UNDERGRADUATE COURSE CATALOG
2017-2018

MERCYHURST UNIVERSITY
Notice of Non-Discrimination

Mercyhurst University values diversity and is committed to the goal of achieving equal opportunity for all. For that reason, Mercyhurst abides by federal, state and local law in admissions, employment and all services and programs provided. Mercyhurst does not unlawfully discriminate on the basis of race, color, religion, creed, sex, citizenship status, ancestry, national or ethnic origin, age, familial status, sexual orientation, physical or mental disability, military or veteran status or any other legally protected characteristic or because of any individual’s legally protected activities. Mercyhurst complies with federal, state and local legislation and regulations regarding nondiscrimination. This policy applies to faculty, administration and staff, applicants for employment, students and applicants for educational programs and activities.

Mercyhurst University prohibits sexual harassment, including sexual violence. The following person has been designated to handle inquiries regarding the non-discrimination policies and to serve as the overall campus coordinator for purposes of Title IX compliance: Alice Agnew, Title IX Coordinator, 300 Old Main, 814-824-2362. The following individuals have been designated as deputy Title IX coordinators: for Athletics, Stacey Gaudette, Assistant Athletic Director, Baldwin Lower Level, 814-824-2079; for Student Life, Laura Zirkle, Vice President for Student Life, Egan 314, 814-824-2262; for Employees, Tina Fryling, Preston 122, 814-824-2352; and for any community members of the branch campuses, including the Corry and North East campuses, Jackie Fink, 814-725-6399. Miller 120.

Inquiries concerning the application of anti-discrimination laws may be referred to the Title IX coordinators or to the Office for Civil Rights, United States Department of Education. For further information on notice of non-discrimination and/or to obtain the address and phone number of the U.S. Department of Education office that serves your area visit: http://wdcrbcolp01.ed.gov/CFAPPS/OCR/contactus.cfm or call 1-800-421-3481.
Carpe Diem

To seize the day. To grasp the opportunity. To embrace the whole of life. Let these words be your inspiration for personal growth and professional development. Let them guide and fire your imperatives. Let them underline the vigor and enterprise necessary to achieve great victories. Capture the essence of living the full life. Engage the day. This is, indeed the moment. The opportunity may not come again. Besiege the occasion, wage war upon it. For it is the resolute of mind who receive the greatest achievement and the highest fulfillment and reward. Be vigilant and diligent. The genius of life and secret to success is to capture each precious opportunity. For to seize the moment personally is the essence of living a full life – the kind so many desire and so few know how to achieve.
### Table of Contents

<table>
<thead>
<tr>
<th>Mercyhurst University Information</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Programs</td>
<td>1</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>2</td>
</tr>
<tr>
<td>Overview</td>
<td>3</td>
</tr>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Student Life</td>
<td>7</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>13</td>
</tr>
<tr>
<td>Academic Services and Support</td>
<td>27</td>
</tr>
<tr>
<td>Admissions</td>
<td>30</td>
</tr>
<tr>
<td>Office of Adult Enrollment</td>
<td>33</td>
</tr>
<tr>
<td>Student Financial Services</td>
<td>35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Departments</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology/Archaeology</td>
<td>47</td>
</tr>
<tr>
<td>Applied Forensic Sciences</td>
<td>50</td>
</tr>
<tr>
<td>Art</td>
<td>53</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>57</td>
</tr>
<tr>
<td>Biology</td>
<td>59</td>
</tr>
<tr>
<td>Business</td>
<td>64</td>
</tr>
<tr>
<td>Catholic Studies Program</td>
<td>70</td>
</tr>
<tr>
<td>Centers for English Language Studies</td>
<td>71</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>72</td>
</tr>
<tr>
<td>Communication</td>
<td>76</td>
</tr>
<tr>
<td>Criminology and Criminal Justice</td>
<td>79</td>
</tr>
<tr>
<td>Dance</td>
<td>83</td>
</tr>
<tr>
<td>Education</td>
<td>86</td>
</tr>
<tr>
<td>English</td>
<td>91</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>96</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>99</td>
</tr>
<tr>
<td>Fashion Merchandising</td>
<td>102</td>
</tr>
<tr>
<td>Gender Studies</td>
<td>104</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Association of Mercy Universities</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference for Mercy Higher Education</td>
<td>275</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Information</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Descriptions - Table of Contents</td>
<td>163</td>
</tr>
<tr>
<td>Trustees, Administration, and Faculty</td>
<td>Page #</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>265</td>
</tr>
<tr>
<td>Administration</td>
<td>266</td>
</tr>
<tr>
<td>Faculty</td>
<td>268</td>
</tr>
</tbody>
</table>

"We must strive to do ordinary things extraordinarily well."

~ Catherine McAuley
(Foundress of the Sisters of Mercy)
Academic Programs

Master of Science
Anthropology
Forensic and Biological Anthropology Concentration
Archaeology and Geoarchaeology Concentration
Criminal Justice Administration
Data Science
Applied Intelligence
Organizational Leadership
Accounting Concentration
Business Analytics & Intelligence Concentration
Higher Education Administration Concentration
Human Resources Concentration
Sports Leadership Concentration
Strategy & Innovation Concentration
Physician Assistant Studies
Secondary Education: Pedagogy and Practice
Special Education
Applied Behavior Analysis Concentration
Applied Disability Services in Higher Ed Concentration
Autism Concentration
English Language Learners Concentration

Bachelor of Science
Anthropology/Archaeology
Archeological Concentration
Bioarchaeology Concentration
Applied Forensic Sciences
Criminalistics/Forensic Biology Concentration
Forensic Anthropology Concentration
Forensic Chemistry Concentration
Athletic Training
Biochemistry
Bioinformatics
Biology
Medical Technology Concentration
Neuroscience Concentration
Chemistry
Environmental Science
Biological Field Studies Concentration
Geology Field Studies Concentration
Exercise Science
Fasion Merchandising
Geology
Earth Space Science Concentration
Environmental Geology/Hydrology Concentration
Geochronology Concentration
Paleontology Concentration
Planetary Concentration
Health Care Management *
Interior Architecture and Design
Nursing BSN
Physics
Public Health
Sports Medicine
Clinical Exercise Physiology Concentration
Pre-Medical Concentration
Pre-Physical Therapy Concentration
Pre-Occupational Therapy Concentration
Pre-Physician Assistant Concentration

Bachelor of Arts
Accounting
Anthropology/Archaeology
Archaeological Concentration
Sociocultural Anthropology Concentration
Art Education
Art Therapy
Biology
Neuroscience Concentration
Business and Competitive Intelligence
Business Economics
Chemistry
Sustainability Studies Concentration
Communication
Criminal Justice
Corrections Concentration
Criminology Concentration
Juvenile Justice Concentration
Law Enforcement Concentration
Pre-Law Concentration
Dance
Pedagogy Concentration
Early Childhood Education
Early Childhood/Special Education
English
Creative Writing Concentration
Pre-Law Concentration
Secondary Education Concentration
Writing Concentration
Environmental Science
Biological Field Studies Concentration
Geology Field Studies Concentration
Finance
French
French Education
Geology
Earth Space Science Concentration
Environmental Geology/Hydrology Concentration
Geochronology Concentration
Paleontology Concentration
Planetary Concentration
Graphic Design
History
Public History Concentration
Social Studies Education Concentration
Hospitality Management
Food and Beverage Management Concentration
Hotel Management Concentration
Event Management Concentration
Human Resource Management
Information Technology
Integrated Marketing Communication
Intelligence Studies
Interdisciplinary Studies
International Business
Liberal Studies
Management
Marketing
Mathematics
Music
Philosophy
Physics
Political Science
Applied Politics Concentration
Environmental Studies and Politics Concentration
International Relations Concentration
Pre-Law Concentration
Psychology
Applied Behavior Analysis Concentration
Applied Psychology Concentration
Neuroscience Concentration
Research Concentration
Public Health
Religious Studies
Religion and Society Concentration
Russian Studies
Applied Sociology
Criminology Concentration
Social Work
Spanish

Academic Programs

Affiliated Programs in Medicine
Lake Erie College of Osteopathic Medicine (LECOM)
Medicine (3+4, 4+4)
Pharmacy (2+3, 3+3, 4+1, 4+3)
Dentistry (4+4)

Philadelphia College of Osteopathic Medicine (PCOM)
Medicine (3+4)

New York College of Chiropractic Medicine (NYCC)
Chiropractic Medicine (3+3)

KENT State University College of Osteopathic Medicine
Podiatry (3+4)

Saint Vincent Health Center
Medical Technology (3+1)

Bachelor of Fine Arts
Composition
Music Education
Music Therapy
Performance

Bachelor of Music

Teacher Certification Programs
Art (K-12)
Early Childhood Education (PreK-4)
Music (K-12)
World Language – French, Spanish (K-12)

Associate of Arts
Offered Through North East Campus unless otherwise indicated
Liberal Arts

Associate of Science
Offered Through North East Campus unless otherwise indicated
Business Administration
Accounting Concentration
Management Concentration
New Media Concentration
Sport Management Concentration
Biology
Environmental Science Concentration
Computer Systems Support
Criminal Justice
Law Enforcement Concentration
Health Studies
Hospitality Management
Culinary Arts Concentration
Interior Design *
Medical Laboratory Technician
Nursing
Occupational Therapy Assistant
Physical Therapist Assistant
Respiratory Therapy Assistant

# Offered Through Erie Location
### 2017-2018 Academic Calendar

#### Fall Semester

<table>
<thead>
<tr>
<th>August 2017</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18 Fri.</td>
<td>Students Arrive / Welcome Week Begins</td>
<td></td>
</tr>
<tr>
<td>21 Mon.</td>
<td>Welcome Week Concludes / Freshman Service Project</td>
<td></td>
</tr>
<tr>
<td>22 Tues.</td>
<td>Faculty Convocation / Freshman Convocation / Major Orientation</td>
<td></td>
</tr>
<tr>
<td>23 Wed.</td>
<td>Fall Semester and Mini 1 - Day and Evening Classes Begin</td>
<td></td>
</tr>
<tr>
<td>26 Sat.</td>
<td>Weekend Classes Begin</td>
<td></td>
</tr>
<tr>
<td>28 Mon.</td>
<td>Fall Semester and Mini 1 - Last Day to Drop/Add</td>
<td></td>
</tr>
<tr>
<td>30 Wed.</td>
<td>Fall Semester and Mini 1 - Last Day to Drop/Add (Administrative Drop/Add for Registration Confirmation)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September 2017</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>4 Mon.</td>
<td>Labor Day – No Classes Held</td>
<td></td>
</tr>
<tr>
<td>21 Thurs.</td>
<td>Mass of the Holy Spirit</td>
<td></td>
</tr>
<tr>
<td>22 Fri.</td>
<td>Mini 1 - Last Day to Declare Pass/Fail</td>
<td></td>
</tr>
<tr>
<td>29 Fri.</td>
<td>Mini 1 - Last Day to Withdraw Summer Incompletes to Registrar</td>
<td></td>
</tr>
<tr>
<td>29-30 Fri. - Sat.</td>
<td>Homecoming Weekend</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October 2017</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Sun.</td>
<td>Homecoming Weekend</td>
<td></td>
</tr>
<tr>
<td>11 Wed.</td>
<td>Mini 1 – Classes End</td>
<td></td>
</tr>
<tr>
<td>12-15 Thurs.-Sun.</td>
<td>Mid Semester Break</td>
<td></td>
</tr>
<tr>
<td>16 Mon.</td>
<td>Mini 2 – Classes Begin / First Day to Drop/Add</td>
<td></td>
</tr>
<tr>
<td>18 Wed.</td>
<td>Mini 1 – Grades Due</td>
<td></td>
</tr>
<tr>
<td>20 Fri.</td>
<td>Mini 2 – Last Day to Drop/Add</td>
<td></td>
</tr>
<tr>
<td>23 Mon.</td>
<td>Mini 2 – Last Day to Drop/Add (Administrative Drop/Add for Registration Confirmation)</td>
<td></td>
</tr>
<tr>
<td>23 Mon.</td>
<td>Fall Semester – Mid-Semester Grades Due</td>
<td></td>
</tr>
<tr>
<td>31 Tues.</td>
<td>Advising Day – No Classes Held</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November 2017</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Mon.</td>
<td>Spring Semester, Mini 3, Mini 4 Registration: Seniors</td>
<td></td>
</tr>
<tr>
<td>7 Tues.</td>
<td>Spring Semester, Mini 3, Mini 4 Registration: Juniors</td>
<td></td>
</tr>
<tr>
<td>8 Wed.</td>
<td>Spring Semester, Mini 3, Mini 4 Registration: Sophomores</td>
<td></td>
</tr>
<tr>
<td>10 Fri.</td>
<td>Fall Classes and Mini 2 – Last Day to Declare Pass/Fail</td>
<td></td>
</tr>
<tr>
<td>15 Wed.</td>
<td>Spring Semester, Mini 3, Mini 4 Registration: Freshman</td>
<td></td>
</tr>
<tr>
<td>17 Fri.</td>
<td>Fall Semester and Mini 2 – Last Day to Withdraw</td>
<td></td>
</tr>
<tr>
<td>22-26 Wed.–Sun.</td>
<td>Thanksgiving Break – No Classes Held</td>
<td></td>
</tr>
<tr>
<td>27 Mon.</td>
<td>All Classes Resume</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December 2017</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Fri.</td>
<td>Fall Semester and Mini 2 - Classes End</td>
<td></td>
</tr>
<tr>
<td>10 Sun.</td>
<td>Weekend Classes End</td>
<td></td>
</tr>
<tr>
<td>11-15 Mon.-Fri.</td>
<td>Final Exams</td>
<td></td>
</tr>
<tr>
<td>19 Tues.</td>
<td>Final Grades Due: 9:00am</td>
<td></td>
</tr>
</tbody>
</table>

#### Spring Semester

<table>
<thead>
<tr>
<th>January 2018</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Mon.</td>
<td>Spring Semester and Mini 3 – Classes Begin</td>
<td></td>
</tr>
<tr>
<td>15 Mon.</td>
<td>Martin Luther King Day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring Semester Classes Ending by 4:00pm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Classes Held</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All Other Day and Evening Classes - Held</td>
<td></td>
</tr>
<tr>
<td>19 Fri.</td>
<td>Spring Semester and Mini 3 – Last Day to Drop/Add</td>
<td></td>
</tr>
<tr>
<td>20 Sat.</td>
<td>Weekend Classes Begin</td>
<td></td>
</tr>
<tr>
<td>23 Tues.</td>
<td>Spring Semester and Mini 3 – Last Day to Drop/Add (Administrative Drop/Add for Registration Confirmation)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>February 2018</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Fri.</td>
<td>Fall Semester Incompletes to Registrar</td>
<td></td>
</tr>
<tr>
<td>16 Fri.</td>
<td>Mini 3 – Last Day to Declare Pass/Fail</td>
<td></td>
</tr>
<tr>
<td>23 Fri.</td>
<td>Mini 3 – Last Day to Withdraw</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>March 2018</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Fri.</td>
<td>Mini 3 – Classes End</td>
<td></td>
</tr>
<tr>
<td>5-11 Mon.-Sun.</td>
<td>Mid-Semester Break</td>
<td></td>
</tr>
<tr>
<td>12 Mon.</td>
<td>Spring Semester - Classes Resume</td>
<td></td>
</tr>
<tr>
<td>12 Mon.</td>
<td>Mini 4 – Classes Begin / First Day to Drop/Add</td>
<td></td>
</tr>
<tr>
<td>16 Fri.</td>
<td>Mini 4 – Last Day of Drop/Add</td>
<td></td>
</tr>
<tr>
<td>19 Mon.</td>
<td>Mini 4 – Last Day of Drop/Add (Administrative Drop/Add for Registration Confirmation)</td>
<td></td>
</tr>
<tr>
<td>29-31 Thurs.-Sat.</td>
<td>Easter Break – No Classes Held</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April 2018</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 Sun.-Mon.</td>
<td>Easter Break – No Classes Held</td>
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</tr>
<tr>
<td>10 Tues.</td>
<td>Advising Day – No Classes Held</td>
<td></td>
</tr>
<tr>
<td>13 Fri.</td>
<td>Spring Semester and Mini 4 – Last Day to Declare Pass/Fail</td>
<td></td>
</tr>
<tr>
<td>13-15 Fri.-Sun.</td>
<td>Family Weekend</td>
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</tr>
<tr>
<td>18 Wed.</td>
<td>Fall Semester, Mini 1, Mini 2 Registration: Juniors</td>
<td></td>
</tr>
<tr>
<td>19 Thurs.</td>
<td>Fall Semester, Mini 1, Mini 2 Registration: Sophomores</td>
<td></td>
</tr>
<tr>
<td>20 Fri.</td>
<td>Fall Semester, Mini 1, Mini 2 Registration: Freshman</td>
<td></td>
</tr>
<tr>
<td>4 Fri.</td>
<td>Spring Semester and Mini 4 – Last Day to Withdraw</td>
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<table>
<thead>
<tr>
<th>May 2018</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Sun.</td>
<td>Weekend Classes End</td>
<td></td>
</tr>
<tr>
<td>7-11 Mon.-Fri.</td>
<td>Final Exams</td>
<td></td>
</tr>
<tr>
<td>13 Sun.</td>
<td>Baccalaureate Mass / Graduation</td>
<td></td>
</tr>
<tr>
<td>16 Wed.</td>
<td>Final Grades Due: 9:00am</td>
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<thead>
<tr>
<th>June 2018</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>29 Fri.</td>
<td>Spring Semester Incompletes to Registrar</td>
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</tbody>
</table>

#### Summer Schedule – TBA
Overview

Mercyhurst University

- Founded in 1926 by the Sisters of Mercy
- Coeducational Catholic / Liberal Arts Institution
- Programs in Career and Pre-Professional Areas
- 68 Undergraduate / 8 Graduate Majors
- 67 Concentrations
- 3400 Students
- 58% Women / 42% Men
- 15:1 Student Faculty Ratio

Master’s Degrees

- Master of Physician Assistant Studies
- Master of Science

Bachelor’s Degrees

- Bachelor of Arts
- Bachelor of Fine Arts
- Bachelor of Music
- Bachelor of Science

Associate’s Degrees

- Associate of Arts
- Associate of Science

Varsity and Intramural Athletics

- Men’s and Women’s Programs

Special Features

- Academic Support Programs
- Advanced Placement
- Autism Initiative at Mercyhurst (AIM)
- Campus Ministry
- Career Counseling
- CLEP Exams
- Certificate Programs
- Contract Majors and Minors
- Double Majors
- Mercyhurst Honors Scholar Program
- Honor Societies
- International Baccalaureate Programs
- Internships
- Learning Differences Program
- Mercy Institute
- ROTC Opportunities
- Service Learning
- Study Abroad
- Television Studio
- Valedictorian Salutatorian Scholarships
- Volunteer Programs
- WMCE Radio Station
- Writing Center

Mercyhurst University is accredited by:

- The Commission on Higher Education
- The Pennsylvania Department of Education
- The Council on Social Work Education
- The Accreditation Commission for Programs in Hospitality Administration
- National Association of Schools of Dance
- The National Athletic Trainers Association
- The American Physical Therapy Association
- The National Association of Schools of Music
- International Assembly of Collegiate Business Education
- American Music Therapy Association
- Register of Professional Archaeologists
- Certified Financial Planner Board of Standards
- Accreditation Commission for Education in Nursing
Mercyhurst University

Mercyhurst University is a fully accredited, Catholic, comprehensive institution founded in 1926 by the Sisters of Mercy and dedicated to the principle that education has the power to transform lives. With an esteemed liberal arts curriculum at its core, Mercyhurst emphasizes the dignity of each person and is committed to an examination of values as well as to quality academic, professional and career training, all within a climate of inquiry, collegiality, diversity and achievement.

Mercyhurst has built a network of distinctive undergraduate and graduate programs that extends far beyond its historical roots. Chief among them are the pioneering Tom Ridge College of Intelligence Studies and Applied Sciences, which also is the university’s leader in online learning initiatives; a burgeoning Health Professions and Public Health program; the Mercyhurst Center for Applied Politics, a rising star among public opinion polling centers; as well as internationally recognized programs in archaeology, forensic anthropology and the fine and performing arts. Ever nimble in preparing students for today’s global marketplace, Mercyhurst strives constantly to be relevant and distinctive in the choice of its academic offerings.

The university enrolls roughly 3,600 men and women and offers more than 65 undergraduate majors with nearly 70 concentrations and pre-professional tracks, eight graduate programs and nearly 20 associate degree programs. It maintains a strong commitment to experiential learning: a vibrant student and cultural life; championship athletic teams; and a long history of service and community engagement. In addition to its Erie campus, Mercyhurst provides certificate and associate degree offerings at branch campuses in nearby North East and Corry, Pennsylvania, and at the Booker T. Washington Center near downtown Erie. It also maintains a flourishing academic center in Dungarvan, Ireland. This breadth gives the university an unparalleled capacity to educate, to build cross-disciplinary academic opportunities and to address complex issues.

Mission Statement

Consistent with its Catholic identity and Mercy heritage, Mercyhurst University educates women and men in a culture where faith and reason flourish together, where the beauty and power of the liberal arts combine with an appreciation for the dignity of work and a commitment to serving others. Confident in the strength of its student-faculty bonds, the university community is inspired by the image of students whose choices, in life and work, will enable them to realize the human and spiritual values embedded in everyday realities and to exercise leadership in service toward a just world.

Mission Integration

Higher education in the United States is changing at an unprecedented pace and Catholic universities confront pressures and challenges specific to their Catholic and sponsorship identity. To help preserve and continue the Mercy charism, the Sisters of Mercy established the Conference for Mercy Higher Education. Mercyhurst University, a member of the conference, has an Office of Mission Integration. Its purpose is to assist the president in promoting the university’s mission with respect to its Catholic and Mercy identity.

Vision Statement

Mercyhurst University seeks to be a leading higher educational institution that integrates excellence in the liberal arts, professional and career-path programs, and service to regional and world communities.

Core Values

We are . . .

Socially Merciful
Mercy restores human dignity, expands our social relations, and empowers us to reach out in compassion to others.

Globally Responsible
Globalization challenges us to learn how to steward the resources of the Earth wisely and to act in solidarity with its diverse peoples.

Compassionately Hospitable
Mercy hospitality begins with self-acceptance, welcomes peoples of different faith, ethnic, and cultural traditions, and thus builds communities that transcend mere tolerance.

Intelлектually Creative
Generous, inquiring, and critical habits of mind, which support the aspirations for excellence manifested within the academic community, encourage us in our lifelong search for what is true, good and beautiful.

Reflectively Aware
Our Christian environment encourages self-reflection and contemplation of human behavior, promotes balance of mind, body and spirit, and ultimately offers the opportunity to develop a moral compass for a life of integrity.

Ambassadors of Service.

University Learning for Today’s Student

Dynamic activity in shaping institutional purpose, planning academic programs, and meeting the needs of students of all ages — these reflect the motto of Mercyhurst University: “Carpe Diem,” or Seize the Day.

Dedicated faculty advisors and academic counselors help students make the transition to university learning. Close student-faculty relationships give purpose and direction to students interested in shaping their university education to their goals and interests. The Career Development Center is available to guide students in their career exploration process. Computer laboratories and other modern facilities keep students competitive and up to date for the challenges of tomorrow.

Official Communication

Mercyhurst University recognizes many forms of communication for official university business. University officials may utilize written documentation, telephone conversations, and Mercyhurst-issued e-mail accounts or web documents as formal forms of communication. Official university business includes all actions of the university including but not limited to providing general information, course information, student conduct notices and
administrative notices from the university. Mercyhurst provides e-mail accounts to students; these are recognized as official document and notification addresses for university communications. All students are responsible for checking their Mercyhurst issued e-mail accounts and are held accountable for the contents of e-mails issued by the university.

Campus and Buildings

Academic and Administrative
The Mercyhurst campus is situated on a scenic 75-acre hillside overlooking Lake Erie and enjoys the advantage of a suburban, pastoral setting only minutes from downtown Erie. The heart of campus is Old Main, a majestic Tudor-style structure constructed in 1926. It includes classrooms as well as the Office of the President, Admissions, Financial Aid and other major administrative offices. Old Main connects with Egan and Preston halls, which include faculty and staff offices, and overlooks “The Mary Garden.” Other prominent structures among the more than 50 buildings comprising the Mercyhurst complex include:

Center for Academic Engagement
Completed in 2012, the Center for Academic Engagement (CAE) is a 31,000-square-foot, eco-friendly building housing the Intelligence Studies, Hospitality and Applied Politics programs. The building is designed around the idea that education should be hands-on, collaborative and high-tech. The new building includes an enclosed walkway that extends from the fourth floor of the CAE to the fourth floor of the Hammermill Library, creating a pathway for students from the CAE to Old Main.

Audrey Hirt Academic Center
The 45,000-square-foot Audrey Hirt Academic Center was built in 2002 with Collegiate Gothic architecture to complement the majestic Tudor style of Old Main. Distinguished by a splendid dome visible from the four corners of the campus, the Hirt Center contains an atrium, technology-rich classrooms, faculty offices and Walker Recital Hall, a performance venue seating 250. The Hirt Center also holds facilities for graphic arts, communication, including a digital communications lab; education; public health; the honors program; the Merciad student newspaper and TV studio.

Zurn Hall of Science and Fine Arts
The Zurn Hall of Science and Fine Arts contains classrooms and modern, well-equipped science laboratories for archaeology, biology, chemistry, forensics, geology, physics and earth-space studies and spacious art studios for drawing, painting, ceramics and photography. Zurn Hall is also home to the Baltus Observatory, named after Sister M. Matthew Baltus, R.S.M. It consists of a rotary dome that houses a 14-inch Celestron reflector telescope.

Hammermill Library
The Hammermill Library is a fully automated facility; the virtual library is accessible 24/7 providing access to most of the library collections. The library building provides a safe environment for research and study and is equipped with computers and wireless access. Among the library’s holdings are book volumes, eBooks and electronic journal databases to support the scholarly needs of students.

The library maintains late-night hours, and weekend hours along with a 24/7 study lounge. It is also home to the Thomas J. and Michele Ridge Collection (archives), the Sister Joan Chittister Archives and the Veterans Resource Center. The Tutoring Office, Writing Center and Language Laboratory are located in the library. The Department of Information Technology along with an IT help desk, are also housed within.

Laboratories
Mercyhurst University takes pride in maintaining modern, high-tech science laboratories, a sampling of which includes the Donald and Judith Alstadt Laboratory for Molecular and Cellular Research, Hirtzel Human Anatomy and Forensic Anthropology Laboratory, Archaeological Processing Laboratory, Ecology Laboratory, Graphic and GIS Laboratory and Stratigraphy and Sedimentation Laboratory.

Performance Venues

Mary D’Angelo Performing Arts Center
The Mary D’Angelo Performing Arts Center (PAC) is a spectacularly appointed facility built in 1996 on the south side of campus. The center seats 824 and is the only venue between Erie and Pittsburgh, Buffalo and Cleveland capable of handling the technical requirements of the most elaborate productions, including ballet and opera. Celebrated for its acoustics, the PAC was designed as a showcase for the performing arts and hosts cultural events for both the internal and external communities. Moreover, it serves as a venue for students and faculty of the university to perform in a professional setting. The neighboring D’Angelo Music Building is a three-level facility housing an entire floor of practice rooms, five classrooms, faculty studios and an all-purpose rehearsal room. The dance department also enjoys a complex called dance Space with two expansive studios, faculty and staff offices, lecture room, dressing rooms, lobby and student lounge.

Taylor Little Theatre
The first performing arts space on campus, Taylor Little Theatre was constructed in 1951 as a part of a library expansion project. In recent years, the venue has undergone cosmetic changes, adding a state-of-the-art projection system and a new sound system. With a seating capacity of 251, this intimate space is home to the Mercyhurst Theatre Program.

Walker Recital Hall
This performance hall is found inside the Audrey Hirt Academic Center and seats 250. It is the chief venue for the annual faculty recital series, guest lectures and panel discussions.

Campus Gathering Sites

Mercyhurst Bookstore
A 7,500-square-foot bookstore and coffee bar affords the college community a large selection of trade books, periodicals, newspapers, textbooks and a wide assortment of college merchandise. The coffee bar features Starbucks coffee, pastries and baked goods, juices and deli sandwiches.

Sister Carolyn Herrmann Student Union
The Sister Carolyn Herrmann Student Union is a three-story building featuring space for student engagement and events. It houses Mercyhurst Student Government (MSG) chambers and offices, the Campus Involvement Center, Campus Ministry, Multicultural Student Services, Commuter Student Lounge,
and the Laker Inn, a food court seating 250 and featuring a wide variety of convenient dining options. The union is also home to the Multicultural and Student Activities Councils.

Egan Dining Hall
A three million dollar renovation in summer 2016 unveiled an inviting, modern atmosphere with easily accessible food stations, more eclectic menu items and healthy food choices, flex-style seating, enhanced technology, and group gathering sites – all in a timeless environment spun of neutrals and pops of color to make it fresh and fun. From entree-based small plates to deli sandwiches to an abundant salad bar, the dining hall also features an allergen-free station devoted to preparing foods, such as gluten-free products, for students with allergies.

Student Housing
Mercyhurst University is well known for its variety of housing options, including residence halls, apartments and townhouses, with a capacity for more than 2,000 students. As freshmen, students have three living options: Baldwin Hall, an all-female residence hall, McAuley Hall, an all-male residence hall, and the co-ed Frances Warde Hall. The sophomore area is comprised of nine apartment buildings – seven Briggs apartment buildings as well as East and West Duval apartments. A new sophomore residence hall is currently under construction and will open in the fall of 2018. Housing for upperclassmen includes Briggs and Lewis apartments, Wayne Street apartments, and three sets of townhouses (Warde, Lewis, and 41st Street).

Athletic and Recreational Facilities
The university’s athletic facilities include the Mercyhurst Athletic Center (MAC), the Mercyhurst Ice Center (MIC), the Student Fitness and Recreation Center, Tullio Field, and several additional playing fields for soccer, baseball and softball. The Mercyhurst Athletic Center houses a gymnasium complex with courts for basketball, volleyball and wrestling; crew tanks; and an athletic training facility.

The Rec Center affords each student the opportunity to enhance physical performance through a spacious free-weight room with newly added hammer-strength equipment and up-to-date cardiovascular machines as well as special rooms for aerobics, spinning and martial arts.

The Mercyhurst Ice Center includes an ice rink, locker rooms, and seating for 1200. The ice center also is home to the Jerry McCormick Strength and Conditioning Center, a varsity athletes-only weight-lifting and conditioning facility.

Computer Facilities
Mercyhurst University is a completely networked campus, including student residence halls and apartments. The Mercyhurst campus network provides each student access to: the Internet, a personal e-mail account, an individual folder for network storage, online courses in Blackboard online registration, grades and the Hammermill Library collections.

Wireless access is available throughout campus. Classrooms in all academic buildings are outfitted with Internet access and smart podiums including control panels for computers, DVD, projection and sound. Computer laboratories available to all students are located in Old Main, the Hammermill Library, and in the Hirt Academic Center. Lab operating systems include UNIX, Windows and Mac Operating Systems.

Mercyhurst’s computer systems are regularly updated and expanded. The university also maintains computer laboratories in many disciplines, including business, education, art, interior design, fashion merchandising, psychology, hospitality management, archaeology/anthropology, math and physical sciences, the social sciences, and the intelligence studies program.

Satellite Campus Locations
North East Campus
In the tradition of the Sisters of Mercy and Mercyhurst University, Mercyhurst North East provides opportunities in career education by offering associate degrees and certificate programs. Additionally, it provides the means and opportunity through initial study so that a student may ultimately pursue a baccalaureate program. Mercyhurst North East is committed to opportunity and access to education for those not currently being served by traditional postsecondary education as well as education for the traditional student.

Located in the heart of the largest Concord grape-growing region in the world on the shores of Lake Erie, Mercyhurst University’s North East Campus was founded in 1991 on an 84-acre site that was once home to St. Mary’s Seminary. For more than 25 years, students have chosen Mercyhurst North East (MNE) as a place to earn a certificate or an associate degree as either the start of a bachelor’s degree or to find immediate employment.

MNE offers 26 academic programs, including 21 associate degrees, four certificates and an allied health bachelor’s degree; health care science. MNE also competes in 15 NJCAA sports and supports more than 20 clubs and organizations. Classes are also offered at the Bruce and Arlene Smith Education Center in Corry, Pennsylvania, and the Booker T. Washington Center in the city of Erie.

Just 15 miles from the Erie campus, MNE facilities include a modernized academic/residential building, an academic building and library complex, 24 townhouses, a beautiful Gothic style church, spacious gymnasium, several athletic fields, and sophisticated high-tech laboratories spanning disciplines of nursing, culinary arts and anatomy. MNE is also home to the Mercyhurst Public Safety Institute and Municipal Police Training Academy.
Student Life

Mercyhurst University is committed to the growth and development of the individual student not only in academic work but in growth as a human being living in a community. Recognizing that a student’s learning extends beyond the classroom, the University strives to provide a campus environment with a variety of developmental, cultural, service, leadership, athletic, and social experiences. The cultural and spiritual activities on campus give students an opportunity to seek growth and to develop a deeper understanding of the world around them. Athletic and social activities allow students to bond as members of the University community and to engender a sense of pride in their University. During their time at Mercyhurst, students have the opportunity to participate in over 90 clubs and organizations, attend a variety of social activities, and enjoy an on-going schedule of performing arts events.

Cultural Opportunities
Each semester there are: dance, theatre, and music performances on the campus, and numerous exhibitions of the works of art faculty and students are hosted in the University's gallery. These events provide an opportunity for self-expression and personal development. The University sponsors a film series that runs throughout the academic year. Award winning films (foreign and domestic) are chosen. In addition, the University, in association with Mercyhurst Student Government (MSG), brings guest speakers to the campus throughout the academic year. The Multicultural Activities Council and Multicultural & Inclusion Coordinator also sponsors a wide variety of cultural programming throughout the academic year.

Social Opportunities
The social calendar at Mercyhurst provides a well-rounded program of activities and gives all elements of the University community a chance to socialize. In addition to the regular schedule of social activities, the University celebrates several major events throughout the course of the year. Hurst Day, an annual event, where all classes are cancelled and students, faculty and staff are invited to take part in games, food and lots of fun! Other special events are hosted throughout the year, including Family Weekend and Spring Fest, a weekend of outdoor activities culminating with a featured musical act.

Autism Initiative at Mercyhurst (AIM)
In 2008, Mercyhurst introduced the Autism Initiative to meet the needs of the growing population of university students diagnosed on the Autism Spectrum. This program focuses on building a foundation for self-advocacy, social skills, and sound academic progress.

The AIM Program equally emphasizes academic, independent, social, emotional and vocational domains and provides trained professionals to support student’s success in each of these domains. The goal for students is to develop academically and socially while improving skills to live independently and obtain sustainable and meaningful employment after graduation.

The AIM Program offers specialized housing, peer mentor program, autism support networking, individualized social skills modules, social gatherings, Career Path program, AISE domain advising, and supports referrals to the Learning Difference Office for specialized accommodations.

The AIM program also offers the CREATE program that is one of the top college readiness programs in the country for adults on the autism spectrum. This is a nationally acclaimed summer experience to help potential students determine whether they are ready for the demands of college life. Students live in a Mercyhurst residence hall, eat in the college cafeteria, enroll in a three-credit college course and interact with fellow students in a variety of social activities and settings. The students also participate in the College 101 Series and the Mini Lecture Series that assist in orienting them to college offices and expose the participants to different faculty and lecture styles.

Students in AIM and CREATE pay additional fees for these enhanced services. Space is limited. Early application is suggested. Admission to Mercyhurst University, however, does not guarantee admission to the AIM program.

The AIM Program also offers training, consultation and speaking engagements both nationally and internationally. Trainings include everything from speaking with families and groups to guiding other higher education institutions and service providers in the implementation of autism support programming.

Campus Ministry
Campus Ministry acts as the locus for spiritual life on campus. Recognizing and celebrating its Catholic identity, Campus Ministry provides spiritual practices for the campus community. By its grounding in the Catholic and Mercy tradition, Campus Ministry also extends outreach to students from Protestant and other religious backgrounds. Campus Ministry offers a rich variety of prayer/worship opportunities, spiritual guidance, community-building and service opportunities. Located on the main level of the Carolyn Herrmann Student Union, the Campus Ministry lounge has traditionally been a place of gathering, offering warm hospitality and a welcoming atmosphere.

Campus Ministry offers spiritual practices that include: daily and Sunday masses, reconciliation, the RCIA process, a chapel choir, liturgical ministries and weekly devotional practices such as rosary and Eucharistic exposition. Campus Ministry also provides periodic ecumenical Christian worship, weekly Christian fellowship, bible studies, a variety of very popular retreats, interfaith meditation and speakers, interfaith discussion groups, individual pastoral counseling and spiritual direction, special prayer services and memorials, a variety of community-building activities and many opportunities to connect with local faith communities.

Those who wish to express their faith through service may become involved in a variety of local service opportunities including soup kitchen service, Habitat for Humanity and a dynamic Catholic retreat ministry for local youth. Several annual local, national and international service trips are also coordinated through Campus Ministry in collaboration with Service Learning. Following the example of Catholic doctrine and the Mercy tradition, social justice issues are addressed through student groups focusing on peace and justice, human rights and pro-life activities. Campus Ministry’s many student leaders offer servant leadership and spiritual mentorship to the student body. Campus Ministry is also responsible for scheduling weddings for alumni and staff in Christ the King Chapel. For complete details of activities as well as a calendar of events, please sign up to receive our weekly e-bulletin. Campus Ministry also has an active Face Book page.
Campus Ministry at the North East campus is established to provide a clergy presence and spiritual opportunities for growth in this close-knit community. The Campus Ministry Office offers counseling, spiritual direction, retreats, service and hospitality while it fosters a community of believers who develop their faith through prayer, service, celebration, study and fellowship.

Campus Involvement Center
The Campus Involvement Center (CIC) advances student success by providing opportunities to engage in social, leadership, and experiential activities. We strive to connect students to Mercyhurst through:

- Honoring traditions and spirit
- Providing involvement opportunities
- Fostering intellectual development
- Mentoring students through self-awareness

The CIC is conveniently located on the 2nd floor of the Student Union. It serves as a central location for students to get involved with campus activities and events and meet new people. The Student Union is an environment that is welcoming and one in which students can fully interact and participate in a range of academic, social, spiritual and cultural activities. It is a wireless building which houses a computer/print station, Recognized Student Clubs/Organizations (RSCOs) meeting space, a Commuter Lounge as well as a gaming area sponsored by Mercyhurst Student Government, complete with a pool table and foosball tables and flat screen TV’s with Direct TV.

The Counseling Center
The Counseling Center offers counseling as well as a variety of programs designed to support and enhance students’ well-being and personal growth. Services are geared toward helping students resolve emotional and relationship concerns, improve personal skills, have a successful university experience, and reach individual goals.

Counseling services are confidential and free to any student who is currently enrolled. The staff is comprised of licensed psychologists, social workers and/or counselors with significant experience in working with young adults. These clinicians provide individual counseling, group therapy, crisis intervention and biofeedback, as well as workshops and consultation.

The counselors also make referrals to other professionals and agencies as appropriate. They provide consultation to university faculty and staff upon request. A counselor is available for emergencies evenings and weekends when the campus is not on a break or during summer session. A consulting psychiatrist is available as appropriate for students engaged in ongoing counseling services.

The Counseling Center is located on the second floor of the Cohen Health Center and has daytime hours available, with some evening times as needed. It is open throughout the main academic year, and closed during the summer months. Students may present with concerns about the normal transitions of leaving home, managing stress, and developing healthy relationships. Additionally, counselors work with students experiencing depression, anxiety, loss or trauma, and other behavioral health issues. In many instances, students may find that a relatively short period of counseling allows them to readily resolve a concern.

In some circumstances, issues may be more complex and require a longer exploration of the psychological, relational, or emotional concerns. Whatever the presenting problem, counseling seeks to help individuals more fully realize their personal worth and potential and more successfully engage in life at Mercyhurst University and prepare for life after university. To schedule an appointment with a counselor, call the Counseling Center at 814-824-3650.

Athletics
Mercyhurst University competes at the National Collegiate Athletic Association Division II level in 21 varsity sports and in the Division I Level for Men’s and Women’s Ice Hockey. Men’s rowing competes at the varsity level for a total of 24 varsity sports. In addition, Mercyhurst participates in a number of athletic conferences.

The affiliations include the Eastern College Athletic Conference, Pennsylvania State Athletic Conference, the Great Midwest Athletic Conference (men’s lacrosse), Intercollegiate Rowing Association (men’s), Atlantic Hockey Association (men), College Hockey America (women), Collegiate Water Polo Association (men) and Western Water Polo Association (women).

National Collegiate Athletic Association

Division I

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<th>For Men</th>
<th>For Women</th>
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<tr>
<td>Men’s Ice Hockey</td>
<td>Women’s Ice Hockey</td>
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Division II

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<th>For Men</th>
<th>For Women</th>
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<td>Baseball</td>
<td>Softball</td>
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<td>Football</td>
<td>Volleyball</td>
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<td>Basketball</td>
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<td>Soccer</td>
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<td>Rowing (Non-NCAA)</td>
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<td>Cross Country</td>
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<td>Tennis</td>
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<td>Wrestling</td>
<td>Field Hockey</td>
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<td>Golf</td>
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<td>Lacrosse</td>
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<td>Water Polo</td>
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Mercyhurst and the NCAA
Since 1982, the Lakers have participated in the NCAA at various levels, from Division I to III. The organization was officially formed in 1906 and has grown to encompass 1,500 colleges and universities.

The NCAA draws its members from a diverse group ranging from large state institutions to privately funded universities, but all of its members are trying to reach the same common goal: the advancement and achievement of the student-athlete and the common good of higher education.
Pennsylvania State Athletic Conference Sport Sponsorship

For Men
- Baseball
- Football
- Basketball
- Soccer
- Cross Country
- Tennis
- Wrestling
- Golf

For Women
- Softball
- Volleyball
- Basketball
- Soccer
- Cross Country
- Tennis
- Field Hockey
- Golf
- Lacrosse

Mercyhurst and the PSAC
On July 1, 2008, Mercyhurst entered a new era in university athletics with its admission to the Pennsylvania State Athletic Conference (PSAC).

Conference Members
- Bloomsburg
- California
- Clarion
- East Stroudsburg
- Gannon
- IUP
- Kutztown
- Lock Haven
- Mansfield
- Millersville
- Secton Hill
- Shippensburg
- Slippery Rock
- Pitt-Johnstown
- West Chester

Mercyhurst and Atlantic Hockey
Mercyhurst was accepted into the Metro Atlantic Athletic Conference in Division I Hockey for the 1999-2000 season. In July 2003, the MAAC discontinued sponsoring hockey because only one of its schools had men's ice hockey. The same former members of the MAAC formed a new conference called the Atlantic Hockey Conference effective in the 2003-2004 season.

Atlantic Hockey Association Members
- Mercyhurst
- Bentley
- American International
- Sacred Heart
- Niagara
- Rochester Institute of Technology
- Holy Cross
- Canisius
- Air force Academy
- Robert Morris
- United States Military Academy (Army)

The AHA is one of five Division I Hockey Conferences for men in the country.

Mercyhurst and the CHA
Beginning in 2002-2003, Mercyhurst women's ice hockey team became a charter member of the newly formed Division I College Hockey America conference. The other members are Lindenwood, Penn State, RIT, Robert Morris and Syracuse.

College Hockey America Members
- Lindenwood
- Penn State
- RIT
- Robert Morris
- Syracuse
- Mercyhurst

Athletic Eligibility
The operative policy on athletic eligibility at Mercyhurst University is:
- In general, student-athletes must be in good standing as defined by Mercyhurst University.
- Student-athletes must maintain progress towards degree as defined by NCAA standards, which include a specified number of credits earned per semester and per academic year as well as a minimum cumulative grade point average following every term.

Club Sports
Mercyhurst provides club sports as a way to encourage participation in activities that enhance health and well-being, in addition to fostering a sense of community and inclusion within the Laker campus. Club sports offer students a chance to learn a new sport, keep fit and compete against other University clubs or varsity teams. All clubs are open to any full-time student with any level of experience. Here is a list of club sports offered:
- Men's and Women's Rowing
- ACHA Ice Hockey (Men's and Women's)
- Equestrian

Intramural Sports
The intramural segment of the Lakers’ program serves the recreational needs of our students. Intramurals enhance the closeness and cooperation of the athletes while improving their physical conditioning and skills. Mercyhurst offers a variety of intramural sports during the course of the academic year.

Below is a list of Intramural Sports offered Fall and Spring Semesters:
- Flag Football
- Ultimate Frisbee
- Men’s Softball
- Women’s Softball
- Men’s Basketball
- Women’s Basketball
- Men’s Indoor Soccer
- Women’s Indoor Soccer
- Tennis Tournament
- Bowling Tournament
- Golf Tournament
- Soft Lacrosse
- Sand Volleyball
- Laker Olympics
- Coed Volleyball
- Softball Faculty-Staff

Residence Life
The Residence Life program recognizes that learning extends beyond the classroom and continues into the areas in which students live. Therefore, Residence Life seeks to be an integral part of the educational opportunities at Mercyhurst and strives to create an environment which enhances student growth socially, culturally, physically, and emotionally while fostering academic success. Traditional freshmen and sophomores who are not designated as “commuters” by the Admissions Office are required to live in University housing. First-year resident students are not allowed to have vehicles while at the University.

Approximately 90 percent of traditional freshmen live on campus in residence halls. Mercyhurst views campus housing as a necessary privilege. Residents are required to sign a housing contract for one full academic year. If after submitting
this contract, the student decides to leave campus housing at any time or withdraws from the University during that academic year, the student will be responsible for a $500.00 breach of contract charge. If a student withdraws or leaves the University during the semester within the occupancy period, housing and board charges will be refunded according to the schedule found on the Housing Contract.

Freshman housing includes: Warde Hall, housing 300 students; McAuley Hall, housing 175 men and Baldwin Hall, housing 200 women. Each freshman residence hall has its own laundry areas, vending machines, and lounges. An Assistant Director, a live-in professional administrator, oversees the freshman residence halls. Each hall is directly supervised by a Hall Director, a live-in graduate student, who is assisted by Resident Assistants.

