal requires a cumulative GPA of at least 3.00.

United Methodist Student Loans are available on a very limited basis to students who are members of the United Methodist Church. Contact The Board of Higher Education and Ministry, P.O. Box 871, Nashville, TN 37202 for more information.

Non-college Aid Opportunities are often available through family employers or labor unions, business firms, fraternal and religious organizations, and secondary schools. Parents should contact employers or organizations of which they are members for information on financial aid resources.

ACADEMIC POLICIES AND REGULATIONS

Students are expected to familiarize themselves with the academic policies contained in this Catalog. Failure to do so does not excuse students from the requirements and regulations described herein.

THE UNIT COURSE SYSTEM

Most courses at Lycoming College are unit courses, meaning that each course taken is considered to be equivalent to four credits. Exceptions occur in applied music and theatre practicum courses, which are offered for either one-half or one credit and in departments that have elected to offer certain courses for the equivalent of one, two, or three credits. Lycoming Scholars and IMS Scholars Seminars are awarded one credit per semester. Furthermore, independent studies and internships may be awarded anywhere from one to 16 credits.

The normal student course load is four unit courses (16 credits) during the fall and spring semesters. Students who elect to attend the special sessions may enroll in one unit course (four credits) during the May term and one or two unit courses (four to eight credits) in each of the Summer terms. A student is considered full time when enrolled for a minimum of three unit courses or the equivalent (12 credits) during the fall or spring semesters, one unit course or the equivalent (four credits) for May term, and two unit courses or the equivalent (eight credits) for each of the Summer terms.

Students may enroll in five unit courses (up to 20 credits) during the fall and spring semesters if they are Lycoming Scholars or were admitted to the Dean's List at the end of the previous semester. Exceptions may be granted by the Provost and Dean of the College. There will be an additional charge, see Financial Matters.

Overloads are not permitted during the May and Summer terms.

ALTERNATIVE ACADEMIC CREDIT SOURCES

Transfer Credit

Matriculated students who wish to study at other campuses must obtain prior written approval to do so from their advisor, the chair of the department in which the credit will be awarded, and the Lycoming College Registrar. Course work counting toward a major or minor must also be approved in advance by the chairperson of the department in which the major or minor is offered. Once a course is approved, the credit and grades for the course will be transferred to Lycoming and calculated in the student's grade point average as if the courses were taken here. This means that "D" and "F" grades will be transferred as well as all other grades. Unapproved courses will not transfer. A maximum of 6 credits of online courses from a regionally accredited school will be considered for transfer. Students who transferred into Lycoming College with online courses are not eligible to take additional online courses through this process if doing so increases their online course total to more than 6 credits. As with all courses, requests for transfer of online courses are subject to individual departmental review. Final determination of transfer credit will be made by the Registrar based on official transcripts only.

Lycoming College does not have a statute of limitations but it reserves the right to refuse to accept some courses for transfer in which the content is out of date. The Registrar will consult the academic department(s) involved.

Students are expected to complete their last 32 credits and 16 credits in their major at Lycoming. Requests for waivers of this regulation will be considered by the Committee on Academic Standards.

Credit By Examination

Students may earn credit or advanced placement through the standardized examinations listed below. A maximum of 50 percent of the course requirements for the Baccalaureate degree may be earned through these examinations. The appropriate academic department will determine which tests they will accept and course equivalencies. A list of approved examinations is available in the Office of the Registrar. Although these examinations may be taken after matriculation, new students who are competent in a given area are encouraged to take the examination of their choice before entering Lycoming so that the college will have the test scores available for registration advising for the first semester of enrollment. Students applying to the college for the first time should inform the Admissions Office that they have completed these tests and provide the official scores as part of their application packet. Continuing students must send official test scores to the Office of the Registrar and inform their academic advisors when examinations have been taken.

The College Entrance Examination Board Advanced Placement (CEEB AP) - In most cases, a score of four is required for credit.

The International Baccalaureate - Students who have completed the full diploma and have scores of five or above on all of the higher level examinations will be granted 32 credits; specific courses will be based on the examinations taken. Students who complete the full diploma but earn less than a score of five on all of the higher level examinations will be granted eight credits for each higher level examination completed with a grade of five or higher and four credits for a satisfactory or higher completion of the Theory of Knowledge requirement. Students who have completed the certificate will be granted credit based on the examinations taken. Standard level examinations will not be considered.

Exelsior College Examinations - A score equivalent to a grade of “B” or above is required.

College Level Examination Program (CLEP) - A score equivalent to a grade of “B” or above is required.

DSST (formerly DANTEs) - A score equivalent to a grade of “B” or above is required.

STUDENT RECORDS

The policy regarding student educational records is designed to protect the privacy of students against unwarranted intrusions and is consistent with Section 43B of the General Education Provision Act (commonly known as the Family Educational Rights and Privacy Act of 1974, as amended). The details of the College policy on student records and the procedures for gaining access to student records are contained in the current issue of the Student Handbook which is available in Snowden library, online (<http://www.lycoming.edu/studentLife/studentHandbook/>), and in the Office of the Vice President for Student Life.

REGISTRATION

During the registration period, students select their courses for the next semester and register their course selections in the Office of the Registrar. Course selection is made in consultation with the student’s faculty advisor in order to ensure that the course schedule is consistent with College requirements and student goals. After the registration period, any change in the student’s course schedule must be approved by both the faculty advisor and Office of the Registrar. Students may not receive credit for courses in which they are not formally registered.

During the first five days of classes, students may drop any course without any record of such enrollment appearing on their permanent record, and they may add any course that is not closed. The permanent record will reflect the student’s registration as of the conclusion of the drop/add period. Students wishing to withdraw from a course between the fifth day and the ninth week of classes must process a course withdrawal form in the Office of the Registrar. Withdrawal grades are not computed in the grade point average. Students may not withdraw from courses after the ninth week of a semester and the comparable period during the May and Summer terms. Students who stop attending a course (or courses) but do not withdraw will receive a grade(s) of “F.”

In zero- or 2-credit courses that meet only during the last half of any semester, students may drop/add for a period of five days, effective with the mid-term date shown on the academic calendar. Withdrawal from zero-credit and half-semester courses with a withdrawal grade may occur within 4 1/2 weeks of the beginning of the course.

Cross Registration

A special opportunity exists in the Williamsport area for students to take courses at the Pennsylvania College of Technology. Students may enroll for less than a full-time course load at the Pennsylvania College of Technology while remaining enrolled in courses at Lycoming.

Students must be enrolled full-time in a degree program and have earned no more than 93 semester hours. Cross registration is available for the Fall and Spring Semesters and Summer I and II. It is not available for May Term.

NON-DEGREE STUDENTS

Students who do not wish to pursue a degree at Lycoming College may, if space permits, register for credit or audit courses on either a part-time or full-time basis. Students who register for less than 12 credits are considered to be enrolled part time; students who register for 12 or more credits are considered to be enrolled full time and must pay the \$300 confirmation/contingency fee. All full-time students are required to pay an activity fee, technology fee, and student health insurance.

Anyone wishing to register as a non-degree student must fill out an application form in the Admissions Office and pay the tuition rate in effect at the time of each enrollment. After a non-degree student has attempted 16 credits, the student must either matriculate or obtain permission from the Provost and Dean of the College to continue study on a non-degree basis.

All non-degree students are subject to the general rules and regulations of the College as stated in the College Catalog and the Student Handbook. The College reserves the right to deny permission to register for individuals who do not meet the standards of the College.

Students who wish to change from a non-degree to a degree status must apply for admission as a degree candidate and satisfy all conditions for admission and registration in effect at that time.

AUDITORS

Any person may audit courses at Lycoming at one-fourth tuition per course. Members of the Lycoming College Scholars Program may audit a fifth course per semester at no additional charge. Laboratory and other special fees must be paid in full. Examinations, papers, and other evaluation devices are not required of auditors, but individual arrangements may be made to complete such exercises with consent of the instructor. The option to audit a course must be declared by the end of the drop/add period. Forms are available in the Registrar's Office.

ATTENDANCE

The academic program at Lycoming is based upon the assumption that there is value in class attendance for all students. Individual instructors have the prerogative of establishing reasonable absence regulations in any course. The student is responsible for learning and observing these regulations.

WITHDRAWAL FROM THE COLLEGE

A student who wishes to withdraw from the College during the semester should contact the Dean of First-Year Students or the Assistant Dean of Academic Services. College personnel will explain the procedure to ensure that the student's financial and academic records are properly closed.

A student who decides to discontinue study at the College at the end of a semester must provide the Registrar with written notification of such plans in order to receive a refund of the contingency deposit. See Lycoming College Withdrawal Refund Policy for details.

GRADING SYSTEM

The evaluation of student performance in courses is indicated by the use of traditional letter symbols. These symbols and their definitions are as follows:

A EXCELLENT — Signifies superior achievement through mastery of content or skills and demonstration of creative and independent thinking.

B GOOD — Signifies better-than-average achievement wherein the student reveals insight and understanding.

C SATISFACTORY — Signifies satisfactory achievement wherein the student's work has been of average quality and quantity. The student has demonstrated basic competence in the subject area and may enroll in additional course work.

D PASSING — Signifies unsatisfactory achievement wherein the student met only the minimum requirements for passing the course and should not continue in the subject area without departmental advice.

F FAILING — Signifies that the student has not met the minimum requirements for passing the course.

I INCOMPLETE WORK — Assigned in accordance with the restrictions of established academic policy.

P PASSING WORK, NO GRADE ASSIGNED — Converted from traditional grade of A through D-.

R A REPEATED COURSE — Students shall have the option of repeating courses for which

they have already received a passing grade in addition to those they have failed. Credit is received only once for the course. The most recent course grade—unless it is a W—will count toward the GPA.

W WITHDRAWAL — Signifies withdrawal from the course from the sixth day through the ninth week of the semester. Students may not exceed 24 credits of unsuccessful course attempts (grade of F and W) except in the case of withdrawal for documented medical or psychological reasons.

X AUDIT — Work as an auditor for which no credit is earned.

Pluses and minuses may be awarded (except for A+, F+, or F-) at the discretion of the instructor.

Grade	Quality Points Earned for Each Credit
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

No other grades carry quality point values.

Semester GPA is calculated by dividing the total number of quality points obtained in any given semester by the number of graded credits from that semester. The total number of quality points is determined by multiplying the quality points for each class by the number of graded credits. Cumulative GPA is calculated in the same way, using all quality points and graded credits completed at or transferred to the college. The cumulative GPA is not determined by averaging semester GPA's.

The grade point average for credits achieved in the major and minor is calculated in the same way as the cumulative grade point average. A minimum of 2.00 is required for both the cumulative grade point average and the grade point average in the major(s) (and minor(s), if applicable) to meet the requirements for graduation.

Pass/Fail

Use of the pass/fail grading option is limited as follows:

- Students may enroll on a P/F basis in no more than one 4-credit course per semester and in no more than four 4-credit courses during their undergraduate careers.

- P/F courses completed after declaration of a major or minor may not be used to satisfy a requirement of that major or minor, including courses required by the major or minor department which are offered by other departments. (Instructor-designated P/F courses are excepted from this limitation.)
- Courses for which a grade of P is recorded may not be used toward fulfillment of any General Education requirement.
- A course selected on a P/F basis from which a student subsequently withdraws will not count toward the 4-course limit.
- Instructor-designated P/F courses may be offered during the May term with the approval of the Provost and Dean of the College. Such courses are not counted toward the four-course limit.
- P grades are not computed in the grade point average.
- Students electing the P/F option may designate a minimum acceptance letter grade from A to B-. If the student earns the designated grade or better, the grade will be recorded on the permanent record and computed in the grade point average. If a passing grade lower than the designated grade is earned, a grade of P will be recorded in the permanent record but will not be computed in the grade point average. If a student selects P/F (with no designated minimum acceptance grade) and earns a grade of A to D-, a P will be recorded on the permanent record but not computed in the grade point average. In all cases, if a student earns a grade of F, this grade will be recorded on the permanent record and computed in the student's grade point average.
- Students must declare the P/F option before the drop/add deadline.
- Instructors are not notified which of their students are enrolled on a P/F basis.
- Students electing the P/F option are expected to perform the same work as those enrolled on a regular basis.

Incomplete Grades

Incomplete grades may be given if, for absolutely unavoidable reasons (usually medical in nature), the student has not been able to complete the work required in the course. An incomplete grade must be removed within six weeks of the next regular semester, otherwise the incomplete is converted to an "F."

Repetition of Course

Students shall have the option of repeating courses for which they have already received a passing grade in addition to those which they have failed. Recording of grades for all repeated courses shall be governed by the following conditions:

- A course may be repeated only one time. Both attempts will be recorded on the student's transcript.
- Credit for the course will be given only once.
- The most recent grade will count toward the GPA with this exception: A "W" grade cannot replace another grade.

Final Course Grade Appeal Process

Assigning final course grades is a responsibility that falls within the professional judgment and expertise of each faculty member. Grades assess as accurately as possible a student's performance according to clear criteria provided in the course such as academic performance, class attendance, and punctuality in submitting assignments. Student appeals of the final course grade must follow the three-step procedure outlined below.

(1) At any time after final grade reports are issued but no later than two weeks into the beginning of the semester following the conclusion of the course, the student must request an informal conference with the instructor to discuss the grade and attempt to resolve the concern.

(2) If the outcome of the informal conference is not satisfactory to the student or if the instructor is not available, the student may submit a written request to meet with the department chairperson (or another faculty member in the department in instances involving the chairperson) within two weeks of meeting with the instructor. The student's request must include a written statement outlining the basis for the appeal and documenting the date(s) when the student met with the course instructor. It is the function of the chairperson to determine the relevant facts and to attempt to resolve the disagreement. The decision regarding the course grade in question will be made by the instructor in consultation with the chairperson (or his/her stand-in). The student will receive from the department chairperson written notification of the decision within one week of the meeting with the chairperson.

(3) If resolution has not been achieved at step two, the student or the instructor may make a written appeal to the Provost and Dean of the College within two weeks of the department chairperson's written notification. In order to resolve the disagreement, the Provost and Dean will confer with the student and the instructor in private sessions. If the Provost and Dean is unable to accomplish a resolution, she/he will forward the case to the Committee on Academic Standards.

(4) Appeal to the Committee on Academic Standards is the most serious level a final course grade appeal can reach. Both the student and the instructor must submit brief written statements (with accompanying documentation) to the Committee, describing the matter as they understand it. The Committee may decide not to hear the appeal on the basis of the written statements. If it does hear the appeal, the Committee will make a final decision in the matter, which could include changing the original grade. Cases involving grade appeals to the Committee on Academic Standards will be heard by the entire committee but will be voted on only by the four faculty members serving on the committee. The Provost and Dean of the College will communicate in writing to the student and the instructor the final decision of the Committee within three weeks of receiving the appeal. This is the final step in the appeal process.

ACADEMIC LEVELS

The following table is used to determine the academic grade level of degree candidates. See Financial Aid for more information.

Year	Semester	Number of Credits Earned
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Freshman	1	Fewer than 12
	2	At least 12 but fewer than 24
Sophomore	1	At least 24 but fewer than 40
	2	At least 40 but fewer than 56
Junior	1	At least 56 but fewer than 76
	2	At least 76 but fewer than 96
Senior	1	At least 96 but fewer than 112
	2	More than 112

ACADEMIC STANDING

Good Academic Standing

Students will be considered in good academic standing if they meet the following standard:

Credits Completed	Minimum Cumulative GPA
fewer than or equal to 16	1.85
more than 16, fewer than or equal to 32	1.95
more than 32	2.00

Probation

Students who do not meet the standards for good academic standing and/or who have earned two or more failing grades at the end of any given semester will be placed on academic probation for the next semester.

Students on academic probation are required to pass ARC 100, Success Skills Workshop, if they have not already done so and are encouraged to attend programs developed by the Dean for First-Year Students or the Assistant Dean of Academic Services.

Suspension

Students are eligible for suspension from the College when:

- their cumulative grade point average is below good standing for any two semesters, or
- they earn a grade point average of 1.50 or under in any one semester.

The period of suspension will be for a minimum of one full semester, not including May term or the summer sessions.

- After this time students may apply for readmission to the College. The decision for readmission will be made by the Committee on Academic Standards. Readmission is not guaranteed.
- Students readmitted after suspension will be on academic probation.
- Students readmitted after suspension who fail to meet the required standards may be dismissed.
- Students may request permission to take courses at another institution. Courses not receiving prior approval will not be accepted for transfer.

Dismissal

Students will be subject to dismissal from the College when:

- they exceed 24 credits of unsuccessful course attempts (grades of F and W) except in the case of withdrawal for documented medical or psychological reasons, or
- they cannot reasonably complete all requirements for a degree.

The standard length of dismissal will be for a period of two years.

- After this time, students may apply for readmission to the College. The decision for readmission will be made by the Committee on Academic Standards. Readmission is not guaranteed.
- Students readmitted after dismissal will be on academic probation.
- Students may request permission to take courses at another institution. Courses not receiving prior approval will not be accepted for transfer.

Probation, suspension, and dismissal become effective at the end of the semester in which the student fails to meet the academic standards listed above. The student will be notified of such action via U.S. mail. Receipt of such notice is not a prerequisite to the student's being placed on probation, suspension, or dismissal.

ACADEMIC HONESTY

The integrity of the academic process of the College requires honesty in all phases of the instructional program. The College assumes that students are committed to the principle of academic honesty. Students who fail to honor this commitment are subject to dismissal. Procedural guidelines and rules for the adjudication of cases of academic dishonesty are found in *The Student Handbook*.

ACADEMIC HONORS

Dean's List

Students are admitted to the Dean's List at the end of the fall and spring semesters if they meet all of the following conditions:

- complete at least 12 credits for the semester at Lycoming or an approved affiliate, cooperative, or exchange program (see section of catalog dealing with Study Abroad, Cooperative programs, The Philadelphia Center, Washington Semester, United Nations Semester, and Capitol Semester)
- earn a minimum grade point average of 3.50 for the semester
- do not incur grades of F
- do not incur grades of P (except in choir, band, and in those courses graded only as P/F)
- do not repeat any courses (except those which may be repeated for credit)

Graduation Honors

Students are awarded the Bachelor of Arts degree or the Bachelor of Science degree with honors when they have earned the following grade point averages based on all courses attempted at Lycoming, with a minimum of 64 credits required for a student to be eligible for honor:

summa cum laude..... exactly 3.90-4.00
magna cum laude exactly 3.70-3.89
cum laude exactly 3.50-3.69

Academic Honor Awards, Prizes, and Societies - Superior academic achievement is recognized through the conferring of awards and prizes at the annual Honors Convocation and Commencement and through election to membership in honor societies.

Societies

Accounting and Business.....	Sigma Beta Delta
Art	Kappa Pi
Biology.....	Beta Beta Beta
Chemistry.....	Gamma Sigma Epsilon
Communication.....	Lambda Pi Eta
Criminal Justice	Alpha Phi Sigma
Economics.....	Omicron Delta Epsilon
Education	Kappa Delta Pi
English	Sigma Tau Delta
General Academic.....	Phi Kappa Phi
Greek Scholarship.....	Gamma Sigma Alpha
History.....	Phi Alpha Theta
Language.....	Phi Sigma Iota
Mathematics	Kappa Mu Epsilon
Philosophy.....	Phi Sigma Tau
Physics	Sigma Pi Sigma
Political Science.....	Pi Sigma Alpha
Premedical	Alpha Epsilon Delta
Psychology.....	Psi Chi
Religion.....	Theta Alpha Kappa
Social Science	Pi Gamma Mu
Sociology	Alpha Kappa Delta
Theatre	Alpha Psi Omega

Lycoming College reserves the right to amend or change the policies and procedures stated in this handbook without prior notice to those who may be affected by them. The provisions of this publication are not to be regarded as an irrevocable contract between the applicant and/or the student and Lycoming College.

THE ACADEMIC PROGRAM

Lycoming College awards two different degrees: Bachelor of Arts (B.A.) and Bachelor of Science (B.S.). For students wishing to do so, multiple degrees are possible. Candidates for multiple degrees must satisfy all requirements for each degree and earn a minimum of 160 credits. Students who have completed fewer than 160 credits but more than 128 credits and who have completed all other requirements for two baccalaureate degrees from Lycoming College will receive only one baccalaureate degree. They must choose the degree to be conferred. Completed majors will be posted to the transcript.

Freshmen entering the College during the 2015-2016 academic year are subject to the requirements that appear on the following pages. Continuing students are subject to the Catalog in effect at the time of their entry unless they elect to complete the current curriculum. Students who transfer to the College with advanced standing will be subject to the requirements imposed upon other students at the College who have attained the same academic level unless they elect to complete the current curriculum.

Students already possessing a baccalaureate degree who are returning for a second degree will be reviewed on an individual basis by the Registrar and major department. Post-baccalaureate students will be subject to the current catalog, must complete all major requirements and related prerequisites, and may be required to complete the General Education requirements. This does not apply to non-degree students in certificate-only programs.

Students must complete the final 32 credits of the degree program at Lycoming College. At least 16 credits in the major program must be taken at Lycoming. If a student interrupts his or her education but returns to the College after no more than one academic year has passed, he/she will retain the same requirements in effect at the initial date of entrance. A student who withdraws from the College for more than one year will, upon return, be required to complete the requirements currently imposed upon other students of the same academic level unless he/she elects to complete the current curriculum.

Lycoming College certifies five official graduation dates per calendar year. Diplomas are awarded when all materials confirming the completion of the graduation requirements have been received and approved by the Registrar's Office at least five days prior to the date of graduation. Degrees are awarded at the following times: **January 1** for those who complete requirements

between September 1 and the end of the Fall semester; **May Commencement date** for those who complete requirements between January 1 and the end of the Spring semester; **May term** for those who complete requirements during May term; **Summer I** for those who complete requirements during Summer I; **Summer II** for those who complete requirements during Summer II.

Lycoming's Commencement ceremony occurs in May. Students will be permitted to participate in the ceremony when (a) they have finished all degree requirements as of the preceding January 1, have finished all requirements as of the May date, or have a plan approved by the Registrar for finishing during May term or the Summer sessions; and (b) they are in good academic standing at the conclusion of their last semester prior to the ceremony.

The College will graduate any student who has completed the General Education Requirements, fulfilled the requirements for at least one major, earned a minimum of 128 credits, and met all other requirements for graduation.

Exceptions to or waivers of any requirements and/or policies listed in this Catalog must be made by the Committee on Academic Standards.

THE BACCALAUREATE DEGREE

Lycoming College is committed to the principle that a liberal arts and sciences education is the ideal foundation for an informed and productive life. The liberal arts—including the fine arts, the humanities, mathematics, the natural and social sciences—have created the social, political, economic, and intellectual systems that help define contemporary existence. Therefore, it is essential that students grasp the modes of inquiry and knowledge associated with these disciplines.

Consequently, the baccalaureate degree (Bachelor of Arts or Bachelor of Science) is conferred upon the student who has completed an educational program incorporating the three facets of the liberal arts known as General Education, the major, and electives. Students will complete approximately one-third of their work in each of these areas. The objective of the General Education Program is to ensure that the student achieves breadth in learning through the study of the major dimensions of human inquiry: math and languages, arts and humanities, social and natural sciences.

The objective of the major is to provide depth of learning through completion of a program of focused study in a given discipline or subject area. Elective study affords students the opportunity to develop secondary interests, work in areas complementary to their primary discipline, or explore new fields of study. The combined effect of General Education courses, concentrated study in the major, and electives is to impart knowledge, inspire inquiry, and encourage creative thought. The program enables students to think critically, judge rationally, communicate effectively, and develop an awareness of the diversity of cultures and an enthusiasm for learning that will last throughout their lives.

Research and Information Competencies

The need to support and instruct students on how to evaluate, access, and understand the information-based environment that surrounds them is critical. A distinguished liberal arts education relies on a breadth of competencies as well as the ability to access knowledge. At Lycoming College, students are encouraged to formulate and refine questions; to acquire basic knowledge of where to begin the discovery process; to know how, when, and what kind of information defines effective research; to synthesize, format, cite, and reconcile diverse information; to evaluate the quality and sustainability of information; and to differentiate between types of sources and the relevance of each.

THE BACHELOR OF ARTS OR BACHELOR OF SCIENCE DEGREE

REQUIREMENTS FOR GRADUATION

The Bachelor of Arts (B.A.) degree is available to students in any major. The Bachelor of Science (B.S.) degree is available to students majoring in Astrophysics, Biology, Chemistry, Physics, or Psychology. Students completing one of these five majors may elect either the B.A. or the B.S. degree. The B.S. degree is appropriate for students planning further education in a graduate or professional school.

Every baccalaureate degree candidate is expected to meet the following requirements in order to qualify for graduation:

- Complete the General Education requirements.
- Complete a major consisting of at least 32 credits with a Capstone Experience appropriate to the discipline. Students must complete every major requirement successfully and have a minimum grade point average of 2.00 in the major.
- Pass a minimum of 128 credits with a minimum cumulative grade point average of 2.00. Students may complete additional credits beyond the required 128, provided that the minimum 2.00 cumulative average is maintained.
- Complete in residence the final 32 credits offered for the degree at Lycoming.
- Satisfy all financial obligations incurred at the College.
- Complete the Intent to Graduate Form in WebAdvisor during the final semester before graduation.

GENERAL EDUCATION REQUIREMENTS

General Education requirements are designed to promote the breadth of study central to a liberal arts education, raise awareness of issues critical to a diverse America and an interconnected world, and develop skills essential for success in any discipline or profession. It includes two courses that must be taken during the freshman year (a First-Year Seminar and English Composition), Distribution Requirements (courses in the Fine Arts, Humanities, Mathematics, Modern or Ancient Languages, the Natural Sciences, and the Social Sciences), classes focusing on Writing and Diversity (both Global and Domestic), and an Enhanced Academic Experience. Courses for which a grade of “P” are recorded may not be used toward the fulfillment of a General Education Requirement. (For an explanation, refer to the Grading System.)

- **Complete two First-Year Requirements**

- A. **Complete a First-Year Seminar.**

- B. **Pass an English Composition class.**

Students will generally take a First-Year Seminar one semester of their freshman year and English Composition the other. Transfer students beginning in the second semester of their freshman year may take both of these courses that semester. Transfer students who have earned more than 15 credits will be exempt from the First-Year Seminar requirement. First-Year Seminar and English Composition classes help students develop the skills necessary to continue to be successful throughout their college careers. These classes promote written, oral, and information literacy (research) components, contributing to critical thinking in the classroom. First-Year Seminars do not count toward the major.

- **Complete the Distribution Program**

The Distribution Program prepares students for the world by acquainting them with the fundamental questions and topics that educated persons ask about human life and the world in which we live. These courses help students gain exposure to a range of disciplines, subjects, and perspectives within the liberal arts and sciences.

The Lycoming College Distribution Program introduces students to the conceptual foundations and traditions of the liberal arts through courses in various academic fields:

Fine Arts courses may emphasize the nature of the artistic imagination through expression, performance, or analysis. Through work in this area, students may discover and develop their own talents, gain an appreciation for the work of others, or acquire an understanding of the history and methods of critical analysis as applied to works of the artistic imagination.

Humanities courses emphasize the techniques of literary criticism; argumentation; or conceptual, textual, or historical analysis in an effort to understand and evaluate the role of human beings in the world.

Mathematics courses ensure that students learn logical thinking, analytical skills, or effective decision-making through practical or abstract applications.

Modern or Ancient Language courses allow students to achieve communication skills and understanding of a second language and culture of the world.

Natural Sciences courses introduce students to the use of the scientific method to describe, explain, or predict physical phenomena, sometimes making use of experimental and observational techniques gained through laboratory experience.

Social Sciences courses introduce students to the use of the scientific method to describe, explain, or predict the behavior of human beings, individually or in groups, using empirical methodologies or other established forms of analysis.

Courses may be used to satisfy only one Distribution Requirement. No more than two courses used to satisfy the Distribution Requirements may be selected from the same prefix. Courses used to fulfill the Modern or Ancient Language Requirement do not count toward the two course per prefix limit. This means that care must be taken to comply with this rule in English, Modern Language Studies literature courses, and Theatre.

In the following list of Distribution Requirements, a “course” refers to a 4-credit course taken at Lycoming, any appropriate combination of fractional unit courses taken at Lycoming which accumulate to four credits, any appropriate course which is taken by cross-registration, any appropriate course which is part of an approved off-campus program (such as those listed in the catalog sections titled COOPERATIVE PROGRAMS, SPECIAL ACADEMIC OPPORTUNITIES, and STUDY ABROAD PROGRAMS), or any approved course transferred from another institution.

Special Distribution Requirements that apply to students in the Lycoming Scholars Program are listed under Honors Program.

A. Fine Arts - Students are required to pass two courses (or the equivalent) from Art, Art History, Creative Writing, Digital Media Communication, Film, Literature (in English, Modern Languages, and/or THEA 210), Music, Theatre, and/or Fine Arts First-Year Seminar. If a student completes no more than one major and that major requires more than one Fine Arts course, no more than one course from a single prefix (e.g., ART, DCOM, MUS) may count toward Fine Arts distribution. Students taking ART 310, MUS 340, or MUS 341 are exempt from the requirement to take courses from two prefixes.

B. Humanities - Students are required to pass four courses from History, Literature (in English [excluding Creative Writing courses], Modern Languages, and/or THEA 210), Philosophy, Religion, and/or Humanities First-Year Seminar. Students must successfully complete a course in at least 3 of these prefixes (e.g., ENGL, HIST, HUMA, PHIL, REL).

C. Mathematics - Students are required to demonstrate competence in basic algebra by passing a placement test (See section on Placement Tests) or successfully completing Math 100 (or its equivalent). They must also pass one course selected from MATH 106, 109, 112, 115, 123, 128, 129, 130, 214, 216, or a Mathematical Sciences First-Year Seminar. The requirement of competence in basic algebra must be met before the end of the fourth semester or within one year of entry, whichever is later. Students who have not met this competency requirement before the final semester of the applicable time period must register for MATH 100 that semester.

D. Modern or Ancient Languages - Students are required to pass a course in French, German, Greek, Hebrew, Latin, or Spanish numbered 101, unless exempted on the basis

of placement (See section on Placement Tests), and a course numbered above 101 in the same language. International students whose native language is not English and who took at least one year of high school in their native language may either 1) fulfill the language requirement in Modern or Ancient Languages, 2) take a fourth writing focused (“W”) course, or 3) take one course in English above English 107. If a student chooses the last option, the course may not also be used to fulfill a Humanities or Fine Arts Distribution Requirement.

E. Natural Sciences - Students are required to pass two courses chosen from Astronomy/Physics, Biology, Chemistry, and/or Natural Science First-Year Seminar. One course must incorporate a laboratory component. If a student completes no more than one major and that major requires more than one Natural Science course, only one course from any prefix may count toward Natural Sciences distribution.

F. Social Sciences - Students are required to pass two courses from Archaeology, Criminal Justice and Criminology, Economics, Political Science, Psychology, Sociology-Anthropology, and/or Social Science First-Year Seminar. ECED 344 may also be used to fulfill a Social Science distribution requirement. If a student completes no more than one major and that major requires more than one Social Science course, only one course from any prefix may count toward Social Science distribution.

- **Complete the Writing Program**

I. Purpose

The Lycoming College Writing Program has been developed in response to the conviction that writing skills promote intellectual growth and are a hallmark of the educated person. The program has therefore been designed to support two major, interrelated objectives, specifically:

- 1) student learning in general and subject mastery in particular, and
- 2) students’ abilities to communicate clearly.

In this program, students are given opportunities to write in a variety of contexts and in a substantial number of courses in which they receive faculty guidance and reinforcement. All writing focused courses include (1) formal writing instruction in class, (2) student writing, (3) instructor feedback, and (4) student revision.

II. Program Requirements

Students must successfully complete the following writing requirements:

- 1) ENGL 106 (Composition) or ENGL 107 (Honors Composition) (See First-Year Requirements)
- 2) Three courses designated as writing focused, or “W,” courses

The following policies apply:

- Successful completion of ENGL 106 or 107 is a prerequisite for enrollment in writing focused courses.
 - All “W” courses are numbered 200 or above.
 - One of the student’s “W” courses must be in his/her major (or one of the majors) or, with departmental approval, from a related department. All three cannot carry the same prefix (e.g. PHIL, ENGL, ACCT, etc.).
- **Complete the Cultural Diversity Program, with two courses, one in Global Diversity and one in Domestic Diversity**

The Lycoming College Cultural Diversity requirement confirms the College’s commitment to celebrating the human differences implicit in a liberal arts education. It helps to prepare students for a global environment and a diverse America. In order to qualify as a course which satisfies the requirement in cultural diversity, the course must deal substantially, primarily, or exclusively with cultural diversity, in such a way as to provide students with cultural perspectives (either historical or contemporary) other than the predominant Anglo-American one in the U.S.

Global Diversity courses will help students understand the world beyond the U.S. borders. These courses will be designated with a “G.”

Domestic Diversity courses will help students understand one or more non-dominant groups within the U.S., dealing with issues such as race, gender, social class, religion, political ideology, sexual orientation, or any combination thereof. These courses will be designated with a “D.”

A course selected to fulfill the Global or Domestic Cultural Diversity requirement may also be used to satisfy a Distribution Requirement. International May term courses (marked with a G on course schedules), a semester of college-approved Study Abroad, or international summer programs may be used to fulfill the Global Diversity requirement.

- **Complete an Enhanced Academic Experience**

The Enhanced Academic Experience (EAE) provides students with the opportunity to reach their greatest potential by fulfilling an in-depth academic experience outside of the requirements of their major. This added-value experience ensures academic excellence by requiring that students expand their horizons beyond the Distribution and major requirements. With the exception of travel courses, work that is required by the major (e.g., required capstone research projects, required internships) cannot count as an EAE.

The Enhanced Academic Experience may be satisfied by successful completion of:

- a second major
- a minor
- Lycoming Scholars
- Management Scholars Program of the Institute for Management Studies

- Student Teaching
- 150 Credit Accounting
- a Departmental Honors Project
- travel of more than seven continuous days, inside or outside of the US, as part of a college-approved academic course (e.g., Study Abroad, May Term Abroad, Washington Semester, an international archaeology dig, a semester course that includes more than seven days of travel). Travel courses may count for both the EAE and a course in the major, minor, or Distribution.
- a cooperative program (e.g., Engineering Program with Binghamton University, Medical Lab Science with affiliated hospitals, etc.)
- an internship for academic credit
- a college-approved not-for-credit internship program
- the ROTC program
- a presentation, performance, exhibition, or publication in a regional, national, or international juried or refereed competition, conference, or journal, including a refereed poster session at an undergraduate regional or national academic conference
- a faculty-supervised independent research project or collaborative research with a faculty member during fall, spring, May term, or a Summer session. Both the faculty member and the department chair must approve EAE credit.
- a competitive regional or national research program or residency

THE MAJOR

Students are required to complete a series of courses in one departmental or interdisciplinary (established or individual) major. Specific course requirements for each major offered by the College are listed in the curriculum section of this catalog. Every major at the College includes a capstone experience appropriate to the discipline that addresses learning outcomes for the major. Students must earn a 2.00 or higher cumulative grade point average in the major. Students must declare a major by the beginning of their junior year. Departmental and established interdisciplinary majors are declared in the Office of the Registrar, whereas individual interdisciplinary majors must be approved by the Curriculum Development Committee. Students may complete more than one major, each of which will be recorded on the transcript. Students may be removed from major status if they are not making satisfactory progress in their major. This action is taken by the Provost and Dean of the College upon the recommendation of the department, coordinating committee (for established interdisciplinary majors), or Curriculum Development Committee (for individual interdisciplinary majors). The decision of the Provost and Dean of the College may be appealed to the Academic Standards Committee by the student involved or by the recommending department or committee. Students pursuing majors in two different degrees are subject to the policy for dual degrees listed under the Academic Program.

Departmental Majors — The following Departmental majors are available:

Bachelor of Arts Degree:

Accounting
 Art History
 Astronomy

Biology
Business Administration
Chemistry
Corporate Communication
Creative Writing
Criminal Justice
Criminology
Digital Media Communication
Economics
English (Literature)
French
German
History
Mathematics
Medical Sociology
Music
Philosophy
Physics
Political Science
Psychology
Religion
Sociology-Anthropology
Spanish
Studio Art
Theatre

Bachelor of Science Degree:

Astrophysics
Biology
Chemistry
Physics
Psychology

Established Interdisciplinary Majors — The following established Bachelor of Arts degree interdisciplinary majors include course work in two or more departments:

Actuarial Mathematics
American Studies
Archaeology and Culture of the Ancient Near East and Mediterranean
Comparative Literature
International Studies

Individual Interdisciplinary Majors — Students may design majors that are unique to their needs and objectives and that combine course work in more than one department. These majors are developed in consultation with students' faculty advisors and with a panel of faculty members from each of the sponsoring departments. The applications are considered by the Curriculum Development Committee. The major normally consists of at least 10 courses, at least

six of which are at the 300 or 400 level. No more than two courses used to satisfy Distribution Requirements may be included in the major. Examples of individual interdisciplinary majors are: Biopsychology, Environmental Sustainability, North American Archaeology, Religion and Marketing, Women and the Legal System. Applications are available in the Office of the Registrar.

THE MINOR

The College awards two kinds of minors, departmental and interdisciplinary, in recognition of concentrated course work in an area other than the student's major. All minors are subject to the following limitations:

- A minor must include at least two unit courses which are not counted in the student's major.
- A student may receive at most two minors.
- Students with two majors may receive only one minor; students with three majors may not receive a minor.
- Students may not receive a minor in their major discipline unless their major discipline is Actuarial Mathematics and the minor is Mathematics (three courses must be taken outside of the major); their major is Art and the minor is Art History; their major is Biology and the minor is Environmental Science; their major is Corporate Communication and the minor is Digital Media Communication, Film Studies, or Media Writing; their major is Digital Media Communication and their minor is Film Studies or Media Writing; their major is Religion and the minor is Biblical Languages; or their major is Sociology-Anthropology and the minor is Human Services.
- In order to receive a minor, the average GPA for all courses that count toward the minor must be at least 2.00.
- Courses taken P/F may not be counted toward a minor. Students must declare their intention to minor by completing a form available in the Office of the Registrar.

When students complete a minor, the title will be indicated on their official transcript. Minor requirements must be completed at the time of graduation.

Departmental Minors — Requirements for a departmental minor vary from department to department. Students interested in pursuing a departmental minor should consult that department for its requirements.

Departmental minors are available in the following areas:

ACCOUNTING

ART

Art History

Commercial Design

Painting

Photography

Sculpture

ASTRONOMY

BIOLOGY

Biology
Environmental Science
BUSINESS ADMINISTRATION
CHEMISTRY
COMMUNICATION
Corporate Communication
Digital Media Communication
Film Studies
Media Writing
CRIMINAL JUSTICE
ECONOMICS
General
Quantitative
ENGLISH
Literature
Writing
HISTORY
American History
European History
History
MATHEMATICAL SCIENCES
Computational Science
Computer Science
Mathematics
MODERN LANGUAGE STUDIES
French
German
Spanish
MUSIC
PHILOSOPHY
Ethics and Political Philosophy
History of Philosophy
Philosophy
Philosophy and Law
Philosophy and Science
PHYSICS
POLITICAL SCIENCE
American Politics
Legal Studies
Political Science
World Politics
PSYCHOLOGY
RELIGION
Biblical Languages
Biblical Studies
Religion

SOCIOLOGY-ANTHROPOLOGY

Anthropology
Human Services
Sociology

THEATRE

Performance
Technical Theatre
Theatre History and Literature

Interdisciplinary Minors — Interdisciplinary minors include course work in two or more departments. Students interested in interdisciplinary minors should consult the faculty coordinator of that minor. Interdisciplinary minors are available in the following areas:

2D Animation
American Studies
Archaeology and Culture of the Ancient Near East and Mediterranean
Classical Studies
Domestic Public Policy
Environmental Sustainability
Financial Economics and Analysis
International Public Policy
Medieval Studies
Multiculturalism
Neuroscience
Social and Economic Justice
Web Design and Technologies
Women's and Gender Studies

PRE-PROFESSIONAL PROGRAMS

Preparation for Educational Professions — Lycoming College believes that the liberal arts provide the best preparation for future teachers. Thus, all education students complete a liberal arts major in addition to the Lycoming College Teacher Education Certificate requirements. Students can be certified in early childhood, secondary (biology, chemistry, citizenship, English, general science, mathematics, physics, social studies), K-12 (art, modern languages, music), and dual certification special education.

All teacher education programs are approved by the Pennsylvania Department of Education. Pennsylvania certificates are recognized in most other states either through reciprocal agreements or by transcript evaluation. For more detailed information, see the Education Department listing.

Preparation for Health Professions — The program of pre-professional education for the health professions (allopathic, osteopathic, and veterinary medicine; dentistry; optometry; physical therapy; physician assistant; podiatry; and pharmacy) is organized around a sound foundation in biology, chemistry, mathematics, and physics and a wide range of subject matter

from the humanities, social sciences, and fine arts. At least three years of undergraduate study are recommended before entry into a professional school; the normal procedure is to complete the Bachelor of Arts or Bachelor of Science degree.

Students interested in one of the health professions or in an allied health career should make their intentions known to the Admissions Office when applying and to the Health Professions Advisory Committee (HPAC), Dr. Jeffrey Newman, Chair, during their first semester. All pre-health professions students are invited to join the student Pre-Health Professions Association. Also see descriptions of the cooperative programs in podiatry, optometry, and medical technology.

Preparation for Legal Professions — Lycoming offers a strong preparation for students interested in law as a profession. Admission to law school is not predicated upon a particular major or area of study; rather, a student is encouraged to design a course of study (traditional or interdisciplinary major) which is of personal interest and significance. While no specific major is recommended, there are certain skills of particular relevance to the pre-law student: clear writing, analytical thinking, and reading comprehension. These skills should be developed during the undergraduate years.

Pre-law students should register with the Legal Professions Advisory Committee (LPAC), Dr. John Whelan, Chair, during their first semester and should join the Pre-Law Society on campus. LPAC assists the pre-law student through advising, compilation of recommendations, and dissemination of information and materials about law and the legal profession. The Pre-Law Society sponsors films, speakers, and field trips including visits to law school campuses.

Preparation for Theological Professions — Students preparing to investigate religious vocations or attend a theological seminary should examine the suggestions set down by the Association of Theological Schools. It is recommended that students pursue a broad program in the liberal arts with a major in one of the humanities (English, history, language, literature, philosophy, religion) or one of the social sciences (American studies, criminal justice, economics, international studies, political science, psychology, sociology-anthropology). Students preparing for a career in religious education should major in religion and elect five or six courses in psychology, education, and sociology. This program of study will qualify students to work as educational assistants or directors of religious education after graduate study in a theological seminary.

Students should register with Theological Pursuits and Callings (TPAC), Dr. Steven Johnson, Chair, during their first semester. TPAC acts as a “center” for students, faculty, and clergy to discuss the needs of students who want to prepare themselves for the ministry, religious education, advanced training in religion, or related vocations. It may also help coordinate internships for students who desire practical experience in the parish ministry or related areas.

COOPERATIVE PROGRAMS

Lycoming has developed several cooperative programs to provide students with opportunities to extend their knowledge, abilities, and talents in selected areas through access to the specialized

academic programs and facilities of other colleges, universities, academies, and hospitals. Although thorough advising and curricular planning are provided for each of the cooperative programs, admission to Lycoming and registration in the program of choice do not guarantee admission to the cooperating institution. The prerogative of admitting students to the cooperative aspect of the program rests with the cooperating institution. Students who are interested in a cooperative program should contact the coordinator during the first week of the first semester of their enrollment at Lycoming. This is necessary to plan their course programs in a manner that will ensure completion of required courses according to the schedule stipulated for the program. All cooperative programs require special coordination of course scheduling at Lycoming.

Student electing a cooperative program normally study for three years at Lycoming during which time they complete 96 credits including most or all of their General Education and major requirements. Remaining requirements are completed at the co-operative institution, and each degree is awarded when its requirements are completed.

Engineering Physics – This program is intended for students who are interested in pursuing careers in engineering. The program consists of two options.

Option 1: The 3/2 Pre-Engineering Program

Option 1 is a 3/2 program partnership between Lycoming College and the Thomas J. Watson School of Engineering and Applied Science at Binghamton University. The student will spend three years at Lycoming College taking the necessary Distribution, physics, mathematics, and other engineering-oriented courses. Following his/her third year, the student will then transfer to the Watson School of Engineering and complete engineering courses in either Electrical Engineering or in Industrial and Systems Engineering. At the completion of the 3/2 program, the student will have earned a Bachelor of Science in Physics with an Engineering Physics Concentration and either a Bachelor of Science in Electrical Engineering or a Bachelor of Science in Industrial and Systems Engineering.

Note that for Option 1, strict adherence to the planned curriculum is essential in order for a student to be able to complete the program in five years. Any student interested in this program must talk with Dr. Christopher Kulp before or during his or her first week of classes at the College.

Option 2: The Physics Major with an Engineering Physics Concentration

Option 2 is a four-year degree at Lycoming College where the student majors in physics with a concentration in Engineering Physics. The concentration in engineering physics consists of courses in physics, mathematics, and computer science. The Engineering Physics concentration provides an emphasis on skills useful to students seeking a career in applied physics or engineering. The student can choose to pursue either a B.A. or B.S. degree in physics. Faculty Advisor: Dr. Christopher Kulp

Forestry or Environmental Studies - Lycoming College offers a cooperative program with Duke University in environmental management and forestry. Qualified students can earn the

baccalaureate and master degrees in five years, spending three years at Lycoming and two years at Duke. All Lycoming Distribution and major requirements must be completed by the end of the junior year. At the end of the first year at Duke, a baccalaureate degree will be awarded by Lycoming. Duke will award the professional degree of Master of Forestry or Master of Environmental Management to qualified candidates at the end of the second year.

The major program emphases at Duke are Forest Resource Management, Resource Economics and Policy, and Resource Ecology. The program is flexible enough, however, to accommodate a variety of individual designs. An undergraduate major in one of the natural sciences, social sciences, or business may provide good preparation for the programs at Duke, but a student with any undergraduate concentration will be considered for admission. All students need at least two courses each in biology, mathematics, and economics.

Students begin the program at Duke in July after their junior year at Lycoming with a one-month session of field work in natural resource management. They must complete a total of 48 units which generally takes four semesters.

Some students prefer to complete the baccalaureate degree before undertaking graduate study at Duke. The master degree requirements for these students are the same as for those students entering after the junior year, but the 48-unit requirement may be reduced for completed relevant undergraduate work of satisfactory quality. All credit reductions are determined individually and consider the students' educational background and objectives. Faculty Advisor: Dr. Melvin Zimmerman.

Clinical Laboratory Science - Students desiring a career in clinical laboratory science (medical technology) may enter an accredited one year program after graduation, or they may complete the cooperative program. Students electing the cooperative program normally study for three years at Lycoming, during which time they complete 96 credits, including the College Distribution Requirements, a major, and requirements of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The current requirements of the NAACLS are: four courses in chemistry (one of which must be either organic or biochemistry), four courses in biology (including courses in microbiology and immunology), and one course in mathematics.

Students in the cooperative program usually major in biology, following a modified major of six unit courses that includes the introductory sequence (BIO 110 and BIO 111), Genetics (BIO 222), Microbiology (BIO 321), Human Physiology (BIO 323), and Immunology (BIO 347). The cooperative program requires successful completion of a one-year internship at a hospital accredited by the American Medical Association. Lycoming is affiliated with the following accredited hospitals: Susquehanna Health, Robert Packer, Lancaster, and Abington. Students in the cooperative program receive credit at Lycoming for each of eight courses in biology and chemistry successfully completed during the clinical internship. Successful completion of the Certification Examination is not considered a graduation requirement at Lycoming College. Faculty Advisor: Dr. Jeffrey Newman

Optometry - Through the Accelerated Optometry Education Curriculum Program, students interested in a career in optometry may qualify for admission to the Pennsylvania College of Optometry after only three years at Lycoming College.

After four years at the Pennsylvania College of Optometry, a student will earn a Doctor of Optometry degree. Selection of candidates for the professional segment of the program is completed by the admissions committee of the Pennsylvania College of Optometry during the student's third year at Lycoming. (This is one of two routes that students may choose. Any student, of course, may follow the regular application procedures for admission to the Pennsylvania College of Optometry or another college of optometry to matriculate following completion of his or her baccalaureate program.) During the three years at Lycoming College, the student will complete 96 credits, including all Distribution Requirements, and will prepare for his or her professional training by obtaining a solid foundation in biology, chemistry, physics, and mathematics. During the first year of study at the Pennsylvania College of Optometry, the student will take 39 semester hours of basic science courses in addition to introductions to optometry and health care. Successful completion of the first year of professional training will complete the course requirements for the Bachelor's degree at Lycoming College.

Most students will find it convenient to major in biology in order to satisfy the requirements of Lycoming College and the Pennsylvania College of Optometry. Such students are allowed to complete a modified biology major that includes the introductory sequence (BIO 110 and BIO 111), Genetics (BIO 222), Human Physiology (BIO 323), Human Anatomy (BIO 338), and either Microbiology (BIO 321) or Immunology (Bio 347). (This modified major requires the successful completion of the initial year at the Pennsylvania College of Optometry.) Students desiring other majors must coordinate their plans with the Health Professions Advisory Committee in order to ensure that they have satisfied all requirements. Faculty Advisor: Dr. Jeffrey Newman.

Podiatry -Students interested in podiatry may either seek admission to a college of podiatric medicine upon completion of the Bachelor of Arts or Bachelor of Science degree or through the Accelerated Podiatric Medical Education Curriculum Program (APMEC). The latter program provides an opportunity for students to qualify for admission to the Pennsylvania College of Podiatric Medicine (PCPM) or the Ohio College of Podiatric Medicine (OCPM) after three years of study at Lycoming. At Lycoming, students in the APMEC program must successfully complete 96 credits, including the Distribution Requirements and a basic foundation in biology, chemistry, physics, and mathematics. During the first year of study at PCPM or OCPM, students must successfully complete a program of basic science courses and an introduction to podiatry. Successful completion of the first year of professional training will complete the fulfillment of the course requirements for a Bachelor's degree at Lycoming.

Students in the cooperative program who major in biology will be allowed to complete a modified major that includes the Introductory sequence (Bio 110 and BIO 111), Genetics (BIO 222), Human Physiology (BIO 323), Human Anatomy (BIO 338), and either Microbiology (BIO 321) or Immunology (BIO 347). This modified major requires the successful completion of the initial year at PCPM or OCPM.

Students interested in a career in podiatric medicine should indicate their intentions to the Health Professions Advisory Committee. Faculty Advisor: Dr. Jeffrey Newman.

ROTC

U.S. Army Reserve Officers Training Corps Program (ROTC) - The program provides an opportunity for Lycoming students to enroll in the Army Reserve Officers' Training Corps (ROTC). Lycoming notes enrollment in and successful completion of the program on student transcripts. Military Science is a four-year program divided into a basic course given during the freshman and sophomore years and an advanced course given during the junior and senior years. The Army ROTC Basic Course comprises four courses and requires no commitment to the military. The Army ROTC Advanced Course comprises four courses and requires a military commitment. The content and methods of the Advanced Course comprise the minimum curriculum that an individual must complete in order to be commissioned.

The U.S. Army Reserve Officers' Training Corps (ROTC) program is offered to Lycoming College students in cooperation with Bucknell University. For more information, contact the Registrar, call 570-577-1013, or visit <http://www.bucknell.edu/ROTC.xml>.

THE HONORS PROGRAM

The Scholars Program

The Lycoming College Scholars Program is a special program designed to meet the needs and aspirations of highly motivated students of superior intellectual ability. Lycoming Scholars satisfy the College's General Education requirements with more challenging distribution courses than students not in the Scholars Program are required to complete. (Substitutions to the General Education requirements for Scholars can be made only by successful application to the Committee on Academic Standards with a supporting signature by the Scholars Council Director in place of the department chair.) Lycoming Scholars also participate in special interdisciplinary seminars and in an independent study culminating in a senior presentation. Scholars may audit a fifth course each semester at no additional cost. In addition, Scholars may be exempted from the usual limitations on independent studies by the Individual Studies Committee.

Students are admitted to the program by invitation of the Scholars Council, the group which oversees the program. The Council consists of a director and four other faculty members selected by the Provost and Dean of the College and four students elected by current scholars. The guidelines governing selection of new scholars are flexible; academic excellence, intellectual curiosity, and creativity are all taken into account. Students who wish to participate in the Scholars Program but are not invited may petition the Scholars Council for consideration. Petitioning students should provide the Scholars Council with letters of recommendation from Lycoming faculty and a transcript to be sent to the director of the Scholars Program.

To remain in the program, students must maintain a cumulative GPA of 3.00 or better. Students who drop below this average will be placed on Scholars Program probation for one semester.

After one semester, they will be asked to leave the program if their GPA has not returned to 3.00 or higher.

To graduate as a Scholar, a student must successfully complete a major and 128 credits, five Lycoming Scholars Seminars, and the non-credit Senior Scholars Seminar in which they present the results of their required independent study project. They must achieve at least a 3.00 cumulative GPA. In addition, the following General Education requirements must be met.

GENERAL EDUCATION REQUIREMENTS for SCHOLARS

General Education requirements are designed to promote the breadth of study central to a liberal arts education, raise awareness of issues critical to a diverse America and an interconnected world, and develop skills essential for success in any discipline or profession. It includes two courses that must be taken during the freshman year (a First-Year Seminar and English Composition), Distribution Requirements (courses in the Fine Arts, Humanities, Mathematics, Modern or Ancient Languages, the Natural Sciences, and the Social Sciences), classes focusing on Writing and Diversity (both Global and Domestic), and an Enhanced Academic Experience. Courses for which a grade of “P” is recorded may not be used toward the fulfillment of a General Education Requirement. (For an explanation, refer to the Grading System.)

- **Complete two First-Year Requirements**

- A. Complete a First-Year Seminar.**

- B. Pass an English Composition class.**

Students will generally take a First-Year Seminar one semester of their freshman year and English Composition (ENGL 106 or ENGL 107 [by invitation only]) the other. Scholars Council strongly recommends that qualified scholars enroll in ENGL 107 if scheduling permits. Transfer students beginning in the second semester of their freshman year may take both of these courses that semester. Transfer students who have earned more than 15 credits will be exempt from the First-Year Seminar requirement. First-Year Seminar and English Composition classes help students develop the skills necessary to continue to be successful throughout their college career. These classes promote written, oral, and information literacy (research) components, contributing to critical thinking in the classroom. First-Year Seminars do not count toward the major.

- **Complete the Distribution Program**

Courses may be used to satisfy only one Distribution Requirement. No more than two courses used to satisfy the Distribution Requirements may be selected from the same prefix; Courses used to fulfill the Modern or Ancient Language Requirement do not count toward the two course per prefix limit. This means that care must be taken to comply with this rule in English and Modern Language Studies literature courses.

In the following list of Distribution Requirements, a “course” refers to a four-credit course taken at Lycoming, any appropriate combination of fractional unit courses taken at Lycoming which accumulate to four credits, any appropriate course which is taken by cross-registration, any appropriate course which is part of an approved off-campus program (such as those listed in the catalog sections titled COOPERATIVE PROGRAMS, SPECIAL ACADEMIC OPPORTUNITIES, and STUDY ABROAD PROGRAMS), or any approved course transferred from another institution.

A. Fine Arts — Scholars are required to pass two courses (or the equivalent) from the following: **Art**: ART 111, 116, 220, or higher; any **Art History** course; any **Creative Writing** course; any **Digital Media Communication** course numbered 200 or higher; any **Film** course numbered 200 or higher; **Literature**: any English Literature course numbered 200 or higher or the literature courses of the Department of Modern Languages and Literatures (French, German, or Spanish); **Music**: MUS 117, 128, 160, or higher; **Theatre**: 145 or any Theatre course numbered 200 or higher, except 235 and 236; any **Fine Arts First-Year seminar**. If a student completes no more than one major and that major requires more than one Fine Arts course, no more than one course from a single prefix (e.g., ART, DCOM, MUS) may count toward Fine Arts distribution. Students taking **ART 310, MUS 340, or MUS 341** are except from the requirement to take courses from two prefixes.

B. Humanities — Scholars are required to pass four courses from the following: **History**: any course numbered 200 or higher; **Literature**: any English literature course numbered 200 or higher or any literature course from the Department of Modern Language Studies (French, German, or Spanish); **Philosophy**: any course numbered 200 or higher; **Religion**: any course numbered 200 or higher; **Humanities First-Year Seminar**. Students must successfully complete a course in at least 3 of these prefixes (e.g., ENGL, HIST, HUMA, PHIL, REL).

C. Mathematics — Students are required to demonstrate competence in basic algebra by passing a placement test (See section on Placement Tests) or successfully completing Math 100 (or its equivalent). Scholars are also required to pass MATH 112, 115, 123, 128, 129, 130, 214, 216, or a Mathematical Sciences First-Year Seminar. The requirement of competence in basic algebra must be met before the end of the fourth semester or within one year of entry, whichever is later. Students who have not met this competency requirement before the final semester of the applicable time period must register for MATH 100 in that semester.

