

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.

GUIDING PRINCIPLES

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 at <https://www.lycoming.edu/learning-goals/>.

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 2021-2022 academic year. Freshmen entering the College during the 2021-2022 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 2021 – 2022

	Fall Semester	Spring Semester
Bills are due	August 6	December 17
Residence halls open for freshmen	August 28 at 8 a.m.	January 16 at 10 a.m.
Residence halls open for upperclassmen	August 29 at 10 a.m.	January 16 at 10 a.m.
Classes begin first period	August 30	January 17
Processing of drop/add begins	August 30	January 17
Last day for drop/add	September 3	January 21
Last day to elect audit and pass/fail grades	September 3	January 21
Last day for submission of final grades for courses for which Incomplete grades were recorded in Spring, May, and Summer terms	October 8	
Last day for submission of final grades for courses for which Incomplete grades were recorded in Fall semester		February 25
Early Assessment reports due at noon	October 11	February 28
Enrollment deposit (returning students) deadline		February 28
Residence halls close at 6 p.m. for spring recess		March 11
Residence halls open at 10 a.m.		March 20
Classes resume first period after spring recess		March 21
Last day to withdraw from courses	November 1	March 28
Last day to withdraw from half semester courses	1st 7 weeks September 29 2nd 7 weeks November 10	February 17 March 30
Residence halls close at 9:00 p.m. for Thanksgiving recess	November 23	
Residence halls open at 10 a.m.	November 28	
Classes resume first period after Thanksgiving	November 29	

Final examinations begin	December 13	May 2
Semester ends at 5:00 p.m.	December 17	May 6
Residence halls close at 6:00 p.m.	December 17	May 6

Special Sessions

	May Term	Summer Session #1	Summer Session #2
Residence halls open noon - 3:00 p.m.	May 15	June 12	July 17
Classes begin	May 16	June 13	July 18
Last day for drop/add	May 17	June 15	July 20
Last day to elect audit and pass/fail grades	May 17	June 15	July 20
Last day to withdraw from courses	June 1	July 5	August 8
Term ends	June 10	July 15	August 19
Residence halls close at 4:00 p.m.	June 10	July 15	August 19

Special dates to remember:

First Weekend	August 27, 28, 29
New Student Convocation	August 28
Labor Day (classes in session).....	September 6
Homecoming & Family Weekend	October 1 - 3
Admissions Open House	October 9
Long Weekend (no classes)	October 15 – 17
Admissions Open House.....	November 13
Thanksgiving Recess	November 23 – 28
Admissions Open House.....	February 12
Spring Recess.....	March 14 – 18
Accepted Students Day	April 3
Good Friday (no classes)	April 15
Honors Convocation	April 24
Baccalaureate	May 13
Commencement	May 14
Memorial Day (no classes)	May 30
Summer Preview.....	June 24
Independence Day (no classes).....	July 4
Summer Preview	July 22

WELCOME TO LYCOMING COLLEGE

At Lycoming College, classic meets cutting edge, and tradition meets progress. A liberal arts and sciences college with a distinguished past and an exciting future, Lycoming is dedicated to providing a 21st-century education in a supportive, residential environment that fosters individual growth and a tight-knit community of learners. Founded in 1812, the College helps students discover their passions and how to become meaningful members of their communities.

Lycoming is ranked as a Tier 1 National Liberal Arts and Sciences college by *U.S. News & World Report*, where it has risen 17 spots in the last two years. In addition, Lycoming is listed as one of “The Best 382 Colleges” by *The Princeton Review* and has been named a leading national liberal arts college by *Washington Monthly*.

All of Lycoming’s resources and faculty are dedicated to the undergraduate education of just 1,200 students. With a 12:1 ratio of students to faculty, classes of five or ten students are not uncommon, while larger introductory courses average just 30 students. This means abundant opportunities for individual attention by exceptional faculty members who are truly committed to teaching.

The faculty 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 41 academic programs.

Lycoming students, who come from as nearby as Williamsport and as far away as Africa and Asia, embrace the entire student experience. High-impact opportunities can be found in abundance. For example, students conduct research with faculty, complete internships and service or community-based learning projects, teach in the local schools, and study abroad.

Lycoming offers students opportunities to participate in faculty-led research, giving undergraduates a taste of what research is like at a professional level, as well as helping them prepare for graduate studies.

Students who intend to continue their studies in health, law, medicine, and the ministry receive excellent pre-professional preparation. Through a number of cooperative programs with other colleges and universities, Lycoming students study clinical laboratory science, and engineering, while still enjoying the benefits of a small college experience. One of the most popular and successful ways for students to blend career planning with a liberal arts and sciences education is with internships through the College’s Center for Enhanced Academic Experiences. 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, criminal justice, 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.

Lycoming Students are also encouraged to complement their studies with international experiences. Students may take advantage of traditional study abroad programs around the globe through College partners and other approved programs. In addition, Lycoming offers a variety of short-term travel courses during the semester and the May Term.

The residential life of the college is best 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, participate in the Outdoor Leadership and Education program, or volunteer in the community, to name a few. 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.

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 MAC Commonwealth Conference. Students may also take part in the College's competitive intramural and club programs.

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 Little League World Series. 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 100,000 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 mutual respect and inclusivity.

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

LYCOMING COLLEGE HISTORY

Founded in 1812, Lycoming College is proudly in its third century. The College's curriculum is centered on the liberal arts and sciences while also offering select applied programs including business, accounting, communications, and criminal justice. 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. The College founders, however, 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 successful and fulfilling life is time spent studying the liberal arts and sciences.

ADMISSION TO LYCOMING COLLEGE

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 SAT 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

Applicants for the fall semester may apply under three different admissions deadlines. Under Early Decision, completed applications must be received by November 15th; Early Action applicants must complete their applications by December 1st; and Regular Decision applicants are received on a rolling basis after December 16th. Spring semester applicants are also reviewed on a rolling basis but should apply no later than December 1st.

Freshman Applicants

Freshman applicants must complete the following steps:

- 1) Submit a completed application, preferably Common Application or Coalition Application.
- 2) Provide official transcripts of all high school and post-secondary school studies (whether or not completed).
- 3) Submit official results of the SAT exam, ACT exam, or Test Optional Form (only applicable for students in the top half of their graduating class and/or those unable to participate in an administration of the SAT or ACT due to the Covid-19 pandemic).
- 4) Submit a letter of recommendation, preferably written by a teacher of a core subject or school counselor.
- 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 2.30 (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 80 credits, with a maximum of 64 credits at the Lycoming College 100 and 200 level. 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 or at a Lycoming College affiliate institution as part of a study-abroad experience. At least 50% of the credits in the major area must be taken at Lycoming College.

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

Transfer applicants must complete each of the following steps:

- 1) Submit a completed Transfer Common Application or Transfer Coalition Application.
- 2) Provide official transcripts and links to 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 and official results of the SAT or ACT.
- 3) Submit the Transfer Student Admission Report.
(www.lycoming.edu/pdfs/transferringstudentsadmissionreport.pdf)
- 4) Submit a personal statement.

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 or Coalition 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 a letter of recommendation.
- 4) Provide proof of the ability to read, write, and speak English at the college level as evidenced by one of the following assessments: TOEFL IBT (minimum score 70); TOEFL PBT (minimum score 525); IELTS (minimum overall band score 6.0); Pearson English Test - PTE Academic (minimum score 50), or Duolingo English Test – DET (minimum score 100), unless you live in an English-speaking country. You may also submit the SAT or ACT assessment in lieu of an English proficiency exam.
- 5) Submit bank statements showing your family’s ability to fund your Lycoming education, and complete the Financial guarantee form:
(<https://www.lycoming.edu/admissions/pdfs/international-estimate-expenses-2021-22.pdf>).
- 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 in December for Early Decision candidates, and no later than May 1st for Early Action or Regular Decision applications, or by December 1st for the following spring semester, by submitting the appropriate deposit. All enrolling 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

Math Placement: Prior to attending New Student Orientation, new students take an online math placement exam. The ALEKS Placement Assessment covers material from Basic Math through Precalculus, takes approximately 90 minutes to complete, and can be attempted up to four times. After each attempt, a targeted Prep and Learning Module is available to review material should students wish to improve their placement score.

Language Placement: New students take an online language exam and complete a language survey prior to attending New Student Orientation. The faculty of the Department of Modern Language Studies use the results of the exam and survey in combination with the high school transcript to determine an appropriate level course in French, German, or Spanish. The faculty of the Department of Religion determine the appropriate placement in Latin or Hebrew.

Student Orientation

All new students are required to participate in the orientation program before they enroll in the fall. The purpose of the orientation program is to acquaint new students and parent(s)/guardian(s) more fully with the College in order to ensure a successful start to the Lycoming experience.

The Lycoming Orientation Program consists of:

- completion of all orientation tasks;
- participation in one of the June Warrior Days;
- connection with peer Orientation Leaders throughout the summer;
- one-on-one remote meetings with an Academic Advisor in June; and
- First Weekend campus-based orientation for all new students, campus move-in for residential students, and New Student Convocation to formally welcome new and transferring students.

Parent/guardian attendance at Warrior Days and campus move-in are encouraged, but not required due to distance. Orientation is also held before classes begin in January for students who matriculate in the Spring semester. During orientation, students meet their academic advisors remotely, review their course registration, and make necessary revisions. 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.

FINANCIAL MATTERS

Expenses for the Academic Year 2021-2022

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	\$21,616.00	\$43,232.00
Standard Room	\$ 3,511.00	\$ 7,022.00
Standard Board	<u>\$ 3,375.00</u>	<u>\$ 6,750.00</u>
Total	\$28,502.00	\$57,004.00

One-Time Student Fees

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

Part-Time Student Fees

Each Unit Course	\$5,404
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Additional Charges

Activity Fee per semester.....	\$100
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).....	\$350
Cap and Gown.....	prevailing cost
Laboratory Fee per Unit Course.....	\$10 to \$700
Parking Permit	\$120
Practice Teaching Fee	\$400
Transcript Fee	\$5*
Single Room Charge.....	\$4,036
College Apartment.....	\$4,569
Student Health Insurance	\$1415
Enhanced Board Plan	\$3,661

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 \$1,351.00 per credit. Students who drop below full-time during the add/drop period will receive an adjustment to tuition, room, board, fees, and financial aid. Students who drop individual course(s) after the add/drop period will not receive any adjustment to tuition, room, board, fees, or financial aid. Resident students must board at the College. If a double room is used as a single room, there is an additional charge of \$525 per semester. The estimated cost for books and supplies is \$1,200 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.*

Online Statements and Payment Processing

Lycoming College does not mail paper statements to the student's home address. A student and their authorized party/parties can access the statements online. Students can access their online statements by logging into WebAdvisor. Authorized parties 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 parties will only be able to view their own payment and bank information. Each authorized party 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 must complete the online health insurance waiver by September 30th 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.

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 Billing Policy

Students wishing to withdraw from the College during the semester should meet with one of the Academic Deans to ensure that student financial and academic records are properly closed. The effective date for calculating adjustments to tuition, fees, room and board shall be the documented last day of attendance at an academically-related activity or the date, as determined by the institution, that the student withdraws due to illness or accident.

Students withdrawing will have their tuition, fees, room and board charges adjusted according to the following schedule:

<u>Time of Withdrawal</u>	<u>Billing Charge Reduced to:</u>
During Week 1	10% of the original amount
During Week 2	20% of the original amount

During Week 3	30% of the original amount
During Week 4	40% of the original amount
During Week 5	50% of the original amount
During Week 6	60% of the original amount
After 6th Week	No adjustments made

An administrative fee of \$100 will be charged to the student's account. Please note that there is no adjustment of tuition, fees, room and board after the sixth week of the semester. For freshmen, the adjustment of charges period will be extended into the week that early assessment grades are distributed to students and parents.

A compressed Time of Withdrawal table will apply to the May and Summer terms.

Withdrawing students must also be aware that in addition to the Lycoming College Student Withdrawal Billing Policy, a Federal Return of Title IV Funds must also be calculated for any Pell Grant, SEOG, Stafford Loan, PLUS Loan, or TEACH Grant. 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 **may have a balance due to the College, Federal Government, or both**, if any of all portions of their Title IV aid must be returned. See Federal Return of Title IV Funds Policy for further explanation on the return of federal funds.

Any balance due 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.

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, 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.

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.

If a student receives a Tuition Remission Fee Waiver or a Tuition Exchange Scholarship, 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 (including Veterans Benefits) in excess of tuition and fees (and room and board if a resident student). The Lycoming scholarship and/or grant will be reduced to meet this requirement.

Students receiving a **Presidential, Faculty, Trustee, Dean, Third Century Award, 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 film and video arts.

It is important to submit the FAFSA after October 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.studentaid.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 two years 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.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, 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 as determined by the Academic Standards Committee. 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. Students will be considered in good academic standing if they meet the following standard:

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
One 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 full-time 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 State Grants may be available for PA residents meeting domicile and financial requirements of the program. Eligibility is determined by the Pennsylvania Higher Education Assistance Agency (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. Students may be eligible for at least a partial federal interest subsidy depending upon financial need. Go to

www.studentaid.gov for interest rates, to complete entrance counseling and to electronically sign a Master Promissory Note.

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.studentaid.gov to apply and for interest rate information.

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 the Center for Enhanced Academic Experiences for information on these opportunities.

Other Aid Sources

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. 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.

Veterans Benefits

Lycoming College is approved by the Pennsylvania State Approving Agency under the provisions of Title 38, United States Code, Section 3672 and 3675 for VA educational benefits to train veterans and other eligible persons for approved programs and courses required for those programs. We are a proud Yellow Ribbon partner.

Lycoming welcomes all veterans, their eligible dependents, members of the National Guard and Reserves, and active duty personnel. We thank you for your service and are pleased that you are considering Lycoming College to further your career.

The Department of Veteran's Affairs determines a student's eligibility for education assistance benefits. To apply for veteran's benefits, please contact the Veteran's Affairs Education Department at 1-888-GI BILL 1 (1-888-442-4551). They will be able to assist you with all questions. Apply for GI Bill® benefits: www.gibill.va.gov or at vabenefits.vba.va.gov/vonapp/main.asp. Below is a listing of the Chapters and forms needed.

- Chapter 30, 33, 1606 and 1607 - VA form 22-1990
- Chapter 33 Dependent - VA Form 22-1990E
- Chapter 35 and Fry scholarship - VA Form 22-5490

Chapter 35 (qualified dependents of deceased or disabled veterans) students need a copy of their birth certificate and the veteran's Social Security number in order to apply for benefits.

All Chapter 30 (Montgomery G.I. Bill) and **Chapter 1606** (National Guard and Reserves) must verify their enrollment on the last day of each month, and up to two weeks afterwards, by phone if your enrollment has not changed during the month, 1-877-823-2378 or at www.gibill.va.gov and follow the link to the Web Automated Verification of Enrollment (WAVE) program.

Current members of the military should speak with their Educational Service Officer (ESO) or counselor within their military service branch prior to enrollment.

Students eligible for financial benefits from the Veterans Administration must report to the Registrar's Office, Long Hall 109, to submit the following paperwork:

- A copy of your Certificate of Eligibility, Certificate of Release or Discharge from Active Duty (DD-214) or a Notice of Basic Eligibility (NOBE)
- A Completed "Request to Apply Veteran's Benefits" form, <https://www.lycoming.edu/registrar/pdfs/veterans-benefits-application.pdf>

Students seeking veteran's education benefits should contact our VA Certifying Official at least six weeks prior to their registration period. All benefit recipients (excluding Chapter 31, Chapter 33, and 1606) are normally required to pay their educational costs up front; however, a tuition

deferment for up to 60 days is an option for students using these benefits. Please contact the Financial Aid Office for more information or to apply. Certification of enrollment is made by a VA Certifying Official once the student notifies the verifying official that they have finalized their schedule for the semester. Funding from the Veteran's Administration will be paid directly to students by the Veteran's Administration Office.

The Department of Veteran Affairs requires that students who receive veteran's benefits make due progress toward the completion of a degree or certificate in order to continue receiving benefits. Students receiving VA benefits must maintain all requirements listed in the Lycoming College 2020-2021 catalog.

Certification Requirements

- Students must follow a Lycoming College degree plan. Only courses that apply to their declared degree plan at Lycoming College will be approved for benefits.
- Students must provide an official transcript from all previously attended post-secondary schools by the end of the first semester. This includes non-accredited institutions and the student's military transcript (if not a spouse/dependent).
- Students must notify the Lycoming College Veterans Affairs Certifying Official upon registration each semester in order to request certification. Certification is not automatic.
- Students should allow 4-6 weeks for processing paperwork by the College Veteran Services representative and additional processing time for the VA Regional Office.

Note: Please refer to <https://www.benefits.va.gov/gibill> or call 1-888-GIBILL for additional requirements, updates, information, and other resources for your educational benefits.

Eligible veterans receive monthly payments for their entitlement based on the coursework for which they enroll. Students should make certain that each course meets the requirements for graduation in the veteran's declared degree program or completion of a certificate program. A course for audit credit will not be certified for payment. Please note that the following is also reviewed by the Veteran's Administration:

- All withdrawals, enforced withdrawals, and reductions in class loads will be reported to the Veteran's Administration Office and may result in a debt to the VA, Lycoming College, or both.
- Repeats of classes where Ds or above were earned will not be covered for veteran's benefits.

VA Delayed Payment Policy

Lycoming College strives to ensure that students will not be penalized by any undue delay in payment from the Department of Veterans Affairs in accordance with our values and guidance set out in the Veterans Benefits and Transition Act of 2018, section 3679(e) of Title 38, United States Code as amended.

We allow students using VA educational benefits that pay tuition directly to the college (VA Vocational Rehabilitation or Post-9/11 GI Bill© at the 100% rate) to attend their course of study without further payment requirements from the date they submit documentation of their eligibility for benefits to 90 days after the student's tuition and fees are certified or until the VA makes payment, whichever comes first. "Documentation of eligibility" is defined as a signed VA 28-1905 form for Vocational Rehabilitation, a certificate of eligibility or eBenefits printout for Post-9/11 GI Bill©, and a "new student packet" for both types of beneficiaries (available on our website or in the Financial Aid Office) to ensure accurate certification.

It is our practice to "hold" these students' classes without further expectation of payment once documentation of eligibility is received, count the full amount of their eligible tuition and fees "paid" once the student's information is certified to the VA and reported to our Business Office, and ensure that payment is made by the Department of Veterans Affairs on the back end through our weekly and monthly reconciliation processes. We will not impose any penalties or denial of services on a student – such as late fees or denial of access to classes, libraries, or institutional facilities – on the basis of delayed VA payments, nor will we require students to borrow loan funds to cover tuition and fee costs we know will eventually be paid by the VA. (Please note that it is still possible for these students to incur late fees, but only on the basis of waiting until the late registration period to enroll, not as a consequence of delayed payment by the VA.)

The Montgomery Gi Bill©

The Montgomery Gi Bill© (Chapter 30)-Active Duty program provides up to 36 months of education benefits. These benefits may be used for degree and certificate programs, apprenticeship/on-the-job training, and correspondence courses. Generally, benefits are payable for 10 years following your release from active duty. The Montgomery Gi Bill© (Chapter 1606)-Selected Reserve Program may be available to you if you are a member of the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve, Coast Guard Reserve, the Army National Guard, and the Air National Guard. Students may use this education assistance program for degree programs, certificate or correspondence courses, cooperative training, independent study programs, or apprenticeship/on-the-job training. Remedial, refresher, and deficiency training are available under certain circumstances.

Eligibility for this program is determined by the selected reserve components. The student is normally responsible for paying tuition and fees at the time of registration; however, a tuition deferment for up to 60 days is an option for students using these benefits. Please contact the Financial Aid Office for more information or to apply. The VA makes the payments to the student for this program upon verification of enrollment certification which must be completed each semester. The student may be entitled to receive up to 36 months of education benefits. Their benefit enrollment entitlement ends 10 years from the date of eligibility for the program or on the day the individual left the selected reserve component. The following documents are needed to apply for the Montgomery Gi Bill© benefits:

- Copy of DD-214 for Active Duty Program
- Letter of eligibility form Selected Reserve Unit for Selected Reserve Program

- VA Form 22-1990 (Application for Veterans' Educational Benefits) or VA Form 22-1995 (Request for Change of Place of Training or Program) if students have previously used VA benefits at another institution or have not attended for one semester
- All prior academic transcripts
- Military transcripts (these can be requested online for each military branch)

Post 9/11 Gi Bill© (Chapter 33)

The Post 9/11 Gi Bill© is program developed by the VA that went into effect August 1, 2009. This program is for individuals who serve at least 90 aggregate days (or at least 30 continuous days with a discharge due to a service-connected disability) of active duty from 9/11/2001 to the present. Veterans applying for this program may be eligible for a housing allowance and books/supplies stipend in addition to payments covering tuition and fees up to the highest undergraduate rate for a public institution of higher learning in the state. To check your eligibility and get further information on this program, please visit <http://www.gibill.va.gov> or contact the VA at 1-888-4551. Required documents for Chapter 33 benefits are the same as those listed above for the Montgomery Gi Bill© (Chapter 30).

Survivors' and Dependents' Educational Assistance Program (DEA-Chapter 35)

Dependents' Educational Assistance provides education and training opportunities to eligible dependents of certain veterans. The program offers up to 45 months of education benefits. These benefits may be used for degree and certificate programs, apprenticeship, and on-the-job training. Remedial, deficiency, and refresher courses may be approved under certain circumstances. The following documents are needed to apply for DEA benefits:

- Copy of DD-214 for qualifying veteran
- Copy of marriage certificate for spouse and birth certificate for children
- VA Form 22-5490 (Application for Dependent and Survivor Educational Benefits) or VA Form 22-5495 (Request for Change of Place of Training or Program) if students have previously used VA benefits at another institution or have not attended for one semester
- All prior academic transcripts

Veterans' Vocational Rehabilitation Program (Chapter 31)

Vocational Rehabilitation counselors employed by the Department of Veterans Affairs determine eligibility for this veterans' benefit. Information on how to contact a Vocational Rehabilitation counselor can be obtained in the Financial Aid Office. Additional information regarding Veterans' benefits may be obtained by visiting the VA web site at www.benefits.va.gov/vocrehab

For questions or information, contact Lycoming College's Veteran Affairs Certifying Official at (570) 321-4145 or send an email to gunn@lycoming.edu.

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.

ACADEMIC PERIOD

Each fall semester consists of 15 calendar weeks of instruction with 4 holidays (Friday of Long Weekend and Wednesday through Friday of Thanksgiving) plus a week for final exams. Each spring semester consists of 15 calendar weeks of instruction with 6 holidays (spring break week and Good Friday) plus a week for final exams. Each May Term consists of 4 weeks, 4 days per week of instruction with 1 holiday (Memorial Day). Summer Sessions I and II consist of 5 weeks of instruction.

Recommended Instructional Time

For fall and spring semesters, 4-credit courses are held in various forms. Sessions lasting more than 65 minutes are lengthened to allow for short breaks. Standard times:

- Most courses are offered as three 65-minute lecture sessions or two 110-minute lecture sessions.

- Art studio courses meet for two 140-minute sessions.
- Natural science and psychology lab courses meet for three lecture sessions of 50-65 minutes and one laboratory session of 110 to 170 minutes. Some include an additional 50-minute recitation session.
- Some mathematics courses and computer science courses include an additional 110-minute laboratory or recitation.

During fall and spring semesters, the College also offers 2-credit courses that meet for varying amounts of time, depending on the nature of the course and in-class/outside-of-class demands. Examples include basic algebra, history of dance, and microcomputer file management. Also, many departments offer non-credit colloquia where students, faculty, and outside speakers give presentations on research and other independent work, and music lessons as well as choir and band are offered in both one-credit and half-credit options, depending on time commitment. Lycoming Scholars and Institute for Management Studies weekly seminars also carry one credit and meet for 50 minutes a week.

The credits earned for each course is clearly documented in the College Catalog. All courses are unit courses (4 credit) unless specified otherwise, e.g. 1 credit or 2 credits.

For May Term courses, 4-credit courses meet for 180-minute sessions, four days per week. Summer Term course offerings are generally limited to practica, internships, and field experiences (e.g. archaeological digs).

Recommended Out-of-Class Time Requirements

Students will typically average at least 2 hours a week of outside course work for each credit in the classroom, except in cases where a portion of that time is allocated to additional in-class time that is structured for faculty-supervised self-paced work, e.g. studio art classes and courses with recitation sections. Students taking independent studies, internships, practica, or honors projects are expected to average 3 hours of work (e.g. working on-site, meeting with faculty/internship advisors, researching, and writing) for every credit earned.

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 school with institutional accreditation recognized by the US Department of Education 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 must complete 32 of their last 40 credits and 16 of the last 20 credits in their major at Lycoming.

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.

Cambridge International Exams – Students who have completed A-Level exams with a grade of B or better will be granted credit. No other level (O or AS Level) of exams will be granted credit.

The College Entrance Examination Board Advanced Placement (CEEB AP) - A score of four is required for credit.

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

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

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

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.

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 one of the Academic Deans. 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.

LEAVE OF ABSENCE

Students who find it necessary to leave the College either during a semester or who choose not to return for one or two semesters are eligible to request a Leave of Absence (LOA).

A Leave of Absence occurs when a student leaves the College due to medical or personal/experiential reasons and, at the time of departure, fully intends to return within one or two semesters. A Leave of Absence can occur either during the semester or in advance of an upcoming semester.

Benefits of a Leave of Absence: The student retains college e-mail, is eligible to register for classes during the registration period, may participate in the housing lottery, and remains in an ongoing relationship with the College. The College maintains connection with a student who has every intention of returning.

The following conditions apply to all Leaves of Absence:

1. The LOA/Withdrawal Form must be completed with a Dean in Academic Services and signed by all appropriate offices.
2. The College retains the matriculation deposit and the advance registration deposit.
3. The standard Refund Policy applies, if applicable.
4. A student on a Leave must meet the normal deadlines for applying for financial aid in order to be considered for funding for the semester in which the student plans to return.
5. Commencing with the last day of enrollment before the Leave takes effect, a student who has taken out an educational loan has a six-month grace period before repayment of the loan must begin, as per federal policy.
6. During the LOA, the student must follow the College's Guest Policy when visiting campus.
7. If a student is unable to return from a Leave within the agreed upon time, a request to extend the Leave may be granted by writing to the Office of the Registrar.
8. If a student is unable or chooses not to return to the College within the agreed upon time of the Leave, the student's status code will change from Leave to Withdraw. No action on the part of the student will result in the change of status.
9. For students requesting a Leave who are not in good standing, a request to return to the College must be submitted to the Office of the Registrar. The Registrar will then forward the request to the Academic Standards Committee (academic standing) or the Vice President for Student Life (disciplinary standing).

Leave of Absence for Medical Reasons

1. A Leave of Absence for medical reasons occurs when a student experiences a medical issue that requires time away from the College to address it.
2. To request a Leave of Absence for medical reasons, the student must provide documentation to a Dean in Academic Services from Health Services, Counseling Services, or a recognized medical professional.

3. As with any Leave of Absence, a medical LOA is granted for a specified length of time (usually one or two semesters) depending upon the nature of the reason for the LOA.
4. When a student is granted a medical LOA during a given semester, the student will receive a grade of “W” or “I” as determined by the course instructor. The determination is made based on the nature of the course and the amount of work yet to be completed. The student should discuss this with a Dean in Academic Services and each course instructor. In the case of an “I,” if the student has not completed the requirements within six months of the start of the Leave, the grade will become a “W.”

Leave of Absence for Personal / Experiential Reasons

1. A Leave of Absence for personal or experiential reasons occurs when a student wishes to work, travel, or participate in other meaningful opportunities. In certain circumstances a Leave may be granted if time away from the College is needed to consider future academic plans and goals. As with any Leave of Absence, a personal or experiential LOA is granted for a specified period of time— usually one or two semesters.
2. A request for a Leave of Absence for personal reasons may be made to a Dean in Academic Services, and in some cases, in consultation with a faculty member.
3. A Leave of Absence for personal reasons is approved by a Dean in Academic Services in consultation with the Provost or Vice President for Student Life depending on the circumstance of the Leave e.g., academic or social.
4. A Leave of Absence for experiential reasons is approved by a faculty member in consultation with the appropriate academic departmental chair. If the experiential LOA is for a reason other than an academic pursuit, it will be approved by the Vice President for Student Life.

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
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 Assistant 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, 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, earning both baccalaureate degrees is possible. Candidates for both degrees must satisfy all requirements for each degree and earn a minimum of 160 credits. Alternatively, students who have completed fewer than 160 credits and all other requirements for two baccalaureate degrees from Lycoming College will receive only one baccalaureate degree of their choice with all completed majors posted to the transcript. The student must choose the baccalaureate degree to be conferred.

Freshmen entering the College during the 2020-2021 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 or at a Lycoming College affiliate institution as part of a study-abroad experience. 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, Biochemistry, 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 or at a Lycoming College affiliate institution as part of a study-abroad experience.
- 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 (FYS). A successfully completed first-year seminar—regardless of the academic content area—can be used to reduce one of the required Distribution courses in Fine Arts, Humanities, non-laboratory Natural Sciences, or Social Sciences; however, it may not be used within the Distribution Requirements for English composition, mathematics, or modern or ancient languages. First-Year Seminars do not count toward the major.

A dropped FYS course does not appear on the transcript and does not satisfy the FYS graduation requirement.

Earning a final grade of W or F in a FYS course satisfies the FYS graduation requirement. However, no credits are earned toward other graduation requirements, and the course cannot be used to reduce a distribution requirement. FYS courses cannot be repeated.

Students may elect to complete an additional writing-focused course to replace a grade of F earned in an FYS course. The substituted writing-focused course may not be used to fulfill any other General Education requirement, and this option must be pre-approved by submitting an appeal to the Academic Standards Committee.

Transfer students who have earned 15 or more credits can be exempt from the First-Year Seminar requirement. Transfer students who have earned 32 or more credits may not enroll in an FYS course.

B. Pass an English Composition class.

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.

- **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 (e.g., ARHI, BIO, FVA, ENGL, HUMA, PHIL). 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, Film and Video Arts, Film, Literature (in English, Modern

Languages, and/or THEA 210), Music, Theatre, and/or a 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 may count toward Fine Arts distribution. Students taking ARHI 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 American Studies, Gender, Sexuality, and Women's Studies, History, Literature (in English [excluding Creative Writing courses], Modern Languages, and/or THEA 210), Medieval Studies, Philosophy, Religion, and/or a First-Year Seminar. Students must successfully complete a course in at least 3 of these prefixes.

C. Mathematics - Students are required to demonstrate competence in basic algebra by scoring at level 2, 3, or 4 on 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, or 216. 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 at the 102 level or higher in French, German, Greek, Hebrew, Latin, Spanish, or another language approved for transfer. (See section on Placement Tests.) 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. International students who meet the criteria and wish to use option 2 or 3 to satisfy the language requirement should contact the Registrar's Office.