Resident Assistants are upperclassmen who live on the floors with the freshman residents. RAs plan and implement social, educational, and cultural events in the living areas to ensure an atmosphere conducive to the academic mission of the University. Freshmen living on campus are required to board at the University. The University Dining Service provides the meals. The student dining room is located in Egan Hall. All freshman housing areas close for Thanksgiving, Christmas, and Spring breaks, and at the end of semesters.

Residents must leave housing when the housing areas close. Should extenuating circumstances require that a student remain in residence during one of these periods, prior approval must be obtained from the Residence Life Office. Students permitted to remain in residence over breaks may be reassigned to alternative housing for the break period.

Upperclassmen live in apartments or townhouses. Each apartment consists of two bedrooms, a living room, bathroom, and kitchen. These apartments house four residents (limited triples may be available.) There are 17 townhouses available for 6-person occupancy, three 5-person townhouses, and six 4-person townhouses. Townhouses generally have three bedrooms, one and a half bathrooms, and modern kitchen/dining areas. Many, but not all, townhouses have full basements, with washers and dryers, and central air conditioning. Upperclassman housing areas are supervised by Assistant Directors, live-in professional administrators, who are assisted by Resident Assistants. Resident Assistants live in the building and create a community in their building through the use of social, educational, and cultural programs. RAs also maintain an atmosphere conducive to the academic mission of the University within their building.

Off-Campus Living
First and second-year students are required to live on-campus. Eligible students must fill out and submit an “Off-Campus Declaration” form providing information about their off-campus residence. Any changes in residency must be reported to the Residence Life Office. Students residing off-campus must abide by the Student Conduct Code, Student Handbook, local ordinances, and applicable local, state and federal laws. Failure to do so will result in adjudication through the Student Conduct Process, which may result in the student’s off-campus living privilege being revoked. The University reserves the right to limit the number of students approved to live off-campus.

Accommodations Process
Mercyhurst University values inclusion and is committed to the goal of providing equal opportunities for all. Mercyhurst abides by federal, state and local laws in admissions, employment and all services and programs provided. Mercyhurst University is committed to complying with its obligations under the Americans with Disabilities Act (ADA) Amendments Act of 2008 (ADAAA), Titles I and II of the ADA of 1990, and Sections 503 & 504 of the Rehabilitation Act of 1973, and the Fair Housing Act to ensure that a person with a disability is granted reasonable accommodations when such accommodations are necessary to afford that person equal opportunity to obtain a Mercyhurst education and use University facilities.

In order to receive accommodations through the University, the requesting individual is required to complete the Accommodation Request Form and provide supporting documentation to the ADA Committee. Processing of accommodation requests begins after both the request form and the appropriate documentation information is received. The requesting individual should submit documentation to the Director of Equal Opportunity Programs (DEOP) for review by the ADA Committee.

The ADA Committee in conjunction with the DEOP will make a determination regarding whether a covered disability exists. In cases where a covered disability exists, the ADA Committee in conjunction with the DEOP will begin working with the requesting individual in an interactive process to provide a reasonable accommodation. Please note that the University cannot provide accommodations that are not requested.

Steps to Request a Reasonable Accommodation:

1. Completing the Accommodation Request Form that is available at:  

2. Obtain supporting documentation from a medical or other qualified provider. Supporting documentation is required for any individual requesting accommodations. The documentation must be from a qualified medical provider (such as a doctor, psychologist, psychiatrist, etc.). The documentation should be on letterhead from the provider.

3. Turn in a copy of the above items via one of the options listed below:
   - Fax: (814) 824-3053 - All documents must contain the individual’s name and be addressed: Attn: Alice Agnew
   - Email: ADA@mercyhurst.edu with the individual’s name in the subject line of the email (last, first)
   - In-Person Delivery: Old Main 300

The requesting individual is required to provide documentation that demonstrates credible assurance of a disability issue. The documentation should directly support the request for accommodations. The documentation must state the specific disability and recommendations to allow the requesting individual to participate fully and equally in the activity or program. The documentation is kept on file with the DEOP for verification purposes. The documentation should include the appropriate official signature and contact information for the associated medical professional or facility for verification purposes. These documents must be legible and clear.
The University will carefully review information and documentation provided by the requesting individual, and analyze each person’s individual needs. The University will engage in an interactive process to determine what accommodation may be reasonable and appropriate under the circumstances. The University need not provide accommodations that would fundamentally alter the essential characteristics or nature of a program. Likewise, the University need not provide the exact accommodation requested by the requesting individual.

The University may provide alternate accommodations as long as they are reasonable and appropriate to make the University’s programs, activities, services, and facilities accessible to that individual. If the documentation provided does not meet the University’s requirements it will not be accepted as the official documentation. The requesting individual will receive notice and will be asked to provide alternative supporting documentation. Individuals requesting additional accommodations after their initial approval may be asked to provide additional documentation.

**Appeal Process**

If the requesting individual is not satisfied with the determination of the ADA committee that individual can submit an appeal within 7 calendar days of the decision. Appeals should be submitted to Alice Agnew, Director of Equal Opportunity Programs at aagnew@mercyhurst.edu or 300 Old Main. Appeals will be reviewed by an ADA appeals committee, comprised of relevant senior administrators.

**Grievance Procedure**

Any employee or student who believes they have been denied the protections provided for in the Non Discrimination Notice by the University, should download a grievance form and submit it to the Director of Equal Opportunity Programs. You can find this form at: [www.mercyhurst.edu/student-consumer-information](http://www.mercyhurst.edu/student-consumer-information) under the Notice of Nondiscrimination section. This form is also available from Alice Agnew, Director of Equal Opportunity Programs, at: aagnew@mercyhurst.edu or 300 Old Main.

**Learning Differences Program**

The Learning Differences Program (LDP) provides students with academic counseling and facilitates academic accommodations. Any student who has an academic accommodation approved by the ADA Committee is eligible for the Learning Differences Program.

Founded in 1986, the LDP has been committed to identifying and reducing physical, programmatic, and attitudinal barriers for students with disabilities and ensuring access to campus programs, services, and facilities. The LDP coordinates the following accommodations for students who have received approval through the ADA Committee: testing modifications (extended time in alternate location), auxiliary aids (note takers, readers, scribes), course substitution and/or reduction, assistive technology (reading and voice recognition, listening devices), etc.

The LDP facilitates collaboration between students, faculty, and staff to ensure that the students’ needs for equitable access to the academic program are being met while upholding academic integrity.

**Academic Advantage Program**

Students may also choose to enroll in a more structured program which includes intensive academic support and is designed to help with the transition and adjustment to college life. One-on-one personalized assistance will be provided to help students in clarifying their educational needs, goals, and potential. Through this individualized plan, students learn how to acquire more effective and efficient study skills necessary for academic success. These sessions also promote self-awareness and foster independence to increase academic achievement.

This program includes a scheduled weekly meeting with a trained Academic Counselor to develop an individualized academic action plan based on the student’s strengths, abilities, and interests. Weekly sessions may include ensuring the timely and proper completion of assignments, fostering effective study skills, and monitoring academic progress. Services may also include consultations with parents at mid-term and the end of a semester at the student’s request. The Academic Advantage Program is a fee-based service.

**Pathways to Academic Success**

The LDP also offers a pre-college August program called Pathways to Academic Success for Students (PASS) designed to strengthen students’ academic skills and increase their confidence in their ability to achieve in college-level courses. Students live on campus for three weeks prior to Freshman Welcome Week and enroll in a three-credit college course.

The PASS program provides students with an opportunity to begin recognizing and coping with the added demands of college coursework. The Learning Difference Program has been continually advertised and commended by the Princeton Review’s *The K&W Guide and Peterson’s Guide to Programs for Students with Learning Disabilities*. The most recent Best Colleges On-Line listing of “20 Incredible Colleges for Students with Special Needs” placed Mercyhurst’s Learning Difference Program 9th among the top programs nationwide.

**The Student Handbook**

In addition to this catalog, the University publishes the Student Handbook. The Handbook is written to provide students with an understanding of the culture and community of Mercyhurst University as well as to provide behavioral standards and consequences for misbehavior. Included in the Handbook is information on various university departments and offices, the Student Conduct Code, residential policies, etc. Students are responsible for the information contained in the Handbook and for seeking clarification of that information as needed. The Handbook is available to all students on the University’s web site and can be accessed on-line at: [http://handbook.mercyhurst.edu](http://handbook.mercyhurst.edu).

**Student Conduct Code**

Mercyhurst University, as a community of learning dedicated to the lifelong development of the whole person, is where students gather knowledge, insights, skills, and vision necessary to attain fulfillment of the goals they have set for themselves. It is within this community that every member of the University is encouraged and aided to meet the standards set by the University. These standards establish a base upon which the student builds a quality of life reflecting good citizenship, vigilance, and concern for the less fortunate. It is from these ideals that we have developed the conduct code at Mercyhurst University. Excessive regulation, tedious debate, and contentious challenges are not the aim of this conduct code. The focus of the conduct code is personal responsibility, good judgment, responsible stewardship, and concern for an improved quality of life for the whole community. Conduct violations are typically adjudicated by the Director of Residence Life and Student Conduct. All decisions may be reviewed through an appeal process.
Mercyhurst Student Government

Through its elected officers and senators, Mercyhurst Student Government (MSG) is the voice of all students at Mercyhurst University. It is a multifunctional organization which serves the Mercyhurst University and the City of Erie communities. MSG acts as a liaison between students and the administration. MSG, in conjunction with the Campus Involvement Center, officially recognizes student clubs and organizations. All students are invited to become involved with MSG at any level by contacting an officer, senator or simply by attending an MSG meeting on Monday evenings at 7:30 p.m. in the MSG Chambers, 2nd floor of the Student Union. All MSG meetings are open to the entire Mercyhurst Community.

Activities Councils

The Multicultural Activities Council (MAC) and Student Activities Council (SAC) are the primary student programming organizations on campus whose function is to provide activities that will enrich the University community both socially and culturally. The councils are composed of a twelve-member executive board and an active general membership. All students are encouraged to participate in the councils by planning events as well as by participating in activities, which are generally held on Friday and Saturday evenings throughout the academic year. Some of the many activities have included tournamnets, dance parties, movies, coffee houses, comedians, VIBES, bands, hypnotists, and spirited competitions for athletic events.

Special events such as formals and fests are also held throughout the year, in conjunction with MSG. All events are published in a monthly activities calendar distributed via The Weekender. To become involved, students should call or stop by the SAC/MAC office, located on the lower level of the Student Union. General meetings are held monthly and are open to the entire Mercyhurst community.

Student Publications

The Merciad is a student newspaper published weekly online and in print as the voice of the Mercyhurst community. It provides an opportunity for students to develop their journalistic skills and provides a forum for opinions. The Merciad has been published since 1929. Lumen, a literary magazine, is developed by students and is sponsored by the English Department.

Cohen Student Health Center

The Cohen Student Health Center provides primary care health services to the student body. The concept of “preventive medicine” and “wellness” is promoted through educational events on campus and “one-to-one health education.” Located near the campus bookstore, the Health Center provides physician and nursing hours on a daily basis Monday through Friday during the business day. Call the Health Center at 814-824-2431 to make an appointment.

Students are not charged or billed for their Cohen Student Health Center visit. If diagnostic testing, prescription medications, or specialist services are required, the student will be referred into the community as appropriate. In this event, the community providers of those services will bill insurance or charge the student. All students are expected to be covered by a family health insurance plan or enroll in the student health insurance plan through the University. Students requiring medical care in the evening or on an emergency basis can find a list of after hour community providers on the Health Center portal. A Pre-Admission Health Record, including a completed Immunization Record, is required of all students prior to admission. Transfer students and graduate students are required to have previous health records, including immunization records, transferred from their former academic institutions. The Health Center can assist students requiring a physical or TB testing for a clinical placement, internship or student teaching. The Center can also help students with referrals to area specialists.

Tobacco Free Policy

In keeping with the University’s commitment to provide a safe and healthy work environment, and consistent with Pennsylvania’s Clean Indoor Air Act, smoking and the use of smokeless tobacco is prohibited at all times and at all locations on the Erie and North East campuses. This policy forbids the use of all nicotine, tobacco-derived or tobacco-containing products, including cigarettes, electronic cigarettes, cigars and cigarillos, hookah-smoked products, and all forms of oral tobacco. The tobacco-free policy includes university-owned and leased facilities, properties, and grounds and extends to sidewalks adjacent to university buildings and grounds as well as personal vehicles on university property. This policy applies equally to all employees, students, visitors, vendors, contractors, and subcontractors.

Police and Safety Services

The Police and Safety Department’s primary responsibility is the safety of the Mercyhurst University community, and the security of the university and university community assets. Other responsibilities include the investigation of theft, criminal mischief, and other criminal incidents occurring on campus. All matters relating to institutional or student safety and security are reported directly to the Police and Safety Department for appropriate action. The Police and Safety office is located in the lower level of McAuley Hall, and may be reached by dialing extension 2304 (824-2304 from off campus or when using a personal cell phone). The enforcement of parking regulations and vehicle traffic control is maintained by assessing penalties in the form of fines and through campus automobile registration. Vehicles are towed when parked in designated tow-away zones, or when necessary during snow emergency/removal operations. A wheel-locking device may be placed on a vehicle’s wheel to prevent movement if it is determined that the driver is a chronic offender, or if the owner or operator of a particular vehicle fails to pay fines which accrue in a significant amount.

Parking

First year resident freshmen students are not permitted to bring a vehicle to Mercyhurst University. There are twenty-four parking lots on and off campus to accommodate parking for students, visitors and employees. All underground parking lots are restricted for use only by individuals paying for specific parking spots. Parking permit stickers are issued on a daily basis or when needed. All students planning to bring a vehicle to campus must register their vehicle on line with the police and safety department prior to their arrival at Mercyhurst University. Upon arrival, the student must report to the police and safety department office with their vehicle, driver’s license, vehicle registration and proof of vehicle insurance. After review, a parking permit sticker will be issued and affixed to the lower corner of the vehicle’s rear window.

Parking permits for student vehicles will be issued between the hours of 8:30 a.m. and 3:30 p.m. Monday through Friday, excluding holidays and days that the university is closed. Parking permits are available for non-registered vehicles being used temporarily by students, and visitor parking passes are available for university guests at the police and safety department office twenty-four hours a day, seven days a week, excluding holidays and days that the university is closed. Police and Safety requests that all cars have a permit so we know who is on our campus.
The academic area of the University is organized into four colleges. Each college is coordinated by a Dean who reports to the Provost. Associate Deans are appointed within each college to oversee evaluation issues and assist the Deans. Colleges are divided into separate Departments — each of which offers a major(s) and/or minor(s). Departments are administered by Chairpersons who coordinate their operations with the Dean and Associate Dean of the respective college.

Hafenmaier College of Humanities, Arts and Social Sciences  
**Dean:** Leanne Roberts, Ph.D.  
**Associate Dean:** Christina Riley-Brown, Ph.D.

(Anthropology/Archaeology, Art, Art Therapy, Catholic Studies, Dance, Education, English, History, Liberal Arts, Music, Philosophy, Psychology, Religious Studies, Sustainability Studies, World Languages)

Ridge College of Applied Intelligence Studies and Applied Sciences  
**Dean:** James Breckenridge, Ph.D.  
**Associate Dean:** Randall Clemons, Ph.D.

(Appplied Forensic Sciences, Applied Sociology, Communications, Criminal Justice, Data Science, Information Technology, Intelligence Studies, Mathematics, Political Science, Social Work)

Walker College of Business and Management  
**Dean:** Mary Breckenridge, Ph.D.  
**Associate Dean:** Amy Parente, Ph.D.


Zurn College of Natural and Health Sciences  
**Dean:** Michael Elnitsky, Ph.D.  
**Associate Dean:** Amy Doolan Ph.D.

(Athletic Training, Biology, Biochemistry, Bioinformatics, Chemistry, Exercise Science, Geology, Health Care Science, Nursing, (RN-BSN), Physics, Public Health, Sports Medicine)

Global Programs and Experiential Learning  
**Dean:** Heidi Hosey, Ph.D.

**Academic Affairs**

The Pennsylvania Department of Education regulates the definition of “1 credit” and the number of hours that different courses must meet to earn a credit. The definitions are as follows:

**Traditional Classroom Courses**  
One college semester credit in a traditional classroom course is defined as 14 hours of classroom instruction. A three-credit semester based course would need to meet for 42 hours of rigorous college classroom instruction over the semester. The academic requirements for hours of classroom instruction cannot be calculated to include exams (i.e., final exams). This formula includes the expectation that students will invest 2 hours of preparation time for every 1 credit of course content. For the student who enrolls in 15 credit hours per semester, this would mean an additional 30 hours of preparation beyond the class time. Semester courses at Mercyhurst meeting three days per week are held for 50 minutes and those classes meeting twice per week are held for 75 minutes.

**Laboratory Courses**  
One college laboratory semester credit is defined as 1 hour per week of lecture plus 1-2 hours per week of scheduled laboratory work. This formula includes the expectation that students will invest 2 hours of preparation time for each 1 credit of course content. Lab courses at Mercyhurst that are independent of a lecture typically meet one day per week and are held for 2 hours and 50 minutes.

**Practice Courses**  
(Clinical rounds, visual/performing art studios, student teaching, field work, etc.): One college practice course credit is defined as 3-4 hours per week of practice, or a total of 45-60 hours per semester. This means that a 3-credit hour practice course must represent between 135-180 total hours of academic work per semester. Practice courses at Mercyhurst are specified by departments and are certified to ensure that students are meeting the correct number of hours for their respective credits.

**Clock Hour Programs**  
Mercyhurst offers a limited number of programs that run on clock-hours instead of credit-hours. For these programs, Mercyhurst uses the clock-to-credit conversions outlined in the Federal Register (CFR 668.6 (k) and (l)). For our purposes, this defines a minimum of 37.5 clock hours to a credit hour. The Office of the Registrar and the Office for Institutional Effectiveness monitors semester offerings for compliance. Similarly, semester course schedule creation is a Provost Office function with input from academic departments.
Graduation Requirements

The graduation requirements for the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music and Bachelor of Science degree are:

- That a minimum of 121 credits be successfully completed.
- That at least 30 credits be taken in the major program unless the program has been exempted from this regulation.
- That all of the courses in the REACH Curriculum be successfully completed. Students are personally responsible for ensuring that they meet these requirements. If a student has a question about any one of the courses, the question should be referred to the Registrar or the Office of the Provost.
- That a cumulative grade point average of at least C (2.0 GPA) or higher be earned as specified by program requirements.
- That all requirements in the major department be successfully met. This includes the required cumulative GPA, the required courses, theses, etc.
- That at least 46 credits be completed at Mercyhurst. This includes at least half the total credits in the major program.
- That at least 24 credits of the last 30 be completed under the auspices of Mercyhurst University.
- Credits with a course number 098 and 099 DO NOT count toward graduation.
- Only six credits offered by the Department of Military Science (ROTC) count toward graduation.

The graduation requirements for the Associate of Science and Associate of Arts degrees are:

- That a minimum of 60 credits be successfully completed (exclusive of lab credits).
- That a student takes at least 15 credits outside the departmental area.
- That a minimum cumulative GPA of 2.0 be earned as specified in program requirements.
- That all requirements of the program be successfully completed. This includes the required cumulative average, the required courses, internships, etc.
- That at least half the total credits in the program be completed at Mercyhurst University.
- That the Associate Degree cannot be designated retroactively after a Bachelor’s Degree has been earned.

Statement of Responsibility

It is the responsibility of each student to know both the University-wide graduation requirements as well as those in their chosen major, and to meet all requirements satisfactorily for graduation. Students have the assistance of numerous University personnel to help them understand these requirements. The academic advisor, the Department Chairperson, the School Dean, the Office for Academic Affairs, and the Registrar’s Office are all available to answer questions about these requirements. It is the responsibility of each student to use his/her program evaluation on Self Service to determine what courses he/she need to take.

Core Curriculum / General Education Requirements

Beginning in Fall 2016, all entering students will complete the REACH and outreach curriculum of the university’s liberal core requirement. Within the core requirement, courses and experiences across four years of matriculation foster and integrate the knowledge, skills and attitudes necessary for personal and professional success and provide substantive opportunities for reflection on and application of the values inherent in the Mercyhurst University educational experience.

Reach Curriculum

All entering students must complete the REACH Curriculum. In the case of students returning to the University after an interruption of study, these students also must complete this new REACH Curriculum.

Freshman Year Experience

The Freshman Year Experience is about helping students as they begin their journey of reaching toward success. These courses are intended to be an introduction to academic writing and thought, as well as college life. Each student will be required to take three courses as part of their Freshman Year Experience:

- iMU 101 – Introduction to Mercyhurst (1 credit)
- iMU 102 – Involvement at Mercyhurst (1 credit)
- COMP 120 – Writing and Research (3 credits)

Liberal Arts Experience

In the Liberal Arts Experience, students continue to reach for their goals and have the opportunity to expand their understanding of knowledge, contexts, ideas, and disciplines. Each student will be required to take two courses at the 100 or 200 level from each of the following areas of the Liberal Arts Experience. Note that no two prefixes in the Liberal Arts Experience can be the same.

- **R** - Reason and Faith (2 courses/6 credits)
  - CST, PHIL, RLST
- **E** - Expression (2 courses/6 credits, at least one course must be ENG)
  - ART, DANC, ENG, MUS, THEA
- **A** - Analytical (2 courses/7 credits, one course must be science with lab)
  - (BIO, CHEM, GEOI, MATH, PHYS, SCI, STAT)
- **C** - Contexts and Systems (2 courses/6 credits)
  - (ECON, HIS, POLI)
- **H** - Humans in Connection (2 courses/6 credits)
  - (ANTH, PSYC, SOC, WL and Related WL Prefixes: ASIA, FREN, CHNS, SPAN, RUSS, etc.)

Within the REACH curriculum, each student will be required to take, as a part of their Senior Experience:

- ETH 400 – Reach Capstone (3 credits)
- A capstone experience identified within their major program

outREACH / Beyond the Gates (BTG)

The outREACH requirement extends Mercyhurst University’s Mission-driven commitment to community engagement and is part of a larger effort to enhance cross-cultural learning for all our undergraduate majors. The outREACH
requirement within the liberal arts curriculum is fulfilled through the completion of the 2-credit freshmen Introduction to Mercyhurst (IMU) requirement, the required 1-credit Beyond the Gates experience (usually completed in the sophomore year), and the 3-credit senior capstone ethics requirement. All three outREACH levels are integrated through continuously monitored portfolio assessment conducted through the Chalk & Wire online platform.

The Beyond the Gates (BTG) experience is an approved course, course-designation, placement, or other qualifying program participation. BTG experience sections are offered in the fall and spring terms, and students normally complete the requirement in the sophomore year after completing IMU but before enrolling in the senior capstone ethics course. Beyond the Gates (BTG) experiences enable students to participate in civic engagement and service learning through a variety of opportunities, including study away or study abroad. Learning through real-world, person-to-person engagement enables students to apply academic knowledge and critical-thinking skills in developing critical insights into self and others, gaining deeper understanding of the university Mission and Mercy heritage, and sharing in the critical work of civic responsibility and meeting community needs.

Senior Experience
The Senior Experience is where students see their efforts realized as they take command of their futures. The Senior Experience is the culmination of academic knowledge and personal growth, and allows students to intertwine their major and liberal arts curriculum in a way that demonstrates their transformational education.

Notes: ENG 098 and MATH 099 courses are not part of the REACH Curriculum. Although they earn university credits, these credits do not count toward graduation. A course cannot count for more than one REACH requirement.

Majors and Double Majors
In addition to the breadth of learning that occurs in Mercyhurst’s REACH Curriculum, students are expected to choose one area of study that meets their intellectual interests and career needs. This is the student’s Major, a specific field of study with its particular scope, content, and methods. Upon graduation in a specific major, students are presumed to have a command of the intellectual history of the discipline, knowledge of contemporary issues and problems in that discipline, and the repertoire of methods and approaches needed for creative contributions to that discipline.

Mercyhurst recognizes that some students wish to enhance their educational experience by obtaining majors in two departments. Such an academic program is challenging, since the student is expected to take significant additional coursework while meeting the rigorous academic standards of two departments. Specific requirements for those wishing to obtain a double-major are:

- The approval/signatures of appropriate Department Chair(s) and/or School Dean(s);
- The expectation to develop expertise in two distinct areas of study; each of which has its own intellectual history, unique content, and methods of inquiry. Students will be expected to meet all major requirements for each department.

Some students may choose to double-major in closely related fields. In this case the students will be required to take eight uniquely distinct courses in each major. In some cases, this minimum course requirement for each major might mean that students will have to take departmental courses or independent studies in addition to the listed requirements in one or the other discipline in order to establish the uniqueness of each intellectual discipline and to assure the intellectual integrity of major and double-major.

Minor Programs
Students often find that a minor area of specialization adds considerably to their educational program. While choosing a minor is not required, Mercyhurst encourages students to examine the possibility of a minor in addition to the major. If students choose to minor in a field that is closely related to their major and/or an additional minor, each minor would be required to consist of four uniquely distinct courses.

Contract Majors / Minors
Students who wish to develop a major or minor program not currently listed in the University Catalog may elect to put together an individualized contract major or minor. With the help and advice of at least two full-time faculty members, a student can choose offerings from several disciplines which meet a unique set of objectives or prepare him or her for a specialized job or career. Such a major or minor must not duplicate all, or even a substantial portion of, an existing program.

Contract Majors will typically be titled as a Multi-Disciplinary major with two concentration areas. All contract majors will be Bachelor of Arts degrees. The final decision about the major or minor rests with the Office of the Provost.

Student eligibility for the contract major or minor option is determined as follows:

- Students who have completed a minimum of 30 credit hours with a GPA of 2.80 or better may elect a contract major or minor.
- Students who, at the completion of 60 credit hours, have maintained a GPA of 2.50 or better may elect a contract major or minor.
- Students who have completed more than 60 credit hours or who are beyond the first semester of their junior year are not eligible for a contract major.
- Students who have completed more than 90 credit hours or who are beyond the first semester of their senior year are not eligible for a contract major or minor.

Students who are approved for a contract major or minor will be required to meet the graduation requirements stated in the current University Catalog.

Specific requirements of the Contract Major are as follows:
At least 36 credit hours must be taken in the major. No more than 45 credit hours (excluding one-credit hour laboratories taken in conjunction with a regular course) may be required. At least 18 credit hours must be taken at the upper-division (300- and 400-level courses). Students must earn a minimum GPA of 2.5.

Specific requirements of the Contract Minor are as follows:
At least 18 credit hours must be taken in the minor. A minimum GPA may be set at the discretion of the supervising faculty. Students who are eligible for, and who wish to develop, a contract major or minor must complete the following steps:
• Secure the permission of one or two full-time faculty members who are willing to help as advisors.
• Prepare a written proposal outlining the rationale for the major or minor and a list of the courses which will be required.
• Obtain the signature(s) of the faculty advisor(s) as acceptance of the proposed major or minor.
• Obtain the signature of the Provost as a sign of his or her acceptance of the proposed major or minor.

Have a copy of the contract placed in the student’s permanent file in the Registrar’s Office and have copies prepared for each of the faculty advisors. Any changes in the approved program of study will require the signatures of the faculty advisors and the Office of the Provost prior to the implementation of the change. Upon the successful completion of the courses and all other graduation requirements, the student will be granted the bachelor degree in the contract major. If completed, the contract minor will be posted on the academic record.

Degree Completion Time Frames
Degree requirements must be completed within 10 years of the date from which the student first matriculated at Mercyhurst. Credit for courses over 10 years old will only apply to a degree if the grade for that credit is C (2.0) or better and when accepted as applicable by the Vice President of Academic Affairs.

Application for Graduation
A preliminary mailing to potential graduates is sent in the early part of fall semester. Students who complete all requirements of Mercyhurst University, should make application to the Registrar for graduation before February 1st of the senior year. Application forms must carry the signature of the department chair indicating which major requirements should be successfully completed before the end of the spring semester. Students who do not complete their program before the end of spring semester, but who could do so by the end of the fall semester following the graduation ceremony in May by taking no more than nine credits, may participate in the graduation ceremonies. Students who have completed the required program except for student teaching may also participate in the graduation ceremonies. Students who will not receive a signed diploma until graduation requirements are met. Any change in a student’s graduation status must be reported to the Registrar’s Office by April 15th.

Academic Standards and Grades
The grading system of the University is:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>QUALITY POINTS</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>exceptional attainment</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>superior work</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>good work</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>above adequate work</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>adequate work</td>
</tr>
<tr>
<td>D+</td>
<td>1.5</td>
<td>less than adequate work</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>poor work</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>failure to meet course standards</td>
</tr>
</tbody>
</table>

Grades earned in these courses are calculated in the GPA and the credit is posted on the transcript.

The lab is worth one credit, which counts toward the 121-credit graduation requirement.

Students pay a lab fee.

Students may purchase up to two academic credits for Science Labs taken prior to fall 2007. The purchase of credit form is available in the Registrar’s Office (106 Main).

Incomplete Grades
The Incomplete Grade (I) is a temporary grade indicating that work in the course was acceptable, though a significant or critical part of it was not completed due to illness or other serious circumstances beyond the student’s control. It is the student’s responsibility to verify these conditions. The “I” grade may not be used to extend time for course work or for the convenience of the student or faculty member. Incomplete coursework must be submitted to the instructor no later than 30 days after the end of the semester in which the “I” is given. If not completed, the “I” grade is changed to a grade of F. Students who are working on special projects that carry into other semesters or on theses should not register for credit until the semester when completion appears likely. While on the transcript, I grades will carry no academic penalty.

Pass-Fail Option
A student is permitted to declare one course on a Pass/Fail basis. The purpose of this option is to encourage students to explore new areas of study in which they are interested but have little or no background. The Pass/Fail option may be chosen for any course that does not fulfill the major or minor requirements. The Pass/Fail option requires the written approval of the advisor or a representative from the Office of Academic Support.

A student must attain a minimum of a C grade to receive a Pass (PA) for the course. Students receiving a D+ or D grade will receive a Low Pass (LP) for the course. The PA or LP grades are not calculated in the grade point average; however, if the student fails the course, the F grade is included in the cumulative grade point average.

Repeated Courses
Students who earn a D+, D, or F in a course may repeat that course. Courses that are repeated will be re-graded as PASS (PA), LOW PASS (LP) or FAIL (F). Students earning at least a C will be re-graded as a PASS (PA) for the course; students earning a D+ or D will be re-graded as a LOW PASS (LP); students earning a F will be re-graded as F (F). When the re-grade is either PA, LP or F, the original grade is converted to a R (REPEAT). A LOW PASS or a PASS is not calculated in the GPA; however, a grade of F on the repeated course is calculated in the GPA. Students who receive a LOW PASS or a PASS for the course repeated in their major field must consult their Department Chair concerning the effect of the repeated course on their departmental requirements.

Calculating Grade Point Average
Grade points are earned according to the above grading scale for each credit attempted. Under the grading system, a student’s Grade Point Average (GPA) is computed by dividing the total number of grade points earned by the total number of credits attempted. The resulting number is the student’s Grade Point Average.
Students who fail to achieve good academic standing at the end of their first semester when a student fails to maintain good academic performance. Students who have been suspended once and have been placed on academic probation and does not make satisfactory academic progress during the period of probation. Initial suspension is for one semester. A student has the right to appeal a suspension; this must be done in writing to the Assistant Vice President for Academic Affairs. A freshman can be suspended in any semester of the first year if a majority of his/her courses are not passed. The Assistant Vice President for Academic Affairs, after consultation with the Academic Support Staff, makes suspension decisions.

Students who have been suspended from the University for one semester for lack of academic progress may request reinstatement to the University. However, they may be asked to reapply for admission. A formal letter of request must be sent to the Assistant Vice President for Academic Affairs before the beginning of the semester in which the student seeks readmission. If the student is permitted to return, the conditions under which readmission is granted will be fully indicated in a letter of readmission.

Definitions of academic progress for the award of financial aid may differ from academic policies. Each student should work closely with the financial aid office to ensure that there is an understanding of those standards and their implications for financial aid eligibility.

Academic Forgiveness
For the student who has not been enrolled at the University for more than five (5) years and who currently demonstrates the ability to do well academically, an Academic Forgiveness policy is available. Essentially, Academic Forgiveness removes the effects of earlier unsatisfactory grades and the cumulative GPA is reset at 0.00. Students who wish to be considered for Academic Forgiveness must make an appointment with the University Registrar to determine eligibility and the impact of invoking the policy. Given the many dimensions of this policy and mindful of the fact that this policy may be applied only one time, consultation with an advisor is recommended.

Dean's List and Honors
The University recognizes in special ways students whose academic performance warrants special recognition.
Dean's List
The Dean's List is for four-year undergraduate students and is computed at the end of each semester. It is based on full time enrollment at Mercyhurst, with a minimum of 12 graded credits. Students who achieve an academic index of at least 3.6 for the semester will receive the posting of Dean's List on their transcript. The semester in which the honor is earned. Students who maintain Dean's List honors for an entire academic year will be invited to attend an event held by the Office of the Provost during the fall semester.

Graduation with Latin Honors
A student is graduated with Latin honors from Mercyhurst University if he/she has achieved one of the following levels in his/her academic index:

- 3.90 GPA — Summa cum Laude
- 3.75 GPA — Magna cum Laude
- 3.60 GPA — Cum Laude

Students who are enrolled in and fulfill the obligations of the Mercyhurst Honors Program (including the successful completion of 8 Honors identified courses) graduate with Mercyhurst Honors. In addition, these and other students graduate with Latin Honors if they have achieved one of the above levels in their academic index.

Graduation Awards
To be considered for a graduation award, a student must complete all coursework by the date of commencement, including student-teaching, internships and externships. Candidates for non-divisional/departmental awards must be cleared by the Registrar's Office as having no more than one-year of transfer credit counting toward the graduation requirement of 121 credits. Candidates must also be cleared by the Student Conduct Office as having no serious or recent discipline issues. Full-time faculty, staff and administrators nominate students for the top awards of the University. Faculty nominate students for divisional awards. The President's Senior Awards Committee reviews all nominations and makes the final selection. Winners are presented with their award during graduation weekend.

Carpe Diem Award
This award is the highest student award given to a traditional student. It is given in recognition of intellectual competency, personal integrity and most importantly, leadership impact. It is presented to the outstanding senior who has made the most positive impact on the life of the Mercyhurst community and who best exemplifies the university motto, “Carpe Diem” — “Seize the Day”. The student who wins this award will also be the student speaker at the graduation ceremony.

Bishop's Award for Academic Excellence
This undergraduate award is presented to the graduating senior who is considered the top scholar among the graduating class. Criteria for selection are GPA and program demands. The rigor associated with dual majors and minors is also considered. The Registrar’s Office will provide the President’s Selection Committee with the names of the students receiving the top five highest cumulative GPAs. The President’s Selection Committee will then choose the winner based on these criteria. A cash award is presented by the Catholic Diocese of Erie.

Sister Carolyn Herrmann Service Award
This award is given to a traditional graduating senior who has given selflessly of time, energy, loyalty and talent in the spirit of Sr. Carolyn Herrmann, who served as the University’s President from 1962 – 1970.

Frank Barry Leadership Award
This award is given to a traditional graduating senior who has exemplified superior student leadership and campus involvement during his/her time at Mercyhurst University. This award is named after Frank Barry, ’75, one of the first male student government presidents.

Mother Borgia Egan Honors Award
This undergraduate award recognizes the model honors student who fully embodies the spirit of a liberal arts education. The winner must have completed the requirements of the Honors Program. The winner also will have demonstrated the following: an appreciation of the cultural environment of the University, academic and scholarly/professional accomplishments, and a dedication to community service.

Alumni Recognition Award
This traditional undergraduate award is presented to the graduating senior who has shown exceptional loyalty and strong ties to his/her alma mater, and whose undergraduate days have been filled with a visible love, spirit and involvement at “The Hurst.”

President’s Award for Excellence in the Academic Colleges
Each of the four Colleges at the University, under the direction and guidance of the respective Dean, nominate three traditional seniors in their respective Colleges. The criteria for selection are GPA and overall contribution to the respective College. The award is given to the student who is considered to be the top scholar in each respective college.

Catherine McAuley Adult Student Award
This award is given to a traditional graduating senior who has exemplified dedication to community service. The non-traditional student who wins this award will be the student who has been judged to be the most outstanding adult student in the graduating class. The award is based on GPA, but also takes into account professional achievement, family responsibilities and other challenges that can face adult students.

President’s Award for Adult Excellence
Under the direction and guidance of the Deans, each College nominates an adult student for this award. The criteria for selection are GPA and overall contribution to the university. The award is given to one adult student who is considered to be a top scholar at the university.

Sister Eustace Taylor Graduate Student Award
Each of the seven graduate Programs, under the direction and guidance of the Program Director, select the graduate student in their respective Program for this award. The criteria for selection are GPA and overall contribution to the respective College.

National Honor Societies
Mercyhurst has active societies honoring those outstanding students who possess the ideals of the honor society.
• **ALPHA PHI SIGMA**: National criminal justice honor society
• **ALPHA SIGMA LAMBDA**: Adult honor society
• **BETA BETA BETA**: Biology honor society
• **DELTA MU DELTA**: National honor society in business
• **ETA SIGMA DELTA**: International hospitality/tourism honor society
• **KAPPA DELTA PI**: National honor society, Education
• **LAMBDA PI ETA**: National honor society, Communication
• **NU DELTA ALPHA**: National honor society, Dance
• **PHI ALPHA THETA**: History national honor society
• **PHI ETA SIGMA**: Freshman national honor society
• **PHI SIGMA IOTA**: International Foreign Languages honor society
• **PI SIGMA ALPHA**: National honor society, Political Science
• **PSI CHI**: National honor society, Psychology
• **SIGMA PI SIGMA**: National honor society, Physics
• **SIGMA TAU DELTA**: This national honor society confers distinction for high academic achievement in English language and literature in undergraduate, graduate, and professional studies.
• **KAPPA GAMMA PI**: National Catholic honor society makes leadership a more tangible reality and pledges to do greater things for its students in the future. Kappa Gamma Pi provides the St. Catherine Medal, which is given to the young woman who has performed some specific outstanding service or has the best record of progressive achievement. The award is endowed by Margaret Anne Mooney Emling, class of 1937, in memory of her sister, Catherine Mooney. It is normally awarded to a sophomore.

### Academic Policies and Procedures

**FERPA**

The Family Educational Rights and Privacy Act of 1974 (FERPA) requires that all students and/or former students must provide written authorization for the release of their educational records to a third party. FERPA also affords students certain rights regarding review of their records. Complete information on FERPA can be found at mercyhurst.ferpa.edu.

**Basic Competencies Requirements**

Students admitted to Mercyhurst University are expected to have requisite competence in reading, writing, and mathematics. Entering students will work with their advisors to select courses that are appropriate to the student’s educational background and course of study. Should a student be found lacking in skills to complete university courses successfully, developmental courses are available. These offerings are described below.

**Mathematics Competency**

Students who score below the required SAT mathematics score must successfully complete MATH 099 (Basic Mathematics) and/or MATH 102 (Elementary Algebra) before the end of their first year.

**Writing Competency / Reading Competency**

The University may recommend or require a student to take a developmental reading or writing course after evaluation of the student’s SAT and/or ACT scores (verbal).

**Note**: These basic courses (ENG 098 and Math 099) carry three elective credits; however, the credits do not count toward graduation and are subject to regular tuition.

Students transferring to Mercyhurst will not be held responsible for the Basic Competency Requirement if they have successfully completed a course equivalent to University Composition and/or Basic Mathematics and/or Elementary Algebra with a 2.0 minimum grade. However, all REACH liberal arts requirements must still be met.

**Class Attendance**

Every instructor will define, within the first week of the course, all factors on which the course grade is based. If classroom attendance is to be considered in calculating the course grade, students will be notified of this ahead of time, and a statement to this effect should be included on the course syllabus. Freshmen are required to attend class, and every faculty member, therefore, should indicate on the course syllabus the nature of the penalty for nonattendance.

### Class Standing and Student Status

**Class Standing**

Class standing is dissociated from graduation requirements. For purposes related to academic study, a student with 0-29 credits is considered a freshman; 30-59 credits is a sophomore; 60-89 credits is a junior; and 90 or more credits is a senior.

**Full-Time Student Status**

Mercyhurst University considers a full-time student to be one who carries at least 24 credit hours per academic year and who carries a minimum of twelve credit hours in any regular semester. Students who receive financial aid or government sponsored loans should consult with the Office of Student Financial Services before registering for fewer than 12 credits in any semester.

**Part-Time Student Status**

A part-time student is one who is officially registered at the University but carries fewer than 24 hours during the normal academic year or who carries fewer than 12 credit hours in any regular semester. A part-time matriculated student is charged at a per-credit rate, plus additional fees as determined by the Vice President of Finance.

**Special Students**

Non-matriculated students are permitted to attend classes if they have been approved by the Office of the Provost. The usual policy is to permit a maximum of 12 credits to be taken before a student must make application for admission. The credits are then transferred to the matriculated status. High school students who wish to attend classes under the dual enrollment program must be approved by the Office of the Provost. Students may take no more than two classes per semester. No high school student may take more than 30 credits before matriculating at the University.
Registration Policies and Procedures

Registration
The registration process begins with a conference between students and their advisors. The official registration period for each new semester usually begins in the last month of the previous semester. No student will be registered without the advisor’s online registration approval or signature; nor will any registrations be accepted after the official ending of the registration period without approval of the Office of the Provost.

Summer Enrollment
Mercyhurst University limits the number of credits students may register for the summer semester. Students who are registered for 6 credits in the summer semester (any combination of summer sessions) are considered full-time and reported to the National Student Clearing House as such.

Schedule Changes
Students may change their schedules during the designated Add/Drop period. All schedule changes processed by the Registrar’s Office must have the signed approval of the student’s faculty advisor.

Course Withdrawal
Students who withdraw from a course after the first week will receive a grade of ‘W’ for the course. There will be no withdrawal after the published last to withdraw date in any semester. Students need to be aware that withdrawing from one or more courses can affect Academic Progress resulting in the loss of Financial Aid. * See Student Financial Services information for details.

Voluntary Withdrawal (Cease Enrollment) From the University
Students who wish to withdraw officially from the University must complete the cease enrollment form, available in the Office of the Provost. Students may withdraw from the University without grade penalty until the last day of regular classes, but before final exams, in any semester. Tuition refunds will be calculated based on University policy. See TUITION AND FEE REFUND POLICY DUE TO TOTAL WITHDRAWAL. Students who have officially withdrawn and are in good academic standing may apply to the Office of Admissions for readmission during the next regularly scheduled semester or session.

Exceptions to Regulations/Missed Deadlines
Students who miss deadlines (drop/add, pass/fail, withdrawal, incomplete, etc.) and ask for an exception are required to obtain the written permission of the Office of the Provost. These requests will be kept on file and will become part of the record for future decisions on requests for exceptions. Exceptions to the regulations for serious reasons and waivers on deadlines will only be granted where valid documentation is provided.

Special Registration Considerations

Course Overload
Freshmen are not permitted to take more than 18 credits per semester. Any exceptions to this rule must be approved by the Office of the Provost. Sophomores, Juniors, and Seniors need approval from either their academic advisor or academic counselor in order to take more than 18 credits per semester, and the Office of the Provost must approve registration for 21 or more credits per semester. Typically, only students who maintain a 3.0 GPA for two consecutive semesters will be granted permission to take 21 or more credits per semester. Students should also consult with the Student Financial Services Office before attempting to register for more than 18 credits.

Audit
Students who audit a course do so without working for, or expecting to receive, formal university credit. Students may audit undergraduate courses; however, laboratory courses may not be taken as audit. A student may not change the audit course to credit (or a credit course to audit) after the Drop/Add period. Audit will be recorded on student transcripts as AU, which grade carries neither credit nor quality points. Permission of the instructor is required in order to register for the course.

Independent Study
Independent Study courses are reserved for students who have achieved a minimum of 70 credits, who have had substantial experience, a cumulative GPA of 2.5 in the chosen area of study, and who wish to pursue a specialized topic not offered in the regular program. Students enrolled in Independent Study courses must meet with the sponsoring faculty member at least one hour weekly during the semester. Students who wish to study independently must first secure the approval of the department directors, their advisors, and faculty sponsors.

A formal plan of study must then be filed with the Office of the Provost for final approval. Independent Study courses are taken only on a Pass-Fail basis unless the course is a major or minor requirement. Special applications for enrolling in Independent Study courses are available in the Office of the Provost. Students cannot register for Independent Study until their applications have been approved.

Tutorial Study
Tutorial study is available only to students who have completed a minimum of 60 credits and cannot enroll in the regularly scheduled course. Tutorial courses differ from Independent Study courses in that they are a part of the regular program and require no more special knowledge than that expected of students enrolled in a regular semester course.

Students who enroll in a tutorial course must meet the same requirements as those enrolled in the regular course, except that they must meet with the instructor two hours weekly during the semester. Because there are fewer contact hours with the instructor, students whose Grade Point Average is below 2.5 are not permitted to enroll in tutorial courses.

Permission to enroll in tutorial courses is reserved for students who are completing a program or who are meeting other requirements. It is expected that tutorial courses will not be taken simply as a matter of student convenience or preference. Under most circumstances a student may only enroll in two such courses during their period of matriculation.

The application for tutorial study form is available in the Office of the Provost and must be approved by the Office of the Provost once written permission of the department chair, the faculty advisor, and the sponsoring faculty member have been obtained. Tutorial courses are graded on a Pass-Fail basis unless the course is a major or minor requirement. Students may not begin the course work until the tutorial application has been approved and registered.
OCICU

Students who are required to take a course and who are unable to fulfill the requirement with a Mercyhurst offering may be eligible to enroll in a class through the Online Consortium of Independent Colleges and Universities (OCICU). To be eligible, students must have earned a minimum of a 2.5 GPA and have permission from their Academic Counselor. Students can take no more than 2 OCICU courses per year without special approval. All major courses must be approved by the Department Chair. The Senior Capstone, ETH 400, may not be taken through OCICU.

Examination Credit

- Advanced Placement (AP) Credit:

Earned from high school prior to entering Mercyhurst University: for course equivalency and credit to be awarded, students must earn a score of 4 or above on the AP Exam.

- International Baccalaureate (IB) Examinations:

For course equivalency and credit to be awarded students must earn a score of 5 or above on the standard exam and a score of 4 or above on the higher-level exam.