D. Modern or Ancient Language Studies — Scholars are required to pass a course in French, German, or Spanish numbered 111 or higher or a course in Greek, Hebrew, or Latin numbered 221 or higher. International students whose native language is not English and who took at least one year of high school in their native language may either 1) fulfill the language requirement in Modern or Ancient Languages, 2) take a fourth writing focused (“W”) course, or 3) take one course in English numbered 200 or above. If a student chooses the last option, the course may not also be used to fulfill a Humanities or Fine Arts Distribution Requirement.

E. Natural Sciences — Scholars are required to pass two courses from the following: **Astronomy/Physics**: any course numbered 111 or higher; **Biology**: any course numbered 110 or higher; **Chemistry**: any course numbered 110 or higher; a **Natural Science First-Year Seminar**. One course must incorporate a laboratory component. If a student completes no more than one major and that major requires more than one Natural Science course, only one course from any prefix may count toward Natural Sciences distribution.

F. Social Sciences — Scholars are required to pass two courses from the following: **Archaeology**: any course numbered 200 or higher; **Criminal Justice and Criminology**: any course numbered 200 or higher, except 448/449; **Economics**: any course numbered 110 or higher; **Political Science**: any course numbered 200 or higher; **Psychology**: PSY 110 or any other PSY course numbered 200 or higher; **Sociology-Anthropology**: any course numbered 200 or higher, except SOC 448; **Social Science First-Year Seminar**. **ECED 344** may also be used to fulfill a Social Science distribution requirement. If a student completes no more than one major and that major requires more than one Social Science course, only one course from any prefix may count toward Social Science distribution.

- **Complete the Writing Program**

I. Purpose

The Lycoming College Writing Program has been developed in response to the conviction that writing skills promote intellectual growth and are a hallmark of the educated person. The program has therefore been designed to support two major, interrelated objectives, specifically:

- 1) student learning in general and subject mastery in particular, and
- 2) students' abilities to communicate clearly.

In this program, students are given opportunities to write in a variety of contexts and in a substantial number of courses in which they receive faculty guidance and reinforcement. All writing focused courses include (1) formal writing instruction in class, (2) student writing, (3) instructor feedback, and (4) student revision.

II. Program Requirements

Students must successfully complete the following writing requirements:

- 1) ENGL 106 (Composition) or ENGL 107 (Honors Composition)
- 2) Three courses designated as writing focused, or "W," courses

The following policies apply:

- Successful completion of ENGL 106 or 107 is a prerequisite for enrollment in writing focused courses.
- All "W" courses are numbered 200 or above.
- One of the student's "W" courses must be in his/her major (or one of the majors) or, with departmental approval, from a related department. All three cannot carry the same prefix (e.g. PHIL, ENGL, ACCT, etc.).

- **Complete the Cultural Diversity Program, with two courses, one in Global Diversity and one in Domestic Diversity**

The Lycoming College Cultural Diversity requirement confirms the College's commitment to celebrating the human differences implicit in a liberal arts education. It helps to prepare students for a more global world and a more diverse America. In order to qualify as a course which satisfies the requirement in cultural diversity, the course must deal substantially, primarily, or exclusively with cultural diversity, in such a way as to provide students with cultural perspectives (either historical or contemporary) other than the predominant Anglo-American one in the US.

Global Diversity courses will help students understand the world beyond the US borders. These courses will be designated with a "G."

Domestic Diversity courses will help students understand one or more non-dominant groups within the US, dealing with issues such as race, gender, social class, religion, political ideology, sexual orientation, or any combination thereof. These courses will be designated with a "D."

A course selected to fulfill the Global or Domestic Cultural Diversity requirement may also be used to satisfy a Distribution Requirement. International May term courses (marked with a G on course schedules), a semester of college-approved Study Abroad, or international summer programs may be used to fulfill the Global Diversity requirement.

- **Complete an Enhanced Academic Experience**

The Enhanced Academic Experience (EAE) provides students with the opportunity to reach their greatest potential by fulfilling an in-depth academic experience outside of the requirements of their major. This added-value experience ensures academic excellence by requiring that students expand their horizons beyond the General Education and major requirements. With the exception of travel courses, work that is required by the major (e.g., required capstone research projects, required internships) cannot count as an EAE.

Successful completion of the Lycoming College Scholars Program fulfills the Enhanced Academic Experience.

- **Lycoming Scholars Seminars** — Team-taught interdisciplinary seminars are held every semester under the direction of the Lycoming Scholars Council. They meet for one hour each week (Tuesdays at noon) and carry one hour of credit. Grades are "A/F" and are based on students' performance. Lycoming Scholars are required to successfully complete five seminars, and they are permitted to register for as many as eight. Topics for each academic year will be selected by the Scholars Council and announced before spring registration of the previous year.

Students must be accepted into the Scholars Program before they enroll in a Scholars Seminar. Scholars are strongly urged to register for a least one seminar during their first year.

- **Senior Project** — In their junior or senior year, Scholars must successfully complete an independent study or departmental honors project which has been approved in advance by the Independent Studies Committee and Scholars Council. This project must be presented orally as part of the Senior Scholars Seminar and be accepted by Scholars Council.
- **Note to Transfer Students** — In the case of transfer students and those who seek to enter the program after their freshman year and in other cases deemed by Scholars Council to involve special or extraordinary circumstances, Scholars Council shall make adjustments to the Scholars Distribution Requirements provided that in all cases such exceptions and adjustments would still satisfy the regular College distribution requirements.

Management Scholars Program of the Institute for Management Studies

The IMS sponsors a Management Scholars Program for academically talented students in the three IMS departments (Accounting, Business Administration, Economics). To join the Management Scholars Program, a student must satisfy the following criteria:

- a) Have a declared major or minor in Accounting, Business Administration, and/or Economics. However, the IMS Director may invite or permit other students to join the Management Scholars Program who do not meet this criteria, such as first-year students who have not yet declared a major or minor.
- b) Have an overall GPA of 3.25 or higher or exhibit strong academic potential if the student is a first-semester freshman.

To graduate as a Management Scholar, a student must meet the following criteria:

- a) Successfully complete two credits of Management Scholar Seminars.
- b) Successfully complete a major or minor in one of the three IMS departments.
- c) Graduate with a GPA of 3.25 or higher in both overall college work and within an IMS major and/or minor.
- d) Successfully complete an appropriate internship, practicum, or independent study, or complete a special project approved by the IMS Director.

At least one Management Scholar Seminar is taught per academic year on an interdisciplinary topic of relevance to students in all three IMS departments. The seminars are offered as one-credit courses and do not result in overload charges for full-time students.

Students who are currently Lycoming College Scholars may also become Management Scholars and participate in both programs.

Departmental Honors

Honors projects are undertaken only in a student's major and are available only to exceptionally well-qualified students who have a solid background in the area of the project, are capable of considerable self-direction, have an overall GPA of at least 3.00, and a GPA in the major in which the honors project is undertaken of at least 3.50. Students with a GPA of 3.0 or above in the major in which the honors project is undertaken may appeal to the Committee on Academic

Standards for special permission to undertake an Honors project. The prerequisites for registration in an honors program are as follows:

- A faculty member from the department(s) in which the honors project is to be undertaken must agree to be the director and must secure departmental approval for the project.
- The director, in consultation with the student, must form an individual Honors Committee consisting of two faculty members from the department in which the project is to be undertaken, one of whom shall be the director of the project, and one faculty member from each of two other departments related to the subject matter of the study.
- The student must meet with the individual Honors Committee to review the proposed course of study. This meeting generally should take place prior to the student embarking on a substantial portion of the research, critical study, or creative project so that the individual Honors Committee members can provide feedback on the developmental phase of the honors project. The Honors Committee must then certify by their signatures on the application that the project in question is academically legitimate and worthy of pursuit as an honors project, and that the student in question is qualified to pursue the project.
- The project must be approved by the Committee on Individual Studies.

Students successfully complete honors projects by satisfying the following conditions in accordance with guidelines established by the Committee on Individual Studies:

- The student must produce a substantial research paper, critical study, or creative project. If the end product is a creative project, a critical paper analyzing the techniques and principles employed and the nature of the achievement represented in the project shall also be submitted.
- The student must successfully explain and defend the work in a final oral examination given by the Honors Committee.
- The Honors Committee must certify that the student has successfully defended the project, and that the student's achievement is clearly superior to that which would ordinarily be required to earn a grade of "A" in a regular independent studies course.

Except in unusual circumstances, honors projects are expected to involve independent study in two 4-credit courses. There are two ways for a student to complete an honors project. A student may continue a project from an independent study (see Independent Studies) or their major's capstone course and count that course as the first semester of the honors project. A student not continuing an honors project from an independent study or their major's capstone course must complete an application for registration in honors for each semester of course credit. In this circumstance, an incomplete grade is recorded for the first semester of the honors project until the completion of the second semester of honors work.

Successful completion of the honors project will allow the designation of honors in that department to be placed upon the permanent record. A final copy of the honors project shall be submitted to the library for binding, processing, and inclusion in the library collection. In the event that the study is not completed successfully or is not deemed worthy of honors, the student shall be reregistered in independent studies and given a final grade for the course.

THE ADVISING PROGRAM

Academic Advising

One advantage of a small college is the direct, personal contact between a student and the College faculty who care about that student's personal, academic, and professional aspirations. The student can draw upon the faculty member's years of experience to resolve questions about social adjustment, workload, study skills, tutoring, and more. Perhaps the member of the faculty with the most impact on a student is the academic advisor.

Students meet their advisor at orientation. Advisors assist with course selection by providing accurate information about requirements, programs, and career options. They help students identify other campus resources, such as Counseling and Health Services, Career Services, Campus Ministry, Student Programs and Leadership Development, and more.

By the end of the sophomore year, the student must choose a major and select an advisor from the major department. The new advisor, while serving as a resource, can best advise that student about course selection and graduate school and career opportunities.

Advisors at Lycoming endeavor to contribute to student development in yet another way. They insist that students assume full responsibility for their decisions and academic progress. By doing so, they help to prepare them for the harder choices and responsibilities of the professional world.

Also, Lycoming provides special advising programs for careers in education, medicine, law, and religion. Interested students should register with the appropriate advisory committee immediately after deciding to enter one of these professions (see Pre-Professional Programs).

Academic Services

www.lycoming.edu/academic-services/

The primary goal of Academic Services is to support, encourage, and challenge our students in their efforts to learn and be successful at Lycoming College and beyond. Our programs and services include ARC 100 (a zero-credit study skills workshop that meets for seven weeks each semester), the Academic Resource Center and its Writing Center and Math Center, subject tutoring program, study group program, services for students with disabilities, group and one-on-one meetings with students, and a program for students on academic probation.

Academic Resource Center (ARC)

www.lycoming.edu/arc

The Academic Resource Center, located on the third floor of the Snowden Library, provides a variety of free services to the campus community. The ARC's services are meant for all students, not only for those who are struggling to achieve.

Tutoring in Writing — Working one-on-one, Writing Tutors use questioning techniques to help writers improve papers while developing confidence and independence as writers. Writing Tutors discuss development, organization, grammar, documentation, and any other writing concern. Writing Tutors offer more than 40 hours of scheduled tutoring weekly.

Tutoring in the Content Areas — The ARC offers one-on-one tutoring support in most courses. Tutors assist students with homework assignments and test preparation. A list of tutors is available on the ARC website or by contacting the ARC directly.

Study Groups — Conducted for selected classes, study groups offer students an opportunity to draw on the experiences of a successful upperclass student to navigate the academic challenges of courses. Study group facilitators attend class and organize review and study sessions outside of class.

Study Skills Support — The ARC provides support through individualized instruction and small group workshops upon request. Topics vary depending on the needs of students. Also, the ARC offers a more formal option for study skills support: ARC 100, Success Skills Workshop.

ARC 100, Success Skills Workshop

A seven-week course, the workshop introduces students to a variety of topics important to student success. Among these are time management, learning styles, motivation, highlighting text, and note-taking. Topics will be selected to meet student needs. ARC 100 is highly recommended for students who, in consultation with their academic advisors, choose to improve their academic skills. *This non-credit course will be graded on a pass/fail basis.*

Disability Support — The College recognizes the importance of supporting and meeting the needs of students with disabilities. A student with a disability/disabilities works directly with the Associate Dean, the Assistant Dean, or the Consulting Psychologist to determine appropriate and helpful accommodations, based on documentation pertaining to evaluations the student has undergone prior to coming to the College. The Coordinator of Services for Students with Disabilities assists students in arranging for classroom accommodations, meeting requirements, and developing appropriate study practices. The Coordinator works closely with the Consulting Psychologist for Disability Services.

Office of the Dean for First-Year Students

Lycoming College believes a student's first year needs structure and support. This office serves as a focal point for the first-year student and his or her family.

New Student Orientation — The purpose of this required program is to acquaint new students and their families more fully with the College so that they can begin their Lycoming experience under the most favorable circumstances. Students take placement tests, confer with their academic advisors, register for fall classes, and become acquainted with their classmates.

1st Weekend — This weekend begins with New Student Convocation on the day first-year students arrive. The weekend activities include academic success, career workshops, and library workshops along with social events.

Information and Support — The Office of the Dean of First-Year Students is an accessible resource for resolving problems, developing solutions, coordinating services, and enabling student success. Student and parent emails are provided throughout the year.

Office of the Assistant Dean of Academic Services

The College continues to provide academic counseling and support as students move into the sophomore year and beyond. The Assistant Dean of Academic Services meets individually with sophomores, juniors, and seniors and, in cooperation with the Dean of First-Year Students, conducts small group retreats and other meetings. These efforts are designed to alert students to their circumstances, help them explore options, motivate them to achieve their academic aspirations, and provide them with useful strategies and resources for success.

Early Assessment

During the sixth week of the semester, classroom instructors prepare Early Assessment Progress Reports for first-year students, new transfer students, students on academic probation, and students with cumulative GPAs less than 2.10. In week seven, academic advisors, students, parents, deans, and coaches receive these progress reports and can counsel students having difficulty regarding adjustment strategies. Early Assessment grades are not recorded on the student's permanent record.

SPECIAL ACADEMIC OPPORTUNITIES

May Term — This four-week voluntary session is designed to provide students with courses listed in the catalog and experimental and special courses that are not normally available during the fall and spring semesters and summer sessions. Some courses are offered on campus; others involve travel. Students may take a maximum of 4 credits.

Summer Sessions I and II — These two successive five-week academic terms offer the opportunity for students to complete internships, independent studies, and semester courses. Students may take a maximum of 8 credits per session.

Independent Studies — Independent studies are available to any qualified student who wishes to engage in and receive academic credit for an academically legitimate course of study for which he or she could not otherwise receive credit. It may be pursued at an introductory, intermediate, or advanced level and in any department, whether or not the student is a major in that department. An independent studies project may either duplicate a catalog course or be completely different from any catalog course. In order for a student to be registered in an independent study course, the following conditions must be satisfied:

- 1) An appropriate member of the faculty must agree to supervise the project and must certify by signing the application form that the project involves an amount of legitimate academic work that is appropriate for the amount of academic credit requested and that the student in question is qualified to pursue the project.

- 2) The studies project must be approved by the chair of the department in which the studies project is to be undertaken. In the case of catalog courses, all department members must approve offering the catalog course as an independent studies course.
- 3) After the project is approved by the instructor and the chair of the appropriate department, the studies project must be approved by the Committee on Individual Studies.

Participation in independent studies projects which do not duplicate catalog courses is subject to the following:

- Students undertaking independent studies projects must have a GPA of at least 2.50.
- Students may not engage in more than one independent studies project during any given semester.
- Students may not engage in more than two independent studies projects during their academic careers at Lycoming College.
- The Individual Studies Committee may exempt members of the Lycoming College Scholars Program from these two limitations.

As with other academic policies, any other exceptions to these two rules must be approved by the Committee on Academic Standards.

Internship Program — An internship is a course jointly sponsored by the College and a public or private agency or subdivision of the College in which a student is able to earn college credit by participating in some active capacity as an assistant, aide, or apprentice.

For a 4-credit internship, at least ten hours per week must be spent in agency duties. Academic requirements include a daily log or journal, a research paper of approximately ten pages or its equivalent, and a reading list of approximately five books or the equivalent. The student and academic supervisor meet weekly during the term of the internship.

The objectives of the internship program are:

- 1) to further the development of a central core of values, awarenesses, strategies, skills, and information through experiences outside the classroom or other campus situations, and
- 2) to facilitate the integration of theory and practice by encouraging students to relate their on-campus academic experiences more directly to society in general and to possible career and other post-baccalaureate objectives in particular.

Any junior or senior student in good academic standing may petition the Committee on Individual Studies for approval to serve as an intern. A maximum of 16 credits can be earned through internships, practica, and/or student teaching. Guidelines for program development, assignment of tasks and academic requirements, such as exams, papers, reports, grades, etc., are established in consultation with a faculty director at Lycoming and an agency supervisor at the place of internship.

Students with diverse majors have participated in a wide variety of internships at places such as NBC Television in New York City, the Allenwood Federal Prison Camp, Pennsylvania State Department of Environmental Resources, Lycoming County Historical Society, the American

Cancer Society, business and accounting firms, law offices, hospitals, social service agencies, banks, and Congressional offices.

Practica — Practica are offered in Accounting, Art, Biology, Business, Communication, Criminal Justice, Economics, Education, IMS, Psychology, and Sociology. These courses require 10 to 12 hours of work per week in a business, agency, or organization in addition to classroom time. A maximum of 16 credits can be earned through practica, internships, and/or student teaching.

Teacher Intern Program — The purpose of the Teacher Intern Program is to provide individuals who have completed a baccalaureate degree with the opportunity to become certified teachers through on-the-job training. Interns can earn a Lycoming College Teacher Education Certificate and be certified by the Commonwealth of Pennsylvania in elementary, secondary (biology, chemistry, citizenship, English, general science, mathematics, physics, social studies), K-12 (art, modern languages, music), and special education.

Interested individuals should file a formal application with the Education Department for admission to the Intern Program. Upon completion of the application process, interns receive a letter of Intern Candidacy from the Pennsylvania Department of Education which the candidate then uses to apply for a teaching position. Necessary professional coursework can be completed prior to the teaching experience when individuals obtain a teaching position. See Education Department listing for more information.

The Philadelphia Center — A full semester liberal arts program for professional development and field study is available to Lycoming students. The program is open to juniors majoring in any discipline or program. The Philadelphia Center is sponsored and administered by the Great Lakes Colleges Association.

Washington Semester — With the consent of the Department of Political Science and the Registrar, selected students are permitted to study in Washington, D.C., at The American University for one semester. They may choose from any one of more than ten programs of study offered by the Washington Semester program.

United Nations Semester — With the consent of either the Department of History or the Department of Political Science and the Registrar, selected students may enroll at Drew University in Madison, New Jersey, in the United Nations Semester, which is designed to provide first-hand experience with the world organization. Students with special interests in world history, international relations, law, and politics are eligible to participate.

Capitol Semester Internship Program — This program is available to eligible students on a competitive basis. The program is cosponsored by Pennsylvania's Office of Administration and Department of Education. Paid internships are available to students in most majors. Interested students should contact Career Services for additional information.

INTERNATIONAL EXPERIENCES

Students are encouraged to participate in a variety of international experiences sponsored by Lycoming College, its partners, and approved programs. Students who intend to study abroad must have a cumulative grade point average of 2.50 or higher. Opportunities range from short-term travel courses to a full semester or academic year abroad. All traditional study abroad programs require prior approval from the students' advisor and the Study Abroad Office.

Lycoming Partners – Lycoming currently has cooperative arrangements with six institutions: CAPA International Education (Buenos Aires, Dublin, Florence, London, Shanghai, and Sydney), CUEF Université-Stendhal (Grenoble, France), Estudio Sampere (Costa Rica, Ecuador, and Spain), Otto-Friedrich-Universität (Bamberg, Germany), Regent's University London (United Kingdom), and the Westminster Business School, University of Westminster (London, United Kingdom).

Students should contact the Study Abroad Office to learn more about available opportunities. The Study Abroad Office provides information and advising on programs, offered courses, travel, and scholarships. Students interested in programs in Costa Rica, Ecuador, France, Germany, or Spain may also contact the Department of Modern Language Studies.

NOTE: Lycoming College cannot assume responsibility for the health, safety, or welfare of students engaged in or en route to or from any off-campus studies or activities which are not under its exclusive jurisdiction.

CURRICULUM

Numbers 100-149 Introductory courses and Freshman level courses

Numbers 200-249 Intermediate courses and Sophomore level courses

Numbers 300-349 Intermediate courses and Junior level courses

Numbers 400-449 Advanced courses and Senior level courses

Numbers N50-N59* Non-catalog courses offered on a limited basis

Numbers 160-179 Applied Music, Theatre Practicums, and other courses that grant less than 2 credits

Numbers 470-479 Internships

Numbers N80-N89* Independent Study

Numbers 490-491 Independent Study for Departmental Honors

*N = course level 1, 2, 3, or 4 as determined by department

2D ANIMATION

Associate Professors: Peterson (Coordinator), Tran (Coordinator)

2D animation is rapidly becoming a required skill set for filmmakers and artists. Many diverse industries—such as business, the entertainment industry, and the legal and medical industries—look to animators to bring ideas to life. This minor will appeal to students who are interested in the fields of animation, interactive art, and motion graphics. Required courses are: ART 111, 226, 343, and 344; DCOM 120 and 200.

ACCOUNTING (ACCT)

Associate Professors: Kremer (Chair), Kuhns

Assistant Professor: Demshock

Instructor: Williams

- Major: Accounting
- Tracks: 150 Credit Accounting; 128 Credit Accounting
- Courses required for 150 Hour Accounting: 21
- Courses required for 128 Hour Accounting: 18.5
- Math requirement: Math 123
- Capstone requirement: pass a Standardized Accounting achievement examination and pass a Business outcomes assessment examination
- Minor: Accounting

The purpose of the accounting major is to help prepare the student for a career within the accounting profession. In order to satisfy the needs of an extremely diverse profession, the major in accounting consists of two separate tracks. Track I is a 150 credit program designed to meet the model recommended by the American Institute of Certified Public Accounts and required by the Pennsylvania State Board of Accountancy for those students interested in pursuing a career as a CPA. Track II is a 128 credit program designed for students who are interested in various other career opportunities in accounting, such as industry and government.

Students planning to sit for the Uniform Certified Public Accounting Examination are advised to check with their State Board of Accounting to assure that they have completed all courses required for CPA licensure.

The Department of Accounting is a member of the Institute for Management Studies. For more information, please see the Institute for Management Studies listing.

Major Requirements

Core courses required of all majors:

ACCT 110, 223, 225, 235, 236, 320, 344, 345, 436, 440, 441, 443; BUS 228, 238, 244; ECON 110 and 111; MATH 123.

Track requirements:

1. Accounting–150 credits:

ACCT 442, 447, and one course from ACCT 438, 439, or 470-479; BUS 441; and one course from SOC or PSY.

2. Accounting–128 credits:

One course from ACCT 438, 439, 470-479; or BUS 441.

Capstone Requirements

1. All accounting majors are required to pass a standardized departmental accounting achievement exam during their final semester. Students who fail will be required to retake the exam. The Accounting Department may also require a student to complete a comprehensive project for those areas in which they tested unsatisfactorily.
2. All accounting majors are required to take and pass an outcome assessment exam administered by the Business Department. Students who fail must retake and pass the assessment.

Writing Courses

The following courses, when scheduled as W courses, count toward the Writing Requirement: ACCT 440 and 442.

Minor Requirements:

A minor in the Department of Accounting consists of ACCT 110, 130, or 223, and three courses selected from the following: ACCT 225, 320, 344, 345, 441.

100

PERSONAL FINANCIAL PLANNING

Prepares students to make better informed financial decisions in a complicated world. A practical, relatively nontechnical course designed to help the student identify and plan to meet their financial goals.

110

FINANCIAL ACCOUNTING

An introductory course in recording, classifying, summarizing, and interpreting the basic business transaction. Emphasizes problems of classification and interpretation of accounts and preparation of financial statements.

130

ACCOUNTING FOR MANAGERIAL DECISION-MAKING

An introduction to the various components of managerial accounting. Emphasis is placed on managerial problem-solving techniques and the analysis of the results. Accounting systems, costing procedures, cost-volume profit relationships, managerial control processes, and the use of computers as aids to decision-making are studied. Students gain hands-on experience with various computer applications of managerial accounting. *Prerequisite: ACCT 110.*

223

COST AND BUDGETARY ACCOUNTING THEORY

Methods of accounting for material, labor, and factory overhead expenses consumed in manufacturing using job order, process, and standard costing techniques. *Prerequisite: ACCT 110.*

225**BUDGETING AND FINANCIAL STATEMENT ANALYSIS**

A study of the preparation and use of budgets. Includes study of financial data as a means of analyzing, interpreting, and using financial statements. *Prerequisite: ACCT 110.*

235**LEGAL PRINCIPLES**

A study of the sources and principles of law in general. Focuses on the application of these principles to the law of contracts, agency, negotiable instruments, and legal associations.

236**LEGAL AND ETHICAL ISSUES FOR ACCOUNTANTS**

A study of the fundamentals of law related to the forms of business, real property, wills, and estates. Emphasizes the accountant's legal liability and the American Institute of Certified Public Accountants Code of Professional Conduct.

320**ACCOUNTING INFORMATION SYSTEMS/FUND ACCOUNTING**

An introduction to design and use of accounting information systems (AIS) and design and implementation of control systems in AIS. An introduction to the theory and practice of fund accounting. *Prerequisite: ACCT 110.*

344**INTERMEDIATE ACCOUNTING THEORY I**

An in-depth examination of the environment within which financial accounting theory exists. An examination of the basic postulates that underlie financial statements and a critique of what financial reporting means. *Prerequisite: ACCT 223 or consent of instructor.*

345**INTERMEDIATE ACCOUNTING THEORY II**

An examination of the various accounting and reporting issues affecting assets. *Prerequisite: ACCT 344 with a minimum grade of C or consent of instructor.*

436**INTERMEDIATE ACCOUNTING THEORY III**

An examination of the various accounting and reporting issues affecting liabilities, stockholder equity, earnings per share, cash flows, and accounting changes. *Prerequisite: ACCT 345 with a minimum grade of C or consent of instructor.*

438-439**PRACTICUM IN ACCOUNTING I-II**

An introduction to the real world of accounting. Students are placed in Managerial and Public Accounting positions in order to effect a synthesis of the students' academic course work and its practical applications. Specifics of the course work arranged between department, student, and sponsor. *May be repeated for credit with consent of instructor when topics are different.*

440**AUDITING THEORY**

A study of the science or art of verifying, analyzing, and interpreting accounts and reports. Emphasizes concepts which will enable students to understand the philosophy and environment of auditing. Special attention is given to the public accounting profession, studying auditing standards, professional ethics, the legal liability inherent in the attest function, the study and evaluation of internal control, the nature of evidence, the growing use of statistical sampling, the impact of electronic data processing, and the basic approach to planning an audit. Finally, various audit reports expressing independent expert opinions on the fairness of financial statements are studied. *Prerequisites: ACCT 344 and MATH 123 or consent of instructor.*

441**FEDERAL INCOME TAX I**

An analysis of the provisions of federal income tax law as applied to individuals. Gross income, inclusions, exclusion, deductions, losses, business expenses, depreciation, cost recovery, amortization, depletion, employee and self-employed expenses, itemized deductions, at risk rules, and passive activities are studied. *Prerequisite: ACCT 344.*

442**FEDERAL INCOME TAX II**

An analysis of federal tax law. Tax credits, property transactions, accounting periods and methods, taxation of corporations, partnerships, and S corporations are studied. *Prerequisite: ACCT 441.*

443**ACCOUNTING FOR BUSINESS COMBINATIONS**

Certain areas of advanced accounting theory, including business combinations and consolidated financial statements. *Prerequisite: ACCT 345. 2 credits.*

447**ADVANCED ACCOUNTING**

An intensive study of partnerships, installment and consignment sales, branch accounting, foreign currency transactions, and segment interim reporting. *Prerequisite: ACCT 345. 2 credits.*

470-479**INTERNSHIP**

Interns in accounting typically work off campus under the supervision of a public or private accountant.

N80-N89**INDEPENDENT STUDY**

Typical examples of recent studies in accounting are: computer program to generate financial statements, educational core for public accountants, inventory control, and church taxation.

490-491**INDEPENDENT STUDY FOR DEPARTMENTAL HONORS**

ACTUARIAL MATHEMATICS

Associate Professor: Sprechini (Coordinator)

- Major: Actuarial Mathematics
- Courses required for major: 14
- Math prerequisite (not counted in major): Math 127
- Math requirement: CPTR 125, Math 128 (or exemption), Math 129, etc.
- Non-credit Colloquium: 2 semesters
- Capstone requirement: Math 449

The Actuarial Mathematics major is designed to offer course work within a liberal arts framework to prepare for a career in actuarial mathematics. Students obtain the necessary mathematical background for two or three actuarial exams. Students also obtain some background in accounting, economics, and business which is needed for a career in actuarial mathematics. At the time of completion of all major requirements, or shortly thereafter, a student should be prepared to sit for at least two, and possibly up to four of the examinations of the Society of Actuaries.

Major Requirements

The Actuarial Mathematics major consists of 56 credits and two semesters of non-credit colloquia. In Mathematical Sciences, required courses are CPTR 125, MATH 128 (or exemption by examination), 129, 130, 234, 238, 332, 333, and two courses from MATH 321, 325, 338, or 400. Also required are ACCT 110; ECON 110 or 111; MATH 214 or ECON 340; one of ACCT 130, ACCT 441, BUS 238, ECON 330, 331, or 441; and two semesters of MATH 449.

The Society of Actuaries gives VEE (Validation by Educational Experience) credit for a grade of at least B- in coursework in the areas of Economics, Applied Statistical Methods, and Corporate Finance. A grade of at least B- in both ECON 110 and 111 is necessary for credit in the area of Economics. Information about credit in the areas of Applied Statistical Methods and Corporate Finance can be obtained from the coordinator for the actuarial mathematics major.

Other recommended courses include: ACCT 223, 224, 226, 344; BUS 242, 339; ECON 220, 229, 332, 337; MATH 106, 115, 231, 432, 434. It is also strongly recommended that the student complete as many of the actuarial examinations as possible prior to graduation.

Capstone Requirement

All majors must successfully complete two semesters of MATH 449.

Writing Course

The following course, when scheduled as a W course, counts toward the Writing Requirement: MATH 234.

AMERICAN STUDIES (AMST)

Associate Professors: Leiter (Coordinator), Williamson (Coordinator)

- Major: American Studies
- Courses required for major: 11
- Non-credit Colloquium: Every semester as a declared major, maximum 4 semesters
- Capstone requirement: AMST 489
- Minors: American Studies, Multiculturalism

The American Studies major offers a comprehensive program in American civilization which introduces students to the complexities underlying the development of America and its contemporary life. The program develops the skills of research, writing, and critical thinking that are central to a well-rounded, liberal arts education. The major requires eleven courses relevant to the interdisciplinary study of American civilization and the completion of the American Studies colloquium. Two minor tracks are also available in the American Studies program. The American Studies minor requires five courses in similar areas as the major. The Multiculturalism minor requires five courses that concentrate on the issues of ethnic and racial diversity that define American society, art, and history.

Students should design their American Studies major in consultation with a program coordinator, and they must maintain at least a 2.5 GPA in order to complete the independent study requirement. With appropriate faculty approval, some special topics courses (ENGL 115, SOC 320, and so on) may fulfill American Studies requirements. Students pursuing another major or minor in addition to their American Studies major may count no more than three courses for credit toward both concentrations. Students may count no more than one course for credit toward both an American Studies minor and another major or minor.

Major Requirements

1. Three Core Courses:

The primary integrating units of the major, these courses teach students to consider ideas from different points of view and help them to correlate information and methods from various disciplines:

AMST 200 Perspectives on America (freshman or sophomore year)

HIST 449, PSCI 300, or SOC 330— Research and Methodology (junior or senior year; must be completed before or concurrently with AMST 489)

AMST 489 Independent Study (junior or senior year)

2. One course in the American arts:

FILM 212	Multicultural America on Screen
MUS 128	American Music

MUS 234	History of Jazz
MUS N80	Independent Study in American Music
THEA 210	Modern Drama
THEA N80	Independent Study in American Theatre

3. Three courses in American humanities, with at least one from history and one from English:

ENGL 222	American Literature I
ENGL 223	American Literature II
ENGL 229	African American Literature
HIST 125	United States History 1601-1877
HIST 126	United States History 1877-Present
HIST 226	Colonial America and the Revolutionary Era
HIST 230	African American History
HIST 233	Civil War and Reconstruction
HIST 242	Vietnam War at Home and Abroad
HIST 324	Early American Law and Society
HIST 338	Rights, Reform, and Protest
HIST 342	Women and Reform
HIST 402	Revel, Riot, and Rebellion in Early America
HIST 404	U.S. Since 1945
PHIL 334	Contemporary Political Philosophy

4. Three courses in American social sciences, with at least one from Political Science and one from Sociology:

ECON 224	Urban Problems
ECON 236	American Economic History
ECON 332	Government and the Economy
ECON 335	Labor Economics
PSCI 110	U.S. Government and Politics
PSCI 130	The American Legal System
PSCI 211	State and Local Government
PSCI 212	Political Parties
PSCI 213	Congressional Politics
PSCI 214	The Presidency
PSCI 220	Public Policy in America
PSCI 231	Law in America
PSCI 316	Public Opinion and Polling
PSCI 330	Constitutional Law
PSCI 331	Civil Rights and Liberties
PSCI 339	Judicial Politics and Behavior
PSCI 369	American Foreign Policy
SOC 220	Sociology of Family
SOC 231	Sociology of War and the Military
SOC 310	Medical Sociology
SOC 334	American Immigration

5. An additional course numbered 300 or higher from those listed above or an internship
6. American Studies Colloquium: Juniors and seniors are required to complete AMST 348 & 448 each semester they are a declared major for a maximum of four semesters.

Capstone Requirement

All majors must successfully complete AMST 489.

Diversity and Writing Courses

The following courses satisfy the Domestic Cultural Diversity Requirement: ECON 335; ENGL 229; HIST 230, 338, 342, 402; MUS 128, 234; PSCI 331; SOC 334; THEA 210. The following course satisfies the Global Cultural Diversity Requirement: PSCI 369. The following courses satisfy either the Domestic or Global Diversity Requirement: HIST 242 and PHIL 334. The following courses, when scheduled as W courses, count toward the Writing Requirement: ECON 236; ENGL 229; HIST 402, 404, 449; PHIL 334; PSIC 220, 331; SOC 330.

Minor Requirements

The minor in American Studies requires five courses: AMST 200; one course from FILM 212, MUS 128, MUS 234; one course from ENGL 222, 223, 229, HIST 125, 126, 226, 230, 233, 242, 324, 338, 342, 402, 404; one course from ECON 224, 236, 332, 335, PSCI 110, 130, 211, 212, 213, 214, 220, 231, 316, 330, 331, SOC 220, 334; and one additional course numbered 200 or higher from any listed above.

The minor in Multiculturalism consists of five courses: AMST 200; SOC 334; and three courses from ECON 224, ENGL 229, FILM 212, HIST 230, HIST 338, MUS 234, and PSCI 331.

200

PERSPECTIVES ON AMERICA

An analysis of the fundamental nature of American culture, society, and politics and the interdisciplinary means for studying it. The course explores what is distinctively American and introduces students to the range of approaches taken to better understand topics covered in American studies. *Alternate years.*

348 & 448

AMERICAN STUDIES COLLOQUIUM

A non-credit seminar featuring guest, faculty, and student presentations on research, methodology, and related topics. *Required of all junior and senior American Studies majors. Meets 2-4 times each semester. Pass/Fail. Non-credit seminar.*

470-479

INTERNSHIP

N80-N88
INDEPENDENT STUDY

489
INDEPENDENT STUDY

An intensive interdisciplinary research project designed by the student in consultation with a faculty advisor.

490-491
INDEPENDENT STUDY FOR DEPARTMENTAL HONORS

ANTHROPOLOGY (See Sociology-Anthropology)

ARCHAEOLOGY AND CULTURE OF THE ANCIENT NEAR EAST AND MEDITERRANEAN (ARCH)

Assistant Professors: Knauth (Coordinator)

Professors: Dever, Gaber

- Major: Archaeology and Culture of the Ancient Near East and Mediterranean
- Courses required for major: 10
- Required language: 2 courses in GRK, HEBR, or LAT, at least one at the 102 level or above
- Non-credit Colloquium: 2 semesters
- Capstone requirement: Archaeological field school or internship, colloquium presentation, and portfolio
- Minor: Archaeology and Culture of the Ancient Near East and Mediterranean

The interdisciplinary major in Archaeology and Culture of the Ancient Near East and Mediterranean (ARCH) is designed to acquaint students with the “cradle of Western civilization.” The major requires completion of ten courses relevant to the study of the ancient Mediterranean and Near Eastern worlds plus colloquium and a capstone experience.

Major Requirements

1. Five core courses plus Archaeology Colloquium:

ARHI 222	Survey of Art I: Ancient, Medieval, and Non-Western
HIST 210	Ancient History <u>or</u> REL 323 Hellenistic-Roman Cultural World
REL 226	Biblical Archaeology
REL 328	History and Culture of the Ancient Near East
ARCH 448	Archaeology Colloquium (prerequisite ARCH 348)
ARCH 449	Archaeological Theory and Method

2. One course in Anthropology (prerequisite for ARCH 449) from:

ANTH 229	Cultural Anthropology
ANTH 230	Anthropology of Latin America
ANTH 232	Environmental Anthropology
ANTH 310	Food and Culture
ANTH 334	Economic Anthropology
ANTH 344	Anthropological Theory

3. Two courses in ancient language study (at least one of which must be at the 102 level or above) from:

GRK 101, 102, 221, 222	Biblical Greek Grammar and Readings
HEBR 101, 102, 221, 222	Biblical Hebrew Grammar and Readings
LAT 101, 102, 221, 222	Latin Grammar and Readings

(Akkadian, Arabic, Classical Greek, Coptic, or Modern Hebrew may be substituted.)

Although not included in the major, the study of French and/or German is strongly recommended for those planning to pursue graduate studies in the field.

4. Two additional courses from Archaeology and related disciplines, at least one of which must be numbered 200 or above, chosen from the following:

ARCH/ANTH/REL 401 (Field Archaeology)

Other ARCH courses excluding 348/448 (colloquium) and 402*

HIST 210 or REL 323 (not counting as a core course)

Anthropology (ANTH 114, 229, 230, 232, 310, 320, 334, 344)

Biblical literature (REL 113, 114, 333, 337, 433)

Ceramics (ART 119 or 229)

Classical literature and rhetoric (ENGL 218, 225)

Geology (ASTR 102 or 112, 104)

Greek philosophy (PHIL 301)

Judaism and Islam (HIST 232; REL 210, 211, 212)

Middle Eastern politics /political conflict (PSCI 342, 361, 362, 367)

Other courses from the fields of art, economics, history, literature, philosophy, political science, and religion (or other related fields), including independent study projects, may be substituted subject to approval by the supervisory committee.

*ARCH 402 may be applied to the major as an extra course, but may not take the place of a 4-credit course.

Capstone Requirements

The capstone experience consists of the following components:

1) Practical Experience:

All students must either:

- a) participate in an approved archaeological field school (students must keep and submit a journal documenting all aspects of the experience); or
- b) complete a relevant internship (students must keep and submit a journal documenting the experience).

2) Colloquium Presentation:

Majors are required to give a colloquium presentation, normally in their senior year. The presentation is normally based on the student's ARCH 449 seminar research project and/or practical experience and must present significant independent research relating to archaeology.

3) Portfolio:

Senior majors must submit a portfolio of their best work from contributing courses, representing their level of mastery in the related disciplines. The portfolio will also include a short essay briefly reflecting on the student's experience in the major. The portfolio and dig/internship journal will be submitted for approval at the time of the senior colloquium presentation or within one week thereafter, along with a hard

copy of the colloquium presentation and write-up of underlying research. The final seminar paper and subsequently completed major papers will be added during the final semester as they are completed.

Diversity and Writing Courses

The following courses satisfy the Global Cultural Diversity Requirement: ANTH 229, 230, 232, 310, 320, 344; ARHI 222; PSCI 367; REL 226, 323, and 328. The following courses satisfy either the Domestic or Global Diversity Requirement: REL 210, 211, 212, and 333. The following courses, when scheduled as W courses, count toward the writing requirement: ANTH 232, 310; ARCH 449; ARHI 222; ENGL 218, 225; HIST 210; PHIL 301; REL 323, 333, 337, and 433.

Minor Requirements

An interdisciplinary minor in Archaeology and Culture of the Ancient Near East and Mediterranean requires completion of one archaeology course from REL 226 or ANTH/ARCH/REL 401, and four additional 4-credit courses – at least three of which must be numbered 200 or higher – from:

ANTH/ARCH/ REL 401 Field Archaeology
ANTH 114, 229, 230, 232, 310, 334, or 320 Anthropology (only one allowed)
ANTH 344 Anthropological Theory
ARHI 222 Survey of Art I: Ancient, Medieval, and Non-Western
ASTR 102 or 112 Geology
HIST 210 Ancient History
HIST 232 or REL 212 Islam
REL 226 Biblical Archaeology
REL 323 Hellenistic-Roman Cultural World
REL 328 History and Culture of the Ancient Near East
REL 113, 114, 210, 333, 337, or 433 Biblical or Judaic studies (only one allowed)
Other ARCH courses at the discretion of the supervisory committee

At least two of these courses must have a prefix other than REL.

201

INTRODUCTION TO AMERICAN FIELD ARCHAEOLOGY METHOD AND THEORY
Archaeology is the study of past cultures and societies through their material remains. This course utilizes actual field experience along with laboratory exercises, text-based instruction, and discussion to introduce archaeological field methods as applied in the context of modern American archaeological investigation, along with the theory underlying them. A variety of techniques for investigating, reconstructing, interpreting, preserving, and ultimately learning from the past are also examined and utilized. A basic human cultural chronology for Native American civilization is established as a context for understanding important ideological and socio-economic factors. The fieldwork component of the course includes site testing and

preliminary assessment, development of research design, establishment of an excavation grid, and excavation by both arbitrary and natural strata. Students also identify, label, and catalog artifacts; complete site records; provide top plans and balk drawings; and contribute to a final site report. *Additional lab fee and lab times required for excavation. Alternate years.*

348

JUNIOR ARCHAEOLOGY COLLOQUIUM

A forum for senior presentations, faculty and outside speakers relating to archaeology, plus occasional outside workshops and events. This course is a pre-requisite for ARCH 448. Students considering study abroad in the fall of their junior year should take ARCH 348 in the fall of their sophomore year if possible. *1-2 hours per week. Pass/Fail. Non-credit seminar.*

401

FIELD ARCHAEOLOGY

Participation in an approved archaeological dig or field school program, usually in the Near East or Mediterranean region. Includes instruction in excavation techniques, recording and processing of artifacts. A survey of excavation and research and the use of archaeology as a tool for elucidating historical and cultural changes. Under certain circumstances, participation in an archaeological field school in North, Central, or South America or elsewhere may be accepted. *Cross-listed as ANTH 401, and as REL 401 for Mediterranean and Near Eastern digs only. Students desiring credit toward the Religion major or Humanities Distribution Requirement should register for REL 401; students desiring credit toward the Anthropology major or Social Science Distribution Requirement should register for ANTH 401; students desiring credit toward the Archaeology major should register for ARCH 401. Special fees apply. May Term or Summer Sessions only.*

402

TOPICS IN ARCHAEOLOGICAL RESEARCH

Directed research in archaeology, normally conducted in conjunction with an archaeological excavation project. A substantial research paper is required, making significant use of archaeological data and highlighting the relationship between field archaeology and history, art history, or related archaeological sciences. Possible topics for work in Cyprus could include ancient trade, city-state development in Cyprus, relations between Cyprus and the Levant, and Cyprus in an ancient Near Eastern context. Other topics are possible with approval of the instructor. Research in Cyprus is conducted at the Cyprus American Archaeological Research Institute and the library of the Department of Antiquities of Cyprus. *Corequisite ANTH/ARCH/REL 401 or consent of instructor. 2 credits. May be repeated for credit with departmental consent when topics are different.*

421

ARCHAEOLOGICAL FIELD SUPERVISION

Participation in an archaeological excavation or field school program at the level of assistant supervisor or above. Includes instruction in on-site supervision of daily digging, record-keeping, and interpretation of finds, and/or specialized training in excavation project coordination, data processing, or analysis of specific types of material culture. Research project required. *Prerequisite: ANTH/ARCH/REL 401 or equivalent experience. Special fees apply. May Term or*

Summer Sessions only.

448

SENIOR ARCHAEOLOGY COLLOQUIUM

A forum for senior presentations, faculty and outside speakers relating to archaeology, plus occasional outside workshops and events. *1-2 hours per week. Non-credit seminar. Prerequisite: ARCH 348 or consent of instructor.*

449

ARCHAEOLOGICAL THEORY AND METHOD

This seminar acquaints the student with the evolution of archaeological thinking over the past century. Current archaeological theory is covered in some detail; students will learn to identify, examine, and evaluate specific theories. Each student also prepares and presents a substantial research project. *Prerequisite: One course in ANTH numbered 200 or above; and two courses from ARHI 222, REL 226, 323, or 328; and an excavation or internship experience, or consent of instructor. Corequisite ARCH 448.*

470-479

INTERNSHIP

Interns in archaeology usually work in historical museums or art museums under the supervision of a museum director/curator/archaeologist and a member of the faculty. Course can also be designated as ANTH, ART, HIST, or REL and taken through the relevant department.

N80-N89

INDEPENDENT STUDY

This course represents an opportunity to pursue specific research interests not usually covered in regular courses. Course can also be designated as ANTH, ART, HIST, or REL and taken through the relevant department.

ART (ART, ARHI)

Professors: Estomin, Golahny

Associate Professor: Tran (Chair)

Assistant Professors: Goodman, Stubbs

Instructors: Burke, Crook-Perez, Johnson, McDonough Varner, Sterngold

- Majors: Studio Art, Art History
- Studio Art Concentrations: Commercial Design, Generalist, Painting, Photography/Digital Art, Printmaking, Sculpture
- Courses required for all Studio Art Concentrations: 13
- Courses required for Art History: 11
- Non-credit Colloquium: Every semester as a declared major
- Studio Art Capstone requirement (Commercial Design): ART 442 and Senior exhibit
- Studio Art Capstone requirement (Generalist): Senior exhibit
- Studio Art Capstone requirement (Painting, Photography/Digital Art, Printmaking, Sculpture): ART 446 and Senior exhibit
- Art History Capstone requirement: ARHI 447
- Minors: Art History, Commercial Design, Painting, Photography, Sculpture, Web Design and Technologies

STUDIO ART (ART)

Major Requirements

For the degree in Studio Art, students must complete the seven-course foundation program and the requirements for an area of specialization, successfully complete each semester's colloquium (while a declared major), and successfully complete the senior exhibition.

Foundation Program

ART 111 Drawing I

ART 116 Three-Dimensional Design or ART 226 The Figure

ART 212 Color and Design

ART 227 Photography I or ART 337 Photography II (based on placement)

ART 343 Introduction to Digital Art

ARHI 222 Survey of Art I: Ancient, Medieval and Non-Western *

ARHI 223 Survey of Art II: Renaissance to the Present in Western Culture *

ART 148, 248, 348, 448 Art Colloquium

Exception to participation in the colloquium may be made by the art faculty.

*Studio Art Majors in the Commercial Design track may substitute a 300-level ARHI course for ARHI 222 or 223, or two 300-level ARHI courses for both ARHI 222 and 223.

All Studio Art majors are encouraged to take DCOM 200: Introduction to Video

Areas of Specialization

I. Commercial Design

- ART 221 Drawing II
- ART 337 Photography II or ART 431 Advanced Digital Imaging (based on placement)
- ART 344 Time-Based Digital Media
- ART 430 Interactive Multi-Media and Web Design
- ART 442 Special Projects in Commercial Design
- ART 470 Internship or ART 449 Art Practicum

Students are encouraged to take the following courses: ART 431 Advanced Digital Imaging and DCOM 200 Introductory Digital Media.

II. Generalist Art Major

For students seeking teaching certification in Art.

- ART 119 Ceramics I
- ART 220 Painting
- ART 225 Sculpture I
- ART 228 Printmaking I

One second-level studio course (such as Painting II, Photography II, Sculpture II)

One ARHI course numbered 300 or above (students planning to complete the K-12 art certification program will take ART 310 History and Practice of Art Education as their 300 level art history class)

State requirements for certification to teach change regularly. Please check with the Education Department for the most current PA state requirements.

III. Painting

- ART 220 Painting I
- ART 221 Drawing II
- ART 330 Painting II
- ART 446 Studio Research
- Two ARHI courses numbered 300 or above

IV. Photography/Digital Art

- ART 337 Photography II or ART 344 Time-Based Digital Media, ART 430 Interactive Multi-Media and Web Design, or an approved independent study (based on placement)
- ART 342 Photography III
- ART 431 Advanced Digital Imaging
- ART 446 Studio research
- Two ARHI courses numbered 300 or above

Students are encouraged to take the following courses: ART 344 Time-Based Digital Media and ART 430 Interactive Multi-Media and Web Design

V. Printmaking

ART 221 Drawing II
ART 228 Printmaking I
ART 338 Printmaking II
ART 446 Studio Research
Two ARHI courses numbered 300 or above

VI. Sculpture

ART 225 Sculpture I
ART 226 The Figure
ART 335 Sculpture II
ART 446 Studio Research
Two ARHI courses numbered 300 or above

Capstone Requirements

The senior exhibition, which is the capstone achievement for all studio art majors, serves to assess students' expertise in their chosen specialty. Work produced in specialized courses may be included in the exhibition.

Students who are completing the Commercial Design concentration must also complete ART 442. Students in the Painting, Photography/Digital Art, Printmaking, and Sculpture concentrations must also complete ART 446.

Diversity and Writing Courses

The following course satisfies the Domestic Cultural Diversity Requirement: ARHI 320. The following courses satisfy the Global Cultural Diversity Requirement: ARHI 222, 223, 331, 334, 336, and 347. The following course satisfies either the Domestic or Global Diversity Requirement: ARHI 339. The following courses, when scheduled as W courses, count toward the Writing Requirement: ARHI 222, 223, 320, 331, 334, 336, 339, 347, 349, and 447.

Minor Requirements

There are four studio art minors offered by the Art Department. Requirements for each follow:

Commercial Design: ART 111, 212, 227, 343; one from 344, 430, or 442; and one ARHI course

Painting: ART 111, 212, 220, 221, 330, and one ARHI course

Photography: ART 111, 212, 227, 337, either 342 or 431, and one ARHI course

Sculpture: ART 111, 116, 225, 226, either 119 or 335, and one ARHI course

ART (ART)

111**DRAWING I**

An introduction to the fundamentals of the two-dimensional arts, the materials and techniques of drawing, and current concepts and practices.

116**THREE-DIMENSIONAL DESIGN**

An introduction to the broad range of techniques, materials, and processes of three-dimensional art. Investigation of formal, theoretical, and conceptual issues.

119**CERAMICS I**

Pottery design as it relates to function of vessels and the design parameters imposed by the characteristics of clay. The techniques of ceramics are taught to encourage expression rather than to dispense merely a technical body of information.

212**COLOR AND DESIGN**

The creative process, elements, and principles of two-dimensional design and color theory through a variety of handmade and digital processes.

220**PAINTING I**

Fundamentals of painting through lecture, demonstration and studio experience, and study of historical and current art movements. *Prerequisite: ART 212 or consent of instructor.*

221**DRAWING II**

Exploration of a range of materials and concepts, with an emphasis on current approaches to drawing. *Prerequisite: ART 111.*

225**SCULPTURE I**

Exploration of traditional and contemporary approaches to sculpture through a variety of processes, materials, and theory. Emphasis on personal creativity. *Prerequisite: ART 116, ART 226, or consent of the instructor.*

226**THE FIGURE**

Study of the structures of the figure, use of the figure as a vehicle for personal expression, and discussion of historical and contemporary theory. Exploration of various materials, including clay and plaster.

227**PHOTOGRAPHY I**

Development of technical skills in the use of photographic equipment (cameras, films, darkroom, printmaker) and competence in the areas of composition, form, light, picture quality, etc. Each student must have access to a 35mm camera capable of full-manual operation.

228

PRINTMAKING I

Introduction to the techniques of silkscreen, intaglio, monotype, and lithography printing. One edition of at least six prints must be completed in each area. *Prerequisite: ART 111 and 212, or consent of instructor.*

229

CERAMICS II

Continuation of Ceramics I. Emphasis on use of the wheel and technical aspects such as glaze making and kiln firing. *Prerequisite: ART 119.*

310

HISTORY AND PRACTICE OF ART EDUCATION

Essential topics in teaching art, including philosophy of art, lesson planning, and teaching methods. Observation of art classes in elementary and secondary schools in the greater Williamsport area. *Required of art majors in the K-12 certification program.*

330

PAINTING II

Experimentation with various media, subject matter and techniques, with reference to historical and current artistic movements. *Prerequisite: ART 220.*

335

SCULPTURE II

Advanced study of materials, technical processes, and concepts in sculpture, using a variety of materials, including casting, metal, foundry, and mixed-media installation. Discussion of historical and contemporary theory. *Prerequisites: ART 225 and either ART 116 or 226.*

337

PHOTOGRAPHY II

An extension of the skills developed in Photography I (ART 227) by continued growth in technical expertise including instruction in photo art processes such as collage, multiple images, hand-coloring, and/or toning. Emphasis on conceptual and aesthetic aspects of photography. *Prerequisite: ART 227 or permission of instructor.*

338

PRINTMAKING II

Continuation of Printmaking I (ART 228). Emphasis on multi-plate and viscosity printing. *Prerequisite: ART 228.*

342

PHOTOGRAPHY III

Study of aesthetics and compositional strategies using medium and large format cameras and advanced printing techniques for black and white photography. Emphasis on developing a comprehensive and conceptual portfolio. *Prerequisites: ART 337 and either ART 111 or 212, or consent of instructor.*

343

INTRODUCTION TO DIGITAL ART

Introduction to digital art including design, photography, illustration, and video. Covers the fundamentals of vector and raster imaging, typography, color, image compositing, and integration of traditional and digital media. *Prerequisites: ART 227 and either ART 111 or 212, or consent of instructor.*

344

TIME-BASED DIGITAL MEDIA

Studio course using industry-standard software to create time-based media for artistic and commercial purposes. Content includes 2D digital animation, interactive art with animation, audio and video, web-design, and interactive DVD authoring. *Prerequisite: ART 343 or consent of instructor.*

430

INTERACTIVE MULTI-MEDIA AND WEB DESIGN

Studio course focusing on creation of interactive media and web design for multiple platforms, utilizing industry-standard software. *Prerequisite: ART 343 or consent of instructor.*

431

ADVANCED DIGITAL IMAGING

Advanced study of the concepts and aesthetics of color photography, digital photography, and archival fine art digital printing. *Prerequisites: ART 337 and 343, or consent of instructor.*

440

PAINTING III

Continued studio experience for advanced students with emphasis on personal direction and with reference to individual artists and art movements. *Prerequisite: Art 330.*

441

DRAWING III

Advanced drawing techniques and materials, with emphasis on a thesis presentation. *Prerequisite: Art 221.*

442

SPECIAL PROJECT IN COMMERCIAL DESIGN

Concentrated research and creation of a series of projects in commercial design involving typography, illustration, photography, branding, and graphic design, using industry-standard software. The capstone course for art majors in the Commercial Design track. *Prerequisite: ART 343 or consent of instructor.*

446**STUDIO RESEARCH**

Artistic research based on student-designed conceptual and formal interest in any studio art discipline. This is the capstone course for art majors in the Painting, Photography/Digital Art, Printmaking, and Sculpture tracks. Students produce a coherent body of artwork to be entered in the Annual Juried Senior Exhibition. Majors in the Commercial Design and Generalist tracks are not required to take this course, but they are very strongly encouraged to take it to prepare their submissions for the Annual Juried Senior Exhibition. *Fall Semester only.*

148, 248, 348, 448**ART COLLOQUIUM**

A non-credit seminar in which faculty, students, and invited professionals discuss and critique specific art and media exhibitions. Required of all Studio Art and Art History majors. *Meets 4-6 times each semester. Pass/Fail. Non-credit seminar.*

449**ART PRACTICUM**

Seminar of 150 hours of professional internship experience in commercial design, web design, photography, museum studies, audio, or video with companies, non-profit organizations, and museums. *Students must apply directly to the Art Department to arrange job placement before pre-registration to be eligible for this course. Prerequisite: At least one of the following: ART 342, 344, 430, 431, 442; DCOM 300; or consent of instructor.*

470-479**INTERNSHIP**

Internship experience in commercial design or commercial photography with companies and organizations. *Students must apply directly to the Art Department to arrange job placement before pre-registration to be eligible for this course. Prerequisite: ART 430, 442, or consent of instructor.*

N80-N89**INDEPENDENT STUDY**

This course represents an opportunity to pursue specific interests not usually covered in regular courses.

490-491**INDEPENDENT STUDY FOR DEPARTMENTAL HONORS****ART HISTORY (ARHI)**

The Art History major consists of courses in art history, studio art, and related disciplines. Students considering graduate school are encouraged to study a foreign language at the advanced level.

Art History majors are required to take in the art colloquium each semester.