E. Natural Sciences - Students are required to pass two courses chosen from Astronomy/Physics, Biology, Chemistry, and/or a 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 Anthropology, Archaeology, Criminal Justice and Criminology, Economics, Political Science, Psychology, Sociology, and/or a First-Year Seminar. ECED 344 and EDUC/SPLD 338 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 from the following list, when scheduled as W courses (check semester schedule):
 - ACCT 225, 440, 442
 - ANTH 210, 230, 232, 233, 310, 311
 - ARCH 210, 233, 311, 427, 447
 - ARHI 222, 223, 320, 331, 334, 336, 339, 347, 349, 447
 - ASTR 230, 340
 - BIO 200, 222, 224, 321, 333, 347, 435, 447
 - BUS 311, 314, 332, 333, 342, 347, 349, 400, 420, 438, 441
 - CCOM 210, 324, 332, 400
 - CHEM 232, 330, 331, 449
 - CJCR 211, 240, 247, 300, 343
 - CPTR 247
 - ECED 344
 - ECON 225, 236, 241, 332, 337, 340, 343, 440, 449
 - EDUC 338, 339
 - ENGL 218, 225, 229, 312, 315, 331, 334, 335, 336, 421
 - ENTR 320, 400, 440
 - FILM 220, 221, 300, 315, 320, 326
 - FRN 225, 311, 412, 418, 426
 - FVA 322
 - GERM 225, 321, 411, 418, 426
 - GSWS 300

- HIST 210, 226, 232, 324, 338, 401, 402, 404, 405, 449
- IMS 349
- INST 449
- MATH 234, 434
- MUS 336
- PHIL 201, 202, 203, 208, 216, 217, 219, 318, 330, 333, 334, 336, 340, 440
- PHYS 338, 340, 341, 345, 445
- PSCI 220, 231, 242, 331, 334, 342, 400
- PSY 312, 331, 336, 412, 424, 432, 433
- REL 220, 221, 231, 232, 233, 320, 331, 333, 337, 433, 447
- SOC 210, 220, 222, 228, 330, 430
- SPAN 315, 321, 418, 426
- SPLED 338
- THEA 210, 332, 333

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**

Enhanced Academic Experiences are designed to promote intellectual, professional, and personal development for students to prepare for life after Lycoming. While each student is required to complete at least one EAE, students are encouraged to pursue and complete multiple EAEs to better prepare, launch, and sustain graduates into careers of significance and lives of meaning. Individual categories of EAEs are able to overlap with the requirements of any majors or minors and within the Distribution system.

The Center for Enhanced Academic Experiences can assist students and academic advisors with questions about the EAE requirement, including reviewing options for programs that require applications processes. Students are encouraged to visit the CEAE's website and SharePoint site for more information on EAEs.

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

- a second major
- a minor
- Lycoming Scholars Program
- Management Scholars Program of the Institute for Management Studies
- at least 20 credits in ECED, EDUC, SPLED, and/or PSY toward a specific teacher certification program
- 150 Credit Accounting track
- a Departmental Honors Project
- an internship, including those completed within a practicum, earning a minimum of four credits
- a non-credit internship—typically of at least 350 hours—through the Clean Water Institute summer internship program, the WISE program, or any other college-established non-credit internship program.
- the Professional and Civic Engagement curriculum via successful completion of CEAE 200, 201, and 220
- the ROTC program, as evidenced by successful completion of the two 300-level MLSC course sequence
- an Emergency Medical Technician (EMT) training program
- a cooperative program (e.g., Engineering Program with Binghamton University, Clinical Laboratory Science with affiliated hospitals, etc.)
- an experiential course of study/program involving travel of more than seven continuous days, inside or outside of the US. These experiential travel courses must be taken either for credit or as an audit and are broadly inclusive of study abroad semesters, summer programs, archaeological field schools, faculty-led travel courses, and institutional partnership programs.

Upon completion of any of the above items, verification of the Enhanced Academic Experience will be automatically applied to the student's General Education program.

The Enhanced Academic Experience may also be satisfied through the following three items; however, in order to receive verification of completion, students must submit required paperwork through the Center for Enhanced Academic Experiences.

- a competitive regional or national research program or residency
- faculty-sponsored collaborative research in which the expectation of the research outcome could be sole authorship by the student, co-authorship between the faculty member and student, or acknowledgement by the faculty member of the student's significant contributions to the research. The focus of this EAE is on process, not product. Faculty-sponsored collaborative research can take several forms—including but not limited to—Haberberger Fellowships, Chemistry Research Fellowships, Summer Research Grant Scholarships, and research projects under the independent study mechanism. Both the faculty sponsor and the department chair must approve EAE eligibility before submitting the documentation to the Center for Enhanced Academic Experiences for final verification.
- a presentation, performance, exhibition, screening, 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

Students may also satisfy the Enhanced Academic Experience requirement through a pre-approved non-credit internship. These internships require the following:

- A pre-approved non-credit summer internship should include at least 200 hours of work, a clear set of internship responsibilities and expected outcomes, journal assignments with a member of the Center for Enhanced Academic Experiences' career advising team, and an evaluation by the internship site supervisor. These non-credit internships must have pre-approval through the Center for Enhanced Academic Experiences before the commencement of the internship.

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
Anthropology
Art History
Astronomy
Biology
Business Administration
Chemistry
Corporate Communication
Creative Writing
Criminal Justice
Criminology
Economics
English (Literature)
Film and Video Arts
French
German
History
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Religion
Sociology
Spanish
Studio Art
Theatre

Bachelor of Science Degree:

Astrophysics
Biochemistry
Biology
Chemistry
Engineering Physics
Physics

Psychology

Established Interdisciplinary Majors

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

Actuarial Science
American Studies
Archaeology
Comparative Literature
Gender, Sexuality, and Women's Studies
International Studies
Medieval Studies

The following established Bachelor of Science degree interdisciplinary major includes course work in two or more departments:

Neuroscience

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, 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 Science 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 Art History and the minor is Art; their major is Biology and the minor is Environmental Science; their major is Business and the minor is Corporate Communication; their major is Corporate Communication and the minor is Business; their major is Film and Video Arts and the minor is Film Studies; their major is Religion and the minor is Biblical Languages; or their major is Sociology 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

ANTHROPOLOGY AND SOCIOLOGY

- Anthropology
- Human Services
- Sociology

ART

- Art History
- Graphic Design
- Painting
- Photography
- Sculpture

ASTRONOMY

BIOLOGY

- Biology
- Environmental Science

BUSINESS ADMINISTRATION

- Business Administration
- Corporate Communication
- Financial Analysis

CHEMISTRY

CRIMINAL JUSTICE

ECONOMICS

- Economics
- Quantitative Economics

ENGLISH

- Literature
- Writing

FILM AND VIDEO ARTS

- Film and Video Arts
- Film Studies

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
 THEATRE
 Performance
 Design/Tech

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
 Classical Studies
 Domestic Public Policy
 Energy Studies
 Entrepreneurship
 Gender, Sexuality, and Women's Studies
 International Public Policy
 Latin American Studies

Medieval Studies
Multiculturalism
Neuroscience
Social and Economic Justice

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), PK-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 — Students who are interested in a career in health and medicine (such as allopathic or osteopathic medicine, dentistry, occupational therapy, optometry, pharmacy, physical therapy, physician assistant, podiatry, or veterinary medicine) will find a wide array of educational and professional experiences at Lycoming College. The pathways to health professions are supported through a number of majors, including biology, biochemistry, chemistry, neuroscience, and psychology. Students interested in one of the health professions or in an allied health career should make their intentions known by completing the Declaration of Special Programs form. In addition to close academic advising with your selected major, pre-health and pre-medical students are also supported by the members of the Health Professions Advisory Committee (HPAC), with information available on this program and committee available on the College website.

Preparation for Legal Professions — Lycoming offers a strong preparation for students interested in law as a profession. Students interested in a career in the legal field should make their intentions known by completing the Declaration of Special Programs form available through the Office of Registrar and talk with pre-law advisor, Dr. John Whelan. 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 are encouraged to enroll in a practicum or internship program and can learn more about these opportunities through the Center for Enhanced Academic Experiences.

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, anthropology, criminal justice, economics, international studies, political science, psychology, sociology). 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 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 Engineering Physics Major

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

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 First Year Requirements, the Distribution Program, the Writing Program, the Cultural Diversity program, a modified 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: UPMC Susquehanna, 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

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 Lock Haven University. For more information, contact the Registrar, call 570-577-1013, or visit <https://www.lycoming.edu/academics/rotc.aspx> or <http://www.lockhaven.edu/rotc/>.

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 3.25 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 3.25 or higher.

To graduate as a Scholar, a student must successfully complete a major and 128 credits, five Lycoming Scholars Seminars, and the two-semester, non-credit Senior Scholars Seminar in which they present the results of their required independent study project. They must achieve at least a 3.25 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 (FYS). A successfully completed first-year seminar—regardless of the academic content area—can be used to reduce one of the required Distribution courses in Fine Arts, Humanities, non-laboratory Natural Sciences, or Social Sciences; however, it may not be used within the Distribution Requirements for English composition, mathematics, or modern or ancient languages. First-Year Seminars do not count toward the major.

A dropped FYS course does not appear on the transcript and does not satisfy the FYS graduation requirement.

Earning a final grade of W or F in a FYS course satisfies the FYS graduation requirement. However, no credits are earned toward other graduation requirements, and the course cannot be used to reduce a distribution requirement. FYS courses cannot be repeated.

Students may elect to complete an additional writing-focused course to replace a grade of F earned in an FYS course. The substituted writing-focused course may not be used to fulfill any other General Education requirement, and this option must be pre-approved by submitting an appeal to the Academic Standards Committee.

Transfer students who have earned 15 or more credits can be exempt from the First-Year Seminar requirement. Transfer students who have earned 32 or more credits may not enroll in an FYS course.

B. Pass an English Composition class.

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.

Scholars Council strongly recommends that those students whom the English department invites enroll in ENGL 107 if scheduling permits.

- **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 (e.g., ARHI, BIO, FVA, ENGL, HUMA, PHIL). 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 **Film and Video Arts** 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 Language Studies (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; a **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 may count toward Fine Arts Distribution. Students taking **ARHI 310, MUS 340, or MUS 341** are exempt from the requirement to take courses from two prefixes.

B. Humanities — Scholars are required to pass four courses from the following: **American Studies**: any course numbered 200 or higher; **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); **Medieval Studies**: any course numbered 200 or higher; **Philosophy**: any course numbered 200 or higher; **Religion**: any course numbered 200 or higher; **Gender, Sexuality, and Women’s Studies**: any course numbered 200 or higher; a **First-Year Seminar**. Students must successfully complete a course in at least 3 of these prefixes.

C. Mathematics — Students are required to demonstrate competence in basic algebra by scoring at level 2, 3, or 4 on 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, or 216. 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 at the 111 level or higher in **French, German, Greek, Hebrew, Latin, Spanish, or another**

language approved for transfer. (See section on Placement Tests.) 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. International students who meet the criteria and wish to use option 2 or 3 to satisfy the language requirement should contact the Registrar’s Office.

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 **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: **Anthropology and Sociology:** any course numbered 200 or higher, except ANTH 448 or SOC 448; **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; a **First-Year Seminar.** **ECED 344 and EDUC/SPLED 338** 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 from the following list, when scheduled as W courses (check semester schedule):

- ACCT 225, 440, 442
- ANTH 210, 230, 232, 233, 310, 311
- ARCH 210, 233, 311, 427, 447
- ARHI 222, 223, 320, 331, 334, 336, 339, 347, 349, 447
- ASTR 230, 340
- BIO 200, 222, 224, 321, 333, 347, 435, 447
- BUS 311, 314, 332, 333, 342, 347, 349, 400, 420, 438, 441
- CCOM 210, 324, 332, 400
- CHEM 232, 330, 331, 449
- CJCR 211, 240, 247, 300, 343
- CPTR 247
- ECED 344
- ECON 225, 236, 241, 332, 337, 340, 343, 440, 449
- EDUC 338, 339
- ENGL 218, 225, 229, 312, 315, 331, 334, 335, 336, 421
- ENTR 320, 400, 440
- FILM 220, 221, 300, 315, 320, 326
- FRN 225, 311, 412, 418, 426
- FVA 322
- GERM 225, 321, 411, 418, 426
- GSWS 300
- HIST 210, 226, 232, 324, 338, 401, 402, 404, 405, 449
- IMS 349
- INST 449
- MATH 234, 434
- MUS 336
- PHIL 201, 202, 203, 208, 216, 217, 219, 318, 330, 333, 334, 336, 340, 440
- PHYS 338, 340, 341, 345, 445
- PSCI 220, 231, 242, 331, 334, 342, 400
- PSY 312, 331, 336, 412, 424, 432, 433
- REL 220, 221, 231, 232, 233, 320, 331, 333, 337, 433, 447
- SOC 210, 220, 222, 228, 330, 430
- SPAN 315, 321, 418, 426
- SPLED 338
- THEA 210, 332, 333

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**

Enhanced Academic Experiences are designed to promote intellectual, professional, and personal development for students to prepare for life after Lycoming. While each student is required to complete at least one EAE, students are encouraged to pursue and complete multiple EAEs to better prepare, launch, and sustain graduates into careers of significance and lives of meaning. Individual categories of EAEs are able to overlap with the requirements of any majors or minors and within the Distribution system.

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. 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, Corporate Communication, 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 3.50 or higher who are pursuing departmental honors projects are encouraged to also apply for the tuition-scholarship earning Haberberger Fellowship Program. More information about the Haberberger Fellowship Program is available through the Center for Enhanced Academic Experiences. 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 GPA requirement for the Haberberger Fellowship Program may not be appealed. 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 one of the two semesters 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 experience to resolve questions about social adjustment, workload, study skills, tutoring, and more.

Students meet their academic advisor during the new student orientation process. Advisors assist with course selection by providing accurate information about requirements, programs, and career options. They also refer students to various campus resources.

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, 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

<https://www.lycoming.edu/academic-resource-center/>

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. Academic Services consists of the following offices:

- Office of Academic Services Deans – located in Krapf Gateway Center, it coordinates programming including:
 - Academic Student Success Programming
 - Coordination of Disability Support Services
 - First-Year Student Supports
 - New Student Orientation Programming

- Academic Resource Center – located in Snowden Library, it consists of the following services:
 - International Student Lab
 - Math Center
 - Subject Tutoring and Study Group Programming
 - Writing Center

Office of Academic Services Deans

The office oversees new student orientation programming, first-year support, coordination of disability support services, and academic student success programming.

New Student Orientation — All new students participate in new student orientation programming designed to connect students to the multi-faceted experience of campus life. New Student Orientation culminates with a **1st Weekend** program the weekend prior to the start of the fall semester. This program begins with New Student Convocation on the Thursday prior to the Fall semester and continues with social events, workshops, and activities geared to preparing students to be successful community members at Lycoming from day one.

Early Assessment — During the sixth week of the semester, classroom instructors prepare Early Assessment Progress Reports. 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.

Academic Resource Services

The Office of Academic Services Deans coordinate the wide array of academic resource services available at Lycoming College, including:

Disability Support Services — The College recognizes the importance of supporting and meeting the needs of students with disabilities. Students with disabilities work directly with the Office of Academic Services Deans for coordination of academic and housing accommodations. The Disability Support Services team determines appropriate accommodations based on documentation provided to the College.

Writing Center — Trained peer tutors help writers improve papers while developing confidence and independence as writers. Writing tutors discuss development, organization, grammar, documentation, and any other writing concern. Visit the Academic Resource Center SharePoint site to view the weekly schedule. No appointment needed.

Math Center — Trained peer tutors help students with math problems in any course. Tutors are available to work one-on-one or in small groups. Visit the Academic Resource Center SharePoint site to view the weekly schedule. No appointment needed.

International Student Lab (ISL) – ISL is a peer tutoring service specifically for international students. ISL tutors are students who are specially trained to help with general writing in all

subjects, understanding texts, practicing speeches, and so forth. A list of tutors is available on the Academic Resource Center SharePoint site. Tutorial services are available by appointment.

Subject Tutoring — The Academic Resource Center offers one-on-one tutoring support in most courses. Trained peer subject tutors assist students with homework assignments and test preparation. A list of tutors is available on the Academic Resource Center SharePoint site. Tutorial services are available by appointment.

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

Study Skills Support — The Academic Resource Center encourages study skills development through individualized meetings, small group workshops, and one-on-one peer tutoring. Topics vary depending on the needs of students. Also, the Academic Resource Center offers a more formal option for study skills support through several student success courses.

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 during May term. Travel courses require an application process coordinated through the Center for Enhanced Academic Experiences. Travel courses are announced at least one year in advance of the course offerings with registration and travel fee payments for these May courses required during the prior fall semester.

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 qualified students who wish to engage in and receive academic credit for an academically legitimate course of study for which they 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.

Credit-Bearing 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, in consultation with the sponsoring faculty member who will oversee the internship, 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 business and accounting firms, law offices, hospitals, social service agencies, banks, and Congressional offices.

Practica — Practica are offered in Accounting, Art, Biology, Business, 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.

Non-Credit Summer Internships—While credit-bearing internships and practica typically are offered during the fall or spring academic semester, students can also pursue non-credit internships during the summer months and obtain practical experience while also meeting the enhanced academic experience graduation requirement. Students interested in completing a non-credit summer internship should seek assistance and pre-approval through the Center for Enhanced Academic Experiences. Non-credit summer internships require weekly journal submissions and an exit interview with the supervising career advisor.

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), PK-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.

Washington Semester — Lycoming College has an affiliation with American University in Washington, D.C. which allows qualified students to participate in their Washington Semester Program Washington and the Summer Internship Program. Similar to study abroad programs, students enroll in courses at American University across an array of disciplines as well as complete an internship in the Washington, D.C. region. Students interested in this study away program should contact the Center for Enhanced Academic Experiences and apply for this program using the same process utilized for study abroad applications.

INTERNATIONAL EXPERIENCES

Students are encouraged to participate in a variety of international experiences sponsored by Lycoming College, its partners, and approved programs. Opportunities range from short-term travel courses to independent study abroad programs available during the summer, semester, or full academic year. All programs are managed by the Global Education Office in the Center for

Enhanced Academic Experiences (CEAE) in consultation with the College's Study Abroad Committee. More information on available programs can be found on-line at: <https://www.lycoming.edu/study-abroad/study-away-from-lycoming.aspx>.

Full Semester or Summer Programs

Students interested in studying abroad through a college-approved summer, semester, or full year program must achieve a cumulative and major grade point average of 2.50 or higher and be in good standing in terms of student conduct. Participation in all summer, semester, and full year study abroad programs requires an approved study abroad application submitted through the Global Education Office of the Center for Enhanced Academic Experiences (CEAE). Students should begin the application process for summer, semester, or full year study abroad programs approximately a year in advance of intended program participation.

Students should note study abroad requirements specific to their intended major and/or minor as identified in the Catalog.

Students who do not meet the academic standards established for independent study abroad may appeal through the CEAE's Global Education Office. Appeals are reviewed by the Study Abroad Committee, which issues a positive or negative recommendation to the Committee on Academic Standards. Following a review of the student's appeal and the Study Abroad Committee's recommendation, a final ruling is issued by the Committee on Academic Standards.

Exchange Programs:

Lycoming College holds tuition exchange agreements with the following universities. Space is limited in each program. Students should consult with the Global Education Office to review the language and courses of study available at each institution.

- Hanze University of Applied Sciences, Groningen, Netherlands
- Otto-Friedrich-Universität, Bamberg, Germany
- SIAS International University, Zhengzhou, China
- Universidad Popular Autónoma del Estado de Puebla (UPAEP), Puebla, Mexico
- Université Grenoble Alpes (UGA), Grenoble, France
- Westminster University and Westminster Business School, London, England

Note that Westminster Business School is available only to those students pursuing majors or minors in programs from within Lycoming's Institute for Management Studies.

Immersive Language Programs:

The following programs are designed for full language immersion, and all courses are conducted in the language of study.

- Center for Linguistics, Université de Franche-Comté in Besançon, France
- Centre Universitaire d'études Françaises (CUEF), Université Grenoble Alpes in France
- Estudio Sampere in Costa Rica, Ecuador, and Spain
- Freie Universität in Berlin, Germany

- Institute for Field Education (IFE) in Brussels, Belgium; Paris and Strasbourg, France; and Andalucía and Asturias, Spain

Affiliate Program:

A full listing of affiliate programs is available through the CEAE’s Global Education Office. <https://www.lycoming.edu/center-for-enhanced-academic-experiences/global-education.aspx>.

Faculty-Led Travel Courses and Lycoming College-Affiliated Archaeological Field Schools

Lycoming College also offers a variety of faculty-led travel courses. Students interested in participating in faculty-led travel courses, including Lycoming-sponsored archaeological field schools, must complete a common travel course application available in the CEAE. Travel courses require that students be in both good academic and student conduct standing.

Travel course options change yearly, and each January, CEAE’s Global Education Office announces the travel courses for the following academic year.

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

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 is designed for students who are interested in the fields of animation, interactive art, and motion graphics. Required courses are: ART 111, 226, 243, and 344; FVA 120 and 200.

ACCOUNTING (ACCT)

Associate Professors: Demshock (Chair), Kremer

Assistant Professor: Cannode

- 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
- 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, 449, and one course from ACCT 438, 439, or 470-479; and one course from SOC or PSY.

2. Accounting–128 credits:

One course from ACCT 438, 439, 449, 470-479.

Capstone Requirement

All accounting majors are required to pass a standardized comprehensive accounting exit exam during their final semester, which is offered as the ACCT 449 final exam for those students enrolled in the course. For students in the 128 hour track who choose not to enroll in ACCT 449,

the exit exam will be taken as a separate major requirement for graduation. 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.

Writing Courses

A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

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**

An introduction to design and use of accounting information systems (AIS) and design and implementation of control systems in AIS. *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, foreign currency transactions and translation, segment interim reporting, and fund accounting. *Prerequisite: ACCT 345. 2 credits.*

449

COMPREHENSIVE APPLIED ACCOUNTING

Integrates and enhances the study of accounting topics, concepts, and methods, building on the knowledge acquired from previous courses in the program. The course requires accounting majors to apply comprehensive advanced level accounting expertise, utilizing tools such as case studies, research projects, and other techniques designed to simulate real world client issues. *Prerequisite: ACCT 320, 436, 441, or consent of instructor.*

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 SCIENCE

Associate Professor: Sprechini (Coordinator)

- Major: Actuarial Science
- Courses required for major: 14
- Math prerequisite (not counted in major): Math 127
- Math requirement: CPTR 125, Math 128 (or exemption), Math 129 (or exemption), etc.
- Non-credit Colloquium: Every semester in residence as a declared major unless student teaching.
- Capstone requirement: One course from MATH 440, 441, or 442.

The Actuarial Science major is designed to offer course work within a liberal arts framework to prepare for a career in actuarial science. Students completing this major should be prepared to sit for at least two, and up to four, of the examinations of the Society of Actuaries by the time of graduation. Students also obtain some background in accounting, economics, and business which is needed for a career in actuarial science.

Major Requirements

The Actuarial Science major consists of 56 credits. In Mathematical Sciences, required courses are CPTR 125, MATH 128 (or exemption by examination), 129 (or exemption by examination), 130, 234, 238, 325, 332, 333, and one course from MATH 440, 441, or 442. Also required are ACCT 110; ECON 110 or 111; MATH 214 or ECON 340; one of ACCT 130, ACCT 441, BUS 238, ECON 310 or 311. Students are expected to enroll in non-credit colloquium (MATH 449) every semester in residence as a declared major unless student teaching.

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 science major.

Other recommended courses include: ACCT 223, 225, 344, 345, 436, 442; BUS 311, 339; ECON 220, 229, 332, 337, 347; MATH 115, 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 one course from MATH 440, 441, or 442.

Writing Courses

A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

AMERICAN STUDIES (AMST)

Professor: Leiter (Coordinator)

Associate Professor: Pearl (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	Era of the American Revolution
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 220	Public Policy in America
PSCI 231	Law in America
PSCI 316	Public Opinion and Polling
PSCI 321	Congressional Politics
PSCI 322	The Presidency
PSCI 330	Constitutional Law
PSCI 331	Civil Rights and Liberties
PSCI 339	Judicial Politics and Behavior
SOC 220	Sociology of Family
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 and 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 courses satisfy either the Domestic or Global Diversity Requirement: HIST 242 and PHIL 334. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

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, 220, 231, 316, 321, 322, 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 AND SOCIOLOGY (ANTH, SOC)

Professor: Ross

Associate Professors: Adams (Chair), McCall, Munson

Assistant Professor: Gonzales

- Majors: Anthropology, Sociology
- Courses required for Anthropology, Sociology: 10
- Math prerequisite (not counted in major) for Sociology: Math 123
- Capstone requirement for Anthropology: ANTH 447
- Capstone requirement for Sociology: SOC 430
- Minors: Anthropology, Human Services, Sociology

The Anthropology and Sociology Department offers majors in anthropology and sociology. Regardless of major, students may minor in human services.

ANTHROPOLOGY (ANTH)

Major Requirements

1. Five Core Courses:

ANTH 101	Ancient Bodies, Modern Lives
ANTH 102	Patterns in Prehistory
ANTH 103	Cultural Anthropology
ANTH 344	Anthropological Theory
ANTH 447	Anthropological Research

2. Five Elective Courses:

ANTH electives: two additional courses with an ANTH prefix, numbered 200 or above
ARCH elective: any additional course with an ARCH prefix, numbered 200 or above, may not be taken as ANTH with the same number
Any two additional courses from: ANTH; ARCH; SOC; BIO 222; MATH 123; or any FRN, GERM, or SPAN course numbered 221 or above.

Capstone Requirement

All majors must successfully complete ANTH 447.

Diversity and Writing Courses

The following courses satisfy the Global Cultural Diversity Requirement: ANTH 101, 102, 103, 210, 230, 232, 233, 310, 311, 320, 334, and 344. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

Minor Requirements

A minor in Anthropology requires two courses from ANTH 101, 102, and 103; one ANTH course numbered 300 or above; and two additional ANTH or ARCH courses numbered 200 or above.

101

ANCIENT BODIES, MODERN LIVES

Serves as an introduction to Biological/Physical Anthropology by examining the fundamental questions surrounding human biological diversity and the origins of our species. Drawing on fossil evidence and primate studies, this course explores the latest anthropological research related to human evolution, including discussions of the adaptive advantages of bipedalism and neural complexity. Contemporary issues of human population diversity are also considered, including the relationship between environmental conditions and phenotypical variation, the interplay between social/cultural practices and human physiology, and questions related to public health. *Fulfills Global Cultural Diversity Requirement.*

102

PATTERNS IN PREHISTORY

Serves as an introduction to Archaeology. This course is an overview of world prehistory using the archaeological record to trace human cultural developments across the globe. This course traces the milestones of the human experience from the early beginnings of modern humans to hunter-gatherer developments to the origins of agriculture and urbanization. Students explore particular cultural sequences in specific regions and evaluate commonalities as well as differences between these ancient societies. Students gain insights into what archaeology is and how archaeologists obtain information that leads to reconstructions of past life ways. Through this course, students gain a foundation in understanding past societies and how the past influenced and shaped the diversity of modern societies that exist today. *Fulfills Global Cultural Diversity Requirement.*

103

CULTURAL ANTHROPOLOGY

Serves as an introduction to 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.*

210

TALKING TRASH: ARCHAEOLOGY OF EVERYDAY LIFE

Examines the material remains and built environments that are the product of people's everyday life. Focusing on the household as a central analytical unit, students investigate the residential spaces and things that people produce and consume in domestic contexts in order to study past

demographic patterns, social interactions and status, subsistence practices, divisions of labor, as well as group ideology and communal practices in ancient human societies. Case studies drawn from ethnography and archaeology examine the patterns of everyday life in the ancient Near East, Mediterranean, and the Americas. *Cross-listed as ARCH 210. Fulfills Global Cultural Diversity Requirement. Alternate years.*

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.*

233

ARCHAEOLOGY OF RITUAL

In-depth cross-cultural study of the archaeological remains of ancient ritual practices. While the meaning of ancient rituals is not directly accessible to us today, archaeologists study the spaces, objects, actors, and material residues of past ritual practices to understand their role and significance in past societies. Case studies drawn from the ancient Near East, Mediterranean, and the Americas. *Cross-listed as ARCH 233 and REL 233. 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 local food movements. *Prerequisite: One 4-credit ANTH course or junior or senior standing. Fulfills Global Cultural Diversity Requirement. Alternate years.*

311

POWER AND PRESTIGE IN THE PAST

In-depth analysis of the development and operation of state-level societies from anthropological and archaeological perspectives. Topics include the emergence of social inequality, definitions of

state and power, political organization, collective action, and the role of ideology in complex societies. Case studies drawn from the ancient Near East, Mediterranean, and the Americas. *Cross-listed as ARCH 311. Prerequisite: One 4-credit ANTH course 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: One 4-credit ANTH course 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: One 4-credit ANTH course or junior or senior standing. Fulfills Global Cultural Diversity Requirement. Alternate years.*

401

FIELD ARCHAEOLOGY

This field course acquaints students with the basic techniques and procedures used in modern archaeology through intensive hands-on fieldwork. Students gain practical experience in archaeological excavation or survey and assist with data recording and artifact processing. Site visits and lectures relating the local archaeology to its larger cultural context are also usually included. *Cross-listed as ARCH 401, and as REL 401 for some Mediterranean and Near Eastern digs with approval. Prerequisite: ARCH 110 or consent of instructor. Special fees apply. May Term or Summer Sessions only.*

403

LABORATORY METHODS IN ARCHAEOLOGY

Acquaints students with the basic methods and techniques used to analyze archaeological materials. Students gain practical experience in the description, inventory, and analysis of artifacts, processing of specimens, and data documentation. Includes lectures, laboratory, and museum visits. *Cross-listed as ARCH 403. Prerequisite: ARCH 110 or consent of instructor. Special fees apply. May Term or Summer Sessions.*

447

ANTHROPOLOGICAL RESEARCH

Students complete an original quantitative or qualitative research project utilizing one of the many data collection strategies available to anthropologists such as field work, excavation, artifact analysis, content analysis, surveys, qualitative interviews, and participant observation. Topic selection is of individual student's choice. *Prerequisite: ANTH 344.*

448

PRACTICUM IN ANTHROPOLOGY

Provides students with the opportunity to apply a socio-cultural perspective to any of a number of organizational settings. As the basis for the course, students arrange an internship. 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 are supplemented by academic readings, a regularly scheduled seminar, and the keeping of a detailed field journal. *Prerequisite: Consent of instructor. May be repeated once for credit with consent of instructor when projects are different.*

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)

SOCIOLOGY

Major Requirements

1. Six Core Courses:

SOC 110	Introduction to Sociology
SOC 240	Sociology of Race and Ethnicity
SOC 241	Sociology of Gender and Sexuality
SOC 245	Sociological Theory
SOC 330	Research Methods I
SOC 430	Research Methods II

2. Four Elective Courses:

Select four courses from the following list, one of which must be at the 300 level or above.

- SOC electives
- EDUC 215/225 (counts as one course)
- SPLED 230
- EDUC 436 (counts as two courses)
- One from: CJCR 300; ANTH 103, 210, 230, 310, 311, 334, 344; or GSWS 300

Students may not count SOC 222, 325, or 448 for both a Sociology major and Human Services minor.

Capstone Requirement

All majors must successfully complete SOC 430.

Diversity and Writing Courses

The following courses satisfy the Domestic Cultural Diversity Requirement: SOC 110, 240, 241, and 334. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

Minor Requirements

A minor in Human Services requires SOC 222, 325, and 448; SOC 240 or 241; and MATH 123 or 214. A practicum/internship within the major may be substituted for SOC 448, with permission of instructor.

A minor in Sociology requires SOC 110, 240 or 241, and three SOC electives, one of which must be 300 or higher.

Students may not count SOC 222, 325, or 448 for both a Sociology minor and Human Services minor.