- Challenge Exams (ordinarily provided by the Academic Department)

- College Level Examination Program (CLEP):

For course equivalency and credit to be awarded, a minimum score equivalent to a “C” as determined by the Academic Department is required to award credit for a CLEP exam.

Current CLEP exams accepted by the University are:

<table>
<thead>
<tr>
<th>CLEP Exam</th>
<th>Course</th>
<th>Course Title</th>
<th>Cred</th>
<th>Min Score</th>
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<tbody>
<tr>
<td>Introductory Business Law</td>
<td>BADM</td>
<td>Business Law I</td>
<td>3.00</td>
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<tr>
<td>Macroeconomics</td>
<td>ECON</td>
<td>Macroeconomics</td>
<td>3.00</td>
<td>56</td>
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<tr>
<td>Intro Educational Psychology</td>
<td>EDUC</td>
<td>Educational Psychology Composition</td>
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<td>College Composition</td>
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<td>Research and Writing Introduction to French II</td>
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<tr>
<td>College Comp Modular French Language</td>
<td>FREN</td>
<td>French II</td>
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<td>62</td>
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<td>US History to 1865</td>
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<td>HIS</td>
<td>European History Since Renaissance</td>
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<td>50</td>
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<tr>
<td>1648 to PRES</td>
<td></td>
<td>WORLD HIS I: Agriculture to Zheng He</td>
<td>3.00</td>
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<td>108</td>
<td>4.00</td>
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</tr>
<tr>
<td>College Math</td>
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</tr>
<tr>
<td>Calculus Exam</td>
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<td>170</td>
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<tr>
<td>Principles of Management</td>
<td>MGMT</td>
<td>120</td>
<td>4.00</td>
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<tr>
<td>Inform Systems &amp; Comp Appl</td>
<td>MIS</td>
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</tr>
<tr>
<td>Principles of Marketing</td>
<td>MKTG</td>
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<td>3.00</td>
<td>56</td>
</tr>
<tr>
<td>American Government Introduction to Sociology</td>
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<td>3.00</td>
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<tr>
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<td>Biology Exam</td>
<td>TSCI</td>
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<td>4.00</td>
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</table>

Notes:

- AP, CLEP or a comprehensive course examination may not be used by a student to challenge a grade in a course taken at Mercyhurst University.
- Only by repeating the course may a student remediate a grade.
- Ordinarily, credit received through CLEP or AP is applied to satisfy REACH or elective requirements.
- All credit received through proficiency exams appear on the student transcript as PASS. Failure will not be recorded on the transcript.

Course Examination

The academic calendar of the University provides for final examination periods in each semester. Faculty members are expected to provide an initial evaluation of student progress and notify the Academic Support Office by mid-term for all students in their class. All faculty are expected to give final examinations on the officially designated examination days. Any deviation from the official schedule must be approved by the department chair and the Provost. Faculty members may not give exams early or waive the final exam without the expressed consent of the department chair and the Provost, and then only under unusual circumstances.

Transcripts

An “official” transcript is one bearing the Mercyhurst University seal and the signature of the Registrar and is issued only upon the written authorization of the student. Official transcripts are normally mailed directly to other institutions and agencies or released directly to the student in a sealed envelope. A fee of $5 is charged for the issuance of each official transcript. An “unofficial” transcript does not bear the seal of the University nor the authorized signature. These are issued
free of charge to the student upon request. Students and alumni may obtain a transcript (either official or unofficial) by stopping in at the Office of the Registrar, Main 106, during regular office hours and completing a transcript request form or by accessing the University website at https://www.mercyhurst.edu/academics/registrarsoffice where instructions for downloading and completing the form are located.

Transfer Credits
For students enrolled at Mercyhurst, written permission must be obtained before taking courses at another accredited institution for transfer back to Mercyhurst. Full approval, including the submission of the off-campus course approval form, to the Registrar must occur prior to enrolling in a course. In addition to the requirements of meeting academic standards, the policies that guide transfer credit approval are as follows:

- Students may transfer up to 6 credits per year.
- No more than 6 of the last 30 credits can be transferred toward earning a baccalaureate degree.

Student Grievance Procedures
Mercyhurst University believes that disputes or problems should be discussed openly; the facts presented and fairly considered to settle the matter efficiently.

Differences are usually best resolved amicably and informally through effective communication. If a student has an academic concern related to a course, faculty member, or program, it is best to go to the professor first for resolution. The student can also ask for assistance from their academic or faculty advisor. If these initial attempts to resolve the dispute are not effective, the student should bring the issue to the Department Chair. If the student is not satisfied with the outcome at the level of the Department Chair, the process would be to go to the Associate Dean and/or Dean of their College. If the Dean or Associate Dean is unable to resolve the issue to the student’s satisfaction, the student should bring the issue to the Provost. In cases where the student is not comfortable going to the Department Chair, Associate Dean, or Dean, they may bring the issue directly to the Office of the Provost.

All oral and/or written materials presented for mediation under this policy will be treated in a way that recognizes the importance of confidentiality and privacy, while also allowing for proper resolution of the issue.

Students who wish to file a grievance involving any employee of Mercyhurst University are directed to contact the appropriate department director. If the grievance involves the director, the student may contact an administrator within the respective area. All grievances will be addressed within a reasonable timeframe with notification provided to the student and other involved parties.

Grievances involving concerns of illegal discrimination or harassment would be handled according to the Non-Discrimination policies and procedures. Mercyhurst University encourages those who have experienced any form of sex discrimination to report the incident promptly and to seek all available assistance. Mercyhurst University takes complaints very seriously and will work with complainants to ensure their safety and to remedy the situation.

An individual may file a complaint alleging a violation of Title IX against any Mercyhurst student, Mercyhurst employee, or third party. Complaints may include claims of sex discrimination, sexual harassment, sexual assault, or any other forms of sexual misconduct against the complainant or against others. The complainant may choose to file a criminal complaint with the appropriate local or state authorities.

Please contact the Title IX Coordinator, Alice Agnew, Old Main 301 or via email at: aagnew@mercyhurst.edu, to file a complaint of sex discrimination. The Sexual Misconduct Policy and grievance procedures are available in the Student Handbook.

Grade Appeals
In all cases it shall be assumed that the grade assigned is correct; the student appealing the grade must justify the need for a change of the grade assigned. A grade may only be appealed if the final grade issued for a class does not reflect what the student has earned according to the grading criteria outlined by the course instructor. Grade appeals may not be based upon a request to have submitted work re-evaluated by the instructor. An appeal must be initiated within 45 days after the close of the semester in which the grade was earned (or 45 days into the fall semester for grades issued during the previous spring semester).

If a student believes that a final grade issued is not reflective of the grading criteria outlined by the course instructor he/she should first meet with the instructor to discuss the final grade. If this meeting does not resolve the issue, a formal grade appeal may be submitted through the Office of the Provost for review by the appropriate College Dean. This is a formal appeal and should be submitted as such. The document should be prepared using a word processing application and should be concise. The appeal should include all pertinent facts and should clearly state the basis on which the student is making the appeal. A copy of the course syllabus and copies of all relative assignments and exams should be attached to the appeal.

Once the appeal has been received the instructor involved will be informed of the grade appeal and must submit a written statement in response. After considering both statements, the College Dean will make a recommendation to the Provost, who will make the final decision. The Office of the Provost will notify both the student and instructor of the final decision.

Academic Honesty
Students are expected to contribute actively to the development of an atmosphere of academic integrity. Mercyhurst University assumes, therefore, that students will not resort to plagiarism or any other form of academic dishonesty.

Students who engage in willful academic dishonesty may be subject to a broad range of sanctions. At the discretion of their instructor, they may be required to redo the plagiarized assignment, or they may receive an automatic F for the exam/assignment and/or course. Students found to be in collaboration with other students involved in willful academic dishonesty are also subject to disciplinary action.

With Reference to Class Assignments:
Academic integrity is an extremely important virtue in students and it is to be maintained in class assignments. Students should follow the directions given by faculty members about assignments. Assignments should be read in full.
Students are expected to:

- Do their own work.
- Students are not permitted to submit work partially or totally done by another student.
- Students are not permitted to submit documents downloaded from the internet.
- Use of computer-assisted translation on assignments to be submitted in a language other than English is also prohibited.
- Group work is permitted only when a collaborative effort is assigned and only those who actually worked on the assignment should have their names on the submission.

With reference to citations in formal writing:
Individual instructors may alter the expectations somewhat, however, students are expected to uphold generally recognized standards of citation in order to avoid plagiarism.

General citation principles include:

- The necessity to provide citations for any direct quotation.
- The need to provide citations for any paraphrased material.
- The need to credit theories or concepts to their authors through citation.
- The need to provide full and accurate citations.
- Mercyhurst University considers acts of forgery on academic documents to constitute academic dishonesty.

With reference to taking exams:
It is expected that Mercyhurst University students will exhibit academic honesty when they take exams. Failure to do so is a form of deception that is unacceptable at Mercyhurst. Any action that misrepresents the extent to which a student has mastered material assessed on an exam constitutes academic dishonesty or cheating.

Cheating includes, but is not limited to the following types of activities:

- Copying from another student’s test or assignment.
- Allowing another student to copy from your test or assignment.
- Collaborating during a test with any person without faculty permission.
- Stealing, buying or otherwise improperly obtaining all or part of a test before the exam.
- Taking a test for someone else or allowing someone else to take a test for you.
- Altering responses after an assignment or test was graded.
- Marking two answers on a test so that the choice is unclear hoping that the teacher will assume a correct response was intended.

When an instructor believes that a student has committed an act of academic dishonesty, the instructor will inform the student and may complete an Academic Dishonesty Report to be filed with the Office of the Provost. On a first offense, the student will be subject to the consequence determined by the individual faculty member.

On a second offense, the student will be subject to the consequence determined by the individual faculty member, as well as any combination of the following as determined by the Office of the Provost:

- Assignment of community service hours.
- Requirement of additional academic courses.
- Requirement to complete a tutorial program of remediation.
- Exclusion from participating in student organizations and extracurricular activities, including athletics.
- Expulsion from the Honors Program or other University-organized honor societies.
- Revocation of scholarships granted for academic performance.
- Suspension from the University.
- Dismissal from the University.

Students have a right to appeal if they believe an academic dishonesty allegation is unfounded. A written appeal must be submitted to the Office of the Provost within 30 days of receiving notice regarding the allegation. Appeals will be heard by the Vice President of Academic Affairs or his/her designee. The final determination in any academic dishonesty case lies with the Vice President of Academic Affairs. Questions regarding academic dishonesty or the appeal process should be directed to the Office of the Provost.

Security Violations and Misuse of Computer Resources
Mercyhurst University reserves the right to take serious action against any student who willfully releases restricted computer information; misuses the University’s computer resources and/or violates the code of conduct for use of information technology. Such action may include (but is not limited to) the cancellation of computer privileges, immediate dismissal from work positions if applicable, academic suspension or dismissal (to be determined by the Office of the Provost), and/or criminal prosecution.

With reference to library conduct:
Reading and audio-visual materials provided for the enrichment of the university community should be treated with respect by all students. Willful destruction of library materials, including but not limited to books, periodicals, manuscripts, CDs, videos and records constitutes academic misconduct.

Institutional Review Board
Research involving human participants must be conducted in compliance with federal guidelines. Students engaged in such research must receive approval from the Institutional Review Board (IRB).

Taking a Course Off-Campus
For students enrolled at Mercyhurst, written permission must be obtained before taking courses at another accredited institution for transfer back to Mercyhurst. This includes courses taken during non-matriculation terms (i.e. over summer break) or online. Students seeking permission to enroll in a course off-campus must submit a course approval form to the Registrar and receive approval prior to enrolling in a course. Continuing students are not permitted to take more than
six credits per academic year at another institution. Note: students seeking to obtain credit for courses taken internationally, including short-term international settings (i.e., summer or January study abroad programs) are also required to apply for approval to study abroad through the Study Abroad Office prior to enrolling in a program or seeking to obtain credit for course transfers.

Internships and Off-Campus Learning Experiences
Off-campus learning experiences are non-classroom experiences such as internships, off-campus independent studies, or other approved immersion projects/studies. Internships are the most common approach to off-campus study, and recent surveys of Mercyhurst graduates indicate that completing an internship correlates highly with increased job offers and higher starting salaries after degree completion.

In most majors, internships are not required; however, it is highly recommended that every student complete at least some credits in the form of an internship or other off-campus, discipline-specific, hands-on learning experience. Students interested in internship opportunities should consult with their academic advisors and arrange to meet with the director of the Internship Program.

It is recognized that, because off-campus learning is a valuable and desirable supplement to the more structured theoretical learning of the classroom setting, formal academic credit may be selectively awarded only if all the following conditions are fulfilled:

- That all learning experiences are directly related to an existing curriculum area at Mercyhurst and that they embody the essential principles and practices formally taught in that area;
- That the learning experiences are of sufficient length to provide significant and realistic experience (a minimum of 200 hours but no more than 275 hours are required to receive 3 credits);
- That the learning experiences reflect an active participatory rather than a passive observatory role (75 percent of the total hours accumulated must be in an active participatory role); that the intern(s) and faculty member(s) directing the learning experience communicate in the best way possible (e.g., personal conference, seminar, written report) on at least a bi-monthly basis, which may be included in the minimum hours required;
- That the student must file and have approved a written application with the appropriate faculty member, department director, and the Office of the Provost prior to the field-based experience to receive credit. The intern must be formally evaluated during the learning experience by a faculty member. Written evidence of regular evaluation by the immediate supervisor (e.g., cooperating teacher, internship coordinator) must be shown;
- That the student is required to present a critique of the learning experience in the form of a paper to the faculty member(s) or an oral presentation to a relevant class;
- That the faculty member who is directing the off-campus experience and the supervisor who is commenting on the specific strengths and weaknesses develop a written evaluation and place it in the student’s senior placement file in the Career Development Center;
- That students receiving off-campus learning experience credit pay the published rate;
- That off-campus learning experience courses are considered part of the 45 credits (excluding laboratory credits taken in conjunction with a course) in a major program only when such experience is required by the department;
- That no more than 12 credit hours in off-campus learning experiences are granted to any student unless specifically approved by the internship director and the Office of the Provost;
- That off-campus learning experience courses are used to meet Core requirements only upon approval of the department director and the Office of Academic Affairs;
- The basis for grading off-campus learning experience courses is left to the discretion of the individual department and/or the internship director;

In cases such as exchange programs where program guidelines are dictated by another institution, Mercyhurst students will be exempted from the regulations concerning off-campus learning experiences with the consent of the appropriate faculty members, the department director, and the Office for Academic Affairs. Off-campus learning experiences are graded on a Pass-Fail basis.

Study Abroad and Global Travel / Learning
Qualified students who have completed three regular semesters may be granted permission to spend all or part of their year in study at a university in another country. Students who wish to study abroad must have a minimum 2.75 grade point average. Degree credit is granted upon successful completion of an approved program of international study. Students interested in studying abroad should arranged to meet with staff in the Study Abroad Office at least six months prior to the proposed start date of the proposed program.

Permission to study abroad must be obtained from the dean of global programs prior to enrollment in any study abroad program. To receive approval to study abroad, a student must complete all required university application processes in the term prior to the proposed study abroad. Credits from study abroad completed outside of the university’s established approval processes will not be eligible for transfer. Exceptions to any study abroad policy must be granted in writing by the dean of global programs.

Independent Study Abroad
Students seeking to study for a semester or more as an independent student (not as part of a Mercyhurst sponsored program) should begin consultations with staff at the Study Abroad Office at least two semesters prior to the proposed study abroad. Students must complete all university application processes in order to gain approval to undertake independent study abroad. Independent study abroad must be conducted through university approved affiliates (i.e., CEA, AIFS, Athena, or Semester at Sea) or approved accredited student travel/study providers.

Students must receive preliminary approval to study abroad from Mercyhurst University before applying to an affiliate provider for program participation. Students who apply for and/or submit fees to a provider without first having obtained university approval to study abroad risk not getting that approval and the possible loss of monies paid and/or denial of credit transfer. The university will not, in most cases, accept transferred credits if the student has not secured appropriate permissions and/or approvals in advance of a study abroad experience. Students interested in study abroad should review the study abroad
link under “Academics” on the portal or arranged to meet with staff in the Study Abroad Office in Preston 105.

**Faculty Student Academic Travel (FSAT)**
Mercyhurst regularly offers students the opportunity to participate in faculty-led study abroad excursions that allow students and their instructors to study and learn together about the richness of our global community. Students may enroll in one or more university courses that combine classroom content and travel to international destinations. Courses in this program, known as FSAT, are offered each year and are typically announced and open for enrollment in the spring of the academic year prior to course offerings and travel. Students must successfully complete both the coursework and the travel in order to receive credit for an FSAT course. Grades for the courses are assigned after the successful completion of both the in-classroom content and the travel. Students interested in study abroad should review the study abroad link under “Academics” on the portal or stop by the study abroad office in Preston 105.

**Mercyhurst in Ireland**
Students also have the opportunity to spend a term in Dungarvan, Ireland, Erie’s sister city. Each year, normally in the spring term, Mercyhurst faculty members go abroad with students, and together with faculty members in Ireland, teach a range of courses that fulfill requirements in the REACH core curriculum and, depending on the term, major and minor requirements. Credit for courses is granted upon successful completion of classes in Ireland. Faculty members and students study and travel together throughout the term, including weekend trips to Dublin and the west coast and an excursion to continental Europe. Students interested in the Mercyhurst in Ireland Program should begin planning at least a year in advance, consulting with their academic advisor and dean of global programs.

**Cooperative Agreements**

**Lake Erie University of Osteopathic Medicine**

**3+4 Accelerated Program in Medicine**
Mercyhurst University and the Lake Erie University of Osteopathic Medicine (LECOM) School of Medicine have an affiliation agreement that pledges our commitment to the training of future medical practitioners by giving students the opportunity to complete their medical education in two phases. Phase I consists of three years of undergraduate and pre-med education at Mercyhurst University, and Phase II consists of four years of medical education at LECOM School of Medicine. In consultation with an advisor, a program of study that follows the guidelines stipulated in the plan of agreement will be created.

**2+3 and 3+3 Accelerated Program in Pharmacy**
Mercyhurst University and the Lake Erie University of Osteopathic Medicine (LECOM) School of Pharmacy have an affiliation agreement that pledges our commitment to the training of future pharmacy practitioners by giving students the opportunity to complete their pharmacy education in two phases. Phase I consists of two or three years of undergraduate and pre-pharmacy education at Mercyhurst University, and Phase II consists of three years of pharmacy education at LECOM School of Pharmacy. In consultation with an advisor, a program of study that follows the guidelines stipulated in the plan of agreement will be created.

**New York Chiropractic University**

**Accelerated Program in Chiropractic Medicine**
Mercyhurst University and New York Chiropractic University have entered into an affiliation agreement that will allow students to matriculate into the Doctor of Chiropractic Medicine program at New York Chiropractic University following their third year of study at Mercyhurst University. This matriculation is contingent upon successful completion of transition requirements which are available on the biology department website and can be obtained from the Pre-Health Advisor at Mercyhurst University. Upon successful completion of the student’s first year at New York Chiropractic University, a bachelor of art degree in biology will be awarded to the student from Mercyhurst University.

**Ohio University of Podiatric Medicine**

**3+3 Accelerated Program in Podiatric Medicine**
Mercyhurst University and the Ohio University of Podiatric Medicine have entered into an affiliation agreement that will allow students to matriculate into the Doctor of Podiatric Medicine program at the Ohio University of Podiatric Medicine following their third year of study at Mercyhurst University. This matriculation is contingent upon successful completion of transition requirements, which are available on the biology department website and can be obtained from the Pre-Health Advisor at Mercyhurst University. Upon successful completion of the student’s first year at the Ohio University of Podiatric Medicine, a bachelor of art degree in biology will be awarded to the student from Mercyhurst University. Following successful completion of three years of study at the Ohio University of Podiatric Medicine, the student will be awarded the doctoral degree in Podiatric Medicine.

**Duquesne University School of Law**
Duquesne University School of Law in Pittsburgh, Pennsylvania and Mercyhurst University have a “3-3 program,” in which after three years of academic study at Mercyhurst University, and subject to specific conditions which are a cumulative grade point average of 3.5 for three years at Mercyhurst (96 credit hours), completion of all undergraduate curriculum in major field and liberal studies requirements, a minimum LSAT score in the 60th percentile (155+), be recommended by the Vice-President of Academic Affairs and participate in an interview with the Dean of Admissions of Duquesne University School of Law for completion of the J.D. degree. Each student in this early admission program will be awarded a Bachelor’s Degree by Mercyhurst University after successful completion of the first year at the Duquesne University School of Law. See the Pre-Law Advisor in the Office of Career Services.

**Cleveland-Marshall College of Law**
Cleveland-Marshall College of Law in Cleveland, Ohio and Mercyhurst University have a “3-3 program,” in which after three years of academic study at Mercyhurst University, and subject to specific conditions which are a cumulative grade point average of 3.5 for three years at Mercyhurst (96 credit hours), completion of all undergraduate curriculum in major field and liberal studies requirements, a minimum LSAT score in the 60th percentile (155+), be recommended by the Vice-President of Academic Affairs and participate in an interview with the Dean of Admissions of Cleveland-Marshall College of Law for completion of the J.D. degree. Each student in this early admission program will be awarded a Bachelor’s Degree by Mercyhurst University after successful completion of the first year at the Cleveland-Marshall College of Law. See the Pre-Law Advisor in the Office of Career Services.
Rochester Institute of Technology
4 + 1 Accelerated MBA Program
Mercyhurst University has established an agreement with Rochester Institute of Technology (RIT) whereby qualified students who have earned a Bachelor degree can accelerate their MBA program. A maximum of six MBA foundation courses may be waived. A grade of “B” or better in the undergraduate courses may qualify for waiver of graduate level coursework. The courses must also be no older than five years upon matriculation into the MBA degree program. Students must apply to RIT for admission into the program and meet the required minimum GMAT and GPA requirements.

Fashion Institute of Technology
The Fashion Institute of Technology (F.I.T.), an accredited institution offering programs in a variety of areas including Fashion Merchandising, sponsors a visiting student program which allows students throughout the United States to study for a full year, an opportunity which provides excellent social, cultural, and professional advantages. Students studying for a full year at F.I.T. will graduate with an associate degree from F.I.T. in addition to their baccalaureate degree from Mercyhurst. Prior to applying to participate in the F.I.T. visiting student program, Mercyhurst students must consult with the director of the Fashion Merchandising program. Students apply in December the year before attendance, which can be either junior or senior year. F.I.T. sets minimum standards for acceptance: a cumulative G.P.A. of 3.0 or higher. This G.P.A. does not guarantee acceptance. F.I.T retains the right to access transcripts from all universities attended and selects the most qualified students.

Professional School Preparation Programs

Professional School Preparation
Mercyhurst students interested in professional careers in such fields as law, dentistry, medicine, osteopathy, pharmacy and veterinary medicine may choose a major from among a variety of academic disciplines. Students are urged early in their freshmen year to consult with one of the University’s Pre-Professional Advisors to assist them in determining an appropriate major, minor, choice of courses, and to learn the educational requirements necessary for entrance into professional schools.

Pre-Health Professions Advisory Program
The University has a Pre-health Professions Advising, which provides specialized counseling and advisement to students regarding all aspects of becoming a healthcare professional. The advisors work with students on course selection, career direction, and preparation for admittance exams (e.g. MCAT’s). Advisors also assist students with the application process and final preparations for going on to professional school. Additional information is available by contacting:

Michael A. Elnitsky, Ph.D.
Associate Professor, Chair, Department of Biology
Director of Pre-Health Advising
Mercyhurst University
501 East 38th Street, Erie, PA. 16546
Phone: 814-824-2346
E-mail: melnitsky@mercyhurst.edu
Academic Services and Support

Mercyhurst University understands that student success is essential for a strong campus community, and success is best achieved when students have access to the resources that support academic growth and opportunity. The Office of Academic Services and Support unites many of the campus resources available to students to foster personal and intellectual growth and encourage habits of academic excellence.

Students are welcome to consult this office for assistance with academic progress, scheduling, internships and career services, honors study, and all related matters.

The Office of Academic Support and Student Success

Mission
The Office of Academic Support and Student Success partners with students and faculty to enhance the academic experience. The Office is committed to collaborative engagement within the campus community in an effort to improve student success and retention.

Services
The Office of Academic Support and Student Success is the “go to” office for students at Mercyhurst University. Mercyhurst has a unique dual advising system. Each student is assigned an Academic Counselor as well as a Faculty Advisor. Academic Counselors work with students, faculty, and university administrators to ensure a positive experience for all members of our community. They can assist students with most issues they may encounter, such as:

- Implementing academic success strategies and plans
- Navigating the college environment
- Exploring interest areas and majors
- Finding a peer tutor
- Understanding the REACH liberal arts curriculum
- Addressing academic performance concerns
- Making sense of academic procedures and policies
- Connecting with other campus resources

Academic Counselors are available for walk-in visits as well as appointments during their office hours of 8:30am-4:30pm. The Office is located on the first floor of Egan Hall.

The Tutoring Center
The Tutoring Center offers one-on-one or small group tutoring in most subject areas. Tutors are current students who have demonstrated mastery over the content area. All tutors are recommended or approved by the faculty at Mercyhurst and maintain a high cumulative grade point average.

Students seeking tutoring can request a tutor on the Tutoring Center’s portal page at: https://portal.mercyhurst.edu/Academics/AcademicSupport/Tutoring/Pages/default.aspx.

The Writing Center
Located in the Hammermill Library, Room 205, the Writing Center is staffed with tutors to help students at any stage in the writing process, including analyzing and understanding the assignment; revising and editing a rough draft; using correct citation styles: MLA, APA, or Chicago style; and incorporating professors’ suggestions about draft. Students may bring in writing projects for any class. To meet with a tutor, students sign up on the schedule outside of the Writing Center door, where the usual hours are posted each semester. An appointment is for thirty minutes, and there is a printer to use for drafts.

The Learning Differences Program
The Learning Differences Program (LDP) provides students with academic counseling and facilitates academic accommodations. Any student who has an academic accommodation approved by the ADA Committee is eligible for the Learning Differences Program.

Founded in 1986, the LDP has been committed to identifying and reducing physical, programmatic, and attitudinal barriers for students with disabilities and ensuring access to campus programs, services, and facilities. The LDP coordinates the following accommodations for students who have received approval through the ADA Committee: testing modifications (extended time in alternate location), auxiliary aids (note takers, readers, scribes), course substitution and/or reduction, assistive technology (reading and voice recognition, listening devices), etc.

The LDP facilitates collaboration between students, faculty, and staff to ensure that the students’ needs for equitable access to the academic program are being met while upholding academic integrity.

Academic Advantage Program
Students may also choose to enroll in a more structured program which includes intensive academic support and is designed to help with the transition and adjustment to college life. One-on-one personalized assistance will be provided to help students in clarifying their educational needs, goals, and potential. Through this individualized plan, students learn how to acquire more effective and efficient study skills necessary for academic success. These sessions also promote self-awareness and foster independence to increase academic achievement.

This program includes a scheduled weekly meeting with a trained Academic Counselor to develop an individualized academic action plan based on the student’s strengths, abilities, and interests. Weekly sessions may include ensuring the timely and proper completion of assignments, fostering effective study skills, and monitoring academic progress. Services may also include consultations with parents at mid-term and the end of a semester at the student’s request. The Academic Advantage Program is a fee-based service.

Pathways to Academic Success
The LDP also offers a pre-college August program called Pathways to Academic Success for Students (PASS) designed to strengthen students’ academic skills and increase their confidence in their ability to achieve in college-level courses. Students live on campus for three weeks prior to Freshman Welcome Week and
enroll in a three-credit college course. The PASS program provides students with an opportunity to begin recognizing and coping with the added demands of college coursework. The Learning Difference Program has been continually advertised and commended by the Princeton Review’s The K&W Guide and Peterson’s Guide to Programs for Students with Learning Disabilities. The most recent Best Colleges On-Line listing of “20 Incredible Colleges for Students with Special Needs” placed Mercyhurst’s Learning Difference Program 9th among the top programs nationwide.

The Career Development Center
The Career Development Center (CDC) is located on the first floor of Egan Hall. The CDC provides information regarding career counseling, resume and cover letter construction, job search and job interview preparation, and help with graduate school applications. The hub of the CDC is CareerConnect, an on-line career management system. Available jobs, internships, and other career related activities are posted on CareerConnect. Students can post their resumes and credentials for review by prospective employers.

All registered students are automatically assigned an account which gives them 24/7 access via phone, tablet or computer. Students can access this secure system by using their Mercyhurst student ID number. The CDC also offers students and alumni access to a job search website called CareerShift.

The website can be accessed at: www.careershift.com. This allows students and alumni the ability to search for jobs and internships around the country and also allows them to network with Mercyhurst Alumni. Contact a Career Development staffer if you require assistance accessing either site.

For undecided students or students considering a change of major/minor, the CDC utilizes self-guided assessments to help students identify possible appropriate career paths. Students can discuss feedback from these assessments with any Career Development staff member. The CDC sponsors a variety of career related activities each year.

Among these are mini career and job fairs, a graduate school fair, part-time job fair, alumni networking nights and the annual Spring Job Fair. This annual event attracts approximately 100 companies, agencies and organizations which offer part-time and full-time jobs and internship opportunities. These fairs also provide opportunities for career exploration.

The Internship Program
Internships are coordinated by a centralized Internship Program. In nearly every academic major, students can apply concepts learned in the classroom at an appropriate company or organization where qualified placements have been established. For every three credits of internship that students are registered for, they must complete a minimum of 200 hours in the field.

Depending on the major, students can earn up to 12 undergraduate academic credits of internship. Recent surveys of Mercyhurst graduates indicate that those who complete an internship receive more job offers and higher starting salaries than those who did not complete an internship.

Types of Placement
Internships can be full-time, part-time or summer placements. A full-time placement allows a student to be placed for a period of 10 to 30 weeks. Part-time placements are typically 10 to 15 weeks in length and are one class of a students' normal semester course load. Summer placements allow students to work part-time or full-time with an organization; the number of hours is dependent on the student’s/organization’s needs. Students interested in completing an internship must attend an information session and complete an internship application form. Student applications must be signed/approved by the student’s academic advisor.

Zero Credit Option
Students wishing to complete an internship experience without having to earn academic credit can now enroll in this option. A zero-credit internship appears on the transcript like a credit bearing experience. Contact the Director of the Internship Program for additional details.

The Honors Program
The Mercyhurst University Honors Program provides enriched college experiences to the promising and talented student. The Program seeks to enrich the educational experience of participating students by offering a curriculum of unusually challenging courses in which discussion is emphasized and in which a deeper understanding of the course material is the aim. In addition, Honors scholars participate in a variety of intellectual, leadership, and professional development activities each year through program-sponsored workshops.

The scholar’s college experience is broadened through engagement with the intellectual, cultural, and artistic events found each year on campus. True to the mission of the Sisters of Mercy, Honors scholars participate in several service events each year. Community-building honors events organized by the student-run Honors Council create a unique community of like-minded students on campus.

During the application process, academically excellent students may be invited by the Admissions Office and the Honors Program Director to participate in the Honors Preparation as first-year students. Invited students are selected on the basis of high school performance, SAT or ACT scores, a sample of scholarly writing, and a personal statement. Current students and superior transfer students are encouraged to apply to the program.

To be considered for admittance, students with 12 to 29 credits must have a cumulative GPA of 3.00 and students with 30 to 59 credits must have a cumulative GPA of 3.30. Students with 60 to 75 credits who wish to participate must meet with the Director for admittance. Such students should realize that adjustments to the academic requirements listed above are exceedingly rare and should be prepared to complete the academic program as well as the co-curricular program requirements in full.

Honors courses are seminar-style courses that are the catalog equivalent of courses required for the REACH curriculum, original and unique courses offered by the Honors Program, or elective courses offered through various academic departments.

Honors students must take no less than six (6) honors courses, typically taken between the freshman and junior years. Of these six courses, two (2) may be honors contract courses. Exceptions in the amount of courses and/or the amount of contract courses may be allowed with the approval of the Honors Director.

The capstone experience for the Honors scholar is the Honors Project. Honors scholars, working with a full-time faculty member, create a research thesis, an
exploratory inquiry project, or a service or creative project as the student’s honors capstone experience. Scholars whose major requirements include a significant research project may adopt the project as their Honors Project. The results or product of the Honors Project must be presented by the scholar publically, usually at the annual symposium of student research in late April of each year.

Students who have completed the required number of Honors courses, achieved a GPA of at least 3.5, completed the co-curricular requirements as detailed in Honors Program literature, and publically presented the results or product of their Honors Capstone Project or Thesis will have earned the distinction of graduating as “University Honors Scholar.”

Honors courses are clearly marked on all Honors scholars’ transcripts as is a statement that the student completed the Honors Program, and diplomas are specially sealed, indication graduation with this distinction.

Any exceptions to program requirements must be documented and approved by the Honors Program Director and submitted to the Registrar’s Office prior to the start of the student’s final semester.
Consistent with our mission and values, Mercyhurst University holistically reviews applicants when making admissions decisions. We evaluate applicants in terms of their academic abilities and potential, leadership and extracurricular involvement, and the potential contributions they might make as members of our campus community.

The University entrance policy is free of discrimination on the grounds of race, creed, color, sex, or national origin. To be considered for admission, applicants are required to submit an application, an official high school transcript, personal essay/statement, and academic recommendation.

We do not require the SAT or ACT for admissions, though students who believe that their SAT or ACT scores represent a positive component of their admissions portfolio are invited to submit their official test scores. To send your scores directly to Mercyhurst University, use SAT Code 2410 or ACT Code 3629. If you’ve taken the test multiple times, we consider the highest score you’ve received on each section of the test to generate your SAT or ACT “super score.”

Applicants are also strongly advised to schedule an appointment for an interview with an Admissions Counselor and use the opportunity to tour the campus. Applicants must also have sixteen units of university preparatory secondary school work distributed as follows:

- Four units of English
- Five units of Social Science
- Three units of mathematics
- Two units of science (with one lab)
- Two units of a foreign language

Once an applicant’s file is complete, Office of Admissions professionals carefully review it. Successful applicants to Mercyhurst University generally rank in the top third of their high school and have commensurate academic records and standardized test scores.

Mercyhurst University has developed an admissions process to evaluate each applicant in a personal and professional manner. In addition to quantitative criteria, the Office of Admissions professionals also take into account other intangible values. These include the degree of difficulty of the high school curriculum, participation in extracurricular and community service activities, evidence of leadership potential, and special talents an individual might possess which the University wishes to add to the student population. Such talents might include academic excellence, artistic or athletic talent, outstanding community involvement, etc.

Students not offered admission to Mercyhurst University are often referred to Mercyhurst’s North East Campus where they may begin their university career. There is always the possibility to transfer to Mercyhurst University’s Baccalaureate College after one year or through successful completion of an Associate’s degree.

Special Requirements
Admission to the University’s fine arts programs in music and dance require an audition before an admission decision can be rendered. Details concerning auditions can be obtained by contacting the Admissions Office at 814-824-2202, or via email at admissions@mercyhurst.edu.

Campus Visits
Personal interviews are not required for admission; however, prospective students are strongly encouraged to visit the campus and schedule an individual meeting with an Admissions Counselor. An appointment must be made at least one week in advance of the visit by calling 1-800-825-1926 ext. 2202. Saturday appointments are possible during the Fall, and Spring semesters.

Notification of Admission Decision
Beginning in November, decisions on admission to Mercyhurst University will be made as soon as the applicant’s admission file is complete. It is the responsibility of all applicants to see that all supporting documents are sent to the University in a timely fashion.

Right to Rescind Admission Policy
Mercyhurst University reserves the right to revoke admission or enrollment in certain circumstances. A disciplinary matter or criminal conviction, whether occurring prior to the time of application, or after the admission decision has been made, may affect the university’s decisions regarding admission or enrollment. Because offers of admission and enrollment are based upon academic achievement, Mercyhurst reserves the right to revoke admission or enrollment upon receipt of a final high school or college transcript reflecting a significant decline in academic performance. If an applicant is discovered to have misrepresented any information during the admissions process, admission or enrollment may be revoked at the university’s discretion.

Confirmation Deposit
Students who are accepted into Mercyhurst University are required to submit a $400 confirmation deposit. This deposit is nonrefundable and will be applied towards the student’s tuition during their first semester at Mercyhurst University. Students may, however, request an extension of the deposit deadline without penalty when there are concerns regarding their eligibility for financial aid and the availability of on-campus housing. The request for an extension to the deposit deadline must be in writing.

Transfer Policy
Transfer applications are processed for the Fall and Spring Semesters. Complete application packets must be filed well in advance of the semester students expect to enter Mercyhurst. The student’s credentials will be evaluated by the transfer counselor and/or department director upon receipt of official transcripts from all universities attended. Students with less than 24 completed college credits and less than a 3.0 cumulative GPA must also submit an official high school transcript or a copy of the GED (General Equivalency Diploma) certificate. Once this process is completed, the student will be notified of the Admissions Committee’s decision.
Successful completion of the program earns the student a diploma recognized for university admission throughout the world.

The International Baccalaureate Program

The International Baccalaureate Program (IB) is a two-year pre-university course designed for high school juniors and seniors who are able and interested in challenging reading, thinking, and writing.

The IB program is comprehensive, adhering to worldwide standards, and is designed to provide students with a balanced education. It includes all the main liberal arts disciplines: languages, social sciences, experimental sciences, mathematics, and humanities.

Successful completion of the program earns for the student a diploma recognized for university admission throughout the world.

All transfer students must:

- Submit an application for admission. There is no fee for applying online.
- Forward an official copy of the high school transcript or GED certificate (if less than 24 completed college credits and less than a 3.0 cumulative GPA).
- Submit an official transcript from each institution of higher education attended since high school graduation.
- Supply the University with a copy of separation papers if a veteran.
- Have the Dean of Students from each college or university attended complete the Mercyhurst University Transfer Form.

Evaluation of transfer credits is the responsibility of the Admission Office, the Registrar’s Office, and where applicable, the major department director. The following guidelines are used in determining a student’s class standing:

- No grade below C is acceptable for transfer.
- Only credits are transferable and are recorded on a Mercyhurst transcript. Letter grades and cumulative average do not transfer.
- Transfers must complete at least 41 credits at Mercyhurst. At least half of the credits in the major field must be taken at Mercyhurst. Therefore, the maximum number of transferable credits is 80. No more than 60 credits may be transferred from an accredited junior or community university.
- Credit will generally be granted for those courses that are reasonably equivalent in content and subject matter to existing Mercyhurst University courses.
- No more than 6 credits in physical education activity courses are transferable.
- No more than 45 credits of college or university coursework, taken as dual enrollment while in high school are transferable. Coursework must be posted on an institution’s official transcript. A minimum grade of C is required. College courses taught in the high school classroom are limited to 15 credits of transfer credit.
- A student applying for transfer into an education major must complete the student teaching requirement through Mercyhurst University.
- Orientation, internship, co-op, and practicum credits are not transferable.

Acceptance of Credits from Other Institutions

Students transferring to Mercyhurst are required to identify all accredited and unaccredited post-secondary institutions they have attended, and ensure that transcripts from each institution are sent directly to the Office of Admissions. Failure to do so can result in disciplinary action. This information affects financial aid decisions as well as academic assessment. For such students, an admissions decision will be made, in part, on the student’s previous performance. Mercyhurst will review courses in which the student has earned a C or better from accredited institutions and identify placement in the student’s course of study at Mercyhurst.

All courses considered for meeting requirements in the major will be reviewed by the department chair within the student’s first semester of study. No more than 80 credits (total) can be transferred, and no more than fifty percent (50%) of a student’s major course requirements can be transferred.

Mercyhurst University, upon careful review by the Office of Academic Affairs and/or department chair, will accept a maximum of 15 credits from non-regionally accredited post-secondary institutions which are accredited by an agency recognized by the U.S. Department of Education and legally authorized to grant specialized associate degrees or higher.

Coursework will be evaluated for transfer credit, only if the content of the coursework is in reasonable conformity to the Mercyhurst University curriculum and when a grade of “B” or higher has been earned. In all cases, accepted transfer courses will carry an award of credits, but neither a grade, nor quality points will be awarded. Transfer credits may only be applied to fulfill lower division (level 100 and level 200) baccalaureate degree requirements.

Acceptance of Credits for Online Courses

Credits may be accepted for an online course if it meets all requirements of the current transfer credit policy and procedures, and was taken through an accredited institution that has a physical campus offering traditional, on campus, in person courses.

Second Degree

Students who hold a baccalaureate degree from another accredited college or university may earn a baccalaureate degree from Mercyhurst University by qualifying in every other way as stated in the Transfer Policy, except that a minimum of 30 credits must be completed at Mercyhurst instead of the stipulated 45 credits.

Students with a degree from another college or university may also earn teacher certification at Mercyhurst. The Chair of Education Department will work out the details. Both second-degree candidates and certification candidates from another college or university must go through the admission process. Applicants should contact the Office of Adult Enrollment Services for assistance.
International Students
International students must submit the following to be considered for admission:

- A completed application form, including educational records translated into English and notarized.
- There is no fee for applying online.
- Original copies of the “Test of English as a Foreign Language” (TOEFL) or IELTS scores, only if English is not your native language. Our school code is 2410.
- The completed Certification of Finances form in U.S. dollars.
- Original test score results of the SAT or ACT, if available. If you plan to participate in intercollegiate athletics, these test scores are required.
- Pre-Admission Health Record completed in full.
- A statement certifying coverage under a health insurance plan valid in the United States.
- Students transferring from another university must have World Education Services (WES) evaluate their transcripts using “Course-by-Course Report.” Full course descriptions must also be submitted with Mercyhurst university applications.
- A copy of your photograph passport page.

It is incumbent upon the applicant to ensure that all materials are provided to the University on a timely basis. Direct any specific questions about international student admission to the Director of International Admissions and Services.
Introduction
The Office of Adult Admissions and Enrollment, part of the Office of Graduate and Continuing Education, assists with admission, and provides an avenue to resources of academic advisement, registration and related services to adult undergraduate and post-baccalaureate students. The staff is committed to serving the diverse needs of adult learners who are preparing for new careers, looking for job advancement, returning to the classroom to expand their knowledge in specialized areas, seeking to complete their education, or engaging in academic pursuits for their enrichment and enjoyment.

Adult Undergraduate Programs
Mercyhurst University invites applications from adults—defined as an individual aged 24 or older, or married, or a veteran of the armed forces or someone who has a dependent. Credits earned at other accredited post-secondary institutions may be transferred in and applied towards a Mercyhurst degree. Students may pursue the following programs on a full-time or part-time basis: Associate of Science, Bachelor of Arts, Bachelor of Science and Bachelor of Music. Adult students, including those enrolled at another post-secondary institution, may complete up to four undergraduate courses as a transient (visiting) student.

Post-Baccalaureate Programs
Mercyhurst University invites applicants who hold an undergraduate or graduate degree from an accredited post-secondary institution. Students may pursue the following programs on a full-time or part-time basis:
- Post-Baccalaureate Advanced Certificate
- Post-Baccalaureate Teacher Certification

Academic Policies
Adult undergraduate and post-baccalaureate students are subject to the academic policies and procedures outlined elsewhere in this catalog.

Award of Credit for Nontraditional Learning
Credit for Prior Learning
In order to facilitate students completing their degree requirements in a timely manner, Mercyhurst University will issue up to 30 credits towards an Associate's degree and up to 60 credits towards a Bachelor's degree.

Standardized Examinations
- Advanced Placement (AP) Credit earned from high school prior to entering Mercyhurst University: for course equivalency and credit to be awarded, students must earn a score of 4 or above on the AP Exam.
- International Baccalaureate (IB) examinations: for course equivalency and credit to be awarded students must earn a score of 5 or above on the standard exam and a score of 4 or above on the higher-level exam.
- College Level Examination Program (CLEP): for course equivalency and credit to be awarded, a minimum score equivalent to a "C" as determined.
- by the Academic Department is required to award credit for a CLEP exam. (See CLEP chart under "Examination Credit").

Notes:
- AP, CLEP or a comprehensive course examination may not be used by a student to challenge a grade in a course taken at Mercyhurst University. Only by repeating the course may a student remediate a grade.
- Ordinarily, credit received through CLEP or AP is applied to satisfy Core Curriculum or elective requirements.
- All credit received through proficiency exams appear on the student transcript as PASS. Failure will not be recorded on the transcript.

Challenge Exams
(Usually provided by the Academic Department)

Published Guides
(Used to evaluate credit equivalencies)
- American Council on Education (ACE) for military training and experience.
- ACE (non-collegiate) for industrial and corporate training programs.

Prior Learning Assessment/Credit for Life Experience (PLA/CLE)
To obtain credit using a portfolio, a student must (i) first complete a Portfolio course and (ii) provide a portfolio containing sufficient evidence that she or he has mastered the learning outcome and associated assessments in the course in which she/he wishes to obtain credit. The Portfolio course will enable students to interpret learning outcomes and how they are assessed, consider ways in which learning outcomes can be assessed in nontraditional settings (outside of the classroom), critically examine their own prior- and life-learning opportunities, and synthesize these into a portfolio to be submitted for PLA.

Tuition and Fees

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Undergraduate (per course)</td>
<td>$2,205</td>
</tr>
<tr>
<td>Proficiency Exam (includes testing fee)</td>
<td>$525</td>
</tr>
<tr>
<td>Prior Learning Assessment fee (per course)</td>
<td>$525</td>
</tr>
<tr>
<td>CLEP (per course)</td>
<td>$270</td>
</tr>
</tbody>
</table>

Acceptance of Credits from Other Institutions
Students transferring to Mercyhurst are required to identify all accredited and unaccredited post-secondary institutions they have attended, and ensure that transcripts from each institution are sent directly to the Office of Admissions. Failure to do so can result in disciplinary action. This information affects financial aid decisions as well as academic assessment. For such students, an admissions decision will be made, in part, on the student’s previous performance. Mercyhurst will review courses in which the student has earned a C or better from accredited institutions and identify placement in the student’s course of study at Mercyhurst. All courses considered for meeting requirements in the major will be reviewed by the department chair within the student’s first semester of study. No more than 80 credits can be applied to the student’s overall requirements either transferred, earned through Prior Learning Assessment, or a combination of the two, and no more than fifty percent (50%) of a student’s major course requirements can be earned in the same way. Mercyhurst University, upon careful review by the Office of Academic Affairs and/or department chair, will
accept a maximum of 15 credits from non-regionally accredited post-secondary institutions which are accredited by an agency recognized by the U.S. Department of Education and legally authorized to grant specialized associate degrees or higher. Coursework will be evaluated for transfer credit, only if the content of the coursework is in reasonable conformity to the Mercyhurst University curriculum and when a grade of “B” or higher has been earned. In all cases, accepted transfer courses will carry an award of credits, but neither a grade, nor quality points will be awarded. Transfer credits may only be applied to fulfill lower division (level 100 and level 200) baccalaureate degree requirements. In addition, returning adult students who have not been enrolled for five years may qualify for a special “academic forgiveness” provision. Contact the Office of the Registrar for further information.