Required of all students:

- ARHI 222 Survey of Art I: Ancient, Medieval, and Non-Western
- ARHI 223 Survey of Art II: Renaissance to the Present in Western Culture
- ARHI 447 Art History Research
- ART 148, 248, 348, 448 — Art Colloquium

Choose four of the following:

- ARHI 320 Visual Media in the Digital Age
- ARHI 331 Recent Developments in Art
- ARHI 334 Art of the Renaissance
- ARHI 336 Art of the Baroque
- ARHI 339 Gender and Identity in Art
- ARHI 347 History of Photography
- ARHI 349 Narrative in Art
- ART 310 History/Practice Art Education

Choose two of the following:

- ART 111 Drawing I
- ART 116 Three-Dimensional Design
- ART 212 Color and Design
- ART 227 Photography I

Two Additional Courses outside the Art Department:

Students must take at least two additional courses in the areas of History, Literature, Philosophy, Religion, or Theater, to be selected with their advisors.

Capstone Requirement

All majors must successfully complete ARHI 447.

Diversity and Writing Courses

The following course satisfies the Domestic Cultural Diversity Requirement: ARHI 320. The following courses satisfy the Global Cultural Diversity Requirement: ARHI 222, 223, 331, 334, 336, and 347. The following course satisfies either the Domestic or Global Diversity Requirement: ARHI 339. The following courses, when scheduled as W courses, count toward the Writing Requirement: ARHI 222, 223, 320, 331, 334, 336, 339, 347, 349, and 447.

Minor Requirements

A minor in Art History consists of ARHI 222, 223, three advanced ARHI courses, and one studio art course (Studio Art majors, except those in the Commercial Design track, who minor in Art History must take one additional upper level course beyond the three required for the minor

intended for students who major in other disciplines, i.e., ARHI 222, 223, and four upper level courses).

222

SURVEY OF ART I: ANCIENT, MEDIEVAL, AND NON-WESTERN

A survey of the major developments in the visual arts of the Ancient, Medieval, and Nonwestern fields, with emphasis on visual literacy and the meaning of art within society. *Fulfills Global Cultural Diversity Requirement.*

223

SURVEY OF ART II: RENAISSANCE TO THE PRESENT IN WESTERN CULTURE

A survey of the major artistic developments of western art, with emphasis on their cultural contexts. *Fulfills Global Cultural Diversity Requirement.*

320

VISUAL MEDIA IN THE DIGITAL AGE

The historical study of new media, with emphasis on video and interactive art forms, in relationship to the development of television, the World Wide Web, and social networks. *Cross-listed as DCOM 322. Fulfills Domestic Cultural Diversity Requirement. Alternate years.*

331

RECENT DEVELOPMENTS IN ART

The roots of current trends in art, taking into account trans-national and global issues; historical references; news media; and identities of gender, ethnicity and region. *Fulfills Global Cultural Diversity Requirement.*

334

ART OF THE RENAISSANCE

The art of Italy and Northern Europe from 1300 to 1530, with emphasis on the painters Giotto, Masaccio, Leonardo da Vinci, Raphael, Titian, Van Eyck, and Dürer; the sculptors Ghiberti, Donatello, and Michelangelo; and the architects Brunelleschi and Alberti. *Fulfills Global Cultural Diversity Requirement.*

336

ART OF THE BAROQUE

Seventeenth-century painting and sculpture in Italy and The Netherlands with emphasis on Bernini, Poussin, Rubens, and Rembrandt, with special attention given to the expressive, narrative, and painterly styles present in their art. *Fulfills Global Cultural Diversity Requirement.*

339

GENDER AND IDENTITY IN ART

A survey of identities in art from a variety of viewpoints (gender, creative, ethnic, multicultural, historical, social, political, and economic) which integrates the portrayal of often marginalized personae into the mainstream. *Fulfills either Domestic or Global Cultural Diversity Requirement.*

347

HISTORY OF PHOTOGRAPHY

A historical survey of photography from its beginning as a commercial and scientific medium, emphasizing its emergence as a fine art, and including current practices within multimedia contexts. *Fulfills Global Cultural Diversity Requirement. Alternate years.*

349

NARRATIVE IN ART

An examination of the sister arts of making images and writing text, involving how visual artists respond to the written word and how writers respond to art.

447

ART HISTORY RESEARCH

Seminar in art history methods and research. Students write an extensive research essay, to be presented to a committee of Art Department faculty. *This course may be repeated for credit when topics are different.*

ASTRONOMY AND PHYSICS (ASTR, PHYS)

Professors: Fisher, Kulp (Chair)

Associate Professor: Erickson

Instructor: Doersam

- Majors: Astronomy, Astrophysics, Physics
- Astronomy Concentrations: General Astronomy, Astrobiology, Astrochemistry
- Physics Concentrations: General Physics, Biophysics, Engineering Physics, Physics Education
- Courses required for General Astronomy, Physics Education: 13 (B.A.)
- Courses required for Astrobiology, Astrochemistry, General Physics, Biophysics, Engineering Physics: 14 (B.A.)
- Courses required for Biophysics, Engineering Physics: 17 (B.S.)
- Courses required for Astrophysics, General Physics: 18 (B.S.)
- Math prerequisite (not counted in major): Math 127
- Math requirement (Astronomy): Math 128, Math 129
- Math requirement (Physics): Math 128, Math 129, Math 238
- Non-credit Colloquium: 4 semesters
- Capstone requirement: ASTR or PHYS 448 (or research experience plus an additional course with departmental approval)
- Minors: Astronomy, Physics

The department offers three majors, astronomy, astrophysics, and physics. The major in astronomy consists of three possible concentrations, general astronomy, astrobiology, and astrochemistry. The major in physics consists of four concentrations: general physics, biophysics, engineering physics, and physics education.

ASTRONOMY (ASTR)

The B.A. Degree

The major in astronomy requires courses in astronomy, physics, chemistry, and mathematics. A student majoring in astronomy needs to complete the core courses and one concentration. A student may not earn more than one concentration in astronomy. The astronomy concentrations are:

General Astronomy: The General Astronomy concentration consists of courses which cover a wide range of topics in astronomy. The General Astronomy concentration prepares the student for planetarium work and/or museum education and may serve as a basis for earning state certification as a secondary school teacher of general science. Students who wish to pursue graduate study in astronomy are strongly recommended to either double-major with physics or pursue the astrophysics major.

Astrobiology: The Astrobiology Concentration consists of courses which cover a wide range of topics in both astronomy and biology. The Astrobiology Concentration provides the student an

alternate route for certification as a secondary school teacher of general science. The student would have more experience with biology than a general astronomy student, which could prove advantageous for attaining secondary school science positions. Students who wish to pursue graduate study in astrobiology are strongly recommended to double-major in Biology with the General Astronomy concentration.

Astrochemistry: The Astrochemistry Concentration consists of courses which cover a wide range of topics in both astronomy and chemistry. The Astrochemistry Concentration provides the student an alternate route for certification as a secondary school teacher of general science. The student would have more experience with chemistry than a general astronomy student, which could prove advantageous for attaining secondary school science positions. Students who wish to pursue graduate study in astrochemistry are strongly recommended to double-major in Chemistry with the General Astronomy concentration.

The Department of Astronomy and Physics does not offer a B.S. degree in astronomy, but we do offer a B.S. Degree in astrophysics. Students interested in a B.S. degree in astronomy should consider pursuing the astrophysics major.

Astronomy Major Requirements

Core Courses: ASTR 111, 448; PHYS 225, 226; two courses in chemistry to be selected from CHEM 110, 111, 330, 331, or 439; and MATH 128, 129. Astronomy majors are also required to register for four semesters of ASTR 349 and 449 (noncredit colloquia).

General Astronomy Concentration: Complete five additional astronomy courses numbered ASTR 112 or higher, four of which must be ASTR 230 or higher.

Astrobiology Concentration: ASTR 243 and 445; BIO 110, 111, 321, and 436

Note: A student may not double major in Biology and Astronomy with the Astrobiology Concentration, nor may a student major in Astronomy with the Astrobiology Concentration and minor in Biology. However, a student may double major in Biology and Astronomy with the General Astronomy or Astrochemistry Concentrations. The W course requirement may be satisfied in either astronomy or biology.

Astrochemistry Concentration: ASTR 243 and 445; CHEM 220, 221, 232, and 333

Note: A student may not double major in Chemistry and Astronomy with the Astrochemistry Concentration nor may a student major in Astronomy with an Astrochemistry concentration and minor in Chemistry. However, a student may double major in Chemistry and Astronomy with the General Astronomy or Astrobiology Concentrations. The W course requirement may be satisfied in either astronomy or chemistry.

The following courses are recommended: PHIL 333 and PHYS 333.

Students interested in teacher certification should refer to the Department of Education listing.

Capstone Requirement

All majors must successfully complete ASTR 448. This requirement may also be satisfied by doing an individual studies or honors project where the results would be presented at a departmental colloquium. A double major in astronomy and physics need only take the course once. The project pursued for ASTR 448 must be relevant to the student's concentration. Students who have successfully completed a summer REU, RUG, or equivalent research experience may request departmental approval to substitute off-campus experience plus an additional advanced astronomy or physics course not already required by the major in place of ASTR 448.

Writing Courses

The following courses, when scheduled as W courses, count toward the Writing Requirement: ASTR 230 and 340

Minor Requirements

A minor in astronomy consists of a grade of C or better in both ASTR 111 and PHYS 225 plus any three additional courses selected from PHYS 226 or ASTR courses numbered 200 or higher.

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LABORATORY TEACHING METHODS

Provides practical experience in laboratory teaching. Students in this course are paired with a faculty mentor and help supervise labs; deliver pre-lab lectures; and assist in ordering chemicals, supplies, and equipment and in preparing laboratory experiments. Students complete a project that integrates the physical science education literature, classroom instruction materials, laboratory safety, and proper storage and disposal of materials and equipment used. In the appropriate situation, a student may substitute planetarium show preparation and presentation for laboratory exercises. *Cross-listed as PHYS 000. Open to junior physics and astronomy majors pursuing certification in education, with consent of instructor. Non-credit course.*

101

PRINCIPLES OF ASTRONOMY

A broad summary of the current view of the universe, from the solar system to distant galaxies. Describes the instruments and techniques used by astronomers, today and in the past, to develop concepts about the nature of the universe and its contents. *Credit may not be earned for both ASTR 101 and 111.*

102

PRINCIPLES OF GEOLOGY

A broad summary of the physical nature of the Earth, including its internal structure and surface processes. Shows how past events can be reconstructed from preserved evidence to reveal the

geologic history of our planet from its origin to the present. *Credit may not be earned for both ASTR 102 and 112. Four hours of lecture and one two-hour laboratory per week. Alternate years.*

104

FIELD GEOLOGY

A methods course introducing the field techniques needed to study the geology of an area. *May or Summer term only.*

111

FUNDAMENTALS OF ASTRONOMY

An introduction to the nature of the physical universe including its contents (from our solar system to distant galaxies), its history, and the physical processes occurring in it. The course is quantitative, utilizing algebra, as well as trigonometric, logarithmic, and exponential functions. This course is designed for students considering majoring in one of the natural sciences or mathematics. *Credit may not be earned for both ASTR 101 and 111. Four hours of lecture and one three-hour laboratory per week. Corequisite: MATH 127 or consent of instructor.*

112

FUNDAMENTALS OF GEOLOGY

An introduction to the study of the Earth including its composition, structure, history, and the processes occurring on its surface and in its interior. The course includes some elementary geophysics and geochemistry, and uses algebra, along with trigonometric, logarithmic, and exponential functions. This course is designed for students considering majoring in one of the natural sciences, mathematics, or archaeology. *Credit may not be earned for both ASTR 102 and 112. Four hours of lecture and one three-hour laboratory per week. Corequisite: MATH 127 or consent of instructor.*

120

MANNED SPACE FLIGHT

Traces the development of space flight capability from Sputnik (1957) through the early Space Race to achieve a manned landing upon the surface of the Moon, the era of space stations, development of the Space Transportation System (space shuttle), to current U.S. and Russian space efforts. Examination of scientific, engineering, and political motivations. Extensive use of NASA video. May incorporate travel to NASA facilities. *Offered only when possible in May Term. May not be used to satisfy General Education requirements.*

230

PLANETARIUM TECHNIQUES

A methods course covering major aspects of planetarium programming, operation, and maintenance. Students are required to prepare and present a planetarium show. Upon successfully completing the course, students are eligible to become planetarium assistants. Three hours of lecture and demonstration and three hours of practical training per week. *Prerequisite: a grade of C or better in ASTR 101 or 111. Alternate years.*

243

PLANETARY SCIENCE

A comparative survey of the various classes of natural objects that orbit the sun, including the major planets, their satellites, the minor planets, and comets. Topics include meteorological processes in atmospheres, geological processes that shape surface features, internal structures, the role of spacecraft in the exploration of the solar system, and clues to the origin and dynamic evolution of the solar system. *Four hours of lecture per week. Prerequisites: a grade of C or better in ASTR 111 or 112, or PHYS 225. Alternate years.*

340

THE INVISIBLE UNIVERSE

The astrophysics of celestial objects that emit thermal and non-thermal radiation outside the visible portion of the electromagnetic spectrum. Traces the development of observational techniques at radio, infrared, ultraviolet, x-ray, and gamma-ray wavelengths. Includes cosmic microwave background radiation, pulsars, quasars, gamma-ray bursters, magnetars, and active galactic nuclei. *Cross-listed as PHYS 340. Four hours of lecture and three hours of laboratory per week. Prerequisites: ASTR 111 and PHYS 226.*

344

RELATIVITY AND COSMOLOGY

A detailed presentation of the special theory of relativity and an introduction to the general theory, including its application to black holes and cosmology. Topics include observational and experimental tests of relativity, four-vectors, tensors, space-time curvature, alternative cosmological models, and the origin and future of the universe. *Four hours of lecture per week. Cross-listed as PHYS 344. Prerequisites: ASTR 111 and PHYS 225. Alternate years.*

445

STELLAR EVOLUTION

The physical principles governing the internal structure and external appearance of stars. Mechanisms of energy generation and transport within stars. The evolution of stars from initial formation to final stages. The creation of chemical elements by nucleosynthesis. *Four hours of lecture per week. Prerequisites: ASTR 111 and PHYS 226. Alternate years.*

446

STELLAR DYNAMICS AND GALACTIC STRUCTURE

The motion of objects in gravitational fields. Introduction to the n-body problem, the relation between stellar motions and the galactic potential, and the large-scale structure of galaxies in general and of the Milky Way Galaxy in particular. *Prerequisites: ASTR 111 and PHYS 225. Four hours of lecture per week. Alternate years.*

448

RESEARCH TOPICS

Students participate in a research project under the guidance of a faculty member in the department. In weekly meetings, they share reports from the literature and report on their own work. Topics range from abstract theoretical to selected practical experimental investigations. *Cross-listed as PHYS 448. Prerequisite: Permission of instructor. May be taken a second time with consent of department.*

349 & 449

ASTRONOMY AND PHYSICS COLLOQUIA

This non-credit but required course for juniors and seniors majoring in astronomy and physics offers students a chance to meet and hear active scientists in astronomy, physics, and related scientific areas talk about their own research or professional activities. In addition, majors in astronomy and physics must present two lectures, one given during the junior year and one given during the senior year, on the results of a literature survey or their individual research. Four semesters required during the junior and senior years. *Cross-listed as PHYS 349 & 449. One hour per week. Pass/Fail except when the student gives a lecture. Non-credit course.*

470-479

INTERNSHIP

N80-N89

INDEPENDENT STUDY

Independent studies may be undertaken in most areas of astronomy.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS

ASTROPHYSICS

Major Requirements

The B.S. degree in astrophysics requires courses in astronomy, physics, chemistry, and mathematics. The required courses are ASTR 111, 340, 344 (cross listed as PHYS 344), 445, and 446; PHYS 225, 226, 331, 332, 336, 338, 439 (cross listed as CHEM 449), and 448; MATH 128, 129, 231, and 238; and CHEM 110. Astrophysics majors are also required to register for four semesters of ASTR/PHYS 349 and 449 (noncredit colloquia).

Capstone Requirement

All majors must successfully complete ASTR/PHYS 448. This requirement may also be satisfied by completing an individual studies or honors project and presenting the results at a departmental colloquium. Students who have successfully completed a summer NSF-sponsored Research Experience for Undergraduates, or equivalent research experience may request departmental approval to substitute off-campus experience plus an additional advanced astronomy or physics course not already required by the astrophysics major in place of ASTR/PHYS 448.

PHYSICS (PHYS)

The major in physics requires courses in physics, chemistry, and mathematics. A student

majoring in physics needs to complete the core courses and one concentration. A student may not earn more than one concentration in physics. The physics concentrations are:

General Physics: The General Physics concentration consists of courses that cover a wide range of topics in physics. The General Physics concentration prepares the student for a variety of careers in physics, including graduate study.

Biophysics: The Biophysics concentration consists of courses in physics and biology. The Biophysics concentration can be used as an alternative route for certification as a secondary school teacher of physics. Many high school physics teachers are expected to teach courses in sciences other than physics. The Biophysics concentration can also be used as an avenue for students who are interested in biological applications of physics but, for some reason, cannot double major with biology (e.g. the student's interest in biology develops late in their college career). Students who wish to pursue graduate study in biophysics are strongly recommended to double-major in Biology with the General Physics concentration.

Engineering Physics: The Engineering Physics concentration consists of courses in physics, mathematics, and computer science. The Engineering Physics concentration provides an emphasis on skills useful to students seeking a career in applied physics or engineering.

Physics Education: The Physics Education concentration consists of courses that cover a wide variety of topics in physics. The Physics Education concentration prepares the student interested in pursuing secondary teaching certification in physics.

The B.A. Degree

Core Courses: PHYS 225, 226, 331, 332, and 448; two chemistry courses from CHEM 110, 111, 330, 331, or 439; and MATH 128, 129, and 238. Physics majors are also required to register for four semesters of PHYS 349 and 449 (non-credit colloquia).

General Physics Concentration: Student must complete four additional physics courses numbered 333 or higher.

Biophysics Concentration: BIO 110, 111, and two courses numbered BIO 222 or higher. The Writing requirement may be satisfied in either physics or biology.

Note: A student may not double major in Biology and physics with the Biophysics Concentration nor may a student major in Physics with a Biophysics Concentration and minor in Biology. However a student may double major with Biology and any other physics concentration.

Engineering Physics Concentration: PHYS 229; 337; one physics courses from PHYS 335, 336, 338, 447; and CPTR 125.

Note: It is recommended that a student pursuing the Engineering Physics Concentration use an internship with an engineering company as their PHYS 448 Research Topics experience.

Physics Education Concentration: Student must complete three additional courses numbered PHYS 227 or higher

The B.S. Degree

To complete a B.S. Degree in Physics, a student must complete the requirements for the B.A. degree and additional courses in his or her concentration. Students interested in pursuing graduate studies or work in a technical position in government or industry should consider pursuing the B.S. degree in their concentration. Note that there is no B.S. degree available for the Physics Education concentration.

Additional General Physics Concentration Courses: PHYS 337, one additional physics course numbered 333 or higher; CHEM/PHYS 439; and one additional course from MATH 130, 214, 231, 233, 321, 332, 333; CPTR 125, 246; CHEM 330, 331, 333, or 443.

Additional Biophysics Concentration Courses: one additional physics course numbered PHYS 333 or higher; two additional biology courses numbered BIO 222 or higher.

Additional Engineering Physics Concentration Courses: one additional physics course numbered 333 or higher; CPTR 246; and MATH 231.

Up to two courses chosen from ASTR 111, 112, 243, 445, and 446 may substitute for two physics electives in the **general physics concentration only**. The following courses are recommended for any concentration: MATH 231; CPTR 125 (these are required by or useful for many internships and graduate schools), and PHIL 333.

Students interested in teacher certification should refer to the Department of Education listing.

Capstone Requirement

All majors must successfully complete PHYS 448. This requirement may also be satisfied by doing an individual studies or honors project and presenting the results at a departmental colloquium. A double major in astronomy and physics need only take the course once. The project pursued in PHYS 448 must be relevant to the student's concentration. Students who have successfully completed a summer REU, RUG, or equivalent research experience may request departmental approval to substitute that experience plus an additional advanced astronomy or physics course not already required by the major in place of PHYS 448. Note that if the student has already counted two astronomy courses toward a physics major, then the extra course in place of PHYS 448 must be a physics course.

Diversity and Writing Courses

The following courses satisfy the Global Cultural Diversity Requirement: PHYS 108. The following courses, when scheduled as W courses, count toward the Writing Requirement: PHYS 338 and 340.

Minor Requirements

A minor in physics requires completion of the following courses with a grade of C or better: PHYS 225, 226, 331, 332, and one additional physics course numbered 300 or higher.

000

LABORATORY TEACHING METHODS

Provides students with practical experience in laboratory teaching. Students in this course are paired with a faculty mentor and help supervise labs; deliver pre-lab lectures; and assist in ordering chemicals, supplies, and equipment and in preparing laboratory experiments. Students complete a project that integrates the physical science education literature, classroom instruction materials, laboratory safety, and proper storage and disposal of materials and equipment used. *Cross-listed as ASTR 000. Open to junior physics and astronomy majors pursuing certification in education, with consent of instructor. Non-credit course.*

106

ENERGY ALTERNATIVES

A physicist's definition of work, energy, and power. The various energy sources available for use, such as fossil fuels, nuclear fission and fusion, hydro, solar, wind, and geothermal. The advantages and disadvantages of each energy-conversion method, including availability, efficiency, and environmental effects. Presents areas of energy research and possible future developments. Projections of possible future energy demands. Exercises and experiments in energy collection, conversion, and utilization.

108

GREAT IDEAS OF THE PHYSICAL UNIVERSE

An introduction to several major concepts of physics which have developed over the past several centuries, relating them to their broad implications. The emphasis is on a descriptive rather than a mathematical discussion of topics which range from early Greek concepts of science to present-day methods and techniques used to describe the physical universe. Many distinctions and similarities between science and other areas of human endeavor are studied to demonstrate the beauty, simplicity, harmony, and grandeur of some of the basic laws which govern the universe. *Three hours of lecture and two hours of laboratory per week. Fulfills Global Cultural Diversity Requirement. Alternate years.*

225

FUNDAMENTALS OF PHYSICS I

A mathematically rigorous introduction to physics designed for majors in the natural sciences and mathematics. Topics include classical mechanics, thermodynamics, and mechanical waves. *Five hours of lecture and recitation and one three-hour laboratory per week. Prerequisite or corequisite: MATH 128.*

226

FUNDAMENTALS OF PHYSICS II

A mathematically rigorous introduction to physics designed for majors in the natural sciences and mathematics. Topics include electromagnetism, optics, and quantum physics. *Five hours of*

lecture and recitation and one three-hour laboratory per week. Prerequisite: PHYS 225. Prerequisite or corequisite: MATH 129.

331

CLASSICAL MECHANICS

An analytical approach to classical mechanics. Topics include kinematics and dynamics of single particles and systems of particles, gravitation and other central forces, moving reference frames, and Lagrangian and Hamiltonian formulations of mechanics. *Four hours of lecture and three hours of laboratory per week. Prerequisites: MATH 129 and a grade of C or better in PHYS 225.*

332

ELECTROMAGNETISM

A theoretical treatment of classical electromagnetism. Topics include electrostatics, magnetostatics, electric and magnetic potentials, electric and magnetic properties of matter, Maxwell's equations, the electromagnetic field, and the propagation of electromagnetic radiation. *Four hours of lecture and three hours of laboratory per week. Prerequisites: MATH 129 and a grade of C or better in PHYS 226.*

333

OPTICS

Covers geometrical optics, optical systems, physical optics, interference, Fraunhofer and Fresnel diffraction, and coherence and lasers. *Four hours of lecture and one three-hour laboratory per week. Prerequisites: PHYS 226 and MATH 128 or consent of instructor. Alternate years.*

335

NONLINEAR DYNAMICS

Students learn how to apply mathematical techniques from the field of nonlinear dynamics to problems from the physical, biological, and social sciences. Possible topics include one, two, and three dimensional systems; bifurcation theory; limit cycles; chaos; fractals; and one and two dimensional maps. The lab component of this course stresses numerical analysis. *Four hours of lecture and three hours of laboratory per week. Prerequisites: PHYS 225 and MATH 129 or consent of instructor.*

336

MATHEMATICAL METHODS OF PHYSICS

Solution of ordinary linear differential equations using power series and Laplace transforms, nonlinear differential and coupled differential equations, Fourier analysis using both trigonometric and complex exponential functions, complex variables, eigenvalue problems, infinite dimensional vector spaces, partial differential equations, boundary value problem solutions to the wave equation, heat flow equation, and Laplace's equation. *Four hours of lecture and one three-hour laboratory per week. Prerequisites: MATH 231 and 238. Alternate years.*

337

THERMODYNAMICS AND STATISTICAL MECHANICS

Presents classical thermodynamics, showing that the macroscopic properties of a system can be specified without knowledge of the microscopic properties of the constituents of the system. Also develops statistical mechanics, showing that these same macroscopic properties are determined by the microscopic properties. *Four hours of lecture and one three-hour laboratory per week. Prerequisites: PHYS 226 and MATH 129. Alternate years.*

338

MODERN PHYSICS

Thorough investigation of changes in the classical understanding of space and time together with those of energy and matter that led to the time development of relativistic and quantum mechanical theories. Topics include introduction to special relativity, blackbody radiation, the postulation of the photon and quantization, atomic spectra, interactions of matter and energy, Bohr model of the atom, concepts of symmetry, and development and applications of the Schrödinger equation. *Four hours of lecture and one-three hour laboratory per week. Prerequisites: MATH 129 and a grade of C or better in PHYS 226.*

339

CONDENSED MATTER PHYSICS

Structural topics include ordinary crystalline structures, liquid crystals, quasi-crystals, and nanostructures. Property-related topics include periodic potentials, band structure, electromagnetic and thermal properties, superconductivity, and aspects of surface physics. *Four hours of lecture and three hours of laboratory per week. Prerequisites: PHYS 332 and MATH 129 or consent of instructor. Alternate years.*

340

THE INVISIBLE UNIVERSE

The astrophysics of celestial objects that emit thermal and non-thermal radiation outside the visible portion of the electromagnetic spectrum. Traces the development of observational techniques at radio, infrared, ultraviolet, x-ray, and gamma-ray wavelengths. Includes cosmic microwave background radiation, pulsars, quasars, gamma-ray bursters, magnetars, and active galactic nuclei. *Cross-listed as ASTR 340. Four hours of lecture and three hours of laboratory per week. Prerequisites: ASTR 111 and PHYS 226.*

341

ELECTRONICS

DC and AC circuit analysis, semiconductor physics, active devices such as PN junctions, transistors, operational amplifiers, and integrated circuits. Basics of digital electronics and vacuum tube technologies. *Three lectures and three hours of laboratory per week. Prerequisites: PHYS 225 and MATH 128.*

344

RELATIVITY AND COSMOLOGY

A detailed presentation of the special theory of relativity and an introduction to the general theory. Topics include observational and experimental tests of relativity, four vectors, tensors, space-time curvature, alternative cosmological models, and the origin and future of the universe.

Cross-listed as ASTR 344. Four hours of lecture per week. Prerequisites: ASTR 111 and PHYS 225. Alternate years.

439

INTRODUCTION TO QUANTUM MECHANICS

Introduction to the basic concepts and principles of quantum theory. Uses the Schrödinger wave equation approach to present solutions to the free particle, the simple harmonic oscillator, the hydrogen atom, and other central force problems. Topics also include operator formalism, eigenstates, eigenvalues, the uncertainty principles, stationary states, representation of wave functions by eigenstate expansions, and the Heisenberg matrix approach. *Cross-listed as CHEM 439. Four hours of lecture. Prerequisites: MATH 231 and either PHYS 226 or CHEM 331.*

447

NUCLEAR AND PARTICLE PHYSICS

Considers properties of nuclei, nuclear models, radioactivity, nuclear reactions (including fission and fusion), and properties of elementary particles. Includes the interactions of nuclear particles with matter and the detection of nuclear particles. Reveals how observed phenomena lead to theories on the nature of fundamental interactions, how these forces act at the smallest measurable distances, and what is expected to occur at even smaller distances. *Four hours of lecture and recitation and three hours of laboratory per week. Prerequisites: PHYS 226, MATH 129, and either PHYS 338 or CHEM 110. Alternate years.*

448

RESEARCH TOPICS

Students participate in a research project under the guidance of a faculty member in the department. In weekly meetings, they share reports from the literature and report on their own work. Topics range from abstract theoretical to selected practical experimental investigations. *Cross-listed as ASTR 448. Prerequisite: Permission of instructor. May be taken a second time with consent of department.*

349 & 449

ASTRONOMY AND PHYSICS COLLOQUIA

This non-credit but required course for juniors and seniors majoring in astronomy and physics offers students a chance to meet and hear active scientists in astronomy, physics, and related scientific areas talk about their own research or professional activities. In addition, majors in astronomy and physics must present two lectures, one given during the junior year and one given during the senior year, on the results of a literature survey or their individual research. Four semesters required during the junior and senior years. *Cross-listed as ASTR 349 & 449. One hour per week. Pass/Fail except when the student gives a lecture. Non-credit course.*

470-479

INTERNSHIP

Interns in physics work off campus under the supervision of professional physicists employed by local industries or hospitals.

N80-N89

INDEPENDENT STUDY

Independent studies may be undertaken in most areas of physics.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS

BIOLOGY (BIO)

Professors: Newman, Zimmerman

Assistant Professors: Andrew, Briggs, Broussard, Morrison (Chair), Zhao

- Major: Biology
- Tracks: Anatomy and Physiology, Cell and Molecular Biology, Comprehensive, Ecology
- Courses required for all tracks: 13 (B.A.), 16 (B.S.)
- Math requirement: two courses from CPTR 125 or above and/or MATH 109, 115, 123, 127, 128, or above
- Non-credit Colloquium: 4 semesters
- Capstone requirement: Practical Experience, Presentation in Colloquium, and Department Exit Examination
- Minors: Biology, Environmental Science

The Department of Biology offers a Biology major that can be applied to either the Bachelor of Arts or Bachelor of Sciences degrees. The Biology major can be completed by following one of four tracks, Anatomy and Physiology, Cell and Molecular Biology, Comprehensive, or Ecology. The Department also offers minors in Biology and Environmental Science.

Major Requirements

The B.A. Degree

To complete the major, students must complete BIO 110, 111, and one of the four tracks listed below. In addition, students must successfully complete CHEM 110, 111, 220; and two units of mathematical sciences chosen from CPTR 125 or above and/or MATH 109, 115, 123, 127, 128, or above. Juniors and seniors are required to successfully complete four semesters of BIO 349/449 (non-credit colloquium) and complete the capstone experiences described below. Enrollment in student teaching and/or other similar off-campus academic experiences will be accepted by the department in lieu of that semester's colloquium requirement. Only two Biology courses numbered below 221 may count toward the major. Declared Biology majors may substitute BIO 106 for BIO 110 and BIO 107 for BIO 111 with written consent of the department chair.

Tracks:

Anatomy and Physiology: students must complete BIO 222, 323, 338, one course from Group 3 (BIO 333 is recommended), and two courses chosen from BIO 321, 347, BIO/CHEM 444.

Cell and Molecular Biology: students must complete BIO 222, 435, either 432 or 437, and one additional course from each of the three groups listed below.

Comprehensive Biology: students must complete BIO 222, 224, 225, 321, 323 and one additional biology course from any of the three groups listed below.

Ecology: students must complete BIO 224, 225, either 334 or 336, one course from Group 1, and two additional courses from Group 2 below.

Group 1 - Cell & Molecular Biology

- BIO 222 Genetics
- BIO 337 Neurobiology
- BIO 347 Immunology
- BIO 348 Endocrinology
- BIO 432 Genome Analysis
- BIO 435 Cell Biology
- BIO 437 Molecular Biology
- BIO 439 Medical Genetics
- BIO/CHEM 444 Biochemistry
- BIO 447 Cell & Molecular Biology Research Methods

Group 2 - Ecology & Evolution

- BIO 224 Ecology
- BIO 328 Aquatic Biology
- BIO 329 Tropical Marine Biology
- BIO 333 Medicinal & Poisonous Plants
- BIO 340 Plant Animal Interactions
- BIO 342 Animal Behavior
- BIO 430 Comparative Anatomy of Vertebrates
- BIO 436 Evolution
- BIO 446 Plant Physiological Ecology

Group 3 – Organismal Biology

- BIO 225 Plant Science
- BIO 321 Microbiology
- BIO 323 Human Physiology
- BIO 334 Invertebrate Zoology
- BIO 336 Vertebrate Biology
- BIO 338 Human Anatomy
- BIO 341 Developmental Biology
- BIO 346 Virology
- BIO 431 Histology
- BIO 440 Parasitology and Medical Entomology

The B.S. Degree

To qualify for the B.S. degree, Biology majors must complete the major described above and pass three additional courses chosen in any combination from the following: BIO 328 or above (including BIO 400, 401, and/or 470), CHEM 221 or above, PHYS 225 or above, or MATH 127 or above.

Capstone Requirements

In order to graduate, all biology majors must demonstrate to the Department their command of biology by meeting the following three criteria.

1. **Practical Experience:** All students must complete at least one of the experiences in the following list: Internship, Practicum, BIO 447, Relevant Summer Experience, Independent Studies, Honors, Clinical Laboratory Science Internship, Medical Technology Internship, Teaching Semester, Biology Laboratory Assistant, Biology-related volunteer work. (Summer experiences, Biology-related volunteer work, or working as a lab assistant must be approved by the Department in order to be used to meet this requirement.)

2. **Research & Presentation Component:** All junior and senior majors are required to successfully complete Biology Colloquia (BIO 349 and 449) during all their semesters on campus. During their final year, students will research a biological topic and make an oral presentation at the Biology Colloquium. This will demonstrate information literacy in the biological sciences.

3. **Assessment:** All majors are required to pass a Biology Department Exit Exam.

Certification in Secondary Education

A Biology major interested in becoming certified at the secondary level to teach Biology and/or General Science must select the Comprehensive Track. The student should, as early as possible, consult the current Department of Education Teacher Education Handbook and should make their plans known to their advisor and the Chair of the Education Department so the required courses can be scheduled before the Professional Semester. Please check with the Education Department for the most current PA State requirements.

Cooperative Programs

Certain specific exceptions to the Biology major will be made for students in accelerated programs. The requirements for accelerated programs in Optometry, Forestry or Environmental Studies, Clinical Laboratory Science, Medical Technology, and Podiatry can be found in the Academic Program section of the catalog.

Students interested in these programs should contact the program director before finalizing their individual programs.

Writing Courses

The following courses, when scheduled as W courses, count toward the Writing Requirement: BIO 200, 222, 224, 225, 321, 333, 347, 435, and 447.

Minor Requirements

The Department of Biology offers two minors: Biology and Environmental Science.

A minor in biology requires the completion of four courses numbered 200 or higher, with their appropriate prerequisites (i.e., two introductory biology courses). At least two of these must be from the series of courses BIO 222, 224, 225, 321, or 323.

A minor in Environmental Science consists of two introductory biology courses (one of which must be BIO 220), BIO 224, two additional courses numbered 200 or higher, one course in economics (recommended ECON 225), and ASTR 102.

Biology majors who minor in Environmental Science must complete all requirements of the biology major. In addition, they need to complete BIO 220, BIO 401, ECON 225, ASTR 112, and one course selected from either ANTH 229 or an advanced biology course (328 or higher).

Clean Water Institute

This institute is designed to provide a forum for the natural resource heritage of North Central Pennsylvania, the Susquehanna River and its major tributaries (Pine, Loyalsock, Lycoming, and Muncy Creeks). The institute provides a service not only to Lycoming College students, through coordination of Environmental internships, practica (BIO 401), and independent study/honors projects, but also the community. This may include seminars or workshops on environmental issues as well as monitoring assistance to watershed groups.

000

SEMINAR IN BIOLOGICAL EDUCATION

Each student planning to teach Biology in secondary schools attends a series of seven seminars, conducted prior to student teaching, during the spring semester of the junior year. These seminars are conducted by members of the biology faculty. In addition to pertinent teaching issues, students are also exposed to procedures for laboratory set up and maintenance and safety procedures for students and materials in a laboratory. Special arrangements will be made for non-degree students. *Non-credit course.*

106

CELLS, GENES, AND SOCIETY

Investigates the roles that cellular phenomena, genes, and biotechnology play in everyday life. The primary goal of this course is to improve recognition and understanding of the implications of biology in health care, agriculture, law, bioethics, and business. *Credit may not be earned for both BIO 106 and 110. Three hours of lecture and one three-hour laboratory per week.*

107

ANATOMY FOR HEALTH CARE CONSUMERS

A brief survey of human anatomy and physiology, which includes study of the complementary nature of form and function, as well as study of the levels of biological organization within the body. Provides the background to read, comprehend, and appreciate current articles on this subject in the popular press. Students learn the names, structure, and general functions of the

major organs of the body. Animal dissection is optional. *Credit may not be earned for both BIO 107 and 111. Three hours of lecture and one three-hour laboratory per week.*

109

NATURAL HISTORY OF DINOSAURS

Explores the origin, evolution, and extinction of dinosaurs with emphasis on paleobiology and paleoecology of the Mesozoic Era. This course covers fundamental paleontological and evolutionary principles, dinosaur anatomy and behavior, physiology, dinosaur-bird relationships, diversity, and the history of dinosaur paleontology. *Three hours of lecture and one three-hour laboratory per week.*

110

INTRODUCTION TO BIOLOGY I

An introduction to the study of biology designed for students planning to major in the sciences. Major topics include a survey of biochemistry, cell biology, genetics, development, and evolution. *Credit may not be earned for both BIO 106 and 110. Three hours of lecture and one three-hour laboratory per week.*

111

INTRODUCTION TO BIOLOGY II

An introduction to the study of biology designed for students planning to major in the sciences. Major topics include a survey of eukaryotic diversity, mammalian anatomy and physiology, animal behavior, ecology, and evolution. *Prior completion of BIO 110 is recommended, but not required. Credit may not be earned for both BIO 107 and 111. Three hours of lecture and one three-hour laboratory per week.*

200

THE 4TH AND 5TH KINGDOMS

While food, oxygen, and medicines are all necessary for human existence, the importance of plants and fungi are often ignored by our society. Plants and fungi play an essential role in our planet's ecology and are central in human cultural evolution. Covers the ways plants and fungi work, how humans have used plant and fungal products for their benefit and pleasure throughout history, and how different phytochemicals can influence human health. Also examines human impacts on plant and fungal biodiversity, how we have altered the environment in our quest for food and the perfect American lawn, and the impacts of genetic engineering. *Three hours of lecture and one three-hour laboratory per week. This course does not count towards the biology major.*

220

ENVIRONMENTAL BIOLOGY

This course provides an introduction to ecological principles and concepts with an examination of the biological basis of contemporary environmental problems. The effects of human population on the earth's resources are studied against a background of biological and health sciences as they relate to Environmental Sustainability. Includes such topics as recycling, availability of food, processing of solid waste, alternative energy, clean air, and clean water.

Three hours of lecture and one three-hour laboratory per week. Biology majors may not substitute this course for BIO 110 or 111.

222

GENETICS

A general consideration of the principles governing inheritance, including treatment of classical, molecular, cytological, physiology, microbial, human, and population genetics. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110 and 111.*

224

ECOLOGY

The study of the principles of ecology with emphasis on the role of chemical, physical, and biological factors affecting the distribution and succession of plant and animal populations and communities. Included are field studies of local habitats as well as laboratory experimentation. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110 and 111.*

225

PLANT SCIENCES

A survey of the structure, development, function, ecology, taxonomic divisions, and human uses of plants. The course includes four general topic areas: form, including plant cellular structure, plant morphology and plant anatomy; function, concentrating on photosynthesis and plant nutrition; distinctions between different plant divisions and plant identification techniques; and human uses of plants and historical implications of several different plants and fungi. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110 and 111.*

321

MICROBIOLOGY

A study of microorganisms. Emphasis is given to the identification and physiology of microorganisms as well as to their role in disease, their environmental roles, and industrial applications. *Three hours of lecture and two two-hour laboratory periods per week. Prerequisites: BIO 110 and 111.*

323

HUMAN PHYSIOLOGY

The mechanisms and functions of systems, including the autonomic, endocrine, digestive, cardiovascular, respiratory, renal, nervous, and reproductive systems. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110 and 111.*

328

AQUATIC BIOLOGY

A field-oriented course dealing with freshwater ecosystems. Studies include a survey of plankton, benthos, and fish—as well as the physical and chemical characteristics of water that influence their distribution. Several local field trips and an extended field trip to a field station familiarize students with the diversity of habitats and techniques of limnologists. *Alternate years. Prerequisites: BIO 110 and 111.*

329

TROPICAL MARINE BIOLOGY

A field-oriented course where students study the creatures of the fringing reefs, barrier reefs, lagoons, turtlegrass beds, and mangrove swamps at a tropical marine laboratory. Studies include survey of plankton, invertebrates, and fish as well as the physical and chemical characteristics that influence their distribution. *Prerequisites: BIO 110 and 111. Alternate May terms.*

333

MEDICINAL AND POISONOUS PLANTS

An overview of plants, fungi and bacteria that produce physiologically active substances important to humans and animals because of their toxic and/or medicinal qualities. Major themes include: basic nutritional requirements of humans, types of phytochemicals and their generalized actions, and a survey of organisms known to make chemicals. The organismal survey includes toxicity symptoms and known mechanisms of how toxic/medicinal chemicals interfere with physiological functions of organisms consuming them. The course utilizes a problem-solving approach. Laboratory topics include plant classification and identification of plants with potential activity on other organisms. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110 and 111 or consent of instructor.*

334

INVERTEBRATE ZOOLOGY

Comparative study of the invertebrate phyla with emphasis on phylogeny, physiology, morphology, and ecology. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110 and 111. Alternate years.*

336

VERTEBRATE BIOLOGY

A biological survey of the vertebrates including aspects of morphology, physiology, behavior, ecology, and evolution. Issues of conservation and biodiversity are also addressed. Laboratories will focus on the field biology of Pennsylvania vertebrates and on dissections to emphasize comparative anatomy. *Three hours of lecture and one four-hour laboratory per week. Prerequisites: BIO 110 and 111. Alternate years.*

337

NEUROBIOLOGY

A survey of fundamental principles in neurobiology, including the cell biology of the neuron, action potentials, synaptic transmission, organization of sensory and motor systems, neuronal development and pathfinding, and plasticity in the nervous system. Also includes an exploration of neurological disorders such as Alzheimer's and Parkinson's diseases, depression, addiction, and problems with learning and memory. Includes student discussion and presentation of original scientific literature. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110 and 111. Alternate years.*

338

HUMAN ANATOMY

A comprehensive overview of the structural, functional, and developmental anatomy of the human body achieved through lectures and dissection studies. Particular consideration is given to

the bony structures, vasculature, innervation, musculature, and the relationships of the various structures to one another. Students learn the general form, location, and relationships of these features and acquire a vocabulary essential for future studies. This course provides a detailed knowledge of the body regions and integrates a basic understanding of embryology and surface anatomy with the study of the human cadaver. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110 and 111.*

340

PLANT ANIMAL INTERACTIONS

An investigation of different herbivorous animals, plant defenses, how plants influence animals and animal evolution, and how herbivores influence plants and plant evolution. Topics include the evolution of plants and problems associated with an herbivorous lifestyle, effects of herbivory on individual plants and communities, how animals deal with plant defenses and potentially use them for their benefit, the advantages and disadvantages of monophagous and polyphagous lifestyles, strategies of carnivorous plants, and mutualisms such as pollination and seed dispersal. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110 and 111 or consent of instructor. Alternate years.*

341

DEVELOPMENTAL BIOLOGY

A study of the development of vertebrates from fertilization to the fully formed fetus with an emphasis on the role of gene expression in embryo and organ development. Laboratory includes such topics as chick embryo and zebrafish development and micro-injection techniques. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110 and 111. Alternate years.*

342

ANIMAL BEHAVIOR

A study of causation, function, evolution, and biological significance of animal behaviors in their normal environment and social contexts. *Three hours of lecture and one four-hour laboratory per week. Prerequisites: BIO 110 and 111. Alternate years.*

346

VIROLOGY

An introduction to the study of viruses. The course covers virus anatomy and reproduction, diseases caused by viruses, modern treatments of viral infections, and viral vaccines produced by recombinant DNA and other technologies. Also includes a description of how viruses are used as tools for genetic engineering and for studying cellular processes like signal transduction, regulation of genetic expression, and oncogenesis (cancer). *Four hours of lecture per week. Prerequisites: BIO 110 and 111 or consent of instructor. Alternate years.*

347

IMMUNOLOGY

An introduction to concepts concerning how pathogens cause disease and how host organisms defend against infectious diseases. Characterization of and relationships between antigens, haptens, and antibodies are presented. Other topics include immediate and delayed hypersensitivities (i.e. allergies such as hay fever and poison ivy), immunological renal diseases,

immunohaematology (blood groups, etc.), hybridoma technology, the chemistry and function of complement, autoimmunity, and organ transplant rejection phenomena. Laboratory experiments include agglutination, immunoprecipitations, ELISA assays, immunofluorescence, immunoelectrophoresis, complement fixation, and Western blotting. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110 and 111. Alternate years.*

348

ENDOCRINOLOGY

Begins with a survey of the role of the endocrine hormones in the integration of body functions. This is followed by a study of the control of hormone synthesis and release and a consideration of the mechanisms by which hormones accomplish their effects on target organs. *Two three-hour lecture/laboratory periods per week. Prerequisites: BIO 110 and 111. Alternate years.*

400

BIOLOGY PRACTICUM

A work-oriented experience for junior or senior biology majors jointly sponsored by the Department and a public or private agency. The practicum is designed to integrate classroom theory with field or laboratory practice. In addition to attendance at a weekly seminar, students spend 10-12 hours per week at the sponsoring agency. Academic work includes, but is not limited to a log, readings, recitation, and an assigned research paper related to the specific agency's activities. *May be repeated once for credit with consent of instructor when topics are different.*

401

ENVIRONMENTAL PRACTICUM

A work-oriented experience for junior or senior students interested in environmental science. Students work on projects jointly sponsored by the Clean Water Institute and a public or private agency. The practicum is designed to integrate classroom theory with field and/or laboratory practice. In addition to attendance at a weekly seminar, students spend 10-12 hours per week at the sponsoring agency or project. Academic work includes, but is not limited to a log, readings, recitation and an assigned research paper related to the specific agency or project activity. *May be repeated once for credit with consent of instructor when topics are different.*

430

COMPARATIVE ANATOMY OF VERTEBRATES

Detailed examination of the origins, structure, and functions of the principal organs of the vertebrates. Special attention is given to the progressive modification of organs from lower to higher vertebrates. *Three hours of lecture and one four-hour laboratory per week. Prerequisites: BIO 110 and 111. Alternate years.*

431

HISTOLOGY

A study of the basic body tissues and the microscopic anatomy of the organs and structures of the body which are formed from them. Focus is on normal human histology. *Three hours of lecture and one four-hour laboratory per week. Prerequisites: BIO 110 and 111. Alternate years.*

432**GENOME ANALYSIS**

An examination of the genomes of humans, other animals, plants, and microbes to identify characteristics unique to specific groups as well as genomic features shared by multiple groups. Emphasizes the application of this information in the fields of medicine, environmental biology, and evolution. The laboratory integrates experiments at the lab bench with a substantial bioinformatics component. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110, 111, and 222. Alternate years.*

435**CELL BIOLOGY**

An intensive study of the cell as the basic unit of life. Topics include origins of cellular life, biochemistry of the cell, enzymatic reactions, cellular membranes, intracellular communication, the cell cycle, the cytoskeleton and cell motility, protein sorting, distribution, and secretion. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110 and 111 and one semester of organic chemistry. Alternate years.*

436**EVOLUTION**

The study of the origin and modification of life on earth. Topics include molecular evolution, population genetics, gene flow, natural selection, sexual selection, kin selection, neutral theory, extinction, coevolution, and the evolution of man. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110, 111, or consent of instructor. Alternate years.*

437**MOLECULAR BIOLOGY**

An in-depth analysis of fundamental cellular information flow processes with particular emphasis on how these processes have been applied in the laboratory, resulting in technologies such as DNA cloning and sequencing, the Polymerase Chain Reaction (PCR), genetic testing, gene therapy, and synthetic biology. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110, 111, and 222. Alternate years.*

439**MEDICAL GENETICS**

The relationships of heredity to disease. Discussions focus on topics such as chromosomal abnormalities, metabolic variation and disease, somatic cell genetics, genetic screening, and immunogenetics. Laboratory exercises offer practical experiences in genetic diagnostic techniques. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110 and 111. Alternate years.*

440**PARASITOLOGY AND MEDICAL ENTOMOLOGY**

The biology of parasites and parasitism. Studies on the major groups of animal parasites and arthropod vectors of disease involve taxonomy and life cycles. Emphasis will be made on parasites of medical and veterinary importance. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110 and 111. Alternate years.*

444**BIOCHEMISTRY**

Emphasis is given to protein structure, function, and regulation; the structure and metabolism of carbohydrates, lipids, and amino acids; integration of metabolism; and biochemical control mechanisms, including allosteric control and signal transduction. *Cross-listed as CHEM 444. Three hours of lecture and one three-hour laboratory per week. Prerequisite: CHEM 221 or consent of instructor.*

446**PLANT PHYSIOLOGICAL ECOLOGY**

A study of plant resource acquisition in the face of competing neighbors and the quickly changing global environment. The course focuses on how differences in the environment affect plant water use, carbon dioxide acquisition, light capture, and nutrient uptake. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110, 111, and 225. Alternate years.*

447**CELL AND MOLECULAR BIOLOGY RESEARCH METHODS**

This course focuses on the culture and methods of biology research. Students meet twice per week to learn experimental design, good record keeping, ordering/preparation of materials, equipment maintenance, and analyses of primary biology literature. Each student designs and conducts a lab project that can be supervised by any member of the biology faculty. Each student prepares an oral presentation, poster presentation, and a research journal-style paper. *Two one-hour seminars and six to eight hours of laboratory work per week. Prerequisites: BIO 110, 111, at least two other biology courses, and consent of instructor.*

349 & 449**BIOLOGY COLLOQUIUM**

This course offers the student a chance to become familiar with research in the biological sciences using techniques such as meeting and talking with active researchers, reading and critically analyzing the current literature, and discussing the ideas and methods shaping biology. Students are required to read and analyze specific papers and actively participate in discussions. Biology majors with junior and senior standing are required to successfully complete colloquium during all semesters on campus except for semesters when student teaching. *One hour per week. Prerequisite: Biology majors with junior or senior class standing. Pass/Fail. Non-credit course.*

470-479**INTERNSHIP**

Recent internships have taken place at the Department of Environmental Protection, waste water treatment facilities, nursing homes, and Susquehanna Health System.

N80-N89**INDEPENDENT STUDY**

Departmental studies are experimentally oriented and may entail either lab or field work.

490-491**INDEPENDENT STUDY FOR DEPARTMENTAL HONORS**

Examples of recent honors projects have involved stream analysis, development of mouse neurons, analysis of muscle cell gene expression, discovery of novel bacterial species, and vertebrate paleontology.

BUSINESS ADMINISTRATION (BUS)

Associate Professors: Grassmueck (Chair), Kolb, Sterngold

Assistant Professor: Coyle, Orme

- Major: Business Administration
- Courses required for major: 12
- Capstone requirement: Assessment Examination and one business course numbered 400 or above
- Minor: Business Administration

This major is designed to educate students about business and management functions in for profit, non-profit, and public organizations. The program provides well-balanced preparation for a wide variety of professions and careers, including banking, financial services, small business management, marketing, sales, advertising, retailing, management, supervision, investments, human resources management, organization development, entrepreneurship, and management information systems. The major is also appropriate for students who plan to attend graduate school in business or related fields, such as law or public administration.

The Department of Business Administration is a member of the Institute for Management Studies. For more information, see the Institute for Management Studies listing.

Major Requirements

All students majoring in Business Administration must complete the core courses: ACCT 110, and either ACCT 130 or 223; BUS 228, 238, 244; ECON 110 and 111; and at least four other business courses numbered 300 or higher and one business course numbered 400 or higher.

Capstone Requirement

To earn a degree in business administration, students must pass an outcomes assessment exam during their senior year as determined by the Department. Students who fail must re-take and pass the assessment.

Diversity and Writing Courses

The following courses satisfy the Domestic Cultural Diversity Requirement: BUS 244 and 310. The following course satisfies the Global Cultural Diversity Requirement: BUS 333. The following courses, when scheduled as W courses, count toward the Writing Requirement: BUS 333, 342, 347, 349, 410, 420, 429, and 441.

Minor Requirements:

A minor in Business Administration consists of ACCT 110; BUS 228, 238, 244; and one additional business course above the 200 level.

Internships

Through BUS 439, Business Practicum, the department facilitates a wide variety of internships with businesses, government agencies, and nonprofit organizations. In addition, the department is a member of the Institute for Management Studies, which also facilitates internships, including full-time internships during the summer.

228

MARKETING PRINCIPLES

A study of the methods used by business and nonprofit organizations to design, price, promote, and distribute their products and services. Topics include new product development, advertising, retailing, consumer behavior, marketing strategy, ethical issues in marketing, and others.

238

FUNDAMENTALS OF FINANCIAL MANAGEMENT

A study of the fundamental theory, tools, and methods of financial management. Topics include the time value of money, bond valuation, capital budgeting, stock valuation, and analysis of financial statements. *Prerequisites: ACCT 110 and one Math course beyond MATH 100.*

244

MANAGEMENT AND ORGANIZATIONAL BEHAVIOR

A study of the complex character of organizational life and the discipline and process of management. Topics include the evolution and scope of organizations and management, planning, organizing, leading, and controlling. Emphasis is placed on the importance of managing in a global environment, understanding the ethical implications of managerial decisions, and appreciating work place diversity. *Fulfills Domestic Cultural Diversity Requirement.*

306

HEALTH CARE ADMINISTRATION

Presents key issues affecting the administration of today's healthcare organizations and explores how those issues impact the delivery of care. Issues of accounting, finance, marketing, human resource management, and management information systems are explored. Provides a solid foundation of applying managerial knowledge within the healthcare industry. Introduces students to the practices and theories of health care policy and current issues facing the healthcare industry. *Prerequisites: BUS 228, 238, and 244 or consent of instructor.*

310

HUMAN RESOURCES MANAGEMENT

A study of the human resources function in organizations. The course introduces the roles and functions of the human resources department and how managers engage in human resource activities at work. Explores the functions of selection, training and development, compensation, retention, performance appraisal, promotion, employment law, and the modern-day importance of strategic human resource management. *Prerequisites: BUS 228, 238, and 244 or consent of instructor. Fulfills Domestic Cultural Diversity Requirement.*

332**INTEGRATED MARKETING COMMUNICATIONS**

Integrated marketing communications combines the promotional tools of advertising, direct marketing, sales incentives, public relations, and personal selling. Focuses on how to plan, develop and execute integrated marketing communications programs for a coordinated strategic program of total communications for an organization. IMC is a concept in use in business, government, and social service sectors. *Prerequisites: BUS 228, 238, and 244 or consent of instructor.*

333**GLOBAL BUSINESS STRATEGIES**

A study of the basic concepts and theories pertaining to today's global economy, business environment, and markets. Topics include international business environment, foreign political systems, world cultures, global economic integration, operation of the international monetary system, and ethical issues involving global business. Also covers multinational corporations, national trade policies, foreign direct investment, and regional trading areas. *Prerequisites: BUS 228, 238, and 244 or consent of instructor. Fulfills Global Cultural Diversity Requirement.*

334**THE BUSINESS OF ENERGY**

An examination of the development, management, and marketing of conventional and unconventional energy resources, such as coal, oil, natural gas, solar, and wind. Explores public and private sector efforts to develop new energy technologies and to promote more efficient energy practices. Also examines public policy debates about a range of energy related issues. *Prerequisites: BUS 228, 238, and 244, or consent of instructor.*

339**FINANCIAL STRATEGY**

An intensive study of issues and applications of financial management. Topics include advanced capital budgeting, cash flow estimation and risk analysis, real options, capital structure and leverage, dividend policy, derivatives, international finance, and special topics in financial management. Extensive use of Excel in directed and non-directed cases. *Prerequisites: BUS 228, 238, and 244 or consent of instructor.*

342**MARKETING RESEARCH**

The study of the principles and practices of marketing research. The focus is on the development and application of marketing research methods. Topics covered include selection of a research design, data collection, analysis, and report writing. Both quantitative and qualitative methods are covered. Focuses on an applied project. *Prerequisites: BUS 228, 238, and 244 or consent of instructor.*

347**CONTEMPORARY ISSUES IN MARKETING**

Examines social controversies involving marketing as portrayed in books, popular writings, political debates, and films (e.g., marketing of junk-foods, prescription drugs, or violent video games). Analyzes specialized marketing practices, such as financial services marketing, nonprofit marketing, internet marketing, or sports and recreational marketing. *Prerequisites: BUS 228, 238, and 244 or consent of instructor. May be repeated once for credit with departmental approval when topics are different.*

348

CONTEMPORARY ISSUES IN MANAGEMENT

Examines social controversies involving management as portrayed in books, popular writings, political writings, and films (e.g., the effects of plant closings and global competition on local communities). Analyzes specialized management practices, such as social entrepreneurship, environmentally sustainable business practices, or public administration. *Prerequisites: BUS 228, 238, and 244 or consent of instructor. May be repeated once for credit with consent of department when topics are different.*

349

CONTEMPORARY ISSUES IN FINANCE

Examines social controversies involving finance as portrayed in books, popular writings, political debates, and films (e.g., Enron and other corporate financial scandals, the destabilizing effects of hedge funds, and programmed trading). Analyzes specialized financial practices, such as public finance or investment banking. *Prerequisites: BUS 228, 238, and 244 or consent of instructor. May be repeated once for credit with consent of department when topics are different.*

410

INVESTMENTS

An introduction to key concepts in investments. Students learn about security types, mutual funds, returns and risks, portfolio theory, portfolio selection, asset pricing models, market efficiency, behavioral finance, security analysis, option valuation, and special topics in investments. In addition, introduces students to different concepts, theories, and philosophies in the literature on how to invest profitably and how to adjust portfolio strategies. *Prerequisites: BUS 228, 238, and 244 or consent of instructor.*

420

ORGANIZATION DEVELOPMENT

An overview of the concepts, models, and theories in the field of organization development. Emphasizes the design and management of organizational change through diagnosis, intervention, and institutionalization of change events. Opportunities are provided for students to apply what they have learned by acting as change agents with a local organization. *Prerequisites: BUS 228, 238, and 244 or consent of instructor.*

429

MARKETING STRATEGY

A study of the methods used by business and nonprofit organizations to analyze and select target markets and then to develop strategies for gaining and maintaining these customers. Topics include competitive strategy, market segmentation, product positioning, promotional design, and

marketing-related financial analysis. Addresses case studies and the development of a detailed marketing plan. *Prerequisites: BUS 228, 238, and 244 or consent of instructor.*

439

BUSINESS PRACTICUM

Provides students with practical work experience with local companies and organizations. Students work 10-12 hours per week for their sponsor organizations, in addition to attending a weekly seminar on management topics relevant to their work assignments. Since enrollment is limited by the available number of positions, students must apply directly to the Business Department before preregistration to be eligible for the course. *May be repeated once for credit with consent of instructor when topics are different.*

441

BUSINESS STRATEGY AND ENTREPRENEURSHIP

An intensive study of the entrepreneurial function of business enterprises designed to build skills in conducting strategic analysis and strategic development in a variety of industries and competitive situations. Students examine industry structure, functional strategies, competitive challenges of a global marketplace, and sources of sustainable competitive advantage. Designed to integrate the knowledge and skills gained from previous coursework in business and related fields. *Prerequisites: All core courses or consent of instructor. Seniors only.*

470-479

INTERNSHIP

Prerequisites: BUS 228, 238, and 244 or consent of instructor.