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.*

240

SOCIOLOGY OF RACE AND ETHNICITY

Provides a study of racial/ethnic groups within the framework of American cultural values. An analysis includes historical, cultural, and social factors underlying racial/ethnic conflict. The course provides an analysis of the social construction of race/ethnicity and the social implications of those constructions. *Fulfills Domestic Cultural Diversity Requirement.*

241

SOCIOLOGY OF GENDER AND SEXUALITY

Focuses on cultural constructions of femininities and masculinities across cultures and throughout history. The course provides an analysis of theories of gender/sexuality differences,

gender/sexuality as an organizing principle of social interactions, and the gendered/sexualized meaning of social institutions such as education, work, and military. *Fulfills Domestic Cultural Diversity Requirement. Alternate years.*

245

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.*

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, attention is given to the process of designing and administering both qualitative and quantitative research. 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, SOC 245, 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.*

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 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. *Prerequisite: SOC 330 or CJCR 343.*

448**PRACTICUM IN SOCIOLOGY**

Provides students with the opportunity to apply a socio-cultural perspective to any of a number of organizational settings. As the basis for the course, students arrange an internship. 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 are supplemented by academic readings, a regularly scheduled seminar, and the keeping of a detailed field journal. *Prerequisite: Consent of instructor. May be repeated once for credit with consent of instructor when projects are different.*

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

ARCHAEOLOGY (ARCH)

Professors: Chandler, Dever, Gaber, S. Johnson

Associate Professors: Adams, Munson

Assistant Professor: Knauth (Coordinator)

- Major: Archaeology
- Courses required for major: 10
- Required language: GRK, HEBR, or LAT 102; or SPAN 112
- Non-credit Colloquium: 2 semesters
- Capstone requirement: Practical Experience, ARCH 447 Research Project, and ARCH 448 Colloquium Presentation
- Minor: Archaeology

Archaeology is the study of the human past through material remains. This interdisciplinary major provides students with a strong foundation in the major concepts, methods, and theories of the field, and allows them to specialize in one of three culture areas: Ancient Near East, Classical Mediterranean, or Latin America. Students majoring in archaeology can focus on topics of particular interest to them, with opportunities for collaboration with ongoing excavations and other forms of supervised field research. Beyond a career in archaeology, students also translate the skills and knowledge they acquire in archaeology into museum curation, historic preservation, education, and antiquities trade law enforcement, among many other careers.

Major Requirements

The major consists of ten courses, plus Colloquium and a Practical Experience, as follows:

A. Four core courses in Archaeology and Anthropology, plus Archaeology Colloquium:

- ANTH 102 Patterns in Prehistory (ANTH 210 or higher may be substituted with approval of the program coordinator)
- ARCH 110 Archaeological Principles
- ARCH 427 Archaeological Theory and Method
- ARCH 447 Archaeological Research Design
- ARCH 448 Archaeology Colloquium (non-credit; prerequisite ARCH 348)

B. Four courses in Culture Area (select one area):

Area 1 – Ancient Near East

- ARCH/REL 226 Biblical Archaeology
- HEBR or GRK 102 (or above) Biblical Hebrew or Greek II (Akkadian, Arabic, or Modern Hebrew may be substituted; if both GRK and HEBR are taken, a course at the 102 level or above from the second language may count as the Near East Elective)
- REL 228 History and Culture of the Ancient Near East

- one additional elective relating to Ancient Near Eastern culture from: ANTH 232, 310; ARCH/ANTH 210, 311; ARCH/ANTH/REL 233; ENGL 218; HIST 232; REL 113, 210, 212, 221, 333, 337; or a second ancient language at the 102 level or above, as noted.

Area 2 – Classical Mediterranean

- ARCH/REL 226 Biblical Archaeology
- GRK or LAT 102 (or above) Biblical Greek or Latin II
(Classical Greek or Coptic may be substituted; if both GRK and LAT are taken, a course at the 102 level or above from the second language may count as the Classical Elective)
- HIST 210 Ancient History or REL 221 The Hellenistic-Roman World
- one additional elective relating to Classical Mediterranean culture from: HIST 210 or REL 221 (not already counted); ANTH 232, 310; ARCH/ANTH 210, 311; ARCH/ANTH/REL 233; ENGL 218, 225; PHIL 201; REL 114, 337, 433; THEA 332; or a second ancient language at the 102 level or above, as noted

Area 3 – Latin America

- ARCH 231 Mesoamerican Archaeology
- SPAN 112 (or above) Intermediate Spanish
- ANTH 230 Anthropology of Latin America
- one additional elective relating to Latin American culture from: ANTH 232, 310, 320*, 334; ARCH/ANTH 210, 311; ARCH/ANTH/REL 233; other approved 4-credit ARCH or ANTH; HIST 221; SPAN 311*, 321*, 426*
***when Latin American topic**

Other culture areas are possible on an individual basis. Recent examples include North America, Medieval Europe, and Southeast Asia.

C. One course in object analysis from:

- ARHI 222 Introduction to Art History I
- ARHI/ARCH 332 Ancient Art and Archaeology
- ARCH 403 Laboratory Methods in Archaeology
- BIO 215 Introduction to Geographic Information Systems (GIS)
- ART 119 or 229 Ceramics I or Ceramics II
- Other ARHI or Studio Art (such as Drawing or Photography) or BIO 338 (Human Anatomy), with approval of the program coordinator.

D. One elective from:

- ARCH/ANTH/REL 401 Field Archaeology
- ARCH/ANTH 403 Laboratory Methods
- BIO 215 Introduction to Geographic Information Systems (GIS)
- Any additional 4-credit ARCH or ANTH course
- Any additional course listed above in sections B or C
- ASTR 102, 104, or 112 (Geology); CHEM 221, 232, or 333; or ENGL 219 (Linguistics)

An appropriate course from the fields of art, art history, economics, history, literature, philosophy, political science, or religion (or other related fields), including independent study projects, may be substituted subject to approval by the program coordinator.

Although not included in the major, the study of German and/or French is strongly recommended for those planning to pursue graduate studies in Ancient Near Eastern or Classical Mediterranean Archaeology, or in Museum Studies.

For those planning to pursue graduate studies or careers in archaeological conservation or preservation, the Organic Chemistry sequence (CHEM 220 – 221) is strongly recommended, as is Drawing (ART 111, or more advanced).

Capstone Requirements

The capstone experience consists of the following three components:

- 1) **Senior Seminar:** complete ARCH 447, including design and presentation of a substantial independent Research Project using archaeological data.
- 2) **Practical Experience:** participate in an approved archaeological field school, survey, or field research project, or complete a relevant internship. This need not be for credit, but these experiences typically involve at least 140 hours in the field, and students must keep and submit a journal documenting the experience. Optional credit may be earned as ARCH/ANTH/REL 401 Field Archaeology, ARCH/ANTH 403 Laboratory Methods, or ARCH/ANTH/ARHI/ART/HIST 470 Internship.
- 3) **Colloquium Presentation:** give a presentation in ARCH 448, normally based on the seminar research project and/or practical experience, presenting significant independent research relating to archaeology.

Diversity and Writing Courses

The following courses satisfy the Global Cultural Diversity Requirement: ANTH 101, 102, 103, 210, 230, 232, 233, 310, 311, 320, 334, 344; ARCH 210, 226, 231, 233, 311, 332; ARHI 222, 332; ENGL 225; HIST 221, 232; REL 210, 221, 226, 228, 233; SPAN 311, 321, 426. The following courses satisfy either the Domestic or Global Diversity Requirement: ENGL 218; REL 212 and 333. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

Minor Requirements

A minor in Archaeology consists of five courses, including ARCH 110, ARCH/REL 226, ARCH 231, and two additional 4-credit courses in Archaeology. An ANTH course or BIO 215 may be substituted for one of these with approval of the program coordinator.

110**ARCHAEOLOGICAL PRINCIPLES**

An introduction to the major concepts and principles of archaeological research and the techniques used to study the human past through the retrieval, analysis, and interpretation of material remains. Includes a practical laboratory component.

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.*

210**TALKING TRASH: ARCHAEOLOGY OF EVERYDAY LIFE**

Examines the material remains and built environments that are the product of people's everyday life. Focusing on the household as a central analytical unit, students investigate the residential spaces and things that people produce and consume in domestic contexts in order to study past demographic patterns, social interactions and status, subsistence practices, divisions of labor, as well as group ideology and communal practices in ancient human societies. Case studies drawn from ethnography and archaeology examine the patterns of everyday life in the ancient Near East, Mediterranean, and the Americas. *Cross-listed as ANTH 210. Fulfills Global Cultural Diversity Requirement. Alternate years.*

226**BIBLICAL ARCHAEOLOGY**

A study of the role of archaeology in reconstructing the world in which 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. *Cross-listed as REL 226. Fulfills Global Cultural Diversity Requirement.*

231**MESOAMERICAN ARCHAEOLOGY**

An exploration of the archaeological record and what it reveals about the emergence of Mesoamerican civilization with an emphasis on Olmec, Maya, and Aztec societies. *Fulfills Global Cultural Diversity Requirement.*

233

ARCHAEOLOGY OF RITUAL

In-depth cross-cultural study of the archaeological remains of ancient ritual practices. While the meaning of ancient rituals is not directly accessible to us today, archaeologists study the spaces, objects, actors, and material residues of past ritual practices to understand their role and significance in past societies. Case studies drawn from the ancient Near East, Mediterranean, and the Americas. *Cross-listed as ANTH 233 and REL 233. Fulfills Global Cultural Diversity Requirement. Alternate years.*

311

POWER AND PRESTIGE IN THE PAST

In-depth analysis of the development and operation of state-level societies from anthropological and archaeological perspectives. Topics include the emergence of social inequality, definitions of state and power, political organization, collective action, and the role of ideology in complex societies. Case studies drawn from the ancient Near East, Mediterranean, and the Americas. *Cross-listed as ANTH 311. Prerequisite: One 4-credit ANTH course or junior or senior standing. Fulfills Global Cultural Diversity Requirement. Alternate years.*

320

SPECIAL TOPICS IN ARCHAEOLOGY

Study of selected archaeological topics, theorists, or methods. Sample topics include household archaeology, archaeology of power, archaeology of ritual, origins of social inequality, and ceramic analysis. *Prerequisite: ARCH 110 or consent of instructor. May be repeated for credit with consent of instructor when topics are different.*

332

ANCIENT ART AND ARCHAEOLOGY

An exploration of the ancient cultures of the Near East and Mediterranean as elucidated by modern archaeological research, through examination of their art and architecture. *Cross-listed as ARHI 332. Fulfills Global Cultural Diversity Requirement.*

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 prerequisite 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, survey, or field research program. Includes instruction in excavation or survey techniques, recording and processing of artifacts, and

exposure to the wider results of related excavation and research and the use of archaeology as a tool for elucidating historical and cultural changes. This course acquaints students with the basic techniques and procedures used in modern archaeology through intensive hands-on fieldwork. *Cross-listed as ANTH 401, and as REL 401 for some Mediterranean and Near Eastern digs with approval. Prerequisite: ARCH 110 or consent of instructor. 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. *Corequisite ANTH/ARCH/REL 401 or consent of instructor. 2 credits. May be repeated for credit with departmental consent when topics are different.*

403

LABORATORY METHODS IN ARCHAEOLOGY

Acquaints students with the basic methods and techniques used to analyze archaeological materials. Students gain practical experience in the description, inventory, and analysis of artifacts, processing of specimens, and data documentation. Includes lectures, laboratory, and museum visits. *Cross-listed as ANTH 403. Prerequisite: ARCH 110 or consent of instructor. Special fees apply. May Term or Summer Sessions.*

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.*

427

ARCHAEOLOGICAL THEORY AND METHOD

This seminar acquaints the student with the history of archaeological thinking over the past century. Current archaeological theory is covered in some detail; students learn to identify, examine, and evaluate specific theories. *Prerequisite: ANTH 102, ARCH 110, and one course in ARCH numbered 200 or above; or consent of instructor.*

447

ARCHAEOLOGICAL RESEARCH DESIGN

Building on ARCH 427, students design and present a substantial research project that articulates a research question or hypothesis with a logical plan of data collection and analysis, and uses archaeological data to address a specific topic or issue. *Prerequisite: ARCH 427. Corequisite: ARCH 448.*

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.*

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, ARHI, 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, ARHI, ART, HIST, or REL and taken through the relevant department.

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

ART (ART, ARHI)

Professor: Tran (Chair)

Associate Professor: Goodman

Assistant Professors: McCutcheon, Moreno-Lee, Rentsch

Instructors: McDonough Varner, Sterngold

- Majors: Studio Art, Art History
- Studio Art Concentrations: 3D Animation, Generalist, Graphic Design, Painting, Photography, 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 (Generalist): Senior exhibit
- Studio Art Capstone requirement (3D Animation, Graphic Design, Painting, Photography, Printmaking, Sculpture): ART 446 and Senior exhibit
- Art History Capstone requirement: ARHI 447
- Minors: Art History, Graphic Design, Painting, Photography, Sculpture

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 243 Introduction to Digital Art

ARHI 222 Introduction to Art History I *

ARHI 223 Introduction to Art History II*

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 Graphic 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 FVA 200: Digital Film and Video I

Areas of Specialization

I. 3D Animation

- ART 113 Introduction to Digital 3D Modeling
- ART 213 Introduction to 3D Character Animation
- ART 313 Advanced 3D Character Animation
- ART 344 Time-Based Digital Media
- ART 413 Animation Workshop
- ART 446 Studio Research

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 PK-12 art certification program will take ARHI 310 History and Practice of Art Education as their 300-level art history class)

Students are strongly encouraged to take Art 446 in the fall of their senior year.

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

III. Graphic Design

- ART 113 Introduction to Digital 3D Modeling
- ART 344 Time-Based Digital Media
- ART 442 Special Projects in Graphic Design
- ART 446 Studio Research
- ART 470 Internship or ART 449 Art Practicum
- FVA 200 Digital Film and Video I

Students are encouraged to take the following courses: ART 221 Drawing II, ART 340 Digital Photography, and Art 337 Photography II.

IV. Painting

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

V. Photography

- ART 240 Digital Photography I
- ART 337 Photography II
- ART 340 Digital Photography II

ART 446 Studio research
Two ARHI courses numbered 300 or above

VI. Printmaking

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

VII. 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 in the Graphic Design, Painting, Photography, 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, 332, 334, 336, 347, and ART 127 (when travel is abroad). The following course satisfies either the Domestic or Global Diversity Requirement: ARHI 339. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

Minor Requirements

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

Graphic Design: ART 111, 212, 240, 243, and 442, and one ARHI course

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

Photography: ART 212, 227, 240, either 337 or 340, 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.

113

INTRODUCTION TO DIGITAL 3D MODELING

Introduces students to the concept and practice of digital 3D Modeling. Topics include modeling, texturing, digital-sculpting, lighting, and rendering. Students learn the fundamentals of hard surface and organic modeling.

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.

127

INTRODUCTION TO DIGITAL PHOTOGRAPHY

Introduction to the techniques and aesthetics of color and digital photography and to basic image correction and archival printing techniques. Students learn imaging techniques with Adobe PhotoShop, work with mega-pixel digital SLR cameras, and print and mat a final portfolio. Emphasis on conceptual and aesthetic aspects of photography. Includes exploration of culture through photography and travel. Mandatory pre-travel class sessions during spring semester will cover basics of Digital photography and PhotoShop. *This course does not count toward the art major. Fulfills the Global Cultural Diversity Requirement when travel is abroad. May term only.*

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.

213

INTRODUCTION TO 3D CHARACTER ANIMATION

Focuses on concepts in 3D Animation and Rigging. Students implement principles of animation to character performance and motion.

220**PAINTING I**

Fundamentals of painting through lecture, demonstration and studio experience, and study of historical and current art movements.

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.

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.

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.*

240**DIGITAL PHOTOGRAPHY I**

Advanced study of the concepts and aesthetics of color photography, digital photography, and archival fine art digital printing. Emphasis is on shooting with digital SLR cameras and the exploration of the creative use of color and light within the photographic medium.

243

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.

313

ADVANCED 3D CHARACTER ANIMATION

Emphasizes character performance using full bipedal characters. Students learn how to create unique expressive motion with their characters. *Prerequisite: ART 213 or consent of instructor.*

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 medium and large format cameras, studio photography, proficiency in black and white fine art printing, and exploration of photo art techniques. 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.*

340

DIGITAL PHOTOGRAPHY II

Studio course emphasizing critical analysis and development of a personal photographic portfolio and long-term projects, utilizing editing, sequencing, storytelling, and design. Studio photography using professional lighting equipment, medium format digital cameras, and large format printing. Emphasis on advanced digital post-production tools. *Prerequisite: ART 240 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, principles of animation, motion graphic animation, audio and video. *Prerequisite: ART 243 or consent of instructor.*

413

ANIMATION WORKSHOP

Focuses on the planning and execution of an animation production while working on a personal semester-long animated project. Topics include animation pre-production, production and post-production. *Prerequisite: ART 313 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 GRAPHIC DESIGN

Concentrated research and creation of a series of projects in graphic design involving typography, illustration, photography, and branding, using industry-standard software. *Prerequisite: ART 243 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 3D Animation, Graphic Design, Painting, Photography, Printmaking, and Sculpture tracks. Students produce a coherent body of artwork to be entered in the Annual Juried Senior Exhibition. Majors in the Generalist track 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 graphic 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. This course may be repeated once for credit when placements are different.

470-479

INTERNSHIP

Internship experience in graphic 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.*

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 the art colloquium each semester.

Required of all students:

- ARHI 222 Introduction to Art History I
- ARHI 223 Introduction to Art History II
- ARHI 447 Art History Research
- ART 148, 248, 348, 448 — Art Colloquium

Choose any four additional ARHI courses numbered 300 or higher.

Choose any two 100- or 200-level courses carrying the ART prefix.

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, 332, 334, 336, and 347. The following course satisfies either the Domestic or Global Diversity Requirement: ARHI 339. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

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 Graphic Design track, who minor in Art History must take one additional upper level course (i.e., ARHI 222, 223, four advanced ARHI courses, and one studio art course).

222

INTRODUCTION TO ART HISTORY I

Offers an introductory overview of the diverse history of art and architecture internationally from the paleolithic era to the fourteenth century with an emphasis on the meaning of art in society. We study how art functioned in ancient civilizations, how objects and buildings expressed religious beliefs and customs, how art was created and experienced, how power was invested in images, and how these images affect us today. This course lays the groundwork for more advanced art history courses by introducing the skill of visual analysis and other interpretative tools of art historical research. *Fulfills Global Cultural Diversity Requirement.*

223

INTRODUCTION TO ART HISTORY II

Offers a global approach to the introduction of the history of art from the fourteenth century to the present, focusing on the functions and meanings of art in society. Emphasizes global interactions and the interrelationships between art, politics, and culture as we discover how issues expressed in the visual arts might provide insights into our world and how art affects us today. This course lays the groundwork for more advanced art history courses by introducing the skill of visual analysis and other interpretative tools of art historical research. *Fulfills Global Cultural Diversity Requirement.*

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 PK-12 certification program.*

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 FVA 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.*

332**ANCIENT ART AND ARCHAEOLOGY**

An exploration of the ancient cultures of the Near East and Mediterranean as elucidated by modern archaeological research, through examination of their art and architecture. *Cross-listed as ARCH 332. 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 SEXUALITY IN ART**

Gender and sexuality are often vital components of artistic practice that drive modes of expression and shape identities. This course examines the presence of these issues in art through case studies from the nineteenth century to the present-day in relation to constructions of gender and sexualities in their particular historical contexts. Students will be given the tools to recognize and challenge encoded assumptions regarding gender and sexuality in visual culture and the ways they often intersect with key issues of race and class. *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

Assistant Professor: Wells

- Majors: Astronomy, Astrophysics, Engineering Physics, Physics
- Astronomy Concentrations: General Astronomy, Astrobiology, Astrochemistry
- Courses required for General Astronomy, Physics: 13 (B.A.)
- Courses required for Astrobiology, Astrochemistry: 14 (B.A.)
- Courses required for Engineering Physics, Physics: 17 (B.S.)
- Courses required for Astrophysics: 18 (B.S.)
- Math prerequisite (not counted in major): Math 127
- Math requirement (Astronomy): Math 128, Math 129
- Math requirement (Physics B.A.): Math 128, Math 129, Math 238 (or PHYS 336)
- Math requirement (Astrophysics, Engineering Physics, Physics B.S.): Math 128, Math 129, Math 231, Math 238
- Computer Science Requirement (Engineering Physics, Physics B.S.): CPTR 125
- 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 four majors, astronomy, astrophysics, engineering physics, and physics. The major in astronomy consists of three possible concentrations, general astronomy, astrobiology, and astrochemistry.

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

The B.A. degree in astronomy requires courses in astronomy, physics, chemistry, and mathematics. The required courses are:

ASTR 111	Fundamentals of Astronomy
ASTR 448	Research topics
PHYS 225	Fundamentals of Physics I
PHYS 226	Fundamentals of Physics II
MATH 128	Calculus with Analytic Geometry I
MATH 129	Calculus with Analytic Geometry II

two courses from the following

CHEM 110	General Chemistry I
CHEM 111	General Chemistry II
CHEM 330	Physical Chemistry I
CHEM 331	Physical Chemistry II
CHEM 439	Introduction to Quantum Mechanics

Astronomy majors are also required to register for four semesters of ASTR 349/449 (non-credit 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 course is recommended: PHIL 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

A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

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. Prerequisite: MATH placement of level 4, credit for or concurrent enrollment in 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. Prerequisite: MATH placement of level 4, credit for or concurrent enrollment in MATH 127, or consent of instructor.*

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 and 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	Fundamentals of Astronomy
Four courses from ASTR 244 or higher	
CHEM 110	General Chemistry I
MATH 128	Calculus with Analytic Geometry I
MATH 129	Calculus with Analytic Geometry II
MATH 231	Differential Equations
MATH 238	Multivariable Calculus
PHYS 225	Fundamentals of Physics I
PHYS 226	Fundamentals of Physics II
PHYS 331	Classical Mechanics

PHYS 332	Electromagnetism
PHYS 338	Modern Physics
PHYS 345	Intermediate Experimental Physics
PHYS/CHEM 439	Introduction to Quantum Mechanics
ASTRO/PHYS 448	Research Topics

Astrophysics majors are also required to register for two semesters of ASTR/PHYS 349 and two semesters of ASTR/PHYS 449 (non-credit 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.

ENGINEERING PHYSICS

Major Requirements

The B.S. degree in engineering physics requires courses in physics, chemistry, computer science and mathematics. The required courses are:

CHEM 110	General Chemistry I
CPTR 125	Introduction to Computer Science
MATH 128	Calculus with Analytic Geometry I
MATH 129	Calculus with Analytic Geometry II
MATH 231	Differential Equations
MATH 238	Multivariable Calculus
PHYS 225	Fundamentals of Physics I
PHYS 226	Fundamentals of Physics II
PHYS 331	Classical Mechanics
PHYS 332	Electromagnetism
PHYS 337	Thermodynamics and Statistical Mechanics
PHYS 338	Modern Physics
PHYS 341	Electronics
PHYS 345	Intermediate Experimental Physics

One course from the following:

CHEM 111	General Chemistry II
CHEM/PHYS 439	Introduction to Quantum Mechanics

One course from the following:

PHYS 445 Advanced Experimental Physics
PHYS 448 Research Topics

One course from the following:

CPTR 200 or higher
MATH 200 or higher
PHYS 300 or higher

Engineering physics majors are also required to register for two semesters of ASTR/PHYS 349 and two semesters of ASTR/PHYS 449 (non-credit colloquia).

PHYSICS (PHYS)

The B.A. Degree

The B.A. degree in physics requires courses in physics, chemistry, and mathematics. The required courses are:

CHEM 110 General Chemistry I
MATH 128 Calculus with Analytic Geometry I
MATH 129 Calculus with Analytic Geometry II
PHYS 225 Fundamentals of Physics I
PHYS 226 Fundamentals of Physics II
PHYS 331 Classical Mechanics
PHYS 332 Electromagnetism
PHYS 338 Modern Physics
PHYS 345 Intermediate Experimental Physics
PHYS 445 Advanced Experimental Physics
PHYS 448 Research Topics

One course from the following:

CHEM 111 General Chemistry II
CHEM/PHYS 439 Introduction to Quantum Mechanics

One course from the following:

MATH 238 Multivariable Calculus
PHYS 336 Mathematical Methods of Physics

Physics majors are also required to register for two semesters of ASTR/PHYS 349 and two semesters of ASTR/PHYS 449 (non-credit colloquia).

The B.S. Degree

Students interested in pursuing graduate studies or work in a technical position in government or industry should consider pursuing the B.S. degree.

The B.S. degree in physics requires courses in physics, chemistry, computer science, and mathematics. The required courses are:

CHEM 110	General Chemistry I
CPTR 125	Introduction to Computer Science
MATH 128	Calculus with Analytic Geometry I
MATH 129	Calculus with Analytic Geometry II
MATH 231	Differential Equations
MATH 238	Multivariable Calculus
PHYS 225	Fundamentals of Physics I
PHYS 226	Fundamentals of Physics II
PHYS 331	Classical Mechanics
PHYS 332	Electromagnetism
PHYS 338	Modern Physics
PHYS 448	Research Topics

One course from the following:

CHEM 111	General Chemistry II
CHEM/PHYS 439	Introduction to Quantum Mechanics

One course from the following:

PHYS 345	Intermediate Experimental Physics
PHYS 445	Advanced Experimental Physics

Three additional courses from any of the following:

ASTR 243 or higher
CPTR 200 or higher
MATH 200 or higher
PHYS 300 or higher

Physics majors are also required to register for two semesters of ASTR/PHYS 349 and two semesters of ASTR/PHYS 449 (non-credit colloquia).

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. 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 course satisfies the Global Cultural Diversity Requirement: PHYS 108. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

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.

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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.*

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. *Prerequisites: MATH 129 and a grade of C or better in PHYS 225. Alternate years.*

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. *Prerequisites: MATH 129 and a grade of C or better in PHYS 226. Alternate years.*

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. *Prerequisite: MATH 129.*

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. *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. *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. *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. Alternate years.*

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. Alternate years.*

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.*

345

INTERMEDIATE EXPERIMENTAL PHYSICS

An introduction to laboratory techniques beyond those covered in introductory physics. Students receive instruction in laboratory techniques, data analysis, written and oral presentation of data, and the use of computers for collecting and analyzing data. Experiments focus on the fields of classical mechanics, electromagnetism, and thermodynamics. *Two hours of lecture and three hours of laboratory per week. Prerequisite: PHYS 226. Alternate years.*

435

NONLINEAR AND COMPLEX SYSTEMS

Students learn how to develop and analyze nonlinear mathematical models of complex systems from the physical, biological, and social sciences. Topics include equation-based and agent-based modeling, bifurcation theory, limit cycles, chaos, fractals, and time series analysis. *Prerequisites: PHYS 225 and MATH 129 or consent of instructor. 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. Alternate years.*

445

ADVANCED EXPERIMENTAL PHYSICS

A course on laboratory techniques focusing on experiments from classical mechanics, electromagnetism, thermodynamics, nonlinear dynamics, modern physics, condensed matter physics, and nuclear physics, with a special focus on experimental design and the use of a computer to collect and analyze data with emphasis on the written and oral communication of results. *Two hours of lecture and three hours of laboratory per week. Prerequisite: PHYS 226. Alternate years.*

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. *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 and 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)

Professor: Newman

Associate Professors: Briggs, D. Broussard (Chair)

Assistant Professors: Andrew, Morrison, O'Donnell

- 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, 246, or above and/or MATH 109, 115, 123, 127, 128, 129, or any course above 200
- 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 Biology, or Ecology. The Department also offers minors in Biology and Environmental Science and contributes to the interdisciplinary minor in Neuroscience.

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, 219, or 220; and two units of mathematical sciences chosen from CPTR 125, 246, or above and/or MATH 109, 115, 123, 127, 128, 129, or any course above 200. 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 2 (BIO 333 is recommended), and two courses chosen from BIO 321, 347, BIOCH 444, 445.

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 322	Neurogenetics
BIO 347	Immunology
BIO 348	Endocrinology
BIO 432	Genome Analysis
BIO 435	Cell Biology
BIO 437	Molecular Biology
BIO 447	Cell & Molecular Biology Research Methods
BIOCH 444	Biochemistry I
BIOCH 445	Biochemistry II
NEURO 210	Introduction to Neuroscience I

Group 2 – Ecology & Evolution

BIO 215	Introduction to Geographic Information Systems (GIS)
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 330	Nutrition: Metabolism & Health
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 222 or above (including BIO 400, 401, and/or 470), BIOCH 444, 445, CHEM 221 or above, NEURO 210 or 211, PHYS 225 or above, or MATH 127, 128, 129, or any catalog course above 200 (excluding those that earn fewer than 3 credits).

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 349/449) 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 Environmental Studies, Clinical Laboratory Science, and Medical Technology 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

A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

Minor Requirements

The Department of Biology offers two minors: Biology and Environmental Science. The College also offers an Interdisciplinary minor in Neuroscience (see separate Catalog pages).

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 ANTH 103, BIO 215, 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.

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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.*

104

A PIECE OF YOUR MIND

Why does music sound good? What causes you to dream? What role does proper nutrition play in the function of your nervous system, and why do some foods make you feel happy? How do

common pharmaceuticals affect your brain? How do you make memories and learn new things? This course gives a brief introduction to the science of the human brain. Topics covered include basic brain anatomy and function, how your brain's sensory systems allow you to appreciate art and music, the science of sleep, the brain's role in emotional experiences, the strengths and weaknesses of the human brain in decision making, and what the science of learning and memory can teach you about building effective study habits. *Four hours of lecture per week. This course does not count towards the biology or neuroscience major.*

105

CHEW ON THIS: NUTRITION

Why are certain diets and habits considered healthy? As we build on our understanding of why fats, proteins, carbohydrates, vitamins, and minerals are essential in our diet, we also discuss how the shortfalls and excesses of the average American diet influence our mental and physical health. Other topics include the essential role of diet in preventing chronic disease, the role of nutrition in athletic performance, food security, eating disorders, and global nutrition concerns. *Four hours of lecture per week.*

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 two-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. Four hours of lecture and one three-hour laboratory per week.*

108

PUBLIC HEALTH

The health of human populations around the world has improved dramatically over the past 150 years due to improvements in nutrition, water treatment and sanitation, worker and transportation safety, infectious disease prevention and treatment, as well as other medical innovations, including systems for the delivery medical care. This course explores the science behind global public health successes and current challenges through case studies and evaluation of proposed public health policies. *Four hours of lecture 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. Four 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. Four 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. *Four hours of lecture and one two-hour laboratory per week. This course does not count toward the biology major.*

215

INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS)

Geographic Information Systems (GIS) is the science of linking data of various types to locations in order to explore spatial patterns and processes. While GIS applications can be used to create maps, this course focuses on tools for spatial analysis. The course covers basic approaches that use spatial data to identify locations and pathways in landscapes and to summarize characteristics of locations for basic and applied purposes. Students learn about the spatial and non-spatial data used in GIS analysis, how projections and coordinate systems affect analysis, and how to summarize spatial relationships. Many examples and topics stem from ecology and environmental science, but approaches include applications for students in public policy, anthropology, archaeology, and any discipline that requires analyses of spatial data. *This course is taught in a hybrid format with six hours of combined lab and lecture over three, two-hour periods per week. Not recommended for students with freshman standing.*

220**ENVIRONMENTAL BIOLOGY**

This course provides an introduction to principles and concepts of contemporary environmental problems. The effects of human population on the earth's resources are studied against a background of principles in ecology and sustainability. Course material includes topics such as availability of food, processing of solid waste, alternative energy, clean water, and green infrastructure. *Four 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 the study of heredity; genes and their expression, regulation, and evolution; the structure, replication, and variation of DNA; technology associated with modern genetic analyses. This class offers an intensive overview of the foundations and modern advances in genetics as well as an introduction to modern genetic laboratory techniques. *Four hours of lecture and one two-hour laboratory per week. Prerequisites: BIO 110 and 111.*

224**ECOLOGY**

The study of the principles of ecology with emphasis on how the biotic and abiotic components of the environment interact to determine the distribution of plant and animal populations and the structure of communities. Course material covers additional topics in population genetics, landscape ecology, and biological conservation. Included are field studies of local habitats as well as laboratory experimentation. *Four hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110 and 111. Alternate years.*

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. *Four hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110 and 111. Alternate years.*

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.*

322**NEUROGENETICS**

An examination of the role that genetics plays in the development, function, and health of the nervous system. Topics include the role of classical genetics in elucidating molecular mechanisms of nervous system function and human neurological diseases. Includes recent advances in genomics and large-scale population studies that have facilitated a rapidly-increasing understanding of genetic brain abnormalities. The laboratory portion of the course will illustrate both classical and cutting-edge genetic analyses of behavior in multiple experimental systems. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: Bio 110 and 111, or consent of instructor; Bio 222 is also recommended.*

323

HUMAN PHYSIOLOGY

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

328

AQUATIC BIOLOGY

A field-oriented course focused on freshwater ecosystems. Course material examines the physical and chemical characteristics of water that influence aquatic habitats and organisms. Several local field trips and lab activities focus on the collection and identification of aquatic macroinvertebrates in addition to the taxonomic study of fish and a variety of field methods for characterizing aquatic habitats. *Alternate years. Four hours of lecture and one three-hour laboratory per week. 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.*

330

NUTRITION: METABOLISM AND HEALTH

A study of protein, carbohydrate, and lipid metabolic pathways in the human body, as well as the integrated function of vitamins and minerals. Other topics include: nutrient absorption, how a deficiency or an excess of these macro- and micronutrients influences health, how metabolism is altered in various disease states, and the impact of alcohol. *Four hours of lecture per week. Prerequisites: Biology 110 and 111; Chemistry 110 and 111.*

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 types of phytochemicals and their generalized actions, and a survey of organisms known to make metabolically active 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 common medicinal or poisonous plants. *Four 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. *Four hours of lecture and one four-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, musculature, neuroanatomy, and the relationships of the various structures to one another. Students learn the general form, location, function, and relationships of these features and acquire a vocabulary essential for future studies. This course provides a detailed knowledge of the body systems and integrates a basic understanding of embryology and surface anatomy with the study of the human cadaver. *Four 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. *Four hours of lecture and one two-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. *Four*

hours of lecture and one two-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 two-hour laboratory per week. Prerequisites: BIO 110 and 111. Alternate years.*

346

VIROLOGY

An introduction to the study of viruses. The course covers virus structure and replication, 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 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, 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. *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. *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 three-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 two-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, synthetic biology, and CRISPR/Cas9 genome editing. *Four hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110, 111, and 222. 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.*

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 a research proposal, 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. May be repeated once for credit with 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. Biology majors with junior and senior standing are required to complete colloquium during all semesters on campus except for semesters when student teaching or participating in an equivalent off-campus academic experience such as Study Abroad. *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, mouse developmental neuroscience studies, analysis of muscle cell gene expression, discovery of novel bacterial species, and vertebrate paleontology.