Schedule
The Office of Adult Admissions and Enrollment responds to inquiries from prospective adult and post-baccalaureate students throughout the year. Admitted students may begin their studies in the fall, spring or summer semesters. A wide selection of courses for adult undergraduate and post-baccalaureate students are offered on weekday mornings, afternoons and evenings, as well as Saturday and Sunday. Online courses are also available (see below).

Special Programs
Adult undergraduate students may participate in an accelerated degree program in business and related concentrations which permits eligible students to pursue a half-time or full-time schedule while attending classes one or two evenings per week. Mercyhurst University is a member of the Online Consortium of Independent Colleges and Universities (OCICU). OCICU is a network of national and international colleges and universities that provides web-based learning opportunities to adult and graduate students enrolled in member institutions. Adult undergraduate students may register for three OCICU courses (9 credits) per academic year. A maximum of 36 credits earned through OCICU may be applied toward degree requirements. The total number of OCICU, transfer, and Prior Learning Assessment credits may not exceed 80.

Students must complete at least 50% of major courses through traditional classroom courses at Mercyhurst. Post-baccalaureate students may register for three OCICU courses (9 credits) per academic year. A maximum of 18 credits earned through OCICU may be applied toward certificate requirements. The total number of OCICU credits plus transfer credits may not exceed 50% of the total credits required for the certificate. A current list of online courses is available through The Office of Adult Admissions and Enrollment.

Financial Aid for Adult Students
Financial Aid is available to eligible adult undergraduate students.

Reduced Tuition
Adult students who begin university at least four years after graduating from high school or receiving their GED qualify for reduced tuition. Reduced tuition is also available to any student who holds a baccalaureate degree from an accredited university or university.

Company Reimbursement
Many employers offer a tuition reimbursement plan for successfully completed courses. Qualifying students may defer their tuition until the end of the semester. No interest will be charged. Forms are available in The Office of Adult Admissions and Enrollment Services.

Catherine McAuley Adult Student Scholarships
A limited number of scholarships are available for nontraditional students who meet academic and financial need criteria and who do not receive tuition assistance from their employer.

University Try Fund
The “University Try” Fund enables adult students to pay significantly reduced tuition for refresher courses in university writing, math, and critical reading. These courses will help prepare students for future success as adult university students. The reduced tuition is available without regard to financial need.

Federal and State Grants
Full-time (12 credits/semester) and half-time (6 credits/semester) students are eligible to apply for a Federal PELL Grant. If a student is a resident of Pennsylvania for at least one year, he/she also may qualify for a Pennsylvania Higher Education Assistance Association Grant (PHEAA). To apply for these grants, students must file the Free Application for Federal Student Aid (FAFSA) as well as the Mercyhurst Financial Aid Application. Use 003297 for the Mercyhurst University Title IV school code on the FAFSA form. For quicker return, file the FAFSA at www.fafsa.ed.gov.

Federal Direct Loan (Master Promissory Note)
Full-time (12 credits/semester) and half-time (6 credits/semester) students can obtain low interest student loans (subsidized) that are not payable until 6 months following graduation. A student can borrow additional funds in unsubsidized student loans. Unlike the subsidized loan, interest on unsubsidized loans begins the day the loan is disbursed with the principle deferred until 6 months after graduation. Applications are available through The Office of Adult Admissions and Enrollment Services. A student must file a FAFSA at fasfa.ed.gov. Use 003297 for the Mercyhurst University Title IV school code on the FAFSA.

Veterans’ Resources
Students who have served in the Military including the National Guard and Reserves may be eligible for educational benefits through the Veteran’s Administration. Mercyhurst University is a yellow ribbon participant, which means students who are eligible for 100% Post 9-11 GI Bill® will receive yellow ribbon funding once the student cap has been reached. Mercyhurst also holds a Memorandum of Understanding with the Department of Defense. This allows members who are still in the service to use Tuition Assistance (TA) from the Military. (Current active military personnel should apply for TA benefits directly to their unit.) There are a number of VA benefits available. For more information on available benefits and their criteria, visit the VA website at www.benefits.va.gov. If you plan to use VA educational Benefits please contact the Veteran Coordinator for more information. You will need to apply for the VA benefits before the start of your first semester. New applications may take the VA up to 3 weeks to process.

Dependents of military personnel may be eligible for educational assistance for any of the following from the VA:

- A transfer of Post 9-11 GI Bill® for active service members who have served at least 10 years.
- Chapter 35 benefits if a service member has been discharged and receives disability.
- FRY Scholarship if the service member died while serving

Note: GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).
## Tuition and Fees: Erie Campus

### Tuition and Fees (per semester):

#### Traditional Undergraduate:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time 12-18 credit hours</td>
<td>17,025</td>
</tr>
<tr>
<td>Over 18 hours (additional per credit)</td>
<td>1,135</td>
</tr>
<tr>
<td>Less than 12 hours (per credit)</td>
<td>1,135</td>
</tr>
<tr>
<td>Summer 2017 (per credit)</td>
<td>580</td>
</tr>
<tr>
<td>Adult Undergraduate (per credit)</td>
<td>735</td>
</tr>
<tr>
<td>Post Baccalaureate (per credit)</td>
<td>560</td>
</tr>
<tr>
<td>High School (per credit)</td>
<td>105</td>
</tr>
<tr>
<td>Proficiency Exam (Includes testing fee) (per credit)</td>
<td>175</td>
</tr>
<tr>
<td>Audit/Professional Development (per credit)</td>
<td>175</td>
</tr>
<tr>
<td>Experience Learning (per credit)</td>
<td>175</td>
</tr>
<tr>
<td>Mercyhurst Learning (per credit)</td>
<td>80</td>
</tr>
<tr>
<td>CLEP (per credit)</td>
<td>90</td>
</tr>
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</table>

#### Adult/ Post Baccalaureate:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>75</td>
</tr>
<tr>
<td>Technology</td>
<td>355</td>
</tr>
<tr>
<td>Building Assessment</td>
<td>600</td>
</tr>
<tr>
<td>(Pro-rated at $60 per credit for part time students)</td>
<td></td>
</tr>
<tr>
<td>Student Government</td>
<td>100</td>
</tr>
<tr>
<td>Green Energy Fee</td>
<td>5</td>
</tr>
</tbody>
</table>

### Required Fee Schedule (Per Semester):

<table>
<thead>
<tr>
<th>Traditional:</th>
<th>Amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>75</td>
</tr>
<tr>
<td>Technology</td>
<td>355</td>
</tr>
<tr>
<td>Building Assessment</td>
<td>600</td>
</tr>
<tr>
<td>Student Government</td>
<td>100</td>
</tr>
<tr>
<td>Green Energy Fee</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adult/ Post Baccalaureate:</th>
<th>Amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>75</td>
</tr>
<tr>
<td>Technology</td>
<td>150</td>
</tr>
</tbody>
</table>

### Occasional Fees:

<table>
<thead>
<tr>
<th>Fees:</th>
<th>Amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Fee- Traditional Freshman Only</td>
<td>250</td>
</tr>
<tr>
<td>I.D./One Card</td>
<td>50</td>
</tr>
<tr>
<td>I.D./One Card Replacement</td>
<td>25</td>
</tr>
<tr>
<td>Beyond the Gates (per registration)</td>
<td>50</td>
</tr>
<tr>
<td>Student Health Insurance</td>
<td>942</td>
</tr>
<tr>
<td>Math Placement Testing Fee</td>
<td>40</td>
</tr>
<tr>
<td>Confirmation Deposit</td>
<td>400</td>
</tr>
<tr>
<td>Capstone Clinical - Education</td>
<td>510</td>
</tr>
<tr>
<td>Company Ensemble Elective Fee (per course)</td>
<td>340</td>
</tr>
<tr>
<td>Music Fee (per semester)</td>
<td>375</td>
</tr>
<tr>
<td>Applied Music Lesson Fee (per course)</td>
<td>475</td>
</tr>
</tbody>
</table>

### Fee Continued:

<table>
<thead>
<tr>
<th>Amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice Fee (per course/ CRJIS 305 only)</td>
</tr>
<tr>
<td>Intelligence Studies Program Fee (6+ credits per semester)</td>
</tr>
<tr>
<td>Intelligence Studies Program Fee (&lt;6 credits per semester)</td>
</tr>
<tr>
<td>RN-BSN Program Fee (12+ credits per semester)</td>
</tr>
<tr>
<td>RN-BSN Program Fee (&lt;12 credits per semester)</td>
</tr>
<tr>
<td>Zurn Science Lab Fee (per course)</td>
</tr>
<tr>
<td>Studio/Materials (per course)</td>
</tr>
<tr>
<td>Distance Learning Fee (per online course)</td>
</tr>
<tr>
<td>(Does not apply to OCICU courses but applies to Bl and Web)</td>
</tr>
<tr>
<td>Graduation</td>
</tr>
<tr>
<td>Official Transcript of Credits</td>
</tr>
<tr>
<td>Learning Differences Program Fee (Summer)</td>
</tr>
<tr>
<td>Learning Differences Program Fee (Semester)</td>
</tr>
<tr>
<td>Aim Program Fee - New students (semester)</td>
</tr>
<tr>
<td>Aim Program Fee- Returning students (semester)</td>
</tr>
</tbody>
</table>

### Study Abroad Program Fees- Per Semester

(Billed in equal installments per semester)

<table>
<thead>
<tr>
<th>Locations:</th>
<th>Amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ireland – Spring Semester</td>
<td>3,850</td>
</tr>
<tr>
<td>Ireland – Mini</td>
<td>3,000</td>
</tr>
<tr>
<td>Australia/New Zealand</td>
<td>2,550</td>
</tr>
<tr>
<td>China</td>
<td>2,000</td>
</tr>
<tr>
<td>Italy Fashion</td>
<td>2,000</td>
</tr>
<tr>
<td>Paris &amp; London</td>
<td>2,100</td>
</tr>
<tr>
<td>Spain, France &amp; Italy</td>
<td>2,050</td>
</tr>
<tr>
<td>Vienna &amp; London</td>
<td>2,200</td>
</tr>
<tr>
<td>Japan</td>
<td>2,800</td>
</tr>
<tr>
<td>Haiti</td>
<td>1,000</td>
</tr>
<tr>
<td>Mexico</td>
<td>1,200</td>
</tr>
<tr>
<td>Nepal (Fall Semester Only)</td>
<td>4,100</td>
</tr>
<tr>
<td>Guyana (Fall Semester Only)</td>
<td>2,000</td>
</tr>
<tr>
<td>Dominican Republic (Fall Semester Only)</td>
<td>3,600</td>
</tr>
</tbody>
</table>

### Room Charges (Per Occupant Per Semester)

<table>
<thead>
<tr>
<th>Rooms:</th>
<th>Amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baldwin-McAuley Halls (double)</td>
<td>3,095</td>
</tr>
<tr>
<td>Baldwin-McAuley Halls (single)</td>
<td>4,130</td>
</tr>
<tr>
<td>Warde Hall (double)</td>
<td>4,130</td>
</tr>
<tr>
<td>Warde Hall (triple)</td>
<td>3,095</td>
</tr>
</tbody>
</table>
Student Financial Services participates in 100% online, real-time, billing. Ebills meal plan privileges, and receive all other university services and amenities. Students must be actively registered to reside in campus housing, receive student arrangements have been made with the Office of SFS prior to the due date. all charges are paid by the bill due date, or until acceptable payment and all related charges. Registration for a given semester is not complete until you register for courses, you incur a legal obligation to pay for tuition, fees and all related charges. Registration for a given semester is not complete until all charges are paid by the bill due date, or until acceptable payment arrangements have been made with the Office of SFS prior to the due date.

Students must be actively registered to reside in campus housing, receive student meal plan privileges, and receive all other university services and amenities. Student Financial Services participates in 100% online, real-time, billing. Ebills are accessible via your Mercyhurst portal. You are encouraged to grant guest access to any family member who may have an interest in viewing or paying your bill. Full instructions are available on your Mercyhurst portal. Summer 2017 bills are available via the ebill the first week of June and are due on or before June 30, 2017. Fall semester bills are available the last week of June and are due on or before August 4, 2017. Spring semester bills are available in early December and are due on or before January 3, 2018. All charges assessed after the initial billing due date are due immediately and must be paid within 30 days to avoid any late fees. You and your guests should check your ebill regularly for any updates and any changes you have made.

Billing Due Dates for 2017-18:
Summer Sessions 2017: June 30, 2017
Fall Semester: August 4, 2017
Spring Semester: January 3, 2018

Students must be registered at least 12 credit hours for each semester to be considered full time and to receive the flat tuition rate and all institutional grants and scholarships. If registered over 18 credits, additional tuition charges apply. If registered less than 12 credits per semester, financial aid awards will be adjusted accordingly.

ROTC scholarship recipients must be registered at least 12 credit hours in their program (not including ROTC/Military Science credits) to be eligible for ROTC Scholarships. ROTC/Military Science courses are free of charge to full time students who earn academic credits that apply towards graduation requirements. They are not included when determining full time status for Mercyhurst scholarships, grants, and loans.

In addition to charges for tuition, fees, room, meal plans, and other expenses, the bill reflects any scholarships, grants, and loans as pending financial aid. Financial aid listed is pending until the student’s eligibility is confirmed, verification is completed, and the student’s enrollment is verified on the census date. The census date is the morning after drop/add as published in the official academic calendar.

In order to defer your bill to federal student loans, students must have a FAFSA® on file, and have completed both the Master Promissory Note and Entrance Loan Counseling online for Federal Direct Loans and/or Perkins Loans by July 25, 2017 for fall bills or November 25, 2017 for spring bills. This is a one-time requirement at Mercyhurst. Federal Direct PLUS Loans are not credited to the student’s account until a promissory note is signed. Some PLUS borrower’s may also be required to do PLUS Counseling. Those borrowers will be contacted directly by the U.S. Department of Education. Private Alternative Education Loan proceeds are not credited until the loan proceeds are received by Mercyhurst.

If payment is not made by the due date, or satisfactory payment arrangements are not made with the SFS Office by the bill due date, a late payment fee of $175 will be applied to your account, your account will be placed on hold, and you may be deregistered from your courses. You will not be able to make changes to your registration, register for any additional courses, or receive grades/transcripts. Your balance must be paid in full by the specified semester due date.

Overdue accounts will be placed with a collection agency. If your account is placed with a collection agency, you will be responsible for your balance plus any
collection fees, which may be based on a percentage up to a maximum of 33% of the debt, and all costs and expenses, including reasonable attorney’s fees that are incurred by Mercyhurst University in such collection efforts. This may negatively impact your credit rating. To register for future semesters, receive transcripts or a diploma, your balance and any collection fees must be paid in full.

You can pay your balance via your ebill which is accessible from your student portal. Payment can be made by credit card (convenience fees apply) or electronic funds transfer from a savings or checking account (no convenience fees apply). You can also print your bill and mail in a personal check, cashier’s check, or money order to the address on the bill. Cash payments can be made in person by visiting the SFS Office. Funds can also be wired electronically to Mercyhurst, which is especially convenient for international payments. For more information, please visit the SFS page on the student portal or contact the Office of SFS at 814-824-2288. All payments, including those from a third party, such as a 529 Savings Plan, must be received by the due date. Please plan accordingly to allow for mailing and processing time.

In lieu of paying the student bill in full, a student or family can sign up for a payment plan (partial payments made in intervals) through our partner, Tuition Management Systems (TMS) prior to the bill due date. The TMS Payment Plan divides a student’s financial obligation into interest free installments over the semester, making financial obligations easier to manage. Monthly plans include a five month or four-month plan. The TMS Payment Plan is available to all qualified undergraduate students for fall and spring semesters. There is a non-refundable fee for participating in the TMS Payment Plan, regardless of the balance. TMS provides a monthly billing, with payment due usually the 1st day of the month. Failure to pay by monthly due dates will result in late fees, Business Office holds, and possible deregistration. Repeated delinquent payments will result in a cancelation of the payment plan and payment of any outstanding balance is immediately due to Mercyhurst. Failure to resolve an outstanding balance may result in deregistration and placing your outstanding account with a collection agency.

Students receiving financial aid may also participate in the TMS Payment Plan. To determine the minimum monthly payment, deduct the amount of financial aid (not including work-study) from the annual charges, and then divide the balance by the number of payments in the plan you chose. It is important that you review your TMS budget each semester to ensure that the scheduled monthly payment plan reflects your actual charges at Mercyhurst. Be sure to use ‘net’ loan proceeds in your calculations for federal loans, as they deduct an origination fee prior to sending your funds to Mercyhurst.

For more information about the plan or how to calculate monthly payments, contact TMS directly at 1-888-285-3052, or visit www.afford.com/mercyhurst. If your projected budget at TMS is less than your actual balance at Mercyhurst, you may incur late fees at Mercyhurst and a business office hold will may be placed on your account, preventing future registration.

If payment is made by check (paper or EFT), Mercyhurst will credit the funds but will not remove any Business Office Holds for at least seven calendar days to allow time for the check to clear with your bank. If funds do not clear, a student may be charged a $175 late fee in addition to a $50 insufficient fund fee. In this instance, the student will be contacted and given one week to make payment to Mercyhurst in the form of a certified check or money order.

Legal action may be taken against any person who has repeatedly submitted checks with insufficient funds, and Mercyhurst reserves the right to reject future check payments.

**Tuition and Fee Refund Policy Due to Total Withdrawal**

Students who wish to withdraw from the university must complete a Cease Enrollment Form, available in the Office of Academic Affairs, and obtain the required authorizations and signatures. Students who officially withdraw after drop/add but before the end of the academic semester will result in a W grade for the course. Students, who experience a medical, military or serious emergency, may file a letter with the Office of Academic Affairs explaining and documenting the special circumstances. Students who have officially withdrawn from the university and do not return within one academic year must apply for readmission.

When a student officially withdraws from all courses (ceases enrollment), they may receive a prorated refund of tuition, room and meal plan charges depending on the date of withdrawal. Refer to the Tuition Refund Chart below. Fees are not refundable when withdrawal occurs after the drop/add period for that semester (usually the eighth day of the semester.)

<table>
<thead>
<tr>
<th>Period of Withdrawal During a Semester</th>
<th>Percentage of Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar days 1 - 8</td>
<td>100% Including Fees</td>
</tr>
<tr>
<td>Calendar days 9 - 15</td>
<td>80% Not Including Fees</td>
</tr>
<tr>
<td>Calendar days 16 - 22</td>
<td>70% Not Including Fees</td>
</tr>
<tr>
<td>Calendar days 23 - 29</td>
<td>60% Not Including Fees</td>
</tr>
<tr>
<td>Calendar day 30 and beyond</td>
<td>0% Not Including Fees</td>
</tr>
</tbody>
</table>

Refunds for room and meal plans will be refunded 100% through calendar day 8 of the semester for which you are registered, and prorated for number of days of usage between the 9th and 30th days of the semester. There are no refunds for tuition, room, or meal plans after the 30th calendar day of the semester. The tuition refund policy for the full summer session follows the same schedule as above. The tuition policy refund for summer mini sessions is as follows:

<table>
<thead>
<tr>
<th>Period of Withdrawal for Summer Mini Sessions Only</th>
<th>Percentage of Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar days 1 - 8</td>
<td>100% Including Fees</td>
</tr>
<tr>
<td>Calendar days 9 - 12</td>
<td>80% Not Including Fees</td>
</tr>
<tr>
<td>Calendar days 13 - 16</td>
<td>70% Not Including Fees</td>
</tr>
<tr>
<td>Calendar day 17 and beyond</td>
<td>0% Not Including Fees</td>
</tr>
</tbody>
</table>

**Treatment of Financial Aid for Total Withdrawal (Cease Enrollment)**

If a student withdraws from all courses (ceases enrollment), the SFS Office must review the student’s financial aid to determine whether financial aid funds must be adjusted in accordance with federal, state, and institutional policies governing total withdrawal from the university.
SFS calculates refunds for tuition, room and meal plans according to university policy. However, the policies for financial aid for total withdrawals (cease enrollments) are specific to each designated financial aid program and are applicable only if the student was awarded that particular type of fund. If the student is awarded various types of financial aid, more than one policy may apply in determining the student’s revised financial aid eligibility.

**Federal (Title IV) Financial Aid Refund Policy (Cease Enrollment)**

The federal policy for return of Title IV funds maintains that the student can retain only that portion of federal aid that the student has earned based on time in attendance before withdrawal prior to completing 60% of a payment period or semester. The percentage of time that the student attended an academic semester determines the amount of federal aid that must be returned to the federal government. This federally mandated policy is independent of Mercyhurst’s institutional refund policy for tuition, room and meal plans.

The schedules vary by start and end dates of each semester and each academic program. For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, a school must still complete a Return calculation to determine whether the student is eligible for a post-withdrawal disbursement.

**The calculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:**

- Percentage of payment period or semester completed is the number of days completed up to the withdrawal date divided by the total days in the payment period or semester. (Any break of five days or more is not counted as part of the days in the semester.) This percentage is also the percentage of earned aid.

**Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:**

- Aid to be returned is (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or semester.

If a student earned less aid than was disbursed, Mercyhurst would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a balance to Mercyhurst which must be paid within 60 days of notification.

If a student earned more aid than was disbursed, Mercyhurst may owe the student a post-withdrawal disbursement which must be paid within 120 days of the student’s withdrawal. Mercyhurst must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the student’s withdrawal.

**Refunds to aid programs are returned in the following order:**

- Federal Direct Unsubsidized Stafford Loans
- Federal Direct Subsidized Stafford Loans
- Federal Perkins Loans
- Federal Direct PLUS Loans
- Federal Pell Grants
- Federal Supplemental Opportunity Grants
- Other assistance under this Title for which a Return of funds is required

Students who receive all Fs for a semester who did not formally withdraw will be considered Unofficial Withdrawals and will be reviewed by OAA to establish the students’ last date of attendance. If a student ceased attendance for all classes before 60% of the semester was over, that last date of attendance will be used. If the last date of attendance in an academically related activity cannot be determined, the “unofficial” withdrawal date will be the mid-point of the semester to calculate unearned federal funds that must be returned to the appropriate federal aid program.

Students need to understand that, although they can withdraw from a semester with W grades, federal aid disbursements must be reviewed based on their last date of attendance or unofficial withdrawal date.

The student is responsible for any returned federal funds that results in a balance due on their student account. If payment is not made within 60 days, the student will be liable for all collection fees and costs as described above in the Payment Policy section.

**Institutional and State Grant/Scholarship Financial Aid Refund Policy (Cease Enrollment)**

Adjustments to institutional and/or state grant/scholarships follow the university’s policy on refunds for tuition (refer to the Tuition Refund Policy Due to Total Withdrawal section above). For example, if the student’s tuition is refunded 70%, the student’s institutional and/or state grants/scholarships will be refunded 70%, meaning that the student may retain 30% of each of the institutional and/or state grant/scholarship awards. However, for the state grant/scholarship, where, in accordance with the above policy, the amount of State Grant funds to be retained by the university is small, and the amount to refund to the state is large, the Office of SFS may advise the student to forfeit the State Grant altogether when it appears that it will benefit the student.

If the student forfeits the State Grant, it will enable Mercyhurst to refund the entire semester’s State Grant disbursement to PHEAA, thereby saving a semester of State Grant eligibility for the student and possibly avoiding a state aid academic program problem in the future.

For example, if the student withdraws from the university during the second week of classes, the student will have 80% of their tuition refunded, and following PHEAA regulations, 80% of the State Grant will have to be refunded back to the state. If the PHEAA Grant is $1,000, $800 would be returned to the state and the student would be able to retain $200 to pay for any educational charges for the two weeks in attendance. In this instance, it is strongly recommended that the entire $1,000 be sent back to the state so that the student can receive a PHEAA Grant for a future semester and not have this semester of attendance count against the student when calculating satisfactory academic progress for PHEAA State Student Aid Programs.

**Course Withdrawal Policy**

Students who wish to withdraw from a course after the drop/add period for a semester must complete a Class Schedule Form which is available in the Office of the Registrar. Once the student obtains the advisor’s signature, the form is

38
returned to the Office of the Registrar for processing. Course withdrawals after drop/add will result in a W grade for the course and will not change financial aid or tuition charges for that semester because they are based on the enrollment status on the census date, which is usually the 8th day of the fall or spring semester*.

*Students registered for Mini 2 or Mini 4 courses will have a secondary census date after the drop/add period for those terms. If changes to enrollment cause the student to be less than full time for the semester, aid for the entire semester will be recalculated and rebilled (only for Mini 2 or 4 changes). If there is an increase related to Mini 2 or Mini 4 sessions, the student will be rebilled for any credit overloads or tuition increases. Students should always consult with SFS prior to withdrawing from any course to determine impacts on financial aid and billing.

Withdrawing from courses may prevent you from making satisfactory academic progress, and that may affect your eligibility for future financial aid assistance. Please refer to the Satisfactory Academic Progress section for details. Whether you choose to withdraw from one course or withdraw from the University completely, it is important that you contact the Office of Student Financial Services for advice regarding financial aid and billing.

Financial Aid Policies

Students have the following rights and responsibilities:

- Access to complete information regarding tuition, fees, payment, and refund policies.
- Confidentiality of all personal and family financial information.
- Reconsideration of student aid eligibility if student and parents’ situation warrants it through an appeal to SFS.
- To advise SFS of any additional financial aid received that is not indicated on the Mercyhurst Financial Aid Award Letter.
- To follow application filing deadlines and to submit all required documentation for verification of financial and other information pertaining to the financial aid application process within 30 days of the request.
- To give SFS permission to relay pertinent financial, academic, and other information to donors of aid upon request.
- To maintain Satisfactory Academic Progress (SAP) for Financial Aid (refer to SAP Policy in the following section).
- To comply with the rules governing the types of financial assistance the student receives.

Financial Aid Application Procedures and Deadlines

To apply for federal, state, and institutional (Mercyhurst) financial aid, the student must complete and submit a Free Application for Federal Student Aid (FAFSA) each academic year.

Students can submit the FAFSA using FAFSA® on the Web (www.FAFSA.gov). To file electronically, the student (and parent if dependent) will need a U.S. Department of Education FSA ID. The FSA ID serves as the student’s and/or parents electronic signature. Questions about the FAFSA® can be answered by calling the Department of Education Customer Service Department at 1-800-801-0576. Assistance for students with hearing disabilities is available by dialing 1-800-511-5806.

Although students can file the FAFSA® any time after October 1st for the following academic year in which they plan to attend, the priority deadline to file the FAFSA® is March 15 of that year to ensure full consideration for federal, state, and institutional scholarships, grants, loans, and work-study. Be sure to include Mercyhurst’s institutional code, 003297, in the university choice section of the FAFSA®.

Students may still file the FAFSA® after the deadline of March 15; however, they risk not receiving aid from some programs. In addition to the processed FAFSA®, SFS must receive all requested documentation within 30 days of the request but no later than 30 days before the end of the semester or award period. This deadline allows processing and authorization of disbursements within timeframes defined by regulations pertaining to federal and state aid programs. Failure to apply or to submit required documentation by the indicated deadlines may result in a loss of financial aid eligibility for all student aid programs.

Students should be familiar with the SFS processing schedule and adhere to the deadlines specified below.

SFS Processing Schedule and Deadlines:

<table>
<thead>
<tr>
<th>June</th>
<th>July</th>
<th>August</th>
<th>September</th>
</tr>
</thead>
<tbody>
<tr>
<td>- New students (and parents) attend Summer Orientation</td>
<td>- New students taking Direct Loans sign promissory note and complete entrance counseling online at <a href="http://www.studentloans.gov">www.studentloans.gov</a></td>
<td>- Fall bills are due August 4, 2017. Payments must be received by this date</td>
<td>- Awards are finalized the day after drop/add</td>
</tr>
<tr>
<td>- Packaging begins for returning students who are registered for the following fall semester</td>
<td>- Parents apply for Federal Direct PLUS Loans or Alternative Loans if needed and sign promissory notes</td>
<td>- SAP appeals for the fall semester must be submitted to the Financial Aid Satisfactory Academic Progress Committee by August 16, 2017</td>
<td>- Financial Aid Refunds are processed and directly deposited</td>
</tr>
<tr>
<td>- Fall bills are sent to students registered for fall courses</td>
<td>- Loan exit counseling is completed by student loan borrowers expecting to graduate after summer term</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
October

- Student loan borrowers graduating at the end of the fall semester complete loan exit counseling
- Free Application for Federal Student Aid (FAFSA) is available for 2018-19 filing by going to www.FAFSA.ed.gov
- Mercyhurst University must be listed in the university choice section of the FAFSA with a school code 003297
- Awards are finalized for any student with Mini 2 session registration activity
- Financial Aid Packaging begins for freshman & transfer students for the following academic year

November

- All paperwork and loan requests must be submitted by mid-November and finalized to receive aid for fall semester

December

- Spring bills are sent to students registered for spring courses

January

- Spring bills are due January 3, 2018. Payments must be received by this date
- 1098 Tax Statements for federal and state income tax filing are sent to students who were enrolled in the prior calendar year
- SAP appeals for the spring semester must be submitted to the Financial Aid Satisfactory Academic Progress Committee by January 8, 2018

February

- 1042-S Tax Statements are sent to international students who were enrolled in the prior calendar year

March

- FAFSA filing deadline is March 15; Mercyhurst University must be listed in the university choice section of the FAFSA with a school code 003297
- Federal Income Tax Returns and any other requested information must be submitted to the Office of SFS to complete the federal financial aid verification process
- Awards are finalized for any student with Mini 4 session registration activity

April

- Loan exit counseling is completed by student loan borrowers expecting to graduate after spring semester
- Summer Financial Aid applications are available in SFS and on student portal

May

- Admissions Confirmation Deposits are due May 1 for new students
- FAFSA filing deadline for PHEAA Grant applicants is May 1
- Returning student records are reviewed for Satisfactory Academic Progress (SAP) after spring semester grades are posted

Financial Aid Packaging

Helping students afford a Mercyhurst education is important to the University. Although the primary responsibility for a university education rests with a student’s family, there are several sources that can help reduce the expense of an education at Mercyhurst. The federal government, state government, and Mercyhurst all provide various forms of assistance to help the student and the family finance the student’s education at Mercyhurst. Details on specific student aid programs are available in the Financial Aid Awarding Policies section below. The student’s Cost of Attendance, Expected Family Contribution and Financial Need, which are described below, are the components used to determine the student’s financial aid eligibility and to create the student’s Financial Aid Package.

Cost of Attendance (COA)

Mercyhurst determines the Cost of Attendance (COA), or budget, which is an estimate of the educational expenses the student will incur during the academic year. These costs include tuition, fees, room, meal plan, transportation allowance, books & supplies allowance, and miscellaneous educational expenses.

Expected Family Contribution (EFC)

Expected Family Contribution (EFC) is an estimate of the family’s financial strength and the ability to contribute, and it is measured by applying the official needs-analysis formula to the data submitted on the student’s FAFSA.

Financial Need

Financial need refers to the Cost of Attendance (COA) minus the Expected Family Contribution (EFC). Demonstrated Financial Need (COA-EFC=Need) determines a student’s eligibility for need-based financial assistance.

Special Circumstances

Although the formula to determine financial aid eligibility is standard for all applicants, there is some flexibility in recalculating eligibility in light of special circumstances. For example, if the student or the student’s family has experienced an income reduction due to unemployment, disability, divorce, or death, the student can submit an appeal to have their financial aid eligibility recalculated using updated information. Please contact the SFS Office at 814-824-2288 for more information or to schedule an appointment with your SFS Counselor.

Other special circumstances include loss of non-taxable income (e.g., child support, social security benefits, and so on). In all cases, special circumstances must be fully documented with tax returns, death certificates, court documentation, or letters from appropriate agencies, individuals, or employers. If there are other circumstances that affect the amount that the student and family can contribute toward the student’s education, please contact SFS immediately; however, keep in mind that the reasons must be sound and that the student will have to provide adequate proof to support any adjustments.
Verification and Eligibility Confirmation
Verification is the process in which Student Financial Services (SFS)—as dictated by federal regulations—compares the information reported on the FAFSA® with the student’s (and student’s parents) prior-prior-year tax returns and other financial documentation. If the student’s application is selected for verification, the student will be contacted by letter or e-mail requesting the required information. SFS must receive all requested documentation before federal, state and institutional aid can be disbursed. If there are differences between the data supplied on the FAFSA® and the verification documentation, corrections may be needed, and the student’s FAFSA® will be reprocessed. This may result in a revision of the Financial Aid Package. Failure to submit documents within the requested timeframe will result in cancelation of aid.

If the student is a Pennsylvania resident receiving state aid, PHEAA may select the student file for state validation. If the student receives an “Applicant Information Request” from the Pennsylvania Higher Education Student Assistance Authority (PHEAA), the student must forward all requested information and financial documents directly to PHEAA in Harrisburg. In some cases, PHEAA may request the same information that was requested by SFS. The student must forward this same information and documentation to PHEAA to avoid a delay in disbursement of funds or loss of your state aid altogether.

It is extremely important that students (and parents) respond to requests for information promptly because finalized financial aid packages are processed in the order of file completion date. To ensure that the student’s financial aid funds disburse as scheduled at the start of the fall semester, the student must be registered for classes, make Satisfactory Academic Progress, and submit all required documentation by July 31 prior to the academic year. Failure to reply to requests for information will result in cancellation of any financial aid offers. Students may still submit late documents, but aid is not guaranteed. The absolute deadline for submittal of all documents is 30 days prior to the end of the semester or award period the student is enrolled for the academic year. The designated deadlines allow SFS to process and authorize disbursements within the timeframes permitted under federal regulations and university policies.

Enrollment Status
As indicated in Financial Aid Awarding Policy section below, each financial aid program has specific requirements regarding enrollment status. In general, SFS uses the following undergraduate enrollment criteria each semester to determine eligibility for the financial aid programs it administers:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Enrollment Status Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>12+</td>
<td>Full time</td>
</tr>
<tr>
<td>9-11</td>
<td>Three-quarter time</td>
</tr>
<tr>
<td>6-8</td>
<td>Half time</td>
</tr>
<tr>
<td>1-5</td>
<td>Less than half time</td>
</tr>
</tbody>
</table>

Students enrolled in a post-baccalaureate program are considered undergraduate students for financial aid purposes.

A student’s Financial Aid Package is based on full-time enrollment as determined on the census date (the morning after drop/add). If the student does not have full-time status, financial aid will be adjusted accordingly. Students registered for any Mini 2 or Mini 4 courses will have a secondary census date after the drop/add period for those terms. If changes to enrollment cause the student to be less than full time for the semester, aid for the entire semester will be recalculated and in some cases, canceled. If canceled aid results in a balance owed to the school, the student must pay the balance within 30 days. Failure to resolve an outstanding balance within that timeframe may result in the account being placed on hold, possible deregistration from future registered courses, and a hold on the grades and/or transcripts. During the summer session, enrollment status on the 2nd day of the summer term determines enrollment status for financial aid eligibility. Summer enrollment status follows the same chart above for financial aid eligibility. Students must consult with SFS if they plan to withdraw from any courses in any term.

Other Eligibility Criteria
Eligibility for federal student aid is determined on the basis of financial need and on several other factors. To receive financial aid from federal programs students’ must meet the following criteria:

- File FAFSA®
- Demonstrate financial need where applicable
- Have a high-school diploma or its equivalent
- Be admitted to a certificate or degree program and be working toward a certificate or degree
- Be a U.S. citizen or eligible non-citizen
- Have a valid Social Security number
- Register with Selective Service (if required)
- Not be in default on a student loan or owe a repayment of federal student aid
- Maintain Satisfactory Academic Progress (SAP) once enrolled (Refer to the Satisfactory Academic Progress Policy for Financial Aid in this section of the catalog).

In addition to most of the federal aid criteria above, eligibility for Pennsylvania state assistance programs require that the student (and parents if the student is a dependent) meet Pennsylvania residency requirements.

Enrollment at Other Institutions/Study-Abroad
Students cannot receive financial aid at multiple institutions for the same courses. A student must declare which institution is to be considered the “home school” for financial aid eligibility purposes. If the student has been approved to study abroad or to attend another institution during a semester to take part or all of their educational requirements, the student may receive some forms of financial aid for that semester if approved in advance and if a Consortium Agreement is executed between Mercyhurst and the other institution. Not all schools participate in Consortium Agreements, so it is important to confirm this early. Consortium Agreement Forms are available in the Office of Student Financial Services.

Financial Aid Awarding Policies
The Financial Aid Package
Financial aid at Mercyhurst is awarded according to financial need, merit, athletic ability or combination of these factors. If the student is eligible for financial assistance based on financial need, the student may receive a
combination of gift aid (grants or scholarships that need not be repaid) and self-help aid (loans, which must be repaid or part-time employment on campus). Any combination of awards is referred to as the student’s “Financial Aid Package.” Once a Financial Aid Package has been awarded, the student can review it at any time throughout the year via Web Advisor. Students are awarded for the official academic year only (fall and spring semesters). If a student is interested in receiving federal aid for summer, they must complete a Summer Aid Application and submit it to the SFS Office two weeks prior to the end of the summer session for which they are registered.

Eligibility for federal and state grants, as well as some Mercyhurst scholarships, is based on the information on the FAFSA® and the general eligibility requirements of each program. Gift aid is always awarded before self-help aid. If the student has remaining eligibility after gift aid has been awarded, the student’s Financial Aid Package may also include work-study and student loans.

If any portion of the financial aid package consists of Federal SEOG, Federal Work-study, Federal Perkins Loan, or Subsidized Stafford Loan, total aid (excluding Unsubsidized Stafford Loan, Federal PLUS Loan, and Alternative Loans), may never exceed a student’s demonstrated financial need. If a student receives a financial aid award after the original financial aid package is developed and that new award causes an “over award”, some form of financial aid assistance will have to be reduced so that the total aid does not exceed the student’s demonstrated financial need. In all instances, a student’s total financial aid may never exceed the student Cost of Attendance (COA).

Mercyhurst University usually reduces self-help aid (loans and work-study) first, and only if necessary will reduce gift aid (grants and scholarships). If gift aid must be reduced, Mercyhurst grants or scholarships are adjusted before federal, state or external sources. Also, Mercyhurst grants or scholarships are reduced when the total awards from Mercyhurst exceed the student’s direct costs. Students may never receive a refund of Mercyhurst Grants or Scholarships in the form of a payment.

Mercyhurst Scholarships and Grants
Institutional scholarships and grant programs require that students be enrolled full time and maintain a minimum Grade Point Average (GPA). Most scholarships are renewable each year and students must continue to meet the scholarship criteria as described in communication sent directly to the student with the financial aid award letter. Students must also meet the minimum standards specified in the Satisfactory Academic Progress Policy for Financial Aid. Other scholarships may be based on athletic ability or talent. Mercyhurst offers several scholarships and grants based on financial need. Students are required to file the Free Application for Federal Student Aid (FAFSA®) annually to receive Mercyhurst need-based scholarship and grants. Institutional grants and scholarships are awarded for the official academic semesters only (fall and spring) and does not include summer sessions.

Note: The following information on the student aid programs is current as of the publication date of this academic catalog. Mercyhurst reserves the right to change or cancel awards because of regulatory changes, revised allocations, or additional information concerning a student’s financial aid eligibility.

Mercyhurst does not guarantee substitution of funds for any portion of the financial aid package which may be canceled or reduced by government agencies or other sources, nor for any portion of the financial aid package declined by the student. Awarding is contingent upon program requirements, student eligibility and availability of funds.

In addition to state, federal and private funding sources, Mercyhurst offers scholarships to incoming students based on academic merit, financial need and athletic and artistic performance to help meet tuition costs. Unless otherwise noted, all Mercyhurst University financial aid is automatically renewable for four years of study from the student’s start date at Mercyhurst.

Full time enrollment is required and a student must meet Satisfactory Academic Progress each year (discussed fully in the Satisfactory Academic Progress section). Egan and some other scholarships may have higher GPA renewal requirements. It is the student’s responsibility to know the renewal requirements for each scholarship received.

Carolyn Herrmann Scholarships are awarded to applicants who demonstrate a high degree of academic ability. Named for a Sister of Mercy, Herrmann scholarships are among our most prestigious awards, ranging from $12,000 to more than $20,000 for some students. High school GPA, SAT or ACT test scores, class rank, and high school coursework are considered in evaluating a student’s qualifications for this scholarship. If a student qualifies for other merit-related scholarships (e.g. art, dance, music, band), his or her Herrmann Scholarship may be reduced. This scholarship is renewable for four years of study. Herrmann Scholarships may be reduced if a student’s GPA falls below 3.0; a student forfeits the award in full if his or her GPA falls below 2.5.

University awards are awarded to students based on academic achievement in High School. This scholarship is renewable for four years of study. University Scholarships may be reduced if a student’s GPA falls below 2.5; a student forfeits the award in full if his or her GPA falls below 2.0.

Presidents Grants are awarded to students who show strong potential as a Mercyhurst University student, but are unable to afford the cost of tuition. These scholarships are central to our mission of ensuring that Mercyhurst remains an accessible choice for students. Admissions counselors award these scholarships on behalf of President Michael T. Victor. Completion of the FAFSA® is required to be considered for this scholarship.

Mercyhurst Grants are a need-based award based on the completion of the FAFSA form to help students subsidize the higher expenses of the first year (e.g. meal plan requirements). These awards reduce one-third each year for up to four years.

Athletic Scholarships are awarded by coaches to students who demonstrate substantial athletic prowess and potential. Applicants being actively recruited by an athletic team should discuss financial aid with the coach. Students must meet NCAA eligibility requirements to qualify for athletic aid.

Performance Scholarships are awarded by department faculty to music and dance applicants who demonstrate exceptional skill. These awards — starting at $750 per year — go to exceptional dance (ballet-focused) and music (vocal or instrumental) students. In addition to completing their application, students must also audition to be eligible for these awards. If a student qualifies for other merit-related scholarships (e.g. art, academic), his or her Performance Scholarship may be reduced.
Bishop Watson and Sisters of Mercy Heritage Awards of up to $1,000 are awarded to students enrolling from a Catholic high school (Bishop’s award) or Mercy-sponsored, co-sponsored, or affiliated high school (Sisters award).

Alumni Legacy Scholarships of up to $1,000 are awarded to applicants who are dependents of a Mercyhurst alumnus or alumna. You must note this on your application for Mercyhurst to verify in order to qualify for this scholarship.

Rotary Youth Leadership Award Scholarships are available for students who attended and completed the Western PA RYLA Conference and applied to Mercyhurst by March 1. In addition to applying, applicants should also submit a copy of their RYLA completion certificate to the Office of Undergraduate Admissions. You must have at least a 3.5 cumulative high school GPA at the time of admissions.

Mercyhurst Internal Transfer Grant (Awards Vary—See Below)

Traditional Students with a Degree from The North East Campus - 2 year scholarships are awarded to students who graduate from the North East, Corry, or Booker T. Washington campuses and transfer to the Erie Campus.

<table>
<thead>
<tr>
<th>GPA</th>
<th>Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 – 4.0</td>
<td>$18,000 per year</td>
</tr>
<tr>
<td>3.0 – 3.49</td>
<td>$16,000 per year</td>
</tr>
<tr>
<td>2.75 – 2.99</td>
<td>$15,000 per year</td>
</tr>
<tr>
<td>2.5 – 2.74</td>
<td>$10,000 per year</td>
</tr>
</tbody>
</table>

For North East, Corry, or Booker T. Washington students who did not graduate but transfer to the Erie Campus with 24-60 credits from those campuses, and have at least a 3.0 G.P.A. at both Mercyhurst and their respective high school, they may be eligible for up to a $7,200 transfer grant.

Adult Students with a Degree from the North East Campus - 2 year scholarships are awarded to students who graduate from the North East, Corry, or Booker T. Washington campuses and transfer to the Erie Campus.

<table>
<thead>
<tr>
<th>GPA</th>
<th>Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 – 4.0</td>
<td>$3,600 per year</td>
</tr>
<tr>
<td>2.5 – 3.49</td>
<td>$3,000 per year</td>
</tr>
</tbody>
</table>

Mother Catherine McAuley Scholarships are awarded to undergraduate students attending the Adult College full-time. A 2.0 minimum GPA is required for renewal. This scholarship has been named in honor of Mother Catherine McAuley. The heritage of Mercyhurst is traced back to Mother Catherine McAuley, who founded the Sisters of Mercy in Dublin, Ireland.

Federal Need-Based Grants

Students must file the FAFSA® and meet eligibility requirements.

Federal Pell Grant

Awarded to undergraduate students based on financial need if enrolled and have not yet received a first bachelor’s degree. Students may be enrolled part-time or full-time to receive Pell Grant. Dollar amounts awarded depend on the student’s Cost of Attendance (COA), Estimated Family Contribution (EFC), total Pell Grants received previously, and whether the student plans to attend full time or part time. The student’s EFC is derived from the information provided on the FAFSA®.

Federal Supplemental Educational Opportunity Grant (SEOG)

Undergraduate students are eligible to receive SEOG if Pell-eligible, pursuing their first undergraduate degree, and demonstrate exceptional financial need. Because funding is limited, priority is given to applicants meeting the March 15 FAFSA® filing deadline.

State Grants, Scholarships and Other Programs

Pennsylvania Higher Education Assistance Authority Grant (PHEAA) Grant

To be considered annually for PHEAA, the state must receive the student’s processed FAFSA® by May 1 prior to the academic year applying. A student can receive a PHEAA grant if enrolled as an undergraduate at least half time pursuing an associate or bachelor degree, demonstrate financial need, does not have a first bachelor’s degree, and is a legal resident of Pennsylvania. The student must also be a high school graduate or a recipient of a GED. The Pennsylvania Higher Education Student Assistance Authority (PHEAA) determines eligibility and notifies students of any awards through a Student Eligibility Notice (SEN). Before a PHEAA Grant can disburse, the Office of SFS must confirm the student’s eligibility by certifying that all eligibility requirements of the program are met, including attendance. This may delay the disbursement of the PHEAA Grant for those registered in courses that start later in the semester, however, pending aid will reflect on the bill. Choosing to enroll in Web (WEB) courses in any given semester totaling more than 50% of the total registered credits for that particular term, may result in the loss of PHEAA State Grant Eligibility.