N80-N89

INDEPENDENT STUDY

Prerequisites: BUS 228, 238, and 244 or consent of instructor.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS

Prerequisites: BUS 228, 238, and 244 or consent of instructor.

CHEMISTRY (CHEM)

Professor: McDonald

Associate Professor: Bendorf

Assistant Professors: Mahler (Chair), Ramsey

Instructor: Hines

- Major: Chemistry
- Courses required for major: 13 (B.A.), 16 (B.S.)
- Math prerequisite (not counted in major): Math 127
- Math requirement: Math 128, 129
- Capstone requirement: Departmental Proficiency Examination and CHEM 449, 470, 490, or professional semester
- Minor: Chemistry

The Department of Chemistry offers both B.A. and B.S. degree programs and is approved by the American Chemical Society (ACS) to certify those students whose programs meet or exceed requirements established by the ACS. Students who complete the ACS certified degree are also eligible for admission to the American Chemical Society following graduation.

For students planning on graduate study in chemistry, German is the preferred foreign language option, and additional courses in advanced mathematics and computer science are also recommended.

Major Requirements

The B.A. Degree

To earn the B.A. degree, a student must complete CHEM 110, 111, 220, 221, 232, 330, 331, 333; PHYS 225, 226; MATH 128, 129; and the Capstone experience.

The B.S. Degree

To earn the B.S. degree, a student must complete the thirteen course major described above as well as three 4-credit courses in chemistry at the 400 level. One course from the following list may be substituted for one 400-level chemistry course: PHYS 331 or above; BIO 222 or above; MATH 123, 130, 214, 216, 231, 238, 332; or CPTR 125.

ACS Certification

To earn ACS certification, a student must complete the requirements described above under the B.A. degree as well as CHEM 443, 444, and one additional course from CHEM 440, 442, or 446. Students completing this program of study may elect to receive either the B.A. or the B.S. degree.

Certification in Secondary Education

A Chemistry major interested in becoming certified in secondary education in Chemistry and/or General Science/Chemistry should, as early as possible, consult the current Department of Education Teacher Education Handbook and make their plans known to their advisor and the Chair of the Education Department so the required courses can be scheduled for the Professional Semester. Successful completion of the Professional Semester (EDUC 446, 447, 449) also satisfies the Chemistry Capstone experience. Please check with the Education Department for the most current PA State requirements.

Capstone Requirements

All chemistry majors must demonstrate to the Department their command of chemistry by: 1) passing a Chemistry Department proficiency exam and 2) completing one of the following: CHEM 449, 470, 490, or the Professional Semester (EDUC 446, 447, 449).

Diversity and Writing Courses

The following courses, when scheduled as W courses, count toward the Writing Requirement: CHEM 232, 330, 331, and 449.

Minor Requirements

A minor in chemistry requires completion of CHEM 110, 111, 220, 221, and two CHEM courses numbered 300 or higher. Chemistry 232 may be substituted for one 300-level course.

000

LABORATORY TEACHING METHODS

Provides students with practical experience in laboratory teaching. Students in this course are paired with a faculty mentor and help supervise labs, deliver pre-lab lectures, and assist in ordering chemicals and prepping laboratory experiments. Students complete a project that integrates the chemical education literature, classroom instruction materials, laboratory safety and chemical procurement, storage, and disposal. *Open to junior chemistry majors pursuing certification in education, with consent of the instructor. Non-credit course.*

100

CHEMISTRY IN CONTEXT

A science distribution course for the non-science major. The course explores real-world societal issues that have important chemical components. Topics may include air and water quality, the ozone layer, global warming, energy, acid rain, nuclear power, pharmaceuticals, and nutrition. The chemistry knowledge associated with the issues is built on a need-to-know basis. *Three hours of lecture and one two-hour laboratory per week. Not open for credit to students who have received credit for CHEM 110.*

101

INVESTIGATING CHEMISTRY

Intended for the non-major, this course introduces the fundamental concepts of chemistry through the perspective of forensic science. Case studies based upon actual crimes and an investigative laboratory experience will be used to illustrate the importance of chemistry to forensics as well as everyday life. *Three hours of lecture and one two-hour laboratory per week. Not open to students who have received credit for CHEM 110.*

102

CHEMISTRY OF FOOD AND COOKING

Intended for the non-major, this course introduces students to chemical principles, with an emphasis on organic chemistry. Topics covered include: the chemical composition of food, the chemistry of nutrition, and the physical and chemical changes that occur during cooking. *Three hours of lecture and one two-hour laboratory per week. Not open to students who have received credit for CHEM 110.*

110

GENERAL CHEMISTRY I

A quantitative introduction to the concepts and models of chemistry. Topics include stoichiometry, atomic and molecular structure, nomenclature, bonding, thermochemistry, gases, solutions, and chemical reactions. The laboratory introduces the student to methods of separation, purification, and identification of compounds according to their physical properties. This course is designed for students who plan to major in one of the sciences. *Three hours of lecture, one hour of discussion, and one three-hour laboratory per week. Prerequisite: MATH 100 or consent of department.*

111

GENERAL CHEMISTRY II

A continuation of CHEM 110, with emphasis placed on the foundations of analytical, inorganic, and physical chemistry. Topics include kinetics, equilibria, acid-base theory, electrochemistry, thermodynamics, nuclear chemistry, coordination chemistry, and descriptive inorganic chemistry of selected elements. The laboratory treats aspects of quantitative and qualitative inorganic analysis. *Three hours of lecture, one hour of discussion, and one three-hour laboratory per week. Prerequisite: A grade of C- or better in CHEM 110 or consent of instructor.*

215

ORGANIC AND BIOLOGICAL CHEMISTRY

A descriptive study of the compounds of carbon. Illustrates the principles of organic chemistry with material relevant to students in biology. Topics include nomenclature, mechanism, alkanes, arenes, amino acids, proteins, carbohydrates, and other naturally occurring compounds. This course is designed for students who require only one semester of organic chemistry, and is not intended for students planning to enroll in chemistry courses numbered 220 or above. *Three hours of lecture, one hour of discussion, and one three-hour laboratory per week. Prerequisite: CHEM 111. Not open for credit to students who have received credit for CHEM 220.*

220

ORGANIC CHEMISTRY I

An introduction to the chemistry of the compounds of carbon. Topics include structure and bonding, nomenclature, conformational analysis, stereochemistry, substitution and elimination chemistry, alkenes, alkynes, IR spectroscopy, and organic synthesis. The laboratory introduces techniques for the synthesis, purification, and characterization of organic compounds. *Three hours of lecture and one four-hour laboratory per week. Prerequisite: CHEM 111.*

221

ORGANIC CHEMISTRY II

A continuation of CHEM 220 with emphasis on the synthesis and characterization of organic compounds. Topics include the chemistry of alcohols, dienes, arenes, and carbonyl compounds, NMR spectroscopy, mass spectrometry, and radical chemistry. The laboratory work includes multi-step syntheses, mechanistic studies and characterization of organic compounds using a variety of spectroscopic techniques. *Three hours of lecture and one four-hour laboratory per week. Prerequisite: A grade of C- or better in CHEM 220.*

232

QUANTITATIVE CHEMICAL ANALYSIS

A quantitative introduction to chemical analysis by chemical and instrumental methods. Topics include statistics, data analysis, titration, gravimetric analysis, and equilibrium, as well as an introduction to the fundamentals of spectroscopy, separation science, and electrochemistry. Emphasis is placed on oral methods for reporting of experimental results. *Three hours of lecture and two three-hour laboratory periods per week. Prerequisite: CHEM 111 or consent of instructor.*

330

PHYSICAL CHEMISTRY I

A study of energy in chemistry and its reactions, including in-depth gas laws, thermodynamics, phases and physical transformations of pure substances and mixtures, equilibrium, electrochemistry, and statistical mechanics. The laboratory involves physicochemical measurements of thermodynamic properties. *Three hours of lecture and one four-hour laboratory per week. Prerequisites: CHEM 111, MATH 129, PHYS 225 and 226, or consent of instructor.*

331

PHYSICAL CHEMISTRY II

A continuation of CHEM 330 with emphasis on time and structure in chemistry and its reactions. Topics include molecular motion, rates of reactions and kinetics, molecular reaction dynamics, quantum mechanics, atomic and molecular structure, and their relation to spectroscopy. The laboratory introduces kinetics and quantum mechanics experiments, as well as student projects. *Three hours of lecture and one four-hour laboratory per week. Prerequisite: CHEM 330.*

333

ADVANCED INORGANIC CHEMISTRY

A study of modern theories of atomic and molecular structure and their relationship to the chemistry of selected elements and their compounds. *Three hours of lecture and one four-hour*

laboratory per week. Prerequisites: CHEM 221 or consent of instructor. CHEM 330 preferred, but not required.

439

INTRODUCTION TO QUANTUM MECHANICS

Introduction to the basic concepts and principles of quantum theory. Uses the Schrödinger wave equation approach to present solutions to the free particle, the simple harmonic oscillator, the hydrogen atom, and other central force problems. Topics also include operator formalism, eigenstates, eigenvalues, the uncertainty principles, stationary states, representation of wave functions by eigenstate expansions, and the Heisenberg matrix approach. *Cross-listed as PHYS 439. Four hours of lecture. Prerequisites: Math 231 and either PHYS 226 or CHEM 331.*

440

ADVANCED ORGANIC CHEMISTRY

Theory and application of modern synthetic organic chemistry. Topics may include oxidation-reduction processes, carbon-carbon bond forming reactions, functional group transformations, and multi-step syntheses of natural products (antibiotics, antitumor agents, and antiviral agents). *Three hours of lecture and one four-hour laboratory per week. Prerequisite: CHEM 221.*

442

SPECTROSCOPY AND MOLECULAR STRUCTURE

Theory and application of the identification of organic compounds. With special emphasis on the utilization of spectroscopic techniques (H-NMR, C-NMR, IR, UV-VIS, and MS). *Three hours of lecture and one four-hour laboratory per week. Prerequisite: CHEM 221.*

443

INSTRUMENTAL ANALYSIS

An introduction to the operation and function of modern chemical instrumentation. Topics include instrumentation for molecular, vibrational, and atomic spectroscopy; pressure- and electrically-driven separation science; as well as potentiometric and voltammetric electrochemical techniques. *Three hours of lecture and one four-hour laboratory per week. Prerequisites: CHEM 232 and 331 or consent of instructor.*

444

BIOCHEMISTRY

Emphasis is given to protein structure, function and regulation; the structure and metabolism of carbohydrates, lipids, and amino acids; integration of metabolism; and biochemical control mechanisms, including allosteric control and signal transduction. *Cross-listed as BIO 444. Three hours of lecture and one three-hour laboratory per week. Prerequisite: CHEM 221 or consent of instructor.*

446

ORGANOMETALLIC CHEMISTRY

An introduction to the chemistry of compounds containing metal-carbon bonds. Topics include structure and bonding, reactions and mechanisms, spectroscopy, and applications to organic

synthesis. Emphasizes the use of organometallic compounds as catalysts in industrial processes. *Three hours of lecture and one four-hour laboratory per week. Prerequisite: CHEM 221.*

448

CHEMISTRY COLLOQUIUM

A seminar in which faculty, students, and invited professional chemists discuss their research activities. Colloquium presentations by students are part of the course requirements for Chemistry Research Methods, Internship, and Honors. *Attendance at Chemistry Colloquium is voluntary. Non-credit course.*

449

CHEMISTRY RESEARCH METHODS

Focuses on the nature and practice of chemistry. Students conduct research into a particular chemical problem with a faculty research advisor, explore different aspects of chemistry, discuss their research in a weekly seminar, and write a report on their research. Majors are strongly encouraged to enroll in this course in either their junior or senior year. *Eight to ten hours of laboratory work and one hour seminar per week. Prerequisites: CHEM 221 and consent of instructor. Corequisite: CHEM 330.*

470-479

INTERNSHIP

The student ordinarily works under supervision in an industrial laboratory and submits a written report on the project. To satisfy the Chemistry Capstone requirement, participation in the seminar portion of CHEM 449 is required.

N80-N89

INDEPENDENT STUDY

The student ordinarily works on a laboratory research project and writes a thesis on the work.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS

The student ordinarily works on a laboratory research project with emphasis on showing initiative and making a scholarly contribution. A thesis is written. To satisfy the Chemistry Capstone requirement, participation in the seminar portion of CHEM 449 is required.

CLASSICAL STUDIES

Professor: Johnson (Coordinator)

Assistant Professor: Young (Coordinator)

The interdisciplinary minor in Classical Studies allows students to pursue an in-depth study of the history, art, literature, and thought of the ancient Greek and Roman world.

The minor requires 3 core courses:

ENGL 225 Classical Literature

HIST 210 Ancient History

PHIL 301 Ancient Greek Philosophy

Plus 2 electives chosen from the following:

ARHI 222 Survey of Art: Ancient, Medieval and Non-Western Art or ARHI 349 Narrative in Art

ENGL 218 Ancient and Modern Rhetoric

GRK 221 or GRK 222 Readings in New Testament Greek

LAT 221 or LAT 222 Latin Readings and Culture

REL 323 The Hellenistic-Roman Cultural World

THEA 332 History of Theater I

COMMUNICATION (CCOM, DCOM)

Associate Professor: Peterson (Chair)

Assistant Professors: Donati, Perez

Instructors: Fausey, Van Auken

- Majors: Corporate Communication, Digital Media Communication
- Digital Media Communication Tracks: Visual Media, Digital Filmmaking
- Courses required for Corporate Communication major: 12
- Courses required for either Digital Media Communication track: 13
- Non-credit Colloquium: 4 semesters
- Corporate Communication Capstone requirement: CCOM 400 or 440
- Digital Media Communication Capstone requirement: DCOM 400
- Minors: Corporate Communication, Digital Media Communication, Film Studies, Media Writing

A major in communication with a liberal arts base is the perfect choice for students interested in 2D animation, digital filmmaking, motion graphics, video editing, film and video production and post-production, corporate communication, advertising, public relations, management and financial communication, marketing communication, and media relations.

The department offers majors in Corporate Communication and Digital Media Communication and minors in Corporate Communication, Digital Media Communication, Film Studies, and Media Writing. Students balance theory and practice as they study the way media interacts with society and are introduced to a variety of media in their courses, extracurricular activities, independent projects, and internships.

CORPORATE COMMUNICATION (CCOM)

Corporate Communication is an inter-disciplinary major designed to prepare students for a variety of careers in business, government, non-profit, political, policy, international, or non-governmental organizations. The program leads to professional opportunities in corporate communication, public relations, advertising, marketing communication, public affairs, advocacy, media relations, human resources, change management, investor relations, science and environmental communication, international communication, and related fields.

Major Requirements

All students majoring in Corporate Communication must complete a total of 12 credits, distributed as follows:

I. Required Core Communication courses (five courses), plus colloquia:

CCOM 200 Introduction to Corporate Communication

CCOM 210 Writing for Corporate Communication

CCOM 324 Public Relations
CCOM 332 Advertising & Integrated Marketing Communication
CCOM 146, 246, 346, 446: four semester of non-credit colloquium
And one of either
DCOM 100 Introduction to Visual Media
DCOM 200 Digital Film and Video Production I

II. Core business-related courses (two courses):

BUS 228 Marketing Principles
And one of either
ECON 110 Principles of Macroeconomics
ECON 111 Principles of Microeconomic

III. Quantitative Course (one course):

ACCT 110 Financial Accounting
CPTR 125 Introduction to Computer Science
MATH 115 Applied Discrete Mathematics
MATH 123 Introduction to Statistics

IV. Communication capstone (one course):

CCOM 400 Corporate Communication Strategy
CCOM 440 Capstone Research Project

V. Elective Courses (select three courses). Other related courses may be substituted with departmental approval:

ANTH 229 Cultural Anthropology
BUS 238 Fundamentals of Financial Management
BUS 244 Management and Organizational Behavior
BUS 333 Global Business Strategies
BUS 342 Marketing Research
BUS 429 Marketing Strategies
CCOM 211 Informative and Persuasive Speaking
CCOM 330 Topics in Corporate Communication
CCOM 333 Financial Communication
CCOM 400 Corporate Communication Strategy
CCOM 440 Capstone Research Project
CCOM 470 Internship
ECON 220 Money and Banking
MWTG 219 Convergent Social Media
MWTG 324 Digital Publishing
MWTG 325 Web Communication
PHIL 216 Business Ethics
PSCI 220 Public Policy in America
PSCI 261 International Organizations
PSCI 316 Public Opinion and Polling
PSCI 338 Environmental Law and Politics

Capstone Requirement

All majors must successfully complete CCOM 400 or 440.

Writing Courses

The following courses, when scheduled as W courses, count toward the writing requirement: BUS 333; CCOM 210, 324, 440.

Minor Requirements

The Corporate Communication minor will enhance the content of any major area of study with an additional set of marketable skills in communication and public relations for business, nonprofits, and political, policy, or public interest groups. Five courses are required: CCOM 200, CCOM 210, two other 4-credit CCOM courses, and one additional course that counts toward the CCOM major.

200

INTRODUCTION TO CORPORATE COMMUNICATION

Introduces 1) the functional disciplines within corporate communication, including media relations, investor relations, employee relations, and community relations; 2) stakeholder management and issues management as core competencies of corporate communication; 3) the purposes and organization of a corporation; and 4) the relations among corporate and personal reputation, responsibility, and ethics. Information and insights from this course are applicable equally to non-profit, for-profit, or public sector organizations.

210

WRITING FOR CORPORATE COMMUNICATION

Instruction and practice in tactical writing skills to attain the entry-level competence expected for professionals in public relations and corporate communication. These skill sets include messaging; document formats and document distribution; writing for aural, oral, digital, and traditional communication; speechwriting; writing news releases; and media relations.

Prerequisite: ENGL 106 or 107 or consent of instructor.

211

INFORMATIVE AND PERSUASIVE SPEAKING

Training in methods of informative and persuasive speaking, including formal speeches, impromptu situations, presentations, and persuasion in critical situations. Emphasizes the basic elements of effective public discourse: audience analysis, organization, content, and presentation skills. *Prerequisite: ENGL 106 or 107.*

324

PUBLIC RELATIONS

Considers the practice, theory, philosophy, ethics, and history of public relations. Appraises the capacity of public relations 1) to inform; 2) to persuade; 3) to cause, maintain, or change events and perceptions; and 4) to foster strategic business choices and decisions through rhetorical means. *Prerequisite: ENGL 106 or 107.*

330

TOPICS IN CORPORATE COMMUNICATION

Study of communication theory as applied to a special area of corporate communication through readings, discussion, and applications. *Prerequisite: Sophomore standing or above or CCOM 200 or consent of instructor. May be repeated for credit when topics are different.*

332

ADVERTISING & INTEGRATED MARKETING COMMUNICATION

An introduction to advertising and integrated marketing communication (IMC), this course links communication theory to practice fundamentals, such as branding, segmentation, targeting, message development, creative execution, and media planning. It details the growth of advertising into the broader field of IMC due to the dominance of brand, media fragmentation, and increased customer empowerment, among other forces.

333

FINANCIAL COMMUNICATION

Financial communication combines its core discipline – communication – with elements from corporate finance, law, accounting, information technology, management, and marketing. Its primary purpose is to sustain a company's reputation, financial standing, and optimum valuation. Covers the role of information in the capital markets, formal and informal disclosure of material information, relevant US securities law and regulations, corporate governance, and working with investors, potential investors, financial analysts, and the financial media. No mathematics required. *Prerequisite: CCOM 200; or an ACCT, BUS, or ECON course; or consent of instructor.*

400

CORPORATE COMMUNICATION STRATEGY

An integrative course in issues management, crisis management, planning, and evaluation, students learn organized and conscientious approaches for using communication to support business strategy, to manage reputation, and to solve business problems. *Prerequisites: CCOM 200, 210, and 324. Alternate years.*

440

CAPSTONE RESEARCH PROJECT

Students about to enter careers in advertising, marketing communication, public relations, or corporate communication go deep into one final single, semester-long, individual assignment of the student's choice, with the instructor's guidance and permission. Most often the assignment takes the form of a thesis of original research using literature reviews and qualitative or quantitative methods. *Prerequisites: CCOM 200 and 324. Alternate years.*

146, 246, 346 and 446

CORPORATE COMMUNICATION COLLOQUIUM

Students are required to complete successfully the non-credit colloquium for a total of four semesters through academic experiences such as WRLC, The Lycourier, and Crossing The Frame Productions. Enrollment in other similar on and off-campus academic experiences will be accepted with departmental approval. *Pass/Fail. Non-credit.*

470

INTERNSHIP

Interns usually work off-campus in fields related to their areas of study. Students must apply for departmental and College approval prior to registration to be eligible for this course.

Prerequisite: junior or senior standing. 1-8 credits.

DIGITAL MEDIA COMMUNICATION (DCOM)

Digital Media Communication is an innovative, interdisciplinary major with a strong relationship to other disciplines at the college including art, theater, creative writing, electronic music, business, sociology, political science, and history. The boundaries between video, film, multimedia production, web design, digital sound, photography, graphic design, and performance are collapsing as quickly as digital technology is expanding. The Digital Media curriculum at Lycoming College is grounded in the tradition of liberal arts and teaches the theory, skills, and grammar of the visual language necessary to work within this rapidly changing technology. Upper level studio and theory courses and the opportunity to do a professional internship provide the conceptual, technical, and theoretical knowledge necessary to create compelling digital media and compete in the field.

Major Requirements

All students majoring in Digital Media Communication must complete the core courses and at least one of the two concentrations listed below:

CORE COURSES:

ART 212	Color and Design
ART 227	Photography 1
DCOM 200	Digital Film and Video Production I
DCOM 300	Digital Film and Video Production II
DCOM 340	Special Topics in Filmmaking and Video
DCOM 400	Digital Film and Video III/Senior Project
FILM 114	Film Art: Motion Picture Masterpieces

Participation in the Senior Film and Video festival is also required.

Choose two:

BUS 228	Marketing Principles
CCOM 200	Introduction to Corporate Communication

CCOM 332 Advertising and Integrated Marketing Communication
Any MWTG course

DIGITAL MEDIA COMMUNICATION COLLOQUIUM

DCOM 148, 248, 348, 448 (*Pass/Fail. Non-credit.*)

Choose one Concentration:

Visual Media:

ART 343; ART 344 or 430; ARHI 320/DCOM322 or ARHI 347; and one of the following three Classes: ART 431, DCOM 320, or DCOM 330.

Digital Filmmaking:

DCOM 320 or 330; FILM 221; FILM 214 or 220; any one FILM course numbered 300 or higher. *ART 343 is recommended but not required.*

Capstone Requirement

All majors must successfully complete DCOM 400.

Diversity and Writing Courses

The following course satisfies the Domestic Cultural Diversity Requirement: DCOM 322. The following courses, when scheduled as W courses, count toward the writing requirement: ARHI 320, 347; DCOM 322, 400; FILM 220, 221, 315, 320, 326.

Minor Requirements

The Digital Media Communication minor will be of interest to students who want to learn digital media as a form to communicate the content of their majors. Students of various majors might want to create a documentary video or educational website on the subject of their senior research. Minors in Digital Media Communication may pursue graduate studies and/or employment in a variety of fields including digital media production, advertising, cultural analysis, and documentary video production. Six courses are required: ART 227 and 343; DCOM 200 and 300; FILM 214; and one course selected from ART 344, DCOM 320, or DCOM 330.

100

INTRODUCTION TO VISUAL MEDIA

Through a combination of lectures, screenings, and hands-on demonstrations, this course is an introduction to the history and methodology behind the digital processes of a broad range of visual media as it is used in advertising, filmmaking, digital video, and photography. *Not open to students who have received credit for DCOM 200. Does not count toward the DCOM major.*

120

STOP MOTION ANIMATION

Takes the student through various aspects of stop motion animation. Includes analyzing

animation shorts, developing concepts, and the production of stop motion animations. Emphasis is on conceptualization, creativity, and visual aesthetics. Intended for beginners (experience with creating videos or films is not necessary).

200

DIGITAL FILM and VIDEO PRODUCTION I

Introduces students to the basics of digital image making as it applies to the moving image. Topics include the principles, techniques, and fundamentals of digital photography and digital video.

300

DIGITAL FILM and VIDEO PRODUCTION II

A continuation of the skills developed in DCOM 200, including film and video project research, title sequences, and storyboards. An introduction to digital image manipulation and motion graphics as they apply to film and video. *Prerequisite: DCOM 200 or consent of instructor. ART 343 is strongly recommended but not required.*

310

THE MOVING IMAGE IN SERIES

This production course prepares students to work with the moving image as a series of video shorts that stem from one concept or idea. The course is strongly encouraged for the DCOM major; it aids in preparation for the senior project. *Prerequisite: DCOM 300 or consent of instructor.*

320

NARRATIVE FILMMAKING

An introduction to fiction filmmaking through lecture, screenings, and hands-on demonstrations. Principles of cinematography, technical processes, and continuity editing are covered. Students also discuss storytelling techniques and analyze the techniques used by established filmmakers. *Prerequisite: DCOM 300 and FILM 221 or consent of instructor. Alternate years.*

322

VISUAL MEDIA IN THE DIGITAL AGE

The historical study of new media, with emphasis on video and interactive art forms, in relationship to the development of television, the World Wide Web, and social networks. *Cross-listed as ARHI 320. Fulfills Domestic Cultural Diversity Requirement. Alternate years.*

330

DOCUMENTARY FILMMAKING

Through a combination of lecture, screening, and hands-on demonstrations, this course familiarizes students with planning, writing, developing, and shooting non-fiction films. Students also discuss storytelling techniques and analyze the techniques used by established filmmakers. *Prerequisite: DCOM 300. Alternate years.*

340**SPECIAL TOPICS IN FILMMAKING AND VIDEO**

Study of selected subject matter such as Motion Graphics and Special Effects, Advanced Stop Motion Animation, Lighting and Green Screen, or Installation Video. *Prerequisite: DCOM 300 or consent of instructor.*

400**DIGITAL FILM and VIDEO III / SENIOR PROJECT**

Advanced production of documentary, narrative, or experimental video, multi-media, or interactive media incorporating advanced directing, shooting, lighting, sound, effects, and editing. The capstone course for the Digital Media Communication major. *Prerequisite: DCOM 300 and senior status or consent of instructor.*

148, 248, 348, 448**DIGITAL MEDIA COMMUNICATION COLLOQUIUM**

Students are required to successfully complete the non-credit Colloquium for a total of four semesters through academic experiences such as WRLC and Crossing the Frame Productions. Enrollment in other similar academic experiences on or off campus can be accepted with departmental approval. *Pass/Fail. Non-credit.*

FILM STUDIES (FILM)

The minor in Film Studies develops skills in media writing and the critical analysis of film, television, and video as an art form. Minors develop skills in researching film history and thinking creatively about contemporary attitudes, values, and beliefs associated with film. Five courses are required: FILM 114, two FILM courses at the 200 level, and two FILM courses at the 300 level.

114**FILM ART: MOTION PICTURE MASTERPIECES**

Study of selected classic experimental and narrative films from around the world as well as from Hollywood. Consideration of what makes a classic through examination of such topics as acting, writing, directing, style, and genre. *Alternate years.*

212**MULTICULTURAL AMERICA ON SCREEN**

Introduction to the art of understanding moving images to discover the cultural values of American filmmakers and their audiences. Comparison of the ways in which films and television use comedy, drama, and the documentary to examine topics having to do with values, beliefs, and cultural diversity in America.

214**SURVEY OF LANDMARKS IN FILM HISTORY**

Close reading of selected films from around the world in an historical context using basic film

theory to guide the reading with a major emphasis on cinematography, editing, and *mise-en-scene*. *Prerequisite: ENGL 106 or 107.*

220

TOPICS IN GENRES, ACTORS, AND DIRECTORS.

Comparative study of film genres, directors, and/or performers from an historical perspective. *Prerequisite: ENGL 106 or 107. May be repeated for credit when topics are different.*

221

INTRODUCTION TO SCREENWRITING

Training in methods of creating the original screenplay for film and/or television. Emphasis is placed on scene and plot construction, character development, and using the language of film to tell a story. *Prerequisites: ENGL 106 or 107.*

300

FILM AND SOCIAL CHANGE

Close analysis of selected documentary, propaganda, and social problem films that seek to influence our perceptions of reality. *Prerequisites: ENGL 106 or 107.*

315

CREATIVITY IN FILM

Study of ground-breaking artists who developed new ways of relating form to content in independent, experimental, animated, and digital films. *Prerequisites: ENGL 106 or 107.*

320

TOPICS IN FILM AND CULTURE

Exploration of film and related media texts in a particular historical context. Includes a study of the art, music, literature, political, and social framework of the period and culture under consideration. *Prerequisites: ENGL 106 or 107. May be repeated for credit when topics are different.*

326

MEDIA CRITICISM

Practice in analyzing print, auditory, visual, and digital texts from a cultural studies point of view. Emphasis is placed on basic methods of semiotic theory and application of structuralist analysis and frame theory. *Prerequisites: ENGL 106 or 107 and sophomore standing.*

MEDIA WRITING (MWTG)

The minor in Media Writing provides students in any academic discipline with significant practice in writing to diverse audiences. Students completing this minor learn how to connect messages with audience needs, values, and interests and how to make choices among the possible ways of conveying information in a mediated world.

Five of the courses listed below are required as well as a minimum of two non-credit colloquium courses involved with campus media (one of which must include a full semester's work on the campus newspaper).

Writing, Rhetoric, and Audiences: one from ENGL 218 or FILM 326

Applied Media Writing: three from CRWR 240; ENGL 217; FILM 300; MWTG 219, 324, 325

Special Areas of Media Writing: one from ART 430, ENGL 322, or FILM 221

Colloquium: two from CCOM 246, 346, and 446.

219

CONVERGENT SOCIAL MEDIA

Practical experience in news gathering for print, electronic, and digital media by learning how to create share-worthy content. Students learn how to write, photograph, broadcast, podcast, and live-stream, with an emphasis on social media applications and the latest technology. Emphasis on researching and structuring stories for different kinds of media. *Prerequisite: ENGL 106 or 107.*

324

DIGITAL PUBLISHING

From desktop publishing for print newspapers, journals, newsletters, and brochures, to ePublishing, to web and mobile publishing, today's communication specialists are expected to know how to write effectively for various media. Covers various publishing software and how to format content for various media applications and how to write feature articles for digital publishing. *Prerequisite: ENG 106 or 107.*

325

WEB COMMUNICATION

Introduces students to the complicated evolution of the Internet and how to effectively communicate and design for various media. Students learn how to utilize search engines, and create wikis, and content management systems. *Prerequisite: ENG 106 or 107.*

COMMUNITY SERVICE (See Physical Education)

COMPARATIVE LITERATURE

Professor: Kingery (Coordinator)

- Major: Comparative Literature
- Courses required for major: 8
- Language prerequisite (not counted in major): FRN, GERM, or SPAN 221 and 222
- Capstone requirement: portfolio

This major recognizes literature as a distinct discipline beyond national boundaries and combines the study of any two literatures in the areas of English, French, German, and Spanish. Students can thus explore two literatures widely and intensively at the upper levels of course offerings within each of the respective departments while developing and applying skills in modern languages. The major prepares students for graduate study in either of the two literatures studied or in comparative literature.

Major Requirements

The major requires at least six literature courses, equally divided between the two literatures concerned. The six must be at the advanced level as determined in consultation with advisors (normally courses numbered 200 and above in English and 300 and above in modern languages). Beyond these six, the major must include at least two additional courses from among those counting toward a major in the departments involved. Any prerequisite courses in the respective departments (for example: ENGL 106; FRN 221, 222; GERM 221, 222; SPAN 221, 222) should be taken during the freshman year if possible. Students should design their programs in consultation with a faculty member from each of the literatures concerned. Programs for the major must be approved by the departments involved.

Capstone Requirement

Senior majors must submit a portfolio of writing during the first week of their final semester. The portfolio must include two major papers from each of the languages studied and a self-assessment essay.

Diversity and Writing Courses

The following course satisfies the Domestic Cultural Diversity Requirement: ENGL 229. The following courses satisfy the Global Cultural Diversity Requirement: ENGL 115, 220, 221, 225, 311, 312, 313, 314, 315, 335, 336; FRN 221, 222, 311, 315, 321, 426; GERM 221, 222, 311, 315, 321, 426; SPAN 221, 222, 311, 315, 321, and 426. The following courses satisfy either the Domestic or Global Diversity Requirement: ENGL 218, 332, and 334. The following courses, when scheduled as W courses, count toward the Writing Requirement: ENGL 218, 225, 229, 331, 334, 335, 336, 338; FRN 222, 412, 418, 426; GERM 222, 411, 418, 426; SPAN 315, 323, 418, 424, and 426.

COMPUTER SCIENCE (See Mathematical Sciences)

CORPORATE COMMUNICATION (See Communication)

CREATIVE WRITING (See English)

CRIMINAL JUSTICE AND CRIMINOLOGY (CJCR)

Associate Professor: Richmond (Chair)

Assistant Professor: Hutzell

Instructors: Martin, Medina, Ritter, Robbins

- Majors: Criminal Justice, Criminology
- Courses required: 11
- Math prerequisite (not counted in major) for Criminal Justice: a statistics course of at least 3 credits
- Math prerequisite (not counted in major) for Criminology: MATH 123
- Capstone requirement for Criminal Justice: CJCR 441
- Capstone requirement for Criminology: SOC 430
- Minor: Criminal Justice

The Criminal Justice and Criminology majors are interdisciplinary social science majors. Course work leading to the baccalaureate degree in criminal justice emphasizes critical and in-depth interdisciplinary analysis of the causes of crime, of formal and informal efforts at preventing and controlling crime, and of treatment of the field of criminal justice as an applied social science where students are taught to integrate theory construction with practical application. The Criminal Justice major offers opportunities for internship and practicum experiences in the field and prepares students for careers in law enforcement, court services, institutional and community-based corrections, treatment and counseling services, and for further education at the graduate level. The Criminal Justice major also prepares students for policy analysis and leadership roles in their communities. Course work leading to the baccalaureate degree in Criminology is designed to critically examine the etiology of crime and to provide strong theoretical and methodological foundations for graduate-level work. Students may not double major in criminal justice and criminology.

CRIMINAL JUSTICE

Major Requirements

The major in Criminal Justice consists of 11 courses, distributed as follows:

A. Required Core Courses (seven courses):

CJCR 100	Introduction to Criminal Justice
PSY 110	Introduction to Psychology
SOC 110	Introduction to Sociology
PHIL 318	Philosophical Issues in Criminal Justice
CJCR 300	Criminology
CJCR 343	Research Methods in Criminal Justice
CJCR 441	Crime Prevention and Policy

B. Administration of Justice (select one course):

CJCR 201	Policing and Society
CJCR 203	Correctional Policy
CJCR 240	Community-Based Corrections
CJCR 243	Courts and Sentencing Policy

C. Crime and Delinquency (select one course):

CJCR 204	Youth, Deviance, and Social Control
CJCR 242	Organizational Crime
CJCR 345	Special Topics in Criminal Justice
PSCI 342	Civil Conflict
PSCI 362	Terrorism
PSY 116	Abnormal Psychology
PSY 216	Abnormal Child Psychology
PSY 242	Drugs, Behavior, and Society
PSY 310	Forensic Psychology
PSY 410	Dysfunctional Families and Child Development

D. Legal Studies (select one course):

PSCI 231	Law in America
PSCI 242	Human Rights
PSCI 330	Constitutional Law
PSCI 331	Civil Rights and Liberties
PSCI 334	Legal Research and Writing
SOC 305	Sociology of Law

E. Diverse Communities (select one course):

CJCR 334	Race, Class, Gender, and Crime
CJCR 346	Comparative Criminal Justice
SOC 240	Race, Class, Gender, and Sexuality
SOC 334	American Immigration

Capstone Requirement

All majors must successfully complete CJCR 441 Crime Prevention and Policy

Diversity and Writing Courses

The following course satisfies the Domestic Cultural Diversity Requirement: CJCR 334. The following course satisfies the Global Cultural Diversity Requirement: CJCR 346. The following courses, when scheduled as W courses, count towards the writing requirement: CJCR 300 and PHIL 318.

Minor Requirements

A minor in criminal justice consists of five courses: CJCR 100, CJCR 300, and three electives selected from CJCR 201, 203, 204, 240, 242, 243, 334, 341, 345, 346, or 441.

CRIMINOLOGY

Major Requirements

The major in Criminology consists of 11 courses, distributed as follows:

A. Required Core Courses (five courses):

CJCR 100	Introduction to Criminal Justice
SOC 110	Introduction to Sociology
CJCR 300	Criminology
CJCR 334	Race, Class, Gender, and Crime
CJCR 441	Crime Prevention and Policy

B. Critical Analysis Electives (select two courses):

CJCR 346	Comparative Criminal Justice
PHIL 318	Philosophical Issues in Criminal Justice
SOC 305	Sociology of Law

C. Research Methodology (two courses):

Select either CJCR 343 Research Methods in Criminal Justice or SOC 330 Research Methods I; and SOC 430 Research Methods II. Although not required, MATH 214 Multivariable Statistics is strongly recommended.

D. Elective Courses (select two courses):

CJCR 201	Policing and Society
CJCR 203	Correctional Policy
CJCR 204	Youth, Deviance, and Social Control
CJCR 240	Community-Based Corrections
CJCR 242	Organizational Crime
CJCR 243	Courts and Sentencing Policy
CJCR 345	Special Topics
ECON 224	Urban Problems
PSCI 231	Law in America
PSCI 242	Human Rights
PSCI 330	Constitutional Law
PSCI 331	Civil Rights and Liberties

PSCI 334	Legal Research and Writing
PSCI 342	Civil Conflict
PSCI 362	Terrorism
PSY 242	Drugs, Behavior, and Society
PSY 310	Forensic Psychology
PSY 410	Dysfunctional Families and Child Development

Capstone Requirement

All majors must successfully complete CJCR 441 Crime Prevention and Policy

Diversity and Writing Courses

The following course satisfies the cultural diversity requirement: CJCR 334. The following courses, when scheduled as W courses, count towards the writing requirement: CJCR 300 and PHIL 318.

100

INTRODUCTION TO CRIMINAL JUSTICE

Explores the role of law enforcement, courts, and corrections in the administration of justice; the development of police, courts, and corrections; the scope and nature of crime in America; introduction to the studies, literature, and research in criminal justice; basic criminological theories; and careers in criminal justice.

147

INTRODUCTION TO CRIMINAL JUSTICE FORENSICS

An exploration of the history and application of forensic sciences that provides a wide overview of the many subfields within this discipline. Specifically, this course provides the student with an understanding of key definitions, theoretical frameworks, and the role of forensic science within the contemporary law enforcement environment. Also addresses the impact that this developing field has had on society as a whole. *Prerequisite: CJCR 100. This course does not count toward the criminal justice or criminology major.*

201

POLICING AND SOCIETY

Who are the police and what is policing? Exploration of these questions provides a context for critical inquiry of contemporary law enforcement in the United States. Attention is given to law enforcement purposes and strategies, the work force and work environment, and why sworn officers do what they do. Emphasis is also placed on being policed and policing the police. Treatment of these issues enables exploration of basic and applied questions about the projection of state power in community relations, including those related to homeland security. *Prerequisite: CJCR 100.*

203

CORRECTIONAL POLICY

Presents an overview of offenders, punishment, correctional ideologies, and societal reaction to crime. Examines the historical and philosophical development of the correctional system. The primary emphasis is on critical analysis of contemporary correctional programming for adult and juvenile offenders in the United States. Other social issues and structures directly related to corrections are explored. *Prerequisite: CJCR 100.*

204

YOUTH, DEVIANCE, AND SOCIAL CONTROL

Provides the student with a general understanding of juvenile deviance and state processes intended to interrupt youth deviance and juvenile delinquency, particularly in the juvenile justice system. Explores historical perspectives, deviant juvenile subculture, underlying philosophies, the formal processes and organization of juvenile justice systems, promising prevention/treatment approaches, and juvenile probation practices. Students are asked to think critically and offer solutions or strategies to a range of dilemmas confronting the juvenile justice system, including the transfer of juveniles to adult status and the movement to privatize juvenile justice services. *Prerequisite: CJCR 100.*

240

COMMUNITY-BASED CORRECTIONS

An in-depth study of community-based correction programs, with emphasis on the role of probation and parole and their impact on the offender, the criminal justice system, and society. Particular attention is given to advancements in technologies used to monitor and track offenders within the community, prison overcrowding, re-entry programs, officer discretion and ethics, and the role of specialized treatment courts. *Prerequisite: CJCR 100.*

242

ORGANIZATIONAL CRIME

Covers three major areas of organizational crimes, including traditional organized crime, crimes of the corporate world, and crimes committed under auspices of the government. Examples of topics include international organized crime cabals, drug trafficking and money laundering by the CIA, political bribe taking, government brutality and physical/economic coercion, civil rights violations, and crimes situated in the manufacturing, pharmaceutical, and service trades. *Prerequisite: CJCR 100.*

243

COURTS AND SENTENCING POLICY

Examines the role of municipal, state, and federal courts in the American criminal justice system. Many important steps in the processing of criminal cases involve the courts or courtroom actors, including arrest, booking, charging, arraignment, trial, sentencing, and appeal. Considers the responsibilities and constraints of the courts and courtroom actors in each of these steps. The ideal American criminal court is a site where society's desire for punishment is tempered by its obligation to protect the rights of those accused of crime. This course examines the historical evolution of this ideal and considers the degree to which modern American courts have been able to achieve it. Additional topics may include the use of courts to affect change in other components of the criminal justice system (e.g., police, prisons) and the emerging trend of "specialized" courts (e.g., drug courts). *Prerequisite: CJCR 100.*

300**CRIMINOLOGY**

Analysis of the sociology of law; conditions under which criminal laws develop; etiology of crime; epidemiology of crime, including explanation of statistical distribution of criminal behavior in terms of time, space, and social location. *Prerequisite: CJCR 100 or SOC 110.*

334**RACE, CLASS, GENDER, AND CRIME**

Provides a theoretical and practical exploration of the link between gender, race, class, and criminal justice practices. Focuses on the link between masculinity and violent behavior, exploring factors influencing aggressive behavior among men. Also focuses on women in the criminal justice system, exploring the nature and extent of criminal offending among women, including interactions of women as offenders and workers within the criminal justice system. Finally, utilizes a critical stance while exploring aspects of race and class pertaining to victimology, criminology, and justice processing. *Prerequisites: CJCR 100 and 300. Fulfills Domestic Cultural Diversity Requirement.*

343**RESEARCH METHODS IN CRIMINAL JUSTICE**

Students learn social science methods, research design and implementation, and evaluation of contemporary research in criminal justice. Topics covered include the logic of causal order, sampling theory, qualitative and quantitative design, data collection, proper analysis of data, and basic statistical selection and calculation. Emphasis is placed on understanding social science research and on communicating research in writing. *Prerequisite or corequisite: CJCR 300 and a statistics course of at least 3 credits.*

345**SPECIAL TOPICS IN CRIMINAL JUSTICE**

A seminar for advanced students offered in response to student request and faculty interest. Sample topics include the death penalty, hate crimes, civil liability in criminal justice, justice in the media, environmental crime, etc. *May be repeated for credit with consent of chair when topics are different. Prerequisite: CJCR 100 and one other CJCR course.*

346**COMPARATIVE CRIMINAL JUSTICE**

National criminal justice systems are rooted in each country's particular legal system and traditions. After reviewing the major legal systems, this course examines criminal justice systems representative of each legal system. The elements of criminal justice systems (policing, prosecution, the judiciary, and corrections) are compared across several countries, but with special emphasis placed on comparisons to the United States. *Prerequisites: CJCR 100 and one other CJCR course. Fulfills Global Cultural Diversity Requirement.*

441**CRIME PREVENTION**

Crime prevention measures may reduce crime through altering offenders' motivations to commit

crime or restricting offenders' opportunities to commit crime. Evaluations of crime prevention policies and programs are reviewed to determine what works, what does not, and why. In addition to the criminal justice system's ability to prevent crime, the impact of families, schools, communities, and broader economic and social policies on offending is critically examined.

Prerequisites: CJCR 300 and either CJCR 343 or SOC 330.

448 & 449

CRIMINAL JUSTICE PRACTICUM

Students are placed with criminal justice agencies, providing opportunities to apply classroom knowledge in an organizational setting, encouraging development of professional skills, helping students identify and clarify career interests, and providing opportunities to conduct hands-on field research. *Prerequisite: Junior or senior status and successful completion of the CJCR Department's practicum application.*

470

INTERNSHIP

N80-N89

INDEPENDENT STUDY

Represents an opportunity to pursue specific interests and topics not usually covered in regular courses. Through a program of readings and tutorials, the student has the opportunity to pursue these interests and topics in greater depth than is usually possible in a regular course.

Prerequisite: CJCR 100 and consent of chair.

N90

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS

DIGITAL MEDIA COMMUNICATION (See Communication)

ECONOMICS (ECON)

Professor: Madresehee

Associate Professors: Moorhouse (Chair), Sprunger

Assistant Professor: Orme

Instructor: Kurtz

- Major: Economics
- Tracks: General, Managerial, Quantitative
- Courses required for General Economics: 8
- Courses required for Managerial or Quantitative Economics: 10
- Recommended math for General and Managerial: Math 123
- Math requirement for Quantitative: Math 109 or 128 and MATH 214 or 332.
- Capstone requirement: ECON 441
- Minors: General Economics, Quantitative Economics

The Department of Economics offers three tracks. Track I (General Economics) is designed to provide a broad understanding of economic, social, and business problems. In addition to preparing students for a career in business or government, this track provides an excellent background for graduate or professional studies. Track II (Managerial Economics) develops students' capacity to analyze the economic environment in which an organization operates and to apply economic reasoning to an organization's internal decision making. These courses have more of a managerial emphasis than traditional economics courses. Track III (Quantitative Economics) focuses study on the more quantitative and analytical courses in the department. In addition to a broad coverage of economic theory and applications, these courses especially prepare students for statistical analysis and research of economics issues. This is also an excellent track for students interested in graduate school.

The Department of Economics is a member of the Institute for Management Studies. For more information, see the Institute for Management Studies listing.

Major Requirements

Track I - General Economics requires ECON 110, 111, 331, 440, and 441, and three other courses in economics. Depending on their academic and career interests, students are encouraged to select a minor in another department such as political science, philosophy, or history.

Track II - Managerial Economics requires Econ 110, 111, 220, 332 and 441; ACCT 110; BUS 238; either an accounting course numbered 130 or higher or a second business course (excluding BUS 439); and two other economics courses numbered 200 or above (excluding ECON 349).

Track III - Quantitative Economics requires ECON 110, 111, 340, 441; ECON 227 or 331; MATH 109 or 128; MATH 214 or 332; and either three other economics courses or two other economics courses and one extra math course numbered 129 or higher.

In addition, the department recommends that majors in Track I and Track II take MATH 123.

Track I and Track III majors are encouraged to take ACCT 110. Students interested in graduate school should consult with members of the economics department faculty for recommendations on additional coursework.

Students interested in teacher certification should refer to the Department of Education listing.

Capstone Requirement

All majors must successfully complete ECON 441.

Diversity and Writing Courses

The following course satisfies the Domestic Cultural Diversity Requirement: ECON 335. The following course satisfies the Global Cultural Diversity Requirement: ECON 343. The following courses, when scheduled as W courses, count toward the writing requirement: ECON 236, 337, 343, and 440.

Minor Requirements

The department offers two minors in economics. The General Economics minor requires the completion of ECON 110, 111, and three other economics courses numbered 200 or above or any four economics courses numbered 200 or above. The Quantitative Economics minor requires five courses including ECON 110 and 111; and three courses from MATH 214 or 332 (not both); ECON 227, 331, 340, or 441.

102

CONSUMER ECONOMICS

“Family” or “practical” economics, designed to teach students how they and their families can be intelligent consumers; that is, how they can spend, save, and borrow so as to maximize the value they receive for the income they have. Treats subjects such as intelligent shopping; the uses and abuses of credit; investing; saving; buying insurance, automobiles, and houses; medical care costs; estates and wills; etc.

110

PRINCIPLES OF MACROECONOMICS

Focuses on problems of the economic system as a whole. What influences the level of national income and employment? What is inflation and why do we have it? What is the role of government in a modern capitalistic system? How does business organize to produce the goods and services we demand? How are the American financial and banking systems organized? What is the nature of American unionism? What are the elements of government finance and fiscal policy?

111

PRINCIPLES OF MICROECONOMICS

Focuses upon microeconomics and selected current economic problems. It deals with relatively small units of the economy such as the firm and the family. Analyzes demand and supply. Discusses how business firms decide what and how much to produce and how goods and services are priced in different types of markets. Also considers such problems as economic growth, international trade, poverty, discrimination, ecology, and alternative economic systems.

220

MONEY AND BANKING

Covers business fluctuations and monetary and fiscal policy, the financial organization of society, the banking system, credit institutions, capital markets, and international financial relations. *Prerequisite: ECON 110.*

224

URBAN PROBLEMS

The application of economic theory to the study of significant social, political, and economic problems associated with urbanization, including poverty, employment, education, crime, health, housing, land use and the environment, transportation, and public finance. Analysis of solutions offered. *Prerequisite: ECON 110, 111, or consent of instructor. Alternate years.*

225

ENVIRONMENTAL ECONOMICS

A study of the relationship between environmental decay and economic growth, with particular reference to failures of the price and property-rights systems, application of cost/benefit analysis, measures aimed at the creation of an ecologically viable economy.

227

GAME THEORY

An introduction to the field of game theory. The focus is how people behave in strategic situations. Applications include pricing, bargaining, negotiating, and voting. *Prerequisite: ECON 111 or consent of instructor. Alternate years.*

236

AMERICAN ECONOMIC HISTORY

Examines topics in American Economic History from the post-Civil War era through World War II. Topics include the causes of the rise of big business as the dominant means of production, the emergence of the union movement, the growth of the U.S. economy to the largest in the world, and the changing role of government in the economic system.

327

PUBLIC CHOICE

Focuses on the application of economics to the political processes of voting and bureaucratic behavior. A major theme is the study of problems that can occur within the democratic process because the incentives given to public servants do not always match society's best interests. Policies and institutions that can improve such problems are explored. US elections and campaigns provide many of the applications for the class. *Prerequisite: ECON 110, 111, or consent of instructor. Alternate years.*

330**INTERMEDIATE MICROECONOMICS**

An advanced analysis of contemporary theory regarding consumer demand, production costs and theory, profit maximization, market structures, and the determinants of returns to the factors of production. *Prerequisite: ECON 110. Alternate years.*

331**INTERMEDIATE MACROECONOMICS**

An advanced analysis of contemporary theory and practice with regard to business fluctuation, national income accounting, the determination of income and employment levels, and the use of monetary and fiscal policy. *Prerequisite: ECON 110. Alternate years.*

332**GOVERNMENT AND THE ECONOMY**

An analytical survey of government efforts to maintain competition through antitrust legislation to supervise acceptable cases of private monopoly, through public utility regulation via means of regulatory commissions, and to encourage or restrain various types of private economic activities. *Prerequisites: ECON 110, 111, or consent of instructor.*

335**LABOR ECONOMICS**

Introduces students to the economic analysis of the market for human resources. Students learn economic theory of labor demand and labor supply as well as marginal productivity theory, bargaining theories of wages, and human capital theory. Also examines unions, immigration, and discrimination. *Prerequisites: ECON 110, 111, or consent of instructor. Fulfills Domestic Cultural Diversity Requirement. Alternate years.*

337**PUBLIC FINANCE**

An analysis of the fiscal economics of the public sector, including the development, concepts, and theories of public expenditures, taxation, and debt at all levels of American government. Also includes the use of fiscal policy as an economic control device. *Prerequisites: ECON 110 and 111 or consent of instructor. Alternate years.*

340**ECONOMETRICS**

Econometric models provide one of the most useful and necessary tools for decision-making. By using a variety of modern statistical methods, econometrics helps us estimate economic relationships, test different economic behaviors, and forecast different economic variables. Prepares students for basic empirical work in economics and focuses on linear regression using both cross-sectional and time-series data. *Prerequisites: MATH 123, 214, or 332; ECON 110 and 111; or consent of the instructor. Alternate years.*

343**INTERNATIONAL TRADE**

A study of the principles, theories, development, and policies concerning international economic relations, with particular reference to the United States. Subjects covered include US commercial policy and its development, international trade theory, tariffs and other protectionist devices, international monetary system and its problems, balance of payments issues. *Prerequisites: ECON 110 and 111. Fulfills Global Cultural Diversity Requirement. Alternate years.*

349

MANAGEMENT PRACTICUM

An apprentice-level work experience for junior or senior economics majors jointly sponsored by the department and a public or private agency (or a subdivision of the college itself) designed to better integrate classroom theory and workplace practice. In addition to attendance at a weekly seminar, students spend 10-12 hours per week at the sponsoring agency per credit. At least one-half of the effort expended will consist of academic work related to agency activities.

440

HISTORY OF ECONOMIC THOUGHT

A discussion of the origins, development, and significance of the economic ideas embodied in the works of Smith, Marx, Schumpeter, Keynes, and others. *Prerequisite: ECON 110 or consent of instructor. Alternate years.*

441

MANAGERIAL ECONOMICS

The application of economic theory and methodology to the solution of business problems. Subjects include: optimizing techniques, risk analysis, demand theory, production theory, cost theory, linear programming, capital budgeting, market structures, and the theory of pricing. *Prerequisites: ECON 110 and 111.*

470-479

INTERNSHIP

Typically off-campus in business, banking, or government, supervised by assigned employee of sponsoring organization.

N80-N89

INDEPENDENT STUDY

Superior students may select independent study in various courses, particularly in preparation for graduate school.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS

EDUCATION (ECED, EDUC, SPED)

Associate Professor: Rogers

Assistant Professor: Hickoff-Cresko (Chair)

Instructors: Cauley, Datres, Fuller, Watkins, Wentzel

Lycoming College believes that the liberal arts and sciences provide the best preparation for future teachers. Thus, all education students complete a liberal arts major in addition to the appropriate Lycoming College Teacher Certification requirements.

Students have a variety of options when combining a major and a certification area. This makes the requirements for each student pursuing certification unique depending on his/her certification area, major, and math or language prerequisites and requirements. It is highly recommended that any student considering certification meet with a faculty member in the Department of Education as early as possible.

All students certifying to teach must complete at least 6 credits of English and at least 6 credits in Mathematics as defined by the Pennsylvania Department of Education. Please see the Teacher Education Handbook for more information.

Early Childhood Certification

Students seeking early childhood certification must complete PSY 110, 115, 211; EDUC 000, 210, 220, 348, 410, 420, 465; ECED 200, 340, 341, 342, 344; ECED/SPED 243; and SPED 230 and 447, as well as the necessary subject area courses.