BUSINESS ADMINISTRATION (BUS, CCOM)

Associate Professor: Grassmueck (Chair)

Assistant Professors: Capo, Irwin, Zajack

- Major: Business Administration, Corporate Communication
- Courses required for major: 12
- Capstone requirement for Business Administration: Assessment Examination and one business course numbered 400 or above
- Capstone requirement for Corporate Communication: CCOM 400 or 440
- Minor: Business Administration, Corporate Communication

The major in Business Administration 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 major in Corporate Communication with a liberal arts base is the perfect choice for students interested in corporate communication, advertising, public relations, management and financial communication, marketing communication, and media relations.

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; one BUS or ENTR course numbered 400 or higher except BUS 439; and at least four other BUS or ENTR courses numbered 300 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. A list

of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

Minor Requirements

A minor in Business Administration consists of BUS 228, 238, 244; and two additional courses from ACCT 110 or any BUS course at the 200 level or above.

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.

BUSINESS (BUS)

200

THE BUSINESS OF ENERGY

Access to affordable energy is essential for sustainable economic development and improvement in living standards. This course examines the issues which affect the success of non-renewable and renewable energy financing programs, focusing on the critical relationship between capital markets and financial institutions. Topics include corporate finance relevant to the oil and gas industry as well as issues of unconventional, renewable, and alternative energy.

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 for a business owner. Topics include the time value of money, analysis of financial statements, capital budgeting, cost of capital, and capital structure. *Prerequisites: Either Math placement of level 3 or 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.*

311

INVESTMENT THEORY

Focuses on financial theory and empirical evidence that are used for investment decisions. A sound investment decision requires in-depth knowledge of the financial markets and empirical knowledge. This class is devoted to understanding investment principles and investors' attitudes. Students learn how financial thinking has evolved since the turn of the 20th century by studying the great thinkers in the field of finance. The majority of the class is devoted to understanding the past and developing an investment policy based on individual risk preferences based on the knowledge and skills from class.

314

BUSINESS WRITING

Explores the principles of business writing through critical analysis, with special focus on mechanics, organization, clarity, conciseness, tone, and correctness. Students learn to develop, organize, and express ideas in various formats, including emails, business letters, memoranda, reports and proposals. Emphasis is placed on identifying the appropriate target audience and using the style appropriate both for the audience and the material to be communicated.

Prerequisites: ENGL 106 or 107 or consent of instructor.

315

PRIVATELY OWNED BUSINESS MANAGEMENT

Explores how to manage a privately-owned firm from developing the business idea, managing day-to-day issues, and exit strategies and succession planning. Students examine how to adapt tools developed for publicly-owned firms to create effective strategies for private firms including small and family-owned businesses. Topics include general management issues such as

developing and supporting organizational culture, employment best practices, and using budgets as planning tools. *Cross-listed as ENTR 315. Prerequisites: ENTR 200; or BUS 228, 238, and 244; or consent of instructor.*

320

SOCIAL ENTREPRENEURSHIP

Focuses on creating a business to solve a social problem with the intent of achieving both a social impact and financial sustainability. The course views social entrepreneurship as a distinct alternative to public sector initiatives, especially in its approach to pervasive problems in society. Students build on principles learned in ENTR 200 and apply them and additional strategies to impacting social issues. *Cross-listed as ENTR 320. Prerequisites: ENTR 200; or BUS 228, 238, and 244; or consent of instructor.*

325

DIGITAL MARKETING

With the rapid shift of advertising dollars away from traditional media to digital platforms, it is becoming increasingly important for entrepreneurs and marketing graduates to be well-versed in digital marketing fundamentals. Through readings, papers, videos, case studies, and hands-on projects, students come away with an understanding of successful digital marketing strategies, user generated content, search, social media and networks, mobile, and web analytics. Students also complete a hands-on project to build a marketing plan for a local business. Students exit the course with a solid understanding of digital marketing tactics, tools, and resources available for ongoing education. *Cross-listed as ENTR 325. Prerequisites: ENTR 200; or BUS 228, 238, and 244; or consent of instructor.*

332

ADVERTISING

Tracing the development of advertising into the broader field of integrated marketing communication, the course examines the concepts of branding, targeting, segmentation, positioning, and creative strategy. Students view and critique prominent advertising campaigns, create their own print and video advertisements, explore the psychology behind advertising, and assess the impact of advertising on society.

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.*

337

SECURITY VALUATION AND PORTFOLIO THEORY

An introduction to the valuation of securities and quantitative portfolio theory, practice,

optimization, and management. It addresses investor choice, market opportunities, and optimal portfolio selection. It examines security covariance and return models, performance analysis, and return attribution. A detailed examination of portfolio management and capital market theory including a review of material on efficient markets, the basic Markowitz portfolio model and the capital asset pricing model. These concepts are addressed in terms of international diversification and the evaluation of portfolio performance. *Prerequisite: BUS 228, 238, and 244.*

339

CORPORATE FINANCE AND INVESTMENT BANKING

An intensive study of issues and applications of financial management in corporate finance. Topics include advanced capital budgeting, cash flow estimation and risk analysis, capital structure and leverage, dividend policy, international finance, and basic investment banking. *Prerequisites: ACCT 110; 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.*

400

APPLIED ENTREPRENEURSHIP

Integrates all core coursework into an intensive application in entrepreneurship. The course revolves around entrepreneur, venture capital, and support service (legal, etc.) guest lecturers both on campus and at the entrepreneur's place of business. In addition, the course requires advanced case studies, advanced simulations, and hands on projects focused on starting or growing an enterprise along with corporate venturing. When possible, students work with an entrepreneur to help in advanced planning to launch or grow the business. *Cross-listed as ENTR 400. Prerequisites: ENTR 200, 210, and 220; or ENTR 200, 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.*

438

FINANCIAL MODELING

Introduces students to mathematical, programming, and statistical tools used in the real-world analysis and modeling of financial data. These tools are applied to model asset returns, measure risk, construct optimized portfolios, value securities and to develop advanced capital budgeting tools using Microsoft Excel and other software if necessary. Students build probability models for asset returns, apply statistical techniques to evaluate if asset returns are normally distributed, use Monte Carlo simulation, construct efficient portfolios, and use other tools to evaluate financial models. *Prerequisites: BUS 228, 238, and 244.*

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

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

CORPORATE COMMUNICATION (CCOM)

The program in Corporate Communication at Lycoming College explores the way media interacts with society and prepares students for careers as publicists, social media managers, advertising specialists, creative directors, entertainment and sports professionals, news analysts, event managers, and for new roles on emerging platforms in digital communication. A strong grounding in theory merges with an emphasis on real-world, hands-on experiences to develop successful graduates who are nimble thinkers ready to take on complex issues faced by organizations, brands, and individuals in today's dynamic media landscape.

Major Requirements

All students majoring in Corporate Communication must complete a total of 12 courses, distributed as follows:

I. Required Core Communication courses (five courses):

CCOM 200 Introduction to Corporate Communication
CCOM 210 Writing for Corporate Communication
CCOM 324 Public Relations

CCOM 332 Advertising

And one of either

FVA 100 Introduction to Visual Media

FVA 200 Digital Film and Video 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 Project

V. Elective Courses (select three courses). Other related courses may be substituted with departmental approval:

ANTH 103 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 Public Speaking

CCOM 221 Events Management

CCOM 330 Topics in Corporate Communication

CCOM 400 Corporate Communication Strategy

CCOM 440 Capstone Project

CCOM 470 Internship

ECON 220 Money and Banking

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

A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

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 CCOM courses, and one additional course that counts toward the CCOM major.

200

INTRODUCTION TO CORPORATE COMMUNICATION

Focuses on the way brands interact with society using advertising, public relations, social media, and digital content. The course explores how brands work with their customers, their social media followers, journalists, and the community at large to maintain a reputation, shape their messaging, and foster relationships.

210

WRITING FOR CORPORATE COMMUNICATION

Instruction and practice in tactical writing skills related to public relations, social media, and digital content. Students learn how to craft messages, write press releases, evaluate written content for social media and digital platforms, and create news documents. *Prerequisite: ENGL 106 or 107 or consent of instructor.*

211

PUBLIC 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.*

221

EVENTS MANAGEMENT

An introduction to events planning and management, which includes event design, marketing, operations, logistics, risk, staffing, and finance. Includes planning and management of corporate, non-profit, sports, arts, cultural and mega-events, and conventions. *Alternate years.*

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

Tracing the development of advertising into the broader field of integrated marketing communication, the course examines the concepts of branding, targeting, segmentation, positioning, and creative strategy. Students view and critique prominent advertising campaigns, create their own print and video advertisements, explore the psychology behind advertising, and assess the impact of advertising on society.

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 PROJECT

A semester-long project, the focus of which must be proposed by the student and approved by the Corporate Communication faculty. Possible approaches include original research projects, papers featuring substantial analysis of topics related to the course of study, the creation of a communication campaign for a real-world entity, the creation of a fully-realized podcast or other digital communication project, or another project demonstrating competence in the major. *Prerequisites: CCOM 200 and 324. Alternate years.*

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.*

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.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS

CHEMISTRY AND BIOCHEMISTRY (CHEM, BIOCH)

Professor: McDonald

Associate Professors: Bendorf (Chair), Mahler

Assistant Professors: Ramsey, Saunders

- Majors: Chemistry, Biochemistry
- Courses required for Chemistry major: 13 (B.A.), 16 (B.S.)
- Courses required for the Biochemistry major: 16 (B.S.)
- Math prerequisite (not counted in major): Math 127
- Math requirement: Math 128, 129
- Capstone requirement for Chemistry: Departmental Proficiency Examination and CHEM 449 or the Professional Semester
- Capstone requirement for Biochemistry: Departmental Proficiency Examination and BIO 447, CHEM 449, or the Professional Semester
- Minor: Chemistry

The Department of Chemistry and Biochemistry 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.

CHEMISTRY (CHEM)

Major Requirements

The B.A. Degree

To earn the B.A. degree in Chemistry, 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 in Chemistry, a student must complete the thirteen course major described above as well as three 4-credit courses in chemistry or biochemistry chosen from CHEM 439, 440, 442, 443, or 446; BIOCH 444 or 445. One course from the following list may be substituted for one of the chemistry or biochemistry courses listed above: CHEM 400, 470, 480, or 490; 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 in Chemistry, a student must complete the requirements described above under the B.A. degree as well as BIOCH 444, and two additional courses from CHEM 440, 442, 443, 446, or BIOCH 445. 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 461, 462, 465, and SPLED 447) 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 CHEM 449 or the Professional Semester (EDUC 461, 462, 465, and SPLED 447).

Writing Courses

A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

Minor Requirements

A minor in chemistry requires completion of CHEM 110, 111, 220, 221, and two CHEM courses numbered 232 or higher. One BIOCH course may be substituted for any CHEM course 232 or higher in the minor.

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

Intended for the non-major, this 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 for credit 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 for credit 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 placement of level 3 or 4, credit for 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.*

202

THE CHEMISTRY OF ENERGY

Intended for the non-major, this course uses chemistry and thermodynamics to examine current and alternative sources and uses of energy on Earth and in human society. It considers energy in

terms of its historical, economic, and social aspects, as well as its role in climate change and pollution. Scientific calculations and unit conversions are used throughout. *Three hours of lecture and one two-hour laboratory per week. Not open for credit to students who have received credit for CHEM 110. Prerequisite: MATH placement of level 2, 3, 4, or credit for MATH 100.*

219

ORGANIC AND BIOCHEMISTRY

An introduction to the compounds of carbon in both organic and biochemistry. Topics include the nomenclature, structure, bonding, and spectroscopy of biologically relevant organic functional groups. Additional discussion includes biochemistry of monomeric lipids, amino acids, carbohydrates, and nucleic acids along with their corresponding biopolymers. The lab introduces students to organic synthesis, infrared and mass spectroscopies with an emphasis on environmental applications. *Three hours of lecture, one hour of recitation, and one three-hour laboratory per week. Not open for credit to students who have received credit for CHEM 220. This course does not count toward the chemistry major. Prerequisite: CHEM 111.*

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. *Four 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. *Four 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.*

400

CHEMISTRY PRACTICUM

A work-oriented experience for junior or senior chemistry or biochemistry majors jointly sponsored by the Department and a public or private agency. The practicum is designed to integrate classroom theory with laboratory practice. In addition to attendance at a weekly class meeting, students spend 10-12 hours per week at the sponsoring agency.

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.*

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 INFORMATION, COMMUNICATION, AND ETHICS

Focuses on the communication of chemistry to technical and general audiences. Students explore techniques for searching the chemical literature, evaluate search results, and present the results from literature or experimental studies in multiple formats. Ethical issues related to the conduct and reporting of research are addressed. Majors should enroll in this capstone course in either the junior or senior year. *Prior or concurrent research or internship experience is highly recommended, but not required. Four hours of lecture per week. Prerequisite: CHEM 221. Corequisite: CHEM 330.*

470-479

INTERNSHIP

The student ordinarily works under supervision in an industrial laboratory and submits a written report on the project.

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.

BIOCHEMISTRY (BIOCH)

Major Requirements

To earn the B.S. degree in Biochemistry, a student must complete CHEM 110, 111, 220, 221, 330; BIO 110, 111, 222; BIOCH 444, 445; MATH 128, 129; PHYS 225; the Department's Biochemistry Proficiency Examination; either CHEM 449, BIO 447, or the Professional Semester; and two additional courses from the list below.

BIO 321 Microbiology
BIO 323 Human Physiology
BIO 330 Nutrition: Metabolism & Health
BIO 346 Virology
BIO 347 Immunology
BIO 348 Endocrinology
BIO 435 Cell Biology
BIO 437 Molecular Biology
CHEM 331 Physical Chemistry II
CHEM 333 Inorganic Chemistry
CHEM 440 Advanced Organic Chemistry
CHEM 442 Spectroscopy and Molecular Structure

Certification in Secondary Education

A Biochemistry 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 461, 462, 465, and SPLED 447) also satisfies the Biochemistry Capstone experience. Please check with the Education Department for the most current PA State requirements.

Capstone Requirements

All Biochemistry majors must demonstrate to the Department their command of biochemistry by: 1) passing a Biochemistry Proficiency Exam and 2) completing either CHEM 449, BIO 447, or the Professional Semester (EDUC 461, 462, 465, and SPLED 447).

Writing Courses

A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

Notes: A student may not double major in Biochemistry and Chemistry or double major in Biochemistry and Biology. A student may not major in Biochemistry and minor in either Biology or Chemistry.

444

BIOCHEMISTRY I

An introduction to the structures and properties of amino acids, lipids, carbohydrates, and their biopolymers. The kinetics and mechanisms of enzyme catalyzed reactions will be discussed, with emphases on bioenergetics and the metabolism of carbohydrates and lipids. *Four hours of lecture and one four-hour laboratory per week. Prerequisite: CHEM 221 or consent of instructor.*

445

BIOCHEMISTRY II

A continuation of BIOCH 444 with emphasis on metabolic pathways such the catabolism and synthesis of carbohydrates, lipids, and amino acids, as well as the associated electron transport pathways. Regulation and integration of metabolism are addressed. *Four hours of lecture and one four-hour laboratory per week. Prerequisite: BIOCH 444*

CLASSICAL STUDIES

Professor: S. 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 201 Ancient Greek Philosophy

Plus 2 electives chosen from the following:

ARHI 222 Introduction to Art History I 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 221 The Hellenistic-Roman World

THEA 332 Theater History I

COMMUNITY SERVICE AND PERSONAL AND PROFESSIONAL DEVELOPMENT (CEAE)

Instructors: Kurtz, Patterson

The Community Service and Personal and Professional Development program is designed to promote student civic engagement embedded in service learning pedagogy and to integrate intellectual, personal, and professional development.

200

BACKPACK TO BRIEFCASE

Although a liberal arts education stresses a wide array of skill development, including written communication, oral communication, information literacy, and critical thinking, students often find it challenging to identify and articulate how their skills can be applied in a professional environment. This course helps students successfully transition into practica, internships, service learning programs, and the workplace by providing guidance in professional skill development. This course examines the practical application of presentation of self within professional settings, utilizing prominent behavioral theories such as trait and factor theory and social learning theory. *Prerequisite: sophomore status or higher. 2 credits.*

201

BRIEFCASE TO SUCCESSFUL CAREER

The transition from student to professional involves more than earning a degree and obtaining a job. In order to be successful in a chosen profession, students must learn how to acclimate to and navigate the environment in which they are working. This course focuses on practical applications of academic concepts such as code-switching, while providing students the opportunity to participate in experiences associated with academic and social mobility. *Prerequisite: sophomore status or higher. 2 credits.*

220

CIVIC ENGAGEMENT

Integrates academic coursework with embedded service learning and provides opportunities to examine community needs, the importance of civic engagement and the impact of social inequality on individuals, organizations, and institutions. Students are required to complete a minimum of 60 hours of service at a pre-approved site, engaging in direct or indirect service with a population in need, and in doing so, contributing to the betterment of the local community.

COMPARATIVE LITERATURE

Professor: Kingery (Coordinator)

- Major: Comparative Literature
- Courses required for major: 8
- Language prerequisite (not counted in major): two courses from FRN, GERM, or SPAN 221 or above
- 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, 225; GERM 221, 225; SPAN 221, 225) 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 220, 221, 225, 311, 312, 313, 314, 315, 335, 336; FRN 311, 315, 321, 426; GERM 311, 315, 321, 426; SPAN 311, 315, 321, and 426. The following courses satisfy either the Domestic or Global Diversity Requirement: ENGL 218, 332, 334, and SPAN 223. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

COMPUTER SCIENCE (See Mathematical Sciences)

CORPORATE COMMUNICATION (See Business Administration)

CREATIVE WRITING (See English)

CRIMINAL JUSTICE AND CRIMINOLOGY (CJCR)

Associate Professor: Richmond (Chair)

Assistant Professors: Lopez-Medina, Yingling

Instructor: Robbins

- Majors: Criminal Justice, Criminology
- Courses required for Criminal Justice: 11
- Courses required for Criminology: 12
- Math prerequisite (not counted in major): a statistics course of at least 3 credits
- Math requirement for Criminology: MATH 214
- Capstone requirement for Criminal Justice: CJCR 441
- Capstone requirement for Criminology: CJCR 445
- 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 (six courses):

CJCR 100	Introduction to Criminal Justice
CJCR 247	Victimology
CJCR 300	Criminology
CJCR 343	Research Methods in Criminal Justice
CJCR 441	Crime Prevention and Policy
PSY 110	Introduction to Psychology

B. Foundations of Justice (select one course):

- CJCR 210 Introduction to Administration of Justice
- CJCR 211 Ethics in Criminal Justice
- PHIL 318 Philosophical Issues in Criminal Justice

C. Criminal Justice System Domains (select one course):

- CJCR 201 Policing and Society
- CJCR 203 Correctional Policy
- CJCR 204 Youth, Deviance, and Social Control
- CJCR 240 Community-Based Corrections
- CJCR 243 Courts and Sentencing Policy

D. Crime, Delinquency, and Law Electives (select two courses; it is highly recommended that students take either PSCI 231 or SOC 305):

- CJCR 212 Reentry and Desistance
- CJCR 213 Justice in Popular Culture and Media
- CJCR 321 Gangs, Communities, and Violence
- CJCR 322 Drugs and Society
- CJCR 323 Human Trafficking
- CJCR 324 Domestic Violence
- CJCR 325 Juvenile Delinquency
- CJCR 345 Special Topics in Criminal Justice
- PSCI 231 Law in America
- 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 Sociology of Race and Ethnicity
- SOC 241 Sociology of 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. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

Minor Requirements

A minor in criminal justice consists of five courses: CJCR 100, CJCR 300, and three additional CJCR courses.

CRIMINOLOGY

Major Requirements

The major in Criminology consists of 12 courses, distributed as follows:

A. Required Core Courses (eight courses):

CJCR 100	Introduction to Criminal Justice
CJCR 247	Victimology
CJCR 300	Criminology
CJCR 334	Race, Class, Gender, and Crime
CJCR 343	Research Methods in Criminal Justice
CJCR 445	Applied Research Methods in Criminology
MATH 214	Multivariable Statistics
SOC 110	Introduction to Sociology

B. Critical Analysis Electives (select two courses):

CJCR 325	Juvenile Delinquency
CJCR 346	Comparative Criminal Justice
CJCR 360	Analysis of Crime Patterns
PHIL 318	Philosophical Issues in Criminal Justice
SOC 305	Sociology of Law

C. Topical Course Electives (select two courses, at least one must have a CJCR prefix):

CJCR 201	Policing and Society
CJCR 203	Correctional Policy
CJCR 204	Youth, Deviance, and Social Control
CJCR 212	Reentry and Desistance
CJCR 213	Justice in Popular Media and Culture
CJCR 240	Community-Based Corrections
CJCR 243	Courts and Sentencing Policy
CJCR 321	Gangs, Communities, and Violence
CJCR 322	Drugs and Society
CJCR 323	Human Trafficking
CJCR 324	Domestic Violence
CJCR 345	Special Topics
ECON 224	Urban Economics

HIST 230	African American History
PSCI 220	Public Policy in America
PSCI 231	Law in America
PSCI 242	Human Rights
PSCI 362	Terrorism
PSY 310	Forensic Psychology
SOC 325	Program Evaluation and Grant Writing
SOC 334	American Immigration

Capstone Requirement

All majors must successfully complete CJCR 445 Applied Research Methods in Criminology

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. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

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.

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.*

210**INTRODUCTION TO ADMINISTRATION OF JUSTICE**

Provides a study of the history, characteristics and philosophy of the system of administration of criminal justice in the United States. This course identifies unique challenges to administrators of criminal justice organizations. The structures, functions, and processes in the administration of criminal justice organizations are also examined. Topics include a variety of public management theories, the role of leadership, and communication as it relates to criminal justice organizations. This course connects academics to practice, examining best practices, challenges encountered in the public sector and how capacity-building is accomplished. While the justice structure and process are examined in a cross-cultural context, emphasis is placed on the U. S. justice system, particularly the structure and function of the police, probation/parole, courts and corrections. *Prerequisite: CJCR 100*

211**ETHICS IN CRIMINAL JUSTICE**

Professional ethics are essential to the proper functioning of the criminal justice system. Brutality, misconduct, corruption, abuse of power, deviance, and dishonesty undermine the public's trust in the ability of the criminal justice system to address criminal behavior and protect victims. This applied ethics course evaluates professional ethical dilemmas throughout the criminal justice system with the goal of reducing justice errors. Students use the standards set by various criminal justice professions and an ethics framework to address common issues met by criminal justice practitioners. It also explores the roles of professional organizations, laws, and oversight in responding to ethics violations and setting up ethical policy and procedure. *Prerequisite: CJCR 100*

212**REENTRY AND DESISTANCE**

What is the experience of returning home like for individuals who have served a period of incarceration? How do they face the challenges and barriers of transitioning back into the community, such as finding a job, reconnecting with their family, and staying sober? Contrary to public perception, ninety to ninety-five percent of individuals who are sentenced to prison are released. And yet, within three years, over half are reincarcerated. In recent years, more attention has been paid to the reintegration process and how the challenges individuals experience impact

their ability to be successful upon release. This course discusses the experience of reintegration from the individual, family, and community perspective.

213

JUSTICE IN POPULAR CULTURE AND MEDIA

The public often learns about the justice system through television, film, newspaper, and the internet. Society has long been fascinated with criminality and those who respond to crime. Given the prevalence of conflicting media and popular culture viewpoints, this course examines the social construction of crime and justice, the framers of these narratives, and the consequences of that social construction. This course explores the sources of public attitudes towards crime and justice and its effect on actual and perceived crime and policy. Topics include understanding the intersection of crime, media, and politics as related to moral panics, consumer and ideological culture, the social construction of criminals and victims, and local and national policies.

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.*

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.*

247

VICTIMOLOGY

Examines victimization in the United States through an overview of the history and theory of victimology, an analysis of trends and patterns with a special emphasis on types of victims and crimes, and an exploration of the effects of criminal victimization on individuals and society. The role of the victim within the criminal justice system as well as responses to victimization will also be considered with respect to services and policies for supporting victims of crime. *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.*

321

GANGS, COMMUNITIES, AND VIOLENCE

There is a complex relationship between violence and criminal behavior within the community. It is therefore important to conceptualize and examine crime and delinquency at the group-level. This course examines gang history, theory, measurement, and research and emphasizes gang formation, identity, characteristics, composition, and violence. Topics focus on contemporary juvenile street gangs and other organized criminal groups and contrast them with other less cohesive violent groups. The course also explores the preventative and deterrent strategies that communities use in response to violent behavior. This includes multidisciplinary responses in both the public and private sectors that address violence locally and internationally.

322

DRUGS AND SOCIETY

An examination of drug use and the social construction of drug policies. Possible topics of discussion include: the methods used to study patterns of drug use and theories of drug abuse, histories, pharmacologies, and patterns associated with the most popular drugs in modern society. Other possible topics include the social control of drugs and the connections between drugs and crime, among other current, political issues, including the causes and consequences of modern U.S. drug policies, the War on Drugs, and the legalization of marijuana. This course examines international drug policies, media reports on drug related issues, and recent/emerging drug policies.

323

HUMAN TRAFFICKING

Designed to help students gain a better understanding of contemporary human trafficking and modern-day slavery. Students learn important terminology in this field, the different types of human trafficking that exist and an understanding of the scope of the problem, both domestically and globally. Possible topics include the physical, emotional, and psychological trauma experienced by victims of human trafficking and the methods used to recruit and control victims. The roles that entities such as government, the media, faith-based organizations, organized crime, and culture play in this complex issue are also explored. *Pre-requisite: CJCR 247*

324

DOMESTIC VIOLENCE

Focuses on intimate partner violence which includes physical, sexual, emotional and psychological abuse within a relationship. Possible topics of discussion include the critical examination of different approaches and definitions of domestic violence to understand how they impact statistics. This course examines what intimate partner violence looks like against women and men, including LGBTQ victims, and the different ways these victims are treated within the criminal justice system. Topics include intimate partner homicide, child abuse, elder abuse, alcohol, and firearms. Possible topics of discussion may also include intimate partner violence from the perspective of criminal justice system actors, including law enforcement, prosecutors,

sexual assault nurse examiners and domestic violence shelters and the roles they play in assisting victims and holding offenders accountable. *Prerequisite: CJCR 100*

325

JUVENILE DELINQUENCY

Examines the historical development of juvenile delinquency, the causes of delinquency, how society treats young people who break the law, and rates of juvenile delinquency. Students explore criminological and sociological theories related to deviance. Particular attention is paid to the role of family, the school, and peer groups in promoting delinquency. Prevention and rehabilitation are examined and situated within each institution. Current events, including school shootings, law enforcement in schools, bullying, and substance use, are also discussed. This class centers intersectionality in the discussion of what acts are viewed as delinquent, who is considered delinquent, and what happens to juveniles accused of delinquency. *Prerequisite: CJCR 100*

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: 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.*

360

ANALYSIS OF CRIME PATTERNS

Why are crimes and other social problems concentrated in certain locations? This course tries to answer this question by exploring environmental criminology theories of how the built environment shapes human behavior. This theoretical and analytic approach tries to explain the criminogenic features of the community that lead to crime and the fear of crime. Rather than asking why an individual is more likely to commit a crime, environmental criminology attempts to explain why a place is more likely to experience crime. Multiple research methods are used to explore the connections between criminal behavior and the physical environment. *Prerequisites: CJCR 100 and one other CJCR course*

441

CRIME PREVENTION AND POLICY

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: Senior status, CJCR 300, and CJCR 343.*

445

APPLIED RESEARCH METHODS IN CRIMINOLOGY

Provides students with the opportunity to apply the theoretical and research skills they have obtained through the criminology major by completing an independent research study. Topics are selected by individual students and prior research is examined to develop an original research question to explore. An appropriate methodology, such as surveys, qualitative interviews, experimental design, secondary data analysis, or program evaluation, is chosen. Upon completion of the data collection and analysis, a formal research paper is written and presented. *Prerequisite: Senior status, CJCR 343, and MATH 214.*

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. *Prerequisites: 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 FILMMAKING (See Film and Video Arts)

ECONOMICS (ECON)

Professor: Madresehee

Associate Professors: Kurtz, Moorhouse (Chair), Sprunger

- Major: Economics
- Tracks: Economics, Managerial Economics, Quantitative Economics
- Courses required for Economics: 11
- Courses required for Quantitative Economics: 12
- Courses required for Managerial Economics: 12
- Math requirement for Economics and Managerial Economics: Math 123 or a higher-level statistics class
- Math requirement for Quantitative Economics: Math 123 or a higher-level statistics class and Math 109 or 128
- Capstone requirement: ECON 449
- Minors: Economics, Quantitative Economics

The Department of Economics offers three tracks. The Economics track 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. The Managerial Economics track 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. The Quantitative Economics track 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

Students must complete the seven-course core and a specialized track.

Required core courses (seven courses):

ECON 110 Principles of Macroeconomics
ECON 111 Principles of Microeconomics
ECON 241 Introduction to Economic Research
ECON 310 Intermediate Macroeconomics
ECON 311 Intermediate Microeconomics
ECON 449 Research Capstone
MATH 123 (or a higher-level statistics class)

Each track within the major has its own additional requirements. These additional requirements are as follows:

Economics Track: Four additional courses in economics (excluding ECON 349).