Aid for Veterans & National Guard Members

Service to our country may qualify a student for financial assistance in pursuing higher education through programs that apply to the situation.

- Children of Soldiers Declared POW/MIA — PHEAA provides State Grants to children of a member of the U.S. Armed Forces who has been designated a “Prisoner of War” or as “Missing in Action” and served on active duty after January 31, 1955 and was a resident of PA for at least twelve (12) months preceding their service on active duty. Students may obtain the POW-MIA application by calling: 1-800-692-7392 (toll-free) TDD (for hearing-impaired ONLY): 717-720-2366.

- Montgomery G.I. Bill® – this is a government program; contact the Veteran’s Outreach and Enrollment Coordinator at (814) 824-2617 for more detailed information and assistance applying. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Pennsylvania National Guard Educational Assistance Program

Together with the Pennsylvania Department of Military and Veterans Affairs (DMVA), PHEAA administers the Educational Assistance Program (EAP) for members of the Pennsylvania National Guard. This program provides tuition assistance for students who enter into a service commitment with the Pennsylvania National Guard, typically for a period of six years. To be eligible the student must be a bona fide resident (domiciliary) of PA and be enrolled in a degree-or certificate-granting program of study. For additional information call 1-800-60 GUARD or visit www.PAGUARD.com.
### Pennsylvania Chafee Education

PHEAA administers the Pennsylvania Chafee Education Grant Program on behalf of the Pennsylvania Department of Public Welfare. This program is authorized under the Foster Care Independence Act of 1999 as amended by the Promoting Safe and Stable Families Amendments of 2001. The Chafee Education Grant Program offers grant assistance to Pennsylvania undergraduate students aging out of foster care who are attending a postsecondary institution approved for the Federal Title IV student financial assistance programs. To apply for this program, go to: http://www.pheaa.org/ special programs/tfg_application.pdf or call 1-800-831-0797.

### Student Loans

Most students must rely on educational loans to cover at least some portion of their educational costs. Educational loans are available to undergraduate and graduate students as well as parents of undergraduate students. Student loan borrowing is an investment in the student’s future. When deciding to borrow, it is very important that students obtain the best possible loans available in terms of interest rates and repayment options.

Federal student loans are the most favorable type of educational loans for students. Students are advised to get all the federal loans they qualify for before considering private alternative educational loans. Students are automatically considered for federal student loan eligibility when they file the FAFSA®. Amounts may vary based on class level cost of attendance, financial need, and other financial aid resources.

#### Federal Direct Loan

Federal Direct Loans are low-interest loans from the U.S. Department of Education that are administered by Mercyhurst University. It is the U.S. Department of Education’s major form of self-help aid and is available through the William D. Ford Federal Direct Loan Program. There are two types of Federal Direct Loans: subsidized and unsubsidized.

#### Federal Direct Subsidized Loan

A Federal Direct Subsidized Loan is available to undergraduate students to help meet financial need after other resources are subtracted or to the annual maximum loan limit, whichever is lower. Interest begins to accrue for the student after the student graduates or ceases to be enrolled at least half time. Federal Direct Subsidized Loans have an origination fee which is deducted at the time of disbursement. For current interest rates and origination fees, please visit www.studentloans.gov.

#### Federal Direct Unsubsidized Loan

A Federal Direct Unsubsidized Loan is not based on the student’s financial need. If the student’s Estimated Cost of Attendance is greater than the total financial aid and the student has not reached his or her annual maximum loan, the student may qualify for Federal Direct Unsubsidized Loan. Students are charged interest on this loan from the time the loan is disbursed until it is paid in full.

Students have the option to pay on the interest while in school, or to allow the interest to accumulate, which adds to the principal amount of the loan and increases the amount to be repaid. Federal Direct Unsubsidized Loans have an origination fee which is deducted at the time of disbursement. For current interest rates and origination fees, please visit www.studentloans.gov.

#### Federal Perkins Loan

The Federal Perkins loan is available to undergraduate students who demonstrate exceptional financial need and who have already exhausted their Federal Direct subsidized and unsubsidized loan eligibility for the year. Since there is a limited pool of Federal Perkins loan funds each year, these loans are awarded first to students who meet the March 15 priority FAFSA® filing deadline, prior to the academic year the student plans to attend. Awards vary.

For information, visit www.studentaid.ed.gov/types/loans/perkins. All Perkins Loans awarded must have a first disbursement by September 30, 2017, or the award will be canceled for the full year due to the closing of the program. A student’s financial aid package must be complete, all verification and other eligibility documents received by September 1, 2017, and a Perkins Loan Master Promissory Note must be on file to ensure the first disbursement of the loan is paid by September 30, 2017.

Students awarded a Federal Perkins loan will be required to electronically sign a Federal Perkins Master Promissory Note (MPN) and complete online Entrance Counseling. As a recipient of a Federal Perkins loan offer, the student will be sent a letter directing him or her to a website to complete the Perkins promissory note and loan disclosure. Perkins loan cannot be disbursed to the student’s account until the Federal Perkins MPN is signed. Once a Federal Perkins Loan MPN is completed and the loan is disbursed to the student by Mercyhurst University, the student does not have to sign Federal Perkins Loan MPN again (it is valid for 10 years).

There are no origination fees charged for this loan. Interest does not accrue while the student is enrolled at least half-time. Students have a nine-month grace period, which begins when the student graduates or ceases to be enrolled at least half time. At the end of the grace period, students begin repayment to Mercyhurst University or the university’s Perkins Loan Servicer. The fixed interest rate of 5% begins when the student goes into repayment and the monthly payments are calculated for full repayment within 10 years (120 months) or $40 monthly, whichever is greater.

#### Student Employment Programs

Mercyhurst offers programs that allow students to earn money to help finance university expenses and acquire practical work experience through part-time employment. The student must be accepted into a degree-granting program and be attending classes to apply for such jobs. Student-employment programs provide on-campus jobs in many academic disciplines and administrative offices for eligible students. Students may be eligible to participate in the following programs:

- **Federal Work-Study (FWS) Program:** may be available if the student is an undergraduate, U.S. citizen or permanent resident, and has an FWS allocation as part of the student’s Financial Aid Package. Students can earn up to the amount specified in the Financial Aid Award Letter. FWS employment also includes community-service tutoring and literacy-project positions. FWS earnings are excluded from income on the student’s subsequent year’s financial aid application (FAFSA®).
- **Institutional Employment (IE) Program:** provides on-campus employment opportunities for Mercyhurst students who demonstrate financial need. Students must be enrolled full-time to qualify for Institutional Employment. Mercyhurst’s Human Resources Department will contact students who were awarded student employment directly for job placement.
Satisfactory Academic Progress Policy for Financial Aid

All students must be making satisfactory academic progress at Mercyhurst University to establish and retain eligibility for student financial aid. Mercyhurst monitors satisfactory academic progress (SAP) after the spring semester to provide students with early notification of their academic progress status for financial aid eligibility.

The student’s entire academic history will be considered when determining the academic progress status, including accepted transfer credits from another university. The financial aid SAP standards can be different that the academic standards defined in the Office of Academic Affairs. It is important for students to understand there are two different policies and how they differ. Mercyhurst must apply two different Satisfactory Academic Policy standards depending on the type and sources of funding. The two SAP Policies are as follows:

- Institutional and Federal Student Aid
- Pennsylvania State Grants and Scholarships

The following standards explain the components to the Financial Aid Satisfactory Academic Progress Policy.

Institutional and Federal Student Aid

Quantitative Measure (Completion Pace)
The quantitative measurement for students enrolled in credit hour programs compares the credits attempted to credits passed. Students must successfully complete at least 67% of cumulative credits attempted to be considered making satisfactory academic progress. To calculate credits completed, all courses taken by the student will be counted, including credits which transferred into Mercyhurst along with all remedial courses. Completion rates will be rounded to the nearest whole number.

Qualitative Measure (GPA)
Students must have a 2.00 cumulative GPA by the end of the academic year. SAP will be evaluated at the end of the spring semester. Specific Mercyhurst scholarships and grants may have different grade point requirements for continued eligibility. This is a separate and distinct factor in renewing or continuing eligibility for certain institutional scholarships and grants. The grade point requirement for specific programs supersedes the grade point average requirement referenced above. Information on the terms and conditions of specific institutional awards is made at the time of the grant/scholarship offer.

An undergraduate student is considered to be making Satisfactory Academic Progress for both institutional and federal aid if they meet the following criteria:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Percentage of all Attempted Hours required to be completed*</th>
<th>Minimum Cumulative GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Evaluated at end of Spring semester)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>67%</td>
<td>2.00</td>
</tr>
<tr>
<td>2</td>
<td>67%</td>
<td>2.00</td>
</tr>
<tr>
<td>3</td>
<td>67%</td>
<td>2.00</td>
</tr>
<tr>
<td>4</td>
<td>67%</td>
<td>2.00</td>
</tr>
<tr>
<td>5</td>
<td>67%</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Any student who was registered for courses during the academic year but has not received federal or institutional aid in the current academic year will still be reviewed for SAP to determine future eligibility for awards and notified. There is no action required on the part of the student if they will not be seeking any financial assistance for next academic year. A student must be making SAP to receive federal, state, and institutional funds.

Maximum Time Frame for Completion

The maximum time frame a student may attend and continue aid eligibility cannot exceed 150 percent of the published length of the student’s academic program measured in cumulative attempted credits. For example, the published length of a four-year program is 121 credit hours. Therefore, the full-time student has a maximum of 180 attempted credit hours to complete the program. When the student’s enrollment exceeds the 150 percent requirement, the student is no longer eligible for federal financial aid.

Important note: There is a 4-consecutive year maximum time limit to receive institutional scholarships and grants for new freshmen. Some awards are for 2 years only and will be specified in your original admissions packet. Transfer student maximum time limit will be adjusted by the equivalent semesters of transfer credits. All credits the student attempts, including credits transferred into Mercyhurst University, count toward the 150 percent requirement even if the student changes majors or campus locations. If a student is pursuing two programs simultaneously, the program requiring the most credits to complete will be used to measure the maximum time frame for completion.

Effect of Withdrawals, Incomplete Courses, and Repeated Courses

If a student withdraws from a course or courses (W grade) after the first week of classes during a given semester, the credits are included in the count of courses attempted. An incomplete course counts as credits attempted, but is not included in the GPA and credits completed until the incomplete grade changes to a passing or failing grade. A repeated course is only counted toward progression if it replaces a previous course for which the student received no credit.

Procedures for Appealing

Students not meeting the minimum standards for financial aid Satisfactory Academic Progress described above are ineligible for federal and institutional financial aid (this includes grants, scholarships, work and loans). However, students may request reinstatement of their financial aid eligibility by submitting a written appeal to the Financial Aid Appeals Committee. SAP Appeal requests must provide an explanation of the extenuating circumstances that contributed to the student’s failure to meet the minimum academic progress standards and a realistic academic plan for improvement. If the Financial Aid Appeals Committee approves the appeal, the student will be placed on financial aid probation and possibly an academic plan. Financial aid is reinstated for the applicable payment period. Students should also meet with their academic support counselor for guidance on their academic plans throughout the academic year. The financial aid SAP appeal and outcome apply to financial aid only. OAA academic progress is appealed separately. Students receive appeal determinations in writing. The decision of the Financial Aid Appeals Committee is final and cannot be further appealed.
Deadlines to Appeal for SAP

Summer Term: July 31, 2017
Fall Semester: August 16, 2017
Spring Semester: January 8, 2018

Pennsylvania (PHEAA) State Grants and Scholarships
The progress review for all state grants and scholarships will occur at the end of the spring semester. Before crediting a state grant or scholarship to a student’s account, Mercyhurst must certify that for the last academic year during which the student received a state grant, the student completed the minimum required credits hours for the semester to which grant aid was applied. For example, if the student received an equivalent of an academic year State grant award during the prior academic year, the student is expected to have completed successfully 24 credits over the course of the prior academic year and summer.

If the student has received at least one semester of state grant aid during a prior academic year, Mercyhurst must verify that, during or subsequent to those semesters, the student completed the minimum number of semester credits/clock hours needed to make academic progress given the number of semesters of state grant aid received and the student state grant award status (full-time or part-time) during each of those semesters.

The following table is used in determining the minimum number of credits/clock hours that must be successfully completed for each enrollment status during a semester of state grant aid. It is necessary to add the award counters (according to the student’s specific enrollment and award status) for each semester of the academic year in order to determine the minimum total number of credits/clock hours that must have been completed by the student for the academic year period in question.

State aid grant/scholarship recipients who fail to meet the requirements above remain ineligible until the requisite credits have been completed.

Transfer Students
All of the student’s coursework, whether it was taken at Mercyhurst or elsewhere, is applicable when performing the academic progress test for state aid. Transfer students that were prior year recipients of a state grant must have their official academic transcript from their prior institution submitted to the Mercyhurst Admissions Office so that academic progress may be reviewed by the Office of Student Financial Services. Credits successfully completed at the previous institution need not be transferable to Mercyhurst to be counted for academic progress.

Effects of Repeated Coursework and Incomplete Courses
Repeated coursework may only be counted once toward the state aid grant/scholarship academic progress requirement. In the case of students who were permitted a prior semester of state grant on the basis of the remedial exception, only those remedial credits which were counted toward the full-time/half-time minimum may be considered part of the credits needed to meet the academic progress test for that period of time.

Procedures for Appealing
In cases where the student has failed to complete the required number of credits to satisfy the academic progress test as a result of a medical condition, family illness, or other extenuating circumstances, such can be reported to PHEAA on an individual basis for their review and approval. The academic progress exception form is available at www.pheaa.org/stategrants/forms.shtml. This medical exception form must be submitted with appropriate documentation to the office of SFS for approval before it is forwarded to PHEAA.

Deadlines to Appeal
The State Grant Progress Exception Form must be submitted within 30 days after the start of the semester and will never be accepted after April 1 by PHEAA.

<table>
<thead>
<tr>
<th>For each</th>
<th>Award counter</th>
<th>Student must complete minimum of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time semester</td>
<td>.50</td>
<td>12 semester credits/ 450 clock hours</td>
</tr>
<tr>
<td>award</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time trimester/</td>
<td>.33/.34</td>
<td>12 qtr. or 8 semester credits/ 300 clock hours</td>
</tr>
<tr>
<td>quarter award</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time semester</td>
<td>.25</td>
<td>6 semester credits/ 225 clock hours</td>
</tr>
<tr>
<td>award</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time quarter</td>
<td>.16/.17</td>
<td>6 qtr. or 4 semester credits/ 150 clock hours</td>
</tr>
<tr>
<td>award</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Introduction
Anthropologists (including specialists in archaeology) are scientists who investigate human diversity in the past and present. Today’s anthropologists are interested in applying insights from the study of human cultural, biological, and linguistic diversity and change to contribute to contemporary local and global issues. Our graduates are trained in critical thinking, pattern recognition, problem solving, qualitative and quantitative analysis, and intercultural skills.

Job diversity is a hallmark of careers in anthropology. Anthropologists work not just in exotic field locations but urban settings, corporate firms, museums, government jobs, law enforcement, non-profits, and a wide range of social- and community-focused arenas.

Mercyhurst University’s program in Anthropology and Archaeology is characterized by hands-on training in current field and laboratory methods and theory with highly individualized mentoring. We prepare students to design and execute original research studies and become leaders in their field. Students regularly participate in faculty research projects with opportunities for professional development, such as conference presentations and peer-reviewed publications. They also acquire real-world experience and training through our professional partnerships.

Anthropology is a broad field that integrates with other disciplines. The Department of Anthropology/Archaeology also has a special relationship with the Biology, Applied Forensic Sciences, Geology, and History Departments. Our students take course in these departments in fulfillment of their concentrations and double-major or minor in these subject areas.

Mission Statement
Our department is committed to the education and training of the next generation of Anthropologists and Archaeologists. As a four-field discipline concerned with the cultural and biological expressions of humanity past and present, Anthropology is a diverse endeavor characterized by approaches and methodologies drawn from both the sciences and the humanities. Therefore, a wide range of core information, concepts, methodologies, as well as the ability to mobilize these resources critically and independently, form the skill set that we strive to impart to our students.

Program Student Learning Outcomes
- Demonstrate knowledge of the fundamental concepts and field/laboratory methods in Anthropology/Archaeology.
- Demonstrate effective communication skills, including oral and written presentations of synthesized and analyzed Anthropological/Archaeological materials and literature.
- Distinguish, synthesize, and evaluate the theoretical and ethical underpinnings of Anthropology or Archaeology.
- Critically apply Anthropological/Archaeological concepts and data to new contexts.
- Design and conduct Anthropological Research using appropriate techniques and procedures.

Requirements
The Department of Anthropology/Archaeology offers courses leading to Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees in Anthropology/Archaeology. Students may follow a general B.A. course of study, or specialize in one of 3 concentrations in a B.A. or B.S. track.

All Anthropology/Archaeology students complete 9 required departmental core courses (28 credits), Statistics (3 credits), and successfully complete the intermediate level of a foreign language (3-9 credits).

Students seeking a general B.A. in Anthropology/Archaeology must complete 3 required departmental methods and materials courses (9-13 credits), Physical Geology and Lab (4 credits), and 5 additional Anthropology/Archaeology courses numbered above 200.

Students seeking a B.A. with an Archaeology Concentration must complete an additional 6 courses (22-23 credits), three terms of language (9 credits), Physical Geology and Lab (4 credits), and 2 additional Anthropology/Archaeology courses numbered above 200. Students seeking a B.A. with a Sociocultural Concentration must complete an additional 6 courses (16 credits), 3 additional
Anthropology/Archaeology courses numbered above 200, and STAT 130 Social Statistics.

Students seeking a B.S. in Anthropology/Archaeology may pursue this via an Archaeology Concentration or a Bioarchaeology Concentration.

Students seeking a B.S. with an Archaeology Concentration must complete 9 additional courses (30-31 credits), Physical Geology and Lab (4 credits), and 1 additional Anthropology/Archaeology course numbered above 200.

Students seeking a B.S. with a Bioarchaeology Concentration must complete an additional 9-10 courses (34-37 credits) and Human Biology/Lab (4 credits).

All Anthropology/Archaeology majors must maintain an overall 2.75 GPA, and a 3.0 GPA in Anthropology/Archaeology major courses. Grades of D or lower will have to be repeated. Students will be evaluated in the summer following their sophomore year. Students failing to achieve the minimum GPA will receive a degree of General Science with an Anthropology/Archaeology Minor.

**Anthropology/Archaeology Major Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 107</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 112</td>
<td>World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 130/131</td>
<td>Archaeology / Lab</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 120/121</td>
<td>Physical Anthropology / Lab</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 336</td>
<td>History of Anthropological Theory</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 347</td>
<td>Anthropological Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 390</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 480</td>
<td>Research Experience</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 490</td>
<td>Senior Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

**General B.A. Anthropology / Archaeology Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 224/225</td>
<td>Archaeological Field Methods / Lab</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td>ANTH 227</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 226</td>
<td>Summer Archaeological Field Training</td>
<td>3-6</td>
</tr>
<tr>
<td>OR</td>
<td>ANTH 228</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 238/239</td>
<td>Analytical Lab Methods in Historic</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td>ANTH 332/335</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 229</td>
<td>Lithic Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Anthropology/Archaeology Required Electives**

Five (5) Anthropology/Archaeology electives numbering above 200

**Archaeology Concentration B.A. or B.S.**

The study of past human practice through the recovery, analysis, and interpretation of the material and evidence left behind.

**Archaeology Concentration B.A. or B.S. Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 219</td>
<td>Archaeological Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 224/225</td>
<td>Archaeological Field Methods / Lab</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 226</td>
<td>Summer Archaeological Field Training</td>
<td>3-6</td>
</tr>
<tr>
<td>ANTH 332 /335</td>
<td>Perishables Analysis / Lab</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 338</td>
<td>Introduction to Archaeological Theory</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 238/239</td>
<td>Analytical Lab Methods Historic</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td>ANTH 338</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>GEOL 342/343</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td>GEOL 306/307</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td>GEOL 215/216</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td>ANTH/GEOL 430/431</td>
<td>4</td>
</tr>
</tbody>
</table>

**Area/Thematic Study Required Courses — Choose One (1)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 200</td>
<td>Prehistory of Eastern North America</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 201</td>
<td>Prehistory of Western North America</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 204</td>
<td>Cultures in Contact</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 205</td>
<td>Historic Archaeology</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 207</td>
<td>Mesoamerican Prehistory</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 208</td>
<td>Early European Prehistory</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 209</td>
<td>Later European Prehistory</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area/Thematic Study Elective Courses**

2 additional Anthropology/Archaeology courses numbered above 200. 6 Credits

**Bioarchaeology Concentration B.S.**

The study of archaeological skeletal remains to explore diet, ethnicity, health, lifestyle, sex, and warfare/conflict/trauma.

**Bioarchaeology Concentration B.S. Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 270</td>
<td>Paleonthropology I</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 272</td>
<td>Paleonthropology II / Lab</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 224/225</td>
<td>Archaeological Field Methods / Lab</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 226</td>
<td>Summer Archaeological Field Training</td>
<td>3-6</td>
</tr>
<tr>
<td>ANTH 250/251</td>
<td>Zooarchaeology / Lab</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 326/327</td>
<td>Human Osteology / Lab</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 333/334</td>
<td>Human Skeletal Biology / Lab</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 357</td>
<td>Bioarchaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 342</td>
<td>Funerary Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 338</td>
<td>Introduction to Archaeological Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

**Sociocultural Concentration B.A.**

The study of the social and cultural aspects of being human, including economy, customs and religion, political and social organization, & gender roles.
# Sociocultural Concentration B.A. Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 227</td>
<td>Ethnographic Field Methods</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 228</td>
<td>Ethnographic Field Methods II</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 352</td>
<td>Ethnological Perspectives</td>
<td>3</td>
</tr>
</tbody>
</table>

## 1 Ethnographic Course
(ANTH 202, 203, 216, 220, 248, 300)
3 credits

## 2 Thematic Courses
(ANTH 246, 344, 346, 348, 349)
6 credits

### Electives
3 additional Anthropology/Archaeology courses numbering above 200
9 credits

### Cognate Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 223</td>
<td>Public Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 233</td>
<td>Collections and Curation Management</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 246</td>
<td>Anthropology of Religion</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 300</td>
<td>Hunters and Gatherers</td>
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</tr>
<tr>
<td>ANTH 301</td>
<td>Origins of Food Production</td>
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<tr>
<td>ANTH 302</td>
<td>Rise of Civilization</td>
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<tr>
<td>ANTH 332</td>
<td>Perishables Analysis</td>
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<td>ANTH 324</td>
<td>Instrumentation Field Methods</td>
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<td>ANTH 328</td>
<td>Primitive Technology</td>
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<td>ANTH 340</td>
<td>Principles of Evolution</td>
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<tr>
<td>ANTH 342</td>
<td>Funerary Archaeology</td>
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<td>ANTH 344</td>
<td>Anthropology of Ritual</td>
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<td>ANTH 346</td>
<td>Anthropology of Gender</td>
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<td>ANTH 348</td>
<td>Urban Anthropology</td>
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<td>ANTH 349</td>
<td>Anthropology of the Family</td>
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<td>ANTH 360</td>
<td>Archaeological Report Preparation</td>
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<td>ANTH 362</td>
<td>Archaeological Management</td>
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<tr>
<td>MATH 139</td>
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<td>OR STAT 130</td>
<td>Social Statistics</td>
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</thead>
<tbody>
<tr>
<td>GEOL 100/102</td>
<td>Physical Geology / Lab</td>
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| B.A./B.S. Archaeology Concentration

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<tr>
<td>MATH 139</td>
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<td>3</td>
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<tr>
<td>GEOL 100/102</td>
<td>Physical Geology / Lab</td>
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<tr>
<td>Foreign Language</td>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BIOL 120/121</td>
<td>Human Biology / Lab</td>
<td>4</td>
</tr>
<tr>
<td>MATH 139</td>
<td>Statistics for Sciences</td>
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<tr>
<td>Foreign Language</td>
<td>9 credits</td>
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## B.A. Sociocultural Concentration

<table>
<thead>
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<tr>
<td>STAT 130</td>
<td>Social Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
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## Additional Available Electives (not named above)

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<tr>
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<tr>
<td>ANTH 201</td>
<td>Prehistory of Western North America</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 202</td>
<td>Indians of Eastern North America</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 203</td>
<td>Indians of Western North America</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 204</td>
<td>Cultures in Contact</td>
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<tr>
<td>ANTH 205</td>
<td>Historic Archaeology</td>
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<tr>
<td>ANTH 207</td>
<td>Mesoamerican Prehistory</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 208</td>
<td>Early European Prehistory</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 209</td>
<td>Later European Prehistory</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 212</td>
<td>Biblical Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 213</td>
<td>Prehistory of the Near East</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 216</td>
<td>Plants and People</td>
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</table>

## Anthropology / Archaeology Minor

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ANTH 107</td>
<td>Language and Culture</td>
<td>3</td>
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<tr>
<td>ANTH 112</td>
<td>World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 120/121</td>
<td>Physical Anthropology and Lab</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 130/131</td>
<td>Archaeology and Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

Four additional Anthropology and Archaeology courses above 200.
Applied Forensic Sciences

Department Chair
Dennis C. Dirkmaat, Ph.D., D-ABFA

Faculty

Professor of Applied Forensic Sciences and Professor of Anthropology
Dennis C. Dirkmaat, Ph.D., D-ABFA

Visiting Assistant Professor of Applied Forensic Sciences
Sara M. Getz, Ph.D.

Postdoctorate Scholar
Diana L. Messer, MS, ABD

Forensic Laboratory Director and Director of Student Research
Luis L. Cabo-Perez, M.S.

Associate Professor of Chemistry
Clinton D. Jones, Ph.D.

Adjunct Faculty
Sgt. Dennis P. Donovan, PSP, ret.
Mercyhurst University
Gregory O. Olsen, M.S., Investigator
Office of the Fire Marshall, Ontario, Canada

Consultant
Arthur W. Young, B.S.,
Guardian Forensic Sciences, Abington, PA

Introduction
Forensic science involves the utilization of the natural, physical, and social sciences in the multi-disciplinary investigation of matters related to society and the law. Activities of relevance to forensic science range from the location, documentation and collection of physical evidence at the crime scene to the analysis and interpretation of that evidence in the laboratory. Many diverse fields are included in the forensic sciences. The development of the Applied Forensic Sciences Program represents the first multi-disciplinary science major at Mercyhurst that incorporates all major natural science fields in the core curriculum. Three concentrations are available to the students in the Bachelor of Applied Forensic Sciences degree: Criminalistics/Forensic Biology, Forensic Anthropology and Forensic Chemistry.

Supported by the nationally recognized undergraduate and master’s program in forensic anthropology, the strength of the Applied Forensic Sciences program will continue to reside in the recognition and documentation of physical evidence at the outdoor crime scene, whether that crime scene involves a surface scatter of human remains, a buried body feature, a fatal fire site or a large-scale mass fatality incident. The undergraduate curriculum consists of a core of courses spanning anthropology, biology, chemistry, physics, geology and mathematics. The variety of courses available in this curriculum will meet the diverse student interests while reflecting the changing face of forensic science. The program and curriculum focuses on presenting state-of-the-art techniques in forensic science in the classroom while providing a multitude of practical, hands-on opportunities in the laboratory and the field.

Mission Statement
The Mercyhurst University Department of Applied Forensic Sciences offers a multi-disciplinary major dedicated to educating students in matters related to science, forensic science, society and the law. Students receive a solid natural science education, bolstered by the thematic forensic science courses. The program advances the student’s knowledge of science-based forensic fields of study by advocating critical thinking and problem-solving skills. Classroom learning is strengthened by strong, hands-on components of many courses. The Applied Forensic Sciences Department stresses the importance of reasonable and ethical behavior within the field of forensic science to all members of the department.

Program Student Learning Outcomes

- Students will be able to recognize, employ and perform the basic and advanced principles, methods and practices of the various forensic science disciplines.
- Students will have the ability to identify, collect, analyze and interpret forensic evidence.
- Students will be able to critically analyze and interpret past and current research in the forensic sciences.
- Students will display comprehensive scientific writing skills.

Concentration Descriptions

Criminalistics and Forensic Biology
Criminalists are typically called upon to locate, document, preserve, analyze, interpret and testify with respect to the significance of physical evidence. They must possess extensive skills and training in many diverse fields of natural and physical sciences. Pattern recognition in fingerprints and ballistics, and the interpretation of organic and inorganic evidence such as hairs, fibers, paints, polymers, soil, glass and other trace materials is important. Competency in the methods for collection and preservation of human biological evidence regarding DNA testing is stressed in lecture and in the laboratory. Forensic Biologists apply life science disciplines to legal investigations including genetics, entomology, microbiology, ecology, and botany. Genetics is an important part of the field and is often used to confirm the identity of biological organisms. This concentration prepares students for entry level positions as crime scene technicians; advanced training in Criminalistics and DNA analysis; and as trainees in forensic science laboratories.

Forensic Anthropology
Forensic Anthropologists are often called upon to comprehensively analyze human skeletal remains from a variety of crime scenes, ranging from surface scatters to mass fatalities. The skills of physical anthropology and archaeology are paramount to the training of competent forensic anthropologists and the
program uniquely prepares students for graduate studies in biological, physical and forensic anthropology. The Mercyhurst undergraduate program is the only one in the United States with a Forensic Anthropology concentration. The department includes a board-certified Forensic Anthropologist and conducts approximately one hundred forensic cases a year. Upperclassmen are provided opportunities to work with both faculty and forensic anthropology master’s students on a number of these cases both in the field and in the laboratory. This concentration prepares students for advanced studies in anthropology, death investigation positions and positions in medical examiner’s offices.

Forensic Chemistry
Forensic Chemists analyze the chemical aspects of evidence that is collected from crime scenes and rarely conduct investigative work themselves. Their job is to identify and characterize physical and biological evidence as part of the larger process of solving a crime. Evidence is often in trace amounts and may include hair, paint, gunshot residue, inks, fibers, fire debris, explosives, drug residue, and blood. A fully developed knowledge of the natural sciences, specifically in analytical chemistry and instrumental methods, is required. This concentration prepares students for entry level toxicology laboratory positions and advanced studies in Forensic Chemistry and Forensic Science.

Applied Forensic Sciences Bachelor of Science Requirements
The Applied Forensic Sciences program offers courses leading to the Bachelor of Science (BS) degree in Applied Forensic Sciences with concentrations in Criminalistics/Forensic Biology, Forensic Anthropology and Forensic Chemistry. Students seeking the Applied Forensic Sciences, Bachelor of Science degree are required to take the courses and credits in the curriculum as outlined below. Credits from short courses and seminars (1-2 credits) at other universities and research institutions may be used to complete credit requirements following approval by the Program Chairperson and Academic Dean of the College.

Students must maintain a grade point average of 2.75 overall and in the major. No required courses in the major may be taken on a Pass-Fail basis. Students who earn a grade less than a C in a required major course must repeat the course. Only a Pass (PA) will be accepted in the repeated course. Only two courses in the major may be repeated, either the same course or two different courses. No third repeat of any kind will be accepted. The necessity to repeat a third course will result in disenrollment from the program. All prerequisites must be met before continuing in the course curriculum sequence. Alteration of the course prerequisites will only be made by special permission of the Department Chairperson. The Department Chairperson shall conduct an annual review of the academic progress of all students enrolled in the program. All students in the program will also undergo a review by the department faculty at the completion of their sophomore level in their area of concentration. Students must successfully complete the Sophomore Review to continue their studies in the Applied Forensic Sciences Department.

Continuance in the Applied Forensic Sciences program is based on the following criteria:

- Minimum overall GPA of 2.75 in courses taken in the major concentration
- Minimum overall University GPA of 2.75
- Professional conduct of the students

If a student does not pass the Sophomore Review, the student will not be allowed to enroll in any further courses required for programs administered by the Applied Forensic Sciences Department. The Sophomore Review is encouraged to ensure that the students initiate personal assessments of their academic and career goals through a dialogue with the Applied Forensic Sciences Department faculty. Students eligible for Sophomore Review in the Forensic Anthropology concentration must have completed or be in the process of completing the following courses: Physical Anthropology/Lab, General Chemistry II/Lab and Calculus I. Students eligible for Sophomore Review in the Criminalistics/Forensic Biology and Forensic Chemistry concentrations must have completed, or be in the process of completing the following courses: Cell Biology/Lab, Organic Chemistry II/Lab and Calculus I. Students whose GPA falls below 2.75 will be placed on probation or dis-enrolled from the program, depending on the outcome of the Sophomore Review.

Training and working in the forensic science field requires a high level of security and confidentiality. Professional conduct and confidentiality is expected of all students as to information received in the classroom, as well as information received and any evidentiary materials handled in the laboratory facilities. Communicating confidential information inappropriately, carelessly, or negligently is considered a breach of confidentiality and may result in disciplinary review and action as set forth by the Applied Forensic Sciences Department. Students must be aware that future employment often requires intensive background investigations and drug testing. Any conduct deemed significantly unethical, illegal or unprofessional may result in that student failing to achieve employment in the field, regardless of his/her academic record.

Applied Forensic Sciences Concentrations
Students should choose one concentration of study by the middle of their sophomore year.

Forensic Anthropology Concentration-Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 120/121</td>
<td>Physical Anthropology / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>ANTH 130/131</td>
<td>Archaeology / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>ANTH 242</td>
<td>Forensic Anthropology</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANTH 250</td>
<td>Zooarchaeology</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANTH 270</td>
<td>Paleoenthropology I</td>
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</tr>
<tr>
<td>ANTH 272</td>
<td>Paleoenthropology II</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANTH 326/327</td>
<td>Human Osteology I / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>ANTH 333/334</td>
<td>Human Skeletal Biology II / Lab</td>
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Forensic Anthropology Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIO 142/143</td>
<td>Cellular and Molecular Biology/Lab</td>
<td>4 credits</td>
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<tr>
<td>BIO 146/147</td>
<td>Ecology and Evolutionary Biology of Organisms / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 310/311</td>
<td>Genetics / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 121/122</td>
<td>General Chemistry I / Lab</td>
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<tr>
<td>CHEM 131/132</td>
<td>General Chemistry II / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>GEO 100/102</td>
<td>Physical Geology / Lab</td>
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</tr>
<tr>
<td>PHYS 201/203</td>
<td>General Physics I / Lab</td>
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<tr>
<td>MATH 170</td>
<td>Calculus I</td>
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<tr>
<td>FRSC 150/151</td>
<td>Introduction to the Forensic Sciences / Lab</td>
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<tr>
<td>FRSC 310</td>
<td>Statistics for Forensic Science and Anthropology</td>
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Criminalistics and Forensic Biology Concentration

**Major Core Courses**

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<tbody>
<tr>
<td>FRSC</td>
<td>390/391</td>
<td>Crime Scene Archaeology / Lab</td>
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<tr>
<td>FRSC</td>
<td>480</td>
<td>Senior Seminar in Forensic Anthropology</td>
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</table>

**Two (2) Additional Elective Courses (8 credits)**

- BIO 224/225 Archaeological Field Methods / Lab 4 credits
- ANTH 347 Anthropological Ethics 3 credits
- BIO 240/241 Human Anatomy and Physiology I / Lab 4 credits
- BIO 244/245 Histology / Lab 4 credits
- BIO 250/251 Human Anatomy and Physiology II / Lab 4 credits
- BIO 320/321 Comparative Vertebrate Anatomy / Lab 4 credits
- BIO 334/335 Human Anatomy / Lab 4 credits
- BIO 344/345 Human Physiology / Lab 4 credits
- BIO 360/361 Systems Physiology / Lab 4 credits
- BIO 430 Molecular Biology 3 credits
- BIO 448 Population Genetics 3 credits
- FRSC 250 Forensic Photography 3 credits
- FRSC 320 Indoor Crime Scene Investigation 3 credits
- FRSC 340 Physical Evidence and the Law 3 credits
- FRSC 360 Forensic Chemistry 3 credits
- FRSC 410 Death Investigation 3 credits
- FRSC 460 Fire Science and Arson 3 credits

The Department Chair May Consider Other Courses for Elective Approval

**Required Courses Applied Forensic Sciences**

Criminalistic and Forensic Biology and Forensic Chemistry Concentrations

**Major Core Courses**

<table>
<thead>
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<th>Subject</th>
<th>Course Number</th>
<th>Course Title / Lab</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO</td>
<td>142/143</td>
<td>Cellular and Molecular Biology / Lab</td>
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<tr>
<td>CHEM</td>
<td>121/122</td>
<td>General Chemistry I / Lab</td>
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<td>CHEM</td>
<td>131/132</td>
<td>General Chemistry II / Lab</td>
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<td>CHEM</td>
<td>240/241</td>
<td>Organic Chemistry I / Lab</td>
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<td>CHEM</td>
<td>242/243</td>
<td>Organic Chemistry II / Lab</td>
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<tr>
<td>PHYS</td>
<td>201/203</td>
<td>General Physics I / Lab</td>
<td>4</td>
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<tr>
<td>PHYS</td>
<td>202/206</td>
<td>General Physics II / Lab</td>
<td>4</td>
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<tr>
<td>MATH</td>
<td>170</td>
<td>Calculus I</td>
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<tr>
<td>MATH</td>
<td>171</td>
<td>Calculus II</td>
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<tr>
<td>FRSC</td>
<td>150/151</td>
<td>Introduction to the Forensic Sciences / Lab</td>
<td>4</td>
</tr>
<tr>
<td>FRSC</td>
<td>242/243</td>
<td>Criminalistics I / Lab</td>
<td>4</td>
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<tr>
<td>FRSC</td>
<td>300/301</td>
<td>Environmental Evidence / Lab</td>
<td>4</td>
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<tr>
<td>FRSC</td>
<td>310</td>
<td>Statistics for Forensic Science and Anthropology</td>
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<tr>
<td>FRSC</td>
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<td>Physical Evidence and the Law</td>
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**Criminalistics and Forensic Biology Concentration**

<table>
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<th>Course Title / Lab</th>
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<tbody>
<tr>
<td>BIO</td>
<td>146/147</td>
<td>Ecology and Evolutionary Biology of Organisms / Lab</td>
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<tr>
<td>BIO</td>
<td>310/311</td>
<td>Genetics / Lab</td>
<td>4</td>
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<tr>
<td>BIO</td>
<td>370/371</td>
<td>Cellular Biochemistry / Lab</td>
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<tr>
<td>BIO</td>
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<td>Molecular Biology</td>
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**Four (4) Additional Elective Courses, One Elective with Lab (13 credits)**

- BIO 200/201 Microbiology / Lab 4 credits
- BIO 240/241 Human Anatomy and Physiology I / Lab 4 credits
- BIO 244/245 Histology / Lab 4 credits
- BIO 250/251 Human Anatomy and Physiology II / Lab 4 credits
- BIO 320/321 Comparative Vertebrate Anatomy / Lab 4 credits
- BIO 334/335 Human Anatomy / Lab 4 credits
- BIO 344/345 Human Physiology / Lab 4 credits
- BIO 360/361 Systems Physiology / Lab 4 credits
- BIO 448 Population Genetics 3 credits
- FRSC 250 Forensic Photography 3 credits
- FRSC 320 Indoor Crime Scene Investigation 3 credits
- FRSC 360 Forensic Chemistry 3 credits
- FRSC 410 Death Investigation 3 credits
- FRSC 460 Fire Science and Arson 3 credits

Additional Elective Courses

- CHEM 230 Quantitative Analysis 3 credits
- CHEM 331/331 Biochemistry I and Lab 4 credits
- CHEM 333/334 Instrumental Analysis and Lab 4 credits
- CHEM 335/336 Spectral Interpretation and Lab 4 credits

The Department Chair May Consider Other Courses for Elective Approval

**Forensic Chemistry Concentration**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Number</th>
<th>Course Title / Lab</th>
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<tr>
<td>CHEM</td>
<td>230</td>
<td>Quantitative Analysis</td>
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<tr>
<td>CHEM</td>
<td>331/331</td>
<td>Biochemistry I and Lab</td>
<td>4</td>
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<tr>
<td>CHEM</td>
<td>333/334</td>
<td>Instrumental Analysis and Lab</td>
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<tr>
<td>CHEM</td>
<td>335/336</td>
<td>Spectral Interpretation and Lab</td>
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</table>

Four (4) Additional Elective Courses, One Elective with a Lab 13 credits

- BIO 244/245 Histology and Lab 4 credits
- BIO 310/311 Genetics and Lab 4 credits
- BIO 334/335 Human Anatomy and Lab 4 credits
- BIO 344/345 Human Physiology and Lab 4 credits
- BIO 430 Molecular Biology 3 credits
- CHEM 310 Advanced Inorganic Chemistry 3 credits
- CHEM 338/339 Biochemistry II and Lab 4 credits
- CHEM 341 Physical Chemistry I 3 credits
- CHEM 351 Physical Chemistry II 3 credits
- FRSC 250 Forensic Photography 3 credits
- FRSC 320 Indoor Crime Scene Investigation 3 credits
- FRSC 360 Forensic Chemistry 3 credits
- FRSC 410 Death Investigation 3 credits
- FRSC 460 Fire Science and Arson 3 credits

The Department Chair May Consider Other Courses for Elective Approval

52
ART

Department Chair
Jodi Staniunas-Hopper, M.F.A.

Faculty

Professor
Daniel Burke, M.Ed.
Thomas Hubert, M.F.A.

Associate Professor
Jodi Staniunas-Hopper, M.F.A.

Assistant Professor and Program Director of Studio Art
Gary Cardot, M.A., M.F.A.

Lecturer and Program Director of Graphic Design
Peter Stadtmueller, M.S.

Lecturer and Program Director of Art Therapy
Heather Denning, M.A., ATR-BC, ATCS, LSW

Introduction
The University offers the Bachelor of Arts degree with majors in Art Education, Art Therapy, Graphic Design, and Studio Art.

Mission Statement
In accord with the University Mission Statement and grounded in the Art Department’s history and tradition, we aim to provide training for students in selected artistic areas to develop and refine their talents and abilities. With this purpose in mind, Art faculty members with their varied areas of expertise, encourage and emphasize the student’s pursuit of excellence. We believe in a comprehensive approach to teaching that values a range of artistic processes and products, as well as a variety of historical and contemporary methods to the study of art. We believe that art is a universally accepted form of sharing, capable of promoting lifelong, caring learners. Dedicated to developing students who are globally and socially aware and engaged in service and leadership, we provide a wide range of opportunities for students to encounter art. Beginning with the Foundation Year, course work emphasizes a hands-on studio approach. The learning of artistic processes, methods of creative problem solving, the diversity of art materials, media and approaches, the importance of design, and the role of art history are mastered and integrated to help form future ambassador artists, teachers, therapists, designers, and practitioners.

Our Values
The core values of the university (being socially merciful, globally responsible, compassionately hospitable, intellectually creative and reflectively aware) are embedded in the Mercyhurst Art Program.

Artful Discipline
Students of Art will realize true progress in their artistic lives when their art becomes part of their daily lives. Students are encouraged to use journals and/or sketchbooks to document their work. We have found that through this activity concepts will arise for exploration; progress will be documented; research stored; and media and designs can be explored, tested, nurtured and developed.

Creativity
Students within the Art Department are concept, process, and product oriented. They learn about creativity and develop ways to investigate challenging problems or areas of interest through the use and practice of a variety of approaches including mind-mapping, CPS (creative problem-solving method), brainstorming, matrix systems, analogy, listing methods, free-expression, etc.

Design
Using the full spectrum of study from “nature as builder” through Math as system, art students learn to organize, form, plan and create art through the use of the elements, processes, and principles of design.

History of Art
Understanding the past is necessary to future success. Art students study, apply, and explore social, cultural, aesthetic, and historical perspectives of Western and Non-western Art including artists, movements, artifacts, and styles.

Social Responsibility
Art students are trained in the powerful tools of visual communication and service. With training in design, communication theory, and media selection, students are challenged to create responsible Art, reflect on its impact, and to make ethically sound decisions that benefit local and global communities. Students participate in numerous art exhibitions, voluntary art projects, and political and social action efforts.

Professional Practice
Integral to the discipline of Art, students are trained in the standards and practices of their chosen field. They are called upon to uphold the integrity of the profession.

Art Department Student Learning Outcomes
The Art curriculum is designed to develop the whole artist. Students within the Department are concept, process, and product oriented. They study, apply, and explore social, cultural, aesthetic, and historical perspectives of art.

Students in the Department will:

• Critically analyze select works of art and design.
• Describe the historical, geographic, cultural and contemporary contexts of works of art and design.
• Present and critique works of art and design using appropriate criteria and terminology.
• Create works of art and design by applying methods, tools, materials and techniques.
• Generate and revise ideas in the stages of the creative process.
• Develop works of art and design that utilize concepts, elements and principles of art and design.
**Departmental Requirements**
A student who wishes to graduate with this major must complete the following requirements:

- Satisfactorily complete 48 to 63 credits of Art coursework
- Maintain a minimum GPA of 2.5 in the major
- Submit a digital portfolio and an up-to-date resume prior to graduation.
- Art Education, Art Therapy, and Studio Art majors are required to produce a visual art thesis in the form of an exhibition during their senior year.

**Sophomore Review**
Students are reviewed by an evaluation committee in the spring semester of the sophomore year.

Students must:

- Maintain a minimum GPA in the major (2.5 for Studio Art, Graphic Design, and Art Therapy and 3.0 for Art Education)
- Write an artist’s statement
- Give a presentation of selected works
- Provide an up-to-date resume

After departmental review and under special circumstances, a full-time art faculty member’s recommendation may be used in lieu of grades.

**Art Education**
The Art Education program explores the methods and pedagogical competencies that are developed through a range of art and education experiences. Through a comprehensive approach, students are nurtured to become well informed, pre-service art teachers who are reflective art practitioners and critical thinkers. The Art Education program prepares students for PA Department of Education certification. In addition to course requirements, students must maintain a 3.0 GPA; successfully complete Sophomore Review, and complete a visual thesis in the form of an exhibition. Students seeking certification in Art Education are required to take at least half of their art courses at Mercyhurst University.