Secondary Teacher Certification

Students seeking secondary teacher certification must complete PSY 110, 118, 211; EDUC 210, 220, 339, 348, 410, 420, 465; EDUC/SPED 338; SPED 230 and 447; as well as the necessary subject area courses. (See exception below for students seeking K-12 certifications.) Students may earn one or more of the following certifications:

Biology

Chemistry

English

General Science (Astronomy, Biology, Chemistry, Physics)

Mathematics

Physics

Social Studies (Economics, History, Philosophy, Political Science, Psychology, Sociology-Archaeology)

Students seeking certification in secondary English must complete THEA 100. Students seeking certification in secondary math must complete EDUC 345 instead of EDUC 339 before acceptance into the professional semester. Students seeking certification in any of the secondary science areas (biology, chemistry, physics) and general science (astronomy, biology, chemistry, physics) must also complete the required safety and maintenance workshop in their content area

(ASTR/PHYS 000, BIO 000, CHEM 000). These workshops address safety issues (laboratory instruction, regulations for use of chemicals, materials, and specialized equipment) and general lab behavior. Students are also taught how to set up and maintain a laboratory (in their particular science field) in a middle/secondary school.

K-12 Teacher Certification

Students seeking K-12 certification must complete PSY 110, 118, 211; EDUC 000, 210, 220, 339, 348, 410, 420; EDUC/SPED 338; SPED 230 and 447, and the necessary subject area courses including the methods course appropriate to their discipline and offered by that department. Students may earn K-12 certification in one or more of the following areas:

Art
French
German
Music
Spanish

Special Education PreK – 8 Teacher Certification

Students seeking Special Education PreK – 8 certification must complete PSY 110, 115, 211; EDUC 000, 210, 220, 348, 410, 420, 465; SPED 230, 330, 331, 333, and 447, as well as the necessary subject area major courses and the PreK – 4 Early Childhood course requirements (ECED/SPED 243; ECED 200, 340, 341, 342, 344).

Special Education 7 – 12 Teacher Certification

Students seeking Special Education 7 – 12 certification must complete PSY 110, 118, 211; EDUC 210, 220, 339, 348, 410, 420, 465; EDUC/SPED 338; SPED 230, 330, 331, 333, 447, as well as the necessary subject area major courses.

The Professional Semester

Students are considered full time when enrolled in the Professional Semester. Those students needing an additional course must comply with the standards stated in the College catalog.

The Department of Education admits applicants to the professional semester when they have (a) completed the participation requirements, (b) paid the student teaching fee, (c) obtained a recommendation from the student's major department, (d) passed a screening and interview conducted by the Education Department, (e) taken or met qualifications to be exempt from the basic skills assessment, first part of the state mandated teaching tests, and (f) achieved an overall grade point average of 3.00 or better. Major departments have different criteria for their recommendations; therefore, the student should consult with the chair of the major department about those requirements. The Pennsylvania state requirements override any contractual agreement the teacher candidate has with the college via the catalog under which they were admitted.

The following courses comprise the Professional Semester:

EDUC 410 Methods of Classroom Management (0 credits)

EDUC 420 Instructional Methods for Teaching the English Language Learner (2 credits)

SPED 447 Professional Development for the Inclusive Setting (6 credits)

EDUC 465 Professional Semester of Student Teaching (8 credits)

Diversity and Writing Courses

The following courses satisfy the Domestic Cultural Diversity Requirement: ECED 243, EDUC 338, SPED 243, and SPED 338. The following courses, when scheduled as W courses, count toward the Writing Requirement: ECED 344, EDUC/SPED 338, and EDUC 339.

EARLY CHILDHOOD EDUCATION (ECED)

200

TEACHING THE YOUNG CHILD

Designed to introduce early childhood students to social, emotional, physical, and aesthetic development in young children from birth through age 9 and the ways in which development affects children's learning and teachers' instructional decisions. Through observations and participation in practicum, seminars, workshops, and lectures, students construct an understanding of how children, including children with special needs, English Language Learners, and children with diverse perspectives, construct knowledge about the world in which they live and how teachers use their understanding of children to create environments that support learning. *20 hours of observation/exploration in a PreK setting required.*

243

EARLY LITERACY DEVELOPMENT

Provides pre-service teachers an understanding of the foundations of early literacy development and instructional strategies and assessment techniques that support the acquisition of literacy. Through observations and participation in practicum, seminars, workshops, and lectures, students construct an understanding of how children, including children with special needs, English Language Learners, and children with diverse perspectives, construct knowledge. *Cross-listed as SPED 243. 20 hours of observation and participation in preschools, kindergartens, or first grades required. Fulfills Domestic Cultural Diversity Requirement.*

340

CHILDREN AND MATH

Provides students with knowledge, skills, and understanding to design and implement effective, developmentally appropriate mathematics instruction for grades PreK – 4. Emphasis is on children's (including children with special needs, English Language Learners, and children with diverse perspectives) mathematical learning and pre-numerical stages through the acquisition of advanced numerical processes and operations and connections to geometric and algebraic reasoning. *20 hours of field experience in grades PreK – 4 required. Prerequisite or corequisite: EDUC 210 or consent of instructor.*

341**CHILDREN AND SOCIAL STUDIES**

Focuses on the content, processes, pedagogy, and materials for teaching social studies in the PreK – 4 classroom. Examines cognitive development as applied to the selection of content, methods, and materials and strategies for organizing the learning environment for the young learner, including children with special needs, English Language Learners, and children with diverse perspectives. *20 hours of field experience in grades PreK – 4 required. Prerequisite or corequisite: EDUC 210 or consent of instructor.*

342**CHILDREN AND SCIENCE**

Study of content, processes, and constructivist teaching methods and materials for teaching science in the early childhood classroom. Knowledge of cognitive development as applied to the selection of content in method is examined. Through observations and participation in practicum, seminars, workshops, and lectures, students construct an understanding of how children, including children with special needs, English Language Learners, and children with diverse perspectives, construct knowledge about the world in which they live and how teachers use their understanding of children to create environments that support learning. *20 hours of field experience in grades PreK – 4 required. Prerequisite or corequisite: EDUC 210 or consent of instructor.*

EDUCATION (EDUC)**000****SEMINAR IN ART, MUSIC, PHYSICAL EDUCATION, AND COMPUTER ACTIVITIES**

Each elementary student teacher attends a series of seminars conducted prior to student teaching. These seminars, conducted by certified public school personnel, emphasize activities and knowledge that are helpful in the self-contained elementary classroom. *Non-credit course.*

210**ORIENTATION TO THE EDUCATION PROFESSION: PART I**

This required non-credit course taken during the sophomore year offers education certification students the opportunity to meet with professors and invited guest speakers to discuss the historical, economic, political, and theoretical foundations of American education. *Students will receive a letter grade for this non-credit course.*

220**ORIENTATION TO THE EDUCATION PROFESSION: PART II**

This required non-credit course taken during the sophomore year offers education certification students the opportunity to meet with professors and invited guest speakers to discuss contemporary issues such as race, gender, ethnic and linguistic diversity in American education. Behavior modification and instructional strategies are discussed. *Students will receive a letter grade for this non-credit course.*

338**LITERACY IN THE CONTENT AREAS**

Designed to teach the strategies necessary for implementing literacy skills in the middle/secondary content areas. Focuses on reading, writing, speaking, listening, and media interpretation in content areas. Addresses developmental stages for adolescents, including children with special needs, English Language Learners, and children with diverse perspectives, and critical reading strategies, in addition to strategies for using young adult literature in the content areas. *Cross-listed as SPED 338. 20 hours of field experience in middle and secondary classrooms required. Prerequisite or corequisite: EDUC 210 or consent of instructor. Fulfills Domestic Cultural Diversity Requirement.*

339**MIDDLE AND SECONDARY SCHOOL CURRICULUM AND INSTRUCTION**

An examination of the various curricula utilized in a variety of school settings and their relationship to current practices. Special attention is given to development of the curriculum, state and national curriculum standards, and criteria for the evaluation of curricula and student progress. A particular emphasis is placed upon emerging issues and technology as they relate to curriculum. Emphasis is placed upon curriculum work within the teaching field of each individual. Through observations and participation in practicum, seminars, workshops, and lectures, students construct an understanding of how children, including children with special needs, English Language Learners, and children with diverse perspectives, construct knowledge about the world in which they live and how teachers use their understanding of children to create environments that support learning. *20 hours of field experience in middle and secondary classrooms required. Prerequisite: EDUC 210 and 220, or consent of instructor.*

345**CURRICULUM AND INSTRUCTION IN MIDDLE/SECONDARY MATHEMATICS**

A basic course in the theory and pedagogy needed for the instruction of mathematics in the Middle/Secondary Schools. Examines and implements curriculum, teaching strategies, and required standards in math in the middle and secondary schools. The needs and developmental stages of middle/secondary adolescents are also addressed. *20 hours of field experience in middle and secondary classrooms required. Prerequisites or corequisites: EDUC 210 and two courses in mathematics or consent of instructor. Alternate years.*

348**CLASSROOM MANAGEMENT IN THE FIELD PRACTICUM**

This required non-credit course for teacher candidates allows students to spend 30 hours of field experience in assigned student teaching/cooperating teacher classrooms. Teacher candidates have the opportunity to bridge course content with what they are learning in the schools. Activities are designed to facilitate reflection on personal growth and classroom management strategies. Students discover best practices of effective classroom management, how to increase student motivation, and time management techniques for such things as managing paperwork, planning, and classroom organization. Students meet with college supervisors a minimum of three times during the semester for one hour each session. *Special fees apply. Pass/Fail. Non-credit course.*

410**METHODS OF CLASSROOM MANAGEMENT**

This required non-credit course offered as part of the professional semester allows students to continue learning classroom management strategies and practice what they have learned in their methods courses out in the schools. Activities are designed to facilitate reflection on personal growth and classroom management strategies. Students discover best practices of effective classroom management, how to increase student motivation, and time management techniques for such things as managing paperwork, planning, and classroom organization. *Prerequisite: Full admission to professional semester. Non-credit course.*

420**INSTRUCTIONAL METHODS FOR TEACHING THE ENGLISH LANGUAGE LEARNER**

This two-credit course provides students seeking certification in Education with techniques for meeting the needs of diverse learners, including English Language Learners, and children with behavioral disabilities. *Prerequisite: Full admission to professional semester. 2-credit course.*

465**PROFESSIONAL SEMESTER OF STUDENT TEACHING**

Professional experience under the supervision of a selected cooperating teacher appropriate to certification areas and grade level ranges. Student teachers are required to follow the calendar of the school district to which they are assigned. Includes 14 weeks of student teaching, weekly seminars, and completion of weekly assignments (i.e., lesson plans, journals, and lesson analysis). *Prerequisite: Full admission to professional semester. Maximum of 8 credits.*

SPECIAL EDUCATION (SPED)**230****INTRODUCTION TO SPECIAL EDUCATION**

Covers historical, philosophical, and legal perspectives related to exceptional students. All major areas of exceptionality are covered (e.g., learning disabilities, health impairment, gifted, etc.). A study of typical and atypical development of children provides the basis for an in-depth study of the characteristics and classifications of exceptional students. Emphasis is placed upon the ethical and professional behaviors of teachers of students with disabilities in special education and/or regular classroom settings including multicultural and multilingual situations. Designed for all students seeking teacher certification. *Field experiences in inclusive placements required.*

243**EARLY LITERACY DEVELOPMENT**

Provides pre-service teachers an understanding of the foundations of early literacy development and instructional strategies and assessment techniques that support the acquisition of literacy. Through observations and participation in practicum, seminars, workshops, and lectures, students construct an understanding of how children, including children with special needs, English Language Learners, and children with diverse perspectives, construct knowledge. *Cross-listed as ECED 243. 20 hours of observation and participation in preschools, kindergartens, or first grades required.*

330**READING FOR SPECIAL POPULATIONS: ASSESSMENT AND INSTRUCTION**

Course content addresses the assessment tools and the teaching strategies for evaluating reading needs, skills, and strengths and specific teaching strategies to help special needs students accomplish reading success. This course is designed for students seeking dual certification in Special Education with Early Childhood (PreK – 4) or Secondary (7 – 12) Education. *20 hours of field experience in an inclusive placement required. Prerequisite: SPED 230 or consent of instructor.*

331**CURRICULUM AND ASSESSMENT FOR STUDENTS WITH DISABILITIES**

Provides information and experiences in assessment strategies, curriculum requirements, and planning for students with disabilities. Addresses legal and ethical issues. Includes curriculum for early intervention, elementary and secondary education, and transition planning for adult life. Designed for students seeking dual certification in Special Education with Early Childhood Education (PreK – 4) or Secondary (7 – 12) Education. *20 hours of field experience in an inclusive placement required. Prerequisite: SPED 230 or consent of instructor.*

333**PROGRAMS AND SERVICES FOR INDIVIDUALS WITH DISABILITIES**

Investigates community based-services, professional organizations, support programs for parents and students, assistive technologies, and related services such as occupational therapy and counseling. Discusses theoretical perspectives of emotional and behavioral disorders, educational approaches to behavioral issues, group processes and communication. Designed for students seeking dual certification in Special Education with Early Childhood Education (PreK – 4) or Secondary (7 – 12) Education. *20 hours of field experience in an inclusive placement required. Prerequisite: SPED 230 or consent of instructor.*

338**LITERACY IN THE CONTENT AREAS**

Designed to teach the strategies necessary for implementing literacy skills in the middle/secondary content areas. Focuses on reading, writing, speaking, listening, and media interpretation in content areas. Addresses developmental stages for adolescents, including children with special needs, English Language Learners, and children with diverse perspectives, and critical reading strategies, in addition to strategies for using young adult literature in the content areas. *Cross-listed as EDUC 338. 20 hours of field experience in middle and secondary classrooms required. Prerequisite or corequisite: EDUC 210 or consent of instructor. Fulfills Domestic Cultural Diversity Requirement.*

447**PROFESSIONAL DEVELOPMENT FOR THE INCLUSIVE SETTING**

Seminar on the issues, problems, and challenges encountered by teachers in the American schools, especially those related to the student teaching experience. Particular attention is given to assessing teacher candidate impact on learners, as well as family and community collaboration, and professionalism. *Prerequisite: Full admission to professional semester.*

ENGLISH (ENGL, CRWR)

Professors: Feinstein, Hafer (Chair), Hawkes, Lewes

Associate Professors: Leiter, Preston

Assistant Professors: Andrews, Hebert-Leiter

Instructor: Wheeler

- Majors: Literature, Creative Writing
- Courses required for either major: 10
- Capstone requirement for Literature: Portfolio
- Capstone requirement for Creative Writing: CRWR 411 or 412
- Minors: Literature, Writing

Major Requirements

The department offers two majors in English: Literature and Creative Writing.

LITERATURE (ENGL)

Designed for students who choose English as a liberal arts major that prepares them for a wide range of career options; for students who choose English as their subject area for early childhood certification or who wish to earn secondary certification in English; for students who wish to improve their verbal and analytic ability in preparation for a specific career, such as technical writing, business, or law; and for students who intend to pursue graduate study in British or American literature.

A minimum of ten courses is required for the Literature major. Required courses are ENGL 217, 220, 221; two courses selected from ENGL 222, 223, and 229; two from ENGL 311, 312, 313, 314, 315, 331, 332, 333, 334, and 421; one from ENGL 335 and 336; two electives beyond composition; and the Capstone Experience.

Students who wish to earn secondary teacher certification must complete a minimum of twelve courses in English. Required courses are ENGL 217, 220, 221, 335, 336; one course from ENGL 219, 338; two courses from ENGL 222, 223, 229; three courses from ENGL 311, 312, 313, 314, 315, 331, 332, 333, 334, and 421; one elective beyond composition; and the Capstone Experience.

Students who intend to pursue graduate study in British or American literature should complete the twelve English courses specified for secondary certification and take ENGL 449, Advanced Criticism, as their English elective.

Capstone Requirement

Senior majors must hand in a portfolio of writing during the first week of their final semester. The portfolio must include four major papers from English courses and a self-assessment essay.

Diversity and Writing Courses

The following course satisfies the Domestic Cultural Diversity Requirement: ENGL 229. The following courses satisfy the Global Cultural Diversity Requirement: ENGL 115, 220, 221, 225, 311, 312, 313, 314, 315, 335, and 336. The following courses satisfy either the Domestic or Global Diversity Requirement: ENGL 218, 332, and 334. The following courses, when scheduled as W courses, count toward the Writing Requirement: ENGL 218, 229, 331, 334, and 335.

Minor Requirements

The English Department offers a minor in Literature and Writing (see Creative Writing). The Minor in Literature requires five courses in literature, at least three of which must be numbered 300 or above.

106

COMPOSITION

Extensive practice in analytical writing. Special emphasis on developing the composing skills needed to articulate and defend a position in various situations requiring the use of written English. *Credit may not be earned for both 106 and 107.*

107

HONORS COMPOSITION

Extensive practice in analytical writing. Special emphasis on developing the writing skills of students who have the potential to benefit from advanced work. Placement by examination only. *Credit may not be earned for both 106 and 107.*

115

INTRODUCTION TO LITERATURE: SELECTED TOPICS

An introduction to the study of literature organized topically according to each instructor. *Prerequisite: ENGL 106, 107, or consent of the instructor, May be repeated for credit when topics are different. Fulfills Global Cultural Diversity Requirement.*

217

CRITICAL WRITING SEMINAR

An introduction to writing critically about literary texts. Workshop setting offers intensive practice in the writing and critiquing of papers. Designed for beginning students of literature. *Prerequisite: ENGL 106, 107, or consent of instructor. Not open to juniors or seniors except for newly declared majors or with consent of instructor.*

218

CLASSICAL AND MODERN RHETORIC

An exploration of the province, content, strategies, and techniques comprising ancient and modern discourse, with particular emphasis on written lines of argument. *Prerequisite: ENGL 106, 107, or consent of instructor. Fulfills a Humanities Distribution Requirement. Fulfills either Domestic or Global Cultural Diversity Requirement.*

219**HISTORY OF THE ENGLISH LANGUAGE**

A study of the origins and development of the English language. It examines how linguistic change and historical forces have shaped our common tongue, using representative readings in Old, Middle, Early Modern, and Present Day English. *Prerequisite: ENGL 106, 107, or consent of instructor. Alternate years.*

220**BRITISH LITERATURE I**

A survey of literary forms, dominant ideas, and major authors from the Anglo-Saxon period through the 18th century. Includes a brief study of language development to Chaucer and emphasizes writers such as Chaucer, Shakespeare, Donne, Milton, Swift, Pope, and Johnson. *Prerequisite: ENGL 106, 107, or consent of instructor. Fulfills Global Cultural Diversity Requirement.*

221**BRITISH LITERATURE II**

Literary movements and authors from the beginnings of Romanticism to the end of the 19th century. Particular emphasis on such writers as Wordsworth, Shelley, Keats, Tennyson, Browning, Carlyle, Arnold, Hardy, and Yeats. *Prerequisite: ENGL 106, 107, or consent of instructor. Fulfills Global Cultural Diversity Requirement.*

222**AMERICAN LITERATURE I**

Survey of American literature from the beginning to 1865, with major emphasis on the writers of the Romantic period: Poe, Emerson, Thoreau, Hawthorne, Melville, Dickinson, and Whitman. *Prerequisite: ENGL 106, 107, or consent of instructor.*

223**AMERICAN LITERATURE II**

Survey of American literature from 1865 to 1945, emphasizing such authors as Twain, James, Crane, Hemingway, Faulkner, Frost, Eliot, Stevens, O'Neill, and Williams. *Prerequisite: ENGL 106, 107, or consent of instructor.*

225**CLASSICAL LITERATURE**

A study, in translation, of Greek and Roman works that have influenced Western writers. Literary forms studied include epic, drama, satire, and love poetry. Writers include Homer, Aeschylus, Sophocles, Euripides, Virgil, Juvenal, Horace, Lucretius, and Ovid. *Prerequisite: ENGL 106, 107, or consent of instructor. Fulfills Global Cultural Diversity Requirement.*

229**AFRICAN AMERICAN LITERATURE**

A survey of major works and authors of African American literary history from slavery to the present, focusing on such authors as Douglass, J. W. Johnson, Hurston, Hughes, Wright, Ellison,

and Morrison. *Prerequisite: ENGL 106, 107, or consent of instructor. Fulfills Domestic Cultural Diversity Requirement.*

311

MEDIEVAL LITERATURE

Readings in Old and Middle English poetry and prose from Bede's Ecclesiastical History to Malory's Arthurian romance. Study of lyric, narrative, drama, and romance with emphasis on the cultural context from which these forms emerge. *Prerequisite: ENGL 106, 107, or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

312

RENAISSANCE LITERATURE

An examination of themes and literary forms of the Renaissance. Authors include Donne, Marlowe, More, Shakespeare, Sidney, Spenser, and Surrey. *Prerequisite: ENGL 106, 107, or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

313

RESTORATION AND 18TH-CENTURY LITERATURE

Consideration of selected themes, writers, or modes of Restoration and 18th-century literature (1660-1800) with emphasis on the social, political, and intellectual life of that era. *Prerequisite: ENGL 106, 107, or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

314

ROMANTIC LITERATURE

Concentrated study in the writers, texts, and themes of the Romantic period (1789-1832) with emphasis on the social, political, and intellectual life of that era. *Prerequisite: ENGL 106, 107, or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

315

VICTORIAN LITERATURE

Concentrated study in the writers, texts, and themes of the Victorian period (1832-1901) with emphasis on the social, political, and intellectual life of that era. *Prerequisite: ENGL 106, 107, or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

331

MODERN AND CONTEMPORARY FICTION

Examination of the novels and short fiction of such major writers as Conrad, Woolf, Joyce, Faulkner, Fowles, and Nabokov with special emphasis on the relationship of their works to concepts of modernism. *Prerequisite: ENGL 106, 107, or consent of instructor.*

332

MODERN AND CONTEMPORARY POETRY

Studies in the themes and visions of modern and contemporary poets, beginning with Yeats and the American Modernists, covering a variety of central movements (such as the Harlem

Renaissance), and concluding with a range of multicultural authors. *Prerequisite: ENGL 106, 107, or consent of instructor.*

333

THE NOVEL

An examination primarily of British and American works from the 18th century to the present, focusing on the novel's ability—since its explosive inception—to redefine its own boundaries. *Prerequisite: ENGL 106, 107, or consent of instructor. Alternate years.*

334

WOMEN AND LITERATURE

An examination—literary, social, and historical—of literature by women representing diverse cultures. Each course examines a particular theme significant to women writers from more than one cultural background. *Prerequisite: ENGL 106, 107, or consent of instructor. Fulfills either Domestic or Global Cultural Diversity Requirement. Alternate years.*

335

CHAUCCER

A study of representative work in the context of Chaucer's life and times. *Prerequisite: ENGL 106, 107, or consent of the instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

336

SHAKESPEARE

A study of representative plays in the context of Shakespeare's life and times. *Prerequisite: ENGL 106, 107, or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

338

LINGUISTICS

An intensive look at the English language, focusing on three grammatical systems (traditional, structural, transformational) to identify their strengths and weaknesses. Attention is also given to larger issues, including language change, the politics of language, the creation of meaning, language acquisition, and dialects. *Prerequisite: ENGL 106, 107, or consent of instructor. Alternate years.*

421

ADVANCED TOPICS IN LITERATURE

An upper-level literature course governed either by concept (such as a theme or movement) or author (one to three figures). Topics vary according to instructor. *Prerequisite: At least one English course numbered 218 and above or consent of the instructor. May be repeated once for credit with consent of department. Alternate years.*

449

ADVANCED CRITICISM

Reading and discussion in the theory and history of criticism. Examination of both traditional and contemporary ideas about the value and nature of literary expression and its place in human culture generally. Work in the course includes practical as well as theoretical use of the ideas and methods of critical inquiry. *Prerequisite: ENGL 106, 107, or consent of instructor. Alternate years.*

470-479

INTERNSHIP

The department provides internships in editing, legal work, publishing, and technical writing.

N80-N89

INDEPENDENT STUDY

Recent studies include the role of Pennsylvania in the fiction of John O'Hara, the changing image of women in American art and literature (1890-1945), the hard-boiled detective novel, contemporary women writers, and Milton's use of the Bible in *Paradise Lost*.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS

Recent projects include "The Function of the Past in the Fiction of William Faulkner" and "Illusion, Order, and Art in the Novels of Virginia Woolf."

CREATIVE WRITING (CRWR)

Designed for students who aspire to careers as professional writers, as editors, and as publishers; for students who plan to continue studies in an M.F.A. or M.A. program; or for students who would like to discover their creative potential while pursuing a fundamental liberal arts education.

A minimum of ten courses is required for the Creative Writing major. Required courses are CRWR 240; two courses selected from ENGL 220, 221, 222, 223, 225, and 229; two from ENGL 311, 312, 313, 314, 315, 333, 334, and 421; one from ENGL 331 and 332; one from ENGL 335 and 336; two from CRWR 341, 342, 441, and 442 (note prerequisites); and one from CRWR 411 or 412.

Students who wish to earn secondary teacher certification must complete a minimum of twelve courses in English. Required courses are CRWR 240; ENGL 220, 335, and 336; one course from ENGL 219, 338; one course from ENGL 221, 222, 223, 225, and 229; two from ENGL 311, 312, 313, 314, 315, 333, 334, and 421; one from 331 and 332; two from CRWR 341, 342, 441, 442 (note prerequisites); and one from ENGL 411 and 412. ENGL 217 recommended.

Capstone Requirement

Senior majors must successfully complete either CRWR 411 or 412.

Diversity and Writing Courses

The following course satisfies the Domestic Cultural Diversity Requirement: ENGL 229. The following courses satisfy the Global Cultural Diversity Requirement: ENGL 115, 220, 221, 225, 311, 312, 313, 314, 315, 335, and 336. The following courses satisfy either the Domestic or Global Diversity Requirement: ENGL 218, 332, and 334. The following courses, when scheduled as W courses, count toward the Writing Requirement: ENGL 218, 225, 229, 331, 334, 335, 336, and 338.

Minor Requirements

The English Department offers a minor in Literature (see ENGL) and Writing. The Minor in Writing requires five courses, four of which are chosen from CRWR 240, 322; ENGL 217, 218, 219, or 338; plus one writing focused (“W”) course in literature at the 300 level.

240

INTRODUCTION TO CREATIVE WRITING

The gateway course for students intending to major in the Creative Writing major. Appropriate for Distribution if the student has demonstrated proficiency in writing. Workshop discussions, structured exercises, and readings in literature provide practice and instruction in the writing and evaluation of poetry and fiction. *Prerequisite: ENGL 106, 107, or consent of instructor.*

322

ADVANCED WRITING: THE CREATIVE ESSAY

Students from all disciplines learn to explore and define themselves through the essay, a form used to express the universal through the particular and the personal. Readings include essayists from Montaigne to Gould. *Prerequisite: ENGL 106, 107, or consent of instructor. Alternate years.*

341

POETRY WORKSHOP I

An intermediate workshop focusing on the writing of poetry and methods of analysis. *Prerequisite: Grade of B or better in ENGL 240 or consent of instructor.*

342

FICTION WORKSHOP I

An intermediate course in the writing of short fiction in a workshop environment, where the student is trained to *hear* language at work. Emphasis on characterization and story. *Prerequisite: Grade of B or better in ENGL 240 or consent of instructor.*

411

FORM AND THEORY: POETRY

An advanced workshop in which students are asked to write in various poetic forms, such as the sonnet, villanelle, sestina, and pantoum. *Prerequisite: ENGL 341 or consent of instructor. Alternate years.*

412**FORM AND THEORY: FICTION**

Examines philosophical and aesthetic theories of fiction, and the resulting fiction based on those theories. Authors will most likely include Aristotle, Calvino, Gardner, Gass, and Nabokov.

Prerequisite: ENGL 342 or consent of instructor. Alternate years.

441**POETRY WORKSHOP II**

An advanced workshop in the writing of poetry. Students receive intensive analysis of their own work and acquire experience in evaluating the work of their peers. *Prerequisite: ENGL 341.*

442**FICTION WORKSHOP II**

An advanced course in the writing of short fiction. Emphasis on the complexities of voice and tone. The student is encouraged to develop and control his or her individual style and produce publishable fiction. *Prerequisite: ENGL 342.*

ENVIRONMENTAL SUSTAINABILITY

Professor: Zimmerman (Coordinator)

Assistant Professor: Adams (Coordinator)

The minor requires five courses: BIO 220, ECON 225, and three from ANTH 232, 310; BIO 200; BUS 313, 334; ECON 224; PHIL 228; PSCI 338; or PSY 221, one of which may be replaced by a practicum or internship with approval of coordinator.

Practicum or Internship in Environmental Sustainability: A practicum or internship in environmental sustainability is strongly recommended. This will give students an opportunity to work independently under the supervision of a professional in the field.

One of the following practicum or internship experiences is recommended.

ANTH 470-479	Anthropology Internship
BIO 400	Biology Practicum
BIO 401	Environmental Practicum
BIO 470-479	Biology Internship
BUS 439	Business Practicum
BUS 470-479	Business Internship
ECON 349	Management Practicum
ECON 470-479	Economics Internship
PHIL 470-479	Philosophy Internship
PSCI 470-479	Political Science Internship
PSY 470-479	Psychology Internship
SOC 448	Practicum in Sociology-Anthropology

FINANCIAL ECONOMICS AND ANALYSIS

Associate Professor: Grassmueck (Coordinator)

A minor in financial economics and analysis requires the completion of BUS 339 (Financial Strategies), BUS 410 (Investments), and ECON 220 (Money and Banking). In addition to these three core courses, students are also required to take three electives from the following list. No elective may count toward any other major or minor program of study.

Financial Economics Electives:

ACCT 225	Budgeting and Financial Statement Analysis
BUS 333	Global Business Strategies
ECON 331	Intermediate Macroeconomics
ECON 332	Government and the Economy
ECON 335	Labor Problems
ECON 337	Public Finance
ECON 343	International Trade

FRENCH (See Modern Language Studies)

GERMAN (See Modern Language Studies)

GREEK (See Religion)

HEBREW (See Religion)

HISTORY (HIST)

Associate Professors: Chandler (Chair), Silkey

Assistant Professors: Pearl, Seddelmeyer

- Major: History
- Courses required for major: 10
- Non-credit Colloquium: 3 semesters
- Capstone requirement: History 449
- Minors: American History, European History, History

Major Requirements

A major consists of 10 courses, including HIST 115, 116, 449 and at least one from 401, 402, 404, or 405. At least seven courses must be taken in the department, three of which must be numbered 300 or above. In addition, majors are required to successfully complete at least three semesters of History Colloquium from HIST 248, 348, and 448. The following courses may be counted toward fulfilling the major requirements: AMST 200, PSCI 140 and 369, REL 226 and 328. Other appropriate courses outside the department may be counted upon departmental approval. For history majors who student teach, EDUC 465 Professional Semester of Student Teaching may count as one course for the history major. In addition to the courses listed below, special courses, independent study, and honors are available. History majors are also encouraged to participate in the internship program.

Students interested in teacher certification should refer to the Department of Education listing.

Capstone Requirement

All majors must successfully complete History 449.

Diversity and Writing Courses

The following courses satisfy the Domestic Cultural Diversity Requirement: HIST 230, 338, 342, and 402. The following courses satisfy the Global Cultural Diversity Requirement: HIST 221, 232, 243, 246, 329, and 336. The following course satisfies either the Domestic or Global Diversity Requirement: HIST 242. The following courses, when scheduled as W courses, count toward the Writing Requirement: HIST 210, 338, 401, 402, 404, 405, and 449.

Minor Requirements

Three minors are offered by the Department of History. The following courses are required to complete a minor in **American History**: HIST 125, 126, and three courses in American history numbered 200 and above (including HIST 221). A minor in **European History** requires the completion of HIST 115, 116, and three courses in European history numbered 200 and above. To obtain a minor in **History** (without national or geographical designation), a student must complete six courses in history, of which three must be chosen from HIST 115, 116, 125, and 126, and three must be history courses numbered 200 and above.

115**WESTERN CIVILIZATION I**

A survey of the major developments in the history of Western Civilization from its roots in the Ancient Near East to the era of the Renaissance. Considers the political, social, and cultural aspects of Mesopotamia, Egypt, the ancient Hebrews, Greece, Rome, and Western Europe. Byzantine and Islamic civilizations are studied to provide a wider scope for comparison.

116**WESTERN CIVILIZATION II**

A survey of the major developments in the history of Western Civilization from the era of the Renaissance to the present. Focuses on the political, economic, social, intellectual, and cultural aspects of European history and how Europe interacted with the rest of the world.

125**UNITED STATES TO 1877**

An introduction to the history of the United States of America from before European colonization to the end of Reconstruction. Examines the people, measures, and movements of this history, endeavoring to do justice to the people, in all their diversity, who together created the ideals, institutions, and realities, which we inherit today.

126**UNITED STATES SINCE 1877**

A study of people, measures, and movements which have been significant in the development of the United States since the end of Reconstruction. Examines the social and political struggles that established the rights, ideals, and institutions of modern American society and explores the diversity of experiences within this rapidly changing nation.

210**ANCIENT HISTORY**

A study of the ancient western world, including the foundations of the western tradition in Greece, the emergence and expansion of the Roman state, its experience as a republic, and its transformation into the Empire. Focuses on the social and intellectual life of Greece and Rome as well as political and economic changes. *Alternate years.*

212**MEDIEVAL EUROPE AND ITS NEIGHBORS**

The history of Europe from the dissolution of the Roman Empire to the mid-15th century. Addresses the growing estrangement of western Catholic Europe from Byzantium and Islam, culminating in the Crusades; the rise of the Islamic Empire and its later fragmentation; the development and growth of feudalism; the conflict of empire and papacy; and the rise of towns. *Alternate years.*

214**MONARCHY AND MODERNITY**

Explores the development, function, and transformation of European monarchies from the 16th to the 20th century. Considers topics such as power and authority, revolutions, and institutional reform from political, economic, social, and cultural perspectives. *Alternate years.*

217

20TH CENTURY EUROPE

Examines European history from the origins of World War I through the emergence of a new Europe. Examines topics such as World War I, the interwar period, World War II, and the Cold War from political, diplomatic, economic, and social perspectives. *Alternate years.*

221

LATIN AMERICA

An examination of the native civilization, the age of discovery and conquest, Spanish colonial policy, the independence movements, and the development of modern institutions and governments in Latin America. *Fulfills Global Cultural Diversity Requirement. Alternate years.*

226

COLONIAL AMERICA AND THE REVOLUTIONARY ERA

The establishment of British settlements on the American continent, their history as colonies, the causes and events of the American Revolution, the critical period following independence, adoption of the United States Constitution, and the ending of the American Revolution in 1804. *Alternate years.*

230

AFRICAN AMERICAN HISTORY

A study of the experiences and participation of African Americans in the United States. The course includes historical experiences such as slavery, abolition, reconstruction, and urbanization. It also raises the issue of the development and growth of white racism and the effect of this racism on contemporary Afro-American social, intellectual, and political life. *Fulfills Domestic Cultural Diversity Requirement. Alternate years.*

232

THE RISE OF ISLAM

A survey of the history of Islam in the Middle East, illuminating the foundation of the religion and its spread in the seventh and eighth centuries, the development of a high civilization thereafter, and the subsequent changes in political and social structures over time. Muslim interactions with Christian and Jews are included, but the emphasis is an understanding of the history of Islamic civilization in its own right. Concludes with a consideration of recent crises in the Middle East and their roots in modern history. *Fulfills Global Cultural Diversity Requirement. Alternate years.*

233

CIVIL WAR AND RECONSTRUCTION

An intensive study of the political, economic, social, cultural as well as military history of the United States in the Civil War era. Topics include the rise of sectional tensions leading up to the secession crisis in 1860, the extent to which the war can be considered the first modern war, the

mobilization of the home fronts to support the war effort, the impact of the war on specific groups such as women and African-Americans, and the failed effort to “reconstruct” the South. *Alternate years.*

242

VIETNAM WAR AT HOME AND ABROAD

An examination of the impact of the Vietnam War on American society. Rather than focusing on traditional military history, this course investigates the diversity of perspectives and individual experiences among soldiers, civilians, families, and protestors during the war. Explores topics such as the impact of combat experiences on American soldiers, the anti-war movement, and the social and political legacy of the Vietnam War. *Fulfills either Domestic or Global Cultural Diversity Requirement. Alternate years.*

243

ASIA IN A GLOBAL CONTEXT

An examination of major themes and developments in Asian history with an emphasis on interaction between Asian nations and the wider world. Explores topics such as Western presence in Asia, Asian nationalisms, and economic development. *Fulfills Global Cultural Diversity Requirement. Alternate years.*

246

AFRICA AND THE WORLD

An examination of major themes and developments in African history centered on relations between African nations and the rest of the world. *Fulfills Global Cultural Diversity Requirement. Alternate years.*

324

EARLY AMERICAN LAW AND SOCIETY

A study of the interaction between legal and social change in Early America from the colonial period through the “Age of Jackson.” Examines both the substance of law (legal doctrine and judicial opinions) and society’s use and reaction to that law. Using primary and secondary sources, students examine the different ways in which men and women, freedmen and slaves, frontier settlers and native peoples viewed and interpreted the way law reflected or challenged basic social, political, and economic values. *Prerequisite: HIST 125 or consent of instructor. Alternate years.*

329

EMPIRES AND RESISTANCE

An exploration of imperialism and the resistance to imperial expansion at home and abroad. Considers topics such as the expansion and dissolution of European Empires, methods of resistance, and colonial nationalism. *Prerequisite: One history course or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

334

ORIGINS OF EUROPE

Takes an in-depth look at the formative period of European civilization from the decline and fall of the Roman Empire to the formation, around the year 1000, of monarchies that resemble modern states. Important issues include the development and spread of early Christianity, the assumption of rule over Roman territory by barbarians, and the blending of Roman, Christian, and Germanic barbarian traditions into one European civilization. *Prerequisite: HIST 115, 212, or consent of instructor. Alternate years.*

336

CRUSADES: CONFLICT AND ACCOMMODATION

An intensive consideration of interactions between Muslims and Christians in the Middle Ages. Hostile and fruitful relations in Spain, warfare in the Holy Land, and the status of religious minorities are studied. In addition to the often violent relations between these major religious groups, this course addresses their intellectual, artistic, and literary developments as well as reciprocal influences. *Prerequisite: HIST 115, 212, or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

338

RIGHTS, REFORM, AND PROTEST

An exploration of the evolution of social justice movements in American society. This seminar examines interconnections between late-nineteenth- and twentieth-century protest movements such as suffrage, civil rights, women's liberation, disabled rights, and gay liberation.

Prerequisite: One history course or consent of instructor. Fulfills Domestic Cultural Diversity Requirement. Alternate years.

342

WOMEN AND REFORM

A study of the development and evolution of transnational women's reform networks, exploring the particular challenges faced by women reformers and the role they played in shaping American society. The seminar examines topics such as antislavery, temperance, woman's suffrage, anti-lynching, club and urban reform movements. *Prerequisite: One history course or consent of instructor. Fulfills Domestic Cultural Diversity Requirement. Alternate years.*

345

SPECIAL TOPICS IN HISTORY

Study of selected historical problems, themes, periods, or movements. *Prerequisite: One history course or consent of instructor. May be repeated for credit with consent of department when topics are different.*

401

THE MIDDLE AGES IN MODERN EYES

An in-depth study of medieval history by way of modern understandings of the period. Focuses on academic interpretations, but also considers the Middle Ages in the popular imagination such as in film. Examination of the documents, literature, and art of the period constitutes the second major area of course assignments. Student work culminates in a major research project based on the study of translated primary sources. *Prerequisite: HIST 115, 212, or consent of instructor. Alternate years.*

402**REVEL, RIOT, AND REBELLION IN EARLY AMERICA**

An in-depth look at the place of popular resistance in Early America. Focuses on riots and rebellions in the 17th, 18th, and early 19th centuries in order to get a better understanding of the politics, society, and culture of Early America. Native American and slave revolts are examined alongside the riots and rebellions of European Americans. Students develop a substantial research paper on a particular riot or rebellion drawing on academic interpretations and primary sources. *Prerequisite: HIST 125 or consent of instructor. Fulfills Domestic Cultural Diversity Requirement. Alternate years.*

404**U.S. SINCE 1945**

An in-depth study of historical understandings of American political, social, and intellectual developments in the years following World War II. Focuses primarily on academic interpretations, but also considers post-war America in the popular imagination, as represented by film, music, and literature. Student work culminates in a major independent research project incorporating both primary and secondary source analysis. *Prerequisite: HIST 126 or consent of instructor. Alternate years.*

405**BRITISH EMPIRE**

An in-depth study of European history through an examination of the rise and fall of the British Empire. Focuses not only on academic interpretations of empire, but also considers the legacy of empire, as represented in documents, film, and literature. Student work culminates in a major independent research project, which incorporates primary and secondary source analysis. *Prerequisite: HIST 116 or consent of instructor. Alternate years.*

248, 348, AND 448**HISTORY COLLOQUIUM**

This non-credit but required course for students majoring in history offers students opportunities to meet for a series of occasional events, including methodology workshops and presentations by faculty, guest speakers, and departmental majors. Students taking HIST 449 concurrently deliver formal presentations; those who have not yet taken HIST 449 develop research topic ideas. A letter grade is assigned in a semester when a student gives a presentation. Otherwise the grade is P/F. *History majors are required to successfully complete a minimum of three semesters of colloquium. HIST 449 is a corequisite for HIST 448. Non-credit course.*

449**HISTORICAL METHODS IN PRACTICE**

This capstone experience focuses on the practice of historical research, analysis, and writing. It provides students with the opportunity to apply historical methodology through the completion of a substantial independent research project incorporating historiographical and primary source analysis of a proposed topic, subject to instructor approval. Required of majors in their junior or senior year. *Prerequisite: HIST 248 or 348 and one course from HIST 401, 402, 404, and 405, or consent of instructor. Corequisite: HIST 448.*

470-479

INTERNSHIP

Typically, history interns work for local government agencies engaged in historical projects or for the Lycoming County Historical Museum.

N80-N89

INDEPENDENT STUDY

Recent topics include Viking migrations, medieval paleography, public law in colonial America, AIDS activism, gendered responses to the Moynihan Report, and the history of Lycoming County.

490-491

INDEPENDENT STUDY

INSTITUTE FOR MANAGEMENT STUDIES (IMS) AND MANAGEMENT SCHOLARS PROGRAM

Professor: Madresehee (Director)

The purpose of the Institute for Management Studies is to enhance the educational opportunities for students majoring or minoring in accounting, business administration, or economics. It does this by offering an expanded internship program, special seminars on important management topics, student involvement in faculty research and professional projects, executive development seminars, and a Management Scholars program for academically talented students (described below). In addition, the IMS hosts guest speakers and conferences on current management issues.

The IMS offers an exchange program for accounting, business, and economics students with the Westminster Business School (WBS) which is part of the University of Westminster system located in London. WBS is located in the heart of London on Marylebone Road near Regents Park. Eligible students who participate in the program spend one semester in London taking a full schedule of classes in such areas as international business, management, accounting, and economics. Course credits transfer back to Lycoming College. Eligible WBS students are also permitted to study at Lycoming College for one semester.

All students who have a declared major or minor in accounting, business administration, or economics and who are in good academic standing are automatically members of the IMS. However, the IMS Director may invite or permit other students to join the IMS who do not meet the first criterion, such as freshmen who have not yet declared a major or minor.

210

MANAGEMENT SCHOLAR SEMINAR

Team-taught interdisciplinary seminar under the direction of the IMS faculty. A different interdisciplinary topic relevant to students in all three IMS departments is offered at least once a year. Completion of two semesters required by the Management Scholars Program. *Prerequisite: Membership in the Management Scholars Program or consent of IMS Director. One credit. May be repeated once for credit when topics are different.*

340

MANAGEMENT INTERNSHIP STUDY

A practicum in which students work as interns for businesses, government agencies, and nonprofit organizations in the Williamsport area and locations in Pennsylvania, New Jersey, New York, Washington, D.C., and other places. Reading, writing, and research assignments vary by the credit value of the experience. Enrollments are limited to the numbers of available placements. Internships can be full or part-time, paid or unpaid positions. Students may receive between one to eight credits based on arrangements made prior to taking this internship and the approval of the IMS Director. *Prerequisite: Membership in the Institute for Management Studies and consent of Director. May be repeated for a maximum of 16 credits.*

349

EUROPEAN BUSINESS EXPERIENCE

An extensive international business experience that studies how and why businesses go global, with special emphasis on financial, marketing, and management issues. In addition, the course explores how local business culture affects the management of a company. The activities include site visits to businesses and organizations, lectures, and assigned cultural activities. Assignments include preparatory reading before the start of class, written reports while in Europe, and a final project that focuses on a particular topic of interest. The research paper is due after return. The course takes place in London with a side trip to another European city.

Management Scholars Program

The IMS sponsors a Management Scholars Program for academically talented students in the three IMS departments. To join the Management Scholars Program, a student must satisfy the following criteria:

- a) Have a declared major or minor in one or more of the IMS departments. However, the IMS Director may invite or permit other students to join the Management Scholars Program who do not meet this criterion, such as freshmen who have not yet declared a major or minor.
- b) Have an overall GPA of 3.25 or higher or exhibit strong academic potential if the student is a first-semester freshman.

To graduate as a Management Scholar, a student must meet the following criteria:

- a) Successfully complete two credits of Management Scholar Seminars.
- b) Successfully complete a major or minor in one of the three IMS departments.
- c) Graduate with a GPA of 3.25 or higher in both overall college work and within an IMS major and/or minor.
- d) Successfully complete an appropriate internship, practicum, independent study, or a special project approved by the IMS Director.

At least one Management Scholar Seminar is taught per academic year on an interdisciplinary topic of relevance to students in all three IMS departments. The seminars are normally offered as one credit courses and do not result in overload charges for full-time students.

Students may be both Lycoming College Scholars and Management Scholars.

INTERNATIONAL STUDIES (INST)

Assistant Professor: Payne (Coordinator)

- Major: International Studies
- Tracks: Transnational and Global, Developed Countries, Developing Countries
- Courses required for major: 10
- Language requirement: FRN, GERM, or SPAN 221 and 222 or above (excluding 311)
- Capstone requirement: INST 449

The International Studies major is a ten-course interdisciplinary major. It includes a core set of six courses which every student must take. The core courses draw from five different departments and provide students with a truly interdisciplinary experience. This core is combined with a flexible set of electives, which simultaneously prepares students to meet their individual future goals. Specifically, students can complete the final four courses of the major in one of three ways: (1) they may take a more general approach in which they take courses which focus on broad transnational and global issues or they may choose to pursue either the (2) Developed Countries Area focus or the (3) Developing Countries Area focus.

The major is designed to integrate an understanding of the changing social, political, and historical environment of Europe today with study of Europe in its relations to the rest of the world, particularly the United States. It stresses the international relations of the North Atlantic community and offers the student the opportunity to emphasize either European studies or international relations. The program provides multiple perspectives on the cultural traits that shape popular attitudes and institutions. Study of a single country is included as a data-base for comparisons, and study of its language as a basis for direct communication with its people.

The program is intended to prepare students either for graduate study or for careers which have an international component. International obligations are increasingly assumed by government agencies and a wide range of business, social, religious, and educational organizations. Opportunities are found in the fields of journalism, publishing, communications, trade, banking, advertising, management, and tourism. The program also offers flexible career preparation in a variety of essential skills, such as research, data analysis, report writing, language skills, and the awareness necessary for dealing with people and institutions from another culture. Preparation for related careers can be obtained through the guided selection of courses outside the major in the areas of business, economics, modern language studies, political science, history, and international relations or through a second major. Students should design their programs in consultation with members of the Committee on International Studies.

The International Studies program also encourages participation in study abroad programs such as the affiliate programs in England, France, Germany, and Spain, as well as the Washington and United Nations semesters.

Major Requirements

The major consists of ten courses, comprised of a core set of six required courses and four electives.

Core Courses: All students must complete ECON 343, HIST 116, PSCI 160, INST 449, and FRN, GERM, SPAN 221 plus one course numbered 222 or above (excluding 311).

Electives: Students must complete the major by taking four electives in one of the following three areas: Transnational and Global Issues, Developed Countries, or Developing Countries.

Option 1: Transnational & Global Issues

Choose four courses from at least two departments.

ANTH 229	Cultural Anthropology
ANTH 334	Economic Anthropology
BUS 333	Global Business Strategies
HIST 329	Empires and Resistance
PHIL 334	Contemporary Political Philosophy
PSCI 242	Human Rights
PSCI 261	International Organizations
PSCI 361	International War
PSCI 362	Terrorism
REL 110	Introduction to World Religions

Option 2: Developed Countries

Choose four courses from at least two departments.

FRN 311	Francophone Cultures
GERM 311	Modern Germany
HIST 214	Monarchy and Modernity
HIST 217	20th Century Europe
HIST 320	Diplomatic History of Europe since 1789
PHIL 303	Modern Philosophy
PSCI 140	Comparative Politics
SPAN 311	Hispanic Culture

Option 3: Developing Countries

Choose four courses from at least two departments.

ANTH 230	Anthropology of Latin America
FRN 311	Francophone Culture
HIST 120	Latin American History
HIST 232	The Rise of Islam
HIST 243	Asia in a Global Context
HIST 246	Africa and the World
PSCI 241	Politics of Developing Countries

PSCI 342	Civil Conflict
REL 211	Judaic Studies: Talmud to Today
REL 212	Islam
REL 225	Asian Religions
SPAN 311	Hispanic Culture

Capstone Requirement

All majors must successfully complete INST 449.

Diversity and Writing Courses

The following courses satisfy the Global Cultural Diversity Requirement: ANTH 229, 230, 334; BUS 333; ECON 343; FRN 221, 222, 311; GERM 221, 222, 311; HIST 232, 243, 246, 329; PHIL 303; PSCI 140, 160, 241, 242, 261, 342, 361, 362; SPAN 221, 222, and 311. The following courses satisfy either the Domestic or Global Diversity Requirement: PHIL 334; REL 110, 211, 212, and 225. The following courses, when scheduled as W courses, count toward the Writing Requirement: BUS 333, PHIL 334, PSCI 242.

INST 449

SENIOR SEMINAR

A one-semester seminar, taken in the senior year, in which students and several faculty members pursue an integrative topic in the field of international studies. Some independent work involved.
Prerequisite: Consent of instructor.

LATIN (See Religion)

MATHEMATICAL SCIENCES (MATH, CPTR)

Associate Professors: Peluso, Sprechini (Chair)

Assistant Professors: deSilva, Smith

Instructors: Abercrombie, Brandon, Laird, Mifsud, Reed

- Major: Mathematics
- Courses required for major: 10 or 11 (depending on choices)
- Math prerequisite (not counted in major): placement out of or C- or better in Math 127
- Non-credit Colloquium: 4 semesters
- Capstone requirement: 4 semesters of MATH 449
- Minors: Computer Science, Computational Science, Mathematics

The Department of Mathematical Sciences offers a major program in mathematics and minor programs in computer science, computational science, and mathematics. Interested students may want to investigate the interdisciplinary actuarial mathematics major as well.

MATHEMATICS (MATH)

Major Requirements

A major in mathematics consists of CPTR 125, MATH 128 (or exemption by examination), 129, 130, 234, 238, 432, 434, and one of the following three options: 1) MATH 332 and one other mathematics course numbered 216 or above; 2) MATH 214 and one other mathematics course numbered 220 or above; 3) MATH 123 and two other mathematics courses numbered 220 or above. In addition, four semesters of MATH 449 are required. All majors are advised to elect PHIL 225 (in the freshman year); PHIL 333; and PHYS 225, 226.

Students interested in teacher certification should refer to the Department of Education listings.

Capstone Requirement

All majors must successfully complete four semesters of MATH 449.

Writing Courses

The following course, when scheduled as a W course, counts toward the Writing Requirement: MATH 234 and 434.

Minor Requirements

A minor in mathematics consists of MATH 128 (or exemption by examination), 129, and 238; either 216 or 234; one additional course selected from 130, 214, or any course numbered 200 or above; and two semesters of MATH 449. The two semesters of MATH 449 may be replaced by any course numbered 220 or above.

100**INDIVIDUALIZED LABORATORY INSTRUCTION IN BASIC ALGEBRA**

A computer-based program of instruction in basic algebra including arithmetic and decimals, fractions, the real number line, factoring, solutions to linear and quadratic equations, graphs of linear and quadratic functions, expressions with rational exponents, algebraic functions, exponential functions, and inequalities. This course is limited to students placed therein by the Mathematics Department. *2 credits.*

106**COMBINATORICS**

An introduction to the analysis of counting problems. Topics include permutations, combinations, binomial coefficients, inclusion/exclusion principle, and partitions. The nature of the subject allows questions to be posed in everyday language while still developing sophisticated mathematical concepts. *Prerequisite: Credit for or exemption from MATH 100.*

109**APPLIED ELEMENTARY CALCULUS**

An intuitive approach to the calculus concepts with applications to business, biology, and social-science problems. Not open to students who have completed MATH 128. *Prerequisite: Credit for or exemption from MATH 100.*

112**FINITE MATHEMATICS FOR DECISION-MAKING**

An introduction to some of the principal mathematical models, not involving calculus, which are used in business administration, social sciences, and operations research. Includes both deterministic models such as graphs, networks, linear programming and voting models, and probabilistic models such as Markov chains and games. *Prerequisite: Credit for or exemption from MATH 100.*

115**APPLIED DISCRETE MATHEMATICS**

Introduction to discrete structures and their applications in computer science. Topics include elementary logic, discrete number systems, elementary combinatorial theory, finite automata, formal language constructs, and general algebraic structures including Boolean algebras, graphs, and trees. Laboratory experience is included using current software. *Prerequisite: Credit for or exemption from MATH 100.*

123**INTRODUCTION TO STATISTICS**

Topics include tabular and graphical descriptive statistics, discrete and continuous probability distributions, Central Limit Theorem, one- and two-sample hypotheses tests, analysis of variance, chi-squared tests, nonparametric tests, linear regression, and correlation. Other topics may include index numbers, time series, sampling design, and experimental design. Also includes some use of statistical software. *Prerequisite: Credit for or exemption from MATH 100.*

127**PRECALCULUS MATHEMATICS**

The study of polynomial, rational, exponential, logarithmic, and trigonometric functions, their graphs and elementary properties. This course is an intensive preparation for students planning to take Calculus (MATH 128-129) or Matrix Algebra (MATH 130) or those whose major specifically requires Precalculus. This course is taught solely as a review of topics which must be mastered by students who intend to take MATH 128 or MATH 130. Prerequisite: *Credit for or exemption from MATH 100. May not be used to satisfy Distribution requirements.*

128**CALCULUS WITH ANALYTIC GEOMETRY I**

Differentiation and integration of algebraic functions, conic sections and their applications, graphing plane curves, applications to related rate and external problems, areas of plane regions, volumes of solids of revolution, and other applications. *Prerequisite: Exemption from or a grade of C- or better in MATH 127.*

129**CALCULUS WITH ANALYTIC GEOMETRY II**

Differentiation and integration of trigonometric, exponential, logarithmic, and transcendental functions and their inverses; volumes, arc-length, surface-area, and other applications; techniques of integration including integration by parts, partial fractions, trigonometric substitutions first order differential equations; numerical integration; L'Hôpital's Rule, improper integrals and their convergence, parametric equations and plane polar coordinates; infinite sequences and series, and tests for convergence. *Prerequisite: exemption from or a grade of C- or better in MATH 128.*

130**INTRODUCTION TO MATRIX ALGEBRA**

A study of systems of linear equations and matrix arithmetic, points and hyperplanes, infinite dimensional geometries, bases and linear independence, matrix representations of linear mappings, the fixed point problem, special classes of matrices. *Prerequisite: MATH 127 or its equivalent.*

214**MULTIVARIABLE STATISTICS**

The study of statistical techniques involving several variables. Topics include confidence intervals and hypothesis tests about means and variances, confidence intervals and hypothesis tests with simple and multiple linear regression and correlation, assessing appropriateness of linear regression models, one- and two-way analysis of variance with post hoc tests, analysis of covariance, and analysis of contingency tables. Other topics may include discriminant analysis, cluster analysis, factor analysis, and canonical correlations, repeated measure designs, time series analysis, and nonparametric methods. Also includes extensive use of a statistical package (currently SPSS). *Prerequisite: A grade of C- or better in MATH 123, or a grade of C- or better in both MATH 128 and any mathematics course numbered 129 or above, or consent of instructor.*

216**DISCRETE MATHEMATICS**

An introduction to discrete structures. Topics include equivalence relations, partitions and quotient sets, mathematical induction, recursive functions, elementary logic, discrete number systems, elementary combinatorial theory, and general algebraic structures emphasizing semi-groups, lattices, Boolean algebras, graphs, and trees. *Prerequisite: CPTR 125 or consent of instructor.*

231**DIFFERENTIAL EQUATIONS**

A study of ordinary differential equations and linear systems. Solution techniques include reduction of order, undetermined coefficients, variation of parameters, Laplace transforms, power series, and eigenvalues and eigenvectors. May also include an introduction to numerical methods. *Prerequisite: A grade of C- or better in MATH 129. MATH 130 recommended.*

233**COMPLEX VARIABLES**

Complex numbers, analytic functions, complex integration, Cauchy's theorems and their applications. *Corequisite: MATH 238. Alternate years.*

234**FOUNDATIONS OF MATHEMATICS**

Topics included are the nature of mathematical systems, essentials of logical reasoning, and axiomatic foundations of set theory. Other topics may include approaches to the concepts of infinity and continuity, and the construction of the real number system. The course serves as a bridge from elementary calculus to advanced courses in algebra and analysis. *Prerequisite: A grade of C- or better in MATH 129 or 130; both courses recommended. Corequisite: MATH 449.*

238**MULTIVARIABLE CALCULUS**

Algebra, geometry, and calculus in multidimensional Euclidean space; n-tuples, matrices; lines, planes, curves, surfaces; vector functions of a single variable, acceleration, curvature; functions for several variables, gradient; line integrals, vector fields, multiple integrals, change of variable, areas, volumes; Green's theorem. *Prerequisites: A grade of C- or better in MATH 129 and either MATH 130 or 231.*

321**INTRODUCTION TO NUMERICAL ANALYSIS**

Topics from the theory of interpolation, numerical approaches to approximating roots and functions, integration, systems of differential equations, linear systems, matrix inversion, and the eigenvalue problem. *Prerequisites: CPTR 125 and MATH 129. MATH 130 strongly recommended. Cross-listed as CPTR 321.*

324**AUTOMATA, FORMAL LANGUAGES, AND COMPUTABILITY**

The study of finite state machines, pushdown stacks, and Turing machines along with their equivalent formal language counterparts. Topics include results on computability, including results regarding the limits of computers and specific problems that cannot be solved.