Managerial Economics Track: ECON 220; ACCT 110; BUS 238; one additional economics course numbered 200 or above (excluding ECON 349); and either an accounting course numbered 130 higher, an additional business course (excluding BUS 439), or an additional economics course numbered 200 or above (excluding ECON 349).

Quantitative Economics Track: ECON 340; MATH 109 or 128; and either (A) three additional economics courses numbered 200 or above (excluding ECON 349) or (B) two additional economics courses numbered 200 or above (excluding ECON 349) and one additional math course (numbered 129 or higher) or CPTR 125.

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 449.

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. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

Minor Requirements

The department offers two minors in economics. The 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; one course from ECON 241 or ECON 340; a MATH course numbered 129 or higher or CPTR 125; and one elective course in ECON numbered 200 or higher (excluding ECON 349).

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 the behavior of economic aggregates such as prices, employment, and production. What influences the level of national income and employment? What is inflation and why do we have it? What are the drivers and consequences of recessions and expansions? What is the role of government in a modern capitalistic system? How are the American financial and banking systems organized? What are the elements of government monetary and fiscal policy?

Prerequisite: Math placement of level 2, 3, 4, or credit for MATH 100.

111

PRINCIPLES OF MICROECONOMICS

Focuses on individual economic actors such as individuals, households, and firms. Discusses how to use the model of supply and demand to understand market interactions. Discusses how firms decide what and how much to produce and how goods and services are priced in different types of markets. Also considers issues related to market failure such as externalities, public goods, and asymmetric information. *Prerequisite: Math placement of level 2, 3, 4, or credit for MATH 100.*

220

MONEY AND BANKING

Covers history and functions of money, monetary policy, the financial organization of society, banking and other financial intermediary systems, capital markets, and international financial relations. *Prerequisite: ECON 110.*

224

URBAN ECONOMICS

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.*

225

ENVIRONMENTAL AND RESOURCE ECONOMICS

A study of the relationship between environmental quality, natural resources, and economic growth. Examines economic factors associated with environmental problems such as air and water pollution, the common property problem, and natural resource use, allocation, and degradation. Particular attention paid to market failure, taxation and regulation, property rights, public goods, benefit-cost analysis, energy resources, and non-market resource valuation.

Prerequisite: Math placement of level 2, 3, 4, or credit for MATH 100.

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.

241

INTRODUCTION TO ECONOMIC RESEARCH

Teaches quantitative analysis tools and methods commonly used in economics, social science, and business. Concepts and methods taught in this course are split between data manipulation/presentation and basic methodology. Because this course emphasizes the technical skills needed to enter a data-driven workforce, students also engage in career exploration and preparation assignments throughout the semester. *Prerequisites: ECON 110 or 111; MATH 123, 214, or 332; or consent of instructor.*

310

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.*

311

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 111. Alternate years.*

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.*

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 ECONOMICS

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.*

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.*

347

GAME THEORY

An introduction to the field of game theory. The focus is on understanding how people, firms, and governments behave in strategic interactions. Applications include pricing, bargaining, negotiating, and auctions. *Prerequisite: ECON 111 or consent of instructor.*

349

MANAGEMENT PRACTICUM

An apprentice-level work experience for junior or senior economics or related 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. At least one-half of the effort expended will consist of academic work related to agency activities. *This course does not count toward the economics major.*

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 and 111 or consent of instructor.*

449

Research Capstone

Students complete a research project under the guidance of a faculty member in the department. Topics are chosen by the student and can range from theoretical contributions, qualitative analysis, to empirical investigations. *Prerequisite: ECON 110, 111, and 241.*

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, SPLED)

Professor: Rogers (Chair)

Associate Professors: Hickoff-Cresko, Kohler

Instructors: Kuzio, Rafferty, Sapiente

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, 215, 225, 348, 461, 462, 465; ECED 340, 341, 342, 344; ECED/SPLED 243; and SPLED 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 215, 225, 339, 348, 461, 462, 465; EDUC/SPLED 338; SPLED 230 and 447; as well as the necessary subject area courses. (See exception below for students seeking PK-12 certifications.) Students may earn one or more of the following certifications:

Biology

Chemistry

English

Mathematics

Physics

Social Studies (Anthropology, Economics, History, Philosophy, Political Science, Psychology, Sociology)

Students seeking certification in any of the secondary science areas (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.

PK-12 Teacher Certification

Students seeking PK-12 certification must complete PSY 110, 118, 211; EDUC 215, 225, 339, 348, 461, 462, 465; EDUC/SPLED 338; SPLED 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 PK-12 certification in one or more of the following areas:

Art
French
German
Music
Spanish

Special Education PK–8 Teacher Certification (Candidates completing the program before December 31, 2021)

Students seeking Special Education PK–8 certification must complete PSY 110, 115, 211; EDUC 215, 225, 348, 461, 462, 465; SPLED 230, 320, 331, 335, and 447, as well as the necessary subject area major courses and the PK – 4 Early Childhood course requirements (ECED/SPLED 243; ECED 340, 341, 342, 344) or requirements for PK–12 certification.

Special Education 7–12 Teacher Certification (Candidates completing the program before December 31, 2021)

Students seeking Special Education 7–12 certification must complete PSY 110, 118, 211; EDUC 215, 225, 339, 348, 461, 462, 465; EDUC/SPLED 338; SPLED 230, 320, 331, 335, 447, as well as the necessary subject area major courses or requirements for PK–12 certification.

Special Education PK–12 Teacher Certification (Candidates completing the program after January 1, 2022)

Students seeking Special Education PK–12 certification must complete PSY 110, 115 or 118, 211; ECED 340; ECED/SPLED 243; EDUC 215, 225, 348, 461, 462, 465; EDUC/SPLED 338; SPLED 230, 320, 331, 335, and 447, as well as the necessary 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) completed EDUC 348 Pre-student Teaching Practicum, (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 461 Methods of Classroom Management (1 credit)
- EDUC 462 Principles and Applications of PK–12 Assessment (1 credit)
- SPLED 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, SPLED 243, 338. The following courses satisfy the Global Cultural Diversity Requirement: EDUC 223 and 238. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

EARLY CHILDHOOD EDUCATION (ECED)

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 SPLED 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 PK–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 PK–4 required. Prerequisite or corequisite: EDUC 215 or consent of instructor.*

341

CHILDREN AND SOCIAL STUDIES

Focuses on the content, processes, pedagogy, and materials for teaching social studies in the PK–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 PK–4 required. Prerequisite or corequisite: EDUC 215 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 PK–4 required. Prerequisite or corequisite: EDUC 215 or consent of instructor.*

344

LITERACY LEARNING IN EARLY ELEMENTARY GRADES

This course will provide pre-service teachers with an understanding of developmentally appropriate instructional strategies and assessment techniques to help all students, including children with special needs, English Language Learners, and children with diverse perspectives, in kindergarten through grade four become literate, using reading, writing, listening, and speaking in strategic and authentic ways. 20 hours of observation and participation in elementary classrooms (grade 1–4) are required. *Prerequisite: PSY 211 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.*

215

ORIENTATION TO THE TEACHING PROFESSION

An exploration of historical, economic, political, and theoretical foundations in the field of education. Consideration is given to contemporary school environments, curriculum, and professional requirements that affect American educational systems. *10 hours of field experience required. 2 credits.*

225

TEACHING THE ENGLISH LEARNER

Provides an overview of research-based methods, strategies, and resources for teaching English to speakers of other languages. Includes the process of acquiring multiple languages and literacy skills, including the general stages of language development. Considers language, culture,

instruction, assessment, and professional responsibilities in relation to teaching the English learner. *10 hours of field experience required. 2 credits.*

233

TEACHING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS IN THE DOMINICAN REPUBLIC

An experiential and service learning course that allows students to explore and apply theories and pedagogy for teaching economically, linguistically, and culturally diverse learners while traveling throughout the Dominican Republic. Students learn about specific cultural and educational practices within the Dominican Republic and how those play a role in the lives of students within the country. Activities include curriculum preparation, collaboration with Dominican teachers, teaching children in several Dominican schools, and creating and providing professional development workshops for Dominican teachers. Students will travel to Santo Domingo, Peralta, and Las Terrenas. *Prerequisites: ECED 243 or SPLED 230 or consent of instructor. Fulfills Global Cultural Diversity Requirement.*

238

CROSS-CULTURAL EDUCATION: SPECIAL TOPICS.

Exploration of the history, educational system, and culture of a selected country. Topical focus of the course will vary according to the instructor. May be repeated for credit when topics are different. *Fulfills Global Cultural Diversity Requirement.*

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 SPLED 338. 20 hours of field experience in middle and secondary classrooms required. Prerequisite or corequisite: EDUC 215 or consent of instructor. Fulfills Domestic Cultural Diversity Requirement.*

339

METHODS OF TEACHING MIDDLE AND SECONDARY STUDENTS

Specifically designed to develop the knowledge, skills, and understandings needed to teach in middle and secondary classrooms by providing teacher candidates with a comprehensive overview of effective approaches to planning, implementing, managing, and assessing successful and effective learning experiences for students. Students plan, design, and conduct instruction, paying particular attention to the development of the curriculum, state and national standards, and instructional strategies that promote student success. Students complete a field experience component that explores curriculum and practices under the guidance of a cooperating mentor teacher in the academic major. *Prerequisite: EDUC 215 or consent of instructor.*

348**PRE-STUDENT TEACHING 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 weekly during the semester for one hour each session. A letter grade is assigned. *Special fees apply. Non-credit course.*

461**METHODS OF CLASSROOM MANAGEMENT**

This 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. 1 credit.*

462**PRINCIPLES AND APPLICATIONS OF PK-12 ASSESSMENT**

This course offered as part of the Professional Semester allows students to continue practicing best methods for assessment and student evaluation. Students construct formative and summative assessments, learn ways to use assessment tools and the use of formal and informal assessment data, as well as gain an understanding of legally acceptable modifications for assessment for students with disabilities and for English learners. *1 credit.*

464**MODIFIED STUDENT TEACHING EXPERIENCE**

Professional experience under the supervision of a cooperating teacher appropriate to certification areas and grade level ranges. Limited to students who possess at least one certification and require a modified student teaching placement under Pennsylvania Department of Education guidelines to add another. *Includes a minimum of 4 weeks in a professional setting. Maximum of 2 credits.*

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 (SPLED)

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. Fulfills Domestic Cultural Diversity Requirement.*

320

INSTRUCTIONAL METHODS FOR EXCEPTIONAL LEARNERS

Provides students seeking dual certification foundational knowledge of evidence-based instructional strategies and methods for students with special needs, as well as opportunities for applied practice. Direct instruction in reading, writing, mathematics, and other content areas, strategy instruction, and maintenance and generalization. Addresses curriculum development, selection, and modification. *20 hours of field experience in an inclusive placement required. Prerequisite: SPLED 230 or consent of instructor.*

331

ASSESSMENT AND TRANSITION FOR EXCEPTIONAL LEARNERS

Provides information and experiences in assessment strategies and areas of transition, including legal and ethical issues. Students develop an understanding of how to select, create, administer, and score a variety of assessments, provide appropriate accommodations and modifications, align learning objectives and assessment, and use data to make decisions. This includes all areas of transition, with an emphasis on procedures for effective transition to post-secondary settings. Designed for students seeking single certification in Special Education (PK-12), dual certification in Special Education (PK-12) with Early Childhood Education (PK – 4) or Secondary (7 – 12) Education. *20 hours of field experience in an inclusive placement required. Prerequisite: SPLED 230 or consent of instructor.*

335

BEHAVIOR APPLICATIONS FOR HIGH- AND LOW-INCIDENCE POPULATIONS

Provides students foundational knowledge of applied behavior analysis, with a focus on application in educational settings. Focuses on the history and development of behavior modification, how behavior functions in various environments, the science of measuring behavior, and specific techniques for modifying behaviors in educational settings. This includes effective strategies for teaching students with low-incidence disabilities, including task analysis, shaping, prompting, and developing functional curriculum. Designed for students seeking single certification in Special Education (PK-12), dual certification in Special Education (PK-12) with Early Childhood Education (PK-4) or Secondary (7-12) Education. *20 hours of field experience in an inclusive placement required. Credit may not be earned for both SPLED 335 and PSY 239. Prerequisite: SPLED 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 215 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.*

ENERGY STUDIES

Associate Professor: Mahler (Coordinator)

The minor in Energy Studies is an interdisciplinary curriculum designed for students majoring in any academic field to enhance their understanding of energy science in connection to the policy, economic, and social issues surrounding energy production and utilization at the local, national, and global level.

The minor requires 5 of the following courses, one of which must be BUS 200, CHEM 202, or HIST 200:

ANTH 232	Environmental Anthropology
ASTR 112	Fundamentals of Geology
BIO 215	Introduction to Geographic Information Systems
BIO 220	Environmental Biology <u>or</u> BIO 224 Ecology
BUS 200	The Business of Energy
CHEM 202	The Chemistry of Energy <u>or</u> PHYS 225 Fundamentals of Physics I
ECON 225	Environmental and Resource Economics
HIST 200	Energy, Security, and Global Competition

ENGLISH (ENGL, CRWR)

Professors: S. Feinstein (Chair), Hafer, Leiter, Lewes, Preston

Associate Professor: Andrews

Lecturers: Hebert-Leiter, Wheeler

Instructor: M. Feinstein

- Majors: Literature, Creative Writing
- Courses required for either major: 10
- Capstone requirement for Literature: ENGL 421 and 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, 421; two courses selected from ENGL 222, 223, and 229; two from ENGL 311, 312, 313, 314, 315, 331, 332, 333, and 334; one from ENGL 335 and 336; one elective beyond composition in either English or Creative Writing; and a departmentally-approved Portfolio.

Students who wish to earn secondary teacher certification must complete a minimum of twelve courses in English. Required courses are ENGL 217, 219, 220, 221, 335, 336, 421; two courses from ENGL 222, 223, 229; two courses from ENGL 311, 312, 313, 314, 315, 331, 332, 333, and 334; one elective beyond composition in either English or Creative Writing; and a departmentally-approved Portfolio.

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 successfully complete ENGL 421. They must also 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 222 and 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, 219, 332, and 334. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

Minor Requirements

The English Department offers minors 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. Fulfills either Domestic or Global Cultural Diversity Requirement. 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 emphasis on divergent perspectives of the popular national narrative. Authors studied include: Anne Bradstreet, Benjamin Franklin, Jane Johnston Schoolcraft, Frederick Douglass, Harriet Jacobs, Edgar Allan Poe, Nathaniel Hawthorne, Herman Melville, Walt Whitman, and Emily Dickinson. *Prerequisite: ENGL 106, 107, or consent of instructor. Fulfills Domestic Cultural Diversity Requirement.*

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

BETWEEN ANGELS AND DEMONS: THE LITERATURE OF THE ENGLISH RENAISSANCE

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. Fulfills either Domestic or Global Cultural Diversity Requirement.*

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

CHAUCER

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.*

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 219, 220, 335, and 336; 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. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

Minor Requirements

The English Department offers minors 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, or 219; 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 CRWR 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 CRWR 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: CRWR 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: CRWR 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.*

ENTREPRENEURSHIP (ENTR)

The minor in Entrepreneurship is designed to support all other major and minor fields of study at Lycoming College. The structure of the entrepreneurship program is based on the idea that a student's entrepreneurial interests revolve around their major field of study. The entrepreneurship curriculum along with associated lectures, simulations, and practical application of essential entrepreneurial skills enhances students' preparation for starting their own venture or careers with any sized organization in any field. Employers are looking for graduates who can think and act entrepreneurially.

Career possibilities include:

1. Starting or acquiring a student's own venture within the student's major
2. Obtaining a position of employment with an emerging growth (entrepreneurial) organization
3. Contributing to any organization (for-profit and not-for-profit) in a more entrepreneurial manner

The entrepreneurship minor is designed to enhance the student's major field of study by instructing students about entrepreneurial skills in innovation, value creation, and necessary business skills along with a study of human performance techniques which are required for long term sustainable success in for-profit, non-profit, and public organizations.

While not required to complete the minor field of study, students are encouraged to consider the following courses as a complement to entrepreneurship: ECON 110, ECON 111, and PSY 110.

Minor Requirements

1. Three Core Courses

ENTR 200	Entrepreneurship
ENTR 210	Human Performance in Entrepreneurship
ENTR 220	Entrepreneurial Finance and Intellectual Property

2. One additional course from the following:

ENTR 315	Privately Owned Business Management
ENTR 320	Social Entrepreneurship
ENTR 325	Digital Marketing
ENTR 335	Readings in Entrepreneurship
ENTR 400	Applied Entrepreneurship
ENTR 470-479	Internship
ENTR N80-89	Independent Study

All students minoring in Entrepreneurship must complete the core courses: ENTR 200, 210, 220, and at least one other ENTR course numbered 300 or higher.

ENTREPRENEURSHIP

Intended for all students regardless of major or year. After an overview of entrepreneurship within new venture creation, middle market, and larger established organizations, the course concentrates on the process and mindset of identifying, creating, evaluating, and acting on opportunities within any field of study. With a focus on value creation, students examine varied business models and methods of financing with both for-profit and not-for-profit objectives. Students apply entrepreneurial concepts to their major fields of study by creating and presenting a business venture pitch deck. Class format includes lectures and discussion, business simulations, in class exercises, guest lecturers, and pitch deck presentations.

210

HUMAN PERFORMANCE IN ENTREPRENEURSHIP

A study of how productivity, psychology, and leadership skills training can be applied to achieve sustained high performance individually and essentials of developing a high performance team. The skills training can be applied to entrepreneurship, sports, the performing arts, academia, and everyday life. Topics include: self-awareness, goals setting, self-regulation, time management, stress and anger management, entrepreneurial leadership, focus, communication, wellness, and health and self-assessment. Topical lectures are combined with frequent case studies.

Prerequisite: ENTR 200.

220

ENTREPRENEURIAL FINANCE AND INTELLECTUAL PROPERTY

The study and application of the necessary corporate financial skills and financing methods for Entrepreneurs of both for-profit and not-for-profit/social entrepreneurial organizations. The course examines the fundamentals of financial statements and financial statement preparation along with the ladder of financing methods available to entrepreneurs including: bootstrapping, friends and family, angel investing, venture capital, private placements, public offering, filing for grants, and crowdfunding. The course also examines the protection of intellectual property through the trademark, copyright, and patent processes. Designed for business and non-business/finance students from any major. *Prerequisite: ENTR 200.*

315

PRIVATELY OWNED BUSINESS MANAGEMENT

Explores how to manage a privately-owned firm from developing the business idea, managing day-to-day issues, and exit strategies and succession planning. Students examine how to adapt tools developed for publicly-owned firms to create effective strategies for private firms including small and family-owned businesses. Topics include general management issues such as developing and supporting organizational culture, employment best practices, and using budgets as planning tools. *Cross-listed as BUS 315. Prerequisites: ENTR 200; or BUS 228, 238, and 244; or consent of instructor.*

320

SOCIAL ENTREPRENEURSHIP

Focuses on creating a business to solve a social problem with the intent of achieving both a social impact and financial sustainability. The course views social entrepreneurship as a distinct alternative to public sector initiatives, especially in its approach to pervasive problems in society.

Students build on principles learned in ENTR 200 and apply them and additional strategies to impacting social issues. *Cross-listed as BUS 320. Prerequisites: ENTR 200; or BUS 228, 238, and 244; or consent of instructor.*

325

DIGITAL MARKETING

With the rapid shift of advertising dollars away from traditional media to digital platforms, it is becoming increasingly important for entrepreneurs and marketing graduates to be well-versed in digital marketing fundamentals. Through readings, papers, videos, case studies, and hands-on projects, students come away with an understanding of successful digital marketing strategies, user generated content, search, social media and networks, mobile, and web analytics. Students also complete a hands-on project to build a marketing plan for a local business. Students exit the course with a solid understanding of digital marketing tactics, tools, and resources available for ongoing education. *Cross-listed as BUS 325. Prerequisites: ENTR 200; or BUS 228, 238, and 244; or consent of instructor.*

335

READINGS IN ENTREPRENEURSHIP

Examines classic literature in entrepreneurship in order to enhance entrepreneurship teaching, namely, by discussing the social and institutional basis of entrepreneurship, as well as its economic meaning and implications to successful entrepreneurial ventures. Readings highlight a number of key themes from the economics of enterprise, such as the importance of institutions, the roles of risk and uncertainty, the causes of profit, the process of entrepreneurial decision-making, the sovereignty of consumers, and the effects of entrepreneurial competition.

400

APPLIED ENTREPRENEURSHIP

Integrates all core coursework into an intensive application in entrepreneurship. The course revolves around entrepreneur, venture capital, and support service (legal, etc.) guest lecturers both on campus and at the entrepreneur's place of business. In addition, the course requires advanced case studies, advanced simulations, and hands on projects focused on starting or growing an enterprise along with corporate venturing. When possible, students work with an entrepreneur to help in advanced planning to launch or grow the business. *Cross-listed as BUS 400. Prerequisites: ENTR 200, 210, and 220; or ENTR 200, BUS 228, 238, and 244; or consent of instructor.*

470-479

INTERNSHIP

Students may work with a company in virtually any industry with the idea that the student would have significant exposure to either the owner or senior level management to acquire practical experience in building an entrepreneurial organization. The internship could also be with a larger organization in the field of corporate venturing. *Prerequisites: ENTR 200, 210, and 220, or consent of instructor.*

N80-89

INDEPENDENT STUDY

Allows for research in a proposed area of entrepreneurship or the pursuit of an entrepreneurial idea. *Prerequisites: ENTR 200, 210, and 220, or consent of instructor.*

FILM AND VIDEO ARTS (FVA, FILM)

Professor: Peterson (Chair)

Assistant Professor: Decky

- Major: Film and Video Arts
- Courses required: 13
- Non-credit Colloquium: 2 semesters
- Capstone requirement: FVA 400
- Minors: Film and Video Arts, Film Studies

The major and minor in Film and Video Arts offer courses that cover development and production techniques for a variety of film genres such as narrative, documentary, experimental film, video installation, and stop motion animation. The Film Studies minor focuses on the theory and history of film.

FILM AND VIDEO ARTS (FVA)

Film and Video Arts is an innovative major that helps students develop skills in digital filmmaking and storytelling in a wide range of genres such as narrative, documentary, experimental film, animation and stop motion animation, and video installation. The major has a strong relationship to other disciplines at the college that address content incorporated in film and video arts, including art, theater, creative writing, electronic music, business, sociology, political science, and history. The Film and Video Arts curriculum at Lycoming College teaches the theory, skills, and grammar of the visual language necessary to work with the moving image. Upper level development and pre-production, production, and post-production courses, film theory and history courses, and the opportunity to do a professional internship provide the conceptual, technical, and theoretical knowledge necessary to create compelling films and videos and compete in the industry.

Major Requirements

All students majoring in Film and Video Arts must complete the core courses and the required number of courses from each additional category listed below:

CORE COURSES:

FVA 200	Digital Film and Video I
FVA 300	Digital Film and Video II
FVA 340	Special Topics in Filmmaking and Video
FVA 400	Senior Project

Specialized Courses (choose three, at least one must be at the 300 level):

FVA 120	Stop Motion Animation
FVA 220	Sound for the Screen

FVA 230	Editing and Post
FVA 310	The Moving Image in Series
FVA 320	Narrative Filmmaking
FVA 330	Documentary Filmmaking

Foundations of Film Theory and History (choose two):

ARHI	any one 300-level course (including FVA 322)
FILM 221	Screenwriting
FILM	any one 200-level course
FILM	any one 300-level course
FVA 100	Introduction to Visual Media

Fine Arts Courses (choose two):

ART 212	Color and Design
ART 213	3D Animation
ART 227 OR 240	Photography I or Digital Photography I
ART 243	Introduction to Digital Art
ART 344	Time Based Digital Media

Generalist Courses (choose two):

ART 449	Practicum
BUS	any course
CCOM	any course
ENTR	any course
MUS 224	Music and Technology I
MUS 225	Music and Technology II

FILM AND VIDEO ARTS COLLOQUIUM

All majors must successfully complete two semesters of FVA 248: Film and Video Arts Colloquium. (*Pass/Fail. Non-credit.*)

Capstone Requirement

All majors must successfully complete FVA 400.

Diversity and Writing Courses

The following courses satisfy the Domestic Cultural Diversity Requirement: ARHI 320/FVA 322, FILM 210 and 214, and FVA 322. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

Minor Requirements

The Film and Video Arts minor will be of interest to students who want to use film as a medium to communicate the content of their majors. Students of various majors might want to create a

documentary film or educational website on the subject of their senior research. Minors in Film and Video Arts may pursue graduate studies and/or employment in a variety of fields including film or video production, advertising, and cultural analysis. Five courses are required: ART 227 or 240, ART 243, FVA 200 and 300, and any of the following: FVA 220, 230, or one additional FVA 300-level course.

100

INTRODUCTION TO VISUAL MEDIA

This lecture course is an introduction to the history and methodology behind the digital processes of a broad range of visual media such as in advertising, filmmaking, photography, and video art.

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 I

Introduces students to the basics of digital filmmaking. Topics include the principles, techniques, and fundamentals of the development stage of digital filmmaking, including storyboards and treatments, as well as film production and post-production. Students will engage in film screenings and technical demonstrations related to visual storytelling and editing.

220

SOUND FOR THE SCREEN

A concept-driven course where students learn the principles of sound design techniques such as foley sound, building soundtracks, using field recorders, and related sound editing software. This course will help students to understand sounds in the world around us and how they play a part in creative film and sound-based projects.

230

EDITING AND POST

This post-production course emphasizes editing techniques such as color correction, understanding pacing and tone, visual effects, and sound editing for film. The course focuses on editing for a variety of film genres and how to utilize editing as a transformative tool to combine both visuals and sound elements to convey a specific meaning or story. *Prerequisite: FVA 200.*

248

FILM AND VIDEO ARTS COLLOQUIUM

Students are required to successfully complete the non-credit Colloquium for a total of two 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.*

300**DIGITAL FILM AND VIDEO II**

A continuation of the skills developed in FVA 200, including film and video project research, title sequences, and color grading. An introduction to digital image manipulation and motion graphics as they apply to film and video. *Prerequisite: FVA 200 or consent of instructor. ART 243 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 FVA major; it aids in preparation for the senior project. *Prerequisite: FVA 200.*

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: FVA 200. FILM 221 is recommended but not required. 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: FVA 200. 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: FVA 200. May be repeated for credit when topics are different.*

400**SENIOR PROJECT**

Advanced production of documentary, narrative, animation, or experimental video, multi-media, or interactive media incorporating advanced directing, shooting, lighting, sound, effects, and editing. This is the capstone course for the Film and Video Arts major. *Prerequisite: Two FVA courses at the 300 level or above and senior status.*

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. The minor requires any four courses from the following list:

- Any course from the FILM prefix
- FVA 100
- One of the following may be substituted: GERM 221, PHIL 145, REL 232, or when focused on film, FRN 321, FRN 426, GERM 426, SPAN 321, or SPAN 426.

210

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. *Fulfills Domestic Cultural Diversity Requirement. 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. Fulfills Domestic Cultural Diversity Requirement.*

215

WATCHING CARTOONS

Introduces students to the history of animation from its inception to today. The focus will be on independent animators and filmmakers who approach animation as a process, a craft, a representational idiom, and as an artistic medium that has the capacity to address a wide range of subject matter.

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.*

FILMMAKING (See Film and Video Arts)

FINANCIAL ANALYSIS

Associate Professor: Grassmueck (Coordinator)

A minor in financial analysis requires the completion of BUS 311 (Investment Theory), BUS 337 (Security Valuation and Portfolio Theory), BUS 339 (Corporate Finance and Investment Banking), and BUS 438 (Financial Modeling). In addition to these four core courses, students are also required to take two electives from the following list.

Financial Analysis Electives:

ACCT 225	Budgeting and Financial Statement Analysis
ACCT 344	Intermediate Accounting Theory I
BUS 360	International Finance
ECON 220	Money and Banking
ECON 310	Intermediate Macroeconomics
ECON 311	Intermediate Microeconomics
ECON 332	Government and the Economy
ECON 337	Public Economics
ECON 340	Econometrics
ECON 343	International Trade
MATH 130	Matrix Algebra
MATH 214	Multivariate Statistics
MATH 231	Differential Equations
MATH 332	Mathematical Statistics I
MATH 333	Mathematical Statistics II
MATH 338	Operations Research
PHYS 336	Mathematical Methods of Physics

FRENCH (See Modern Language Studies)

GENDER, SEXUALITY, AND WOMEN'S STUDIES (GSWS)

Associate Professor: Richmond (Coordinator)

- Major: Gender, Sexuality, and Women's Studies
- Courses required for major: 8
- Capstone requirement: GSWS 400

The program in Gender, Sexuality, and Women's Studies offers an interdisciplinary major and minor.

Major Requirements

A major in Gender, Sexuality, and Women's Studies requires eight courses.

1. Four Core Courses

These courses provide students with a theoretical and methodological perspective and framework with which to understand issues of gender and sexuality.

GSWS 200 Gendered Perspectives
SOC 241 Sociology of Gender and Sexuality

One course from:

- CJCR 343 Research Methods in Criminal Justice
- GSWS 300 Topics in Gender, Sexuality, and Women's Studies
- PSY 212 Research Methods in Psychology
- SOC 330 Research Methods I

GSWS 400 Gender, Sexuality, and Women's Studies Capstone

2. Four Elective Courses

Students must take four elective courses from the following list with a minimum of three different prefixes. At least two courses must be at the 300-level or higher. GSWS 300 may not count as both a core course and an elective.

ANTH 101 Ancient Bodies, Modern Lives
ANTH 103 Cultural Anthropology
ANTH 310 Food and Culture
ARHI 339 Gender and Sexuality in Art
CJCR 247 Victimology
CJCR 334 Race, Class, Gender and Crime
CJCR 448/449 Criminal Justice Practicum
ENGL 229 African American Literature
ENGL 334 Women and Literature
ENGL 336 Shakespeare
FVA 320 Narrative Filmmaking
FVA 330 Documentary Filmmaking
GSWS 300 Topics in Gender, Sexuality, and Women's Studies

HIST 324	Early American Law and Society
HIST 338	Rights, Reform and Protest
HIST 342	Women and Reform
PSY 118	Adolescent Psychology
PSY 220	The Psychology of Close Relationships
PSY 448	Practicum in Psychology
REL 333	Old Testament Women
SOC 220	Sociology of Family
SOC 228	Aging and Society
SOC 448	Practicum in Sociology
THEA 333	Theater History II

Capstone Requirement

All majors must successfully complete GSWS 400.

Diversity and Writing Courses

The following courses satisfy either the Domestic or Global Diversity Requirement: GSWS 200 and 300. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

Minor Requirements

A minor in Gender, Sexuality, and Women's Studies requires GSWS 200, SOC 241, and three courses from the elective courses listed for the major.

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 GENDER, SEXUALITY, AND WOMEN'S STUDIES

An examination of selected topics in Gender, Sexuality, and Women's Studies designed to allow students to pursue particular subjects in more depth and detail than in the general introductory course. *Prerequisite: ENGL 106, 107, or consent of instructor. May be repeated for credit when topics are different. Fulfills either Domestic or Global Cultural Diversity Requirement.*

400

GENDER, SEXUALITY, AND WOMEN'S STUDIES CAPSTONE

An independent research project under the supervision of a GSWS faculty member whose expertise is aligned with the project of interest.

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.