**ART 100 Drawing I** 3 credits
**ART 101 Painting I: Watercolor** 3 credits
**ART 125 2-Dimensional Design** 3 credits
**ART 126 3-Dimensional Design** 3 credits
**ART 128 Basic Computer Design** 3 credits

**OR**

**ART 102 Ceramics I** 3 credits
**ART 105 Painting I: Acrylic** 3 credits
**Two (2) Upper Level Studio Art Electives** 3 credits
**ART 122 Ancient to Medieval Art History** 3 credits

**OR**

**ART 123 Renaissance to 20th Century Art History** 3 credits
**ART 223 History of Modern Art** 3 credits

**ART 240 Foundations of Art Education** 3 credits
**ART 311 Art Education: Secondary** 3 credits
**ART 312 Art Education: Elementary** 3 credits
**ART 410 Senior Art Thesis Individualized Studio** 3 credits
**ART 452 Senior Art Thesis** 3 credits
**EDUC 210 Comparative Issues in Education** 3 credits
**ESPE 101 Psychology of Diverse Learners** 3 credits
**ESPE 201 Inclusive Practices PreK-8** 3 credits

**ESPE 202 Inclusive Practices 7-12** 3 credits
**ESPE 301 Supporting Literacy PreK-8** 3 credits
**WL 101 Culturally and Linguistically Diverse Learners** 3 credits
**EDUC 475 Capstone Clinical Secondary (K-12) Upper Level Concentration** 12 credits

**Graphic Design**
The Graphic Design program trains students to utilize their creative, cognitive, and psychomotor skills toward the resolution of visual problems. The program focuses on publishing—whether it is traditional print design or interactive media. The successful Graphic Design student will achieve facility in multiple Adobe Creative Suite applications, design and communication theory, artful discipline, creative problem solving, social responsibility, global awareness, and professional practices.

**ART 100 Drawing I** 3 credits
**ART 106 Photography I** 3 credits
**ART 125 2-Dimensional Design** 3 credits
**ART 126 3-Dimensional Design** 3 credits
**ART 128 Basic Computer Design** 3 credits
**ART 122 Ancient to Medieval Art History** 3 credits

**ART 123 Renaissance to 20th Century Art History** 3 credits
**ART 220 Typographic Foundations** 3 credits
**ART 221 Digital Imagery** 3 credits
**ART 225 Computer Illustration** 3 credits
**ART 230 Graphic Design History** 3 credits
**ART 320 Type and Publication Design** 3 credits
**ART 321 Introduction to Website Design** 3 credits
**ART 322 Corporate Identity and Branding** 3 credits
**ART 323 Portfolio Development** 3 credits
**ART 325 Intermediate Website Design** 3 credits

Two (2) Approved Studio Offerings

**Art Therapy**
Art Therapy majors investigate the healing potential of the arts through self-reflective art directives, research, and service learning in the community. The program includes classes in: art therapy, studio art, and psychology.
In art therapy classes, students learn the history and theory of the field as well as develop a non-judgmental approach toward art made by themselves and others. This approach enables an ability to support the use of art to address goals and problems. Internships provide students with opportunities to witness and develop a non-judgmental approach toward art made by themselves and others. This approach enables an ability to support the use of art to address goals and problems. In addition to course requirements, students must successfully complete Sophomore Review and complete a visual thesis in the form of an exhibition.

**“The creative process involved in the making of art is healing and life enhancing.”**

~ American Art Therapy Association, Mission Statement

| ART 100 | Drawing I | 3 credits |
| ART 125 | 2-Dimensional Design | 3 credits |
| ART 126 | 3-Dimensional Design | 3 credits |
| ART 128 | Basic Computer Design | 3 credits |
| ARTH 125 | Art Therapy: Introduction I | 3 credits |
| ARTH 225 | Art Therapy II: Materials and Methods | 3 credits |
| ARTH 325 | Art Therapy III: Practices | 3 credits |
| ARTH 425 | Art Therapy V: Seminar | 3 credits |
| ARTH 475 | Art Therapy IV: Internship | 3 credits |
| ART 101 | Painting I: Watercolor | 3 credits |
| OR ART 105 | Painting I: Acrylic | 3 credits |
| ART 102 | Ceramics I | 3 credits |
| ART 122 | Ancient to Medieval Art | 3 credits |
| OR ART 123 | Renaissance to 20th Century | 3 credits |
| ART 410 | Senior Art Thesis Individualized Studio | 3 credits |
| ART 452 | Senior Art Thesis | 3 credits |
| PSYC 101 | Introduction to Psychology | 3 credits |
| PSYC 241 | Developmental Psychology: Children | 3 credits |
| OR PSYC 242 | Developmental Psychology: Adolescence | 3 credits |
| PSYC 201 | Personality | 3 credits |
| SOC 108 | Human Growth and Development | 3 credits |
| PSYC 211 | Abnormal Psychology | 3 credits |
| SOC 100 | Introduction to Sociology | 3 credits |
| OR PSYC 231 | Social Psychology | 3 credits |
| One (1) Approved ARTH elective and One (1) Approved Art Studio Course |

**Studio Art**

The Studio Art program emphasizes hands-on learning, stresses craftsmanship, design, and strives for excellence in the production of art. Students come with gifts, talent, focus, passion, and imagination. They, in turn, are provided the environment and guidance that are needed to develop a disciplined approach to the making of art.

The concentration is primarily designed as a preparation for graduate school and further professional study, but, given the variety of studio experiences, students also pursue careers in design, publication, commercial galleries, and museum work. In addition to course requirements, students must successfully complete Sophomore Review and complete a visual thesis in the form of an exhibition.

| ART 100 | Drawing I | 3 credits |
| ART 101 | Painting I: Watercolor | 3 credits |
| OR | |
| ART 105 | Painting I: Acrylic | 3 credits |
| ART 102 | Ceramics I | 3 credits |
| ART 103 | Sculpture | 3 credits |
| OR | |
| ART 216 | Ceramic Sculpture | 3 credits |
| ART 125 | 2-Dimensional Design | 3 credits |
| ART 126 | 3-Dimensional Design | 3 credits |
| ART 128 | Basic Computer Design | 3 credits |
| ART 106 | Photography I | 3 credits |
| ART 122 | Ancient to Medieval Art History | 3 credits |
| ART 123 | Renaissance to 20th Century Art History | 3 credits |
| ART 223 | History of Modern Art | 3 credits |
| ART 410 | Senior Art Thesis Individualized Studio | 3 credits |

Three (3) Studio Electives and Three (3) Upper Level Concentration

**Art Minor**

| ART 100 | Drawing I | 3 credits |
| ART 122 | Ancient to Medieval Art History | 3 credits |
| OR | |
| ART 123 | Renaissance to 20th Century Art History | 3 credits |
| ART 125 | 2-Dimensional Design | 3 credits |
| ART 126 | 3-Dimensional Design | 3 credits |
| ART 128 | Basic Computer Design | 3 credits |

Two (2) Approved Art Electives

**Art History Minor**

| ART 122 | Ancient to Medieval Art History | 3 credits |
| ART 123 | Renaissance to 20th Century Art History | 3 credits |
| ART 128 | Basic Computer Design | 3 credits |
| ART 223 | History of Modern Art | 3 credits |
| ART 224 | History of Photography | 3 credits |
| ART 230 | Graphic Design History | 3 credits |
| IA 220 | History of Interior Design | 3 credits |
| OR | |
| IA 221 | History of Architecture | 3 credits |

**Art Therapy Minor**

<p>| ART 100 | Drawing I | 3 credits |
| ART 102 | Ceramics I | 3 credits |
| ART 128 | Basic Computer Design | 3 credits |
| ARTH 125 | Art Therapy: Introduction I | 3 credits |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARTH 225</td>
<td>Art Therapy II: Materials and Methods</td>
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<tr>
<td>ARTH 325</td>
<td>Art Therapy III: Practices</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3 credits</td>
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**Photography Minor**

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ART 106</td>
<td>Photography I</td>
<td>3 credits</td>
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<tr>
<td>ART 128</td>
<td>Basic Computer Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>ART 206</td>
<td>Intermediate Photography</td>
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<tr>
<td>ART 306</td>
<td>Color Photography</td>
<td>3 credits</td>
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<tr>
<td>ART 223</td>
<td>History of Modern Art</td>
<td>3 credits</td>
</tr>
<tr>
<td>ART 224</td>
<td>History of Photography</td>
<td>3 credits</td>
</tr>
<tr>
<td>ART 305</td>
<td>Digital Photography</td>
<td>3 credits</td>
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</tbody>
</table>

**Graphic Design Minor**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ART 128</td>
<td>Basic Computer Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>ART 220</td>
<td>Typographic Foundations</td>
<td>3 credits</td>
</tr>
<tr>
<td>ART 221</td>
<td>Digital Imagery</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Four (4) Approved Art and Graphic Design Electives
Athletic Training

Program Director
Scott Michel Ph.D., L.A.T., A.T.C.

Clinical Coordinator

Faculty
Assistant Professors
Scott Michel Ph.D., L.A.T., A.T.C.
Timothy Harvey, M.S.

Adjunct Faculty

Medical Education Coordinator
Chris Rial, D.O.

Accreditation
The athletic training program at Mercyhurst University is accredited by the Commission of Accreditation of Athletic Training (CaATE) through 2019-2020. Further information regarding CaATE requirements is located at www.caate.net.

Mission Statement
The mission of the professional Athletic Training program at Mercyhurst University is to provide the student with the necessary didactic and psychomotor competencies, clinical proficiencies and experiences required to qualify for the BOC examination. In the spirit of the core values of Mercyhurst University, athletic training students shall achieve this by becoming well-rounded, educated, professional, and ethical athletic trainers prepared to enter the allied health field.

Program Student Learning Outcomes
SLO 1: Clinical Knowledge
ATS will be able to demonstrate advancing clinical proficiency emphasizing sound principles of clinical research and critical thinking skills culminating into a system of quality patient care.

SLO 2: Academic Knowledge
Students will demonstrate the ability to synthesize and critically analyze their knowledge in the classroom that ultimately is representative of a qualified professional in the field.

SLO 3: Professional Responsibility
ATS will be prepared to make a difference in the world by demonstrating the common values and behaviors of the AT profession while employing professional excellence and ethical leadership.

SLO 4: Socially Merciful
Students will embody the mercy mission and demonstrate dispositions essential to becoming role models for the athletic training profession.

Admission Requirements
Freshmen students must have a minimum GPA of 3.0 in high school plus successful completion of each of the following six subjects: Algebra, Geometry, Trigonometry, Biology, Chemistry and Physics, or General Science. Prior to entering their freshman year, it is recommended that athletic training majors complete the American Red Cross or American Heart Association CPR for health professional certification, proof of which is a signed certification card.

Transfer and Undeclared Students
Students transferring into the Athletic Training major must have completed or will complete the specified courses for the review board process within one academic year after transferring into the athletic training major. Transfer students must also appear before the AT review board during their first year and be officially accepted into the major prior to enrolling in upper level courses offered by the Sports Medicine department. All athletic training transfer students must complete the required educational competencies developed by the NATA Education Council offered by Mercyhurst that comprise the Athletic Training program or documented proof from the accredited transferring institution.

Final Acceptance Requirements
Traditional students in the Athletic Training major should apply for formal acceptance into the major in spring of the freshman year while those in the other areas of Sports Medicine must apply in the Spring Term of their sophomore year. Failure to do so results in an automatic change of status to undeclared student.

Academic
Athletic Training majors must achieve and maintain an overall GPA of 2.65 or higher. To complete the Athletic Training major with either a dual major or minor within four years, students will be required to overload semesters and/or take summer courses.

Review Board
The Review Board consists of three members from the discipline appropriately related to the major. Deliberations of the Board will take at the end of the spring semester of the student’s freshman year and at other times when Program Director deems necessary.

Evaluation Process
The prospective athletic training student will have the opportunity to obtain a maximum of 300 points for the review board process. The 300 points consist of the interview process, application, and for the letters of recommendation. The candidate must obtain a minimum of 240 points and have an overall GPA of 2.65 and specific course work for acceptance into the athletic training education program. Probationary status may be awarded if a score of 240 points or better is achieved, and the candidate’s overall GPA is between 2.55 and 2.65. If the student meets probationary criteria, he or she may be conditionally accepted into the program. The probationary student must achieve a minimum overall 2.65 GPA within the time designated by the Program Director or he/she will be dismissed from the program.

While on probationary status the athletic training student will complete all clinical and academic requirements of the program. It is necessary that all accepted athletic training students have a completed health physical, proof of up to date immunizations, TB test, and required state/federal clearances. The physical and TB test will be provided by the University at no charge to the student. Also, accepted students must become members of the NATA ($80
It is made clear that a student who is advised to discontinue the Athletic Training major will find that a lateral move to a related science major is very difficult without having to take more than 121 credits due to the stringent science requirements in related fields. This is a risk that the student knowingly assumes when he or she accepts initial acceptance into the athletic training program.

**Appeal Process**
Any student dismissed from the Athletic Training major may apply for re-admittance to the program during the next session of the Review Board. The eligibility of the individual will be determined by the review board using the same criteria as is used for accepting a new student into the program. Anyone using the appeal process should contact the Program Director one semester prior to the review board session to initiate the process.

**Graduation Requirements**
Students who have been accepted into the Athletic Training major by the Review Board must maintain an overall GPA of at least a 2.65 to continue in the major. This is to ensure necessary mastery of NATA Education competencies and proficiencies. All athletic training students must complete 6 clinical experiences including one capstone experience. This includes all related course requirements. Seniors must pass a comprehensive multiple-choice exam required in ATR 404 with a minimum of 70%. Annual Blood Borne Pathogen training is required, along with Professional Rescuer CPR. No major course may be taken on a pass-fail basis and students who earn less than a “C” in any major course or lab must repeat the course or lab.

**Note:** some of the requirements for the major also satisfy specific REACH requirements. Students who are not majors (including contract majors) may not take or challenge courses offered by the Sports Medicine Department/Athletic Training faculty without written permission from the Department Chairperson.

**Athletic Training Clinical Assignments**
As a component of SPMD 157, ATR 162 and ATR 163, freshman students must complete a minimum of 75 hours of observation in the athletic training room at Mercyhurst University. These hours are observation only and occur under the supervision of an affiliated clinical preceptor. Once accepted into the major following the review board process, students must complete 6 clinical assignments including one senior capstone experience under the direct supervision of an affiliated clinical preceptor.

Clinical assignments are designed to allow students to progressively apply didactic knowledge in real-world clinical settings to develop a high level of clinical skill. Clinical assignments are a requirement of various courses (ATR 200, ATR 201, ATR 264, ATR 300, ATR 301, ATR 404, ATR 461) and will encompass general medical, lower extremity, upper extremity and equipment intensive experiences. Clinical assignments will expose the students to the physically active population of both genders, and across diverse populations including high schools, colleges and universities, medical facilities and professional sports organizations. A minimum of 2 clinical assignments must be at designated off-campus affiliated settings. It is required that students have some form of transportation for at least two semesters to complete these off-campus clinical assignments. In addition, clinical assignments associated with ATR 200, ATR 300 and ATR 461 will begin prior to the start of the academic year typically on or around August 15th. (Housing and 2 meals per day are provided for students during this time.) Clinical experiences are NOT work experiences. They are academic requirements. Therefore, students are not monetarily compensated.

**Required Courses**
In addition to the core required of all majors, the following courses are required of those individuals in the Athletic Training major. A higher-level science course can be substituted if approved by the athletic training program director.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOC 108</td>
<td>Human Growth and Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>PHYS 100</td>
<td>Conceptual Physics</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3 credits</td>
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<tr>
<td>CHEM 101/102</td>
<td>Chemical Principles and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>ATR 162/163</td>
<td>Introduction to Athletic Training and</td>
<td>4 credits</td>
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<tr>
<td></td>
<td>Freshman Clinical Proficiency Lab</td>
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<tr>
<td>ATR 200</td>
<td>Clinical Education I Lab</td>
<td>1 credit</td>
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<tr>
<td>ATR 201</td>
<td>Clinical Education II Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>ATR 256</td>
<td>Exercise, Health and Conditioning for Athletes</td>
<td>2 credits</td>
</tr>
<tr>
<td>ATR 257</td>
<td>Medical Education Lab I</td>
<td>1 credit</td>
</tr>
<tr>
<td>ATR 258</td>
<td>Medical Education Lab II</td>
<td>1 credit</td>
</tr>
<tr>
<td>ATR 267/268</td>
<td>Therapeutic Modalities / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>ATR 300</td>
<td>Clinical Education III Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>ATR 301</td>
<td>Clinical Education IV Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>ATR 362/363</td>
<td>Therapeutic Exercise / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>ATR 364</td>
<td>Athletic Training Administration and Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>ATR 404</td>
<td>Athletic Training Capstone Experience</td>
<td>3 credits</td>
</tr>
<tr>
<td>ATR 461</td>
<td>Special Issues in Athletic Training</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPMD 157</td>
<td>Emergency Athletic Injury Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPMD 161</td>
<td>Assessment Injury Management I</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPMD 262</td>
<td>Assessment Injury Management II</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPMD 263</td>
<td>Nutrition for Health Professionals</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPMD 264</td>
<td>Assessment Injury Management III</td>
<td>3 credits</td>
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<tr>
<td>SPMD 365/366</td>
<td>Kinesiology and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>ATR 480</td>
<td>Research Methods I</td>
<td>3 credits</td>
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<tr>
<td>BIO 240/241</td>
<td>Human Anatomy and Physiology I / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 250/251</td>
<td>Human Anatomy and Physiology II / Lab</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPMD 380/381</td>
<td>Exercise Physiology and Lab</td>
<td>4 credits</td>
</tr>
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</table>

Students may upgrade science courses and labs with permission of the Athletic Training Program Director.
Introduction

Biology is the scientific study of life in all its astonishing forms from its origins some 4 billion years ago to the present day. This experimental science involves an examination of life on multiple scales from the molecular to the global.

Though difficult to define, the study of life rests upon two fundamental notions. The first is that living systems operate via basic thermodynamic and kinetic principles. The second is the unifying concept of evolution, the most original and important idea of the modern era. Given these principles and great time, life has generated immense and complex diversity. Biologists strive to understand and manage this diversity by examining the genetic history and special features of each species as well as the interactions between each species and its environment.

On a more applied level, biologists are concerned with the impact humans have had and continue to have upon the environment and how, in turn, the environment affects our own quality of life. Additionally, new discoveries in biology often have social, political, economic, and ethical implications. Biology provides both the knowledge and the tools required to understand these complex problems and challenges.

Beyond the basic but substantive curriculum, several specialized programs are available through the Department of Biology. The Department's newest specialized programs include Bioinformatics and Environmental Science with a concentration in Biology Field Studies. The environmental program is coordinated with a similar program in the Geology Department and students benefit from specialized training in both subjects.

In support of the Environmental Science program, the Biology Department utilizes two natural areas owned by the University in the Erie area: The Jean B. and J. Douglas James Ecological & Wildlife Preserve on the Asbury Woods Greenway and the Mary Jo and Ed Maier Field Station located on Elk Creek near Lake City.

A Bioinformatics program is offered that advances the use of modern computer software and specialized DNA sequencing tools to address questions relevant to biology and medicine. Development of this program was made possible by the establishment of the Orris C. Hirtzel and Beatrice Dewey Hirtzel DNA Sequencing Center housed within the Biology Department.

The Department is a full member and active participant in the Regional Science Consortium, a collaborative, non-profit organization which focuses on and coordinates educational and research projects for Lake Erie and the upper Ohio River Basin, offering college courses and research opportunities to students from more than a dozen regional colleges and universities at the Tom Ridge Environmental Center at Presque Isle.

Consortium facilities available to Mercyhurst biology students include well-equipped research and teaching laboratories, classrooms, greenhouse, natural history collections, sampling equipment and research vessels.

Mercyhurst is a member of Beta Beta Beta, a national honor and professional society for students dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research.

Mercyhurst students who aspire to teach biology at the secondary level can earn a Bachelor of Science or Bachelor of Arts degree in Biology, a Master of Science degree in Secondary Education, and become certified to teach grades 7 through 12, in a total of five years.

In the health professions, the Department offers a variety of programs. Each includes preparatory course work necessary to apply to Pharmacy, Medical, Veterinary, Physician Assistant, and Dental schools, among others. To increase opportunities for students interested in the health professions, the University has cooperative agreements with several professional schools.
Mission Statement
The primary goal of the Department of Biology is to provide thorough and basic training in the broad field of biology through a forward-looking and comprehensive curriculum that emphasizes critical thinking and the development of a scientific perspective. This includes instruction by dedicated faculty in each of the principal areas within biology and supporting coursework in mathematics, physics, and chemistry. Central to the program is the Department’s commitment to experiential learning through rigorous laboratory exercises, hands-on field experiences, and the opportunity to participate in faculty-student collaborative research, travel courses, professional conferences, community service, and professional practicum training. Personal attention and close interaction between faculty and student provides the biology major with a solid core of learning, experience, and preparation, and the means to secure fulfilling employment or continue their education at the graduate and professional level.

Program Student Learning Outcomes
The Biology Department has identified four learning outcomes that all biology majors should meet before they earn their degree. Upon completion of the Biology curriculum all students should be able to:

- Demonstrate knowledge in three major areas of biology: cellular and molecular biology (including genetics), ecology and evolution, and organismal biology.
- Critically analyze scientific information.
- Design and conduct scientific research in a professional manner.
- Communicate scientific findings in a professional manner.

Advising
A great college education depends upon human relationships and good advising is central to creating a positive educational environment for the student. Upon enrollment in the department an advisor is assigned to the student. Special faculty advisors are available for students in specific career alternatives including medicine and other health professions, secondary education and any of the concentrations offered by the department. In addition, for pre-health students, the University has an Office of Pre-Health Professions. These advisors assist the student with course selection, keep student records, monitor student achievements, and guide students through the application process to graduate and professional schools.

Biology Requirements
The Department of Biology offers courses leading to the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree in Biology. Students enrolled in one of the concentrations offered within the department are required to pursue the Bachelor of Science (B.S.) degree in Biology. Those who expect to attend graduate or professional schools after graduation are strongly encouraged to also pursue the Bachelor of Science (B.S.) degree in Biology.

Biological majors must maintain a 2.50 GPA in the major program as well as an overall GPA of 2.50. Biology majors in the 4+1 accelerated program leading to the M.S. in Secondary Education must maintain a 3.00 GPA in the major program and overall. Students accepted to the 2+3 and 3+3 accelerated programs in Pharmacy must maintain an overall and science GPA of 3.40 with no grade lower than a “C”. Those enrolled in the 3+4 accelerated programs in Medicine must maintain an overall GPA of 3.40 and a science GPA of 3.20 with no grade lower than a “C”. Students earning a grade lower than “C” in a major or cognate course must repeat the class and earn a grade level of Pass. Students will be evaluated during the Spring Semester of their sophomore year.

<table>
<thead>
<tr>
<th>Biology Major Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 142 Cellular and Molecular Biology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 143 Cell and Molecular Biology Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO 146 Ecology and Evolutionary Biology of Organisms</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 147 Ecology and Evolutionary Biology of Organisms Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO 310 Genetics</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 311 Genetics Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO 370 Cellular Biochemistry</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 371 Cellular Biochemistry Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>CHEM 331 Biochemistry I</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHEM 332 Biochemistry I Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>CHEM 338 Biochemistry II</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHEM 339 Biochemistry II Lab</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

Thematic Courses

Anatomy
Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 244</td>
<td>Histology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 245</td>
<td>Histology Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO 320</td>
<td>Comparative Vertebrate Anatomy</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 321</td>
<td>Comparative Vertebrate Anatomy Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO 322</td>
<td>Plant Anatomy</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 323</td>
<td>Plant Anatomy Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO 334</td>
<td>Human Anatomy</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 335</td>
<td>Human Anatomy Lab</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

Physiology
Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 290</td>
<td>Environmental Physiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 360</td>
<td>Systems Physiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 361</td>
<td>Systems Physiology Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO 344</td>
<td>Human Physiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 345</td>
<td>Human Physiology Lab</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

Organismal Biology
Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 200</td>
<td>Microbiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 201</td>
<td>Microbiology Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Botany</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 211</td>
<td>Botany Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>BIO 294</td>
<td>Parasytology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 354</td>
<td>The Biology of Insect</td>
<td>3</td>
</tr>
<tr>
<td>BIO 355</td>
<td>The Biology of Insects Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 422</td>
<td>Mycology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 423</td>
<td>Mycology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 292</td>
<td>Field Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 293</td>
<td>Field Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 392</td>
<td>Field Botany</td>
<td>3</td>
</tr>
<tr>
<td>BIO 410</td>
<td>Microbial Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 411</td>
<td>Microbial Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 424</td>
<td>Limnology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 426</td>
<td>Limnology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 427</td>
<td>Limnology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 292</td>
<td>Field Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 293</td>
<td>Field Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 392</td>
<td>Field Botany</td>
<td>3</td>
</tr>
<tr>
<td>BIO 410</td>
<td>Microbial Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 411</td>
<td>Microbial Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 424</td>
<td>Limnology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 426</td>
<td>Limnology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 427</td>
<td>Limnology Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

**Environmental Biology**

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 292</td>
<td>Field Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 293</td>
<td>Field Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 392</td>
<td>Field Botany</td>
<td>3</td>
</tr>
<tr>
<td>BIO 410</td>
<td>Microbial Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 411</td>
<td>Microbial Ecology Lab</td>
<td>1</td>
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<tr>
<td>BIO 424</td>
<td>Limnology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 426</td>
<td>Limnology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 427</td>
<td>Limnology Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

**Elective Courses**

Choose at least 2 additional biology courses (6 credits) numbered 200 or higher.

**Research Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 466</td>
<td>Senior Thesis</td>
<td>1-3</td>
</tr>
<tr>
<td>BIO 474</td>
<td>Biology Practicum</td>
<td>1-3</td>
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</table>

**B.A. Cognate Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 240</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 241</td>
<td>Organic Chemistry I Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry I Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 131</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 132</td>
<td>General Chemistry II Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 101</td>
<td>Principles of Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 103</td>
<td>Principles of Physics I Lab</td>
<td>1</td>
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</tbody>
</table>

**B.S. Cognate Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 170</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry I Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 131</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 132</td>
<td>General Chemistry II Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 240</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 241</td>
<td>Organic Chemistry I Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 242</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 243</td>
<td>Organic Chemistry II Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 101</td>
<td>Principles of Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 103</td>
<td>Principles of Physics I Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

**Bio-Psychology Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 142/143</td>
<td>Cellular and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 146/147</td>
<td>Ecology and Evolutionary Biology of Organisms and Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 450</td>
<td>Neurobiology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 252</td>
<td>Biopsychology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 466</td>
<td>Biology Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**B.S. Cognate Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 170</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry I Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 131</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 132</td>
<td>General Chemistry II Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 240</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 241</td>
<td>Organic Chemistry I Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 242</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 243</td>
<td>Organic Chemistry II Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 101</td>
<td>Principles of Physics I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Second MATH Course Subject to Department Chair Approval**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 170</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 121/122</td>
<td>General Chemistry I / Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 222/223</td>
<td>General Chemistry II / Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 240/241</td>
<td>Organic Chemistry I / Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 242/243</td>
<td>Organic Chemistry II / Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 101/103</td>
<td>Principles of Physics I / Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

**Neuroscience Concentration**

The Neuroscience Concentration is an interdisciplinary concentration administered by the Biology and Psychology Departments.
Besides the University’s standard core requirements, students in the medical technology from Mercyhurst and is eligible to sit for the registry examination. During the fall of the junior year, the student applies to one or more approved schools of Medical Technology. Mercyhurst University is affiliated with Saint Vincent Health Center, Erie, Pa., and WCA Hospital in Jamestown, N.Y. Other affiliations may be arranged on an individual basis. Upon satisfactory completion of the courses at the affiliated school, the student earns a B.S. in Biology/Medical Technology Concentration

To become a registered Medical Technologist, a student must complete at least three years of college (the equivalent of 90 semester hours), a year of training at an AMA approved school of Medical Technology, and pass a registry examination. During the fall of the junior year, the student applies to one or more approved schools of Medical Technology. Mercyhurst University is affiliated with Saint Vincent Health Center, Erie, Pa., and WCA Hospital in Jamestown, N.Y. Other affiliations may be arranged on an individual basis. Upon satisfactory completion of the courses at the affiliated school, the student earns a B.S. in Biology/Medical Technology from Mercyhurst and is eligible to sit for the registry examination. Besides the University’s standard core requirements, students in the medical technology concentration are expected to take the following courses:

### Major Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 142/143</td>
<td>Cellular and Molecular Biology and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 146/147</td>
<td>Ecology and Evolutionary Biology of Organisms and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 200/201</td>
<td>Microbiology and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 310/311</td>
<td>Genetics and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Immunology</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Cognate Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121/122</td>
<td>General Chemistry I and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 131/132</td>
<td>General Chemistry II and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 240/241</td>
<td>Organic Chemistry I and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 242/243</td>
<td>Organic Chemistry II and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>PHYS 101/103</td>
<td>Principles of Physics I and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>PHYS 102/106</td>
<td>Principles of Physics II and Lab</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

### Two math courses

- **CHEM 121/122** General Chemistry I and Lab 4 credits
- **CHEM 131/132** General Chemistry II and Lab 4 credits
- **CHEM 240/241** Organic Chemistry I and Lab 4 credits
- **CHEM 242/243** Organic Chemistry II and Lab 4 credits
- **PHYS 101/103** Principles of Physics I and Lab 4 credits
- **PHYS 102/106** Principles of Physics II and Lab 4 credits

### Affiliated Programs in Medicine

Mercyhurst University and the Lake Erie College of Osteopathic Medicine (LECOM) School of Medicine, Philadelphia College of Osteopathic Medicine, and Kent State University College of Podiatric Medicine have formed affiliation agreements that pledge our commitment to the training of future medical practitioners.

Our affiliated programs give students the opportunity to complete their medical education in two phases. Phase I consists of three or four years of undergraduate and pre-medical education at Mercyhurst, and Phase II consists of four years of medical education at LECOM, PCOM or Kent State.

### 2+3 And 3+3 Accelerated Program in Pharmacy

Mercyhurst University and the Lake Erie College of Osteopathic Medicine (LECOM) School of Pharmacy maintain an affiliation agreement that pledges our commitment to the training of future pharmacy practitioners. Our affiliated program gives students the opportunity to complete their pharmacy education in two phases. Phase I consists of two or three years of undergraduate and pre-pharmacy education at Mercyhurst, and Phase II consists of three years of pharmacy education at LECOM School of Pharmacy.

### 4+4 Program in Dentistry

Mercyhurst University and the Lake Erie College of Osteopathic Medicine (LECOM) School of Dentistry have formed an affiliation agreement that pledges our commitment to the training of future dentists by giving students the opportunity for acceptance in a program coming out of high school to complete their dental education in two phases. Phase I consists of four years of undergraduate education at Mercyhurst University, and Phase II consists of four years of dental education at LECOM School of Dentistry.

### 3+3 Accelerated Program in Chiropractic Medicine

Mercyhurst University and the New York Chiropractic College (NYCC) have entered into an affiliation agreement that allows students to matriculate into the Doctor of Chiropractic Medicine Program at NYCC following their third year of study at Mercyhurst University. Upon successful completion of the student’s first year at NYCC, a bachelor of arts degree in Biology will be awarded to the student from Mercyhurst University.

### 4+1 Accelerated Program in Biology and Secondary Education

The Departments of Biology and Education together offer an accelerated program leading to the B.A. or B.S. in Biology and the M.S. in Secondary Education. During the first four years of the program, students must complete all of the requirements for the Biology degree. The fifth year of the program administered by the Department of Education - begins each July and continues for a full year. Upon successful completion of the fifth year the M.S. in Secondary Education: Pedagogy and Practice is awarded.
**Undergraduate and Graduate Education Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 142/143</td>
<td>Cellular and Molecular Biology and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 146/147</td>
<td>Ecology and Evolutionary Biology of Organisms and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 210/211</td>
<td>Botany and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 292/293</td>
<td>Field Ecology and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 426/427</td>
<td>Limnology and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 310/311</td>
<td>Genetics and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 320/321</td>
<td>Comparative Vertebrate Anatomy and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 334/335</td>
<td>Human Anatomy and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 344/345</td>
<td>Human Physiology and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 360/361</td>
<td>Systems Physiology and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 370/371</td>
<td>Cellular Biochemistry and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 430</td>
<td>Molecular Biology</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Two upper-level Biology elective courses.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cognate courses in Math, Chemistry and Physics.</td>
<td>6-8 credits</td>
</tr>
</tbody>
</table>

**Sustainability Studies Concentration**

The curriculum for the Sustainability Studies concentration includes three “tiers” of courses:

**Tier I**
ENVS 105 Introduction to Environmental Studies SUST 490 Senior Field Experience in Sustainability (SUST 490 will replace BIO 366/466 or BIO 474 for major requirements.)

**Tier II**
Five courses offered by a variety of departments, some of which will also satisfy the core curriculum (including courses listed in the Sustainability Studies part of the catalogue). A list of approved Tier II courses will be maintained by the coordinators of the Sustainability Studies program (see Dr. Chris Magoc or Dr. Mike Campbell).

**Tier III**
Five courses from within the Zurn School of Natural Sciences and Mathematics that satisfy the Tier III Requirements, including upper-level biology courses having an environmental focus or other upper-level science courses meeting students’ specific needs and career goals. Tier three courses may be selected from among the same courses that meet “thematic” requirements for the biology major, or independent study courses on subjects not specifically listed in the catalog.

It is intended that Tier three courses and SUST 490 will provide students with opportunities to undertake practical research and service projects that address local, regional, and international issues in sustainable agriculture, environmental contaminant monitoring/abatement, ecosystem, community and population health assessment, and climate change issues.

**Undergraduate and Graduate Education Courses**

For a listing of required education courses, please consult the Education Department sections in the Undergraduate and Graduate Catalogs.

**Biology Minor**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 142</td>
<td>Cellular and Molecular Biology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 143</td>
<td>Cell and Molecular Biology Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO 146</td>
<td>Ecology and Evolutionary Biology of Organisms</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 147</td>
<td>Ecology and Evolutionary Biology of Organisms Lab</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

Four (4) additional Biology courses 200 or higher. 12-16 credits

**Sustainability Studies Concentration**

(Within the Biology Department)
In consultation with an advisor, a program of study leading to a B.A. or B.S. in Biology with a concentration in Sustainability Studies has been created. Besides providing the same breadth and depth as the biology program, the Sustainability Studies concentration offers students interdisciplinary coursework providing tools to effectively contend with pressing global issues of resource depletion, environmental degradation, and environmental injustice. Students completing the requirements for this concentration will be knowledgeable of the concepts, values, and practices of sustainability and sustainable development.
**Introduction**

The curriculum of the Business Department within the Walker College of Business is designed to prepare students for management positions in business and industry, with federal, state and municipal agencies performing business functions, to become entrepreneurs, and to prepare students for graduate and professional schools. Mercyhurst University, through its business department, has the following degree programs accredited by the International Assembly for Collegiate Business Education:

- Bachelor of Arts degree in Accounting
- Bachelor of Arts degree in Business Economics
- Bachelor of Arts degree in Human Resource Management
- Bachelor of Arts degree in Marketing
- Bachelor of Arts degree in Finance
- Bachelor of Arts degree in International Business
- Bachelor of Arts degree in Management
- Bachelor of Arts degree in Sport Business Management

Curriculum in the business majors is designed to develop the “whole person” through a basic liberal-arts course of study; develop communication skills, both oral and written; offer a broad base of business courses for general understanding of the world of business with specialized study in a functional area of business; provide analytic and decision-making tools; and provide students with off-campus work experience (internship), where theory from coursework is put into practice.

**Mission Statement**

The mission of the Business Department is to prepare students for leadership roles on the national and international level, to become the entrepreneurs of the future, and to continue their education in graduate and professional schools. With its collegial and supportive culture, the department embraces a rigorous and collaborative approach to learning that inspires informed judgment, decisive action and a global, enterprise perspective. Graduates will embrace Mercyhurst’s core values of respect and tolerance for people and their ideas, and dignity in the treatment of all workers.

**Program Student Learning Outcomes**

Business graduates are expected to demonstrate:

- Competency in both oral and written communication.
- The ability to work effectively in groups and teams.
- The ability to apply ethical principles in solving business problems.
- The ability to critically apply theory and practice in the functional areas of business to identify, analyze and solve business problems.

**Business Majors**

The business majors require the successful completion of 40 credits of common business core courses. These core courses are designed to provide an exposure to fundamental business functions and consist of the following courses:

**Business Majors Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101</td>
<td>Principles of Accounting I: Financial</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 102</td>
<td>Principles of Accounting II: Managerial</td>
<td>3</td>
</tr>
<tr>
<td>BADM 310</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BADM 335</td>
<td>Business Analytics</td>
<td>3</td>
</tr>
<tr>
<td>BADM 350</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BADM 405</td>
<td>Business Policy and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>BADM 415</td>
<td>Professional Development</td>
<td>1</td>
</tr>
<tr>
<td>ECON 105</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 106</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 406</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 280</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 120</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 162</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>STAT 135</td>
<td>Business Statistics I</td>
<td>3</td>
</tr>
</tbody>
</table>

Students who select more than one major, or who select a major and minor or minors within business, may take only two overlapping courses. In the case of dual majors within business, an exception is made only for the business core. This policy establishes the uniqueness of each intellectual discipline and assures the intellectual integrity of dual majors and minors. No course taken as part of the business core or part of a business major (or minor) requirement may be taken on a pass/fail basis. Additionally, students who earn less than a “C” in these courses must repeat them (See Repeat Courses section).
Students with junior or senior standing who are accepted into the major field of study will become professionally competent in advanced theories and application of accounting. Those students who elect accounting as a major requirement must repeat the course. If the student does not receive a C (or better) after repeating the course, the student will not be permitted to re-take the course resulting in the inability to earn a major or minor in the field of study.

**Accounting Major**

**Program Director:** Penny Hanes, M.B.A., C.P.A.

The goal of this program is to provide a sound education in all phases of the theory and application of accounting. Those students who elect accounting as a major field of study will become professionally competent in advanced theories and applications of financial accounting, cost analysis, auditing, and tax procedures.

The business department recommends that students who intend to practice as Certified Public Accountants contact the state in which they plan to reside concerning the educational requirements of that state. Candidates can sit for the CPA Exam in Pennsylvania with less than 150 credits, however, they will be required to complete all 150 credits before they are eligible to apply for CPA licensure. Most states have credit requirements that exceed the minimum course requirements for graduation at Mercyhurst University. Check the American Institute of Certified Public Accountants’ web page at www.aicpa.org for each state’s requirements. Keep in mind that this site is not as up-to-date as the states’ own web sites, which can be accessed through the AICPA home page. Those students who wish to practice as Chartered Accountants in Canada must meet additional educational requirements.

The department offers two options for students:

1. The Accounting major, with 121 credit hours, is offered for students who wish to work in the private (non-public) sector of accounting. These graduates are eligible to sit for the Certified Management Accountant (CMA) Exam.

2. A double major in Accounting and Finance is offered for students who wish to earn additional credit hours and be eligible to sit for both the Certified Public Accountant and the Certified Financial Planner Exams. This option provides students with the opportunity to work in public accounting and/or finance upon graduation.

**Note:** Students with junior or senior standing who are accepted into the Accounting major or the Accounting/Finance double major should recognize that they may not be able to meet all degree requirements without additional study beyond the traditional four years.

**Accounting Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 101</td>
<td>Principles of Accounting I: Financial</td>
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<td>ACCT 102</td>
<td>Principles of Accounting II: Managerial</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Accounting Major Requirements**

<table>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BADM 310</td>
<td>Business Law I</td>
<td>3 credits</td>
</tr>
<tr>
<td>BADM 335</td>
<td>Business Analytics</td>
<td>3 credits</td>
</tr>
<tr>
<td>BADM 350</td>
<td>Business Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>BADM 405</td>
<td>Business Policy and Strategy</td>
<td>3 credits</td>
</tr>
<tr>
<td>BADM 415</td>
<td>Professional Development</td>
<td>1 credit</td>
</tr>
<tr>
<td>BADM 105</td>
<td>Macroeconomics</td>
<td>3 credits</td>
</tr>
<tr>
<td>ECON 106</td>
<td>Microeconomics</td>
<td>3 credits</td>
</tr>
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<td>3 credits</td>
</tr>
<tr>
<td>FIN 280</td>
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<tr>
<td>MGMT 120</td>
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<td>3 credits</td>
</tr>
<tr>
<td>MKTG 162</td>
<td>Principles of Marketing</td>
<td>3 credits</td>
</tr>
<tr>
<td>STAT 135</td>
<td>Business Statistics I</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Business Economics**

**Program Director:** Dr. Juan Argaez

The Business Economics major provides excellent preparation for students who wish to graduate with a solid grounding in economic fundamentals along with training in the functional areas of business such as finance, accounting, marketing, and management. An undergraduate major in business economics provides a background applicable for jobs in banking, consulting, investment and brokerage houses, sales and marketing, as well as positions as financial analysts, risk management analysts, forecasters, or analyst staff members in litigation, mergers, or acquisition departments.

The business economics background also leads to a diversity of opportunities for those who wish to pursue graduate education in Economics and Finance, for those interested in pursuing an MBA, or for those students considering a degree in law. Many public policy issues have a strong economic dimension; therefore, economics is a natural undergraduate major for those interested in a graduate degree in public policy, public administration, or public health. Many opportunities also exist for business economics students in various government agencies at the federal, state, or local levels as analysts and researchers.

**Business Economics Core Requirements**

<table>
<thead>
<tr>
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<tbody>
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<td>BADM 415</td>
<td>Professional Development</td>
<td>1 credit</td>
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<td>3 credits</td>
</tr>
<tr>
<td>ECON 406</td>
<td>Managerial Economics</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Financial Management 3 credits
Principles of Management 3 credits
Principles of Marketing 3 credits
Business Statistics I 3 credits

Business Economics Major Requirements
International Economics 3 credits
Economics of Poverty 3 credits
Intermediate Macroeconomics 3 credits
Intermediate Microeconomics 3 credits
Financial Institutions and Markets 3 credits
International Finance 3 credits
Data Science 3 credits
Politics of the Global Economy 3 credits

Finance
Program Director: Bob Cullen, M.B.A., C.F.P.

This program is designed to provide a sound education in the art and science of managing money. Students pursue careers in the rapidly growing field of financial services at banks, credit unions, insurance companies, brokerage firms, law firms, or credit counseling organizations. Some hold positions in employee benefits, pensions or corporate finance departments. Those choosing financial planning seek the satisfaction of helping people from various walks of life solve their financial problems and reach their financial goals. With the assistance of their academic advisor, students choose the upper-level courses that best fit with their individual career objectives. The Finance Program is registered with the Certified Financial Planner Board of Standards. Finance majors are thus eligible to sit for the CFP exam.

Finance Core Requirements
Principles of Accounting I: Financial 3 credits
Principles of Accounting II: Managerial 3 credits
Business Law I 3 credits
Business Analytics 3 credits
Business Ethics 3 credits
Business Policy and Strategy 3 credits
Professional Development 1 credit
Macroeconomics 3 credits
Microeconomics 3 credits
Managerial Economics 3 credits
Financial Management 3 credits
Principles of Management 3 credits
Principles of Marketing 3 credits
Business Statistics I 3 credits

Finance Major Requirements
Tax Accounting 3 credits
Introduction to Financial Planning 3 credits
Investments 3 credits
Financial Institutions and Markets 3 credits

Choose Four (4) Additional Requirements
Employee Benefits and Retirement Planning 3 credits

Human Resources Management
Program Director: Kim Zacherl, M.B.A., SPHR, SHRM-SCP

Human resource management includes a variety of activities, and key among them are determining staffing needs, recruiting and training the best employees, ensuring that employees are motivated and high-performing, dealing with performance issues, and ensuring that management practices conform to various government regulations.

Activities of the human resource management practitioner also include managing employee benefits and compensation, employee records, and personnel and privacy policies. Students who graduate with a major in human resource management will be able to provide their skills, knowledge and understanding of human resource functions to organizations in the for-profit, non-profit, and public sectors of the economy. Through the proper selection of coursework, the student can prepare for the certification examinations offered by the Society of Human Resource Management.

Human Resources Management Core Requirements
Principles of Accounting I: Financial 3 credits
Principles of Accounting II: Managerial 3 credits
Business Law I 3 credits
Business Analytics 3 credits
Business Ethics 3 credits
Business Policy and Strategy 3 credits
Professional Development 1 credit
Macroeconomics 3 credits
Microeconomics 3 credits
Managerial Economics 3 credits
Financial Management 3 credits
Principles of Management 3 credits
Principles of Marketing 3 credits
Business Statistics I 3 credits

Human Resource Management Major Requirements
Business Law II 3 credits
Human Resource Management 3 credits
Compensation and Benefits 3 credits
Labor and Management Relations 3 credits
Recruitment and Selection 3 credits
Training and Development 3 credits
Human Resource Management Internship 3 credits
may do so upon completion of at least three uniquely distinct courses in the
Business students who wish to earn a minor in their language of concentration
meet with their language advisor to determine placement. International
Business and the World Languages and Cultures department. Students must
Students who are enrolled in this major will have an academic advisor from both
graduates with a unique degree that is both challenging and rigorous in its
program, with its emphasis on business language, and culture, provides
courses for the upper level student, and language and culture courses leading to
fluency in the target language (Spanish, French, Russian or Mandarin). The
program, with its emphasis on business language, and culture, provides graduates with a unique degree that is both challenging and rigorous in its
requirements.

Students who are enrolled in this major will have an academic advisor from both
Business and the World Languages and Cultures department. Students must
meet with their language advisor to determine placement. International
Business students who wish to earn a minor in their language of concentration
may do so upon completion of at least three uniquely distinct courses in the
minor program in addition to those required by the International Business major.

International Business Major
Program Director: Dr. Selin Yalcindag

This major is designed to prepare students for management positions in international trade, manufacturing, banking, financial, and governmental organizations, as well as for entry into graduate coursework. The International Business major offers a strong business core, specialized international business courses for the upper level student, and language and culture courses leading to fluency in the target language (Spanish, French, Russian or Mandarin). The program, with its emphasis on business language, and culture, provides graduates with a unique degree that is both challenging and rigorous in its
requirements.