Prerequisite: MATH 216 or 234. Cross-listed as CPTR 324. Alternate years.

325

THEORY OF INTEREST WITH APPLICATIONS

Explores the mathematical theory of interest in both finite and continuous time, with some applications to economics and finance. Specifically, these concepts are applied in the use of the various annuity functions and in the calculation of present and accumulated value for various streams of cash flows as a basis for future use in reserving, valuation, pricing, duration, asset/liability management, investment income, capital budgeting, and contingencies.

Prerequisite: A grade of C or better in MATH 129.

330

TOPICS IN GEOMETRY

An axiomatic treatment of Euclidean geometry with an historical perspective. *Prerequisite: A grade of C or better in either MATH 129 or 130. Alternate years.*

332

MATHEMATICAL STATISTICS I

A study of probability, discrete and continuous random variables, expected values and moments, univariate distributions, joint distributions, marginal distributions, correlation. *Corequisite: MATH 238. Alternate years.*

333

MATHEMATICAL STATISTICS II

A study of conditional distributions, least squares line, sampling, point estimation, sampling distributions, interval estimation, test of hypotheses, regression and linear hypotheses, experimental design models. *Prerequisites: MATH 332. Alternate years.*

338

OPERATIONS RESEARCH

Queuing theory, including simulations techniques, optimization theory, including linear programming, integer programming, and dynamic programming; game theory, including two-person zero-sum games, cooperative games, and multiperson games. *Prerequisite: MATH 112 or 130. Alternate years.*

400

TOPICS IN ACTUARIAL MATHEMATICS

Study of topics selected from those covered on the examinations administered by the Society of Actuaries, with the exception of the topics already covered in MATH 332, 333. *Prerequisite: Varies depending on the topic being taught. May be repeated for credit with consent of instructor when topics are different,*

432

REAL ANALYSIS

An introduction to the rigorous analysis of the concepts of real variable calculus in the setting of normed spaces. Topics from: topology of the Euclidean plane, completeness, compactness, the Heine-Borel theorem; functions on Euclidean space, continuity, uniform continuity, differentiability; series and convergence; Riemann integral. *Prerequisites: MATH 238 and a grade of C- or better in MATH 234.*

434

ABSTRACT ALGEBRA

An integrated approach to groups, rings, fields, and vector spaces and functions which preserve their structure. *Prerequisites: MATH 130 and a grade of C- or better in MATH 234.*

438

SEMINAR

Topics in modern mathematics of current interest to the instructor. A different topic is selected each semester. Designed to provide junior and senior mathematics majors and other qualified students with more than the usual opportunity for concentrated and cooperative inquiry. *Prerequisite: Consent of instructor. 2 credits. May be repeated for credit when topics are different.*

449

MATH COLLOQUIUM

This required non-credit course for mathematics majors and minors and actuarial mathematics majors offers students a chance to hear, prepare, and give presentations on topics related to, but not directly covered in formal math courses. Students either prepare or present a lecture on some appropriate topic in mathematics. Mathematics majors present two lectures, typically one during the junior year and one during the senior year. Actuarial mathematics majors and mathematics minors present one lecture. A letter grade is given based on attendance and on either presentation preparation or the presentation given. *One hour per week. Non-credit.*

470-479

INTERNSHIP

N80-N89

INDEPENDENT STUDY

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS

COMPUTER SCIENCE (CPTR)

Minor

The Department of Mathematical Sciences offers two computing minors: Computer Science and Computational Science.

A minor in computer science consists of either Math 115 or 216; CPTR 125, 246, 247, and two other computer science courses numbered 220 or above.

A minor in computational science consists of either Math 115 or 216; CPTR 125, 246, and 247; one of CPTR 321, 345, or 339; and an approved computational research project in the student's major discipline which can be fulfilled through ASTR/PHYS 448, BIO 447, CHEM 449, Independent Study, Honors Project, Research Experience for Undergraduates (REU), or other research experience. Computational science is the study of the application of computation to the sciences. The minor in computational science provides students with a core understanding of computer-based problem solving and prepares them to apply that computational power in their chosen discipline.

Writing Course

The following course, when scheduled as a W course, counts toward the Writing Requirement: CPTR 247.

101

MICROCOMPUTER FILE MANAGEMENT

An introduction to a file-management system, i.e. a database system that uses a single file, in the Windows environment. *2 credits.*

102

INTRODUCTION TO VIRTUAL WORLDS

Using Carnegie Mellon's *Alice* software, students create 3-D animations for both storytelling and gaming applications. Class time in this project-based course is roughly split one-third demonstration/lecture and two-thirds hands-on project development. Topics include storyboarding, object-oriented modular construction, decision and repetition control structures, and event handling. *2 credits.*

125

INTRODUCTION TO COMPUTER SCIENCE

Introduction to the discipline of computer science with emphasis on programming utilizing an object-oriented high-level programming language. Topics include algorithms, program structure, and problem solving techniques. Includes laboratory experience. *Prerequisite: Credit for or exemption from MATH 100.*

246

PRINCIPLES OF ADVANCED PROGRAMMING

Principles of effective programming, including structured and object oriented programming, stepwise refinement, debugging, recursion, inheritance, polymorphism, pointers, and linked data structures. Includes laboratory experience. *Prerequisite: A grade of C- or better in CPTR 125.*

247

DATA STRUCTURES

Representation of data and analysis of algorithms associated with data structures. Topics include representation of lists, trees, graphs, algorithms for searching and sorting. Emphasizes efficiency of algorithms. *Prerequisite: A grade of C- or better in CPTR 246 or consent of instructor.*

321

INTRODUCTION TO NUMERICAL ANALYSIS

Topics from the theory of interpolation, numerical approaches to approximation of roots and functions, integration, systems of differential equations, linear systems, matrix inversion, and the eigenvalue problem. *Prerequisites: CPTR 125 and MATH 129. MATH 130 strongly recommended. Cross-listed as MATH 321.*

322

INTRODUCTION TO WEB-BASED PROGRAMMING

Intermediate programming on the World Wide Web. Topics include client/server issues in Web publishing and current programming languages used in Web development. Includes laboratory experience. *Prerequisite: CPTR 125.*

324

AUTOMATA, FORMAL LANGUAGES, AND COMPUTABILITY

The study of finite state machines, pushdown stacks, and Turing machines along with their equivalent formal language counterparts. Topics include results on computability, including results regarding the limits of computers and specific problems that cannot be solved. *Prerequisite: MATH 216 or 234. Cross-listed as MATH 324. Alternate years.*

339

INTRODUCTION TO DATABASE SYSTEMS

An introduction to the relational database model and SQL. Topics include but are not limited to relational model of data; ER diagrams; schema; SQL commands for table construction, updating, and querying; transaction processing; and database integrity. Includes laboratory experience. *Prerequisite: CPTR 125.*

345

INTRODUCTION TO COMPUTER GRAPHICS

An introduction to graphics software with emphasis on the algorithms, data structures, and application programming interfaces that support the creation of two and three dimensional image generation and animation. *Alternate years.*

470

INTERNSHIP

N80-N89

INDEPENDENT STUDY

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS

MEDIEVAL STUDIES

Associate Professors: Chandler (Coordinator), Preston (Coordinator)

The Medieval Studies minor provides a framework for coursework focusing on the Middle Ages. The core curriculum consists of ENGL 220, ENGL 311, HIST 212, and HIST 401.

Students also choose two electives from a range of courses that relate to the language, literature, history, art, religion, and philosophy of the medieval period in Europe. However, students may count no more than three courses for credit towards both the minor and a major in either History or English.

Electives:

ARHI 222	Survey of Art: Ancient, Medieval, and Non-Western
ENGL 335	Chaucer
HIST 115	Western Civilization I
HIST 334	Origins of Europe
HIST 336	Crusades: Conflict and Accommodation
LAT 102 or above	Latin Grammar and Readings
MUS 335	History of Western Music I
PHIL 302	Medieval Philosophy
REL 113	Old Testament Faith and History
REL 114	New Testament Faith and History
THEA 332	History of Theatre I

MILITARY SCIENCE (MLSC)

Merinar (Coordinator)

The U.S. Army Reserve Officer Training Corps (ROTC) program is offered to Lycoming College students in cooperation with Bucknell University. Details of the ROTC program can be found under Cooperative Programs. For additional information go to:

<http://www.bucknell.edu/ROTC.xml>.

101

LEADERSHIP AND PERSONAL DEVELOPMENT

An introduction to the personal challenges and competencies that are critical for effective leadership. The student learns how the personal development of life skills such as goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student. *Non-credit*.

102

INTRODUCTION TO TACTICAL LEADERSHIP

An overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. The student explores dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. *Non-credit*.

201

INNOVATIVE TEAM LEADERSHIP

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced planning, executing, and assessing team exercises and participating in leadership labs. The focus continues to build on developing knowledge of the leadership values and attributes through understanding Army rank, structure, and duties as well as broadening knowledge of land navigation and squad tactics. Case studies provide a tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment. *Non-credit*.

202

FOUNDATIONS OF TACTICAL LEADERSHIP

Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Continued study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Students develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. *Non-credit*.

301**ADAPTIVE TEAM LEADERSHIP**

Students are challenged to study, practice, and evaluate adaptive team leadership skills as they are presented with the demands of the ROTC Leader Development and Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self-awareness and critical thinking skills. Students receive systematic and specific feedback on their leadership abilities. *Non-credit.*

302**LEADERSHIP IN CHANGING ENVIRONMENTS**

Students are challenged to study, practice, and evaluate adaptive leadership skills as they are presented with the demands of the ROTC Leader Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self-awareness and critical thinking skills. *Non-credit.*

401**DEVELOPING ADAPTIVE LEADERS**

Develops student proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. The student is given situational opportunities to assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare the cadet to make the transition to becoming an Army officer. Both classroom and battalion leadership experiences are designed to prepare the cadet for the first unit of assignment. The cadet will identify responsibilities of key staff, coordinate staff roles, and use battalion operations situations to teach, train, and develop subordinates. *Non-credit.*

402**LEADERSHIP IN A COMPLEX WORLD**

Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Examines differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Explores aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. Places significant emphasis on preparation for BOLC II and III and the first unit of assignment. Using case studies, scenarios, and “What Now, Lieutenant?” exercises, it prepares the cadet to face the complex ethical and practical demands of leading as a commissioned officer in the United States Army. *Non-credit.*

MODERN LANGUAGE STUDIES (MLS, FRN, GERM, SPAN)

Professors: Buedel, Kingery

Associate Professor: Cartal-Falk

Assistant Professors: Cagle (Chair), Cuya Gavilano, Guss

Instructors: Meeder, Ribitsch

- Majors: French, German, Spanish
- Courses required for all majors: 9, including study abroad (or substitutes)
- Language prerequisite (not counted in major): FRN, GERM, or SPAN 101 and 102
- Non-credit Colloquium: 2 semesters
- Capstone requirement: MLS 449
- Minors: French, German, Spanish

The study of modern languages and literatures offers opportunities to explore broadly the varieties of human experience and thought. It contributes both to personal and to international understanding by providing competence in a modern language and a critical acquaintance with the literature and culture of foreign peoples. A major can serve as a gateway to careers in business, education, government, journalism, publishing, social agencies, translating, and writing. It prepares for graduate work in literature or linguistics and the international fields of area studies, business, health, law, and politics.

MAJOR FIELDS OF STUDY

French, German, and Spanish are offered as major fields of study. The major consists of at least 36 credits of courses numbered 111 and above. See French, German, and Spanish sections below for specific requirements for each major. Students who intend to pursue graduate study in a modern language should take additional 300- and 400-level courses. The department encourages students to consider allied courses from related fields, a second major, or an interdisciplinary major such as International Studies.

MLS CORE LANGUAGE MAJOR REQUIREMENTS

French, German, and Spanish majors who are seeking language teacher certification are required to study abroad for a minimum of one semester. All other French, German, and Spanish majors must study abroad for a period of twelve continuous weeks.

Students not pursuing teacher certification can opt out of the study abroad requirement by completing one of the following three options:

- (1) Major or minor in a second language.
- (2) Take 3 courses from the list below, with courses from at least two departments.

ANTH 229	Cultural Anthropology
ANTH 230	Anthropology of Latin America

ANTH 334	Economic Anthropology
ARHI 223	Survey of Art II: Renaissance to the Present in Western Culture
ARHI 331	Recent Developments in Art
ARHI 339	Gender and Identity in Art History
ARHI 349	Narrative in Art
HIST 217	20th Century Europe
HIST 221	Latin America
PSCI 140	Comparative Politics and Geography
PSCI 241	Politics of Developing Countries
PSCI 242	Human Rights

- (3) Complete 36 credits in the major at the 111 level or above, including study abroad for at least 8 continuous weeks, plus complete two courses listed under option 2.

STUDY ABROAD PROGRAMS

Lycoming offers affiliate programs in Buenos Aires, Argentina (CAPA); San José, Costa Rica and Cuenca, Ecuador (Estudio Sampere); Grenoble, France (Centre Universitaire d'Etudes Françaises); Bamberg, Germany (Otto-Friedrich-Universität); Madrid, Salamanca, and Alicante, Spain (Estudio Sampere). Other department-approved programs are also available, and students may also study abroad through non-affiliate programs. Students who intend to study abroad should begin planning with their major advisor by the first week of the semester prior to departure. To qualify, students must have sophomore standing or higher, overall and major GPAs of 2.50, and positive recommendations from faculty in the major.

TEACHER CERTIFICATION

Students interested in teacher certification should refer to the Department of Education listing.

MODERN LANGUAGES AND LITERATURES (MLS)

338

SECOND LANGUAGE ACQUISITION AND PEDAGOGY

Explores contemporary theories and practices of second language acquisition. Emphasis placed on the Standards for Foreign Language Learning in the 21st Century. Students write classroom observations, create and teach mini-lessons, conduct research, and devise a unit plan. Designed for future teachers of one or more languages and normally taken in the junior year. *Prerequisite: Consent of instructor. Taught in English. Does not count toward majors in French, German, or Spanish.*

449

JUNIOR-SENIOR COLLOQUIUM

This colloquium offers French, German, and Spanish majors the opportunity to meet regularly with peers, professors, and invited guest speakers to discuss linguistic, literary, cultural, and pedagogical topics. Each student is required to deliver at least one oral presentation of

approximately 20 minutes in a language other than English in their second semester.
Prerequisite: junior standing. The department recommends that, when possible, students take one semester of 449 during their junior year and another semester during their senior year. Taught in English. The Colloquium will meet a minimum of 6 times during the semester. Non-credit course.

FRENCH (FRN)

Major Requirements

A major consists of a minimum of 36 credits of FRN courses numbered 111 and above or approved courses from a Study Abroad program, including at least eight credits from the 400 level, not including MLS 449. French majors must pass at least two semesters of MLS 449 and study abroad for at least 12 continuous weeks (or complete one of the other three options listed under MLS Core Language Major Requirements). Students who wish to be certified for teaching must complete the major with at least a 3.00 GPA; pass FRN 221, 222, 311, 418, and MLS 338 (the latter two courses with a grade of B or better); and study abroad for a minimum of one semester.

Capstone Requirement

Majors are required to pass two semesters of MLS 449 (Junior-Senior Colloquium).

Diversity and Writing Courses

The following courses satisfy the Global Cultural Diversity Requirement: FRN 221, 222, 311, 315, 321, and 426. The following courses, when scheduled as W courses, count toward the Writing Requirement: FRN 222, 412, 418, and 426.

Minor Requirements

A minor in French consists of at least 20 credits of courses numbered 221 and above. Eight of the credits must be numbered 300 or above. French 111 and 112 may be counted towards the minor, but then the minor must consist of at least 24 credits, 8 of which must be numbered 300 or above.

101

ELEMENTARY FRENCH I

Students acquire novice-level French proficiency in listening, speaking, reading, and writing. Examination of French and Francophone cultures encourages students to view diverse peoples as different yet interrelated.

102

ELEMENTARY FRENCH II

Students continue to acquire novice-level French proficiency in listening, speaking, reading, and writing. Examination of French and Francophone cultures encourages students to view diverse peoples as different yet interrelated. *Prerequisite: FRN 101 or equivalent.*

111

INTERMEDIATE FRENCH I

Intensive review and development of intermediate proficiency in all language skills. Focus on the development of interpersonal, interpretive, and presentational modes of communication. Cultural and short literary readings are broader in scope, and the study of French and Francophone films is incorporated in the curriculum. *Prerequisite: FRN 102 or equivalent.*

112

INTERMEDIATE FRENCH II

Continued review and development of intermediate proficiency in all language skills. Focus on the development of interpersonal, interpretive, and presentational modes of communication. Cultural and short literary readings are broader in scope, and the study of French and Francophone films is incorporated in the curriculum. In addition a task-based component is featured in this course. *Prerequisite: FRN 111 or equivalent.*

221

FRENCH CONVERSATION AND REVIEW

Refinement and improvement in the development of interpersonal, interpretive, and presentational modes of communication with a view to increasing proficiency toward the advanced level. Conversations and writing focus on contemporary cultural readings, literary texts, and film. Phonetics, pronunciation, and grammar review. *Prerequisite: FRN 112 or equivalent. Fulfills Global Cultural Diversity Requirement.*

222

FRENCH COMPOSITION AND REVIEW

Students practice different genres of composition, while learning to differentiate between writing and editing. Readings enhance linguistic and cultural knowledge with a view to increasing proficiency toward the advanced level. Includes the study of French stylistics, semantics, syntax, and grammar. *Prerequisite: FRN 221. Fulfills Global Cultural Diversity Requirement.*

311

FRANCOPHONE CULTURES

Introduces students to French-speaking peoples, and their values, customs, and institutions, with reference to the geographic and historical forces governing present-day France, the Maghreb, Sub-Saharan Africa, the Caribbean, and Quebec. *Prerequisite: FRN 222 or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

315

INTRODUCTION TO FRENCH AND FRANCOPHONE LITERATURES

Diverse readings draw from both French and Francophone literatures and represent significant literary movements from the Middle Ages to the present. Designed to acquaint the student with literary concepts and terms, genre study, and the basic skills of literary analysis. *Prerequisite:*

FRN 222 or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.

321

SPECIAL TOPICS IN FRENCH AND FRANCOPHONE LITERATURE AND CULTURE

Examination of significant cultural or literary topics concerning the French-speaking world. Possible topics include: Francophone short stories, French theatre, French-speaking women writers, French and Francophone poetry, Paris and the Avant-garde, Francophone cinema, Francophone Africa, In Search of Creoleness. *Prerequisites: FRN 222 or consent of instructor. May be repeated for credit with consent of instructor when topics are different. Fulfills Global Cultural Diversity Requirement. Alternate years.*

412

FRENCH LITERATURE OF THE 19TH CENTURY

The dimensions of the Romantic sensibility: Musset, Hugo, Madame de Staël, Vigny, Balzac, Stendhal, Sand; realism and naturalism in the novels of Flaubert and Zola; and the poetry of Baudelaire, Desbordes-Valmore, Rimbaud, Verlaine, and Mallarmé. *Prerequisite: One French course at the 300 or 400 level or consent of instructor. Alternate years.*

418

ADVANCED LANGUAGE PRACTICE

Intensive practice for advanced students who wish to further improve their spoken and written French. Includes work in oral comprehension, pronunciation, composition, and textual analysis. Also includes an introduction to linguistics, including phonology, morphology, semantics, and syntax. *Prerequisites: Either two French courses at the 300 level, one at the 400 level, or consent of instructor. Alternate years.*

426

SPECIAL TOPICS IN FRENCH AND FRANCOPHONE LITERATURE AND CULTURE

Readings of important works and movements in French and/or Francophone literature and culture. Reading selections may focus on a particular genre or they may be a combination of drama, poetry, and prose. Cultural topics may be explored with an interdisciplinary approach. Possible topics include Medieval literature, the Baroque period, the epistolary novel, Romanticism, 20th century poetry, French cinema, children's literature, surrealism and the avant-garde, the Francophone novel, French literature and art between the wars. *Prerequisites: One French course at the 300 or 400 level or consent of instructor. May be repeated for credit with consent of instructor when topics are different. Fulfills Global Cultural Diversity Requirement. Alternate years.*

427

FRENCH LITERATURE OF THE 20TH CENTURY

Explores the major movements of the 20th century, beginning with the poetry of the Surrealists, continuing with the Theatre of the Absurd, and culminating in the New Novel. Representative writers include Proust, Breton, Céline, Camus, Duras, Saurraute, and Le Clézio. *Prerequisite: One French course at the 300 or 400 level or consent of instructor. Alternate years.*

470-479**INTERNSHIP****N80-N89****INDEPENDENT STUDY**

Examples of recent studies in French include translation, Existentialism, the classical period, enlightenment literature, and Saint-Exupery.

490-491**INDEPENDENT STUDY FOR DEPARTMENTAL HONORS****GERMAN (GERM)****Major Requirements**

A major consists of a minimum of 36 credits of GERM courses numbered 111 and above or approved courses from a Study Abroad program, including at least eight credits from the 400 level, not including MLS 449. German majors must pass at least two semesters of MLS 449 and study abroad for at least 12 continuous weeks (or complete one of the other three options listed under MLS Core Language Major Requirements). Students who wish to be certified for teaching must complete the major with at least a 3.00 GPA; pass GERM 221, 222, 311, 418, and MLS 338 (the latter two courses with a grade of B or better); and study abroad for a minimum of one semester. All majors are encouraged to enroll in MUS 336 and THEA 335.

Capstone Requirement

Majors are required to pass two semesters of MLS 449 (Junior-Senior Colloquium).

Diversity and Writing Courses

The following courses satisfy the Global Cultural Diversity Requirement: GERM 221, 222, 311, 315, 321, and 426. The following courses, when scheduled as W courses, count toward the Writing Requirement: GERM 222, 411, 418, and 426.

Minor Requirements

A minor in German consists of at least 20 credits of courses numbered 221 and above. Eight of the credits must be numbered 300 or above. German 111 and 112 may be counted towards the minor, but then the minor must consist of at least 24 credits, 8 of which must be numbered 300 or above.

101**ELEMENTARY GERMAN I**

Students acquire novice-level German proficiency in listening, speaking, reading, and writing. Examination of German cultural products encourages students to view diverse peoples as different yet interrelated.

102

ELEMENTARY GERMAN II

Students continue to acquire novice-level German proficiency in listening, speaking, reading, and writing. Examination of German cultural products encourages students to view diverse peoples as different yet interrelated. *Prerequisite: GERM 101 or equivalent.*

111

INTERMEDIATE GERMAN I

Intensive review and development of intermediate proficiency in all language skills. Focus on the development of interpersonal, interpretive, and presentational modes of communication. Cultural and short literary readings are broader in scope and the study of German films is incorporated in the curriculum. *Prerequisite: GERM 102 or equivalent.*

112

INTERMEDIATE GERMAN II

Continued review and development of intermediate proficiency in all language skills. Focus on the development of interpersonal, interpretive, and presentational modes of communication. Cultural and short literary readings are broader in scope and the study of German films is incorporated in the curriculum. In addition a task-based component is featured in this course. *Prerequisite: GERM 111 or equivalent.*

221

GERMAN CONVERSATION AND REVIEW

Refinement and improvement in the development of interpersonal, interpretive, and presentational modes of communication with a view to increasing proficiency toward the advanced level. Conversations and writing focus on contemporary films, cultural readings, and literary texts. Phonetics, pronunciation, and in-depth grammar review. *Prerequisite: GERM 112 or equivalent. Fulfills Global Cultural Diversity Requirement.*

222

GERMAN COMPOSITION AND REVIEW

Intensive reading and writing program based largely on current topics in the German-speaking countries, and on literature, film, music, art, and other cultural products. Literary texts include two novels. Strong emphasis placed on reading comprehension and the further development of writing skills toward the advanced level. *Prerequisite: GERM 221. Fulfills Global Cultural Diversity Requirement.*

311

MODERN GERMANY

Designed to familiarize students with social and political structures and cultural attitudes in contemporary German, Austrian, and Swiss society. Material may include newspaper articles, interviews, films, and readings in history, religion, anthropology, and the arts. Some attention is

paid to the changing education system, to the family, and to events and ideas that have shaped German-speaking cultures. *Prerequisite: GERM 221 or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

315

INTRODUCTION TO GERMAN-LANGUAGE LITERATURE

Diverse readings draw from German, Swiss, and Austrian literature and represent significant literary movements from the Middle Ages to the present. Designed to acquaint the student with literary concepts and terms, genre study, and the basic skills of literary analysis. *Prerequisite: GERM 222 or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

321

SPECIAL TOPICS IN GERMAN LITERATURE AND CULTURE

Examination of significant cultural or literary topics concerning the German-speaking world. Possible topics include: the German Novelle, German theatre, the fairy tale, German poetry, German film, German art and culture. *Prerequisite: GERM 222 or consent of instructor. May be repeated for credit with consent of instructor when topics are different. Fulfills Global Cultural Diversity Requirement. Alternate years.*

411

THE NOVELLE

The German Novelle as a genre relating to various literary periods. *Prerequisite: One German course at the 300 or 400 level or consent of instructor. Alternate years.*

418

ADVANCED LANGUAGE PRACTICE

Intensive practice for advanced students who want to improve their spoken and written German. Includes work in oral comprehension, pronunciation, oral and written composition, translation, and the development of the language and its relationship to English. Also includes an introduction to linguistics, including phonology, morphology, semantics, and syntax. *Prerequisite: GERM 222 or consent of instructor. Alternate years.*

426

SPECIAL TOPICS IN GERMAN LITERATURE AND CULTURE

The study of important works and movements in German literature and culture. Reading selections may focus on a particular genre or they may be a combination of drama, poetry, and prose. Cultural topics may be explored with an interdisciplinary approach. Possible topics include: Medieval literature, Romanticism, Classicism, fairy tales, Goethe, East and West Germany, the Weimar Republic, the Uncanny, post-reunification literature and film. *Prerequisite: One German course at the 300 or 400 level or consent of instructor. May be repeated for credit with consent of instructor when topics are different. Fulfills Global Cultural Diversity Requirement. Alternate years.*

470-479

INTERNSHIP

N80-N89**INDEPENDENT STUDY**

Examples of recent studies in German include Classicism, Germanic Mythology, Hermann Hesse, the dramas of Frisch and Dürrenmatt.

490-491**INDEPENDENT STUDY FOR DEPARTMENTAL HONORS****SPANISH (SPAN)****Major Requirements**

A major consists of 36 credits of SPAN courses numbered 111 and above or approved courses from a Study Abroad program. From courses numbered 315 or higher, one course must focus on literature or culture from Spain and one course must focus on literature or culture from Latin America. Some courses may count for either. Eight credits must be at the 400 level, not including MLS 449. Spanish majors must pass at least two semesters of MLS 449 and study abroad for at least 12 continuous weeks (or complete one of the other three options listed under MLS Core Language Major Requirements). Recommended course: HIST 221. Students who wish to be certified for teaching must complete the major with at least a 3.00 GPA; pass SPAN 221, 222, 311, 418, and MLS 338 (the latter two with a grade of B or better); and study abroad for a minimum of one semester.

Capstone Requirement

Majors are required to pass two semesters of MLS 449 (Junior-Senior Colloquium).

Diversity and Writing Courses

The following courses satisfy the Global Cultural Diversity Requirement: SPAN 221, 222, 311, 315, 321, and 426. The following courses, when scheduled as W courses, count toward the Writing Requirement: SPAN 315, 323, 418, 424, and 426.

Minor Requirements

A minor in Spanish consists of at least 20 credits of courses numbered 221 and above. Eight of the credits must be numbered 300 or above. Spanish 111 and 112 may be counted towards the minor, but then the minor must consist of at least 24 credits, 8 of which must be numbered 300 or above.

101**ELEMENTARY SPANISH I**

Students acquire novice-level Spanish proficiency in listening, speaking, reading, and writing. Examination of Spanish and Latin American cultural products encourages students to view diverse peoples as different yet interrelated.

102

ELEMENTARY SPANISH II

Students continue to acquire novice-level Spanish proficiency in listening, speaking, reading, and writing. Examination of Spanish and Latin American cultural products encourages students to view diverse peoples as different yet interrelated. *Prerequisite: SPAN 101 or equivalent.*

111

INTERMEDIATE SPANISH I

Intensive review and development of intermediate proficiency in all language skills. Focus on the development of interpersonal, interpretive, and presentational modes of communication. Cultural and short literary readings are broader in scope, and the study of Spanish and Latin American films is incorporated in the curriculum. *Prerequisite: SPAN 102 or equivalent.*

112

INTERMEDIATE SPANISH II

Continued review and development of intermediate proficiency in all language skills. Focus on the development of interpersonal, interpretive, and presentational modes of communication. Cultural and short literary readings are broader in scope, and the study of Spanish and Latin American films is incorporated in the curriculum. In addition a task-based component is featured in this course. *Prerequisite: SPAN 111 or equivalent.*

221

SPANISH CONVERSATION AND REVIEW

Refinement and improvement in the development of interpersonal, interpretive, and presentational modes of communication with a view to increasing proficiency toward the advanced level. Conversations and writing focus on contemporary cultural readings, literary texts, and film. Also includes an in-depth grammar review. *Prerequisite: SPAN 112 or equivalent. Fulfills Global Cultural Diversity Requirement.*

222

SPANISH COMPOSITION AND REVIEW

Intensive reading and writing program based largely on current topics in Spanish-speaking countries, and on literature, film, music, art, and other cultural products. Literary texts include poetry, short fiction, and a novel. Strong emphasis placed on reading comprehension and the further development of writing skills toward the advanced level. *Prerequisite: SPAN 221. Fulfills Global Cultural Diversity Requirement.*

311

HISPANIC CULTURE

To introduce students to Spanish-speaking peoples, and their values, customs, and institutions, with reference to the geographic and historical forces governing present-day Spain and Latin

America. *Prerequisite: SPAN 222 or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

315

INTRODUCTION TO HISPANIC LITERATURES

Diverse readings include both Spanish and Latin American literatures designed to acquaint the student with significant Hispanic authors and literary movements. Designed to acquaint the student with genre study, literary terms in Spanish, literary concepts and forms, as well as the basic skills of literary analysis. Fulfills the major requirement as either a course in the literature of Spain or in the literature of Latin America. *Prerequisite: SPAN 222 or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

321

SPECIAL TOPICS IN HISPANIC LITERATURE AND CULTURE

Examination of significant cultural or literary topics concerning the Spanish-speaking world. Possible topics include Latin American short stories, Spanish theatre, Latin American women writers, Hispanic film, Hispanic art. Depending on topic, this course may fulfill the major requirement as either a course in the literature of Spain or in the literature of Latin America. *Prerequisite: SPAN 222 or consent of instructor. May be repeated for credit with consent of instructor when topics are different. Fulfills Global Cultural Diversity Requirement. Alternate years.*

335

TRANSLATION

Examination of technical issues related to Spanish and English lexical, syntactical, and semantic differences as well as the various cultural issues involved in the act of translation. Students are asked to translate a variety of literary and non-literary texts and to reflect upon and discuss both the theory and practice of translation. Special emphasis is given to increasing Spanish vocabulary and perfecting Spanish grammar. *Prerequisite: SPAN 222 or consent of instructor. Alternate years.*

418

ADVANCED LANGUAGE PRACTICE

Intensive practice for advanced students who wish to improve their spoken and written Spanish. Includes work in oral comprehension, pronunciation, and oral and written composition. Also includes an introduction to linguistics, including phonology, morphology, semantics, and syntax. *Prerequisite: Either two Spanish courses at the 300 level, one at the 400 level, or consent of instructor. Alternate years.*

426

SPECIAL TOPICS IN HISPANIC LITERATURE AND CULTURE

Readings of important works in Spanish and/or Latin American literature. Reading selections may focus on a particular genre or they may be a combination of drama, poetry, and prose. Cultural topics may be explored with an interdisciplinary approach. Possible topics include Medieval literature, the Golden Age, Romanticism and Realism in Spain and Latin America, the Modernist movement in Latin America, 20th century poetry, Lorca and the avant-garde, the

Latin American novel or short story, the literature of the Civil War and Franco Spain, the theme of honor in Spanish literature, dramatic revisions of Spanish history in modern Spanish theatre. Depending on topic, this course may fulfill the major requirement as either a course in the literature of Spain or in the literature of Latin America. *Prerequisites: Either two Spanish courses at the 300 level, one at the 400 level, or consent of instructor. May be repeated for credit with consent of instructor when topics are different. Fulfills Global Cultural Diversity Requirement.*

470-479
INTERNSHIP

N80-N89
INDEPENDENT STUDY

Recent studies include literary, linguistic, and cultural topics and themes such as urban problems as reflected in the modern novel.

490-491
INDEPENDENT STUDY FOR DEPARTMENTAL HONORS

MUSIC (MUS)

Associate Professor: W. Ciabattari (Chair)

Assistant Professors: Gunderson, Jackson

Applied Music Instructors: Adams, Breon, Burke, R. Ciabattari, Fisher, Gillespie, Karosas, Lakey, Muller, Orris, Rammon, Saville-Iksic, Shank, Wertz, Whyman

- Major: Music
- Courses required for major: 8 (exclusive of all ensemble, applied music, and instrumental and vocal methods courses). Also MUS 167, 168, and/or 169 and 1 hour applied music per semester as major (4 semester minimum).
- Colloquium: 4 semesters
- Capstone requirement: MUS 447 and Piano proficiency examination
- Minor: Music

Major Requirements

The student majoring in music is required to take a balanced program of music theory, history, applied music, and ensemble. A minimum of eight courses (exclusive of all ensemble, applied music, and instrumental and vocal methods courses) is required and must include MUS 120, 121, 220, 221, 335, and 336. Majors must complete the senior project (MUS 447), participate in an ensemble (MUS 167, 168, and/or 169), and take one hour of applied music per week for a minimum of four semesters including the entire period in which the individual is registered as a music major (see MUS 160-166, 170-171). Majors must also pass a piano proficiency exam. The Department strongly recommends that students begin applied study in piano and a major applied instrument or voice as soon as possible, preferably in the first semester of the freshman year. Anyone declaring music as a second major must do so by the beginning of the junior year. Four semesters of Music Colloquium are required of all students majoring in music.

Students interested in teacher certification should refer to the Department of Education listing.

The Music Department recommends that non-majors select courses from the following list to meet distribution requirements: MUS 116, 117, 128, 224, 234, and 238. Applied music and ensemble courses may also be used to meet distribution requirements.

Student recitals offer opportunities to gain experience in public performance. Music majors and other students qualified in performance may present formal recitals.

Capstone Requirements

All majors must successfully complete MUS 447 and a Piano proficiency examination.

Diversity and Writing Courses

The following courses satisfy the Domestic Cultural Diversity Requirement: MUS 128 and 234. The following courses satisfy the Global Cultural Diversity Requirement: MUS 238, 335, and

336. The following course, when scheduled as a W course, counts toward the Writing Requirement: MUS 336.

Minor Requirements

The minor in music requires MUS 116 or 120, plus four additional 4-credit courses in music, at least two of which must be at the 200 level or above. In addition, students must complete 2 credits of applied music, 1/2 (0.5) credit of which must be in piano. Students may substitute 7 semesters of ensemble performance (band, choir, or orchestra) for one of the courses below the 200 level.

116

INTRODUCTION TO MUSIC

A basic introduction to the materials and techniques of music. Examples drawn from various periods of western and non-western styles enhance perception and appreciation through careful and informed listening.

117

SURVEY OF WESTERN MUSIC

A chronological survey of music in Western civilization from the Middle Ages to the present. Composers and musical styles are considered in the context of the broader culture of each major era.

120

MUSIC THEORY I

A course intended for students who have some music-reading ability. Examines the fundamental components and theoretical concepts of music. Students develop musicianship through application of applied skills.

121

MUSIC THEORY II

A continuation of MUS 120, intended for students who have some music-reading ability. Examines the fundamental components and theoretical concepts of music. Students continue to develop musicianship through application of applied skills. *Prerequisite: MUS 120.*

128

AMERICAN MUSIC

An introductory survey of all types of American music from pre-Revolutionary days to the present. Categories to be covered are folk music of different origins, the development of show music into Broadway musicals, serious concert music for large and small ensembles, jazz, and various popular musics from "Tin Pan Alley" to Rock to New Wave. *Fulfills Domestic Cultural Diversity Requirement. Alternate years.*

220

MUSIC THEORY III

A continuation of the integrated theory course moving toward newer uses of music materials.
Prerequisite: MUS 121.

221

MUSIC THEORY IV

A continuation of the integrated theory course moving toward newer uses of music materials.
Prerequisite: MUS 220.

224

MUSIC AND TECHNOLOGY I

An introduction to electronic music and MIDI (Musical Instrument Digital Interface) for the major and non-major alike. The course traces the development of MIDI from its origin to present-day. Students utilize relevant equipment and software to create music and other sounds. Particular focus is given to those technologies that are commonly used in public school music classrooms today.

225

MUSIC AND TECHNOLOGY II

Further consideration of recording techniques. Introduction of microphones, multi-track recording, mixing, special effects devices, and synchronization. Students take part in live recording of concerts and rehearsals of a variety of ensembles. Student projects include complete recording sessions and the production of electronic music compositions utilizing classical studio techniques and real-time networks. *Prerequisite: MUS 224 or consent of instructor.*

234

HISTORY OF JAZZ

A survey of jazz styles, composers, and performers from 1890 to the present: origins, ragtime, blues, New Orleans, Chicago, swing, bebop, cool, funky, free jazz, third stream, and contemporary. *Fulfills Domestic Cultural Diversity Requirement.*

238

WORLD MUSIC

An exploration of the music of non-Western cultures as well as the influences of non-Western music on Western musical development. Primary course content includes the musical traditions from Asia, Africa, and Australia. *Fulfills Global Cultural Diversity Requirement.*

330

COMPOSITION I

An introductory course for majors and non-majors who wish to explore their composing abilities. Guided individual projects in smaller instrumental and vocal forms, together with identification and use of techniques employed by the major composers of the 20th and 21st centuries.
Prerequisite: MUS 121 or consent of instructor.

335

HISTORY OF WESTERN MUSIC I

The development of musical styles and forms from Gregorian chant through Mozart, including composers from the medieval, Renaissance, baroque, and early classical eras. *Fulfills Global Cultural Diversity Requirement.*

336

HISTORY OF WESTERN MUSIC II

The development of musical styles and forms from Beethoven to the present, including composers from the late classical, romantic, and modern eras. *Prerequisite: MUS 335 or consent of instructor. Fulfills Global Cultural Diversity Requirement.*

337

CONDUCTING

A study of the techniques and philosophy of conducting both choral and instrumental ensembles. Topics include the physical skills and intellectual preparation necessary for clear, expressive, and informed conducting. Other areas such as the development of rehearsal techniques and improvement of aural skills are addressed on a continual basis. *Prerequisite: MUS 120 and 121 or consent of instructor. Alternate years.*

339

ORCHESTRATION

A study of modern orchestral instruments and examination of their use by the great masters with practical problems in instrumentation. The College Music Organizations serve to make performance experience possible. *Prerequisites: MUS 120 and 121 or consent of instructor. Alternate years.*

340

TEACHING MUSIC IN THE ELEMENTARY SCHOOL

Methods and materials of teaching music in the elementary school with emphasis on conceptual development through singing, moving, listening, playing classroom instruments, and creating music. Course work includes peer teaching demonstrations, practical use of the recorder and autoharp, as well as observation of music classes in elementary schools in the Greater Williamsport area. *Alternate years.*

341

TEACHING MUSIC IN SECONDARY SCHOOLS

Methods and materials of teaching music in the secondary schools with emphasis on the development of concepts and skills for effective instruction in all aspects of music learning. Examines the teaching of general music and music theory, as well as the organizing and conducting of choral and instrumental ensembles. Course work includes evaluation of instructional and performance materials, practical use of the recorder and guitar in middle school settings, as well as observation of music classes in secondary schools in the Greater Williamsport area. *Alternate years.*

440

COMPOSITION II

For students interested in intensive work emphasizing the development of a personal style of composing. Guided individual projects in larger instrumental and vocal forms, together with analysis of selected works from the 20th and 21st century repertory. *Prerequisite: MUS 330 or consent of instructor.*

445

SPECIAL TOPICS IN MUSIC

The intensive study of a selected area of music literature, designed to develop research techniques in music. The topic is announced at Spring pre-registration. Sample topics include: Beethoven, Impressionism, Vienna 1900-1914. *Prerequisite: MUS 116, 117, 221, or consent of instructor.*

446

RECITAL

The preparation and presentation of a full-length public recital, normally during the student's senior year. MUS 446 may substitute for one hour of applied music (MUS 160-166). *Prerequisite: Approval by the department. May be repeated for credit.*

447

SENIOR PROJECT

For this capstone course, students complete a portfolio of work to represent the culmination of their creative and academic achievements in music. The portfolio may include: a revised and expanded paper from an upper-level musicology or theory course and a public lecture-presentation; an interdisciplinary study (e.g., in Psychology, Business) culminating in a paper or portfolio of work and presentation; a portfolio of musical compositions and a public performance/lecture; or a public recital, including printed program notes or lecture notes, a recording of the recital. *1 credit.*

148, 248, 348, and 448

MUSIC COLLOQUIUM

A non-credit seminar in which faculty, students, and invited professionals attend concerts and discuss topics related to musical composition, performance, history, and pedagogy. Four semesters of Music Colloquium are required for all majors. *Meets 7-8 times per semester. Pass/fail. Non-credit seminar.*

470-479

INTERNSHIP

N80-N89

INDEPENDENT STUDY

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS

APPLIED MUSIC AND ENSEMBLES

The study of performance in piano, harpsichord, voice, organ, strings, guitar, brass, woodwinds, percussion, jazz improvisation, or composition is designed to develop sound technique and a knowledge of appropriate literature within each performance area. Student recitals offer opportunities to gain experience in public performance. Credit for applied music courses (private lessons) and ensembles (choir, orchestra, and band) is earned on a fractional basis. One hour lesson per week earns one credit. One half-hour lesson per week earns 1/2 credit. Ensemble credit totals one credit if the student enrolls for one or two ensembles (for more information, see course descriptions below). When scheduling please note that an applied course or ensemble should not be substituted for an academic course, but should be taken in addition to the normal four academic courses.

Applied music courses are private lessons given for 13 weeks. Extra fees apply. See additional charges under Financial Matters.

- 160 Piano or Harpsichord
- 161 Voice
- 162 Guitar
- 163 Organ
- 164 Brass
- 165 Woodwinds
- 166 Percussion
- 170 Jazz Improvisation
- 171 Composition

167

ORCHESTRA

The Williamsport Symphony Orchestra allows students with significant instrumental experience to become members of this regional ensemble. *Participation in the W.S.O. is contingent upon audition and the availability of openings. Students are allowed a maximum of one Ensemble credit per semester. A student who is only enrolled in orchestra should register for MUS 167B (one credit). A student may belong to two ensembles, choosing either Choir or Concert Band as the second group. Such a student then registers for MUS 167A (1/2 credit) plus either MUS 168A (1/2 credit) or MUS 169A (1/2 credit).*

168

CHOIR

The Lycoming College Choir is open to all students who would like to sing in an ensemble setting. Emphasis is on performing quality choral literature while developing good vocal technique. *Students are allowed a maximum of one Ensemble credit per semester. A student who is only enrolled in Choir should register for MUS 168B (one credit). A student may belong to two ensembles, choosing either Orchestra or Band as the second ensemble. Such a student then registers for MUS 168A (1/2 credit) plus either MUS 167A (Orchestra - 1/2 credit) or MUS 169A (Band - 1/2 credit). If a student has auditioned and been selected for the Chamber Choir (no credit available), he/she should register for MUS 168C in addition to registering for the Lycoming College Choir.*

169

BAND

The College Concert Band allows students with some instrumental experience to become acquainted with good band literature and develop personal musicianship through participation in group instrumental activity. *Participation in the Band is contingent upon audition. Students are allowed a maximum of one Ensemble credit per semester. A student who is only enrolled in Band should register for MUS 169B (one credit). A student may belong to two ensembles, choosing either Orchestra or Choir as the second group. Such a student then registers for MUS 169A (1/2 credit) plus either MUS 167A (1/2 credit) or MUS 168A (1/2 credit). If a student has auditioned and been selected for the woodwind or brass quintets (no credit available), he/she should register for MUS 169C or 169D.*

261-267

INSTRUMENTAL AND VOCAL METHODS

Instrumental and vocal methods classes are designed to provide students seeking certification in music education with a basic understanding of all standard band and orchestral instruments as well as a familiarity with fundamental techniques of singing.

MUS 261	Brass Methods (one credit)
MUS 262	Percussion Methods (one credit)
MUS 263, 264	String Methods I and II (one credit each)
MUS 265	Vocal Methods (one credit)
MUS 266, 267	Woodwind Methods I and II (one credit each)

NEUROSCIENCE

Assistant Professor: Morrison (Coordinator)

The neuroscience minor is designed for students in any major who are interested in theory and research on the mind, brain, and nervous system. It requires a minimum of six courses. The two required courses, Neurobiology and Biological Psychology, provide students with an interdisciplinary approach to the fundamental structure and function of the brain that includes laboratory experiences across the breadth of current neuroscience research. These core courses train students to access, read, and critically analyze primary neuroscience literature, develop hypotheses, design and carry out experiments, analyze data, present the results, and engage in discussion of ethical issues related to neuroscience research. The four elective courses allow students to explore interdisciplinary developments in biology, chemistry, computer science, mathematics, philosophy, physics, psychology, and sociology that enrich and extend our understanding of the brain and of human thought and behavior.

The minor requires 6 courses, including at least 3 courses outside the student's major.

2 core courses required for all neuroscience minors:

BIO 337 Neurobiology
PSY 433 Biological Psychology

Plus 4 elective courses chosen from:

BIO 222 Genetics
BIO 323 Human Physiology
BIO 342 Animal Behavior
BIO 347 Immunology
BIO 435 Cell Biology (recommended)
BIO 439 Medical Genetics
BIO 444 Biochemistry
BIO 447 Cell and Molecular Biology Research Methods
CHEM 110 Intro to Chemistry I (recommended)
CHEM 220 Organic Chemistry I
CHEM 444 Biochemistry
CPTR 125 Introduction to Computer Science
PHIL 330 Knowledge and Reality
PHIL 333 Philosophy of Natural Science
PHYS 225 Fundamentals of Physics I
PHYS 226 Fundamentals of Physics II
PSY 237 Cognition
PSY 242 Drugs, Behavior, and Society
PSY 331 Research Methods in Psychology
PSY 342 Health Psychology
PSY 432 Sensation and Perception
SOC 310 Medical Sociology
Independent Studies or Honors Thesis Research Projects in Biology or Psychology:
N80-N89 Independent Study

490-491 Independent Study for Departmental Honors

Note: Independent Studies and Honors Thesis projects require advance consultation with the project advisor and both Neuroscience Minor coordinators, and advance approval of a formal application by the Individual Studies Committee. Research projects outside of Biology and Psychology may be considered for fulfillment of the minor requirements, with advance permission of the coordinators.

Experimental or topics courses may be considered for inclusion in the minor, with advance approval from the coordinators.

Recommendations:

Students should design their Neuroscience minor in consultation with a program coordinator. Students are encouraged to schedule the two required courses before beginning their senior year when course rotations allow. Students are also encouraged to attend neuroscience-related presentations at BIO 449 Biology Colloquium during each of their four years of study.

Students planning to attend graduate school are strongly encouraged to take CHEM 220 Organic Chemistry I and BIO 444/CHEM 444 Biochemistry and to complete an Independent Study or Honors Project in Biology or Psychology

PHILOSOPHY (PHIL)

Professor: Whelan

Assistant Professors: Rice, Young (Chair)

Instructor: Jacques

- Major: Philosophy
- Courses required for major: 8
- Capstone requirement: PHIL 440
- Minors: Philosophy, Philosophy and Law, Philosophy and Science, History of Philosophy, Ethics and Political Philosophy

Philosophy at Lycoming is an introduction to the questions that have been asked in the philosophical tradition for 2400 years. The Department teaches courses in Ancient, Medieval, Modern, and Contemporary Philosophy.

In addition, Philosophy at Lycoming is a vantage point from which to think about questions that often occur to thoughtful students as they pursue majors other than philosophy. The Philosophy Department offers courses directly relevant to students majoring in Accounting, Archaeology, Biology, Business, Criminal Justice, Education, International Relations, Mathematics, Physics, Political Science, Psychology, and Religion.

The philosophy curriculum is flexible and, therefore, students at Lycoming can combine a major or minor in philosophy with a major in just about any other subject. Students who pursue philosophy as a minor or as a second major will deepen their liberal arts education while at the same time preparing themselves for a career.

Major Requirements

The major in Philosophy requires eight courses, including PHIL 225, 440; any two of PHIL 301, 302, and 303; and at least three other PHIL courses numbered 300 or above. PHIL 340 may be counted toward the major only once except with departmental approval.

Students interested in teacher certification should refer to the Department of Education listing.

Capstone Requirement

All majors must successfully complete PHIL 440.

Diversity and Writing Courses

The following course satisfies the Domestic Cultural Diversity Requirement: PHIL 318. The following courses satisfy the Global Cultural Diversity Requirement: PHIL 125, 301, 302, and 303. The following courses satisfy either the Domestic or Global Diversity Requirement: PHIL 227, 228, and 334. The following courses, when scheduled as W courses, count toward the Writing Requirement: PHIL 216, 217, 219, 301, 302, 303, 318, 333, 334, 336, 340, and 440.

Minor Requirements

The Philosophy Department offers five minors:

- (1) *Philosophy*: any four Philosophy courses numbered 225 or above, or any five Philosophy courses that include three numbered 225 or above.
- (2) *Philosophy & Law*: four courses from PHIL 225, 318, 334, 336, a departmentally approved 340, or a departmentally-approved independent study.
- (3) *Philosophy & Science*: PHIL 225, 228, 330, and 333.
- (4) *History of Philosophy*: PHIL 301, 302, 303, and any other Philosophy course numbered 225 or above.
- (5) *Ethics & Political Philosophy*: five Philosophy courses including PHIL 318; 334; 336; one other course numbered 300 or above; and one from PHIL 216, 217, or 219.

105

PRINCIPLES OF CRITICAL THINKING

An introduction to the elements of critical thinking centered on developing the skills necessary to recognize, describe, and evaluate arguments. *Not open to juniors or seniors except with consent of instructor.*

120

INTRODUCTION TO MORAL PHILOSOPHY

An introduction to philosophy focusing on central problems and basic texts in moral philosophy. Problems may include the relation of reason and morality, proposed justifications for killing human beings and animals, the nature of the good life, and other general problems of moral philosophy. Texts may include works by Plato, Aristotle, Augustine, Aquinas, Hume, Kant, or Mill as well as writing by contemporary philosophers. *Not open to juniors or seniors except with consent of instructor.*

125

INTRODUCTION TO POLITICAL PHILOSOPHY

An introduction to philosophy focusing on central problems and basic texts in political philosophy. Problems may include the obligation to obey the law and the right to enforce it, the nature and desirability of democracy, the nature and possibility of political rights. Texts may include writing by Plato, Aristotle, Hobbes, Locke, Hume, or Rousseau as well as writing by contemporary philosophers. *Not open to juniors or seniors except with consent of instructor. Fulfills Global Cultural Diversity Requirement.*

140

CENTRAL PROBLEMS IN PHILOSOPHY

An introduction to philosophy focusing on central problems and basic texts. The problems may include free will and determinism, the relationship between mind and body, the nature and limits of human knowledge, and arguments for the existence of God. Texts may include works by Plato, Aristotle, Augustine, Aquinas, Hume, and Kant as well as writing by contemporary

philosophers. *Not open to juniors or seniors except with consent of instructor. Credit may not be earned for both PHIL 140 and 145.*

145

PHILOSOPHY THROUGH FILM

An introduction to philosophy using film and basic texts to focus on central problems. Those problems may include the value of philosophy, moral responsibility, arguments about the existence of God, the nature and limits of human knowledge, the relationship between mind and body, and the nature of art. Texts may include works by Plato, Descartes, Locke, Aquinas, Mill, Hume, Kant, and Russell as well as writing by contemporary philosophers. *Not open to juniors or seniors except with consent of instructor. Credit may not be earned for both PHIL 140 and 145.*

216

BUSINESS ETHICS

A systematic and philosophically informed consideration of some typical moral problems faced by individuals in a business setting and a philosophical examination of some common moral criticisms of the American business system.

217

PHILOSOPHICAL ISSUES IN EDUCATION

An examination of the basic concepts involved in thought about education and a consideration of the various methods for justifying educational proposals. Typical of the issues discussed are: Are education and indoctrination different? What is a liberal education? Are education and schooling compatible? What do we need to learn? *Alternate years.*

219

PHILOSOPHICAL ISSUES IN HEALTH CARE

An investigation of some of the philosophical issues which arise in therapy and in health research and planning. Topics typically include euthanasia, confidentiality, informed consent, behavior control, experimentation on humans and animals, abortion, genetic engineering, population control, and distribution of health care resources.

225

SYMBOLIC LOGIC

A study of modern symbolic logic and its application to the analysis of arguments. Included are truth-functional relations, the logic of propositional functions, and deductive systems. Attention is also given to various topics in the philosophy of logic. *Students who have taken or are taking MATH 234 may not receive credit for PHIL 225.*

227

RELIGION & REASON

This course examines philosophical questions about the idea of God found in the Jewish, Christian, and Islamic religious traditions. What attributes must God have? Must God be a perfect being? Is the concept of a perfect being coherent? Is the existence of a perfect God compatible with the presence of evil in the world and the existence of human freedom? Does

human morality depend in any important way on the will of God? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? The course approaches these questions via readings from classic and contemporary philosophical texts. *Fulfills either Domestic or Global Cultural Diversity Requirement. Alternate years.*

228

PHILOSOPHY AND THE ENVIRONMENT

A reexamination of views about nature and the relation of human beings to it. Many intellectual, spiritual, ethical, and aesthetic traditions have taken a stance on this issue. This course examines some of the most influential of these traditions philosophically and considers how these views influence thoughts about the environment. Topics might include the following: how sentient, non-human animals factor in human moral reasoning, the status of the wilderness, the preservation of diverse ecosystems, the human relationship to the greater biotic community, moral questions pertaining to the transformation of the natural world into economic commodities, and the relationship between conceptions of beauty and the natural world. *Fulfills either Domestic or Global Cultural Diversity Requirement.*

301

ANCIENT GREEK PHILOSOPHY

A critical examination of the ancient Greek philosophers, with particular emphasis on Plato and Aristotle. *Prerequisite: One prior course in philosophy or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

302

MEDIEVAL PHILOSOPHY

A survey of the philosophical developments that took place primarily in Western Europe in the period from about 400 to about 1400 CE, roughly between the fall of Rome and the beginning of the Renaissance. Philosophers from the Christian, Islamic, and Jewish philosophical traditions are studied. The course is devoted to questions concerning philosophical theology (proofs for God's existence, the problem of evil, God's foreknowledge, the possibility of free action, and the immortality of the soul) and to non-theological questions (the role of the state, theories of knowledge and perception). Readings are drawn from Augustine, Boethius, Anselm, Avicenna, Averroes, Maimonides, Aquinas, Duns Scotus, and William of Ockham. *Prerequisite: One prior course in philosophy or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

303

MODERN PHILOSOPHY

A survey of seventeenth- and eighteenth-century European philosophy which examines important philosophical texts from some of the following: Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Rousseau, and Kant. The course considers these texts in their historical context and also tries to see how the views of these philosophers have influenced ours on a variety of issues, particularly those concerning mind and matter, science and knowledge, and the nature of a morally acceptable government. *Prerequisite: One prior course in philosophy or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

318**PHILOSOPHICAL ISSUES IN CRIMINAL JUSTICE**

A philosophical examination of some important controversies which arise in connection with the American criminal justice system. Typically included are controversies about the nature and purpose of punishment, the proper basis for sentencing, the correct understanding of criminal responsibility, and the rationale and extent of our basic human rights with respect to criminal law. *Fulfills Domestic Cultural Diversity Requirement.*

330**KNOWLEDGE AND REALITY**

This course explores two broad areas of philosophical inquiry: metaphysics, which is concerned with general questions about the ultimate nature of the universe (reality), and epistemology, which is concerned with general questions about what we know or have reason to believe (knowledge). *Prerequisite: One prior course in philosophy or consent of instructor. Alternate years.*

333**PHILOSOPHY OF NATURAL SCIENCE**

A consideration of philosophically important conceptual problems arising from reflection about natural science, including such topics as the nature of scientific laws and theories, the character of explanation, the importance of prediction, the existence of “non-observable” theoretical entities such as electrons and genes, the problem of justifying induction, and various puzzles associated with probability. *Prerequisite: One prior course in philosophy or consent of instructor. Alternate years.*

334**CONTEMPORARY POLITICAL PHILOSOPHY**

A close reading of four or five defining works of contemporary political philosophy, beginning with the work of John Rawls. *Prerequisite: One prior course in philosophy or consent of instructor. Fulfills either Domestic or Global Cultural Diversity Requirement. Alternate years.*

336**CONTEMPORARY MORAL PHILOSOPHY**

A close reading of four or five centrally important works of contemporary moral philosophy. *Prerequisite: One prior course in philosophy or consent of instructor. Alternate years.*

340**SPECIAL TOPICS**

Study of selected philosophical problems, texts, writers, or movements. Recent topics include ethical obligations to animals, lying and lawbreaking, artificial intelligence, intelligent design, and homicide. *Prerequisite: One prior course in philosophy or consent of instructor. May be repeated for credit when topics are different. May only be counted once toward a major in philosophy, except with departmental approval.*

440**PHILOSOPHICAL RESEARCH AND WRITING**

In-depth instruction in both the independent and the cooperative aspects of philosophical research and writing. Each student undertakes an approved research project and produces a substantial philosophical paper. *Open only to, and required of, senior philosophy majors.*

470-479

INTERNSHIP

N80-N89

INDEPENDENT STUDY

Recent independent studies in philosophy include Nietzsche, moral education, Rawls' theory of justice, existentialism, euthanasia, Plato's ethics, and philosophical aesthetics.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS

PHYSICAL EDUCATION (PHED, WELL, COMS)

Instructors: Bliss, Dill, Ditzler, Eilman, Henrie (Coordinator), Keene, Lucas, Moriarity, Moorhouse, Ring, Stipcak, Thiel, Zimmerman

The Physical Activities, Wellness, and Community Service programs are designed to promote students' physical welfare, health awareness, and encourage a sense of civic responsibility.