GERMAN (See Modern Language Studies)

GREEK (See Religion)

HEBREW (See Religion)

HISTORY (HIST)

Professors: Chandler, Silkey (Chair)

Associate Professor: Pearl

Assistant Professor: 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 either HIST 115 or 116; one additional course from 115, 116, 125, or 126; at least one from 401, 402, 404, or 405; and 449. 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, GSWS 200, MDVS 200, PSCI 140, and REL 226 and 228. 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. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

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.

101

EXPLORING HISTORY TOPICS

Exploration of selected historical problems, themes, periods, or movements. *Not open to juniors or seniors except with consent of instructor.*

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.

200

ENERGY, SECURITY, AND GLOBAL COMPETITION

Examines the historical relationship between energy and security from an international perspective. Emphasizes how energy sources such as coal, oil, and natural gas brought competition that shaped and reshaped global strategy and world politics. Explores topics such as different perspectives on energy security, the roots of oil policy, resource competition during the World Wars, oil production in the Middle East and its impact, and the increasing role of Asia. *Alternate Years*

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**ERA OF THE AMERICAN REVOLUTION**

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.*

245

SPECIAL TOPICS IN HISTORY

A study of selected historical problems, themes, periods, or movements. *May be repeated for credit with consent of department when topics are different.*

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, 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

Associate Professor: Kremer (Director)

The purpose of the Institute for Management Studies is to enhance the educational opportunities for students majoring or minoring in accounting, business administration, corporate communication, 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.

All students who have a declared major or minor in accounting, business administration, corporate communication, 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.

Diversity Course

The following course satisfies the Global Cultural Diversity Requirement: IMS 349.

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. *Fulfills Global Cultural Diversity Requirement.*

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. However, the total number of seminars that a qualified student is allowed to take will be limited to two.

Students may be both Lycoming College Scholars and Management Scholars.

INTERNATIONAL STUDIES (INST)

Associate Professor: Payne (Coordinator)

- Major: International Studies
- Tracks: Transnational and Global, Developed Countries, Developing Countries
- Courses required for major: 10
- Language requirement: two FRN, GERM, or SPAN courses at the 221 level 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 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 Semester.

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 two FRN, GERM, SPAN courses at the 221 level 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 103	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 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
PHIL 203	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 221	Latin American History
HIST 232	The Rise of Islam
HIST 243	Asia in a Global Context
HIST 246	Africa and the World
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 103, 230, 334; BUS 333; ECON 343; FRN 221, 225, 311; GERM 221, 225, 311; HIST 232, 243, 246, 329; PHIL 203; PSCI 140, 160, 242, 261, 342, 362; SPAN 221, 225, and 311. The following courses satisfy either the Domestic or Global Diversity Requirement: PHIL 334; REL 110, 211, 212, 225, and SPAN 223. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

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)

LATIN AMERICAN STUDIES

Professor: Kingery (Coordinator)

Associate Professor: Adams (Coordinator)

The minor in Latin American Studies is interdisciplinary in nature and combines the study of humanities and social sciences with the study of language and experience in the region. It provides opportunities for growth in oral communication while also developing the skills of research, writing, and critical thinking, which are central to a well-rounded liberal arts education.

This minor offers coursework from the following programs: anthropology, archaeology, history, political science, and Spanish. The minor requires successful completion in three areas: (1) core courses; (2) four courses from a selected list; (3) at least 4 weeks of approved international experience(s) in Latin America.

1. TWO Core Courses. Students are free to take additional core courses as electives, but a course may not count as both a core course and an elective.

- SPAN 221 Spanish Conversation and Review or 223 Spanish for Heritage Speakers
- HIST 221 Latin America - or - ANTH 230 Anthropology of Latin America

2. FOUR courses from the following list, with courses from at least three different prefixes.

- ANTH 103 Cultural Anthropology
- ANTH 230 Anthropology of Latin America
- ANTH/ARCH courses (when Latin America specific)*
- ANTH 320 Special Topics (when Latin America specific)*
- ARCH 231 Mesoamerican Archaeology
- HIST 221 Latin America
- HIST 329 Empires and Resistance
- HIST 345 Special Topics (when Latin America specific)*
- HIST courses (when Latin America specific)*
- PSCI 242 Human Rights
- PSCI 0257 Globalization in the Developing World: A Case Study of the Dominican Republic
- SPAN 225 Spanish Composition and Review
- SPAN 311 Hispanic Culture (when Latin America specific)*
- SPAN 321 Special Topics (when Latin America specific)*
- SPAN 426 Special Topics (when Latin America specific)*

*coordinator approval required

3. At least four weeks of approved international experience(s) in Latin America. The experience(s) may be credit bearing or non-credit bearing.

MATHEMATICAL SCIENCES (MATH, CPTR)

Associate Professor: Sprechini

Assistant Professors: Brandon, Pilla, Smith (Chair)

Lecturer: Mifsud, Reed

Instructors: Abercrombie

- Major: Mathematics
- Courses required for major: 10
- Math prerequisite (not counted in major): placement out of or C- or better in Math 127
- Non-credit Colloquium: Every semester in residence as a declared major unless student teaching
- Capstone requirement: One course from MATH 440, 441, or 442
- 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 science major as well.

MATHEMATICS (MATH)

Major Requirements

A major in mathematics consists of CPTR 125, MATH 128 (or exemption by examination), 129 (or exemption by examination), 130, 234, 238, 432, 434, one from 440, 441, or 442, and one additional MATH course numbered 200 or above. In addition, students are required to take MATH 449 every semester in residence as a declared major, unless student teaching. 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. These students should take MATH 214 as their additional course and MATH 440 (Topics in Geometry) as their capstone.

Capstone Requirement

All majors must successfully complete one course from MATH 440, 441, or 442.

Writing Courses

A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

Minor Requirements

A minor in mathematics consists of MATH 128 (or exemption by examination), 129 (or exemption by examination), 130, 234, 238, and one additional 4-credit course selected from CPTR 125, MATH 123, or any mathematics course numbered 200 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. Open only to students with math placement of level 1 or 2. *2 credits.*

104

STATISTICAL LITERACY

A conceptual survey of sampling methods, descriptive statistics, and inferential statistics with an emphasis on active learning and simulation. This course is intended for students in Math 100 who need a two-credit companion course, teacher certification candidates who need an additional two-credit math course, and social science majors who will eventually take introductory statistics. *This course does not satisfy the statistics requirements for any major or minor and does not count for mathematics Distribution. Prerequisite: Math placement of level 2, 3, or 4; Math 100; or concurrent enrollment in Math 100. 2 credits. Offered every spring.*

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: Math placement of level 2, 3, 4, or credit for 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: Math placement of level 2, 3, 4, or credit for 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: Math placement of level 2, 3, 4, or credit for 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: Math placement of level 2, 3, 4, or credit for 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: Math placement of level 2, 3, 4, or credit for 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: Math placement of level 3 or 4 or credit for 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: Math placement of level 4 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 or math placement of level 4.*

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 include symbolic logic, elementary proof methods, combinatorics, set theory, and mathematical induction. Students also learn a state of the art markup language for typesetting mathematical documents. This 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.*

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.*

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.

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.*

340, 440**TOPICS IN GEOMETRY**

An axiomatic treatment of Euclidean geometry with an historical perspective. Students who enroll in MATH 440 are expected to prepare and deliver a 30-minute capstone presentation in MATH 449. *Prerequisite: MATH 234. Corequisite: MATH 449.*

341, 441

TOPICS IN ACTUARIAL SCIENCE

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 325, 332, 333. Students who enroll in MATH 441 are expected to prepare and deliver a 30-minute capstone presentation in MATH 449. *Prerequisites: MATH 325 and MATH 332. Corequisite: MATH 449.*

342, 442

TOPICS IN 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. Students who enroll in MATH 442 are expected to prepare and deliver a 30-minute capstone presentation in MATH 449. *Prerequisite: CPTR 125 and MATH 129. Corequisite: MATH 449.*

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 and actuarial science majors offers students a chance to give capstone presentations which were prepared in MATH 440/441/442 as well as hear capstone presentations of their fellow majors and talks from faculty and external speakers. *One hour per week. Meets only in the second half of the semester. 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 courses chosen from computer science courses numbered 220 or above or MATH 342 or 442.

A minor in computational science consists of either Math 115 or 216; CPTR 125, 246, and 247; one of CPTR 345, 339, MATH 231, 342, or 442; 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 Courses

A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

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: Math placement of level 3 or 4 or credit for 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.*

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 (MDVS)

Professor: Preston (Coordinator)

Assistant Professor: Heyes (Coordinator)

- Major: Medieval Studies
- Courses required for major: 10
- Capstone requirement: MDVS 449
- Minor: Medieval Studies

The Medieval Studies major provides a framework for coursework focusing on the Middle Ages. This interdisciplinary major offers a foundation of historical and literary coursework in the period, introducing students to the essential people, events, and works of the time. Students will develop the critical thinking, reading, writing, and research skills essential to both the study of the era and the mission of a liberal arts education. The major requires ten courses, including interdisciplinary introductory and capstone courses. Students also choose five electives from a range of courses that relate to the language, literature, history, art, religion, and philosophy of the medieval period in Europe.

Major Requirements

1. Two Core Courses

MDVS 200 Introduction to Medieval Studies (usually freshman or sophomore year)

MDVS 449 Advanced Medieval Studies (usually junior or senior year)

2. Three Additional Core Courses from the following:

ENGL 220 British Literature I

ENGL 311 Medieval Literature

HIST 212 Medieval Europe and Its Neighbors

HIST 401 The Middle Ages in Modern Eyes

3. Three of the following:

ENGL 219 History of the English Language

ENGL 220 British Literature I (when not counting as a core course)

ENGL 311 Medieval Literature (when not counting as a core course)

ENGL 335 Chaucer

HIST 212 Medieval Europe and Its Neighbors (when not counting as a core course)

HIST 232 The Rise of Islam

HIST 334 Origins of Europe

HIST 336 Crusades: Conflict and Accommodation

HIST 401 The Middle Ages in Modern Eyes (when not counting as a core course)

PHIL 202 Medieval Philosophy

4. Two of the following:

ARHI 222 Introduction to Art History I

LAT 102 (or above) Latin Grammar and Readings II

MUS 335 History of Western Music I
REL 113 Introduction to the Old Testament
REL 114 Introduction to the New Testament
THEA 332 Theatre History I

Capstone Requirement

All majors must successfully complete MDVS 449.

Diversity and Writing Courses

The following courses satisfy the Global Cultural Diversity Requirement: ARHI 222, ENGL 220, ENGL 311, ENGL 335, HIST 232, HIST 336, MUS 335, THEA 332, PHIL 202. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

Minor Requirements

The minor in Medieval Studies requires six courses: ENGL 220 and 311, HIST 212 and 401, and two electives from ARHI 222, ENGL 219, ENGL 335, HIST 334, HIST 336, LAT 102 or above, MDVS 200, MUS 335, PHIL 202, REL 113, REL 114, and THEA 332.

200

INTRODUCTION TO MEDIEVAL STUDIES

An introduction to the important people, events, works, and themes of the medieval period and the interdisciplinary means for studying them. The course aims to provide a working familiarity with the manifold medieval habits of mind, conditions of life, and ways of understanding the world. *Prerequisite or corequisite: ENGL 106, 107, or consent of instructor. Alternate years.*

449

ADVANCED MEDIEVAL STUDIES

This course focuses on the advanced practice of historical and literary research, analysis, and writing. Students complete a substantial independent research project incorporating primary and secondary source analysis of a proposed topic, subject to instructor approval. Required of majors in their junior or senior year. *Prerequisite: completion of core major requirements or consent of instructor.*

MILITARY SCIENCE (MLSC)

Bolt-Michewicz (Coordinator)

The U.S. Army Reserve Officer Training Corps (ROTC) program is offered to Lycoming College students in cooperation with Lock Haven University. Details of the ROTC program can be found under Cooperative Programs and at <https://www.lycoming.edu/academics/rotc.aspx>. For additional information go to: <https://lockhaven.edu/rotc/>.

101

LEADERSHIP AND PERSONAL DEVELOPMENT

An introductory course open to all students without obligation. It focuses on the military as a profession and examines its organization, ethics, and values. The course explores the responsibilities and impact of leadership and the rules, customs, and traditions of military service. Students are introduced to the fundamentals of land navigation, physical fitness, drill and ceremonies, first aid, and public speaking. *Non-credit*.

102

INTRODUCTION TO TACTICAL LEADERSHIP

Open to all students without obligation, this course explores leadership principles, decision-making, and team building. Students are introduced to tactical systems and the field environment and learn advanced techniques in land navigation, terrain association, and first aid. Students also begin their program in professional military reading. *Non-credit*.

201

INNOVATIVE TEAM LEADERSHIP

Open to all students without obligation, this course continues the basic leader development process and focuses on applying the fundamentals of leadership and team-building skills. Students gain an understanding of small team dynamics and the roles and responsibilities of junior leaders. It further reinforces the ideals of service, ethics, and values and develops students' confidence in their own skills, knowledge, and attributes. *Non-credit*.

202

FOUNDATIONS OF TACTICAL LEADERSHIP

Open to all students without obligation, this course continues the application of leadership and team-building principles. Proficiency in individual skills and leadership abilities is assessed during situational training to evaluate students in leadership roles. Emphasizes advanced techniques in problem analysis, planning and organizing, delegation, interpersonal skills, sound decision making, and small team operations. *Non-credit*.

301

ADAPTIVE TACTICAL LEADERSHIP

Expands and refines the leader development process. This intensive program prepares cadets for tasks, skills, and responsibilities associated with Leader Development and Assessment Course (LDAC). Emphasizes written and oral communication skills, motivational behavior,

interpersonal skills, administrative procedures, decision-making, and military field skills. Cadets are trained and evaluated on the full range of leadership skills and attributes. *Prerequisite: MLSC 202. Non-credit.*

302

LEADERSHIP IN CHANGING ENVIRONMENTS

Expands on the skills introduced in MLSC 301 and incorporates increasingly challenging situations involving military technical, tactical, and leadership skills. Emphasizes advanced training in marksmanship and physical fitness. Culminates with several field training exercises where students are placed in simulated combat and evaluated on performance. Designed to bring cadets to peak proficiency in physical conditioning and leadership ability. *Prerequisite: MLSC 301. Non-credit.*

401

DEVELOPING ADAPTIVE LEADERS

Refines military skills and knowledge to the precommissioning level. Senior students assume leadership roles as cadet commanders, staff officers, or staff assistants responsible for the planning, coordination, and execution of all cadet training and operations. Training focuses on Army legal, administrative, and logistical systems and training methodologies. It reinforces individual competencies and maximizes opportunities for practical application of leadership skills. *Prerequisite: MLSC 302. Non-credit.*

402

LEADERSHIP IN A COMPLEX WORLD

Culminates the leader development process at the precommissioning level. Designed to prepare cadets for transition from cadet to Second Lieutenant. Seeks to expand the frame of reference. Cadets examine ethical and legal issues related to being an officer and continue to improve their leader and decision-making skills. Several practical exercises and field training events supplement classroom instruction. *Prerequisite: MLSC 401. Non-credit.*

MODERN LANGUAGE STUDIES (MLS, FRN, GERM, SPAN)

Professor: Kingery (Chair)

Assistant Professors: Cagle, Mesa Morales, Stafford, Varona

Lecturer: Rintelman

Instructors: Cromley, 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 in a French-, German-, or Spanish-speaking country for a minimum of one semester, successfully completing at least 8 credits in the studied language. All other French, German, and Spanish majors must study abroad in a French-, German-, or Spanish-speaking country for a period of twelve continuous weeks, successfully completing at least 8 credits in the studied language.

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 103	Cultural Anthropology
ANTH 230	Anthropology of Latin America
ANTH 334	Economic Anthropology
ARHI 223	Introduction to Art History II
ARHI 331	Recent Developments in Art
ARHI 339	Gender and Sexuality in Art
ARHI 349	Narrative in Art
HIST 217	20th Century Europe
HIST 221	Latin America
MUS 335	History of Western Music I
MUS 336	History of Western Music II
PSCI 140	Comparative Politics and Geography
PSCI 242	Human Rights

- (3) Complete 36 credits in the major at the 111 level or above, including study abroad in a French-, German-, or Spanish-speaking country for at least 8 continuous weeks, successfully completing at least 8 credits in the studied language, plus complete two courses listed under option 2.

STUDY ABROAD PROGRAMS

Lycoming has program partners in various programs throughout the world, and students may also study abroad through non-affiliate programs. Students who intend to study abroad should visit the Study Abroad office in the Center for Enhanced Academic Experiences as early as possible and 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 LANGUAGE STUDIES (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. A letter grade is assigned in a semester when a student gives a presentation. Otherwise the grade is P/F. *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 in a French-speaking country, 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 successfully complete at least 8 credits in French during at least 12 continuous weeks of study abroad in a French-speaking country (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 or 223, 225, 311, 418, and MLS 338 (the latter two courses with a grade of B or better); and successfully complete at least 8 credits in French during a minimum of one semester of study abroad in a French-speaking country.

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, 225, 311, 315, 321, and 426. The following course satisfies either the Domestic or Global Diversity Requirement: FRN 223. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

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.*

223**FRENCH FOR NATIVE SPEAKERS**

Provides native speakers of French with the opportunity to improve strategic speaking, reading, and writing skills appropriate for academic and professional settings; to enhance understanding and appreciation of Francophone cultures and histories; and to evaluate the current status of French as a global language. Not open to students who have completed lower level French classes. *Prerequisite: This course is limited to students placed therein by the Modern Language Studies Department. Fulfills either Domestic or Global Cultural Diversity Requirement. Alternate years.*

225

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 or 223. 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 225 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 225 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 225 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 in a German-speaking country, 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 successfully complete at least 8 credits in German during at least 12 continuous weeks of study abroad in a German-speaking country (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, 225, 311, 418, and MLS 338 (the latter two courses with a grade of B or better); and successfully complete at least 8 credits in German during a minimum of one semester of study abroad in a German-speaking country. 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, 225, 311, 315, 321, and 426. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

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.*

225

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 225 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 225 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 225 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 in a Spanish-speaking country. 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 successfully complete at least 8 credits in Spanish during at least 12 continuous weeks of study abroad in a Spanish-speaking country (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 or 223, 225, 311, 418, and MLS 338 (the latter two with a grade of B or better); and successfully complete at least 8 credits in Spanish during a minimum of one semester of study abroad in a Spanish-speaking country.

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, 225, 311, 315, 321, and 426. The following course satisfies either the Domestic or Global Diversity Requirement: SPAN 223. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

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.*

223**SPANISH FOR HERITAGE SPEAKERS**

Provides heritage speakers of Spanish with the opportunity to improve strategic speaking, reading, and writing skills; to master grammar points of particular concern to heritage speakers; and to enhance understanding and appreciation of Hispanic cultures, including language variation, customs, geography, history, and current events. Emphasis is placed on usage appropriate to academic and professional settings. Not open to students who have completed lower level Spanish classes. *Prerequisite: This course is limited to students placed therein by the Modern Language Studies Department. Fulfills either Domestic or Global Cultural Diversity Requirement.*

225**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 or 223. 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 225, 223 with consent of instructor, or a 300-level Spanish course. 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 225, 223 with consent of instructor, or a 300-level Spanish course. 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 225, 223 with consent of instructor, or a 300-level Spanish course. May be repeated for credit with consent of instructor when topics are different. Fulfills Global Cultural Diversity Requirement. 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.*

435

LITERARY TRANSLATION

Students workshop the translation of a significant literary text and reflect upon and discuss both the theory and practice of translation. Emphasizes issues related to Spanish and English lexical, syntactical, and semantic differences as well as the various cultural issues involved in the act of literary translation. *Prerequisite: One Spanish course at the 300 or 400 level or consent of instructor. Alternate years.*

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 Professors: W. Ciabattari (Chair), Gunderson

Assistant Professor: Hall

Applied Music Instructors: R. Adams, S. Adams, Breon, Burke, R. Ciabattari, Coulter, Cummings, B. Hall, Holdren, J. Johnson, Kline, Latsha, Orris, Rolka, Sarch, Scott, Shank, Tobin, Yang

- 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 446 or 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 (MUS 122-124 and MUS 160-171) 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 446 or 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. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

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. Students may substitute an additional 4.0 credits of applied music 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, 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

122

BEGINNING CLASS PIANO

Begins with basic piano literacy including finger numbers, the piano keyboard, and music notation. It then progresses into beginning piano repertoire selected by the students and instructor. The dynamic and interactive Getchell Piano Lab features twelve digital keyboards that can accommodate individual practice time, one-on-one instruction, and group activities, including ensembles. No prior music study required. *1 Credit. May be repeated once for credit.*

123

BEGINNING CLASS GUITAR

Explores concepts for continued learning and life-long enjoyment of the guitar. It introduces basics of guitar performance and explores the evolution of pop/rock/blues styles. *1 Credit. May be repeated once for credit.*

124

WORLD DRUMMING LAB

Introduces a variety of percussion instruments and musical styles from around the globe. The group setting provides a relaxed atmosphere to develop skills ranging from rhythm and percussion technique to improvisation and non-verbal communication. While the class is primarily conducted as a group drumming lesson, students also learn about the historical and cultural background connected to these folkloric traditions. *1 Credit. May be repeated for credit.*

167

ORCHESTRA

The Lycoming College Community Orchestra (LCCO) allows students with some instrumental experience to become acquainted with orchestral literature and develop personal musicianship through participation in group instrumental activity. Participation in the LCCO is contingent upon audition. *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 (NEURO)

Associate Professor: Holstein (Coordinator)

Assistant Professors: Andrew, Morrison (Coordinator)

- Major: Neuroscience
- Courses required for major: 14
- Math requirement: 2 courses from CPTR 125, MATH 123, MATH 127, MATH 128, or MATH 214
- Non-credit Colloquium: 1 semester
- Capstone requirement: BIO 447, PSY 312, PSY 412, Independent Study, Honors Project, or clinical internship or research experience of at least 10 weeks full time; one semester of NEURO 449 Colloquium
- Minor: Neuroscience

The Neuroscience Program offers a Neuroscience major that applies to the Bachelor of Science degree as well as a minor in Neuroscience.

Major Requirements

The neuroscience major is designed for students who are interested in theory and research on the mind, brain, and nervous system. The neuroscience major consists of 9 required courses, 5 elective courses, and a capstone experience.

NEURO 210 Introduction to Neuroscience I and NEURO 211 Introduction to Neuroscience II 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 five elective courses allow students to explore interdisciplinary developments in biology, chemistry, computer science, mathematics, philosophy, psychology, and sociology that enrich and extend our understanding of the brain and of human thought and behavior. The Capstone Research or Internship experience ensures that students can apply their neuroscience knowledge outside of a traditional classroom setting.

Required core courses:

BIO 110	Introduction to Biology I
BIO 111	Introduction to Biology II
CHEM 110	General Chemistry I
CHEM 111	General Chemistry II
NEURO 210	Introduction to Neuroscience I
NEURO 211	Introduction to Neuroscience II
PSYCH 110	Introduction to Psychology
NEURO 449	Neuroscience Colloquium

Math Requirement (2 courses)

CPTR 125	Introduction to Computer Science
MATH123	Statistics
MATH 127	Precalculus
MATH 128	Calculus
MATH 214	Multivariate Statistics

Elective Courses (5 courses)

For their five elective courses, students choose two courses from Group 1, two from Group 2, and one from Group 3 below.

For students who double major in Biology/Neuroscience or Psychology/Neuroscience, the elective courses shift to maintain the interdisciplinary nature of the Neuroscience major. Students double majoring in Biology and Neuroscience must complete one course from Group 1, three from Group 2, and one from Group 3. Students double majoring in Psychology and Neuroscience must complete three courses from Group 1, one from Group 2, and one from Group 3.

Group 1: Natural Sciences

Students are required to take at least one course from the following four:

- BIO 222 Genetics
- BIO 323 Human Physiology
- BIO 338 Human Anatomy
- BIO 435 Cell Biology (recommended)

Additional electives for Group 1:

- BIO 322 Neurogenetics
- BIO 342 Animal Behavior
- BIO 347 Immunology
- BIO 447 Cell and Molecular Biology Research Methods—when not used for capstone
- BIOCH 444 Biochemistry I
- CHEM 219 Organic and Biochemistry
- CHEM 220 Organic Chemistry I
- CHEM 221 Organic Chemistry II
- An Independent Study or Honors Project in Biology or Neuroscience not used to fulfill the capstone requirement, with approval from the Program Coordinator

Note: Students planning to apply for medical school or for non-clinical counseling Ph.D. programs should choose CHEM 220 or 221 rather than CHEM 219.

Group 2: Social Sciences

Students are required to take at least one course from the following five:

- PSY 237 Cognition
- PSY 242 Drugs, Behavior, and Society
- PSY 315 Clinical Neuroscience
- PSY 432 Sensation and Perception

PSY 433 Biological Psychology

Additional electives for Group 2:

- PSY 115 Development from Infancy to Middle Childhood
 - PSY 116 Abnormal Psychology
 - PSY 118 Adolescent Psychology
 - PSY 212 Research Methods in Psychology
 - PSY 216 Abnormal Child Psychology
 - PSY 217 Lifespan Development
 - PSY 312 Psychology Research Proseminar—when not used for capstone
 - PSY 342 Health Psychology
 - PSY 412 Advanced Psychology Research Proseminar—when not used for capstone
 - SOC 210 Sociology of Mental Health and Illness
 - SOC 310 Medical Sociology
- An Independent Study or Honors Project in Psychology or Sociology not used to fulfill the capstone requirement, with approval from the Program Coordinator

Group 3: Cognate Courses

- ECON 347 Game Theory
- PHIL 225 Symbolic Logic
- PHIL 330 Knowledge and Reality
- PHIL 333 Philosophy of Natural Science
- PHIL 340 Special Topics—when Neuroscience-related and approved by the Academic Standards Committee

Experimental or topics courses may be considered for inclusion in the major, with approval from the Academic Standards Committee.

Capstone Requirement

Choose one of the five options and deliver a talk on this experience to faculty and fellow Neuroscience majors in Neuroscience Colloquium

- PSY 312 Psychology Research Proseminar
- PSY 412 Advanced Psychology Research Proseminar
- BIO 447 Cell and Molecular Biology Research Methods
- Lycoming College Independent study or Honors Project
- Clinical internship or research experience (includes NSF REU programs) of at least 10 weeks full time

Writing Courses

A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

Minor Requirements

The interdisciplinary minor in Neuroscience requires six courses, including the two core courses and at least 3 elective courses outside the student's major.

Two core courses required for all minors

- NEURO 210 Introduction to Neuroscience I
- NEURO 211 Introduction to Neuroscience II

Four electives, at least three of which must be outside the student's major, chosen from:

- BIO 222 Genetics
- BIO 322 Neurogenetics
- BIO 323 Human Physiology
- BIO 347 Immunology
- BIO 342 Animal Behavior
- BIO 435 Cell Biology (recommended)
- BIOCH 444 Biochemistry I
- BIO 447 Cell and Molecular Biology Research Methods
- CHEM 110 Intro to Chemistry I (recommended)
- CHEM 219 Organic and Biochemistry
- CHEM 220 Organic Chemistry I
- CPTR 125 Introduction to Computer Science
- PHIL 330 Knowledge and Reality
- PHIL 333 Philosophy of Natural Science
- PHIL 340 Special Topics—with approval of Coordinator
- PSY 212 Research Methods in Psychology
- PSY 237 Cognition
- PSY 242 Drugs, Behavior, and Society
- PSY 312 Psychology Research Proseminar
- PSY 315 Clinical Neuroscience
- PSY 352 Health Psychology
- PSY 412 Advanced Psychology Research Proseminar
- PSY 432 Sensation and Perception
- PSY 433 Biological Psychology
- SOC 310 Medical Sociology
- Independent Studies or Honors Thesis Research Projects in Biology, Psychology, or Neuroscience: 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 Major coordinators, and advance approval of a formal application by the Individual Studies Committee. Research projects outside of Biology, Psychology, and Neuroscience may be considered for fulfillment of the minor requirements, with approval by the Academic Standards Committee.

Experimental or topics courses may be considered for inclusion in the minor, with approval from the Academic Standards Committee.

Recommendations:

Students should design their Neuroscience major or minor in consultation with a program coordinator. Students are encouraged to schedule the two required courses NEURO 220-221 after taking BIO 110-111, but 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 minoring in Neuroscience and planning to attend non-clinical counseling graduate school are strongly encouraged to take CHEM 220 Organic Chemistry I, CHEM 221 Organic Chemistry II, and BIOCH 444 Biochemistry I and to complete an Independent Study or Honors Project in Biology, Psychology, or Neuroscience with a neuroscientist faculty member.

210

INTRODUCTION TO NEUROSCIENCE I

An introduction to the study of neuroscience for students planning to major or minor in Neuroscience. Major topics include cellular, molecular, and developmental approaches to neuroscience. The laboratory component includes experimentation and exploration of current neuroscience literature. *Four hours of lecture and one three-hour laboratory per week.*

Prerequisites: BIO 110 and 111.

211

INTRODUCTION TO NEUROSCIENCE II

An introduction to the study of neuroscience for students planning to major or minor in Neuroscience. Major topics include behavioral and systems approaches to neuroscience. The laboratory component includes experimentation and exploration of current neuroscience literature.

Four hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110 and 111.

449

NEUROSCIENCE COLLOQUIUM

Allows students to present their capstone experiences and the relevant background literature to fellow Neuroscience students and faculty members. Required of majors in their junior or senior year. *One hour per week. Pass/Fail. Non-credit course.*

N80-N89

INDEPENDENT STUDY

Studies are experimentally oriented and may include either laboratory or clinical field work. May include fly neurogenetics, mouse developmental neuroscience, parasite neurotransmission, or rodent behavior studies.

490-491

INDEPENDENT STUDY FOR HONORS

Neuroscience studies that are more in-depth or technically demanding than a regular Independent Study project. May include fly neurogenetics, mouse developmental neuroscience, parasite neurotransmission, or rodent behavior studies.

PHILOSOPHY (PHIL)

Professor: Whelan (Chair)

Assistant Professors: Berger, Young

- 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 201, 202, and 203; and at least three other PHIL courses numbered 300 or above. PHIL 340 may be counted toward the major more than once 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, 201, 202, and 203. The following courses satisfy either the Domestic or Global Diversity Requirement: PHIL 227, 228, and 334. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

Minor Requirements

The Philosophy Department offers five minors:

- (1) **Philosophy**: any four Philosophy courses (except PHIL 105, 216, 217, 219, and 228) with at least two 300-level courses.
- (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 333 and three courses from PHIL 203, 225, 228, 330, a departmentally-approved 340, or a departmentally-approved independent study.
- (4) **History of Philosophy**: PHIL 201, 202, 203, and either PHIL 225 or any 300-level course.
- (5) **Ethics & Political Philosophy**: PHIL 318; 334; 336; and a departmentally-approved 340 or a departmentally-approved independent study.

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.*

130

INTRODUCTION TO PHILOSOPHY OF SCIENCE

Scientific ideas and inferences have a huge impact on our daily lives and the lives of practicing scientists. But what is science, how does it work, and what does it enable us to know? In this introductory course, we consider some traditional philosophical questions applied to the foundations and practice of natural science. Topics may include the history of philosophical

approaches in science, the nature of scientific knowledge, changes in scientific knowledge over time, how science provides explanations of what we observe, the justification of false assumptions in science, the nature of scientific theories, and some questions about the ethics and values involved in scientific practice. *Not open to juniors or seniors except with consent of instructor.*

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.*

201

ANCIENT GREEK PHILOSOPHY

A critical examination of the ancient Greek philosophers, with particular emphasis on Plato and Aristotle. *Fulfills Global Cultural Diversity Requirement. Alternate years.*

202

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. *Fulfills Global Cultural Diversity Requirement. Alternate years.*

203

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. *Fulfills Global Cultural Diversity Requirement. Alternate years.*

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.*

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 be counted toward a major more than once, 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**

PHYSICS (See Astronomy/Physics)

POLITICAL SCIENCE (PSCI)

Associate Professor: Payne (Chair)

Assistant Professor: Achury, Kantack

Instructor: Derr, Frey

- 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, 242, 260, 261, 342, and 362. A list of courses that, when scheduled as W courses, count toward the Writing

Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

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. SOC 305 may also be counted as one of the four electives for the minor.