Students who are enrolled in this major will have an academic advisor from both
Business and the World Languages and Cultures department. Students must
meet with their language advisor to determine placement. International
Business students who wish to earn a minor in their language of concentration
may do so upon completion of at least three uniquely distinct courses in the
minor program in addition to those required by the International Business major.

International Business Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>Principles of Accounting I: Financial</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACCT</td>
<td>Principles of Accounting II: Managerial</td>
<td>3 credits</td>
</tr>
<tr>
<td>BADM</td>
<td>Operations Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>BADM</td>
<td>Global Operations and Supply Chain Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>BADM</td>
<td>Business Law I</td>
<td>3 credits</td>
</tr>
<tr>
<td>BADM</td>
<td>Business Analytics</td>
<td>3 credits</td>
</tr>
<tr>
<td>BADM</td>
<td>Business Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>BADM</td>
<td>Business Policy and Strategy</td>
<td>3 credits</td>
</tr>
<tr>
<td>BADM</td>
<td>Professional Development</td>
<td>1 credit</td>
</tr>
<tr>
<td>ECON</td>
<td>Macroeconomics</td>
<td>3 credits</td>
</tr>
<tr>
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<td>ECON</td>
<td>Managerial Economics</td>
<td>3 credits</td>
</tr>
<tr>
<td>FIN</td>
<td>Financial Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>FIN</td>
<td>International Finance</td>
<td>3 credits</td>
</tr>
<tr>
<td>MGMT</td>
<td>Principles of Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>MGMT</td>
<td>Human Behavior in Organizations</td>
<td>3 credits</td>
</tr>
<tr>
<td>MKTG</td>
<td>Principles of Marketing</td>
<td>3 credits</td>
</tr>
<tr>
<td>MKTG</td>
<td>International Marketing Management</td>
<td>3 credits</td>
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</tbody>
</table>

Recommended Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC</td>
<td>Introduction to Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC</td>
<td>Introduction to Sociology</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM</td>
<td>Oral Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>FIN</td>
<td>Principles of Risk Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC</td>
<td>Industrial Organizational Psychology</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

International Business Students must select five (5) language classes
including one language related culture course and a language for business
class. All language courses must have the same prefix. 15 credits

Management
Program Director: Dr. Kris Gossett

The Management major is designed to provide students with an understanding of management and its roles, tasks, and practices. This program provides a broad preparation in the basics of business management, including the coordination of human, material, and financial resources. It deals with the skills and knowledge necessary to oversee the activities and resources of a business to accomplish organizational goals. An effective manager needs to possess a broad knowledge of the workings of businesses, organizations, and the economy, in addition to an understanding of the behavior of people. Students who graduate with a Business Management major are ideally suited for entry-level managerial careers in banking, retail, manufacturing, human resources, government agencies, and for enrollment in graduate school programs.

Management Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>Principles of Accounting I: Financial</td>
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<td>3 credits</td>
</tr>
<tr>
<td>BADM</td>
<td>Business Law I</td>
<td>3 credits</td>
</tr>
<tr>
<td>BADM</td>
<td>Business Analytics</td>
<td>3 credits</td>
</tr>
<tr>
<td>BADM</td>
<td>Business Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>BADM</td>
<td>Business Policy and Strategy</td>
<td>3 credits</td>
</tr>
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<td>BADM</td>
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<td>1 credit</td>
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<td>ECON</td>
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<td>3 credits</td>
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<td>ECON</td>
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<tr>
<td>FIN</td>
<td>Financial Management</td>
<td>3 credits</td>
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<tr>
<td>FIN</td>
<td>International Finance</td>
<td>3 credits</td>
</tr>
<tr>
<td>MGMT</td>
<td>Principles of Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>MGMT</td>
<td>Human Behavior in Organizations</td>
<td>3 credits</td>
</tr>
<tr>
<td>MKTG</td>
<td>Principles of Marketing</td>
<td>3 credits</td>
</tr>
<tr>
<td>MKTG</td>
<td>International Marketing Management</td>
<td>3 credits</td>
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</tbody>
</table>

Management Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BADM</td>
<td>Entrepreneurship</td>
<td>3 credits</td>
</tr>
<tr>
<td>BADM</td>
<td>Principles of Operations Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>BADM</td>
<td>Global Operations and Supply Chain Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM</td>
<td>Oral Communication</td>
<td>3 credits</td>
</tr>
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</table>

OR

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<thead>
<tr>
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<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HRMG</td>
<td>Human Resource Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>MGMT</td>
<td>Human Behavior in Organizations</td>
<td>3 credits</td>
</tr>
<tr>
<td>MGMT</td>
<td>Quality Leadership</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
and minor league sport organizations; high school and collegiate athletic
experience and potential future employment opportunities. Career opportunities
enhance the educational background and to provide students with both industry
management through upper-level coursework. Internships are recommended to
of the business core and an emphasis on marketing and human resource
provides broad preparation in the functional business areas through completion
This program is designed to prepare students for careers in the sport industry. It
Program Director: William Jeffress, M.B.A.

Marketing Major
Program Director: Dr. Adrienne Foos
The Marketing major provides students with a solid foundation in all areas of
business administration and the practical and theoretical background necessary
to address issues related to product development, product pricing strategies,
distribution channels, and product promotion.

Our specialized and rigorous courses prepare students to pursue careers in retail
and sales management, marketing research, advertising and promotion, product
development, and industrial marketing.

Marketing Core Requirements
ACCT 101 Principles of Accounting I: Financial 3 credits
ACCT 102 Principles of Accounting II: Managerial 3 credits
BADM 310 Business Law I 3 credits
BADM 335 Business Analytics 3 credits
BADM 350 Business Ethics 3 credits
BADM 405 Business Policy & Strategy 3 credits
BADM 415 Professional Development 3 credits
ECON 105 Macroeconomics 3 credits
ECON 106 Microeconomics 3 credits
ECON 406 Managerial Economics 3 credits
FIN 280 Financial Management 3 credits
MGMT 120 Principles of Management 3 credits
MKTG 162 Principles of Marketing 3 credits
STAT 135 Business Statistics I 3 credits

Marketing Major Requirements
MKTG 200 International Marketing Management 3 credits
MKTG 301 Consumer Behavior 3 credits
MKTG 317 Sales Management 3 credits
MKTG 347 Advertising & Branding Strategies 3 credits
MKTG 357 Marketing Research 3 credits
MKTG 406 Marketing Management 3 credits
MKTG 475 Marketing Internship 3 credits

Sport Business Management Major
Program Director: William Jeffress, M.B.A.
This program is designed to prepare students for careers in the sport industry. It
provides broad preparation in the functional business areas through completion
of the business core and an emphasis on marketing and human resource
management through upper-level coursework. Internships are recommended to
enhance the educational background and to provide students with both industry
experience and potential future employment opportunities. Career opportunities
include positions as a marketing and management account executive for major
and minor league sport organizations; high school and collegiate athletic
program director; sports information director; media relations director;
marketing director; event manager for local, national, and international Olympic
style events; facilities manager for health and fitness clubs; and sales
representative in the sporting goods industry.

Sport Business Management Core Requirements
ACCT 101 Principles of Accounting I: Financial 3 credits
ACCT 102 Principles of Accounting II: Managerial 3 credits
BADM 310 Business Law I 3 credits
BADM 335 Business Analytics 3 credits
BADM 350 Business Ethics 3 credits
BADM 405 Business Policy & Strategy 3 credits
BADM 415 Professional Development 3 credits
ECON 105 Macroeconomics 3 credits
ECON 106 Microeconomics 3 credits
ECON 406 Managerial Economics 3 credits
FIN 280 Financial Management 3 credits
MGMT 120 Principles of Management 3 credits
MKTG 162 Principles of Marketing 3 credits
STAT 135 Business Statistics I 3 credits

Sport Business Management Major Requirements
SBM 100 Introduction to the Sport Industry 3 credits
SBM 150 Intercollegiate Practicum 1 credit
SBM 210 Sport Marketing 3 credits
SBM 220 Legal and Ethical Issues of Sport 3 credits
SBM 230 Special Topics I 3 credits
SBM 310 Facility and Event Management 3 credits
SBM 330 Special Topics II 3 credits
SBM 410 Sport in Society 3 credits
SBM 420 Sport Governance 3 credits
SBM 475 Sport Business Management Internship 3 credits

Minor Programs
The Business department offers five minor programs for interested students:
Accounting, Business Administration, Economics, Human Resource Management
and Marketing. The minor program in Business Administration is intended for
non-Business majors only. No minor course may be taken on a pass-fail basis, and
students must earn a minimum GPA of 2.75 in the required business courses to
meet minor program requirements. Students who fail to earn a grade of “C” or
better in a required business course must repeat the course. Only two courses
from a major may be used to satisfy minor requirements. Students who are
interested in the Sport Studies Interdisciplinary Minor should refer to that section
of the Catalog and/or contact Dr. John Parente.

Accounting Minor Requirements
ACCT 101 Principles of Accounting I: Financial 3 credits
ACCT 102 Principles of Accounting II: Managerial 3 credits
ACCT 201 Intermediate Accounting I 3 credits
ACCT 202 Intermediate Accounting II 3 credits
ACCT 230  Tax Accounting  3 credits
ACCT 340  Cost Accounting  3 credits
ACCT 401  Advanced Accounting  3 credits

**Business Administration Minor Requirements for Non-Business Majors Only**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101</td>
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</tr>
<tr>
<td>ACCT 102</td>
<td>3</td>
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<tr>
<td>BADM 310</td>
<td>3</td>
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<tr>
<td>ECON 105</td>
<td>3</td>
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<tr>
<td>ECON 106</td>
<td>3</td>
</tr>
<tr>
<td>FIN 280</td>
<td>3</td>
</tr>
<tr>
<td>HRMG 120</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 162</td>
<td>3</td>
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</tbody>
</table>

**Economics Minor Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECON 105</td>
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</tr>
<tr>
<td>ECON 106</td>
<td>3</td>
</tr>
<tr>
<td>ECON 200</td>
<td>3</td>
</tr>
<tr>
<td>ECON 250</td>
<td>3</td>
</tr>
<tr>
<td>ECON 305</td>
<td>3</td>
</tr>
<tr>
<td>ECON 306</td>
<td>3</td>
</tr>
<tr>
<td>FIN 360</td>
<td>3</td>
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**Human Resource Management Minor Requirements**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>HRMG 206</td>
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<td>HRMG 300</td>
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<tr>
<td>HRMG 316</td>
<td>3</td>
</tr>
<tr>
<td>HRMG 340</td>
<td>3</td>
</tr>
<tr>
<td>HRMG 345</td>
<td>3</td>
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</tbody>
</table>

**Marketing Minor Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 106</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 162</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 301</td>
<td>3</td>
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<tr>
<td>MKTG 317</td>
<td>3</td>
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<tr>
<td>MKTG 347</td>
<td>3</td>
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<tr>
<td>MKTG 357</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 406</td>
<td>3</td>
</tr>
</tbody>
</table>

**Contract Majors**

Students may elect to develop a business contract major or minor program that is not currently listed in the University catalog. An individualized contract major or minor allows a student to choose offerings from several disciplines which meet specific business career options or goals. Students selecting this option must seek advice from a business faculty member as well as input from a faculty member of the second discipline. Students must meet all regulations established in the Academic Affairs section of the current University catalog. Departmental approval must be obtained from the Dean or Associate Dean of the Walker College of Business and the final approval and decision rests with the Office for Academic Affairs.

**Master of Science in Organizational Leadership 4 + 1 Accelerated Program**

Walker School of Business has partnered with the graduate program in Organizational Leadership to make available, a 4 + 1 Accelerated Program for eligible students. This program is designed to enhance career opportunities for our graduates at an affordable cost. Eligible students will be able to earn both a Baccalaureate degree in Business and a Master of Science degree in Organizational Leadership using this 5-year plan. Students may choose to earn a Master's degree in Organizational Leadership alone or, for those seeking Certification for Public Accounting, an Accounting concentration is available. Sophomore and Junior students can apply to begin taking graduate courses in either their junior or senior year with a combined course load maximum of 18 credits (registering for both undergraduate and graduate courses). **Eligibility:** Student must have at least a 3.0 GPA in undergraduate studies.

**Application process:**

- Meet with the OL 4+1 program advisor to review and complete an application packet.
- Graduate admissions will register the students for a maximum of 18 combined credits per semester. Undergraduate flat rate tuition applies until bachelor's Degree has been completed.
- Prior to starting the fifth year, students must complete all application requirements.
- Students must enroll in summer classes to complete the program within five years.
- Students must maintain a 3.0 GPA throughout the program.
- Students must complete all undergraduate degree requirements including 121 undergraduate credit hours and all graduate degree requirements including 33 graduate credit hours to obtain both degrees.

**Associate Degree Programs**

An associate degree in Business Administration is administered through the Office of Graduate and Continuing Education. Students enrolled in the four-year program are not eligible for the Associate Degree. A minimum of 60 credits is required for the completion of the associate degree. Students must earn an overall 2.0 GPA as well as a 2.75 GPA in the required business courses to meet graduation requirements. No business courses may be taken on a pass-fail basis. Additionally, students who fail to earn a grade of “C” or better in a required business course must repeat the course. Students who wish to transfer to a four-year baccalaureate program in the Walker College Business Department must meet all Business Department requirements. Requirements for the Associate Degree Program can be obtained by contacting the Office of Graduate and Continuing Education.
Mission Statement
The Catholic Studies Program at Mercyhurst incarnates the Catholic identity and Mercy heritage of the University. Inspired by the University’s core values, it aims to deepen appreciation of Catholicism, both past and present, through commitment to serious intellectual inquiry and hospitable dialogue in an atmosphere where faith and reason flourish. The program’s primary focus will be interdisciplinary engagement with the Catholic Intellectual Tradition through a variety of scholarly disciplines.

Program Student Learning Outcomes
- Discover the meaning and richness of the Catholic Intellectual Tradition as found across academic disciplines
- Analyze the development of Catholic creeds, doctrines, traditions, spiritual practices, aesthetic contributions, historically and globally
- Compare and contrast a variety of perspectives that both support and challenge church teaching on a variety of contemporary issues

Catholic Studies Minor Requirements
The Catholic Studies Minor is composed of six, three credit courses chosen from the following three areas: Catholic Studies, Religious Studies and Interdisciplinary Studies.

Catholic Studies
Courses specifically designed to deepen understanding of the Catholic tradition, both past and present. All students seeking the minor must take CST 100, Exploring Catholicism, and one other course from this category.

Religious Studies
One, of many courses in Religious Studies, will be designated as meeting this requirement; only one course may count for both Religious Studies and the Catholic Studies minor; that course must have a RLST or CST designation.

Interdisciplinary Studies
Any one course in this category, designated with the CST prefix, is acceptable.

Catholic Studies / CST (Choose 2)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CST 100</td>
<td>Exploring Catholicism</td>
<td>3</td>
</tr>
<tr>
<td>CST 210</td>
<td>Many Faces of Mary</td>
<td>3</td>
</tr>
<tr>
<td>CST 250</td>
<td>Theology of Church</td>
<td>3</td>
</tr>
<tr>
<td>CST 260</td>
<td>Vatican II</td>
<td>3</td>
</tr>
<tr>
<td>CST 275</td>
<td>Catholicism and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>CST 280</td>
<td>Desert Mothers and Fathers</td>
<td>3</td>
</tr>
<tr>
<td>CST 290</td>
<td>Catholic Spirituality</td>
<td>3</td>
</tr>
<tr>
<td>CST 295</td>
<td>Catholic Values</td>
<td>3</td>
</tr>
<tr>
<td>CST 300</td>
<td>Foundations for Youth and Young Adult Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CST 400</td>
<td>Selected Topics in the Catholic Tradition</td>
<td>3</td>
</tr>
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</table>

Religious Studies / RLST (Choose 2)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLST 100</td>
<td>What is Religion?</td>
<td>3</td>
</tr>
<tr>
<td>RLST 110</td>
<td>Sacred Texts</td>
<td>3</td>
</tr>
<tr>
<td>RLST 205</td>
<td>Western Christian Heritage</td>
<td>3</td>
</tr>
<tr>
<td>RLST 230</td>
<td>Jesus the Christ</td>
<td>3</td>
</tr>
<tr>
<td>RLST 235</td>
<td>Sacred &amp; Cinema</td>
<td>3</td>
</tr>
<tr>
<td>RLST 255</td>
<td>Religious Perspectives on Human Relationships</td>
<td>3</td>
</tr>
<tr>
<td>RLST 265</td>
<td>American Religion</td>
<td>3</td>
</tr>
<tr>
<td>RLST 266</td>
<td>Globalized Religion</td>
<td>3</td>
</tr>
<tr>
<td>RLST 270</td>
<td>Women and Scripture</td>
<td>3</td>
</tr>
<tr>
<td>RLST 275</td>
<td>Liberation, Religion and Society</td>
<td>3</td>
</tr>
<tr>
<td>RLST 280</td>
<td>Prophetic Traditions</td>
<td>3</td>
</tr>
<tr>
<td>RLST 305</td>
<td>Death and Dying</td>
<td>3</td>
</tr>
<tr>
<td>RLST 310</td>
<td>Evolving Religion</td>
<td>3</td>
</tr>
<tr>
<td>RLST 315</td>
<td>Wisdom Literature</td>
<td>3</td>
</tr>
<tr>
<td>RLST 345</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>RLST 375</td>
<td>Religion and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>RLST 385</td>
<td>Poetry of the Sacred</td>
<td>3</td>
</tr>
<tr>
<td>RLST 405</td>
<td>Social Ethics</td>
<td>3</td>
</tr>
<tr>
<td>RLST 420</td>
<td>Mysticism</td>
<td>3</td>
</tr>
<tr>
<td>RLST 440</td>
<td>Peace and Justice</td>
<td>3</td>
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</table>

Interdisciplinary Studies (Choose 2)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 135</td>
<td>Religion, Politics and Drama in 17th Century France</td>
<td>3</td>
</tr>
<tr>
<td>DANC 175</td>
<td>Liturgical Dance</td>
<td>3</td>
</tr>
<tr>
<td>POLI 201</td>
<td>Catholic Social and Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>ECON 250</td>
<td>Economics of Poverty</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 270</td>
<td>Foundations of Catholic Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 354</td>
<td>American Catholic Novel</td>
<td>3</td>
</tr>
</tbody>
</table>
Mission Statement
The Center for English Language Studies (CELS) is the home of the International Foundations Program (IFP) and the Specialized English Language Programs (SELP). The Center seeks to extend the University's core value of compassionate hospitality to students who need English language training to matriculate as undergraduate and graduate students. Our primary goal is to link English language learners with the appropriate academic and social supports so they can become successful members of the Mercyhurst student body. Applicants who do not meet the University’s language proficiency standards (TOEFL 79-80 and IELTS 6.5) or non-degree seeking students wishing to improve their English language may participate in credit bearing IFP courses the Center for English Language Studies offers. After acceptance, students complete English study in small classes which integrate the skills of reading, writing, listening, speaking, and grammar.

All CELS programs include a strong cultural component throughout so students gain a greater understanding of the Mercyhurst context and greater region, providing the best conditions for language learning. In conjunction with Academic Support and the University’s Writing Center, CELS works to support students in their academic development within and beyond the IFP and SELP through academic counseling, advising, and tutoring. As stated in the University mission, “[T]he university community is inspired by the image of students whose choices, in life and work, will enable them to realize the human and spiritual values embedded in everyday realities and to exercise leadership in service toward a just world.” The Center for English Language Studies at Mercyhurst enables students from diverse backgrounds to enter this community and enrich it with their unique contributions.

International Foundations Program (IFP)
The International Foundations Program is a two-semester experience which allows students to take credit-bearing courses at Mercyhurst as well as receive additional language support through courses focused on enriching their language development. Acceptance into IFP is based on TOEFL and IELTS scores where students must demonstrate an adequate command of the English language (generally a minimum overall score of 5.0 on IELTS). Specialized English Language Programs (SELP) in addition to IFP, develop relationships with other international student groups and institutions to create specialized language programs in English.

Centers for English Language Studies – Course Requirements
First Semester Course Requirements
WL 108 Listening and Speaking for Academic Success 3 credits
WL 110 Reading and Writing for Academic Success 3 credits
Two (2) Additional Academic Courses

Second Semester Course Requirements
WL 210 Digital Literacy 3 credits
Three (3) to Four (4) Additional Academic Courses Including:
COMP 100 Critical and Evaluative Reading 3 credits
COMP 110 Composition 3 credits

WL 108: Listening and Speaking for Academic Success
The course emphasizes effective English listening and speaking skills required in Mercyhurst's core and major courses. In class, students will learn strategies for improving communication as well as participate in extensive listening and speaking practice with academic topics.
Prerequisite: Director Approval

WL 110: Reading and Writing for Academic Success
The course emphasizes effective English reading and writing skills that are required in Mercyhurst’s core and major courses. In class, students will learn strategies for reading and writing in academic genres; read multiple, complex texts in a linguistically supportive environment; and participate in extensive drafting and revision processes.
Prerequisite: Director Approval

WL 210: Digital Literacy
The course emphasizes effective English reading, writing, listening, and speaking skills around the theme of technology use in daily life. In class, students will learn to responsibly use the technology tools available at Mercyhurst and those freely available on the web to effectively research, discuss, and present key topics in technology literacy.
Prerequisite: WL 108, 110 or director approval

WL 508: Listening and Speaking for Academic Success
The course emphasizes effective English listening and speaking skills required in Mercyhurst’s core and major courses. In class, students will learn strategies for improving communication as well as participate in extensive listening and speaking practice with academic topics. Students registered in the graduate section of the course will have an additional research/practical application project which demonstrates an in-depth, integrated understanding of the content at the graduate level.
Prerequisite: Director Approval

WL 510: Reading and Writing for Academic Success
The course emphasizes effective English reading and writing skills that are required in Mercyhurst’s core and major courses. In class, students will learn strategies for reading and writing in academic genres; read multiple, complex texts in a linguistically supportive environment; and participate in extensive drafting and revision processes. Students registered in the graduate section of the course will have an additional research/practical application project which demonstrates an in-depth, integrated understanding of the content at the graduate level.
Prerequisite: Director Approval
Chemistry and Biochemistry

**Department Chair**
Clint Jones, Ph.D.

**Faculty**

**Professor**
Jack D. Williams, Ph.D.

**Associate Professors**
Ronald Brown, Ph.D.
Clint Jones, Ph.D.
Amy Parente, Ph.D.

**Assistant Professors**
Amy Danowitz, Ph.D
Christopher Taylor, Ph.D.

**Laboratory Manager**
Carl Voltz, B.S.

**Introduction**

The curriculum of the Department is accredited by the American Chemical Society (ACS) and is designed to support and prepare students for a wide range of potential career opportunities and pathways. Our students find their obtained skills and experiences ideal preparation (i) for graduate work and professional schools in the sciences or medicine, (ii) to develop the technical background required for industrial or commercial positions, or (iii) to teach at the secondary school level.

The Department offers programs that lead to Bachelor of Science degrees in both Chemistry and Biochemistry. A Bachelor of Arts degree is also offered in Chemistry. A student may elect to earn American Chemical Society (ACS) degree certification of his/her bachelor’s degree by meeting the requirements of the ACS Committee on Professional Training. In brief, requirements for an ACS certified degree are slightly more stringent than departmental requirements for graduation and include: Earning credits in all five sub-disciplines of chemistry, earning a minimum of 12 semester hours of in-depth coursework, documenting at least 400 hours of laboratory work beyond the introductory level, conducting research alongside a faculty member and authoring a well-written, comprehensive, and well-documented thesis that includes safety considerations where appropriate.

Certification in Chemistry Education is also offered through our department. Students pursuing certification in Chemistry Education earn a Chemistry degree prior to enrolling in the Master’s Program in Secondary Education at Mercyhurst, which can then be completed as a 1-year or 2-year program.

**Mission Statement**

The Department is committed to the education and training of the next generation of scientists. Because the nature of scientific endeavors evolves, the most important skills students in all scientific disciplines can possess are independent reasoning and problem-solving abilities. The development of these skills in our programs and courses is facilitated by the following tenets: student-centered approach to scientific inquiry within our Department. This immersion of students in the scientific process extends to all phases of our scholarly pursuits, including experimental design, data acquisition, data analysis and communication to the scientific community.

A focus upon the core scientific principles that constitute the foundation of all applications of science and technology. This focus is coupled with an experience-based knowledge of career related fields that are attractive to students.

A commitment to working with students of all experiences and backgrounds, including those who are under-represented in the sciences. An emphasis is placed upon mentoring, including the processes of academic advisement, research mentoring and sophomore review.

The firm adherence to a clear set of academic standards that is necessary for the success of our students in current scientific disciplines.

The Department believes one of its strengths is the integration of undergraduate chemistry research opportunities in the curriculum culminating in the senior capstone experience. The student-centered research projects overseen by our faculty span a range of methods to address chemical problems in organic synthesis, health issues, nanotechnology and alternative energy. Seminars and poster presentations of research results at both regional and national research conferences are strongly encouraged.

**Program Student Learning Outcomes**

The chemistry and biochemistry programs require that students demonstrate:

- An understanding of the fundamental concepts in chemistry
- The ability to plan and conduct scientific experiments, using appropriate techniques and procedures
- Effective communication skills, including interpersonal communication (both oral and written)
- The ability to locate and understand peer-reviewed scientific literature and critically evaluate technical information
- The ability to recognize hazards, conduct experiments safely and to manage chemicals, including chemical wastes

The Department reserves the right to periodically conduct assessment of courses and experiences within the program. These assessments will not be tied to individual students, but rather to be used for continual evaluation and improvement of the program as a whole.

**Department Requirements**

All prerequisite coursework must be completed with a grade of C or better for any student to be eligible to enroll in a course. If this requirement has not been met prior to the start of the semester during which a student is enrolled, students will be removed from the course where the prerequisites have not been satisfactorily met. To be recommended for graduation in any of the Department’s degree programs a student must earn at least a 2.5 grade point average in the required major and cognate courses and labs.
When a course is re-taken, the GPA requirement includes both the original grade and the grade from the retake. A student also must earn a grade of at least C in any course from the major discipline that is to fulfill a degree requirement. No required science or math course may be taken on a Pass/Fail basis. No required courses for the major may be taken at another institution without departmental approval. Students are expected to attend all departmental seminars. Students pursuing teacher certification must maintain a cumulative 3.0 GPA in major required courses and receive a grade of at least C in each course. Students majoring in any of the Department’s programs must maintain an overall University GPA of 2.5.

Credit will be granted for courses listing lecture and laboratory separately only if the lecture and laboratory components are taken concurrently, unless special permission is granted by the instructor and the Department. Withdrawal from one without withdrawal from the other is not allowed without permission from both the instructor and the Department. Permission to register for only one of the components will ordinarily be granted only when a student previously has successfully completed one of the components.

All students seeking degrees in programs administered by the Department of Chemistry and Biochemistry will undergo a review by department faculty at the completion of their sophomore level in their area of concentration, the Sophomore Review. Students must successfully complete the Sophomore Review to be accepted into the Department’s programs and continue their studies in the Department. Students eligible for Sophomore Review must have been at Mercyhurst University for at least 2 years and must have completed Calculus I (MATH 170) and completed (or be in the process of completing) Organic Chemistry II (CHEM 242). Acceptance is based on the following criteria: (1) a minimum overall GPA of 2.5 in courses taken in the major concentration, (2) a minimum overall University GPA of 2.5, and (3) professional conduct. If a student does not pass the Sophomore Review, the student will not be allowed to enroll in any further courses required for programs administered by the Department.

First-year students are required to meet with all departmental faculty members concerning research opportunities during their first year of study, which requires documentation to be submitted by March 15 of their first academic year. Students must also sign up with a research mentor and have a research plan by the time they apply for Sophomore Review. All students within the major must enroll in the courses Research I (CHEM 410) and Research I Lab (CHEM 412) during one of their academic years.

### Chemistry Major Bachelor of Science Degree Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 121/122</td>
<td>General Chemistry I / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 131/132</td>
<td>General Chemistry II / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 230/231</td>
<td>Quantitative Analysis / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 240/241</td>
<td>Organic Chemistry I / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 242/243</td>
<td>Organic Chemistry II / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 310</td>
<td>Advanced Inorganic Chemistry</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHEM 314</td>
<td>Advanced Organic Chemistry</td>
<td>3 credits</td>
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<tr>
<td>OR</td>
<td>Spectral Interpretation / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 335/336</td>
<td>Biochemistry I / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 333/334</td>
<td>Instrumental Analysis / Lab</td>
<td>4 credits</td>
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### Major Elective Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 142</td>
<td>Cellular and Molecular Biology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 143</td>
<td>Cellular and Molecular Biology Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>CHEM 314</td>
<td>Advanced Organic Chemistry</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHEM 335</td>
<td>Spectral Interpretation</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHEM 336</td>
<td>Spectral Interpretation Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>CHEM 420</td>
<td>Chemical Biology</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHEM 316</td>
<td>Forensic Chemistry</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHEM 317</td>
<td>Forensic Chemistry Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Differential Equations</td>
<td>3 credits</td>
</tr>
<tr>
<td>PHYS 310</td>
<td>Modern Physics</td>
<td>3 credits</td>
</tr>
<tr>
<td>PHYS 370</td>
<td>Optics</td>
<td>3 credits</td>
</tr>
<tr>
<td>PHYS 420</td>
<td>Quantum Mechanics</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Chemistry Major Bachelor of Arts Degree Requirements

The Bachelor of Arts degree requirements mirror those of the Bachelor of Science degree except for Calculus III and Research 1 Lab, which are not required.

### Biochemistry Major

The Biochemistry major is ideal for students pursuing graduate and professional degrees in the biochemical or allied health professions. A strong background in chemistry and biology is provided with flexibility in biological and chemical specialization to enable students to pursue their personal interests in this dynamic field.

### Bachelor of Science Degree Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 142/143</td>
<td>Cellular and Molecular Biology / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 310/311</td>
<td>Genetics / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 121/122</td>
<td>General Chemistry / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 131/132</td>
<td>General Chemistry II / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 230/231</td>
<td>Quantitative Analysis / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 240/241</td>
<td>Organic Chemistry I / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 242/243</td>
<td>Organic Chemistry II / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 331/332</td>
<td>Biochemistry I / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 338/339</td>
<td>Biochemistry II / Lab</td>
<td>4 credits</td>
</tr>
</tbody>
</table>
Chemistry Minor

To apply for a Chemistry Minor, please contact a faculty member in the Department of Chemistry and Biochemistry. A student must accrue at least 25 credit hours in the minor before graduation. All courses must be taken for a letter grade and completed with a C or better. No more than four courses in the Chemistry Minor may be the same as those required within a student’s major curriculum.

**Required Courses (16 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121/122</td>
<td>General Chemistry I / Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 131/132</td>
<td>General Chemistry II / Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 240/241</td>
<td>Organic Chemistry I / Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 242/243</td>
<td>Organic Chemistry II / Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

**Chemistry Minor Elective Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 199, 299, or 399</td>
<td>Independent Research</td>
<td>1-3 credits</td>
</tr>
<tr>
<td>CHEM 230/231</td>
<td>Quantitative Analysis / Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 310</td>
<td>Advanced Inorganic Chemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

**Biochemistry Minor**

To apply for a Biochemistry Minor, please contact a faculty member in the Department of Chemistry and Biochemistry. A student must accrue at least 25 credit hours in the minor before graduation. All courses must be taken for a letter grade and completed with a C or better. No more than five courses in the Biochemistry Minor may be the same as those required within a student’s major curriculum.

**Required Courses (24 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121/122</td>
<td>General Chemistry I &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 131/132</td>
<td>General Chemistry II &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 240/241</td>
<td>Organic Chemistry I &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 242/243</td>
<td>Organic Chemistry II &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 331/332</td>
<td>Biochemistry I &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 338/339</td>
<td>Biochemistry II &amp; Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

**Biochemistry Minor Elective Courses (3-4 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 199, 299, or 399</td>
<td>Independent Research</td>
<td>1-3 credits</td>
</tr>
<tr>
<td>CHEM 230/231</td>
<td>Quantitative Analysis &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 310</td>
<td>Advanced Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 314</td>
<td>Advanced Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 331/332</td>
<td>Spectral Interpretation &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 341</td>
<td>Physical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 343</td>
<td>Experimental Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 349</td>
<td>Chemical Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

*These courses have variable credits (1-3). At least 3 total credits of Independent Research are required for the Biochemistry Minor degree, which may be divided between different course numbers.*

**Chemistry Education Certification**

**Program Coordinator:** Dr. Ronald Brown

The Chemistry Education program at Mercyhurst University is a two-step process designed to give students a strong content knowledge before they master the pedagogical tools necessary to become expert teachers at the secondary level. Students interested in the program will first pursue a B.A. or B.S. degree in Chemistry. Students may replace CHEM 333/334: Instrumental Analysis/Lab with CHEM 338/339: Biochemistry II/Lab and CHEM 351: Physical Chemistry II with PHYS 310: Modern Physics with permission of the Department Chair.
Upon completion of their Chemistry degree, students may enroll in the Master’s program in Secondary Education at Mercyhurst. A unique benefit of our program is that students who have completed their Chemistry degree at Mercyhurst may choose to complete the Master’s degree in an intensive one-year program. During the junior or senior year chemistry majors wishing to pursue the M.S. in Secondary Education will meet with the content area specialist in chemistry to schedule specific education electives, PECT tests and to obtain those clearances required for the Education curriculum and admission to the graduate program. Students may opt to attend a traditional 2-year M.S. program at Mercyhurst or an intense, 1-year M.S. program available to Mercyhurst undergraduates. This 4+1 program allows students to earn a bachelor’s degree in Chemistry, a M.S. in Secondary Education, and to become certified to teach in a five-year time-period. While Mercyhurst students will complete the Chemistry degree as described, students who have earned bachelor’s degrees from other institutions may also seek certification in Chemistry Education from Mercyhurst. The content requirements for the Chemistry Education Certification for those students are listed below. To be certified, the M.S. in Secondary Education must also be completed.

Chemistry Education Certification Content Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121/122</td>
<td>General Chemistry I / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 131/132</td>
<td>General Chemistry II / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 230/231</td>
<td>Quantitative Analysis / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 240/241</td>
<td>Organic Chemistry I / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 242/243</td>
<td>Organic Chemistry II / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 310</td>
<td>Advanced Inorganic Chemistry</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHEM 331/332</td>
<td>Biochemistry I / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 333/334</td>
<td>Instrumental Analysis / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR</td>
<td>CHEM 338/339</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR</td>
<td>CHEM 341</td>
<td>3 credits</td>
</tr>
<tr>
<td>OR</td>
<td>CHEM 343</td>
<td>3 credits</td>
</tr>
<tr>
<td>OR</td>
<td>CHEM 351</td>
<td>3 credits</td>
</tr>
<tr>
<td>OR</td>
<td>CHEM PHYS 210</td>
<td>3 credits</td>
</tr>
<tr>
<td>OR</td>
<td>CHEM CHEM 314</td>
<td>3 credits</td>
</tr>
<tr>
<td>OR</td>
<td>CHEM 334/335</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR</td>
<td>CHEM 410</td>
<td>2 credits</td>
</tr>
<tr>
<td>OR</td>
<td>MATH 170</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR</td>
<td>MATH 171</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR</td>
<td>PHYS 201/203</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR</td>
<td>PHYS 202/206</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

Sustainability Studies Concentration
(Within the Chemistry Department)

In coordination with the Sustainability Studies Program at Mercyhurst, students majoring in Chemistry (B.A. or B.S.) or Biochemistry may pursue a concentration in Sustainability Studies. The goals of this program are to provide students with the following academic experiences:

- Two introductory environmental courses (ENVS 105 and SUST 210), and capstone research experience (SUST 490) at the beginning and end of the academic program, respectively, to cohesively provide both an introduction to sustainability and an intensive real-world experiential learning component.
- An interdisciplinary overview of the questions, problems and potential solutions comprising the broadly defined study of sustainability. Portions of this coursework may overlap with the core curriculum. Students must choose at least 4 courses from the Elective list of courses given in the Sustainability portion of the catalog.
- A rigorous and science-centered study of how the chemistry and biochemistry disciplines intersect with sustainability. This will be arranged in coordination with the research adviser and Departmental faculty, culminating in the capstone experience.
Introduction
The curriculum of the department is designed to create students who are both non-fiction digital storytellers and multimedia specialists. All communication professionals engage in similar functions (gathering information and data, creating, disseminating and evaluating messages) and must be prepared with basic skills including writing, speaking and visual communication along with the ability to develop a plan, organize, evaluate and think strategically.

To accomplish this, students are required to complete a core sequence that covers areas of interpersonal and intrapersonal communication, research and data analysis, skill development (technical and writing), and professional development. The curriculum employs a “learn by doing” approach where the student builds their portfolio of skills in every class.

Upon graduation, our students are prepared for entry to the communication industry in high-paying areas that include traditional media, social media, public relations, strategic communication, fundraising and event planning.

Mission Statement
The Department of Communication seeks to provide a wide-lens, hands-on and whole person approach to communication that will prepare students for an entry-level position in a variety of industries in and relating to the field of communication or to pursue study at the graduate level.

To this end we:

- Provide a generalized curriculum in communication while simultaneously providing students the opportunity to narrow their focus within one or more areas of expertise.
- Facilitate a whole-student focus and hands-on approach to learning that helps students develop practical skills as well as ethics, critical thinking abilities and creativity providing the basis for lifelong learning while promoting the dignity of work.
- Foster a community of learning and influence between students, alumni, faculty, administration and the community.

Learning Goals and Outcomes
A bachelor’s degree in Communication from Mercyhurst University prepares students to either enter the workforce at the entry level or to pursue graduate education. The learning outcomes were derived from and continue to be modified by studies of the needs of the communication industry as well as surveys and interviews with alumni who are now working in the field as well as through data collected relating to the knowledge, skills, and abilities demanded from employers in the field of communication.

We recognize that because the field of communication is multi-faceted and always expanding, it is important to not simply teach students the skills they need to enter the workforce—the skills used today very well may be outdated within the next decade. Instead, we provide not only the most up-to-date skills to enter the field of communication but also theoretical knowledge paired with critical thinking, creativity and ethical skills which will allow our graduates to embrace and adapt to changes in the industry.

The goal of the academic program is to produce a lifelong learner who possesses a general knowledge of the many facets of communication while specializing in one or more areas within the field. Upon graduation, students will demonstrate mastery of the following learning outcomes:

- Identify important information relating to the history, laws and ethics of communication and the individuals responsible for shaping the industry.
- Explain and apply general theories and research methods used in communication.
- Demonstrate proficiency in oral communication in both small and large group settings.
- Write clearly and correctly in a style appropriate for the audience and objective.
- Develop an understanding of and practice skills in current and emerging communication technologies that are relevant to the student’s area of interest.
- Demonstrate accumulated knowledge within professional settings and situations.

Department Offerings

**Majors**
- Communication
- Integrated Marketing Communication

**Minors**
- Communication
- Web and Social Media Management

**Advanced Certificate**
- Corporate Communication
Department Standards
Communication Department majors are required to maintain a 3.0 GPA in major course work and earn a C or higher in all required courses. No major or minor course can be taken on a pass/fail basis. Students who fail to earn a grade of C or better in a required course must repeat the course.

Department Core Required Courses
Each student with a Communication Department major must complete the following courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101</td>
<td>Communication in Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 110</td>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>ART 128</td>
<td>Graphic Design Basics</td>
<td>3</td>
</tr>
<tr>
<td>COM 260</td>
<td>Intro to Social Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 473/475</td>
<td>Internship</td>
<td>0-3</td>
</tr>
<tr>
<td>COM 390</td>
<td>Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>COM 430</td>
<td>Communication Management</td>
<td>3</td>
</tr>
<tr>
<td>OR (Approved Management Course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 490</td>
<td>Communication Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

OR (Approved Elective)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 322</td>
<td>Corporate Branding Strategies</td>
<td>3</td>
</tr>
<tr>
<td>MIS MS 150</td>
<td>Intro to Data Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Internship
Students majoring in communication or integrated marketing communication must complete an internship prior to graduation. For-credit and not-for-credit options exist, allowing students the maximum flexibility in completing the requirement. A minimum of 150 hours for the zero-credit option and 200 hours for the three-credit option must be completed to count toward graduation requirements.

It is recommended that students complete more than one internship to be competitive in the marketplace. Students must register for the course prior to starting the internship to count toward the graduation requirement.

Electives

Major Electives
Students choose 15 credits in consultation with their advisor to demonstrate an area of specialty. Communication majors should choose courses with a COM prefix. Integrated marketing communication majors should choose from either COM or MKTG prefixes. A minor or double major outside the department may count toward this requirement.

Free Electives
Students choose free electives that may or may not relate to the Communication Department or their major. If students choose to complete a three-credit internship, no credits in this category would be required, if a student chooses a zero-credit internship, three credits would be taken in this category. Credits for a minor in another area or double major can count toward this requirement.

Communication Major
Communication is interdisciplinary in nature as professionals are engaged in similar functions (gathering information and data, creating, disseminating and evaluating messages) and must be prepared with basic skills including writing, speaking and visual communication, along with the ability to develop a plan, organize, evaluate and think strategically.

The communication program is designed to prepare students for entry to the communication industry in high-paying areas. Our students are part data analyst, part storyteller, and part multimedia specialist. To accomplish this, students are required to complete a core sequence that covers areas of interpersonal and intrapersonal communication, research and data analysis, skill development (technical and writing), and professional development. The core sequence cultivates an improved understanding of the role, practice, and analysis of communication in media, social and economic systems.

The curriculum employs a “learn by doing” approach to expose students to the necessary knowledge and skills to enter a chosen career path and advance within their profession. In each of the courses in the curriculum, students are assigned projects that would be appropriate for inclusion in a professional portfolio. These projects are detailed on each major course syllabus.

Communication Major Required Courses

Departmental Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101</td>
<td>Communication in Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 110</td>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>128</td>
<td>Graphic Design Basics</td>
<td>3</td>
</tr>
<tr>
<td>COM 260</td>
<td>Intro to Social Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 270</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>COM 473/475</td>
<td>Internship</td>
<td>0-3</td>
</tr>
<tr>
<td>COM 390</td>
<td>Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>COM 430</td>
<td>Communication Management</td>
<td>3</td>
</tr>
<tr>
<td>OR (Approved Management Course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 490</td>
<td>Communication Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

OR (Approved Elective)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 322</td>
<td>Corporate Branding Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

Major Specific Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 102</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 210</td>
<td>Mindful Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 240</td>
<td>Digital Video Production I</td>
<td>3</td>
</tr>
<tr>
<td>ART AT 321</td>
<td>Introduction to Website Design</td>
<td>3</td>
</tr>
<tr>
<td>COM 352</td>
<td>Multimedia Writing</td>
<td>3</td>
</tr>
<tr>
<td>COM 440</td>
<td>Digital Storytelling</td>
<td>3</td>
</tr>
</tbody>
</table>

Integrated Marketing Communication (IMC) Major
This interdisciplinary major is designed to prepare students for jobs in the modern marketing industry. Students in this major will take courses in the Business, Communication, Art, and, Mathematics and Computer Systems Departments. Increasingly, employers in the marketing field are looking for employees who have proficiency with graphic design software, web-based
marketing, public relations strategies, advertising and branding, new and social media tools, and strategic marketing and communication campaigns. Students in this major will be exposed to all of these areas related to modern marketing strategies.

The Integrated Marketing Communication major provides a qualitative focus for students with knowledge and an identifiable skill set in the broader, interdisciplinary, applied workings of a modern integrated marketing communication campaign. Students will also be required to take courses that cover content in foundational marketing theory and principles, as well as marketing research.

The Integrated Marketing Communication curriculum prepares students, not only for employment in the modern marketing field, but also for continued study at the graduate level.

**IMC Major Required Courses**

<table>
<thead>
<tr>
<th>Departmental Core</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101</td>
<td>Communication in Society</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>COM 110</td>
<td>Oral Communication</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>ART 128</td>
<td>Graphic Design Basics</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>COM 260</td>
<td>Intro to Social Media</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>COM 473/475</td>
<td>Internship</td>
<td>0-3 credits</td>
<td></td>
</tr>
<tr>
<td>COM 390</td>
<td>Professional Development</td>
<td>3 credits</td>
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<td>COM 430</td>
<td>Communication Management</td>
<td>3 credits</td>
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<tr>
<td>OR (Approved Management Course)</td>
<td>COM 490</td>
<td>Communication Capstone</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Specific Requirements</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 162</td>
<td>Principles of Integrated Marketing</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>COM 321</td>
<td>Web and Social Media Strategies</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>MKTG 301</td>
<td>Consumer Behavior</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>ECON 106</td>
<td>Micro Economics</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>COM 321</td>
<td>Web and Social Media Analytics</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>MKTG 347</td>
<td>Advertising and Branding Strategies</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>MKTG 357</td>
<td>Marketing Research</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>MKTG 406</td>
<td>Marketing Management</td>
<td>3 credits</td>
<td></td>
</tr>
</tbody>
</table>

| OR | ART 322 | Corporate Branding Strategies | 3 credits |

**Communication Minor**

A Communication minor complements a variety of majors and allows students to further refine their professional and creative skills. The minor includes six courses. (For non-majors only)

**Communication Minor Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 110</td>
<td>Oral Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM 101</td>
<td>Communication in Society</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Choose one from each of the following three sections:

**Section I: Theory, Planning and Management**

- COM 430 Communication Management 3 credits
- COM 210 Mindful Communication 3 credits

**Section II: Syndication Skills**

- COM 260 Introduction to Social Media 3 credits
- COM 352 Multimedia Writing 3 credits
- COM 440 Digital Storytelling 3 credits

**Other Approved Skills Course**

- COM 390 Professional Development 3 credits
- COM 473/475 Internship 0-3 credits

If zero option is selected, another COM course needs to be selected as well.

**OR (Other Approved Course)**

- COM 320 3 credits

**One elective from the COM prefix or approved elective**

**Social Media and Web Minor**

The Social Media and Web minor couples with a student's chosen major to harness the power of convergence in a network of related coursework and skills by training students in the professional use of emerging technologies and web-based communication. Combined with their major field of study, the Social Media and Web Minor prepares students to be skilled practitioners in the new media landscape. The courses enable students to participate in the virtual forum, cyberspace, using proper protocols informed by communication theory and to adapt as protocols change.