PHYSICAL ACTIVITY COURSES (PHED)

102

PHYSICAL EDUCATION ACTIVITIES

Coeducational classes meet twice a week with basic instruction in fundamentals, knowledge, and appreciation of various sports or recreational activities. Emphasis is on the potential use of activities as recreational, leisure time, and life-long interests. *For students following the requirements from a catalog prior to 2015, this course satisfies one-half semester of physical education. No credit.*

105

PHYSICAL EDUCATION ACTIVITIES

Coeducational classes meet twice a week with basic instruction in fundamentals, knowledge, and appreciation of various sports or recreational activities. Emphasis is on the potential use of activities as recreational, leisure time, and life-long interests. *For students following the requirements from a catalog prior to 2015, this course satisfies one semester of physical education. No credit.*

110 - 125

VARSITY ATHLETICS

For students following the requirements from a catalog prior to 2015, competing on a varsity sports team satisfies one semester of physical education. Two full seasons must be completed to satisfy the Physical Activities requirement. No credit.

110 - BASKETBALL

111 - CROSS COUNTRY

112 - FOOTBALL

113 - GOLF

114 - SOCCER

115 - SOFTBALL

116 - SWIMMING

117 - TENNIS

118 - TRACK

119 - VOLLEYBALL

120 - WRESTLING

121 - LACROSSE

WELLNESS (WELL)

102

TOPICS IN WELLNESS

Wellness courses meet two hours per week covering various current health related topics. The courses promote life-long wellness. *For students following the requirements from a catalog prior to 2015, this course satisfies one-half semester of physical education. No credit. May be repeated with the same topic with consent of department.*

105

TOPICS IN WELLNESS

Wellness courses meet two hours per week covering various current health related topics. The courses promote life-long wellness. *For students following the requirements from a catalog prior to 2015, this course satisfies one semester of physical education. No credit. May be repeated with the same topic with consent of department.*

106

FIRST AID/CPR

This course prepares students to recognize emergencies and make appropriate decisions for first aid care. Also included are an emphasis on safety and assessment of personal habits to reduce risk of injury and illness. American Red Cross First Aid and CPR certifications are earned upon successful completion of the course. *For students following the requirements from a catalog prior to 2015, this course satisfies one semester of physical education. No credit.*

COMMUNITY SERVICE (COMS)

These courses require 2-3 hours per week in a combination of seminars and agency placement. Child abuse and criminal background clearances may be required to work at certain agencies. Students must meet with the Community Service Director in the Campus Ministry Center during the preregistration process to obtain further information and forms. Clearances must be obtained prior to the beginning of the semester in which the student is registered for Community Service.

105

COMMUNITY SERVICE I

An experiential learning opportunity accomplished in conjunction with local agencies or college departments. The outcome of such service promotes students' personal and social development as well as civic responsibility. *For students following the requirements from a catalog prior to 2015, this course satisfies one semester of physical education. No credit. May not be repeated.*

106

COMMUNITY SERVICE II

The second semester of community service requires the student to be engaged in a somewhat more sophisticated level of learning and service. *For students following the requirements from a catalog prior to 2015, this course satisfies one semester of physical education. No credit. Prerequisite: COMS 105.*

PHYSICS (See Astronomy/Physics)

POLITICAL SCIENCE (PSCI)

Associate Professor: Williamson (Chair)

Assistant Professor: Payne, Tagliarina

- Major: Political Science
- Courses required for major: 10
- Capstone requirement: PSCI 400
- Minors: Political Science, American Politics, World Politics, Legal Studies

The major is designed to provide a systematic understanding of government and politics at the international, national, state, and local levels. Majors are encouraged to develop their skills to make independent, objective analyses which can be applied to the broad spectrum of the social sciences.

Although the political science major is not designed as a vocational major, students with such training may go directly into government service, journalism, teaching, or private administrative agencies. A political science major can also provide a solid foundation for the study of law or for graduate studies leading to administrative work in federal, state, or local governments, international organizations, or teaching at the university level.

Students seeking certification to teach secondary school social studies may major in political science but should refer to the Department of Education listing and consult their advisors and the Education Department.

Major Requirements

A major in Political Science consists of ten courses as follows: PSCI 110, 300, and 400; two other introductory courses from PSCI 130, 140 and 160; and five other PSCI courses. These five courses must cover at least two subfields of Political Science—American Politics and Public Policy (designated by course numbers in the 10s or 20s), Legal Studies (designated with course numbers in the 30s), Comparative Politics (designated with course numbers in the 40s), or International Relations (designated with course numbers in the 60s). In addition two of these five courses must be at the 300 level or above.

Capstone Requirement

All majors must successfully complete PSCI 400.

Diversity and Writing Courses

The following course satisfies the Domestic Cultural Diversity Requirement: PSCI 331. The following courses satisfy the Global Cultural Diversity Requirement: PSCI 140, 160, 241, 242, 261, 342, 361, 362, 367, and 369. The following courses, when scheduled as W courses, count toward the Writing Requirement: PSCI 220, 242, 331, 334, 400.

Minor Requirements

The department offers four minors:

- 1) Political Science—any five courses, three of which are numbered 200 or above.
- 2) American Politics—PSCI 110 and four courses selected from those with course numbers ending in the 10s or 20s.
- 3) World Politics—PSCI 140 or 160 and four courses selected from those with course numbers ending in the 40s or 60s.
- 4) Legal Studies—PSCI 130 and four courses selected from those with course numbers in the 30s.

Students are encouraged to consult with department members on the selection of a minor.

110

U.S. GOVERNMENT AND POLITICS

The ideologies, institutions, and processes of American politics at the national level, with attention to the internal workings of government and the extra-governmental actors—including voters, political parties, and interest groups—that influence policy.

130

THE AMERICAN LEGAL SYSTEM

An introduction to all aspects of the American legal system. Students examine the historical development of the American court system, its current incarnation and organization, the “players” who participate in this system (i.e., lawyers, judges, interest groups), and the stages of the trial process. In addition, students explore the special role that the Supreme Court plays in the American legal system, focusing on the structure of the Court, which cases the Court agrees to hear and why, judicial decision-making, opinion assignment and bargaining, and the notion of constraints on the Court.

140

COMPARATIVE POLITICS AND GEOGRAPHY

The politics and geography of states in Europe, Asia, the Middle East, Africa, and South America in a search for comparisons and patterns. Includes history, institutions, cultures, borders, regions, and map exercises. *Fulfills Global Cultural Diversity Requirement.*

160

INTERNATIONAL RELATIONS

The basic factors and concepts of international relations, such as international systems, national interest and security, wars, decolonization, nationalism, economic development, trade blocs, and international law and organizations. *Fulfills Global Cultural Diversity Requirement.*

211

STATE AND LOCAL GOVERNMENT

An examination of the general principles, major problems, and political processes of the states and their subdivisions, together with their role in a federal type of government. *Alternate years.*

212**POLITICAL PARTIES**

The role and impact of political parties in America, focusing on theories of individual partisan attitudes and behavior, party organizations and activities, and partisan performance in government. *Alternate years.*

213**CONGRESSIONAL POLITICS**

Study of the U.S. Congress emphasizing internal structure and operations, rules and procedures, party leadership, committee system, external influences, incentives for congressional behavior, and elections. *Alternate years.*

214**THE PRESIDENCY**

The structure and behavior of the American presidency, including elections, organization of the office, and relation to other national institutions. *Alternate years.*

220**PUBLIC POLICY IN AMERICA**

An investigation of the public policymaking process in the United States. Students examine how issues get on the public policy agenda, the processes policymakers work through in making policy choices, the challenges and associated politics of implementing policy, and the substantive issues that remain once policymakers address a problem. To illustrate the concepts and principles of the public policy process, the course also explores controversial issues ranging from abortion and climate change to gun control and same-sex marriage. *Alternate years.*

231**LAW IN AMERICA**

A survey of the sources and functions of American law. Students examine the various types of law (e.g., business, civil, constitutional, criminal, family, etc.) to determine the capacity and limitations of law and legal processes to deal with social problems.

241**POLITICS OF DEVELOPING COUNTRIES**

General understanding of what developing countries are and how they compare to the developed world. Critical discussion of the sources of underdevelopment, the issues which plague contemporary developing countries and prevent advancement, possible solutions, and the general future of a developing/developed divide. *Fulfills Global Cultural Diversity Requirement. Alternate years.*

242**HUMAN RIGHTS**

Examination of the historical, philosophical, and religious documents upon which contemporary human rights are grounded, accompanied by discussions of how these rights change over time

and space. Analysis of the future effectiveness of human rights legislation and organizations. *Fulfills Global Cultural Diversity Requirement. Alternate years.*

261

INTERNATIONAL ORGANIZATIONS

Exploration of the international organizations that purportedly facilitate cooperation within the international system. Discussions focus on the origins of these institutions, their past and present functions, as well as the role they might play in the future of international politics and international law. Students will examine these issues in the context of IOs such as the United Nations, European Union, African Union, Organization of American States, World Bank, and World Trade Organization. *Fulfills Global Cultural Diversity Requirement. Alternate years.*

300

POLITICAL SCIENCE RESEARCH METHODS

An examination of conceptual and analytical tools in political science research. Topics include research design, issues of measurement, and empirical analysis. *Prerequisite: Junior standing and 2 courses in Political Science or consent of instructor.*

316

PUBLIC OPINION AND POLLING

Examines the general topic and methodology of polling. Content includes exploration of the processes by which people's political opinions are formed, the manipulation of public opinion through the uses of propaganda, and the American response to politics and political issues. *Prerequisite: PSCI 110 or consent of instructor.*

330

CONSTITUTIONAL LAW

An investigation of the Constitution's distribution of political power among coequal branches of the federal government (separation of powers) and between the levels of government (federalism). Constitutional law is studied based on the decisions of the United States Supreme Court. Students read, critically analyze, and discuss cases pertaining to controversial issues ranging from the authority to tax, spend, and declare war to the impact of national emergencies and terrorism. *Prerequisite: PSCI 130, 231, or consent of instructor. Alternate years.*

331

CIVIL RIGHTS AND LIBERTIES

An investigation of the Bill of Rights and its place in American democracy. Civil rights and liberties are studied based on the decisions of the United States Supreme Court. Students read, critically analyze, and discuss cases pertaining to controversial issues ranging from abortion and flag burning to obscenity and zoning restrictions. *Prerequisite: PSCI 130, 231, or consent of instructor. Alternate years. Fulfills Domestic Cultural Diversity Requirement.*

334

LEGAL RESEARCH AND WRITING

Designed to develop the skills needed to find, read, and analyze legal sources in order to write persuasive briefs, memoranda, and pleadings. While useful for all, this skill set provides a great

advantage to students hoping to attend law school or work in the legal profession. Some class meetings may be held at the James V. Brown Library. *Prerequisite: PSCI 130, 231, or consent of instructor. Alternate years.*

338

ENVIRONMENTAL LAW AND POLITICS

An examination of the law, institutions, actors, processes, and context influencing American environmental policymaking. Students investigate contemporary environmental issues including pollution, resource depletion, urban congestion and sprawl, and extinction. *Alternate years.*

339

JUDICIAL POLITICS AND BEHAVIOR

An exploration of the academic scholarship on judicial politics and behavior designed to develop students' ability to read and critically analyze such research. Questions examined in the course include: Why do judges decide cases the way they do? What effect does public opinion have on judicial decision-making? How do interest groups pursue their objectives in the court system? How are state and federal benches staffed? What effect do institutional differences have on judicial decision-making? *Prerequisite: Junior or senior standing and PSCI 130, 231, or consent of instructor. Alternate years.*

342

CIVIL CONFLICT

Examination of the contemporary dominant form of conflict: civil war. Discussion of the political, economic, and institutional sources of civil conflict; determinants of length and intensity; the actors involved and their diverse motivations and actions; the various consequences; and finally, some potential solutions. *Prerequisite: PSCI 140, PSCI 160, CJCR 346, or consent of instructor. Alternate years. Fulfills Global Cultural Diversity Requirement.*

361

INTERNATIONAL WAR

Application of the various theories of interstate conflict, grounded in traditional theories of international relations. An examination of the following questions: where, when, and why do wars start? Why should we care? Can war achieve peace? Are there alternative paths to peace? *Prerequisite: PSCI 160 or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

362

TERRORISM

Examination of the causes and strategies of terrorism as well as potential solutions. Students engage a variety of theories and debate whether terrorism has psychological, religious, cultural, and/or rational causes. Also examines terrorism as a strategy, with particular attention to primary texts on insurgency and counterinsurgency. Application of what we have learned in an effort to evaluate a number of potential solutions. *Prerequisite: PSCI 140, PSCI 160, CJCR 346, or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

367

WAR AND PEACE IN THE MIDDLE EAST

Is the Middle East an exceptionally dangerous region? If so, why? Examination of the geography, history, religions, and politics as well as the region's chances for peace. *Prerequisite: PSCI 140, 160, or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

369

AMERICAN FOREIGN POLICY

The U.S. role in the world in geographic, strategic, historical, and ideological perspectives, plus an examination of the domestic forces shaping U.S. policy. *Prerequisite: PSCI 160 or consent of the instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

400

POLITICAL ANALYSIS

Capstone course required of majors, normally taken in their senior year. Integrates and deepens knowledge and methods of the study of politics by means of empirical political inquiry and quantitative techniques. *Prerequisite: PSCI 300. Open to non-majors with consent of instructor.*

470-479

INTERNSHIPS

Students may receive academic credit for serving as interns in structured learning situations with a wide variety of public and private agencies and organizations. Students have served as interns with the Public Defender's Office, the Lycoming County Court Administrator, and the Williamsport City government.

N80-N89

INDEPENDENT STUDY

Examples of past studies include local, state, and federal elections; and Soviet and world politics.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS

PSYCHOLOGY (PSY)

Professor: Ryan

Associate Professors: Beery, Kelley (Chair)

Assistant Professors: Holstein, Norton, Olsen

Instructor: Haase, Mitchell

- Major: Psychology
- Courses required for major: 9 (B.A.), 15 (B.S.)
- Math requirement: a statistics course of at least 3 credits
- Capstone requirement: PSY 424, 432, or 433
- Minor: Psychology

The major provides training in both theoretical and applied psychology. It is designed to meet the needs of students seeking careers in psychology or other natural or social sciences. It also meets the needs of students seeking a better understanding of human behavior as a means of furthering individual and career goals in other areas. Psychology majors and others are urged to discuss course selections in psychology with members of the department to help ensure appropriate course selection.

Major Requirements

The B.A. Degree

To earn the B.A. degree, students must complete 32 credits in psychology including PSY 110, 331, 336, and one additional course with a laboratory (PSY 424, 432, or 433). A statistics course of at least 3 credits is also required.

The B.S. Degree

To complete the B.S. degree, students must complete 32 credits in psychology and statistics as described for the B.A. and take the following additional courses:

- One additional laboratory course in Psychology
- Three of the following Natural Science courses from at least two departments: BIO 110, 111, 323, 338; CHEM 110, 111; PHYS 225, 226
- One of the following computation courses: CPTR 125; MATH 128, 214; ECON 340, 441
- An Individual Studies or Honors Project in Psychology or, with department permission, an Internship or Practicum in Psychology.

Students are also recommended to take one of the following: PHIL 225 or 333.

Students interested in teacher certification should refer to the Department of Education listing.

Capstone Requirement

All majors must successfully complete PSY 424, 432, or 433.

Diversity and Writing Courses

The following course satisfies either the Domestic or Global Diversity Requirement: PSY 341. The following courses, when scheduled as W courses, count toward the Writing Requirement: PSY 331, 336, 424, 432, and 433.

Minor Requirements

A minor in psychology consists of 20 credits in psychology including PSY 110; two courses numbered 200 or higher; and one course from PSY 331, 424, 432, or 433.

110

INTRODUCTORY PSYCHOLOGY

An introduction to the empirical study of human and other animal behavior. Areas considered may include learning, personality, social, physiology, sensory, cognition, and development.

Three hours of lecture and one two-hour laboratory per week.

115

DEVELOPMENT FROM INFANCY TO MIDDLE CHILDHOOD

Examines how children grow and develop physically, emotionally, socially, and cognitively. A detailed analysis of development over the infancy, early, and middle childhood years of life.

Reviews the implications of development at different points in life for parenting and education.

Recommended for students pursuing additional education and career paths in fields that focus on early childhood development. *Credit may not be earned for both PSY 115 and 217. Prerequisite: PSY 110.*

116

ABNORMAL PSYCHOLOGY

An introduction to the patterns of deviant behavior with emphasis on cause, function, and treatment. The various models for the conceptualization of abnormal behavior are critically examined. *Prerequisite: PSY 110.*

118

ADOLESCENT PSYCHOLOGY

Focuses include theories of adolescence, current issues raised by the “generation of youth,” research on theories and issues of growth beyond childhood, and self-exploration. *Prerequisite: PSY 110.*

138

EDUCATIONAL PSYCHOLOGY

An introduction to the empirical study of the teaching-learning process. Areas considered may include educational objectives, pupil and teacher characteristics, concept learning, problem-solving and creativity, attitudes and values, motivation, retention and transfer, evaluation and measurement. *Prerequisite: PSY 110 or consent of instructor.*

211

LEARNING DISABILITIES

An examination of learning disabilities, emotional problems, and social problems of children. Topics include the legal and educational rights of children with disabilities, the categories of disability qualifying for Special Education services, assessment of children with learning disabilities, characteristics of and interventions to help children with learning disabilities and attention difficulties, available educational placements and support services, and Individualized Educational Programs (IEPs). *Prerequisite: PSY 110.*

216

ABNORMAL CHILD PSYCHOLOGY

Examines in detail the symptoms, assessment, causes, and treatments for psychological disorders primarily experienced by children and adolescents. These include separation anxiety, Attention Deficit Hyperactivity Disorder (ADHD), oppositional defiant disorder, conduct disorder, learning disabilities, autism, Asperger's disorder, and mental retardation. Also explores the application of specific treatment approaches to children/adolescents for disorders that can be experienced by both children and adults (e.g., phobias, obsessive-compulsive disorder, post traumatic stress disorder, depression, bipolar disorder). Also considers interventions for peer/social problems; physical conditions/illness; traumatic brain injury; and the effects of poverty, divorce, and abuse. *Prerequisite: PSY 110.*

217

LIFESPAN DEVELOPMENT

A general introduction to lifespan development. Provides a broad overview of several areas of development (e.g., physical, cognitive, emotional, social, moral) from prenatal development to death. Recommended for students who are interested in pursuing careers as physical therapists, occupational therapists, physicians' assistants, and other health-related or human service fields. *Prerequisite: PSY 110. Credit may not be earned for both PSY 115 and 217.*

220

THE PSYCHOLOGY OF CLOSE RELATIONSHIPS

Reviews current theory and research on love. The progress of close, interpersonal relationships from initiation to termination will be discussed. Also explores the relation between love and sex and reviews current research on sexuality. *Prerequisite: PSY 110.*

221

ENVIRONMENTAL PSYCHOLOGY

Explores the relationship between the individual and the environment. Uses theory and research to explore issues concerning the relationship between the physical environment and human behavior. Environmental Psychology promotes a more socially conscious relationship between humans and our physical environment. Topics include population control, conservation, urbanization, and environmental design. *Prerequisite: PSY 110 or consent of instructor.*

223

FOUNDATIONS OF SPORT AND EXERCISE PSYCHOLOGY

An introduction to sport and exercise psychology, from the history and development of the field to the theories and principles that are central to its study. Topics include the evolution of the field

of sport psychology, theories surrounding sport participants and sport environments, the group processes that are an essential part of sport, the basic principles of performance enhancement within the field, issues related to enhancing health and well-being in sport and exercise, and issues related to the facilitation of psychological growth and development in sport and exercise. *Prerequisite: PSY 110.*

225

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

The application of the principles and methods of psychology to selected industrial and organizational situations. *Prerequisite: PSY 110 or consent of instructor.*

237

COGNITION

An in-depth examination of the field of human cognition. Topics include perception, attention, short and long term memory, reading comprehension, problem solving, and decision making. Emphasis is placed on understanding the scientific nature of the discipline. *Prerequisite: PSY 110.*

239

APPLIED BEHAVIOR ANALYSIS

A detailed examination of the applied analysis of behavior. Focuses on the application of experimental method to the individual clinical case. Covers targeting behavior, base-rating, intervention strategies, and outcome evaluation. Examines learning-based modification techniques such as contingency management, counter-conditioning, extinction, discrimination training, aversive conditioning, and negative practice. *Prerequisite: PSY 110 or consent of instructor.*

242

DRUGS, BEHAVIOR, AND SOCIETY

Examines the effects of drugs on brain, behavior, and society. Focuses on legal and illegal psychoactive drugs, including their origins, history of use, and effects on the mind and body. Also addresses psychiatric medications and over-the-counter drugs. Distinctions are made between drug use, abuse, and addiction. Various approaches to prevention and treatment of abuse are discussed. Students are encouraged to think critically about drug use and its impact on society. *Prerequisite: PSY 110 or consent of instructor.*

310

FORENSIC PSYCHOLOGY

An examination of psychological theories and research on topics related to psychology and law. Areas covered include forensic pathology, psychological theories of criminal behavior, eyewitness testimony, jury decision making, expert witnesses, the insanity defense, and criminal profiling analysis. *Prerequisites: PSY 110 and 116.*

331

RESEARCH METHODS IN PSYCHOLOGY

A study of the scientific method and the application of statistics to psychology. Compares

qualitative methods such as case studies, ethnographies, and naturalistic observations with quantitative methods such as correlational research, surveys, experiments, and quasi-experimental designs. Focuses on quantitative methods and highlights the relative strengths and weaknesses of the different research approaches. Emphasis is placed on understanding the place of research in the field of psychology. *Three hours of lecture and one two-hour laboratory per week. Prerequisites: PSY 110 and a statistics course of at least 3 credits.*

334

PRINCIPLES OF MEASUREMENT

Psychometric methods and theory, including scale transformation, norms, standardization, validation procedures, and estimation of reliability. *Prerequisites: PSY 110 and a statistics course of at least 3 credits.*

336

PERSONALITY THEORY

A review of the major theories of personality development and personality functioning. In addition to covering the details of each theory, the implications and applications of each theory are considered. Best taken by Psychology majors in the junior year, because it integrates material from diverse areas of psychology. *Prerequisite: PSY 110.*

341

PSYCHOLOGY OF WOMEN

A review of contemporary theory and research on the psychology of gender differences. Special topics include sex differences in achievement, power, and communication; sex-role stereotypes; beliefs about masculinity and femininity; and gender influences on mental health. *Prerequisite: PSY 110. Fulfills either Domestic or Global Cultural Diversity Requirement.*

342

HEALTH PSYCHOLOGY

Serves as an introduction to the field of Health Psychology, which is concerned with the role of biological, social, and psychological factors in health and illness. Addresses the relevant research methodology and ethical considerations of four general topic areas: 1) attitudes, behaviors, and lifestyle factors affecting disease prevention and development; 2) stress and the related personality and social processes associated with disease development and progression; 3) social and psychological implications of chronic illness; and 4) social and psychological factors involved in the illness experience. *Prerequisite: PSY 110 or consent of instructor.*

410

DYSFUNCTIONAL FAMILIES AND CHILD DEVELOPMENT

Explores the relations between a variety of types of family dysfunctions and child development and psychopathology. Topics include child abuse, neglect, sexual abuse, and children from violent homes and homes with mentally ill parents. The course will focus on empirical literature about dysfunctional families and child development, biographical, and political perspectives. *Prerequisites: PSY 115, 116, 118, 216, 217, or consent of instructor.*

424

SOCIAL PSYCHOLOGY

The scientific exploration of interpersonal communication and behavior. Topics include attitudes and attitude change, attraction and communication, social perception and social influence, prosocial and antisocial behavior, and group processes. *Three hours of lecture and one two-hour laboratory per week. Prerequisite: PSY 110 and 331 or consent of instructor.*

432

SENSATION AND PERCEPTION

The examination of psychophysical methodology and basic neurophysiological methods as they are applied to the understanding of sensory processes. *Three hours of lecture and one two-hour laboratory per week. Prerequisites: PSY 110 and 331 or consent of instructor.*

433

BIOLOGICAL PSYCHOLOGY

An introduction to the biological psychologist's method of approach to the understanding of behavior as well as the set of principles that relate the function and organization of the nervous system to the phenomena of behavior. *Three hours of lecture and one two-hour laboratory per week. Prerequisite: PSY 110 and 331 or consent of instructor.*

448

PRACTICUM IN PSYCHOLOGY I

An off-campus experience in a community setting offering psychological services, supplemented with classroom instruction and discussion. Covers the basic counseling skills. *Prerequisite: Consent of instructor.*

449

PRACTICUM IN PSYCHOLOGY II

An off-campus experience in a community setting offering psychological services, supplemented with classroom instruction and discussion. Covers the major theoretical approaches to counseling. *Prerequisite: PSY 448 or consent of instructor.*

470-479

INTERNSHIP

Internships give students an opportunity to relate on-campus academic experiences to society in general and to their post-baccalaureate objectives in particular. Students have, for example, worked in prisons, public and private schools, county government, and for the American Red Cross.

N80-N89

INDEPENDENT STUDY

Independent study is an opportunity for students to pursue special interests in areas for which courses are not offered. In addition, students have an opportunity to study a topic in more depth than is possible in the regular classroom situation.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS

Honors in psychology requires original contributions to the literature of psychology through independent study.

PUBLIC POLICY

Assistant Professor: Payne (Coordinator)

Students may select either the Domestic Public Policy or International Public Policy minor.

Domestic Public Policy Minor:

Students are required to take PSCI 110, PSCI 220, either ECON 110 or 111, and MATH 123 or MATH 214. Students intending to pursue graduate work are strongly encouraged to enroll in MATH 214 and at least one social science research methods course. In addition to these four core courses, students are also required to take three electives from the following list. The three electives must be from three different departments, and at least one elective course must be numbered 300 or above. Only one elective may count toward any other major or minor program of student study.

Domestic Public Policy Electives:

CJCR 201	Policing and Society
CJCR 203	Correctional Systems
CJCR 300	Criminology
CJCR 341	Crime Prevention
ECON 224	Urban Problems
ECON 225	Environmental Economics
ECON 337	Public Finance
HIST 230	African American History
HIST 338	Rights, Reform, and Protest
HIST 404	U.S. Since 1945
PHIL 334	Contemporary Political Philosophy
PSCI 211	State and Local Government
PSCI 213	Congressional Politics
PSCI 231	Law in America
PSCI 316	Public Opinion and Polling
PSCI 338	Environmental Law and Politics
SOC 210	Sociology of Mental Health
SOC 220	Sociology of Family
SOC 228	Aging and Society
SOC 231	Sociology of War and the Military
SOC 310	Medical Sociology
SOC 334	American Immigration

International Public Policy Minor

Students are required to take PSCI 140 or PSCI 160, PSCI 261, ECON 110, and MATH 123 or MATH 214. Students intending to pursue graduate work are strongly encouraged to enroll in MATH 214 and at least one social science research methods course. In addition to these four core courses, students are also required to take three electives from the following list. The three electives must be from three different departments. Only one elective may count toward any other major or minor program of student study.

International Public Policy Electives:

ANTH 229	Cultural Anthropology
ANTH 230	Anthropology of Latin America
ANTH 232	Environmental Anthropology
ANTH 334	Economic Anthropology
ECON 343	International Trade
HIST 217	20th Century Europe
HIST 232	Rise of Islam
HIST 243	Asia in a Global Context
HIST 246	Africa and the World
PHIL 334	Contemporary Political Philosophy
PSCI 241	Politics of Developing Countries
PSCI 242	Human Rights
PSCI 342	Civil Conflict
PSCI 361	International War
PSCI 369	American Foreign Policy

RELIGION (REL, GRK, HEBR, LAT)

Professors: Gaber, Hughes, Johnson (Chair)

Assistant Professor: Knauth

Instructors: Adams, Gilmore, McNassor

- Major: Religion
- Concentrations: General Religion, Religion with a concentration in Biblical Studies
- Courses required for major: 10
- Capstone requirement: Significant paper, Portfolio, Oral Defense
- Minors: Religion, Biblical Languages, Biblical Studies

The Religion Department offers two options for the completion of the Religion major. The major in Religion encourages exploration into fundamental questions of living such as “Who are we?” “Does life have meaning or purpose?” and “Is there an ultimate reality?” A Religion major with a concentration in Biblical Studies is designed especially for pre-ministerial students and students interested in the critical, analytical study of texts held sacred in Judeo-Christian traditions.

RELIGION (REL)

Major Requirements

A major in Religion consists of 10 courses, including:

- A. Two courses in comparative religions: REL 110 Introduction to World Religions, plus one of the following:

REL 121	After Death and Dying
REL 210	Judaic Studies: From the Exodus to the Romans
REL 212	Islam
REL 225	Asian Religions
REL 320	Topics in Comparative Religions
HIST 232	The Rise of Islam

- B. Two courses in analysis of scriptures—either REL 113 Old Testament Faith and History or REL 114 New Testament Faith and History, plus one of the following:

REL 333	Old Testament Women
REL 337	Biblical Topics
REL 433	The Sayings of Jesus

- C. One theology/ethics course selected from the following:

REL 211	Judaic Studies: Talmud to Today
REL 222	Protestantism in the Modern World

REL 230	Psychology of Religion
REL 331	Christian Social Ethics
PHIL 227	Religion & Reason
PHIL 228	Philosophy and the Environment
PHIL 302	Medieval Philosophy

A major in Religion with a concentration in Biblical Studies requires A. and C. above; REL 113 and 114; and three courses from REL 333, 337, and 433 (REL 337 may be repeated with different topics; one course from GRK 221, GRK 222, HEBR 221, or HEBR 222 may be substituted for an upper-level scriptures course).

No more than four 100 level courses may be applied toward the major, and at least two courses must be numbered 320 or above. At least seven courses must have a REL prefix. Up to three of the following courses may be counted toward fulfilling major requirements: GRK 221, 222; HEBR 221, 222; HIST 232; PHIL 227, 228, 302.

Capstone Requirements

Seniors must (1) select, expand upon, and submit for department review a significant paper, written in an upper-level course, that concerns theology or ethics, analysis of scriptures, or the comparative study of religion; and (2) submit a portfolio of writing during the first month of their final semester. The portfolio must include four major papers from Religion courses and an essay in self-understanding. (3) Seniors will also arrange an oral defense with the department faculty, consisting of an assessment interview occurring during the last two months of the final semester.

REL 120 is strongly recommended for pre-ministerial students after their first year, regardless of their major.

Diversity and Writing Courses

The following courses satisfy the Global Cultural Diversity Requirement: REL 226, 323, 328, and 401. The following courses satisfy either the Domestic or Global Diversity Requirement: REL 110, 121, 210, 211, 212, 225, 320, and 333. The following courses, when scheduled as W courses, count toward the Writing Requirement: REL 230, 323, 331, 333, 337, and 433.

Minor Requirements

A minor in Religion consists of one course from REL 110, 113, or 114, and four REL courses numbered 200 or above. At least one course must be taken from REL 110, 210, 211, 212, 225, or 320.

A minor in Biblical Studies consists of REL 113 and 114 and 3 courses from REL 333, 337, and 433 (REL 337 may be repeated with different topics; one course from GRK 221, GRK 222, HEBR 221, or HEBR 222 may be substituted for an upper-level scriptures course).

An interdisciplinary minor in Biblical Languages requires the completion of GRK 101, 102;

HEBR 101, 102; and two from GRK 221, GRK 222, HEBR 221, or HEBR 222.

110

INTRODUCTION TO WORLD RELIGIONS

Designed for the beginning student, this course examines what it means to be religious, especially within the major traditions of the world. Issues include the definition of religion, the meaning of ritual and symbolism, and ecstatic phenomena. Attention is paid to significant developments within the major religious traditions. *Fulfills either Domestic or Global Cultural Diversity Requirement.*

113

OLD TESTAMENT FAITH AND HISTORY

A critical examination of the literature within its historical setting and in the light of archaeological findings to show the faith and religious life of the Hebrew-Jewish community in the Biblical period, and an introduction to the history of interpretation with an emphasis on contemporary Old Testament criticism and theology.

114

NEW TESTAMENT FAITH AND HISTORY

A critical examination of the literature within its historical setting to show the faith and religious life of the Christian community in the Biblical period, and an introduction to the history of interpretation with an emphasis on contemporary New Testament criticism and theology.

120

DEATH AND DYING

A study of death from personal, social, and universal standpoints with emphasis upon what the dying may teach the living. Principal issues are the stages of dying, bereavement, suicide, funeral conduct, and the religious doctrines of death and immortality. Includes optional practical projects with terminal patients under professional supervision. *Only one course from the combination of REL 120 and 121 may be used for Distribution requirements.*

121

AFTER DEATH AND DYING

An examination of the question of life after death in terms of contemporary clinical studies, the New Testament resurrection narratives, the Asian doctrine of reincarnation, and the classical theological beliefs of providence and predestination. *Prerequisite: REL 120 is recommended but not required. Only one course from the combination of REL 120 and 121 may be used for Distribution requirements. Fulfills either Domestic or Global Cultural Diversity Requirement. Alternate years.*

210

JUDAIC STUDIES: FROM THE EXODUS TO THE ROMANS

An examination of the Jewish vision of the foundation stories, the history, and the impact of events upon the Jewish world-view. The sources of the Bible are examined in detail, and the

changing self-perception of the Israelites is a major focus. This period is formative in the development of what will become the Jewish People. *Fulfills either Domestic or Global Cultural Diversity Requirement. Alternate years.*

211

JUDAIC STUDIES: TALMUD TO TODAY

An examination of the development of Jewish traditions from the destruction of the second temple in 70 C.E. to the present day. Particular attention is paid to the relationship between the living situations of Jews in the Diaspora to the development of interpretation of Jewish law. *Fulfills either Domestic or Global Cultural Diversity Requirement. Alternate years.*

212

ISLAM

A comprehensive examination of the many religious dimensions of Islam, including the life of Muhammad, key textual sources such as the Quran and Hadith, basic beliefs and practices, Sufism, Muslim theology, differences between Sunni and Shi'ite interpretations of the faith, the historical evolution of Islam and its interaction with other cultures, and the theological and socio-political roots of the recent worldwide resurgence of Islam. *Fulfills either Domestic or Global Cultural Diversity Requirement. Alternate years.*

222

PROTESTANTISM IN THE MODERN WORLD

An examination of Protestant thought and life from Luther to the present against the backdrop of a culture rapidly changing from the 17th century scientific revolution to Marxism, Darwinism, and depth psychology. Special attention is paid to the constant interaction between Protestantism and the world in which it finds itself. *Alternate years.*

225

ASIAN RELIGIONS

A phenomenological study of the basic content of Hinduism, Buddhism, and Chinese Taoism with special attention to social and political relations, mythical and aesthetic forms, and the East-West dialogue. *Fulfills either Domestic or Global Cultural Diversity Requirement. Alternate years.*

226

BIBLICAL ARCHAEOLOGY

A study of the role of archaeology in reconstructing the world in which the Biblical literature originated, with special attention given to archaeological results that throw light on the clarification of the Biblical text. Also, an introduction to basic archaeological method and a study in depth of several representative excavations along with the artifacts and material culture recovered from different historical periods. *Fulfills Global Cultural Diversity Requirement.*

227

EARLY HISTORY AND THEOLOGIES OF CHRISTIANITY

Traces the development of Christianity from the early Jesus movements up to the post-Constantinian, institutional Church. Issues include early apostolic preaching; the formation of the

New Testament canon; the structuring of the community; and controversies regarding the person and nature of Christ, the trinity, the nature of salvation, and the sacraments.

230

PSYCHOLOGY OF RELIGION

A study into the broad insights of psychology in relation to the phenomena of religion and religious behavior. Concentrates on religious experience or manifestations rather than concepts. Tentative solutions are sought to questions such as: What does it feel like to be religious or to have a religious experience? What is the religious function in human development? How does one think psychologically about theological problems? *Alternate years.*

320

TOPICS IN COMPARATIVE RELIGIONS

A topics course with a comparative religions focus. *Prerequisite: REL 110. May be repeated for credit with consent of instructor when topics are different. Fulfills either Domestic or Global Cultural Diversity Requirement.*

323

THE HELLENISTIC-ROMAN CULTURAL WORLD

A survey of historical, cultural, and religious aspects of the eastern Mediterranean world that helped shape the development of second-temple Judaism and early forms of Christianity. Topics include political history, patronage and other Roman social structures, education, rhetoric, literature, philosophy, and Hellenistic-Roman modes of religious expression, including Judaism, the mysteries, and imperial religion. *Fulfills Global Cultural Diversity Requirement.*

328

HISTORY AND CULTURE OF THE ANCIENT NEAR EAST

A study of the history and culture of Mesopotamia, Anatolia, Syria-Palestine, and Egypt from the rise of the Sumerian culture to Alexander the Great. Careful attention is given to the religious views prevalent in the ancient Near East as far as these views interacted with the culture and faith of the Biblical tradition. *Fulfills Global Cultural Diversity Requirement.*

331

CHRISTIAN SOCIAL ETHICS

A study of Christian ethics as a normative perspective for contemporary moral problems with emphasis upon the interaction of law and religion, decision-making in the field of biomedical practice, and the reconstruction of society in a planetary civilization. *Alternate years.*

333

OLD TESTAMENT WOMEN

An in-depth study of a variety of biblical texts and themes relevant to the roles and character of women in the Old Testament, including selections from Genesis, Ruth, Esther, Song of Songs, Proverbs (esp. ch. 31), and the songs of Deborah and Miriam. Also considers excerpts from the prophecies of Hosea and Ezekiel. *Prerequisite: REL 113, 114, or consent of instructor. Fulfills either Domestic or Global Cultural Diversity Requirement. Alternate years.*

337**BIBLICAL TOPICS**

An in-depth study of Biblical topics related to the Old and New Testaments. Recent topics include Exodus, King David, Kingship Ideologies, and The Gospels of Mark and Thomas.

Prerequisite: REL 113, 114, or consent of instructor. May be repeated for credit with consent of instructor when topics are different.

342**THE NATURE AND MISSION OF THE CHURCH**

A study of the nature of the Church as “The People of God” with reference to the Biblical, Protestant, Orthodox, and Roman Catholic traditions.

401**FIELD ARCHAEOLOGY**

Participation in an approved archaeological dig or field school program. Includes instruction in excavation techniques, recording and processing of artifacts. A survey of excavation and research and the use of archaeology as a tool for elucidating historical and cultural changes.

Cross-listed as ARCH 401 and ANTH 401. REL 401 for Mediterranean and Near Eastern digs only. Students desiring credit toward the Religion major or Humanities Distribution Requirement should register for REL 401; students desiring credit toward the Anthropology major or Social Science Distribution requirement should register for ANTH 401; students desiring credit toward the Archaeology major should register for ARCH 401. Fulfills Global Cultural Diversity Requirement. Special fees apply. May Term or Summer Sessions only.

433**THE SAYINGS OF JESUS**

An exploration of the ways in which early followers understood the nature and person of Jesus of Nazareth through their appropriation and interpretation of his teachings. An examination of the means and methods by which the teachings of Jesus were passed down from community to community and adapted to changing social and theological contexts in the first centuries of the Christian era. *Prerequisite: REL 113, 114, or consent of instructor. Alternate years.*

470-479**INTERNSHIP**

Interns in religion usually work in local churches, hospitals, or other religion-based organizations or programs under the supervision of the pastor, chaplain, or supervisor and a member of the faculty.

N80-N89**INDEPENDENT STUDY**

Current study areas are in the Biblical languages, Biblical history and theology, Biblical archaeology, comparative religions, and the ethics of technology.

490-491**INDEPENDENT STUDY FOR DEPARTMENTAL HONORS**

ANCIENT LANGUAGES

Greek, Hebrew, and Latin satisfy the Modern and Ancient Language Distribution Requirement, not the Humanities Distribution Requirement. They are not offered as majors. An interdisciplinary minor in Biblical Languages requires the completion of GRK 101 and 102; HEBR 101 and 102; and two from GRK 221, GRK 222, HEBR 221, or HEBR 222.

GREEK (GRK)

101

BIBLICAL GREEK GRAMMAR AND READINGS I

Fundamentals of Biblical Greek grammar, with an emphasis on the writings of the Greek New Testament. *Alternate years.*

102

BIBLICAL GREEK GRAMMAR AND READINGS II

Continuation of fundamentals of Biblical Greek grammar, with readings from selected passages of the Greek New Testament. Introduction to the use of lexicons, library resources, and the critical apparatus of the UBS *Greek New Testament* for word study and exegesis. *Prerequisite: GRK 101 or equivalent or consent of instructor. Alternate years.*

221

READINGS IN THE SYNOPTIC GOSPELS

A comparative study of the synoptic tradition in Greek. *Prerequisite: GRK 102 or equivalent or consent of instructor. Alternate years.*

222

READINGS IN THE PAULINE EPISTLES

Selected readings from the letters of Paul in Greek with a focus on the translation of one letter in its entirety. *Prerequisite: GRK 221 or equivalent or consent of instructor. Alternate years.*

HEBREW (HEBR)

101

BIBLICAL HEBREW GRAMMAR AND READINGS I

Fundamentals of Biblical Hebrew grammar and readings of selected passages of the Hebrew Bible. *Alternate years.*

102

BIBLICAL HEBREW GRAMMAR AND READINGS II

Continuation of fundamentals of Biblical Hebrew grammar and readings of selected passages of the Hebrew Bible. Introduction to the use of lexicons, library resources, and the critical apparatus

of BHS for word study and exegesis. *Prerequisite: HEBR 101 or equivalent or consent of instructor. Alternate years.*

221

READINGS IN BIBLICAL HEBREW NARRATIVE

A critical reading of the Hebrew text of selected narrative portions of the Old Testament with special attention being given to exegetical questions. The texts vary from year to year.

Prerequisite: HEBR 102 or equivalent or consent of instructor. Alternate years.

222

READINGS IN THE PROPHETIC BOOKS AND WISDOM LITERATURE

A critical reading of the Hebrew text of selected portions of Old Testament prophecy and wisdom literature, with special attention being given to poetic texts and to exegetical questions.

The texts vary from year to year. *Prerequisite: HEBR 221 or equivalent or consent of instructor. Alternate years.*

LATIN (LAT)

101

LATIN GRAMMAR AND READINGS I

Fundamentals of classical Latin grammar and readings of selected passages from Latin authors.

102

LATIN GRAMMAR AND READINGS II

Continuation of fundamentals of classical Latin grammar and readings of selected passages from Latin authors. *Prerequisite: LAT 101 or equivalent or consent of instructor.*

221

LATIN READINGS AND CULTURE I

Readings in a variety of classical Latin texts, including a brief grammar review. *Prerequisite: LAT 102 or equivalent or consent of instructor.*

222

LATIN READINGS AND CULTURE II

Readings in a variety of classical Latin texts, including the study of Latin inscriptions.

Prerequisite: LAT 221 or equivalent or consent of instructor.

SCHOLARS PROGRAM (SCHOL)

Associate Professor: Chandler (Director)

The Lycoming College Scholars Program is a special program designed to meet the needs and aspirations of highly motivated students of superior intellectual ability. Lycoming Scholars satisfy the College's distribution requirements with more challenging courses than students not in the Scholars Program are required to complete. (Substitutions to the Distribution Requirements for Scholars can be made only by successful application to the Committee on Academic Standards with a supporting signature by the Scholars Council Director.) Lycoming Scholars also participate in special interdisciplinary seminars and in an independent study culminating in a senior presentation. The Scholars Seminar is a 1 credit course, and does not result in overload charges for full-time students.

301

LYCOMING SCHOLARS SEMINAR

Team taught interdisciplinary seminar held each semester under the direction of the Lycoming Scholars Council. May be repeated for credit. Completion of five semesters is required by the Scholars Program. *Prerequisite: Acceptance into the Lycoming Scholars Program. Grade will be recorded as "A" or "F." 1 credit.*

450

SENIOR SEMINAR

During the senior year, Lycoming Scholars complete independent studies or departmental honors projects. These projects are presented to scholars and faculty in the senior seminar. *Prerequisite: Acceptance into the Lycoming Scholars Program. Non-credit course.*

SOCIAL AND ECONOMIC JUSTICE

Assistant Professor: Adams (Coordinator)

The Social and Economic Justice minor is designed to provide students with a framework to address the causes, consequences, and expressions of social and economic inequalities. The core curriculum consists of either ECON 110 or ANTH 334, either SOC 240 or HIST 338, and either PHIL 334 or PSCI 242. In addition to these core courses, students are also required to take three electives from the following list. The three electives must be from at least two different departments. Students are free to take additional core courses as electives, but a course may not count as both a core course and an elective.

Electives:

ANTH 230	Anthropology of Latin America
ANTH 232	Environmental Anthropology
ANTH 334	Economic Anthropology
ARHI 339	Gender and Identity in Art
BUS 313	Sustainable Business Management
CJCR 242	Organizational Crime
CJCR 334	Race, Class, Gender and Crime
ECON 110	Principles of Macroeconomics
ECON 224	Urban Problems
ECON 332	Government and the Economy
ECON 335	Labor Economics
ECON 337	Public Finance
ENGL 229	African American Literature
ENGL 334	Women and Literature
FILM 300	Film and Social Change
HIST 221	Latin America
HIST 230	African American History
HIST 232	The Rise of Islam
HIST 246	Africa and the World
HIST 338	Rights, Reform, and Protest
PHIL 115	Philosophy and Public Policy
PHIL 334	Contemporary Political Philosophy
PSCI 241	Politics of Developing Countries
PSCI 242	Human Rights
PSCI 331	Civil Rights and Liberties
PSCI 342	Civil Conflict
REL 331	Christian Social Ethics
SOC 240	Race, Class, Gender, and Sexuality
SOC 305	Sociology of Law
WGST 200	Gendered Perspectives

SOCIOLOGY-ANTHROPOLOGY (SOC, ANTH)

Professor: Ross (Chair)

Assistant Professors: Adams, McCall, Munson

- Majors: Sociology-Anthropology, Medical Sociology
- Concentrations: Anthropology, Sociology
- Courses required for either Sociology-Anthropology concentration: 10
- Courses required for Medical Sociology: 11
- Math prerequisite (not counted in major) for Sociology-Anthropology: Math 123
- Capstone requirement for either major: ANTH/SOC 430
- Minors: Anthropology, Human Services, Sociology

The Sociology-Anthropology Department offers a major in sociology-anthropology with the requirement to concentrate elective coursework in either anthropology or sociology. Since the sociology-anthropology major involves a core foundation of study in both disciplines, students may not “double concentrate” in sociology and anthropology. Regardless of concentration area, students may minor in human services. The department also offers an interdisciplinary major in medical sociology, and students majoring in medical sociology may also minor in human services.

Major Requirements

Core courses required of all sociology-anthropology majors:

ANTH 114, 229; SOC 110, 240, and 330.

Additional requirements for either the anthropology or sociology concentration:

1. Anthropology Concentration:

ANTH 344, 430, and three ANTH electives. Students may also count a 4-credit course with travel outside the United States, any 4-credit Archaeology (ARCH) course, REL 226, or any FRN, GERM, or SPAN course numbered 221 or above as one of the ANTH electives.

2. Sociology Concentration:

SOC 344, 430, and three additional departmental electives, two of which must be from SOC 210, 220, 228, 231, 305, 310, 320, 334, or CJCR 300. SOC 222, 325, and 448 may not be counted as electives for the sociology concentration.

Course requirements for the interdisciplinary medical sociology major:

SOC 110, 222, 240, 310, 330, 344, 430, and either SOC 210 or 228; BIO 106, 107, or 110; and two electives from ANTH 310; BIO 222, 321, 323, 347; PHIL 219; PSY 242; and REL 120.

Though not required, students are also strongly encouraged to take SOC 325 and SOC 448.

Capstone Requirement

All majors must successfully complete ANTH/SOC 430.

Diversity and Writing Courses

The following courses satisfy the Domestic Cultural Diversity Requirement: SOC 110, 240, and 334. The following courses satisfy the Global Cultural Diversity Requirement: ANTH 114, 229, 230, 232, 310, 320, 334, and 344. The following courses, when scheduled as W courses, count toward the Writing Requirement: ANTH 230, 232 and 310; SOC 210, 222, 228, 231, and 330.

Minor Requirements

The Department of Sociology-Anthropology offers three minors: Anthropology, Human Services, and Sociology.

A minor in Anthropology requires ANTH 114, 229, and three ANTH electives numbered 200 or above.

A minor in Human Services requires SOC 222, 325, and 448; either ANTH 229 or SOC 240; and either MATH 123 or 214.

A minor in Sociology requires SOC 110, 344, and three SOC electives from SOC 210, 220, 228, 231, 240, 305, 310, 320, 330, 334, or 430.

ANTHROPOLOGY (ANTH)

114

INTRODUCTION TO ANTHROPOLOGY

Serves as an introduction to anthropology, including all four sub-fields of anthropology: cultural anthropology, archaeology, biological/physical anthropology, and anthropological linguistics. By looking at human societies holistically and across cultural contexts, anthropology offers a series of tools to address contemporary problems. *Fulfills Global Cultural Diversity Requirement.*

229

CULTURAL ANTHROPOLOGY

Cultural anthropology seeks to explain the diversity of human societies, while looking for commonalities across them. Serves as a general introduction to the field of cultural anthropology, including an introduction to the history of anthropological research and the practice of ethnography. Topics include kinship, race, globalization, gender, social status, identity, and violence. *Fulfills Global Cultural Diversity Requirement.*

230

ANTHROPOLOGY OF LATIN AMERICA

Examines the history of anthropology in Latin America, from early concerns with Native American populations in Central and South America to current concerns with cultural plurality,

neoliberal economic reforms, and environmental conservation. Topics include European colonization, globalization, gender, and medical anthropology. *Fulfills Global Cultural Diversity Requirement. Alternate years.*

232

ENVIRONMENTAL ANTHROPOLOGY

Anthropologists examine the interaction between people and the environment from many different perspectives. This course surveys several of these approaches to understanding human/environment interactions with particular emphasis on human adaptation to the environment across cultures and through time, as well as the current concerns with environmental sustainability and the social context of the environmental movement.

Fulfills Global Cultural Diversity Requirement. Alternate years.

310

FOOD AND CULTURE

Surveys the growing body of scholarship in food studies and the anthropology of food. Food production and consumption are examined in terms of human biology, culture, and social status across time from our evolutionary ancestors to the present day. Topics include systems of food production, the social and cultural context of agricultural settings, the rise of industrial agriculture and fast food, and social movements based on ideas about food, such as the organic and locavore movements. *Prerequisite: ANTH 114, 229, or junior or senior standing. Fulfills Global Cultural Diversity Requirement. Alternate years.*

320

SPECIAL TOPICS IN ANTHROPOLOGY

Study of selected anthropological problems, theorists, or movements. Sample topics include art and society; ethnography and ethnology; applied anthropology; anthropology of gender, culture and agriculture; and Geographic Information Systems (GIS). *Prerequisite: ANTH 114, 229, or junior or senior standing. May be repeated for credit with consent of department when topics are different. Fulfills Global Cultural Diversity Requirement. Alternate years.*

334

ECONOMIC ANTHROPOLOGY

There is a tremendous diversity in how human societies organize themselves for production, distribution, and consumption. Both theoretical and practical, this course is an examination of the ways people organize themselves around these tasks. Students concerned about real-world business problems re-examine desire, decision-making, and the impact of culture on economic behavior, while anthropological theories are considered in terms of their practical utility for understanding observed economic behavior. Topics include the origins of economic systems, ancient economies, colonialism, globalization, and international commerce. *Fulfills Global Cultural Diversity Requirement. Alternate years.*

344

ANTHROPOLOGICAL THEORY

Addresses the history of theory in anthropology, with a greater emphasis on theories used within cultural anthropology, although theoretical trends in archaeology, anthropological linguistics,

and biological/physical anthropology are included to a more limited degree. The course is reading intensive and broad, including work by Franz Boas, Eric Wolf, Clifford Geertz, and Pierre Bourdieu among others. *Prerequisite: ANTH 114, 229, or junior or senior standing. Fulfills Global Cultural Diversity Requirement. Alternate years.*

401

FIELD ARCHAEOLOGY

Participation in an approved archaeological dig or field school program, usually in the Near East or Mediterranean region. Includes instruction in excavation techniques, recording and processing of artifacts. A survey of excavation and research and the use of archaeology as a tool for elucidating historical and cultural changes. Under certain circumstances, participation in an archaeological field school in North, Central, or South America or elsewhere may be accepted. *Cross-listed as ARCH 401, and as REL 401 for Mediterranean and Near Eastern digs only. Students desiring credit toward the Religion major or Humanities Distribution Requirement should register for REL 401; students desiring credit toward the Anthropology major or Social Science Distribution Requirement should register for ANTH 401; students desiring credit toward the Archaeology major should register for ARCH 401. Special fees apply. May Term or Summer Sessions only.*

430

RESEARCH METHODS II

Building on the research skills acquired during a first course in research methodology, students complete an original quantitative or qualitative research project utilizing one of the many data collection strategies available to sociologists and anthropologists such as field work, content analysis, surveys, qualitative interviews, experimental design, secondary data analysis, or program evaluation. Topic selection is of individual student's choice. *Cross-listed with SOC 430. Prerequisite: SOC 330.*

470-479

INTERNSHIP

Anthropology internship experiences, such as with the Lycoming County Historical Museum, are available.

N80-N89

INDEPENDENT STUDY

An opportunity to pursue specific interests and topics not usually covered in regular courses. Through a program of readings and tutorials, the student will have the opportunity to pursue these interests and topics in greater depth than is usually possible in a regular course.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS

SOCIOLOGY (SOC)

110

INTRODUCTION TO SOCIOLOGY

An introduction to the problems, concepts, and methods in sociology today, including analysis of stratification, organization of groups and institutions, social movements, and deviants in social structure. *Fulfills Domestic Cultural Diversity Requirement.*

210

SOCIOLOGY OF MENTAL HEALTH AND ILLNESS

An examination of the concepts of mental health and mental illness from a sociological perspective. Major issues addressed include a consideration of the meaning and implications of the term “mental illness,” an examination of the most important sociological and social psychological theories of mental illness and mental health, an examination of the social responses that American culture has traditionally afforded the condition of mental illness, and an analysis of historical and modern methods of treatment. *Alternate years.*

220

SOCIOLOGY OF FAMILY

Examines American families from a sociological perspective with particular emphasis on the interplay of family as it relates to other social institutions such as economic, political, educational, religious, and legal institutions. Addresses the multiple forms of family and examines racial, ethnic, and social class variations as well as family as a gendered institution and its implications for men’s and women’s lives.

222

INTRODUCTION TO HUMAN SERVICES

Intended for students interested in learning about, or entering, the human services profession. A review of the history, the range, and the goals of human services together with a survey of various strategies and approaches to human problems. Includes a community service component.