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.*

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.*

222

POLITICAL PARTIES AND INTEREST GROUPS

The role and impact of political parties and interest groups in America, focusing on individual-level partisanship and group affiliation, organizational structures of parties and interest groups, and how parties and interest groups cooperate and compete to influence elections and government policy in the United States. *Alternate years.*

224

CAMPAIGNS AND ELECTIONS

The complex relationship between the rules of the American electoral system and the strategic behavior of voters, candidates, parties, and other political actors within that system. *Alternate years.*

227

MEDIA AND POLITICS

The mediated nature of politics and government, including the role of news media in a democracy, the historical evolution of the media environment, trends and tendencies in political and electoral news coverage, effects of political media consumption on citizens, and media bias. *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.

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.*

260**GLOBALIZATION AND SUSTAINABLE DEVELOPMENT**

An examination of globalization's effects on the developing world, with specific attention paid to sustainable development. Emphasis is placed on the Dominican Republic. The course typically meets regularly during the semester and finishes with a required 1-credit field experience in the Dominican Republic where students take part in community and economic development projects. *Alternate years. Fulfills Global Cultural Diversity Requirement.*

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.*

320**POLITICAL PSYCHOLOGY**

Examination of the mental mechanisms by which individuals make sense of their political environment and the implications of those mechanisms for their political behavior. Topics include identity, personality, socialization, values, knowledge, emotion, bias, and trust. *Prerequisite: PSCI 110, PSY 110, or consent of instructor. Alternate years.*

321**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. *Prerequisite: PSCI 110 or consent of instructor. Alternate years.*

322**THE PRESIDENCY**

The structure and behavior of the American presidency, including elections, organization of the office, and relation to other national institutions. *Prerequisite: PSCI 110 or consent of instructor. Alternate years.*

323

SPECIAL TOPICS IN AMERICAN POLITICS AND PUBLIC POLICY

Study of selected American politics and public policy topics, problems, and questions. *May be repeated for credit with consent of department when topics are different.*

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.*

333

SPECIAL TOPICS IN LEGAL STUDIES

Study of selected legal studies topics, problems, and questions. *May be repeated for credit with consent of department when topics are different.*

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.*

343

SPECIAL TOPICS IN COMPARATIVE POLITICS

Study of selected comparative politics topics, problems, and questions. *May be repeated for credit with consent of department when topics are different.*

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.*

363

SPECIAL TOPICS IN INTERNATIONAL RELATIONS

Study of selected international relations topics, problems, and questions. *May be repeated for credit with consent of department when topics are different.*

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)

Associate Professors: Beery, Holstein

Assistant Professors: Curtindale, Drumm-Hewitt, Norton (Chair), Olsen

Instructor: Camp

- 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, 212, 312, and one additional course with a laboratory (PSY 424, 432, or 433). A statistics course of at least 3 credits is also required. No more than two of the elective PSY courses can be from PSY 412, 448, 449, independent study, internship, or honors courses.

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 prefixes: BIO 110, 111, 323, 338; CHEM 110, 111; NEURO 210, 211; PHYS 225, 226
- One of the following computation courses: CPTR 125; MATH 128, 214; ECON 340
- Completion of PSY 412, an Individual Studies or Honors Project in Psychology or, with department permission, an Internship or Practicum in Psychology. Students may also participate in an approved REU (research experience for undergraduates), complete an approved summer research fellowship at Lycoming College, or complete another appropriate research opportunity, pending departmental approval.

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 the Global Diversity Requirement: PSY 245. The following courses satisfy either the Domestic or Global Diversity Requirement: PSY 118 and 341. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

Minor Requirements

A minor in psychology consists of 20 credits in psychology including PSY 110; PSY 212; and at least two courses numbered 200 or higher. No more than one course can be from PSY 412, 448, 449, independent study, internship, or honors courses.

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. *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. Fulfills either Domestic or Global Cultural Diversity Requirement.*

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.*

212

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. *Prerequisites: PSY 110 and a statistics course of at least 3 credits, or consent of instructor.*

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. *Credit may not be earned for both PSY 239 and SPLED 335. Prerequisite: PSY 110.*

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. Credit may not be earned for both PSY 239 and SPLED 335.*

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.*

245

CROSS-CULTURAL PSYCHOLOGY: SPECIAL TOPICS

An introduction to the field of cross-cultural psychology that examines how cultural factors influence various aspects of the human experience. Topical focus of the course will vary according to the instructor. May be repeated for credit when topics are different. *Fulfills Global Cultural Diversity Requirement.*

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.*

312

PSYCHOLOGY RESEARCH PROSEMINAR

Students are led through the process of independent research from conception of research, development of design, conduction, analysis, and presentation of work. Students are supervised as they devise and conduct their own research projects. *Prerequisites: PSY 110, a statistics course of at least 3 credits, and grade of C- or better in PSY 212, or consent of instructor.*

315

CLINICAL NEUROSCIENCE

An examination of the structure and function of the human nervous system through the exploration of neurological and psychiatric disorders. This course provides students with an in-depth analysis of the symptoms, etiology, and treatment of various neurological and psychiatric disorders through the analysis of case studies and primary scientific research. *Prerequisite: PSY 110 and either PSY 116 or PSY 216.*

317

ATTACHMENT ACROSS THE LIFESPAN

Attachment refers to the emotional bonds that we form with other individuals. These “bonds” are more than mere “ties” to others—according to attachment theory, our attachment to others influences our self-perceptions, social cognition, and social interaction. This class is an upper-level seminar where students engage in an in-depth exploration of the literature pertaining to attachment from infancy into adulthood. Students complete advanced readings, are actively engaged in in-class discussions, and make several in-class presentations. *Prerequisite: PSY 110.*

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 focuses on empirical literature about dysfunctional families and child development, biographical, and political perspectives. *Prerequisites: PSY 115, 116, 118, 216, or 217, or consent of instructor.*

412

ADVANCED PSYCHOLOGY RESEARCH PROSEMINAR

Provides additional experience with independent research. As in PSY 312, students are led through the process of independent research from conception of research, development of design, conduction, analysis, and presentation of work. Students are supervised as they devise and conduct their own research projects; however, students are expected to work more independently than in PSY 312. Students should take this course to explore new areas of research or extensions of previous work. *Prerequisites: PSY 312 and 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: A grade of C- or better in 312 and a statistics course of at least 3 credits, 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: A grade of C- or better in 312 and a statistics course of at least 3 credits, or consent of instructor, 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: A grade of C- or better in 312 and a statistics course of at least 3 credits, or consent of instructor, 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

Associate 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 231	Law in America
PSCI 316	Public Opinion and Polling
PSCI 321	Congressional Politics
PSCI 338	Environmental Law and Politics
SOC 210	Sociology of Mental Health
SOC 220	Sociology of Family
SOC 228	Aging and Society
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 103	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 242	Human Rights
PSCI 342	Civil Conflict

RELIGION (REL, GRK, HEBR, LAT)

Professors: Gaber, S. Johnson (Chair)

Assistant Professors: Heyes, Knauth

Instructors: G. Adams, Charnock, McNassor

- Major: Religion
- Optional concentration: Biblical Studies
- Courses required for major: 10
- Capstone requirement: REL 447, Essay in self-understanding, 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 personal questions of living such as “Who are we?” “Does life have meaning or purpose?” and “Is there an ultimate reality?” At the same time, students are encouraged to consider the public effects of religion on the world: “How do people act religiously?” “How does religion impact politics, society, and conflict?” and “What does it mean to be a ‘secular’ society?” 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. Four core courses in the comparative study of religion:

REL 110	Introduction to World Religions
REL 220	What Is Religion?
REL 320	Topics in Comparative Religion
REL 447	Research in Religion

B. Two courses in analysis of scriptures—either REL 113 Introduction to the Old Testament or REL 114 Introduction to the New Testament, 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 331	Christian Social Ethics

PHIL 202	Medieval Philosophy
PHIL 227	Religion & Reason
PHIL 228	Philosophy and the Environment

D. Three additional elective courses. No more than four 100-level courses may be applied toward the major. 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 202, 227, 228.

A major in Religion with a concentration in Biblical Studies requires the four core courses; REL 113 and 114; three upper-level scriptures 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); and one additional elective.

Capstone Requirements

Majors must complete REL 447 Research in Religion. Senior Religion majors must also write an essay in self-understanding and 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 Domestic Cultural Diversity Requirement: REL 231 and 232. The following courses satisfy the Global Cultural Diversity Requirement: REL 210, 221, 226, 228, 233, and 401. The following courses satisfy either the Domestic or Global Diversity Requirement: REL 110, 211, 212, 225, 320, and 333. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

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, 220, 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, and HEBR 222.

110**INTRODUCTION TO WORLD RELIGIONS**

An introductory, interdisciplinary examination of the phenomena we have come to associate with “religion.” Students become familiar with the worldviews of the major world religions and engage in comparative analysis of these traditions’ texts and practices. The course also looks at the interconnection between religion and other elements of life, as well as the ways in which our own worldviews influence our understanding of religion. *Fulfills either Domestic or Global Cultural Diversity Requirement.*

113**INTRODUCTION TO THE OLD TESTAMENT**

Who are we? Who is God? Who are we in relation to God? Human grappling over centuries with these and many other questions about the nature of God and the world are reflected in the collection of laws, stories, and other writings that eventually became the Jewish/Hebrew Bible (Christian Old Testament). This course engages students in a critical examination of this literature in the light of archaeology, and in its historical, cultural, literary, and theological contexts to promote understanding of the scriptures.

114**INTRODUCTION TO THE NEW TESTAMENT**

Who is Jesus? What did he teach? What was his relationship to God? His early followers grappled with these questions, and some of their writings became the Christian New Testament. This course engages students in a critical examination of this literature in its historical and cultural setting and provides an introduction to methods of analyzing and interpreting the texts.

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.

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 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.*

220**WHAT IS RELIGION?**

Introduces students to the academic study of religion. Religious thought and behavior are examined from a variety of methodological perspectives, and students gain experience working with theorists common to the discipline of Religious Studies.

221**THE HELLENISTIC-ROMAN 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.*

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 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. *Cross-listed as ARCH 226. 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.

228

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.*

231

MAGIC AND MYTH IN POPULAR CULTURE

Explores elements of popular culture in the contemporary United States and the religious and historical aspects that contribute to their creation. Specifically, it aims to trace the under-acknowledged mythical material from the Middle Ages and Antiquity that develops into the present representations of beings such as vampires, zombies, werewolves, wizards, and others. *Fulfills Domestic Cultural Diversity Requirement. Alternate years.*

232

RELIGION AND FILM

From film to works of literature, stories have the power to shape what we believe and why we believe it. Given this, the course begins with a simple premise: religion not only influences our perception of media, but media also influence our perception of religion. In this course, we investigate the way in which popular media both make use of religious ideas and themes and create them. *Fulfills Domestic Cultural Diversity Requirement. Alternate years.*

233

ARCHAEOLOGY OF RITUAL

In-depth cross-cultural study of the archaeological remains of ancient ritual practices. While the meaning of ancient rituals is not directly accessible to us today, archaeologists study the spaces, objects, actors, and material residues of past ritual practices to understand their role and significance in past societies. Case studies drawn from the ancient Near East, Mediterranean, and the Americas. *Cross-listed as ANTH 233 and ARCH 233. Fulfills Global Cultural Diversity Requirement. Alternate years.*

320

TOPICS IN COMPARATIVE RELIGION

A topics course with a comparative religion focus. Possible topics include mysticism, magic, monstrosity, sacrifice, and religion and gender. *Prerequisite: REL 110, 220, or consent of instructor. May be repeated for credit with consent of instructor when topics are different. Fulfills either Domestic or 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, survey, or field research program, usually in the Near East or Mediterranean region. Includes instruction in excavation or survey techniques, recording and processing of artifacts, and exposure to the wider results of related excavation and research and the use of archaeology as a tool for elucidating historical and cultural changes. This course acquaints students with the basic techniques and procedures used in modern archaeology through intensive hands-on fieldwork. *Cross-listed as ARCH 401 and ANTH 401. Students desiring credit toward the Religion major or Humanities Distribution Requirement should register for REL 401; students desiring credit toward the Social Science Distribution Requirement or majors in Anthropology or Archaeology may register for either ANTH 401 or 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.*

447

RESEARCH IN RELIGION

Explores a particular comparative topic, tradition, or time period. Students engage in a scholarly manner with the topic under consideration, produce a well-researched paper, and present that research in a conference-style format. *Prerequisites: REL 220 and 320, or consent of instructor. May be repeated for credit with consent of instructor when topics are different.*

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 religion, 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, and 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)

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. 1 credit.*

450

SENIOR SEMINAR

Lycoming Scholars complete independent studies or departmental honors projects. These projects are presented to scholars and faculty in the senior seminar. Completion of two semesters, typically during the senior year, is required by the Scholars Program. *Prerequisite: Acceptance into the Lycoming Scholars Program. Non-credit course.*

SOCIAL AND ECONOMIC JUSTICE

Associate 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.

Minor Requirements

1. One core course from:

- SOC 240 Sociology of Race and Ethnicity
- SOC 241 Sociology of Gender and Sexuality

2. One course from the list below:

- HIST 200 Energy, Security, and Global Competition
- HIST 221 Latin America
- HIST 230 African American History
- HIST 232 The Rise of Islam
- HIST 243 Asia in Global Context
- HIST 246 Africa and the World
- HIST 324 Early American Law and Society
- HIST 329 Empires and Resistance
- HIST 338 Rights, Reform, and Protest
- HIST 342 Women and Reform
- PHIL 125 Introduction to Political Philosophy
- PHIL 334 Contemporary Political Philosophy

3. One course from the list below:

- ANTH 210 Talking Trash
- ANTH 230 Anthropology of Latin America
- ANTH 232 Environmental Anthropology
- ANTH 311 Power and Prestige
- ANTH 334 Economic Anthropology
- PSCI 231 Law in America
- PSCI 242 Human Rights
- PSCI 331 Civil Rights and Liberties
- PSCI 342 Civil Conflict

4. One course from the list below:

- ECON 224 Urban Problems
- ECON 225 Environmental Economics
- ECON 332 Government and the Economy
- ECON 335 Labor Economics
- ECON 337 Public Finance
- ECON 343 International Trade
- ENTR 320 Social Entrepreneurship

5. Any two additional elective courses from those listed above or below:

- ARCH 210 Talking Trash
- ARCH 311 Power and Prestige
- ARHI 339 Gender and Sexuality in Art
- BIO 108 Public Health
- BIO 215 Introduction to Geographic Information Systems (GIS)
- BIO 220 Environmental Biology
- BUS 349 Contemporary Issues in Finance
- CJCR 203 Correctional Policy
- CJCR 334 Race, Class, Gender and Crime
- ENGL 218 Classical and Modern Rhetoric
- ENGL 229 African American Literature
- ENGL 334 Women and Literature
- FILM 300 Film and Social Change
- GSWS 200 Gendered Perspectives
- SOC 222 Introduction to Human Services
- SOC 240 Sociology of Race and Ethnicity
- SOC 241 Sociology of Gender and Sexuality
- SOC 305 Sociology of Law

SOCIOLOGY (See Anthropology and Sociology)

SPANISH (See Modern Language Studies)

THEATRE (THEA)

Associate Professors: Innerarity, Stoytcheva-Horissian (Chair)

Assistant Professor: Hill

- Major: Theatre
- Concentrations: Acting, Design/Tech, Directing, Musical Theatre, Stage Management
- Courses required for Acting, Design/Tech, and Directing Concentrations: 10
- Courses required for Stage Management Concentration: 12
- Courses required for Musical Theatre Concentration: 13
- Production credits required for all Concentrations: 8
- Non-credit Colloquium: THEA 246 and 247 (Theatre trips)
- Capstone requirement: THEA 460, 461, 462, or 463
- Minors: Design/Tech, Performance

Theatre is a combination of many art forms, and the theatre curriculum provides opportunities to explore all its aspects in regards to the entertainment industry: 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. 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 five concentrations listed below. Should a student elect to pursue two concentrations, the student is required to complete 6 credits of THEA 161 and/or 162 for each concentration, totaling 12 credits.

Core courses required of all majors:

THEA 145, 146, 210, 226, 227, 246, 247, and 332 or 333, as well as 8 hours of THEA 161 and/or 162.

Concentration Requirements

1. **Acting:** THEA 237 or 345; 245, 249, and 460
2. **Design/Tech:** THEA 229, 230, 316, and 462
3. **Directing:** THEA 245, 326, 426, and 461

4. **Musical Theatre:** THEA 235 or 236; 237, 245, 460, and MUS 160 (1 credit); and MUS 161 and/or 168 (2 credits)
5. **Stage Management:** THEA 245, 326, 463, MUS 160 (1 credit), and one course from THEA 135, 136, 137, or 138 (2 credits)

Capstone Requirement

All majors must successfully complete THEA 460, 461, 462, or 463.

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. A list of courses that, when scheduled as W courses, count toward the Writing Requirement, can be found on the Registrar's website and in the GENERAL EDUCATION REQUIREMENTS section of the catalog.

Minor Requirements

Two minors are available in the Theatre Department.

- A minor in **Design/Tech** consists of THEA 145, 146 or other 4-credit theatre class in consultation with the department, 226, 246; one from 210, 332, or 333; one from 229, 230, or 316; and 4 credits of THEA 161 and/or 162.
- A minor in **Performance** consists of THEA 145, 146 or other 4-credit theatre class in consultation with the department, 226, 245, 246; one of 210, 332, or 333; and 4 credits of THEA 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.

146

FUNDAMENTALS OF PRODUCTION DESIGN

A methods course exploration into the world of theatrical design including the historical aspects of theatrical design, the fundamentals of digital rendering, CAD drafting, color theory, and the use of various color media for design renderings and scale models.

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.

161

THEATRE PERFORMANCE PRACTICUM

Faculty-supervised participation in the creation of productions in the Mary L. Welch Theatre, which includes but is not limited to actors and all running crews involved in each production.

Students do 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.

Prerequisite: Instructor Approval. 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 actors in major roles (eligible roles determined prior to casting), 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. *Prerequisite: Instructor Approval. 1 credit. May be repeated for credit. Practicum credit is limited to 8 credits over 4 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: ENGL 106, 107, or consent of instructor. 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 146. May be repeated for credit with consent of instructor when topics are different.*

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 146. Majors may take concurrently with THEA 146. 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 and 146. Alternate years.*

229

LIGHTING DESIGN & SOUND DESIGN

A course in the design of entertainment industry lighting and sound, with a special emphasis on theatre and the practical application of those designs, including laboratory work on the stage. *Prerequisites: THEA 146 or consent of instructor. Alternate years.*

230

COSTUME DESIGN & TECHNOLOGY

A detailed introduction to costuming for theatre and the entertainment industry. Includes elements of design, script analysis, planning, and production of all costume elements for the stage, film, dance, and private productions. *Prerequisites: THEA 146 or consent of instructor. Alternate years.*

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.*

237**MUSICAL THEATRE PERFORMANCE**

Exploration of the unique performing challenges of the genre through work with individual songs, scenes, and ensemble pieces; analysis and characterization; and choreography. Addresses audition process, musical theatre history, and repertoire. *Alternate years.*

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 either to Kennedy Center American College Theatre Festival to participate in various professional activities or 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.*

316

PROPS ARTISTRY

A methods course based on the practical application of properties design and construction in relation to the department's production season. Fundamental crafting techniques include carving techniques, special effects, 3D printing, mold making, and casting. *Prerequisite: THEA 146. Alternate years.*

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: ENGL 106, 107, 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: ENGL 106, 107, or consent of instructor. Alternate years. Fulfills either Domestic or Global Cultural Diversity Requirement.*

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 145.*

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, 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.*

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 that allows students to demonstrate expertise in directing. 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.*

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.*

463**SENIOR PROJECT IN STAGE MANAGEMENT**

The application of script analysis and practical skills in a self-proposed project that allows students to demonstrate expertise in 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. *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.

WOMEN'S AND GENDER STUDIES (See Gender, Sexuality, and Women's Studies)

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Co-owner, Freddy's Broomall, PA, West Chester, PA

Co-owner, Penn Oaks Golf Club, West Chester, PA

Voorhees, NJ

William E. Evans, D.M.D. '72

Director Dental Surgeon (Retired)
United States Public Health Service
Cutchogue, NY

Donald E. Failor '68

Owner, Failor Associates, LLC
Harrisburg, PA

David E. Freet '68

Retired President, PA Telephone Association
Harrisburg, PA

David D. Gathman '69

Retired CFO, SunGard Public Sector
Venice, FL

Barbara B. Heim '83

Retired Executive Vice President of Human Resources, BG Group
Vero Beach, Florida

Colleen M. Heisey '99

Partner, Jones Day
Washington, DC

James M. Jeffries III, M.D., F.A.C.S., '78

Plastic Surgeon, Soderstrom Skin Institute
Peoria, IL

Dr. Steven P. Johnson '76 '19H

President/CEO UPMC Susquehanna
Williamsport, PA

Daniel R. Langdon '73

CEO, East Penn Manufacturing Co., Inc.
Lyon Station, PA

Dr. John Edward Marthinsen '70

Professor of Economics and International Business, Babson College
Wellesley, MA

Nanci (Davis) Morris '78

Managing Director, New England Retirement Consultants LLC
Chatham, NJ

Timothy L. Myers '87

*Chief Operating Officer and Chief Financial Officer, Ingleside
Kennett Square, PA*

Frank G. Pellegrino

*Business Developer
Williamsport, PA*

David L. Schoch '73

*Retired Group VP, President, Asia Pacific Operations, Ford Motor Company
Farmington Hills, MI*

James G. Scott '70

*Founder and Principal, CareerChoiceFirst
Williamsport, PA*

Stanley W. Slotter '80, Chair Emeritus of the Board

*President, Paradigm Companies
Arlington, VA*

Cheryl (Eck) Spencer '70

*Retired VP Quality and Compliance
Newtown Square, PA*

Linda Porr Sweeney '78

*Attorney
Lancaster, PA*

Barbara Lovenduski Sylk '73

*Artist-Educator-Designer
Merion, PA*

Dr. Kent C. Trachte

*President, Lycoming College
Williamsport, PA*

John S. Trogner, Jr. '68

*General Partner Retired, First Commercial Development Company
Camp Hill, PA
Director/Treasurer, Troegs Brewing Company
Hershey, PA*

Dr. Marina N. Vernalis '73

*Medical Director and Physician, Integrative Cardiac Health Project
Walter Reed Military Center*

Bethesda, MD

Tammy E. Weber '83

Attorney, Marshall, Parker & Weber LLC
Williamsport, PA

Diane Dalto Woosnam '73

Art Consultant, Diane Dalto & Associates
Philadelphia, PA

EMERITI TRUSTEES

Dr. Brenda P. Alston-Mills '66

Retired Associate Dean and Director: Office of Diversity and Pluralism
College of Agriculture and Natural Resources, Michigan State University
East Lansing, MI

Hon. Marie White Bell '58, '17H

Retired NJ Superior Court Judge
Huntington, NJ

Dr. Robert L. Bender '59

Retired Associate VP for Academic Affairs, Emeritus, University of Illinois
Champaign, IL

John R. Biggar '66

Retired Executive Vice President/CFO, PPL Corporation
Allentown, PA

Jay W. Cleveland, Sr.

Retired Chairman of the Board/CEO, Cleveland Brothers Equipment Company
Murrysville, PA

Richard W. DeWald '61

Chairman, Montgomery Plumbing Supply Company
Montoursville, PA

Dr. Daniel G. Fultz '57 '01H

Retired Executive VP and Treasurer, Lycoming College
Pittsford, NY

Nancy (Hall) Gieniec '59

Self-Employed/Retired
Lancaster, PA

Dr. Arthur A. Haberberger '59, '11H

Emeritus Chair of the Board
Reading, PA

Daniel R. Hawbaker

President, Glenn O. Hawbaker, Inc.
State College, PA

Harold D. Hershberger, Jr. '51

President, Deer Mountain Associates, Inc.
Williamsport, PA

Bishop Neil L. Irons '12H

Retired Bishop, Central PA Conference UMC
Mechanicsburg, PA

Rev. Dr. Kenrick R. Khan '57

Clergy/Teacher/Retired
Penney Farms, FL

Dale N. Krapf '67

Chairman of the Board, Krapf Group
Exton, PA

David B. Lee '61

Retired President/CEO, Omega Financial Corporation
State College, PA

Dr. Robert G. Little '63

Staff Physician, UPMC Pinnacle Express Care
Harrisburg, PA

Carolyn-Kay (Miller) Lundy '63

Community Volunteer/Former Teacher
Williamsport, PA

Dr. Peter R. Lynn '69, '15H

Emeritus Chair of the Board
President/CEO, Government Retirement & Benefits, Inc.
Alexandria, VA

D. Stephen Martz '64

Retired President & COO, Omega Financial Corporation
Hollidaysburg, PA

Hugh H. Sides '60

Retired, Robert M. Sides Music, Inc.

Williamsport, PA

Charles D. Springman '59

*Retired Sr. VP Operations, Lord & Taylor
Williamsport, PA*

Dr. Dennis G. Youshaw '61

*Retired Physician
Altoona, PA*

ADMINISTRATIVE STAFF

Kent C. Trachte (2013)

President

*B.A., Dartmouth College
M.A., University of Kentucky
Ph.D., Binghamton University*

Philip W. Sprunger (1993)

Provost and Dean of the College

*B.S., B.A., Bethel College
M. A., Ph.D., Indiana University*

Jeffrey L. Bennett (2012)

Vice President for Finance & Administration

B.A., Lycoming College

Charles W. Edmonds (2009)

Executive Vice President

*B.A., Lycoming College
M.Div., Duke University Divinity School
Ed.D., University of Pennsylvania*

Michael J. Konopski (2014)

Vice President for Enrollment Management

*B.A., State University of New York at Geneseo
M.S., State University of New York at Buffalo*

Daniel P. Miller (2005)

Vice President for Student Life

*B.S., St. John Fisher College
M.S., Syracuse University
Ed.D., Widener University*

Joseph J. Balduino (2015)

Associate Director and Manager of Admissions Information Systems

B.A., Lycoming College

Lauren E. Balliet (2019)

Astronomy/Physics Lab Manager & Planetarium Director

B.S., Clarion University of Pennsylvania

M.S., Texas A&M University-Commerce

Taryn L. Bartholomew (2016)

Head of Library Systems and Collections and Assistant Professor

B.A., Lycoming College

M.S.L.S., Clarion University

Patricia E. Bausinger (2001)

Campus Store Manager

Gregory J. Bell (2010)

Associate Director of Major Gifts

B.A., Lycoming College

Holly A. Bleam (2020)

Director of Public Safety

B.S., Delaware Valley University

M.A., Holy Family University

Emily R. Bohlin (2014)

Biology Lab Manager

B.S., M.S., University of Tennessee at Chattanooga

Jilliane R. Bolt-Michewicz (2014)

Registrar

B.S., Mansfield University

M.A., Indiana University of Pennsylvania

Drew M. Boyles (2011)

Development Officer

B.A., Lycoming College

Lara Collins Breon (2004)

Alumni Relations Officer

B.A., Lycoming College

Mary J. Snyder Broussard (2006)

Instructional Services Librarian and Professor

Coordinator of Reference and Assessment

B.A., Miami University

M.L.S., Indiana University

Robert J. Brown (2013)
Web Developer
B.A., B.S., Lycoming College

Diane M. Carl (2010)
Assistant to the President
A.A.S., SUNY at Canton

Melissa A. Cashner (2020)
Human Resources Generalist
B.S., Lycoming College

Amy K. Chandler (2017)
Associate Director of Advancement Communications
B.A., Austin College

Michael Clark (2008)
Head Football Coach & Director of Athletics
B.A., Lycoming College
M.B.A., Rowan College

Lauren J. Crouse (2020)
Admissions Counselor
B.S., Pennsylvania College of Technology
M.A., Montclair State University

Robert C. Dietrich (2017)
Senior Director for Major and Planned Gifts
B.S., Westminster College
M.B.A., Pennsylvania State University

Ellen M. Dunkleberger (2020)
Assistant Director, Instructional Technology
B.S., Susquehanna University
M.S., Southern Methodist University

Robert L. Dunkleberger (2014)
Chief Information Officer
B.S., Susquehanna University
M.S., Bloomsburg University

Justin A. Ellison (2015)
Director of Outdoor Leadership & Education
B.S., North Greenville University
M.Ed., Georgia College

Sarah E. Ethridge (2018)
Senior Admissions Counselor
B.A., Indiana University of Pennsylvania
M.Ed., Kutztown University of Pennsylvania

Marleni Feinstein (2017)
Special Assistant to the President, International Initiatives
B.A., National University of Singapore
M.A., M.L.S., Indiana University Bloomington

Stephanie E. Fortin (2002)
Assistant Director of Counseling Services
B.A., Lycoming College
M.A., Kutztown University

Tabitha N. Giacalone (2020)
Assistant Director of Residential Life
B.S., M.A., M.Ed., Slippery Rock University

Joseph A. Guistina (2010)
Sports Information Director and Associate Director of Athletics
B.A., Susquehanna University
M.A., University at Buffalo

Kacy J. Z. Hagan (2018)
Director of Human Resources & Risk Management
B.A., University of Mary Washington
M.B.A., Strayer University

Bonnie J. Hall (2017)
Costume Shop Manager/Costume Designer
A. A., College of Eastern Utah
B.A., Weber State University
M.M., West Texas A&M University

Murray J. Hanford (1991)
Director of Publications

Dawn L. Hendricks (2010)
Controller
B.A., Lycoming College

Kelly J. Henrie (2011)
Director of Campus Recreation & Intramurals
B.S., Bloomsburg University

Jessica A. Hess (2013)
Director of Admissions
B.A., M.S. Ed., Bucknell University

Deanna K. High (2014)
Director of Advancement Operations
B.A., Lycoming College

Allison A. Holladay (2016)
Associate Director of Global Education
B.B.A., Acadia University

Kevin M. Hooker (2019)
Admissions Counselor
B.S., West Virginia University

Mary C. Hummel (2012)
Associate Dean of Students
B.A., M.E., Lynchburg College

Kristin S. Ivers (2017)
Piano Accompanist
B.A., Bethany College

Jeffrey G. Johnson (2017)
Piano Accompanist
Susquehanna University and Lock Haven University

Chiaki Kotori (2010)
Director of Institutional Research
B.A., Sophia University
M.Ed., Ed.D., University of Massachusetts Amherst

Marla Kramer-Carnicom (2016)
Senior Director of Marketing & Communications
B.S.J., Ohio University

F. Douglas Kuntz (2000)
Director of Physical Plant
B.S., West Virginia University

Nicole S. Kuntz (1996)
Director of IT, Core Services
B.A., Lycoming College

James S. Lakis (2009)
Director of Financial Aid
B.A., Temple University

Anne M. Landon (1996)
Associate Director for Career Advising
B.A., Bloomsburg University

David J. Lantz (2012)
Assistant Director of Physical Plant
B.S.W., Eastern University

Lesley L. Larson (2016)
Director of Annual Giving
B.F.A., Lycoming College

Victoria S. Leiggi (2021)
Instructional Services Librarian and Assistant Professor
A.A., College of DuPage
B.A., Illinois State University
M.S., University of Illinois at Urbana-Champaign

Stephanie A. Lovell (2013)
Career Advisor for the Arts & Humanities
B.A., Dickinson College