228

AGING AND SOCIETY

Analysis of cross-cultural characteristics of the aged as individuals and as members of groups. Emphasis is placed upon media portrayals as well as such variables as health, housing, socioeconomic status, personal adjustment, retirement, and social participation. Utilizes sociological, social psychological, and anthropological frames of reference in analysis and description of aging and its relationship to the individual and society. *Alternate years.*

231

SOCIOLOGY OF WAR AND THE MILITARY

Through an emphasis on the American military and American wars of the later 20th and early 21st centuries, this course examines the modern military as a social institution and includes discussion of the origins, nature, experience, social consequences, and future of warfare. Addresses implications and consequences of having rebuilt the American military following the Vietnam War with an all-volunteer force, including the demographic transformations, the military as employee recruiter, the planned reliance upon reserve forces, the impact on civilian-military relations, and the impact of fighting protracted wars with a volunteer force. *Alternate years.*

240**RACE, CLASS, GENDER, AND SEXUALITY**

A survey course in the sociological field of social inequality. Explores the explanations and persistence of poverty and inequality. Consideration is given to how dynamics of race, class, and gender and sexuality interact, creating historically specific and enduring patterns of inequality. Among the subjects explored are class, race/ethnicity, gender, sexuality, intersectionality, power, elites, poverty, social mobility, and status attainment. While most of the focus is on the United States, these subjects are also explored within comparative and historical frameworks. *Fulfills Domestic Cultural Diversity Requirement.*

305**SOCIOLOGY OF LAW**

Examines law as a social institution involving an interactive process: on the one hand, law is created and maintained by human beings, and on the other hand, law provides the structure within which human beings develop values pertaining to justice and injustice. Examines how law is utilized to address social problems, settle disputes, and exert power over others. Specific attention is given to the legal social control of race, class, and gender. Addresses how law permeates all facets of life from personal identity to the development of domestic institutions to the governing of international relations. *Prerequisite: SOC 110 or junior or senior standing. Alternate years.*

310**MEDICAL SOCIOLOGY**

Examines the social contexts of health, illness, and medicine. Prominence is given to the debates and contrasting perspectives that characterize the field of medical sociology. Topics include the social environmental and occupational factors in health and illness, the development of the health professions, ethical issues in medicine, healthcare reform, and the conundrum of managed care. In exploring these topics, emphasis is placed on how the socially constructed categories of gender, race/ethnicity, social class, and age relate with physical and mental health, illness, and health care. *Prerequisite: Sophomore standing or higher. SOC 110 is recommended but not required. Alternate years.*

320**SPECIAL TOPICS IN SOCIOLOGY**

Study of selected sociological problems, theorists, or movements. Sample topics include sociology of education, environmental sociology, art and society, sociology of childhood, and media and culture. *Prerequisite: SOC 110 or junior or senior standing. May be repeated for credit with consent of department when topics are different. Alternate years.*

325**PROGRAM EVALUATION AND GRANT WRITING**

Introduces a range of basic quantitative and qualitative research methods with emphasis on application of these to the evaluation of social programs. Topics include observational and qualitative methods, survey and interview (structured and unstructured) techniques, using data from records and archives, and data analysis. Students learn about the application of the research

process and skills in all phases of assessing a social policy and developing a social program, including needs assessment, implementation analysis, and evaluation of policy or program effectiveness. In addition, a portion of the course covers the process of grant writing in the non-profit arena. The class completes either a community assessment or a program evaluation and prepares a grant application for a local non-profit human service organization. *Prerequisites: SOC 222 and either MATH 123 or 214. Alternate years.*

330

RESEARCH METHODS I

In studying the research process in sociology-anthropology, attention is given to the process of designing and administering both qualitative and quantitative research. Students complete an original field work project in a public setting. Additionally, students learn to compile and analyze quantitative data through a statistical software package. Different methodological skills considered include field work, survey design, experiments, content analysis, use of secondary data analysis and existing statistics, and qualitative interviews. *Prerequisites: SOC 110 and MATH 123.*

334

AMERICAN IMMIGRATION

A course on US immigration and assimilation that encompasses America's multicultural diversity and covers the historical significance of US immigration and the experience of immigrants from 1492 until the present day. Explores comparisons between when and why groups immigrate as well as their various successes and failures. Facilitates an increased understanding of cultural identity by providing a forum to discuss and better understand cultural differences; investigates the mechanisms and consequences of prejudice, oppression, and discrimination on American minority groups; and explores personal beliefs about human differences. *Prerequisite: SOC 110 or junior or senior standing. Fulfills Domestic Cultural Diversity Requirement. Alternate years.*

344

SOCIOLOGICAL THEORY

Delves into the heart of the discipline of sociology and the modes of thinking utilized in developing its substantive subfields such as social stratification, economic sociology, medical sociology, political sociology, legal sociology, and family sociology. Explores theoretical developments by both classical and contemporary sociologists who created and continue to create theoretical pathways to more fully understand the workings of society at both the macro- and micro-level. Spanning approximately 200 years of social thought, the course examines the ways in which social theorists tried—and continue to strive—to make sense of unsettling developing phenomena such as political revolutions, the industrial revolution, rapid urbanization, social movements, and globalization. *Prerequisite: SOC 110. Alternate years.*

430

RESEARCH METHODS II

Building on the research skills acquired during a first course in research methodology, students complete an original quantitative or qualitative research project utilizing one of the many data collection strategies available to sociologists and anthropologists such as field work, content

analysis, surveys, qualitative interviews, experimental design, secondary data analysis, or program evaluation. Topic selection is of individual student's choice. *Cross-listed as ANTH 430.*
Prerequisite: SOC 325, SOC 330, or CJCR 343.

448

PRACTICUM IN SOCIOLOGY-ANTHROPOLOGY

Provides students with the opportunity to apply a socio-cultural perspective to any of a number of organizational settings in the Williamsport area. As the basis for the course, students arrange an internship in the local community. At the same time as the student is contributing time and talent to the organization in question, he/she will also be observing, from a socio-cultural perspective, the events, activities, structure, and dynamics of the organization. These experiences will be supplemented by academic readings, a regularly scheduled seminar, and the keeping of a detailed field journal. *Prerequisite: Consent of instructor.*

470-479

INTERNSHIP

Interns in sociology typically work off campus with social service agencies under the supervision of administrators.

N80-N89

INDEPENDENT STUDY

An opportunity to pursue specific interests and topics not usually covered in regular courses. Through a program of readings and tutorials, the student has the opportunity to pursue these interests and topics in greater depth than is usually possible in a regular course.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS

SPANISH (See Modern Language Studies)

THEATRE (THEA)

Assistant Professors: Good, Innerarity (Chair), Stoytcheva-Horissian

Instructor: Moyer

- Major: Theatre
- Concentrations: Acting, Directing, Design/Tech
- Courses required for Acting and Directing Concentrations: 13
- Courses required for Design/Tech Concentration: 14
- Production credits required for Acting and Design/Tech Concentrations: 6
- Production credits required for Directing Concentration: 7
- Non-credit Colloquium: THEA 246 and 247 (Theatre trips)
- Capstone requirement: THEA 460, 461, or 462
- Minors: Performance, Technical Theatre, Theatre History and Literature

Theatre is a combination of many art forms, and the theatre curriculum provides opportunities to explore all its aspects: dramatic literature, theatre history, acting, directing, stage management, design, and technical theatre. The rigorous production program offers practical training to complement the comprehensive curriculum.

The Theatre Department produces a full season of faculty- and student-directed productions each year. In addition, the department also manages a children's theatre company, the Emerald City Players. The department's production facilities include the Mary L. Welch Theatre, an intimate thrust stage, and the Dragon's Lair Theatre, a small black-box studio theatre in the Academic Center. The department also maintains support facilities, including a scene shop, costume shop, dressing rooms, makeup room, rehearsal areas, and a design studio.

Major Requirements

All students majoring in Theatre must complete the core courses and the requirements for at least one of the three concentrations listed below. Should a student elect to pursue two concentrations, the student is required to complete 4 credits of THEA 160, 161, and/or 162 for each concentration, totaling 8 credits.

Core courses required of all majors:

THEA 145, 201, 210, 226, 246, 247, 332, 333, and 410.

Concentration Requirements:

1. **Acting:** THEA 148, 245, 249, 345, 402, and 460; 3 credits of THEA 160 in either Section A or B; 3 credits of THEA 161 and/or 162, including 1/2 credit of 162, which must be earned serving as Assistant Stage Manager or Crew Head for a Mary L. Welch Theatre production.
2. **Directing:** THEA 148, 225, 227, 326, 402, and 461; 3 credits of THEA 160 in either section A or B; 3 credits of THEA 161 and/or 162, including 1/2 credit of 162, which must be earned

serving as Assistant Stage Manager for a Mary L. Welch Theatre production and 1 credit of 162 serving as Stage Manager for a Mary L. Welch Theatre production.

3. **Design/Tech:** THEA 149, 225, 228, 229, 230, and 462; either THEA 427, 428, or 429; 4 credits of THEA 160 in either section A or B; 2 credits of THEA 161 and/or 162.

Capstone Requirement

All majors must successfully complete THEA 460, 461, or 462.

Diversity and Writing Courses

The following course satisfies the Domestic Cultural Diversity Requirement: THEA 210. The following course satisfies the Global Cultural Diversity Requirement: THEA 332. The following course satisfies either the Domestic or Global Diversity Requirement: THEA 333. The following courses, when scheduled as W courses, count toward the Writing Requirement: THEA 332 and 333.

Minor Requirements

Three minors are available in the Theatre Department.

- A minor in **Performance** consists of THEA 100, 145, 148, 226, 245, 246, and 2 credits of THEA 160, 161, and/or 162.
- A minor in **Technical Theatre** consists of THEA 100, 149, 228, 229, 230, 246, and 2 credits of THEA 160, 161, and/or 162.
- A minor in **Theatre History and Literature** consists of THEA 100, 210, 246, 332, 333, 410, and 2 credits of THEA 160, 161, and/or 162.

100

UNDERSTANDING THEATRE

A comprehensive introduction to the theatre as a distinctive art form. Explores the creative process of the various artists involved in developing a theatrical production—actors, directors, designers, technicians, etc.—and examines the unique characteristics of dramatic literature.

135

INTRODUCTION TO DANCE I

An introduction to the techniques of beginner conditioning and basic movement in ballet, jazz, and tap. *2 credits.*

136

INTRODUCTION TO DANCE II

Continuing exploration of beginner conditioning techniques and basic movement in ballet, jazz, and tap. *Prerequisite: THEA 135 or consent of instructor. 2 credits.*

137**HISTORY OF THE DANCE I**

A survey of tribal, ethnic, and folk dance from the earliest recorded dance to the 1900s. *2 credits.*

138**HISTORY OF THE DANCE II**

A survey of the forms of dance as they have reflected the history of civilization from the 1900s through the present. *2 credits.*

145**ACTING I**

An introductory study of the actor's preparation with emphasis on developing the actor's creative imagination through improvisation, character analysis, and scene study.

148**PLAY PRODUCTION**

Stagecraft and the various aspects of production are introduced. Through material presented and laboratory work on the Mary L. Welch Theatre productions, students acquire experience with design, scenery, properties, costumes, and lighting.

149**THEATRE GRAPHICS**

A comprehensive course in mechanical drafting, perspective rendering, figure drawing, color theory, and scene painting as these skills relate to the study of theatrical design.

160**THEATRE PRODUCTION PRACTICUM**

Faculty-supervised participation in one of the department's two shops, the Costume Shop or the Scene Shop. Enrollment in this course requires the student to work for 30 hours during one semester. Students may not register for Theatre Practicum; the department chair registers all students for Practicum after productions have been cast and all duties have been assigned each semester. *1 credit. May be repeated for credit. Practicum credit is limited to 8 credits over 4 years.*

161**THEATRE PERFORMANCE PRACTICUM**

Faculty-supervised participation in the creation of productions in the Mary L. Welch Theatre, which includes actors and all running crews involved in each production. Students may not register for Theatre Practicum; the department chair registers all students for Practicum after productions have been cast and all duties have been assigned each semester. *0.5 (1/2) credit. May be repeated for credit. Practicum credit is limited to 8 credits over 4 years.*

162**THEATRE LEADERSHIP PRACTICUM**

Faculty-supervised participation in the production process through positions of leadership, which

includes but is not limited to crew heads, stage management, assistant directors, assistant designers, and assistant technical directors. Students may not register for Theatre Practicum; the department chair registers all students for Practicum after productions have been cast and all duties have been assigned each semester. *Stage Manager receives 1 credit; otherwise, 0.5 (1/2) credit. May be repeated for credit. Practicum credit is limited to 8 credits over 4 years.*

201

THEATRE FOR YOUTH AND YOUNG AUDIENCES

Study of theatre for children, theatre by children, and youth theatre. Students create and rehearse a production and/or workshops for children or teens that will tour and perform at area grade and high schools, all during slated class times. *Prerequisites: THEA 145 and either 148 or 149 or consent of instructor. May be repeated for credit with a different project. Alternate years.*

210

MODERN DRAMA

The study and application of various analytical methodologies using plays selected from the canon of modern drama, 1875 to the present. *Prerequisites: THEA 145 and either 148 or 149. Alternate years. Fulfills Domestic Cultural Diversity Requirement.*

215

SPECIAL TOPICS IN THEATRE

Study of selected theatrical subjects, such as plays, writers, movements, or technical projects. Recent topics include stage management, sound design, stagecraft, and professional development. *Prerequisite: THEA 145 and either 148 or 149. May be repeated for credit with consent of instructor when topics are different.*

220

VOICE AND DICTION

Introduction to the fundamental techniques of vocal production for the theatre. Emphasizes an individual program of personal vocal development. Dialects and phonetic study of the major European accents and English accents. Includes oral practice of relevant literature. *Alternate years. 2 credits.*

225

HISTORICAL STYLES IN DESIGN

An exploration of the evolution of dominant design styles in scenery, lighting, and costumes in Western theatre. *Prerequisite or corequisite: THEA 148 or 149. Alternate years.*

226

DIRECTING I

An introductory study of the functions of the director, with emphasis on script analysis, the rehearsal process, and communicating with collaborators. Practical scene work directing student actors is a major component of the course. *Prerequisites: THEA 145 and 148. Majors may take concurrently with THEA 148. Alternate years.*

227**PRINCIPLES OF STAGE MANAGEMENT**

A practical exploration and application of the standard practices of stage management, including the areas of the design process, the rehearsal process, and performance. *Prerequisite: THEA 145 or 148. Alternate years.*

228**SCENE DESIGN**

Development of scene design techniques through study of the practice in rendering, perspective drawing, plan drafting, sketching, and model building. Beginning work in theory, techniques, and practices in scenery painting for the theatre. *Prerequisites: THEA 225 and THEA 148 or 149. Alternate years.*

229**LIGHTING DESIGN**

The theory of stage and lighting design with emphasis on their practical application to the theatre. *Prerequisites: THEA 225 and THEA 148 or 149. Alternate years.*

230**COSTUME DESIGN**

The theory of costuming for the stage; elements of design, planning, production, and construction of costumes for the theatre. *Prerequisites: THEA 225 and THEA 148 or 149, or consent of instructor. Alternate years.*

232**STAGE MAKEUP**

Essentials in stage makeup: straight, character, special types. Includes effects of light on makeup. Recommended for performers and directors of educational, church, and community theatres. *Prerequisite: THEA 148.*

235**INTERMEDIATE DANCE**

Intermediate ballet, jazz, tap, and choreography. *Prerequisite: THEA 136 or consent of instructor. 2 credits.*

236**ADVANCED DANCE**

Advanced ballet, jazz, tap, and choreography. *Prerequisite: THEA 235 or consent of instructor. 2 credits.*

245**ACTING II**

Exploration of contemporary realism through intensive character analysis, monologue work, and scene study. *Prerequisite: THEA 145.*

246**FALL THEATRE COLLOQUIUM**

A non-credit seminar in which faculty and students travel to Canada to such venues as the Shaw Festival or the Stratford Theatre Festival to view and discuss required plays, expanding their cultural and theatrical experiences. *Enrollment in one Fall Theatre Colloquium over the 4-year course of study is required for all students majoring or minoring in Theatre. Pass/Fail. Non-credit seminar. This course may be repeated.*

247**SPRING THEATRE COLLOQUIUM**

A non-credit seminar in which faculty and students travel to New York City to view and discuss required plays, expanding their cultural and theatrical experiences. *Enrollment in one Spring Theatre Colloquium over the 4-year course of study is required for all students majoring in Theatre. Pass/Fail. Non-credit seminar. This course may be repeated.*

249**STAGE MOVEMENT**

An introductory course that covers a wide range of activities designed to help theatre students become more active, physically expressive, convincing, and dimensional performers. It offers an overview of physical approaches to acting, movement theories and training, including Alexander, Laban, Chekhov, neutral mask, and commedia dell'arte among others and their application to successful stage performances. *Prerequisite: THEA 145. Alternate years.*

315**SPECIAL TOPICS IN THEATRE**

Study of selected theatrical subjects, such as plays, writers, movements, or technical projects. Recent topics include stage management, sound design, stagecraft, and professional development. *Prerequisite: 3 THEA courses. May be repeated for credit with consent of instructor when topics are different.*

326**DIRECTING II**

Continued exploration of the director's role in the production process with emphasis on the director's work in rehearsal. Practical application includes the direction of a one-act play with student actors in the Dragon's Lair Theatre. *Prerequisite: THEA 226. Alternate years.*

332**THEATRE HISTORY I**

An investigation of Western theatre as the evolution of a multidisciplinary artistic, cultural, social, economic, religious, and political phenomenon. Dramatic texts representing specific eras are studied as historical evidence of theatre practice. Focuses on the origins of the theatre through 1700. *Prerequisites: THEA 145 and either 148 or 149, or consent of instructor. Fulfills Global Cultural Diversity Requirement. Alternate years.*

333**THEATRE HISTORY II**

An investigation of Western theatre as the evolution of a multidisciplinary artistic, cultural, social, economic, religious, and political phenomenon. Dramatic texts representing specific eras are studied as historical evidence of theatre practice. Focuses on the early 18th century through the theatre today. *Prerequisite: THEA 332 or consent of instructor. Alternate years. Fulfills either Domestic or Global Cultural Diversity Requirement.*

337

PLAYWRITING

An investigation of the techniques of playwriting with an emphasis on creative writing, culminating in a written one-act play. *Prerequisites: THEA 226 and ENGL 106 or 107, or consent of instructor. Alternate years.*

345

ACTING III

Exploration of historical acting styles, including Greek, commedia dell'arte, Elizabethan, comedy of manners, melodrama, and expressionism. Practical application includes character analysis, monologue work, and scene study. *Prerequisite: THEA 245.*

402

SHAKESPEARE ON STAGE

A study of Shakespeare's plays in production terms. Emphasis on translating works from the page to the stage, with special attention to language, poetry, and acting styles as well as technical problems. Contemporary productions will be viewed. *Prerequisites: THEA 332 and 333 or consent of instructor. Alternate years.*

410

THEATRE AND CULTURE

Exploration of one or more historic periods in a specific locale to discover the nature of the theatre in its cultural context. Included is a study of the art, music, literature, political, and social framework of the period and locale. *Prerequisites: THEA 332 and 333 or consent of instructor. Alternate years.*

415

SPECIAL TOPICS IN THEATRE

Study of selected theatrical subjects, such as plays, writers, movements, or technical projects. Recent topics include stage management, sound design, stagecraft, and professional development. *Prerequisites: THEA 332 and 333 or consent of instructor. May be repeated for credit with consent of instructor when topics are different.*

426

DIRECTING III

Practical application of script analysis and directing a production in the Dragon's Lair Theatre or the Mary L. Welch Theatre. *Prerequisites: THEA 326 and consent of instructor. May be repeated for credit.*

427**ADVANCED COSTUME DESIGN STUDIO**

Practical application of script analysis and execution of costume design for the productions in the Dragon's Lair Theatre or Mary L. Welch Theatre. *Prerequisites: THEA 230 and consent of instructor. May be repeated for credit.*

428**ADVANCED SCENE DESIGN STUDIO**

Practical application of script analysis and execution of scene design for productions in the Dragon's Lair Theatre or Mary L. Welch Theatre. *Prerequisite: THEA 228 and consent of instructor. May be repeated for credit.*

429**ADVANCED LIGHTING DESIGN STUDIO**

Practical application of script analysis and execution of lighting design for production in the Dragon's Lair Theatre or Mary L. Welch Theatre. *Prerequisite: THEA 229 and consent of instructor. May be repeated for credit.*

432**ADVANCED MAKEUP DESIGN STUDIO**

Practical application of script analysis and advanced techniques in makeup design. Three-dimensional and prosthetic makeup is included, with emphasis on nonrealistic and nonhuman forms. *Prerequisite: THEA 232 and consent of instructor.*

444**ADVANCED DIRECTING STUDIO**

Practical application of script analysis and directing a full-length play in the Dragon's Lair Theatre or Mary L. Welch Theatre. *Prerequisites: THEA 426 and consent of instructor. May be repeated for credit.*

445**ADVANCED ACTING STUDIO**

Practical application of script analysis and performing a major role in a Dragon's Lair Theatre or Mary L. Welch Theatre production. *Prerequisites: THEA 345 and consent of instructor. May be repeated for credit.*

460**SENIOR PROJECT IN ACTING**

The application of script analysis and practical performance skills in a self-proposed performance project. Students are required to submit a formal written proposal by March 1 of their junior year that must be approved by all full-time Theatre Department faculty. *This course is open to senior theatre majors only.*

461**SENIOR PROJECT IN DIRECTING**

The application of script analysis and practical skills in a self-proposed project. Students have

the option of demonstrating expertise in directing or stage management. Students are required to submit a formal written proposal by March 1 of their junior year that must be approved by all full-time Theatre Department faculty. Students who choose to direct or stage manage a full-length play in fulfillment of THEA 461 must have completed the THEA 162 requirements of assistant stage managing and stage managing faculty-directed productions. *This course is open to senior theatre majors only.*

462

SENIOR PROJECT IN DESIGN/TECH

The application of analytical and practical skills in a self-proposed design or technical project. Students have the option of demonstrating expertise in costume design, scene design, lighting design, or technical production. Students are required to submit a formal written proposal by March 1 of their junior year that must be approved by all full-time Theatre Department faculty. *This course is open to senior theatre majors only.*

470 – 479

INTERNSHIP

Students work off campus in professional theatres such as the George Street Theatre in New Jersey and the Walnut Street Theatre and Inter Arts Theatre in Philadelphia.

N80/N89

INDEPENDENT STUDIES

Subjects for Independent Studies are chosen in conjunction with faculty members.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS

Students who qualify for Departmental Honors produce a major independent project in research and/or theatre production.

WEB DESIGN AND TECHNOLOGIES

Professor: Estomin (Coordinator)

Associate Professor: Peluso (Coordinator)

This minor will appeal to students with an interest in both design and computer science who are interested in the expanding fields of web design and web development. Required courses are: CPTR 125, 322, 339; ART 343, 344, and 430.

WELLNESS (See Physical Education)

WOMEN'S AND GENDER STUDIES (WGST)

Associate Professor: Richmond (Coordinator)

Although a major in Women's and Gender Studies is available only under the policies regarding Individual Interdisciplinary Majors, an established minor in Women's and Gender Studies is provided. WGST 200 and 4 of the following courses are required for the minor. Students may substitute no more than 2 experimental or topics courses that have been approved by the coordinating committee.

ARHI 339	Gender and Identity in Art
ENGL 229	African American Literature
ENGL 334	Women and Literature
HIST 338	Rights, Reform, and Protest
HIST 342	Women and Reform
PSY 341	Psychology of Women
REL 333	Old Testament Women
SOC 220	Sociology of Family
SOC 240	Race, Class, Gender, and Sexuality
WGST 300	Topics in Women's and Gender Studies

Diversity Courses

The following courses satisfy either the Domestic or Global Diversity Requirement: WGST 200 and 300.

200

GENDERED PERSPECTIVES

An examination of gender issues from an interdisciplinary perspective. Explores the social construction of gender and gendered institutions as well as relevant critical approaches such as feminist, utopian, and queer theories. Topics may involve language, art, science, politics, culture, violence, race, class, ethnic differences, sexuality, and pornography. *Fulfills either Domestic or Global Cultural Diversity Requirement.*

300

TOPICS IN WOMEN'S AND GENDER STUDIES

An examination of selected topics in Women's and Gender Studies designed to allow students to pursue particular subjects in more depth and detail than in the general introductory course. *May be repeated for credit with consent of the Coordinator when topics are different. Fulfills either Domestic or Global Cultural Diversity Requirement.*

N80-N89

INDEPENDENT STUDIES

With the approval of the Coordinator, an appropriate special course or independent-study project may be substituted for one of the four cross-listed courses required for the minor.

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M.A., University of Kentucky

Ph.D., Binghamton University

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Provost and Dean of the College

B.S., B.A., Bethel College

M. A., Ph.D., Indiana University

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B.A., Lycoming College

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M.A., University of Pittsburgh

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A.A.S., SUNY at Canton

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Head Football Coach & Director of Athletics
B.A., Lycoming College
M.B.A., Rowan College

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B.A., George Washington University

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B.A., Lycoming College

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Director of Marketing & Public Relations

B.A., Susquehanna University

Alison S. Gregory (2005)

Associate Dean and Director of Library Services
and Associate Professor

B.A., Lycoming College

M.S.L.S., Clarion University

Joseph A. Guistina (2010)

Sports Information Director & Associate Director of Athletics

B.A., Susquehanna University

M.A., University at Buffalo

Murray J. Hanford (1991)

Publication Manager

Mary C. Heiser (2012)

Director of Residential Life & Conference Services

B.A., Lynchburg College

M.E., Lynchburg College

Dawn L. Hendricks (2010)

Controller

B.A., Lycoming College

Kelly J. Henrie (2011)

Director of Recreation & Intramurals

B.S., Bloomsburg University

Jessica A. Hess (2013)

Associate Director of Admissions

B.A., Bucknell University

M.S. Ed., Bucknell University

Nancy A. Hollick (1990)

Staff Accountant

A.A.S., Pennsylvania College of Technology

B.S., Lock Haven University

Andrew W. Kilpatrick (2005)

Associate Dean of Student Success and Academic Services

B.A., University of Scranton

S.T.B., Gregorian University
S.T.L., Accademia Alfonsiana

Loni N. Kline (2014)

Associate Vice President for Development
B.A., Juniata College
M.H.A., University of Phoenix

Chiaki Kotori (2010)

Director of Institutional Research
B.A., Sophia University
M.Ed., Ed.D., University of Massachusetts Amherst

F. Douglas Kuntz (2000)

Director of Physical Plant
B.S., West Virginia University

James S. Lakis (2009)

Director of Financial Aid
B.A., Temple University

Anne M. Landon (1996)

Coordinator of Internships and
Assistant to the Director of IMS
B.A., Bloomsburg University

David J. Lantz (2012)

Assistant Director of Physical Plant
B.S.W., Eastern University

Kristin L. Laudenslager (2014)

Career Coordinator
B.S., Lycoming College
M.Ed., Bloomsburg University

Jeffrey L. LeCrone (2007)

Campus Minister
B.S., Indiana University of Pennsylvania
M. Div., Wesley Theological Seminary

Kathy A. Lucas (1998)

Registered Nurse, Health Services

Tia J. Magargle (2015)

Assistant Controller
B.A., Lycoming College

M.B.A., Bloomsburg University

Lawrence P. Mannolini, III (2004)

Director Student Programs & Leadership Development

B.A., St. Lawrence University

M.Ed., Springfield College

Brenda M. Marshall (2004)

Assistant Registrar

B.A., Bloomsburg University

Melissa A. Masse (2001)

Assistant Director of Financial Aid

B.A., Lycoming College

Katharina A. Matic (2014)

Associate Dean of Students

B.A., State University of New York at Albany

M.A., Columbia University

Lisa L. Mendler (2008)

Assistant to the Provost

B.S., Mansfield University

Whitney A. Merinar (2011)

Registrar

B.S., Armstrong Atlantic State University

M.A., The University of Phoenix

Ed.S., The George Washington University

Erin K. Miller (2012)

Director of Annual Giving

B.A., Lycoming College

Jason R. Moran (2004)

Director of Admissions

B.A., Lycoming College

Jessica U. Oberlin (2012)

Assistant Professor & Instructional Services Librarian/

Access Services

B.A., Lycoming College

M.S., Clarion University

Janet M. Payne (2006)

Director of Administrative Computing

A.S., Williamsport Area Community College

Eileen M. Peluso (1998)

Associate Provost and Associate Professor of Mathematical Sciences

B.S., Bloomsburg University

M.S., Ph.D., The Pennsylvania State University

Lauren Kross Polinski (2014)

Senior Admissions Counselor

B.A., California University of PA

M.A., Minnesota State University, Mankato

Christopher K. Reed (2008)

Assistant Director of Academic Resource Center

B.S., Lycoming College

M.E., Mansfield University

Amy S. Reyes (2011)

Director of Alumni Relations and Special Events

B.A., Lycoming College

M. Deloris Richardson (2014)

Assistant Director of Admissions

B.S., State University of New York College at Cortland

Candida I. Rivera (2009)

Assistant Director of Student Programs &

Leadership Development

B.A., Adelphi University

Kimberly K. Shaffer (2014)

Assistant Director of Human Services

B.S., Susquehanna University

Karen C. Sheaffer (2008)

Planned Giving Officer

B.A., Lycoming College

M.S., Drexel University

Glenn T. Smith (2014)

Director of Athletics Fundraising

B.A., Lycoming College

Mary J. Snyder Broussard (2006)

Associate Professor and Instructional Services Librarian

Coordinator of Reference and Assessment

B.A., Miami University

M.L.S., Indiana University

James D. Spencer (1989)

International Recruitment Coordinator

B.A., Concordia College

Cindy D. Springman (1999)

Bursar

A.A., Williamsport Area Community College

Sondra L. Stipcak (1995)

Director of Health Services

B.S.N., Indiana University of PA

Donn C. Troutman (2009)

Director of Safety & Security

B.S., The Pennsylvania State University

C. Townsend Velkoff (2005)

Director of Counseling Services

B.A., Hartwick College

M.S., Syracuse University

Phoebe D. Wagner (2014)

Admissions Counselor

B.A., Lycoming College

Jennifer E. Walter (2010)

Associate Director of Annual Giving

B.A., State University of New York at Potsdam

Shanna Powlus Wheeler (2007)

Assistant Director of Academic Resource Center

B.A., Susquehanna University

M.F.A., The Pennsylvania State University

Elizabeth Wislar

Costume Shop Manager and Costume Designer

B.A./B.F.A., Washington University in St. Louis

M.F.A., The Pennsylvania State University

Philip K. Witherup (2014)

Acting Coordinator of Study Abroad and Travel Courses

B.A., York College of Pennsylvania

M.A., The George Washington University

FACULTY

- * On Sabbatical Fall Semester 2015
- ** On Sabbatical Spring 2016
- *** On Sabbatical Academic Year 2015-16
- **** On Sabbatical Academic Year 2015-16 (half time)
- ***** On Leave Academic Year 2015-16

Professors

Barbara F. Buedel (1989)

Modern Language Studies

Marshal of the College

Robert L. and Charlene Shangraw Professor in the Liberal Arts

B.A., University of Kentucky

M.A., M. Phil., Ph.D., Yale University

B. Lynn Estomin (1993)

Art

B.A., Antioch College

M.F.A., University of Cincinnati

Sascha Feinstein (1995)

English

B.A., University of Rochester

M.F.A., Ph.D., Indiana University

David G. Fisher (1984)

Astronomy/Physics

B.S., The Pennsylvania State University

M.S., Ph.D., University of Delaware

Amy Golahny (1985)

Art

The Logan Richmond Endowed Professor

B.A., Brandeis University

M.A., Williams College - Clark Art Institute

M. Phil., Ph.D., Columbia University

Gary Hafer (1992)

English

John P. Graham Teaching Professorship

B.A., M.A., Kutztown University

Ph.D., Purdue University

G. W. Hawkes (1989)

English
Marshal of the College
B.A., University of Washington-Seattle
M.A., Ph.D., SUNY-Binghamton

Richard A. Hughes (1970)
M.B. Rich Chair in Religion
B.A., University of Indianapolis
S.T.B., Ph.D., Boston University

Steven R. Johnson (1999)
Religion/Archaeology
B.A., California State University, Fullerton
M.Div., San Francisco Theological Seminary
M.A., Miami University of Ohio
M.A., Ph.D., Claremont Graduate University

Sandra L. Kingery (1994-96, 1998)
Modern Language Studies
B.A., Lawrence University
M.A., Ph.D., University of Wisconsin-Madison

Christopher Kulp (2008) **
Astronomy/Physics
B.A., McDaniel College
M.S., Ph.D., College of William and Mary

Darby Lewes (1993)
English
B.A., Saint Xavier College
M.A., Northwestern University
Ph.D., University of Chicago
Litt.D., Wilson College (Honoris Causa)

Mehrdad Madresee (1986)
Economics
Robert L. and Mary Jackson Shangraw Professor
Director, Institute for Management Studies
B.S., University of Tehran
M.S., National University of Iran
M.S., University of Idaho
Ph.D., Washington State University

Chriss McDonald (1987) *
Chemistry
The Frank and Helen Lowry Professor

B.S., Manchester College
Ph.D., Miami University of Ohio

Jeffrey D. Newman (1995)

Biology
B.S., University of South Carolina
Ph.D., Marquette University

Susan M. Ross (1998)

Sociology/Anthropology
B.A., Millersville University
M.A., Ph.D., University of New Hampshire

Kathryn M. Ryan (1981)

Psychology
B.S., University of Illinois
M.S., Ph.D., University of Pittsburgh

John M. Whelan, Jr. (1971) **

Philosophy
B.A., University of Notre Dame
Ph.D., The University of Texas at Austin

Melvin C. Zimmerman (1979)

Biology
B.S., SUNY at Cortland
M.S., Ph.D., Miami University

Associate Professors

Susan Beery (1999)

Psychology
B.A., Duke University
M.S., Ph.D., University of Miami

Susan K. Beidler (1975)

Snowden Library
B.A., University of Delaware
M.L.S., University of Pittsburgh

Holly D. Bendorf (1995)

Chemistry
B.S., The Pennsylvania State University
Ph.D., University of California-Los Angeles

Amy Cartal-Falk (1991) **

Modern Language Studies
B.A., Lycoming College
M.A., Ph.D., The Pennsylvania State University

Cullen Chandler (2003)

History
Director of Lycoming Scholars
B.A., Austin College
M.A., Fordham University
Ph.D., Purdue University

William Ciabattari (2006)

Music
B.S.E., University of Arkansas
M.M., Cleveland Institute of Music
Ph.D., Case Western Reserve University

Richard R. Erickson (1973)

Astronomy and Physics
B.A., University of Minnesota
M.S., Ph.D., University of Chicago

Georg Gaylor Grassmueck (2007) **

Business Administration
B.S., Sacred Heart University
M.B.A., John F. Welch College of Business, Sacred Heart University
Ph.D., The Pennsylvania State University

Alison Gregory (2005)

Snowden Library
Director of Library Services
Associate Dean
B.A., Lycoming College
M.S.L.S., Clarion University

Sue A. Kelley (1999)

Psychology
B.A., The Pennsylvania State University
M.S., Ph.D., University of Pittsburgh

Bonita Kolb (2002)

Business Administration
B.A., Alaska Pacific University
M.S., Ph.D., Golden Gate University

Lauri L. Kremer (2006)

Accounting
B.A., Lycoming College
M.B.A., Wilkes University
C.P.A. (Pennsylvania)

Eldon F. Kuhns, II (1979)
Accounting
B.A., Lycoming College
M. Accounting, University of Oklahoma
C.P.A. (Pennsylvania)

Andrew Leiter (2005)
English
B.A., University of Alabama, Tuscaloosa
M.A., Ph.D., University of N.C., Chapel Hill

Elizabeth Moorhouse (2007) ***
Economics
B.S., M.A., Ph.D., University of Nebraska, Lincoln

Eileen M. Peluso (1998)
Mathematical Sciences
Associate Provost
B.S., Bloomsburg University
M.S., Ph.D., The Pennsylvania State University

Leah B. Peterson (2007) ****
Communication
B.F.A., Pratt Institute
M.F.A., Tufts University

Todd Preston (2003)
English
B.A., State University of New York at Geneseo
M.A., State University of New York at Albany
Ph.D., The Pennsylvania State University

Kerry Richmond (2009)
Criminal Justice-Criminology
B.A., Boston College
M.S., Central Connecticut State University
Ph.D., University of Maryland

Amy Rogers (2007)
Education
B.A., Lycoming College

M. Ed., Bloomsburg University
Ph.D., The Pennsylvania State University

Sarah Silkey (2008) **

History
B.A., Carleton College
M.A., Ph.D., University of East Anglia, UK

Mary J. Snyder Broussard (2006)

Snowden Library
B.A., Miami University
M.L.S., Indiana University

Gene D. Sprechini (1981)

Mathematical Sciences
B.S., Wilkes College
M.A., Ph.D., SUNY at Binghamton

Philip W. Sprunger (1993)

Economics
Provost and Dean of the College
B.S., B.A., Bethel College
M. A., Ph.D., Indiana University

Arthur Sterngold (1988)

Business Administration
B.A., Princeton University
M.B.A., Northwestern University
Ph.D., The Pennsylvania State University

Howard Tran (2002)

Art
B.F.A., Academy of Art College
M.F.A., Boston University

Jonathan Williamson (2002)

Political Science
B.A., University of Houston
M.A., Ph.D., Emory University

Assistant Professors

Ryan Adams (2010)

Sociology/Anthropology
B.S., M.A., Ph.D., Indiana University

David R. Andrew (2015)

Biology

B.A., Oberlin College

Ph.D., University of Arizona

Meghan Andrews (2015)

English

A.B., Brown University

M.A., Ph.D., The University of Texas at Austin

Michelle Briggs (1992)

Biology

B.S., Cornell University

M.S., University of Iowa

Ph.D., The Pennsylvania State University

David R. Broussard (2006)

Biology

B.S., M.S., Baylor University

Ph.D., Auburn University

Len Cagle (2005)

Modern Language Studies

B.A., M.A., University of Arkansas

Ph.D., Brown University

Melissa A. Correll (2013)

Snowden Library

B.A., East Stroudsburg University

M.S., L.I.S., Drexel University

Patrick Coyle (2015)

Business Administration

B.S., M.B.A., Rowan University

M.S., Ph.D., Virginia Polytechnic Institute and State University

Lorena Cuya Gavilano (2015)

Modern Language Studies

B.A., Pontificia Universidad Católica del Perú

M.A., Ph.D., The Pennsylvania State University

Heather M. Demshock (2012)

Accounting

B.S., Old Dominion University

M.S., Liberty University

Santusht S. deSilva (1983)

Mathematical Sciences
B. Sc., University of Sri Lanka
M.A., Ph.D., University of Pittsburgh

Eugene Donati (2011)

Corporate Communication
B.A., University of Pittsburgh
M.P.A., The American University
M.S.C.F., University of Toronto

Kristi Good (2015)

Theatre
B.A., Kutztown University
M.A., Villanova University
Ph.D., University of Pittsburg

Seth Goodman (2008) **

Art
B.F.A., University of North Carolina at Ashville
M.F.A., Towson University

Amanda Gunderson (2012)

Music
B.M., M.A., M.M., The Pennsylvania State University
D.M.A., University of Wisconsin

Nathan Guss (2013)

Modern Language Studies
B.A., Duke University
M.A., Ph.D., Cornell University

Rachel Hickoff-Cresko (2009)

Education
B.S., Kutztown University
M.Ed., Universidad del Turabo
Ph.D., Widener University

Sarah Holstein (2015)

Psychology
B.A., Randolph-Macon Woman's College
Ph.D., Oregon Health & Science University

Kirsten Hutzell (2014)

Criminal Justice-Criminology
B.S., York College of Pennsylvania

M.A., Villanova University
Ph.D., George Mason University

Jathan Innerarity (2012)

Theatre
B.F.A., Stephen F. Austin State University
M.F.A., The University of Memphis

Christopher Jackson (2013)

Music
B.M., Oklahoma State University
M.M., Westminster Choir College of Rider University
DM.A., University of North Texas

Robin DeWitt Knauth (1999)

Religion/Archaeology
A.B., Princeton University
M.T.S., Regent College
Th.D., Harvard University Divinity School

Charles H. Mahler (1994)

Chemistry
B.A., The Ohio State University
M.S., Ph.D., Northwestern University

Betty McCall (2004)

Sociology/Anthropology
B.A., Lamar University
M.S., Baylor University
M.A., Ph.D., Vanderbilt University

Mary E. Morrison (2004)

Biology
B.A., Princeton University
M.A./M.Phil., Ph.D., Columbia University

Jessica Munson (2015)

Sociology-Anthropology
A.B., Princeton University
M.A., Ph.D., University of Arizona

Tina R. Norton (2011)

Psychology
B.A., M.A. Edinboro University of Pennsylvania
Ph.D., Kent State University

Jessica Oberlin (2012)

Snowden Library
B.A., Lycoming College
M.S., Clarion University

Kurt H. Olsen (1993)

Psychology
B.S., St. Lawrence University
M.S., Ph.D., University of Rochester

Tylor Orme (2015)

Business administration and Economics
B.A., Eastern Michigan University
M.S., Suffolk University

Caroline Payne (2010)

Political Science
B.A., Berea College
M.A., Ph.D., Louisiana State University

Christopher Pearl (2013)

History
B.A., St. John Fisher College
M.A., State University of New York at Brockport
Ph.D., Binghamton University

Oscar Perez (2014)

Digital Media Communication
B.A., Bard College
M.F.A., Florida State University

Jeremy D. Ramsey (2005) **

Chemistry
B.S., Clarion University of Pennsylvania
Ph.D., The Ohio State University

Collin Rice (2013)

Philosophy
B.A., Simpson College
M.A., Ph.D., University of Missouri

Laura Seddelmeyer (2014)

History
B.A., Roger Williams University
M.A., Ph.D., Ohio University

Michael Smith (2011)
Mathematical Sciences
B.A., Connecticut College
Ph.D., University of Virginia

Biliana Stoytcheva-Horissian (2012)
Theatre
M.F.A., National Academy for Theatre and Film Arts, Sofia Bulgaria
M.A., Ph.D., University of Oregon

Ceaphas Stubbs (2015)
Art
B.A., Rutgers University
M.F.A., University of Pennsylvania

Daniel Tagliarina (2015)
Political Science
B.A., Bowling Green State University
M.A., Ph.D., University of Connecticut

Douglas Young (2008) *
Philosophy
A.B., Brown University
M.T.S., Harvard University
M.A., Ph.D., Cornell University

Dongjiao Zhao (2011)
Biology
B. of Medicine, China Medical University
M.S., Ph.D., Purdue University

Instructor, Special, and Part-time Appointments

Diane Abercrombie (1988)
Mathematical Sciences
B.Bus.Admin., Bernard M. Baruch College, CUNY

George C. Adams, Jr. (2003)
Religion
B.A., Susquehanna University
M.A., Ph.D., Fordham University
M.A., Ph.D., The Pennsylvania State University

Andrew Brandon (2015)
Mathematical Sciences
B.S., Arizona State University

M.S., The University of Maryland

David Burke (1995)

Art and Biology

B.A., Lycoming College

Marlene Cauley (2011)

Education

B.S., Lock Haven University

Mansfield University

Antonia Crook-Perez (2014)

Art

B.F.A., The School of the Art Institute of Chicago

M.F.A., Florida State University

Kristine Datres (2009)

Education

B.A., Lycoming College

Roger Davis (1984)

Mathematical Sciences

B.S., M.S., The Pennsylvania State University

William Dever (2008)

Religion/Archaeology

B.A., Milligan College

M.A., Butler University

B.D., Christian Theological Seminary

Ph.D., Harvard University

Pamela Dill (1990)

Wellness

B.S.N., University of the State of New York at Albany

M.S.N., University of Pennsylvania

Charles Doersam (2010)

Astronomy/Physics

B.A., Lycoming College

M.A., Kent State University

Molly Fuller (2014)

Education

B.A., Lycoming College

M. Ed., Wilkes University

Pamela Gaber (2002)

Religion/Archaeology

B.A., University of Wisconsin, Madison

A.M., Ph.D., Harvard University

Stephen Gilmore (2005)

Religion

B.S., Millersville University

M.A., Bucknell University

Kristin Haase (2014)

Psychology

B.A., Psychology/Art History, Bloomsburg University

M.S., Psychology, Colorado State University

M.S., Psychology, Brown University

Maria Hebert-Leiter (2010)

English

B.A., Loyola University

M.A., Ph.D., University of North Carolina

Douglas Hines (2015)

Chemistry

B.S., Baldwin Wallace University

Robert Jacques (2008)

Philosophy

B.A., University of Notre Dame

M.A., Ph.D., The Pennsylvania State University

David Keene (2012)

Wellness

Michael Kurtz (2015)

Economics

B.S., Quinnipiac University

M.A., University of New Hampshire

Randall Laird (2015)

Mathematical Sciences

B.S., Lock Haven State College

John McNassor (2010)

Religion

B.A., Rockmont College

M. Div., Central Baptist Theological Seminary

M. Phil., Ph.D., Drew University

Justin Medina (2015)

Criminal Justice-Criminology

B.A., University of New Mexico

M.S., University of Pennsylvania

Leslie Meeder (2005)

Modern Language Studies

B.A., M.S., University of Pennsylvania

Jason Mifsud (2015)

Mathematical Sciences

B.A., Lycoming College

John Mitchell (1999)

Psychology

B.A., Florida State University

Psy.D., Indiana State University

Kitty Moyer (2011)

Music/Theatre

Christopher Reed (2008)

Mathematical Sciences

B.S., Lycoming College

M.E., Mansfield University

Daniela Ribitsch (2009)

Modern Language Studies

M.A., Ph.D., Karl Franzens University Graz

David Ritter (2009)

Criminal Justice and Criminology

B.A., Mansfield University

Edward Robbins (2001)

Criminal Justice and Criminology

B.A., Mansfield University

M.S., Shippensburg University

Kathryn Turner Sterngold (1992)

Art

B.S., Kutztown University

M.A., Alfred University

Robin Van Auken (2002)

Communication

B.A., M.A., University of South Florida

Brenda Watkins (2014)

Education

B.S., Clarion University

MS.Ed., Wilkes University

Melvin Wentzel (2009)

Education

B.S., M.S., Mansfield University

Scott Williams (2012)

Accounting

Applied Music Instructors

Richard Adams (2001)

Saxophone and Jazz Improvisation

B.A., Lycoming College

Tim Breon (1998)

Guitar, Bass, Music Technology, and Audio Engineering

PA Governor's School for the Arts

Judy Burke (2007)

Clarinet and Woodwind Pedagogy

B.M.E., Mansfield University

Rebecca Ciabattari (2006)

Trombone, Euphonium, and Brass Pedagogy

M.M., Cleveland Institute of Music

Donald J. Fisher (2003)

Percussion

B.S., Indiana University of Pennsylvania

Fiona Gillespie (2013)

Voice

M.M., University of North Texas

Emily Karosas (2015)

Violin and String Ensemble

M.M., The Pennsylvania State University

Richard J. Lakey (1979)

Organ and Piano

A.B., Westminster Choir College

M.A., Indiana University of Pennsylvania

Riana Muller (2006)

Violin and Viola, String Instrument Pedagogy

B.M., M.M., Eastman School of Music

Dale Orris (2006)

Trumpet

M.M., Cincinnati

Andrew Rammon (2001)

Cello

B.A., Pepperdine University

M.Music, The Cleveland Institute of Music

Lee Saville-Iksic (2013)

Choir Accompanist

B.M., Susquehanna University

Ashley Shank (2014)

Flute

D.M.A., University of Illinois

Emily Wertz (2011)

Voice

M.M., The Pennsylvania State University

Valerie Whyman (2004)

Brass

B.A., University of Surrey

PGCE, Roehampton Institute, London

Emeriti

Susan H. Alexander

Associate Professor Emerita of Sociology

B.A., M.A., Ph.D., American University

Robert B. Angstadt

Professor Emeritus of Biology

B.S., Ursinus College

M.S., Ph.D., Cornell University

Howard C. Berthold, Jr.

Professor Emeritus of Psychology
B.A., Franklin and Marshall College
M.A., University of Iowa
Ph.D., The University of Massachusetts

Frederick E. Blumer

President Emeritus
B.A., Millsaps College
B.D., Ph.D., Emory University

Gary M. Boerckel

Professor Emeritus of Music
B.A., B.M., Oberlin College
M.Mus., Ohio University
D.M.A., University of Iowa

Jon R. Bogle

Professor Emeritus of Art
B.F.A., B.S., M.F.A., Tyler School of Art; Temple University

John H. Conrad

Professor Emeritus of Education
B.S., Mansfield State College
M.A., New York University

Jack D. Diehl, Jr.

Professor Emeritus of Biology
B.S., M.A., Sam Houston State University
M.S., Ph.D., University of Connecticut

James E. Douthat

President Emeritus
A.B., The College of William and Mary
M.Div., Ed.D., Duke University

Robert F. Falk

Professor Emeritus of Theatre
B.A., B.D., Drew University
M.A., Ph.D., Wayne State University

Morton A. Fineman

Professor Emeritus of Physics
B.A., Indiana University
Ph.D., University of Pittsburgh

Edward G. Gabriel

Associate Professor Emeritus of Biology

B.A., M.A., Alfred University

M.S., Ph.D., The Ohio State University

Charles L. Getchell

Associate Professor Emeritus of Mathematics

B.S., University of Massachusetts

M.A., Ph.D., Harvard University

Ernest P. Giglio

Professor Emeritus of Political Science

B.A., Queens College

M.A., SUNY at Albany

Ph.D., Syracuse University

Stephen R. Griffith

Professor Emeritus of Philosophy

A.B., Cornell University

M.A., Ph.D., University of Pittsburgh

David K. Haley

Associate Professor Emeritus of Mathematical Science

B.A., Acadia University

M.S., Ph.D., Queens University

Owen F. Herring

Assistant Professor Emeritus of Philosophy

B.A., Wake Forest College

Deborah J. Holmes

Emerita of Physical Education

B.S., M.S., The Pennsylvania State University

Rachael Hungerford

Assistant Professor Emerita of Education

A.A., Cayuga County Community College

B.S., State University of New York at Plattsburgh

Ph.D., University of Massachusetts/Amherst

Bruce M. Hurlbert

Associate Professor Emeritus of Library Services

B.A., The Citadel

M.S.L.S., Florida State University

Janet McNeil Hurlbert

Professor Emerita of Library Services
B.A., M.A., University of Denver

Emily R. Jensen

Professor Emerita of English
B.A., Jamestown College
M.A., University of Denver
Ph.D., The Pennsylvania State University

Robert H. Larson

History
B.A., The Citadel
M.A., Ph.D., University of Virginia

Robert J. B. Maples

Associate Professor Emeritus of Foreign Languages and Literatures
A.B., University of Rochester
Ph.D., Yale University

Richard J. Morris

Professor Emeritus of History
B.A., Boston State College
M.A., Ohio University
Ph.D., New York University

Carole Moses

Professor Emerita of English
B.A., Adelphi University
M.A., The Pennsylvania State University
Ph.D., SUNY at Binghamton

Kathleen D. Pagana

Professor Emerita of Nursing
B.S.N., University of Maryland
M.S.N., Ph.D., University of Pennsylvania

Doris P. Parrish

Associate Professor Emerita of Nursing
B.S., SUNY at Plattsburgh
M.S., Russell Sage College
Ph.D., University of Texas at Austin

John F. Piper

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A.B., Lafayette College

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Ph.D., Duke University

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M.A., Ph.D., Southern Illinois University

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M.A., University of California at Los Angeles
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M.F.A., Cranbrook Academy of Art

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M.F.A., Florida State Univ., Tallahassee
Ph.D., Indiana University-Bloomington

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B.M., Ithaca College
M.M., SUNY at Binghamton
D.M.A., Cornell University

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B.B.A., Stetson University
J.D., Vanderbilt University
M.B.A., University of Central Florida

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M.S., Bucknell University
M.B.A., Long Island University
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M.A., Ph.D., Ohio State University

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PTR Professional Tennis Registry
Dennis VanDerMeer Tennis University

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M.S., Pennsylvania State University

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M.S., University of Scranton

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A.CADT, Pennsylvania College of Technology

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B.A., Juniata College

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B.A., Lycoming College

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A.A., Reading Area Community College

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B.S., The Pennsylvania State University

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B. A., Rosemont College

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B.A., Lycoming College

Christen Ditzler

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B.A., Franklin & Marshall College

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B.A., Lycoming College

Zachary Eckstrom

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B.A., Lycoming College

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B.A., Guilford College

Royce Eyer

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B.A., Randolph-Macon College

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B.S. Mgnt., Lock Haven University

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B.A., Susquehanna University

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M.S., Ohio University

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B.A., Lycoming College

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B.S., Lock Haven University

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M.S., Marshall University

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Williamsport Community College Graduate

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M.B.A., Liberty University

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B.A., Lycoming College

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B.S., Lock Haven University

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B.A., Lock Haven University

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B.A., Lycoming College

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B.S., Towson University

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Geralynn A. Gerber
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Adam B. Gunderson
Scene Shop Foreman

Esther L. Henninger

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Library Technician, Archives, Special Projects

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Joseph L. Williams
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Executive Administrative Assistant to the Vice President
for Student Life

ALUMNI ASSOCIATION

The Lycoming College Alumni Association Executive Board consists of 32 alumni members-at-large elected to lead and represent current and former students in a mutually beneficial relationship with the college. It is a diverse group of alumni representing class years, geographic regions and interests of the alumni base. The current and immediate past presidents of the Student Senate and the senior class serve as ex-officio members.

The AAEB meets on campus twice yearly, in the spring and in the fall, just before Homecoming Weekend.

The Lycoming College Alumni Association Executive Board endeavors to promote the mission and vision of the college to be recognized nationally among the best liberal arts academic

institutions. The board will support alumni and students, current and future, by developing relationships and opportunities for personal and professional growth, philanthropic spirit, passion for service, and excellence in developing the overall foundation of the college community.

All former students of Williamsport Dickinson Seminary and all former students who have successfully completed one year of study at Williamsport Dickinson Junior College or Lycoming College are considered members of the Association.

The Director of Alumni Relations manages the activities of the Alumni Office, which is responsible for keeping alumni informed of and engaged with the programs, growth, and activities of the College and the Alumni Association through regular publications, periodic mailings, and the alumni website (www.lycoming.edu/alumni). Arrangements for Homecoming, regional events, Family Weekend, and Alumni & Reunion Weekend are coordinated through the Office of Alumni Relations. The Alumni Office works closely with the other departments within the Division for College Advancement.

Communications to the Alumni Association Executive Board should be addressed to alumni@lycoming.edu or the Office of Alumni Relations.

ALUMNI ASSOCIATION EXECUTIVE BOARD

OFFICERS

Dr. Joanne Hullings '79-President
Christine (Colella) Zubris '04-Past President
Mary-Louise Paucke-Lovell '97- Vice President
Andrea (Duncan) Mitcheltree '01- Treasurer
William Hessert '85- Secretary

MEMBERS

Dr. Kimberly (Lazar) Bolig '79
Alexis Bortle '06
Jamie (Rowe) Brown '08
Joseph Bunce III '63
Robert Burger '85
James Burget '72
Denise Carlin '09
John Casciano '05
Anne Marie DiSante '06
Pamela (Burke) Drager '10
Austin Duckett '02
Christina Faust '09
Rev. Robert Graybill '73
Amilcar Guzman '08

Paul Henry '66
Jordan Hollander '10
Jack Lea III '80
Robert Martin '95
Ronald McElwee '71
April (Sparks) Orwig '98
Russell Rabadeau '04
Michael Ruddy '05
Neil Ryan '97
Gary Samuels '05
Christian Shaffmaster '05
Gary Spies '72
Philip Sunderland '04

2015-1016 EX-OFFICIO MEMBERS

Allison De Haas '17- Student Senate President
Brooke Adamski '16- Senior Class President
David Gordon '15- Past Senior Class President
Greg Vartan '15- Past Student Senate President

COMMUNICATING WITH LYCOMING COLLEGE

Please address specific inquiries as follows:

Director of Admissions:

Admissions; requests for publications

Treasurer:

Payment of bills; expenses

Director of Financial Aid:

Scholarships and loan fund; financial assistance

Provost and Dean of the College:

Academic programs; faculty; faculty activities

Associate Dean of Student Success and Academic Services/Dean of First-Year Students:

Freshman Seminar; freshman academic concerns; academic support services

Vice President for Student Life:

Student activities; residence halls; religious life; health services

Registrar:

Student records; transcript requests; academic policies

Career Services:

Career counseling; employment opportunities

Vice President for Development:

Institutional relations; annual fund; gift programs

Athletic Director:

Varsity Sports

Director of Alumni Relations and Special Events:

Alumni information; Homecoming; Family Weekend activities

Director of College Relations:

Public information; publications; sports information; media relations

All correspondence should be addressed to:

Lycoming College

700 College Place

Williamsport, PA 17701-5192

The College telephone number is (570) 321-4000

<http://www.lycoming.edu>

Visitors

Lycoming welcomes visitors to the campus. If you would like a guided tour, call the Office of Admissions (570) 321-4026 before your visit to arrange a mutually convenient time.

Toll Free Number 1-800-345-3920

e-mail: admissions@lycoming.edu