Tia J. Magargle (2015)
Assistant Controller
B.A., Lycoming College
M.B.A., Bloomsburg University

Brenda M. Marshall (2004)
Assistant Registrar
B.A., Bloomsburg University

Melissa A. Masse (2001)
Assistant Director of Financial Aid
B.A., Lycoming College

Lisa L. Mendler (2008)
Assistant to the Provost
B.S., Mansfield University

Lisa A. Mondell (2017)
Career Advisor for the STEM Fields
B.A., Lycoming College

M.A., Penn State Harrisburg
Psy.D., Indiana University of Pennsylvania

Justin R. Ossont (2015)

Assistant Director of Admissions
B.A., Lycoming College

Lori J. Patterson (2015)

Director of Career & Professional Development
B.A., M.Ed., Bloomsburg University

Janet M. Payne (2006)

Director of IT, Engagement & Innovative Services
A.S., Williamsport Area Community College

Christopher K. Reed (2008)

Director of the Math Center and Lecturer of Mathematics
B.S., Lycoming College
M.E., Mansfield University

Amy S. Reyes (2011)

Senior Director for Alumni Engagement
B.A., Lycoming College

Leslie O. Rieck (2019)

Biology Postdoctoral Scholar
B.S., Allegheny College
Ph.D., The Ohio State University

Krista M. Rinehimer (2019)

Chemistry Lab Manager / Chemical Hygiene Officer
B.S., Millersville University
M.A., University of Scranton

Amy Rogers (2007)

Associate Provost and Professor of Education
B.A., Lycoming College
M.Ed., Bloomsburg University
Ph.D., The Pennsylvania State University

Susan M. Ross (1998)

Vice Provost for Experiential Learning and Professor of Anthropology and Sociology
B.A., Millersville University
M.A., Ph.D., University of New Hampshire

Diane S. Salamone (1999)

Manager of User Success
B.A., Lycoming College

Tara Leigh Sands (2017)

Director of Fraternity & Sorority Life & Involvement
B.S., Eckerd College
M.A., Western Carolina University

Emily C. Shaffer (2019)

Associate Director of Annual Giving
B.A., Lycoming College

Glenn T. Smith (2014)

Director of Athletics Development & Warrior Club and
Assistant Director of Athletics
B.A., Lycoming College

Tory A. Smith (2020)

Admissions Counselor
B.S., Lock Haven University of Pennsylvania
M.S., Rutgers University

Cindy D. Springman (1999)

Bursar
A.A., Williamsport Area Community College

Melanie J. Taormina (2005)

Foundation Relations Officer
B.A., Lycoming College
M.F.A., University of Pittsburgh

C. Townsend Velkoff (2005)

Director of Counseling Services
B.A., Hartwick College
M.S., Syracuse University

Elizabeth Waltman (2021)

Snowden Library
B.Mus., Ithaca College
M.Mus., San Francisco Conservatory of Music
MLIS, University of Pittsburgh

Craig R. Washington (2020)

Admissions Counselor
B.S., Towson University
M.A., Indiana University of Pennsylvania

Mallory L. Weymer (2018)

Assistant Dean of First-Year Students
B.S., Pennsylvania College of Technology
M.S., Northeastern University

Shanna Powlus Wheeler (2007)

Assistant Director of Academic Resource Services and Director of the Writing Center
B.A., Susquehanna University
M.F.A., The Pennsylvania State University

Melvin C. Zimmerman (1979)

Director of Clean Water Institute and Professor Emeritus of Biology
B.S., SUNY at Cortland
M.S., Ph.D., Miami University

Lynn M. Zitta (2018)

Associate Director, Enrollment Marketing
B.A., Lycoming College
M.F.A., Vermont College of Fine Arts

FACULTY

- * On Sabbatical Fall 2021
- * On Sabbatical Spring 2022

Professors

Mary J. Snyder Broussard (2006)

Snowden Library
B.A., Miami University
M.L.S., Indiana University

Cullen Chandler (2003)

History
Director of Lycoming Scholars
B.A., Austin College
M.A., Fordham University
Ph.D., Purdue University

Sascha Feinstein (1995)

English
The Shangraw Chair in the Liberal Arts
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

Gary Hafer (1992)*

English

John P. Graham Teaching Professor

B.A., M.A., Kutztown University

Ph.D., Purdue University

Steven R. Johnson (1999)**

Religion/Archaeology

M.B. Rich Endowed Chair

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

The Logan A. Richmond Endowed Professor

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

Andrew Leiter (2005)

English

B.A., University of Alabama, Tuscaloosa

M.A., Ph.D., University of N.C., Chapel Hill

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 Madresehee (1986)

Economics

Robert L. and Mary Jackson Shangraw Professor

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

Leah B. Peterson (2007)

Film and Video Arts
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

Amy Rogers (2007)

Education
B.A., Lycoming College
M. Ed., Bloomsburg University
Ph.D., The Pennsylvania State University

Susan M. Ross (1998)

Anthropology and Sociology
Vice Provost for Experiential Learning
B.A., Millersville University
M.A., Ph.D., University of New Hampshire

Sarah Silkey (2008)

History
B.A., Carleton College
M.A., Ph.D., University of East Anglia, UK

Howard Tran (2002)

Art
B.F.A., Academy of Art College

M.F.A., Boston University

John M. Whelan, Jr. (1971)

Philosophy

B.A., University of Notre Dame

Ph.D., The University of Texas at Austin

Associate Professors

Ryan Adams (2010)

Anthropology and Sociology

B.S., M.A., Ph.D., Indiana University

Meghan Andrews (2015)

English

A.B., Brown University

M.A., Ph.D., The University of Texas at Austin

Susan Beery (1999)*

Psychology

B.A., Duke University

M.S., Ph.D., University of Miami

Holly D. Bendorf (1995)

Chemistry

B.S., The Pennsylvania State University

Ph.D., University of California-Los Angeles

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

William Ciabattari (2006)

Music

B.S.E., University of Arkansas

M.M., Cleveland Institute of Music

Ph.D., Case Western Reserve University

Heather M. Demshock (2012)

Accounting
B.S., Old Dominion University
M.S., Liberty 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

Seth Goodman (2008)
Art
B.F.A., University of North Carolina at Asheville
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

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

Jathan Innerarity (2012)
Theatre
B.F.A., Stephen F. Austin State University
M.F.A., The University of Memphis

Lauri L. Kremer (2006)
Accounting
B.A., Lycoming College
M.B.A., Wilkes University
C.P.A. (Pennsylvania)

Michael Kurtz (2015)

Economics

B.S., Quinnipiac University

M.A., Ph.D., University of New Hampshire

Charles H. Mahler (1994)

Chemistry

B.A., The Ohio State University

M.S., Ph.D., Northwestern University

Betty McCall (2004)

Anthropology and Sociology

B.A., Lamar University

M.S., Baylor University

M.A., Ph.D., Vanderbilt University

Elizabeth Moorhouse (2007)

Economics

Director, Institute for Management Studies

Marshal of the College

B.S., M.A., Ph.D., University of Nebraska, Lincoln

Jessica Munson (2015)

Latin American Archaeology

A.B., Princeton University

M.A., Ph.D., University of Arizona

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

Kerry Richmond (2009)

Criminal Justice-Criminology

B.A., Boston College

M.S., Central Connecticut State University

Ph.D., University of Maryland

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

Biliana Stoytcheva-Horissian (2012)

Theatre
M.F.A., National Academy for Theatre and Film Arts, Sofia Bulgaria
M.A., Ph.D., University of Oregon

Assistant Professors

Susan Achury (2021)

Political Science
J.D., Universidad Nacional de Colombia
M.A., University of Texas at El Paso
Ph.D., University of Houston

David R. Andrew (2015)

Biology
B.A., Oberlin College
Ph.D., University of Arizona

Taryn Bartholomew (2016)

Snowden Library
B.A., Lycoming College
M.S.L.S., Clarion University

Jacob Berger (2019)

Philosophy.
B.A., Swarthmore College
M.Phil., Ph.D., The Graduate Center, City University of New York

Andrew Brandon (2015)

Mathematical Sciences
B.S., Arizona State University
M.S., Ph.D., The University of Maryland

Len Cagle (2005)

Modern Language Studies
B.A., M.A., University of Arkansas

Ph.D., Brown University

Troy Cannode (2018)

Accounting

B.S., The Ohio State University

M.B.A., West Chester University

Certification of Accounting Concentration, Columbus State Community College

John Capo (2020)

Communication

B.F.A., Conservatory of Theatre Arts and Film Purchase College

M.A., Stony Brook University

Lori Curtindale (2020)

B.A., Otterbein University

M.A., Bowling Green State University

Ph.D., University of Kansas

Stephen St. Francis Decky (2017)

Film and Video Arts

M.F.A., Tufts University

April Drumm-Hewitt (2021)

Psychology

B. A., The College of New Jersey, Psychology

M.S., Ph.D., Binghamton University

Victoria Gonzales (2020)

Sociology

B.A., Vassar College

M.A., Boston College, Rutgers University

Ph.D., Rutgers University

Daniel Hall (2017)

Music

A.S., College of Eastern Utah

B.A., Weber State

M.M., Brigham Young University

D.M.A., University of Miami, Florida

Michael Heyes (2017)

Religion

B.A., St. Olaf College

M.A., University of Washington

Ph.D., Rice University

C. Austin Hill (2018)

Theatre

B.A., University of Utah

M.A., Ph.D., The Ohio State University

Jennifer Irwin (2017)

Business Administration

B.A., Western Michigan University

Masters of Information and Library Science, University of Washington

Ph.D., University of Oregon

Dr. Benjamin Kantack (2020)

Political Science

B.A., Colgate University

M.S., San Jose State University

Ph.D., Clemson University

Robin DeWitt Knauth (1999)

Religion/Archaeology

A.B., Princeton University

M.T.S., Regent College

Th.D., Harvard University Divinity School

Kimberly Kohler (2020)

Education

B.A., M.Ed., The Pennsylvania State University

Victoria S. Leiggi (2021)

Snowden Library

A.A., College of DuPage

B.A., Illinois State University

M.S., University of Illinois at Urbana-Champaign

Justin Lopez-Medina (2015)

Criminal Justice-Criminology

B.A., University of New Mexico

M.S., University of Pennsylvania

Ph.D., Temple University

Erin McCutcheon (2019)

Art History

B.A., Boston College

M.A., University of Leeds

Maybel Mesa Morales (2021)

Modern Language Studies

B.A., Universidad de La Habana, Cuba
Ph.D., Texas A&M University

Manuel Moreno-Lee (2020)

Art
B.F.A., University of Massachusetts
M.F.A., Rochester Institute of Technology

Mary E. Morrison (2004)

Biology
B.A., Princeton University
M.A./M.Phil., Ph.D., Columbia University

Tina R. Norton (2011)

Psychology
B.A., M.A. Edinboro University of Pennsylvania
Ph.D., Kent State University

Mary Kate O'Donnell (2021)

Biology
B.S., Saint Joseph's University
Ph.D., University of South Florida

Kurt H. Olsen (1993)

Psychology
B.S., St. Lawrence University
M.S., Ph.D., University of Rochester

Krish Pilla (2021)

Computer Science
B.Tech, University of Kerala, India
M.S., Ph.D., South Methodist University, Dallas, Texas

Jeremy D. Ramsey (2005)

Chemistry
B.S., Clarion University of Pennsylvania
Ph.D., The Ohio State University

Andreas Rentsch (2017)

Art
B.F.A., Ecole d'Arts Appliqués, Vevey, Switzerland
M.F.A., Stony Brook University

Allison Saunders (2019)

Biochemistry
B.A., Rochester Institute of Technology

Ph.D., The Pennsylvania State University

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

Andrew Stafford (2016)

Modern Language Studies

B.A., Montclair State University

M.A., Ph.D., The Pennsylvania State University

Rubén Varona (2021)

Modern Language Studies

B.A., University of Cauca, Colombia

M.F.A., University of Texas, El Paso

Ph.D., Texas Tech University

Elizabeth Waltman (2021)

Snowden Library

B.Mus., Ithaca College

M.Mus., San Francisco Conservatory of Music

MLIS, University of Pittsburgh

Rita Wells (2019)

Astrophysics

B.S., Grinnell College

Ph.D., Iowa State University

Julie Yingling (2019)

Criminal justice-Criminology

B.A., Valparaiso University

M.A., Villanova University

Ph.D., Michigan State University

Douglas Young (2008)

Philosophy

A.B., Brown University

M.T.S., Harvard University

M.A., Ph.D., Cornell University

Mark Zajack (2020)

Business Administration
B.A., Colgate University
M.S., San Jose State University
Ph.D., Clemson University

Lecturer, 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

Edwin Beitz (2016)

Wellspan York Hospital
MHA
MLS(ASCP)

Sarah Camp (2018)

Psychology
B.A., Smith College
M.A., Psy.D., Regent College

John Charnock (2017)

B.A., Lycoming College
M.DIV., The Divinity School, Harvard University
D.MIN., Pittsburgh Theological Seminary

Sophie Cromley (2020)

Modern Language Studies
B.A., Institut de Traducteurs et Interprètes, Brussels Belgium

Kevin Derr (2020)

Political Science
B.A., Indiana University of Pennsylvania
J.D., LL.M., The Dickinson School of Law

William Dever (2008)

Religion/Archaeology
B.A., Milligan College
M.A., Butler University

B.D., Christian Theological Seminary
Ph.D., Harvard University

Marleni Feinstein (2017)

English
B.A., National University of Singapore
M.A., M.L.S., Indiana University

Christian Frey (2019)

Political Science
B.A., Lycoming College
J.D., Roger Williams University School of Law

Pamela Gaber (2002)

Religion/Archaeology
B.A., University of Wisconsin, Madison
A.M., Ph.D., Harvard University

Maria Hebert-Leiter (2010)

English
B.A., Loyola University
M.A., Ph.D., University of North Carolina

Jennifer Kuzio (2017)

Education
B.A., Wells College
Education Certification, Lycoming College
M.A., Lesley University

Donald Leathers (2016)

Medical Director, The Williamsport Hospital Program in Clinical Laboratory Science

Andrea McDonough Varner (2014)

Art
B.A., Lycoming College
M.Ed., Mansfield University

John McNassor (2010)

Religion
B.A., Rockmont College
M. Div., Central Baptist Theological Seminary
M. Phil., Ph.D., Drew University

Jason Mifsud (2015)

Mathematical Sciences
B.A., Lycoming College

M.A., Binghamton University

Lori J. Patterson (2015)

Director of Career and Professional Development

B.A., M.Ed., Bloomsburg University

Elizabeth Rafferty (2018)

Education

B.A., Lycoming College

M.S., Wilkes University

Christopher Reed (2008)

Mathematical Sciences

Director of the Math Center

B.S., Lycoming College

M.E., Mansfield University

Daniela Ribitsch (2009)

Modern Language Studies

M.A., Ph.D., Karl Franzens University Graz

Lauri Rintelman (2017)

Modern Language Studies

B.A., Lycoming College

Edward Robbins (2001)

Criminal Justice and Criminology

B.A., Mansfield University

M.S., Shippensburg University

Nadine Sapiente (2019)

Education

B.S., Richmond College, CUNY

M.S.Ed., Wagner College

M.S., SUNY

Kathryn Turner Sterngold (1992)

Art

B.S., Kutztown University

M.A., Alfred University

Phoebe Wagner (2021)

English

B.A., Lycoming College

M.F.A., Iowa State University

Christine M. Wheary (2016)

Program Director, The Williamsport Hospital Program in Clinical Laboratory Science

Mallory L. Weymer (2018)

Director of Civic Engagement & Personal Development

B.S., Pennsylvania College of Technology

M.S., Northeastern University

Applied Music Instructors

Richard Adams (2001)

Saxophone and Jazz Improvisation

B.A., Lycoming College

Steve Adams

Jazz Improvisation

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

Richard S. Coulter (2017)

Secondary Music Methods

B.F.A., M.A., Carnegie-Mellon University

Richard Cummings (2016)

Percussion

M.E.A., University of Scranton

B.M.E., Mansfield University

Bonnie Hall (2017)

Voice

B.A., Weber State University

M.A., West Texas A&M University

Garet Holdren (2017)

Cello and String Methods

Jeffrey Johnson (2017)
Piano Accompanist and Organ
Susquehanna University and Lock Haven University

Urie Kline (2015)
World Drumming and Percussion
B.A., University of Pittsburgh

Timothy Latscha (2018)
Elementary Music Methods
B.M., Mansfield University
M.A., Marywood University

Dale Orris (2006)
Trumpet
M.M., Cincinnati

Emily Rolka (2015)
Violin, Viola, and String Methods
B.M., University of Michigan
M.F.A., University of Iowa
D.M.A., University of Minnesota

Kenneth Sarch (2017)
String
B.S., Juilliard School
M.S., Juilliard School
Artist Diploma, New England Conservatory
D.M.A., Boston University

Sara Scott (2015)
Voice
B.A., Lycoming College

Ashley Shank (2014)
Flute, Woodwind Ensemble, and Flute Choir
D.M.A., University of Illinois

John Paul Tobin (2017)
Strings and String Ensemble
B.A., Pennsylvania State University
M.M., California State University, Fullerton

Joanne Yang (2015)
Piano

B.M., Tainan University of Technology
M.A., Fu Jen Catholic University
M.M., Carnegie Mellon University
D.M.A., Penn State University

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

Susan K. Beidler

Associate Professor Emerita of Library Services
B.A., University of Delaware
M.L.S., University of Pittsburgh

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

Barbara F. Buedel

Professor Emerita of Modern Language Studies
B.A., University of Kentucky
M.A., M. Phil., Ph.D., Yale University

Amy Cartal-Falk

Associate Professor Emerita of Modern Language Studies

B.A., Lycoming College

M.A., Ph.D., The Pennsylvania State University

Santusht S. deSilva

Professor Emeritus of Mathematical Sciences

B. Sc., University of Sri Lanka

M.A., Ph.D., University of Pittsburgh

Jack D. Diehl, Jr.

Professor Emeritus of Biology

B.S., M.A., Sam Houston State University

M.S., Ph.D., University of Connecticut

Eugene Donati

Assistant Professor Emeritus of Corporate Communication

B.A., University of Pittsburgh

M.P.A., The American University

M.S.C.F., University of Toronto

James E. Douthat

President Emeritus

A.B., The College of William and Mary

M.Div., Ed.D., Duke University

Lynn Estomin

Professor Emerita of Art

B.A., Antioch College

M.F.A., University of Cincinnati

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

Amy Golahny

Professor Emerita of Art

B.A., Brandeis University

M.A., Williams College – Clark Art Institute

M. Phil., Ph.D., Columbia University

Stephen R. Griffith

Professor Emeritus of Philosophy

A.B., Cornell University

M.A., Ph.D., University of Pittsburgh

G. W. Hawkes

Professor Emeritus of English

Marshal of the College

B.A., University of Washington-Seattle

M.A., Ph.D., SUNY-Binghamton

Owen F. Herring

Assistant Professor Emeritus of Philosophy

B.A., Wake Forest College

Richard A. Hughes

Professor Emeritus of Religion

B.A., University of Indianapolis

S.T.B., Ph.D., Boston 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

Bonita Kolb

Associate Professor Emerita of Business Administration
B.A., Alaska Pacific University
M.S., Ph.D., Golden Gate University

Eldon F. Kuhns, II

Associate Professor Emeritus of Accounting
B.A., Lycoming College
M. Accounting, University of Oklahoma
C.P.A. (Pennsylvania)

Robert H. Larson

Professor Emeritus of History
B.A., The Citadel
M.A., Ph.D., University of Virginia

Richard J. Morris

Professor Emeritus of History
B.A., Boston State College
M.A., Ohio University
Ph.D., New York University

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

Eileen M. Peluso

Associate Professor Emerita of Mathematical Sciences and Associate Provost Emerita
B.S., Bloomsburg University
M.S., Ph.D., The Pennsylvania State University

John F. Piper

Professor Emeritus of History and Dean Emeritus of the College
A.B., Lafayette College
B.D., Yale University
Ph.D., Duke University

David J. Rife

Professor Emeritus of English
B.A., University of Florida
M.A., Ph.D., Southern Illinois University

Michael G. Roskin

Professor Emeritus of Political Science
A.B., University of California at Berkeley
M.A., University of California at Los Angeles
Ph.D., The American University

Kathryn M. Ryan

Professor Emerita of Psychology
B.S., University of Illinois
M.S., Ph.D., University of Pittsburgh

Roger D. Shipley

Professor Emeritus of Art
B.A., Otterbein College
M.F.A., Cranbrook Academy of Art

N. J. Stanley

Associate Professor Emerita of Theatre
B.S., Louisiana State University
M.F.A., Florida State Univ., Tallahassee
Ph.D., Indiana University-Bloomington

Arthur Sterngold

Associate Professor Emeritus of Business Administration
B.A., Princeton University
M.B.A., Northwestern University
Ph.D., The Pennsylvania State University

Fred M. Thayer, Jr.

Professor Emeritus of Music

A.B., Syracuse University
B.M., Ithaca College
M.M., SUNY at Binghamton
D.M.A., Cornell University

H. Bruce Weaver

Associate Professor Emeritus of Business Administration
B.B.A., Stetson University
J.D., Vanderbilt University
M.B.A., University of Central Florida

Frederic M. Wild, Jr.

Assistant Professor Emeritus of Communication
B.A., Yale Divinity School
M.Div., Yale Divinity School
M.A., Ph.D., Ohio State University

Melvin C. Zimmerman

Professor Emeritus of Biology
B.S., SUNY at Cortland
M.S., Ph.D., Miami University

ATHLETIC STAFF

Tiffany Aderhold

Warrior Spirit Advisor

Joe Alexander

Head Strength and Conditioning Coach
B.S., Salisbury University
M.S., Nova Southeastern University

Peyton Allen

Assistant Football Coach
B.S., Bridgewater

Andrew Arnold

Assistant Softball Coach
B.S., Bloomsburg University

Mikayla Bower Arnold

Assistant Softball Coach
B.S., St Francis University

Nikolai Arnold

Assistant Men's Basketball Coach
B.A., Syracuse University

Courtney Baer

Assistant Softball Coach
B.A., Mansfield University

LeRoy Baer

Head Men and Women's Tennis Coach
PTR Professional Tennis Registry
Dennis VanDerMeer Tennis University

Erik Berthold

Assistant Volleyball Coach
B.A., Lycoming College
M.S., University of Scranton

Joseph Britto

Assistant Men's Basketball Coach
B.A., M.S., Bloomsburg University

Michael Clark

Director of Athletics
Head Football Coach
B.A., Lycoming College
M.B.A. Rowan University

Roger Crebs

Head Wrestling Coach
B.A., Lycoming College

Christen Ditzler

Head Women's Basketball Coach
Assistant Athletic Director
B.A., Franklin & Marshall College
M.B.A., West Chester

Andrew Dragunas

Head Swim Coach
B.S., East Carolina University

Alicia Engler-Kidwell

Assistant Women's Basketball Coach
B.A., Lycoming College

Royce Eyer

Assistant Wrestling Coach
B.A., Lycoming College

Kenny Fern
Head Women's Soccer Coach
B.A., University of Sussex

Isaac Foust
Assistant Strength and Conditioning Coach
B.S., Lock Haven University

Adam Gehr
Assistant Football Coach

Nathan P. Gibboney
Head Men's Soccer Coach
B.S., Susquehanna University
M.Ed., Westminster College

Rebecca Gibboney
Assistant Women's Basketball Coach
B.A., Lycoming College

Joshua Gooch
Assistant Athletic Trainer
B.S., M.S., Lock Haven University

Brendan Gorman
Head Men's Lacrosse Coach
B.A., Hartwick College

Joseph A. Guistina
Sports Information Director and Associate Director of Athletics
B.A., Susquehanna University
M.A., SUNY at Buffalo

Troy Hembury
Assistant Wrestling Coach
B.A., Columbia University

George Henry
Assistant Women's Basketball Coach
B.A., Susquehanna University
M.S., Pennsylvania State University

Kate Hoover

Assistant Volleyball Coach
B.S., Susquehanna University
M.S., Syracuse University

Allyson Kenyon
Head Field Hockey
B.A., Juniata College
M.S., James Madison University

Christopher Kish
Assistant Football Coach
B.A., Lycoming College
M.A., Wilkes University

Luke Klingler
Assistant Men's Soccer Coach
B.A., Lycoming College

Tim Landis
Assistant Football Coach
B.A., Randolph-Macon College

Seth Lansberry
Assistant Wrestling Coach
B.A., Lycoming College

Jordan Logan
Assistant Men's Soccer Coach
B.A., Lycoming College

Andrea Lucas
Head Athletic Trainer
ATC – B.S., Lock Haven University
M.S., Bloomsburg University

Jack McAndrew
Assistant Men's Basketball Coach
B.A., Susquehanna University
M.S., Bucknell University

Michael McGarvey
Head Men's Basketball Coach
B.A., Ursinus College

Timothy P. McMahon
Head Women's Volleyball Coach

A.B., Penn College
B.S. Mgnt., Lock Haven University

Krystin Montoro

Assistant Softball Coach
B.S., Lock Haven University

Melissa Montoro

Head Softball Coach
B.A., Mansfield University

Keri Moriarity

Assistant Athletic Trainer
B.S., University of Pittsburgh
M.S., Ohio University

Michael Pearson

Assistant Football Coach
B.S., Lycoming College

Sarah Quigley

Head Women's Lacrosse Coach
B.A., Lycoming College
M.S.W., New York University

Bryan Radacosky-Pentoney

Assistant Men's Lacrosse Coach
B.A., University of Delaware

Jeff Rauff

Assistant Swimming Coach
B.A., Lycoming College

Sean Reese

Assistant Wrestling Coach
B.A., Lycoming College
M.S., Marshall University

Joel Reid

Assistant Men and Women's Tennis Coach
B.S., Penn State

Karl Roberts

Assistant Football Coach
B.A., Guilford College

Charlie Robinson

Assistant Swimming Coach
B.A., Lebanon Valley College

Markus Rybak

Assistant Women's Soccer Coach
B.S., Milligan College

Ian Scheller

Assistant Women's Soccer Coach
B.S., Penn College

John Sibel

Assistant Football Coach
B.A., Lycoming College

Katie Sick

Head Cross Country Coach
B.S., Lock Haven University

Scott Sick

Assistant Cross Country Coach
B.S., Lock Haven University

Glenn Smith, II

Director of Athletic Development and Warrior Club and Assistant Athletic Director
B.A., Lycoming College
M.B.A., Liberty University

Jaelyn Sterritt

Assistant Women's Lacrosse
Coach
B.A., University of Tampa

Jeremy Street

Equipment Manager

Thomas (T. J.) Vernieri

Assistant Football Coach
B.A., University of Connecticut

Andrew Wagner

Assistant Football Coach
B.A., Lycoming College

Steve Wisner

Assistant Head Football Coach and Defensive Coordinator
B.A., Lycoming College

ADMINISTRATIVE SUPPORT STAFF

Jeanna T. Ananea
Mail Services Coordinator

Breyana S. Anderson
Communications Officer

Michelle L. Anderson
Assistant Bursar

Quinn M. Armstrong
User Success Consultant

Sean A. Baker
Library Technician, Archives

Lisa D. Barrett
Library Technician, Technical Services

Jamie L. Bohner
Financial Aid Assistant

Jeffrey L. Breon
Learning Technology Specialist

Terri L. Brewer
Biographical and Research Records Specialist

Martin L. Bryant
Public Safety Officer

Dawn R. Burch
Administrative Assistant for Health Services

Adam M. Clark
Library Technician, Document Delivery

Aaron C. Dabback
Public Safety Officer

Rosemarie A. DiRocco-Hodges
Faculty Administrative Assistant

Austin G. Eisner
Public Safety Officer

Barbara A. Eldred
Executive Administrative Assistant to the Vice President for Student Life

Brett J. Fenoy
Public Safety Officer

Colleen M. Fox
Faculty Administrative Assistant

Beatrice D. Gamble
Student Information Specialist

Stephanie A. Golder
Administrative Assistant for Residential Life

Melinda E. Gunn
Assistant to the Registrar

Angela C. Hakes
Administrative Assistant, Academic Services

Wayne E. Hughes
Coordinator of Media Services

Janet M. Hurlbert
Library Technician, Archives, Special Projects, and Professor Emerita

Tamara S. Hutson
Assistant to the Director of Library Services

Matthew W. Karschner
Infrastructure Specialist

Gwynne D. Kinley
Administrative Assistant, Advancement

Heather R. Leonard
Executive Administrative Assistant to the Vice President
for Finance and Administration

Michael A. Luna
Public Safety Officer

Cathi A. Lutz

Human Resources Benefits Coordinator

Melissa C. Mahler

Assistant for Disability Support Services

Glenda M. McDonald

Faculty Administrative Assistant

Bernard J. McFadden

Application Specialist

Tracy B. Miles

Executive Administrative Assistant to the Executive Vice President

Tara L. Miller

Administrative Assistant for Athletics

Daniel P. Mingle

Campus Store Hub Assistant

Juliana R. Mingle

Administrative Assistant, Advancement

Kimberly L. Moerschbacher

Library Technician, Circulation Supervisor

Alexis N. Powell

HRIS and Payroll Specialist

Kathleen R. Reeder

Admissions Data Information Specialist

Calvin J. Reynolds

Public Safety Officer

Rebecca L. Rothra

Admissions Data Information Specialist

Alysha L. Russo

Faculty Administrative Assistant

Sara R. Scott

Faculty Administrative Assistant

Paul E. Shimel
Public Safety Officer

Debbie M. Smith
Faculty Administrative Assistant

Marilyn E. Smith
Print Shop Coordinator

Julie D. Stackhouse
Administrative Assistant for the Center for Enhanced Academic Experiences

John Paul Tobin
Music Affinity Coordinator

Lori A. Ulmer
Service Desk/Administrative Assistant for Information Technology Services

Alyssa A. Wall
Faculty Administrative Assistant

Donna A. Weaver
Administrative Assistant for Student Involvement

Sean P. Wilson
Application Analyst

Shelly R. Wright
Communications Officer

ALUMNI ASSOCIATION

The Lycoming College Alumni Association Executive Board consists of 36 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 and Alumni & Reunion Weekends.

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 and sciences 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 Senior Director for Alumni Engagement 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, 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

Bradley Webb '05 - President
Philip Levesque '00 - Vice President
Jamie (Rowe) Brown '08 - Treasurer
Erica (Dohrner) Vargo '96 - Secretary
Robert Martin '95 - Past President

MEMBERS

Holly Andrews '10
Sarah (Kiley) Balduino '05
Evelyn (Hunt) Bastian '64
Brenda Bowser Soder '98
Robert Burger '85
Robert Cook '06
Cassidy (Coveleski) Deppen '15
Mindy (Bierly) Gunn '94
Len Hahn '94
Nancy Hoerner '82
Kerri Kearney '14
Jacob Kiessling '12
Hank Knerr '77
Charles McCall '73
Ronald McElwee '71

Megan (Oster) Montgomery '98
Bradley Myhre '07
Ashley Newcomb '13
Tanner Paulhamus '14
Gary Samuels '05
Jasmine Sanders '09
Tara Shaffer '12
Christian Shaffmaster '05
Christopher Spadoni '73
Gary Spies '72
Philip Sunderland '04
Alexander Towle '13
Lillian Weekes '73

2020-2021 EX-OFFICIO MEMBERS

Annabelle Brinkerhoff '21 - Senior Class President
Katie Arestad '20 - Senior Class Past President
Jaden Williams '21 - Student Senate President and Past 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

Assistant 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

Senior Director for Alumni Engagement:

Alumni information; Homecoming; Alumni & Reunion Weekend

Office of Marketing and Communications:

Public information; publications; sports information; media relations

All correspondence should be addressed to:

Lycoming College

One 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