**Social Media and Web Minor Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 128</td>
<td>Graphic Design Basics</td>
<td>3 credits</td>
</tr>
<tr>
<td>ART 321</td>
<td>Introduction to Website Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM 240</td>
<td>Digital Video Production I</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM 260</td>
<td>Intro to Social Media</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM 321</td>
<td>Web &amp; Social Media Analytics</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM 230</td>
<td>Web &amp; Social Media Strategies</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Criminology and Criminal Justice

Department Chair
Maria L. Garase, Ph.D.

Faculty
Associate Professors
Tina M. Fryling, M.S., J.D.
Maria L. Garase, Ph.D.

Assistant Professors
Spyridon Kodellas, Ph.D.
Emma Leigh Kirchner, Ph.D.

Adjunct Faculty
Mark Amendola, M.S.S.A., L.S.W.
Robert Blakely, M.S.
James Daniel, EPD, Ret.
Dennis Donovan, PSP, Ret.
Patricia Lightner, M.S.
Jeffrey Shaw, M.S.W.
Michael Sliker, M.S.

Faculty Emeritus
Peter J. Benekos, Ph.D.
Frank E. Hagan, Ph.D.

Vision
The vision of the Department of Criminology and Criminal Justice is to provide students with a liberal arts background that will enable them to live rich and fulfilling lives, with the capability of personal responsibility, professional development and civic responsibility.

Mission
The Department of Criminology and Criminal Justice is dedicated to developing critical thinking, diversity appreciation, civic responsibility, leadership and social justice in our undergraduate and graduate students. We prepare students for careers in the helping professions, for leadership in criminal justice and community affairs, and for the pursuit of advanced degrees.

Engaging students in sustained and civil conversations about the relationship between individual and community well-being is both an objective and a means for realizing other objectives.

Goals and Objectives
The goals and objectives of the program are to provide students with a basic knowledge of the operation of the Criminal Justice System, including the necessary historical background, the legal aspects and ramifications, the sociological factors and issues, and the basic principles and skills needed for an entry-level career position.

Departmental Goals
- Students will gain an understanding of the history and current state of affairs in criminology and criminal justice.
- Students will be able to critically analyze methodologies and theories based in their discipline.
- Students will gain proficiency in oral, written, and electronic communication skills.
- Students will make an active commitment to justice, prudence, civility, and appreciation for diversity.
- Students will score higher than the national average on the Major Field Test for Criminal Justice.
- Students will demonstrate ethical leadership in the criminal justice and social services professions.

Student Learning Outcomes
- Demonstrate knowledge of the historical context of the Criminal Justice System and profession.
- Demonstrate synthesis, problem solving, and critical thinking skills.
- Demonstrate basic knowledge of legal aspects of criminal justice operations.
- Synthesize and apply basic knowledge of sociological issues affecting criminal justice.
- Demonstrate an understanding of methodological concepts for conducting and analyzing research.
- Demonstrate and apply knowledge of professional skills for criminal justice.

Criminal Justice Major (Bachelor of Arts)
The Criminal Justice Department offers major concentrations in Law Enforcement, Corrections, Criminology, Juvenile Justice, and Pre-Law. A minor is available to non-majors in all four areas.

Students who intend to graduate with a Bachelor of Arts Degree in Criminal Justice with a concentration in Law Enforcement, Corrections, Criminology, Juvenile Justice, or Pre-Law must meet the regular degree requirements of the University as well as the requirements of the Department of Criminology and Criminal Justice.

A Criminal Justice Major who wants to select two concentrations must complete all Criminal Justice core courses PLUS five separate courses for each concentration.

To fulfill Bachelor of Arts degree requirements, students must complete 121 credits to graduate. These credits include: 45 credits in required Criminal Justice major courses; 40 credits in the core; and 36 credits of general electives. Students are encouraged to pursue minors and/or double majors in related disciplines.
BA and MS in Criminal Justice Administration, 4+1 Accelerated Program

The Department of Criminology & Criminal Justice offers a five-year Bachelor’s Degree + Master’s Degree in Criminal Justice Administration (CJA) program. This 4+1 option is open to all majors. The 4+1 program allows students to complete their undergraduate degree in 4 years and in their fifth year, he/she will complete his/her final 18 credits of graduate study for degree completion. Thus, the student can earn the Bachelor of Arts in Criminal Justice (or any other related major) in 4 years and then complete the Master’s Degree in the Criminal Justice Administration in just one (1) year. This program is designed to enhance career credentials and opportunities with a more affordable cost for an advanced degree.

Eligibility: Complete 5 undergraduate major courses with a minimum of a 3.2 GPA in the major courses and 3.0 GPA overall.

- Apply to the Director of the CJA graduate program for the 4+1 program by March 1 of sophomore year.
- If accepted, students will be enrolled as a Graduate Non-Degree student and will begin fall semester of junior year taking one CJA graduate course per semester. Students will have two transcripts: undergraduate and graduate non-degree.
- Students will need to maintain 3.0 GPA in the 4 designated graduate courses; only one C is permitted. Students will also need to maintain a 3.2 GPA in undergraduate major courses and a 3.0 GPA overall.
- Students, in consultation with the CJA director, will select the graduate courses they will take as part of the 4+1 program.
- Students will still be required to meet the 121-credit minimum to earn the BA Degree. This provides students the opportunity to take additional criminal justice electives or apply coursework to a minor.
- Students will register for a MINIMUM of 12 undergraduate credits each semester during their junior and senior year in addition to the graduate course registration. This will insure that flat rate billing will stay in place and graduate courses will be included in the bill.
- By March 1 of the senior year, students will apply to the Graduate School for admission to the CJA graduate program. If admitted, the 12 graduate non-degree credits will be applied as graduate credits toward the Master’s Degree.
- At the end of the senior year, students will graduate with their undergraduate degree and will have earned 12 graduate non-degree credits. In the fifth year, students will complete 18 graduate credits at the graduate tuition rate and graduate with the Master of Science in the Criminal Justice Administration.
- Thesis is an option with the Master’s Degree and begins in the fifth year. Graduate Internships are also an option.

3/3 Early Admissions Programs:
Duquesne University School of Law / Cleveland-Marshall College of Law

Students who participate in this program can obtain a Juris Doctorate and a Bachelor’s Degree in a total of 6 years. Students interested in this program must see their academic advisor as early as possible to ensure proper advising and planning for courses needed in the first three years of study. Students may apply for admission to the Duquesne University School of Law or the Cleveland-Marshall College of Law through a pre-arranged 3/3 Early Admissions Agreement between the two schools. Students will complete all required major courses by the end of their third year at Mercyhurst, and upon successful completion of their first year of law school, will obtain their Bachelor’s Degree.

3/3 Eligibility Requirements

Eligibility for the early admission program generally require a minimum cumulative grade point average of 3.5 over three years (minimum 96 credits); completion of all undergraduate curricular requirements (no transfer credits are allowed); a minimum LSAT score in at least the 60th percentile (students interested in applying should take the LSAT in the fall of their junior year); a letter of recommendation from the pre-law advisor to the Law School’s Office of Admissions; and a personal interview with the Admissions Committee. Detailed requirements for each 3/3 Agreement should be directed to the Law School’s Office of Admissions.

Requirements for Criminal Justice Majors

Students are not Criminal Justice majors simply because they are enrolled in Criminal Justice courses. Students who enroll as Criminal Justice majors must meet and maintain University and Department academic requirements. This requires a minimum overall GPA of 2.0 and a Criminal Justice GPA of 2.5. In addition, students must also demonstrate character and conduct which are consistent with professional standards for careers in Criminal Justice.

Student progress and academic achievement are monitored and evaluated by the Department each semester. The faculty may also request a meeting with students to review academic progress. Students who fail to meet or maintain the GPA requirements or the appropriate conduct standards will be subject to probationary status or removal from the Criminal Justice major. Students who are dismissed from Criminal Justice will be placed on Non-Major status and referred to an Academic Counselor to consider academic alternatives, including repeating Criminal Justice courses and petitioning the Department for re-admission to the major.

Students with Non-Major status who take Criminal Justice courses will not be eligible to graduate in Criminal Justice. A 3-credit internship can be completed in the junior or senior year in Law Enforcement, Corrections, Criminology, Juvenile Justice or Pre-Law. These programs are reserved for students who achieve a minimum of 2.5 GPA in major required courses. The opportunity for an internship will depend on the availability of internships and the approval of the staff.

Students who wish to graduate from the Criminal Justice Department must:

- Maintain a general academic average of at least 2.0.
- Demonstrate desirable physical, mental, emotional, and social traits for entry into the Criminal Justice professions.
- Complete 45 credits of Major Course Requirements.
- Criminal Justice Majors must maintain a minimum 2.5 GPA in the criminal justice major and concentration courses. Criminal Justice Minors must maintain a 2.5 in the criminal justice courses.
Policy on Academic Dishonesty and Plagiarism
The Department of Criminology & Criminal Justice prohibits plagiarism in any form, including directly copying large or small portions of either printed works or written papers of another student. Paraphrasing, or changing an author’s ideas or words, is also a form of plagiarism if the source of the idea being paraphrased is not acknowledged. Violations of this policy are treated seriously. A first offense will result in failure of the course; any subsequent offenses will result in expulsion from the criminal justice major. The Department also subscribes to the Academic Dishonesty Policy set forth by the Office of Academic Affairs.

Major Field Test
In order to assess the learning outcomes of criminal justice majors, all criminal justice majors must take the standardized Criminal Justice Major Field Test during their senior year as a requirement for graduation. Students who do not complete the test will not receive their diploma.

Requirements for all Criminal Justice Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJS 101</td>
<td>Justice in America</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 104</td>
<td>Introduction to Corrections</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS/SOC 205</td>
<td>Intro. to Juvenile Justice and Delinquency</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 207</td>
<td>Police Functions</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS/SOC 230</td>
<td>Criminology</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 310</td>
<td>Constitutional Law in Criminal Procedure</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 318</td>
<td>Introduction to Criminal Justice Research</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 343</td>
<td>Criminal Justice Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 410</td>
<td>Criminal Justice Senior Seminar</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

In addition to the Criminal Justice core courses required of all majors, a student must specialize in one of the following concentrations:

Law Enforcement (four-year degree)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJS 208</td>
<td>Criminal Investigation</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 309</td>
<td>Contemporary Police Problems</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 326</td>
<td>Police Administration</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 475</td>
<td>Internship or approved substitution</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS Two (2) Criminal Justice Electives</td>
<td>6 credits</td>
<td></td>
</tr>
</tbody>
</table>

Students may take an approved Criminal Justice elective for (3 credits) in lieu of the Internship

Corrections (four-year degree)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJS 222</td>
<td>Human Behavior in Corrections</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 328</td>
<td>Corrections Administration</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 344</td>
<td>Corrections Counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 475</td>
<td>Internship or approved substitution</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS Two (2) Criminal Justice Electives</td>
<td>6 credits</td>
<td></td>
</tr>
</tbody>
</table>

Students may take an approved Criminal Justice elective for (3 credits) in lieu of the Internship

Criminology (four-year degree)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJS 240</td>
<td>Victimology</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Choose one of the three courses listed below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJS 307</td>
<td>Crime Prevention</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 335</td>
<td>Women and Crime</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 338</td>
<td>Race, Crime and Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 475</td>
<td>Internship or approved substitution</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS Two (2) Criminal Justice Electives</td>
<td>6 credits</td>
<td></td>
</tr>
</tbody>
</table>

Students may take an approved Criminal Justice elective for (3 credits) in lieu of the Internship

Juvenile Justice (four-year degree)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJS 280</td>
<td>The Juvenile Justice System</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 285</td>
<td>Approaches to Juvenile Delinquency</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 317</td>
<td>Professional Practice in Juvenile Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 475</td>
<td>Internship or approved substitution</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS Two (2) Criminal Justice Electives</td>
<td>6 credits</td>
<td></td>
</tr>
</tbody>
</table>

Students may take an approved Criminal Justice elective for (3 credits) in lieu of the Internship

Pre-Law (four-year degree)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJS/POLI 322</td>
<td>Legal Research and Writing</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 337</td>
<td>Sociology of Law</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS/PSYC 245/240</td>
<td>Psychology and the Law</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 475</td>
<td>Internship or approved substitute*</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS Two (2) Criminal Justice Electives</td>
<td>6 credits</td>
<td></td>
</tr>
</tbody>
</table>

*Approved electives in lieu of Internship include: POLI 421 (Constitutional Law), POLI 422 (Civil Liberties), POLI 225 (American Legal Process), BADM 310 (Business Law I), POLI 321 (Environmental Law)

Students cannot graduate with both a Pre-Law Concentration and a Pre-Law Minor as there are too many duplicated courses. A student who desires to substitute a course for any required course for the major or concentration must submit a letter explaining his/her reason for substitution to the chair of the department. A faculty committee will then determine the acceptability of any required substitution.

Double Major: Sociology

Some Criminal Justice courses are cross-listed with other majors which make it convenient to double major in a related field such as Sociology. In addition to the required Criminal Justice major courses, the Sociology Double Major requires the following required courses. It is important to note that by time of graduation there must be at least eight (8) distinct Sociology courses taken.

Double Major: Sociology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Contemporary Social Problems</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 204</td>
<td>Diversity</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 300</td>
<td>Sociological Research Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 301</td>
<td>Contemporary Sociological Theory</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 342</td>
<td>Human Needs and Social Problems</td>
<td>3 credits</td>
</tr>
<tr>
<td>STAT 130</td>
<td>Statistics in Social Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 490</td>
<td>Senior Project or Internship</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 475</td>
<td></td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Five Electives (Including Criminal Justice cross listed courses)
Non-majors may declare a minor in one of the following areas of Criminal Justice. Each minor is 24 credits.

These specific courses are required to complete the following minors:

**Law Enforcement Minor**
- **CRJS 101** Justice in America 3 credits
- **CRJS 207** Police Functions 3 credits
- **CRJS 208** Criminal Investigation 3 credits
- **CRJS/SOC 230** Criminology 3 credits
- **CRJS 309** Contemporary Police Problems 3 credits
- **CRJS 310** Constitutional Law in Criminal Procedure 3 credits
- **CRJS 326** Police Administration 3 credits
- **Internship or approved Criminal Justice substitute.** 3 credits

**Corrections Minor**
- **CRJS 101** Justice in America 3 credits
- **CRJS 104** Introduction to Corrections 3 credits
- **CRJS 222** Human Behavior in Corrections 3 credits
- **CRJS/SOC 230** Criminology 3 credits
- **CRJS 310** Constitutional Law in Criminal Procedure 3 credits
- **CRJS 328** Corrections Administration 3 credits
- **CRJS 344** Corrections Counseling 3 credits
- **Internship or approved Criminal Justice substitute.** 3 credits

**Criminology Minor**
- **CRJS 101** Justice in America 3 credits
- **CRJS 205** Introduction to Juvenile Justice and Delinquency 3 credits
- **CRJS/SOC 230** Criminology 3 credits
- **CRJS/SOC 240** Victimology 3 credits
- **CRJS 310** Constitutional Law in Criminal Procedure 3 credits
- **CRJS 336** Advanced Criminology 3 credits
- **Choose one of the three courses listed below:**
  - **CRJS 307** Crime Prevention 3 credits
  - **335** Women and Crime 3 credits
  - **338** Race, Crime and Justice 3 credits
- **Internship or approved Criminal Justice substitute.** 3 credits

**Juvenile Justice Minor**
- **CRJS 101** Justice in America 3 credits
- **CRJS/SOC 205** Intro. to Juvenile Justice and Delinquency 3 credits
- **CRJS/SOC 230** Criminology 3 credits
- **CRJS 280** The Juvenile Justice System 3 credits
- **CRJS 285** Approaches to Juvenile Delinquency 3 credits
- **CRJS 310** Constitutional Law in Criminal Procedure 3 credits
- **CRJS 317** Prof. Practice in Juvenile Justice 3 credits
- **Internship or approved Criminal Justice substitute.** 3 credits

**Pre-Law Minor**
- **CRJS 101** Justice in America 3 credits
- **CRJS 310** Constitutional Law in Criminal Procedure 3 credits
- **CRJS/POLI 322** Legal Research and Writing 3 credits
- **CRJS/SOC 337** Sociology of Law 3 credits
- **CRJS 343** Criminal Justice Ethics 3 credits
- **CRJS/PSYC 240/245** Psychology and the Law 3 credits
- **Approved Criminal Justice Electives or Pre-Law Internship.** 6 credits

**Interdisciplinary Minor Psychology of Crime and Justice**
The Departments of Psychology and Criminal Justice have developed a sequence of study to provide students with an interdisciplinary focus in the psychology of crime and justice. The minor is designed to complement undergraduate degrees in psychology, criminal justice, and other social and behavioral sciences. See catalog section for specific course requirements for the Interdisciplinary Minor Psychology of Crime and Justice.

Criminal Justice majors who seek the Interdisciplinary Minor in the Psychology of Crime and Justice must maintain a 2.5 GPA in order to earn the minor.

**Criminal Justice Administration Graduate Program**
Mercyhurst University also offers an entirely online Graduate Program of study leading to the Master of Science Degree in Criminal Justice Administration. (See Graduate Catalog or talk to CJA Program Director)
Dance

Department Chair
Tauna Hunter, M.F.A

Faculty

Professor
Tauna Hunter, M.F.A.

Associate Professors
C. Noelle Partusch, M.F.A.
Solveig Santillano, M.A., M.F.A.

Assistant Professor
Mark Santillano, M.A.

Adjunct Faculty
Michael S. Gleason, B.A.

Guest Artist in Residence
Lesley Bories-Scalise

Staff

Physical Therapist
Elizabeth Darling MPT, ATC/L

Music Director / Principal Pianist
Richard DiFiore

Technical Director
Andrew Ferguson

Administrative Assistant
Danielle Kaiser

Introduction
Accredited by the National Association of Schools of Dance

Vision
The Dance Department’s vision is to proliferate the art of dance in the twenty-first century.

Mission Statement
The Dance Department’s mission is to generate leadership for the dance field, through rigorous B.A. and B.F.A. programs emphasizing the development of professional dancers, teachers, choreographers and scholars through cognitive, affective, and psychomotor taxonomies.

Program Goals
To cultivate empowerment through vigorous involvement in a progressive curriculum grounded in classical and contemporary ballet supported by diverse dance disciplines, theoretical and somatic studies.

To prepare confident artists who recognize and apply the transferable learning and knowledge embedded in dance to coalesce with developed critical thinking, writing and oral expertise as support to all of their life choices.

To generate creative leaders who pay tribute to the past, strive for the highest standards of excellence and proactively collaborate to celebrate and serve their communities whilst moving the dance field forward.

To nurture compassionate and balanced human beings who hold sacred the honor of body, mind and spirit for themselves and others.

Program Student Learning Outcomes

• Demonstrate a high level of technical mastery in ballet and/or other dance disciplines(s)

• Identify a significant body of theoretical and historical knowledge pertaining to the dance field

• Produce and present work by confronting professional problems through analysis, experimentation & development of coherent goals evident in scholarly & creative presentations

• Recognize and assess positive approaches to mental & physical health, professional theatrical aesthetic and an injury-free work ethic

Portfolio Review and Subsequent Annual Reviews
All dance majors are required to participate in a four-year Portfolio Review. Portfolios outlining dance progress, academic scholarship and service are submitted to the dance faculty in the spring of each year. Guidelines are outlined in the Student Handbook.

In the sophomore year the dance faculty conducts a formal review to determine if the student should continue as a dance major. Majors are expected to maintain a 3.0 GPA in all dance courses and an overall GPA of 2.5.

Majors are evaluated in terms of their grades and overall performance including their ability to sustain an injury free work ethic and establish a professional approach to a theatrical aesthetic that includes maintaining a positive approach to mental and physical wellness and health. Their attendance record, potential for promotion and successful completion of all requirements including service to the dance department and community are also considered.

Student Handbook Policies and Procedures
Every dance major is provided with a Student Handbook which outlines the policies and procedures for the Dance Department. Guidelines for the four-year Portfolio Review and a recommended degree plan are also included.
Admission
Admission to the Mercyhurst University Dance Department is based on the following requirements:

- Complete a university application and supplemental dance application with photo in first arabesque (ladies on pointe).
- Arrange for an audition, send a DVD or post on YouTube.
- Send an official secondary school transcript (and official college transcripts if a transfer student).

Financial Information - Scholarship
Dance merit scholarships are awarded at the discretion of the dance faculty and the dance chair. Any prospective student is eligible to compete for scholarship assistance, regardless of financial status. Students wishing to apply for financial assistance must apply to the Director of Financial Aid. Students on scholarship are expected to maintain a 3.0 GPA in all dance courses, an overall GPA of 2.5 and abide by the policies and procedures outlined in the Dance Department Student Handbook.

Service learning is required of all dance majors on scholarship. At the end of each academic year, there is an evaluation that serves as a review for maintaining scholarship status. Students who fail to maintain academic and performance levels may forfeit their dance scholarship and/or be advised into a Liberal Studies major.

Attendance
Dance students are expected to attend all classes and rehearsals and are held responsible for any work missed because of tardiness or absence. Attendance is of major importance if a student is to make progress and/or retain a dance scholarship.

Physical Therapy and Injury Prevention
The on-campus Athletic Training Center provides diagnostic and physical therapy assistance throughout the academic year. Physical Therapist, Elizabeth Darling, DPT, OCS, CLT, ATC screens students for injuries and provides physical therapy throughout the year.

B.A. and B.F.A Degree Requirements for Foundation Year
Required sequencing for freshman year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN210</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>DAN280</td>
<td>Choreography I</td>
<td>3</td>
</tr>
<tr>
<td>DAN211/212</td>
<td>Ballet &amp; Pointe Technique II, III, or IV</td>
<td>6</td>
</tr>
<tr>
<td>DAN221/222</td>
<td>(placement required)</td>
<td></td>
</tr>
<tr>
<td>DAN223/222</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAN251</td>
<td>Modern II</td>
<td>2</td>
</tr>
<tr>
<td>DAN261</td>
<td>Jazz II</td>
<td>2</td>
</tr>
<tr>
<td>DAN291/292</td>
<td>Company Ensemble</td>
<td>2</td>
</tr>
<tr>
<td>BIO240</td>
<td>Anatomy &amp; Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO241</td>
<td>Anatomy &amp; Physiology Lab</td>
<td>1</td>
</tr>
<tr>
<td>REACH</td>
<td>Curriculum/Electives</td>
<td>12</td>
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Junior Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN310</td>
<td>Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>DAN311/312</td>
<td>Ballet &amp; Pointe Technique II, III, or IV</td>
<td>6</td>
</tr>
<tr>
<td>DAN321/322</td>
<td>(placement required)</td>
<td></td>
</tr>
<tr>
<td>DAN331/332</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAN351</td>
<td>Modern III</td>
<td>2</td>
</tr>
<tr>
<td>REACH</td>
<td>Curriculum/Electives</td>
<td>25</td>
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</table>

Senior Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN411/412</td>
<td>Ballet &amp; Pointe Technique II, III, or IV</td>
<td>6</td>
</tr>
<tr>
<td>DAN421/422</td>
<td>(placement required)</td>
<td></td>
</tr>
<tr>
<td>DAN431/432</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAN485</td>
<td>Senior Pro-Seminar</td>
<td>1</td>
</tr>
<tr>
<td>REACH</td>
<td>Curriculum/Electives</td>
<td>29</td>
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</table>

B.A. Dance Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN451</td>
<td>Modern IV</td>
<td>2</td>
</tr>
<tr>
<td>DAN475</td>
<td>An Approved Internship</td>
<td>3</td>
</tr>
<tr>
<td>IMU courses</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>REACH</td>
<td>Curriculum/Electives</td>
<td>14</td>
</tr>
</tbody>
</table>
Requirements for B.A. in Dance with Concentration in Pedagogy

Formal application is required after completing Choreography I and Pedagogy I. An additional 12 credits are required as follows for a total of 75 credits for a B.A. in Dance with a Concentration in Pedagogy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 380</td>
<td>Choreography II</td>
<td>3</td>
</tr>
<tr>
<td>DANC 475</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>DANC</td>
<td>Company Ensemble (additional terms)</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the Following Electives

- Dance techniques (In addition to required section) 1-3 credits
- Introduction to Labanotation 3 credits
- Intro. to Arts Administration 3 credits

Accelerated Three-Year Track B.A.

36 credits annually and 12 credits over two summers

Requirements for B.F.A. in Dance

Recommended sequencing with a total of 121 credits to graduate

Sophomore Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 210</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>DANC 214</td>
<td>Ancillary Ballet</td>
<td>0</td>
</tr>
<tr>
<td>DANC 280</td>
<td>Choreography I</td>
<td>3</td>
</tr>
<tr>
<td>DANC 211/212</td>
<td>Ballet &amp; Pointe Technique II, III, or IV (placement required)</td>
<td>6 credits</td>
</tr>
<tr>
<td>DANC 251</td>
<td>Modern II</td>
<td>2</td>
</tr>
<tr>
<td>DANC 261</td>
<td>Jazz II</td>
<td>2</td>
</tr>
<tr>
<td>DANC 291/292</td>
<td>Company Ensemble</td>
<td>2</td>
</tr>
<tr>
<td>BIO 240</td>
<td>Anatomy &amp; Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 241</td>
<td>Anatomy &amp; Physiology Lab</td>
<td>1</td>
</tr>
<tr>
<td>REACH Curriculum/Electives</td>
<td>14 credits</td>
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Junior Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 310</td>
<td>Pedagogy I</td>
<td>3</td>
</tr>
<tr>
<td>DANC 314</td>
<td>Ancillary Ballet</td>
<td>0</td>
</tr>
<tr>
<td>DANC 380</td>
<td>Choreography II</td>
<td>3</td>
</tr>
<tr>
<td>DANC 480</td>
<td>Choreography III</td>
<td>3</td>
</tr>
<tr>
<td>DANC 311/312</td>
<td>Ballet &amp; Pointe Technique II, III, or IV (placement required)</td>
<td>6 credits</td>
</tr>
<tr>
<td>DANC 351</td>
<td>Modern III</td>
<td>2</td>
</tr>
<tr>
<td>DANC 171 or 301</td>
<td>Tap or Musical Theatre Dance</td>
<td>1 credit</td>
</tr>
<tr>
<td>DANC 391/392</td>
<td>Company Ensemble</td>
<td>2</td>
</tr>
<tr>
<td>REACH Curriculum/Electives</td>
<td>22 credits</td>
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</table>

Senior Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 414</td>
<td>Ancillary Ballet</td>
<td>0</td>
</tr>
<tr>
<td>DANC 411/412</td>
<td>Ballet &amp; Pointe Technique II, III, or IV (placement required)</td>
<td>6 credits</td>
</tr>
<tr>
<td>DANC 451</td>
<td>Modern IV</td>
<td>2</td>
</tr>
<tr>
<td>DANC 485</td>
<td>Senior Pro-Seminar</td>
<td>1</td>
</tr>
<tr>
<td>DANC 405</td>
<td>Senior Seminar (Choreo. IV)</td>
<td>3</td>
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<tr>
<td>DANC 491, 492</td>
<td>Company Ensemble</td>
<td>1</td>
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<tr>
<td>REACH Curriculum/Electives</td>
<td>25 credits</td>
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</table>

BFA Optional Dance Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DANC 171</td>
<td>Tap</td>
<td>1</td>
</tr>
<tr>
<td>DANC 301</td>
<td>Musical Theatre Dance</td>
<td>1</td>
</tr>
<tr>
<td>DANC 121/122</td>
<td>Pointe &amp; Variations</td>
<td>1</td>
</tr>
<tr>
<td>DANC 138-438</td>
<td>Pas de Deux</td>
<td>1</td>
</tr>
<tr>
<td>DANC 141-441</td>
<td>Men’s technique &amp; Variations</td>
<td>1</td>
</tr>
<tr>
<td>DANC 200</td>
<td>Intro. to Arts Administration</td>
<td>3</td>
</tr>
<tr>
<td>DANC 180</td>
<td>Introduction to Labanotation</td>
<td>3</td>
</tr>
<tr>
<td>DANC 192-492</td>
<td>Company Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>DANC 194-494</td>
<td>Company Ensemble Elective</td>
<td>0</td>
</tr>
<tr>
<td>DANC 285</td>
<td>Summer Dance Experience</td>
<td>3</td>
</tr>
<tr>
<td>DANC 385</td>
<td>Study Abroad Experience</td>
<td>3</td>
</tr>
<tr>
<td>DANC 475</td>
<td>An Approved Internship</td>
<td>3</td>
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</table>

Accelerated Three-Year Track B.F.A.

36 credits annually and 20 credits over three summers

Requirements for Arts Administration Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DANC 200</td>
<td>Intro. to Arts Administration</td>
<td>3</td>
</tr>
<tr>
<td>ECON 105</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 120</td>
<td>Principles of Management</td>
<td>3</td>
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</table>

Prerequisite: STAT 109: Statistics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 162</td>
<td>Principles of Integrated Marketing</td>
<td>3</td>
</tr>
<tr>
<td>COM 261</td>
<td>Principles of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 347</td>
<td>Advertising and Branding Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 140</td>
<td>Computerized Accounting</td>
<td>3</td>
</tr>
<tr>
<td>DANC 475</td>
<td>Arts Administration Internship</td>
<td>3</td>
</tr>
</tbody>
</table>
Education

Department Chair
Susan D. Johnson, Ph.D.

Faculty

Professor Emeritus
Kathleen Bukowski, Ph.D.

Professor
Phillip J. Belfiore, Ph.D.

Associate Professors
Timothy Frawley, D.Ed.

Assistant Professors
Sarah Howorth, Ph.D., BCBA
Susan D. Johnson, A.B.D.
Thomas Kitchen, M.S., BCBA

Instructor of Secondary Education
Amy L. Burniston, Ph.D.

Director of Field Placements
Alan Karns, M.Ed.

Assistant Director of Field Placements
Gleck Williams, M.Ed.

Mission Statement
The mission of the Department of Education at Mercyhurst University is to develop teachers who are intellectually and spiritually sensitive, professionally and socially responsible; namely, those who seek to bring out these same qualities in their own students. To accomplish this mission, our teacher preparation program enables pre-service teachers to facilitate growth in intellectual curiosity, self-confidence, knowledge, responsibility, and interpersonal relationships.

Program Student Learning Outcomes
The Education Department Early Childhood/Special Education faculty has developed six-broad based learning outcomes that serve as the framework for the program’s curriculum.

Upon completion of the pre-service teacher preparation program, graduates will be able to:

- Create and facilitate a quality lesson plan.
- Articulate a personal teaching philosophy statement.
- Assess Pre-4 Early Childhood and Pre-8 Special Education student performance.
- Demonstrate personal ethical and professional standards in a school setting.
- Plan for and implement differentiated instruction for students with special needs in a PreK-4 Early Childhood and PreK-8 Special Education.
- Demonstrate knowledge of best practices associated with child development, teaching and learning in a PreK-4 Early Childhood and PreK-8 population.

Certification Programs
Undergraduate degrees leading to teacher certification from the Commonwealth of Pennsylvania are available in the following areas: Art Education K-12; Early Childhood Education PreK-4; Early Childhood Education PreK-4/Special Education PreK-8; World Language Education K-12 (French, Spanish), and Music Education K-12.

The Graduate Program in Secondary Education will lead to certification in the following areas: Biology Education 7-12, Chemistry Education 7-12, Earth/Space Science Education 7-12, English Education 7-12, Math Education 7-12, Social Studies Education 7-12, and Physics Education 7-12.

The Graduate Program in Special Education will lead to certification in Special Education (see Graduate catalog for further details).

An Education major is expected to maintain a GPA of 3.0, but may seek certification and achieve the conferral of a Bachelor’s Degree with a GPA of 2.8-2.99 if the qualifying PAPA or Core and/or Praxis II or PECT score is met.

Accreditation
All Certification Programs have full accreditation endorsements by the Pennsylvania Department of Education. The State Board of Education adopted changes that affect all of PA’s teacher certification programs by adding 9 credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting and 3 credits or 90 hours or equivalent combination to meet the instructional needs of English Language Learners. New regulations for certifying teachers became effective on January 1, 2013.

Minor
The Education Department offers a minor in Special Education PreK-8.

Admission
All students intending to complete a Bachelor Degree in Education must make formal application for admission to the Education Department during the spring semester of their sophomore year, upon completion of 48 credits of university level study. Those students earning teacher certification in Secondary Education 7-12 or K-12 Education must make formal application in the specific academic department in their area of study. Transfer students must complete one Mercyhurst Education course prior to applying for admission.

All students must meet the published admissions criteria. Admission to an Education program constitutes admission to the Education Department. Dismissal from an Education program constitutes dismissal from the Education Department. Mercyhurst University complies with the Pennsylvania Department of Education regulations for teacher certification. Should these regulations change, Mercyhurst will change requirements accordingly and students will be responsible for meeting the new guidelines for program completion and certification.
Procedures for Admission Review

Minimum requirements for admission to the Education Program are:

- GPA of 3.0
- Completion of 6 university credits in Mathematics
- Completion of 6 university credits in English (3 credits in writing and 3 credits in literature)
- Completion of 48 credit semester hours
- As of August 1, 2015 (as per House Bill 1816/Act 168) all students must meet the Basic Skills Testing Requirements as outlined by the Pennsylvania Department of Education

Students eligible for admission to the Education Program have their applications examined as follows:

- Minimum GPA of 3.0 or alternative is required for admission to the program
- Students who meet the standards for admission present their portfolios to their advisors
- If portfolios are complete, students are unconditionally accepted into the program

Retention

Students placed on any kind of probationary status by the admission/retention committees of the Early Childhood Education, Secondary, or Special Education Departments may not enroll in any Education Department courses unless specifically approved by the Chair of the Education Department.

A student receiving a final evaluation of unsatisfactory in any course clinical experience may not enroll in any other Education Department course until the department faculty agree to permit the student to repeat the clinical experience and such is completed at a satisfactory level by the student.

A student may be dismissed from the Education Department should he/she receive, at the conclusion of either the first or second half of the Capstone Clinical assignment, an evaluation of unsatisfactory. The final determination of unsatisfactory performance in the Capstone Clinical program is made by the university supervisor, the Director of Field Placements and the Chair of the Education Department.

Mandated Grading Scale

The faculty in the Education Department uses a unified grading scale in the assessment of student achievement in all education courses. Above average grades will be reserved for “exemplary” work only.

100-95 % (A) 94-90% (B+) 89-85 % (B) 84-78% (C+)
77-70 % (C) 69-65 % (D+) 64-60 % (D) Below 60 % (F)

Clinical Experiences

All students will complete the Capstone Clinical; a vital experience in the program of the emerging professional educator. As part of the Capstone Clinical experience, each student will present an accepted Professional Portfolio.

Capstone Clinical assignments/placements are the responsibility of the university. To avoid conflicts of interest, a candidate will normally not be assigned to districts from which he/she graduated or to districts in which he/she permanently resides or to schools in which an immediate family member is employed.

Most course offerings of the Education Department require that a student successfully complete an assigned clinical experience in order to pass the academic course. Students who register for courses with a clinical experience are required by PA state law to obtain ACT 24/82, ACT 34, ACT 114 and ACT 151 clearances, a clear TB test and the Mandatory Reporter Training Course. Copies of these clearances must be presented to the course instructor during the first week of class and submitted to the Education Office.

Information on obtaining these clearances can be found in the Education Office or on the Pennsylvania Department of Education website at: http://www.teaching.state.pa.us. Effective December 31, 2014, employees who have direct contact with children will be required to obtain new clearances every 36 months.

The nature of a course (location, number of hours, types of assignments, number of visits, student responsibility, etc.) is determined by the specific subject matter and content of the academic course. Specific information concerning a course clinical is found in the course syllabus.

An unexcused absence from an assigned course clinical and/or an unsatisfactory final clinical evaluation from either the course instructor or the classroom clinical supervisor will result in a grade of “F” for the course and the student being given notice of automatic placement on final probationary status within the specific department and the Education Department.

Capstone Clinical

Students accepted in the Education Department must make formal application for Capstone Clinical assignments at least one year prior to the semester in which they expect to do the Capstone Clinical experience. All assignments will be for a fourteen-week period. Capstone Clinical is done during the fall semester or the spring semester.

EDEC 475: Early Childhood Education PreK-4
ECSP 475: Early Childhood Education PreK-4/ Special Education PreK-8
EDUC 475: Secondary Education (Art/Music/World Languages)

After the application has been received and approved, each student accepted will be granted a conditional Capstone Clinical assignment. All Capstone Clinical assignments are conditional upon the academic results of the previous semester. Students accepted into the Capstone Clinical program must follow the rules and regulations governing admission/retention in this program.

Final approval for Capstone Clinical will be sent to students who have:

- Maintained a minimum GPA overall average as documented in their Admission Review Process
- Unconditional admittance status
- Removal of all special conditions on record as part of retention activities
The Department will recommend for program completion and teacher certification only those candidates who have met the following requirements:

- Recommendation from the major Department
- Satisfactory Capstone Clinical
- Satisfactory attendance record: no late arrivals, early exits, or unexcused absences
- Attendance at all scheduled seminar meetings
- Possession of desirable professional and personal qualities

At any time during the Capstone Clinical assignment(s), unsatisfactory performance as determined by the University supervisor the Director of Field Placements and/or the Chair of the Education Department may result in a student being withdrawn from the course with a final grade of “F” and dismissal from the Education Department. It is the responsibility of the student to have knowledge of and be in compliance with all existing Pennsylvania State rules and regulations for certification.

Application for Capstone Clinical

All eligibility requirements must be completed and forwarded to the Director of Field Placements by the designated date to qualify:

- Successful completion of student application
- Maintenance of cumulative GPA of 3.0 required at the time of your admission to the Teacher Education program
- Act 24/82 Form Act 34 and Act 151 Clearances Act 114 FBI Criminal History Clearance
- Completion of the Mandatory Reporter Training Course
- Clear TB test
- Completion of all major methods courses and liberal studies science courses
- Advisor’s recommendation and signature
- Some programs have standards above the minimum 3.0 cumulative GPA and/or course grade expectations above the minimum grade of C. Each candidate should consult with his/her advisor for information about specific program requirements related to qualifications for the Capstone Clinical

Dismissal of a Candidate from Capstone Clinical Placement

Purpose
To establish reasons or a process for removal of a candidate from the Capstone Clinical assignment. The first two items are consistent with Act 34, Criminal Record Check; the third item establishes a procedure for removing a student if the candidate’s behavior is not consistent with appropriate expectations of the school district; the fourth item establishes a process and assures that the student learns of unsatisfactory progress as early as possible; and the fifth item is an appeal process.

Policy
Students ultimately are guests of the cooperating school districts and may be removed at the request of the principal/superintendent.

A student may also be removed by Mercyhurst University from the student assignment for any of the following reasons:

- If indicted for a felony, which is covered in the School Code and Act 34, there shall be a removal of the student from the school assignment until the matter is cleared. When the student is cleared of the indictment, the capstone clinical assignment will be extended to cover the time missed.
- If convicted of a felony, which is covered in the School Code and Act 34, the student will be withdrawn from the capstone clinical assignment and will forfeit the time spent during the assignment.
- If behavior exhibited by the student is not acceptable to the school district, it should be documented by the school administrator/principal in collaboration with the cooperating teacher, the University supervisor/COORDINATOR, and the Director of Field Placement. If, after discussion with the student, improvement is evident, the Director of Field Placement will take no further action.
- If it is determined by the cooperating teacher or university supervisor that the teaching competency of the student is at an unsatisfactory level based on the teaching competencies indicated on the evaluation form and not in the best interest of the students, a three way conference of cooperating teacher, university supervisor, and the student will be held to discuss the concern, possible outcomes, and remedial strategies.
- If, after consultation with the university Director of Field Placement, removal from this capstone clinical placement is necessary, the Director of Field Placement and the Chair of the Education Department shall take this action. This behavior should be documented and discussed in the Capstone Clinical experience as early as possible.

Decisions made under this policy may be appealed to the Dean of the School of Education.

Transfer Students

Transfer students seeking to complete their bachelor’s degree at Mercyhurst University and teacher certification are required to take a minimum of one-half of the Education Department Course requirements and one-half of the certification content area course requirements at Mercyhurst University. Transfer students holding a Bachelor Degree from accredited institutions other than Mercyhurst may receive Mercyhurst University recommendation for teacher certification upon completion of all requirements established on the basis of an evaluation of prospective candidates’ academic and experiential credentials by both the Chairperson of the Education Department and the Department Director of the certification area.

Factors considered in this evaluation include: date of course work, date of degree, and compatibility of academic and experiential credentials with the current academic and professional education requirements of the certificate.
Non-Traditional Students
Access to education programs leading to certification is available for adults planning mid-career changes, certified persons wishing to add new areas to their certificate, and the self-support students who must work while completing a program. The non-traditional student should meet with an Education Department faculty advisor to develop a plan of study that utilizes a variety of options for completion of certification requirements. The non-traditional student must meet all admission/retention standards of the Education Department as well as all the specific standards of the program offering the certification program.

Graduate Program
The Education Department also offers graduate programs of study leading to a Master of Science Degree in Secondary Education: Pedagogy and Practice, a Master of Science Degree in Special Education with concentrations in three areas; Applied Behavior Analysis, Autism, and English as a Second Language Concentration. (See Graduate Programs Catalog.)

Early Childhood Education Major Pre-K-4
The Early Childhood Education major can be certified to teach pre-school through grade four. Through the coursework, students develop a knowledge base theory of the teaching/learning process. They develop an understanding of developmentally appropriate practices with young children. Throughout their education, students will receive numerous clinical experiences working with preschool, kindergarten and primary grade children in a variety of settings.

Early Childhood Major Degree Pre-K-4
Course Requirements

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDEC 101 Early Foundations</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 103 Language and Literacy I</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 105 Health and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 201 Reading Methods</td>
<td>4</td>
</tr>
<tr>
<td>EDEC 203 Language and Literacy II</td>
<td>4</td>
</tr>
<tr>
<td>EDEC 205 Math Methods</td>
<td>4</td>
</tr>
<tr>
<td>EDEC 207 Observation and Assessment I</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 210 Comparative Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 222 Aesthetic Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 301 Early Childhood Methods</td>
<td>4</td>
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<tr>
<td>EDEC 305 Family and Community</td>
<td>3</td>
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<tr>
<td>EDEC 307 Observation and Assessment II</td>
<td>3</td>
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<tr>
<td>EDEC 201 Inclusive Practices PreK-8</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 203 Behavior Theories and Practices</td>
<td>3</td>
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<td>EDEC 401 Integrated Methods</td>
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<tr>
<td>EDEC 473 Systems, Policies, and Practices</td>
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Early Childhood Education Pre-K-4/Special Education Dual Major Degree Pre-K-8
Course Requirements

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<td>EDEC 101 Early Foundations</td>
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<td>EDEC 105 Health and Wellness</td>
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<td>EDEC 201 Reading Methods</td>
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<td>EDEC 207 Observation and Assessment I</td>
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<td>ESPE 201 Inclusive Practices PreK-8</td>
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<td>ESPE 203 Behavior Theories and Practices</td>
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<td>ESPE 301 Supporting Literacy PreK-8</td>
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<td>ESPE 305 Low Incidence Disabilities: Effective Instructional Practices</td>
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<td>ESPE 307 High Incidence Disabilities: Effective Instructional Practices</td>
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<td>EESP 305 Family and Community</td>
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<td>EESP 307 Observation and Assessment II</td>
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<td>EDUC 210 Comparative Issues in Education</td>
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<tr>
<td>WL 101 Culturally and Linguistically Diverse Learners</td>
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</table>

K-12 Education Major
Teacher certification for grades Kindergarten through grade 12 is available in the following academic areas of study: Art (K-12), World Language (French, Spanish (K-12)), Music (K-12). K-12 Education majors must fulfill the requirements for admission to the K-12 Education Program and to the selected academic department of the major.

Students who are seeking certification in any of the K-12 education areas must complete the prescribed courses in their major area and the education courses listed below. All of the education courses must be taken in sequence, and must be completed before a student can begin the Capstone Clinical (see below). All Capstone Clinical assignments will be for a twelve week period. The Capstone Clinical experience is typically during the fall and spring semesters. Final approval for the Capstone Clinical will be sent to students who have successfully met the requirements listed by the Department of Education, recommendation from the major Department, and possession of desirable professional and personal qualities as evidenced by successful completion of all clinical experiences.
Sophomores are required to make formal application for admission to the K-12 Education Program during the spring semester of that school year. Application for admission into the K-12 Education program beyond the sophomore year may result in extending the normal four-year university period for meeting graduation/certification requirements.

**LEVEL I**
**Freshman/Sophomore Years**

<table>
<thead>
<tr>
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**LEVEL II**
**Sophomore Year**

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<tr>
<td>ESPE</td>
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**LEVEL III**
**Junior Year**

Content area methods courses

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**LEVEL IV**
**Senior Year**

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<td>EDUC</td>
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<td>EDUC</td>
<td>475 Capstone Clinical</td>
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</table>

**Special Education Certification Pre-K-8**
Combined with the Early Childhood PreK-4 program, the Special Education curriculum offerings are designed to enable the teacher candidate to develop and demonstrate the attainment of professional qualities, attitudes, and critical performance skills considered essential for successful teaching of exceptional children from Pre-Kindergarten through grade 8. To obtain a special education degree through Mercyhurst University, the teacher candidate must complete the requirements for dual certification with the Early Childhood PreK-4 program.

**Special Education Minor Degree**

**Course Requirements**

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<td>ESPE</td>
<td>307 High Incidence Disabilities: Effective Instructional Practices</td>
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<td>ECSP</td>
<td>307 Observation and Assessment II</td>
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</tbody>
</table>
**English**

**Department Chair**  
Christina Rieger, Ph.D.

**Faculty**

**Professors**  
Heidi Hosey, Ph.D.  
Brian Reed, Ph.D.  
Jeffrey Roessner, Ph.D.

**Associate Professors**  
Sr. Lisa M. McCartney, Ph.D.  
Christina Rieger, Ph.D.  
Christina Riley Brown, Ph.D.

**Assistant Professors**  
Brett D. Johnson, Ph.D.  
Joanne McGurk, Ph.D.  
Marnie Sullivan, Ph.D.

**Instructor**  
Gregory Brown, Ph.D.

**Introduction**

The English department constitutes a major humanizing force within the university. Our courses engage with diverse literary and cultural texts, giving our students the opportunity to practice critical reading and effective writing, thus preparing students for career options and advanced study. English majors develop skills in writing, information literacy and research, oral communication, cultural awareness, reading comprehension, and literary analysis.

The English department at Mercyhurst offers a B.A. in English, as well as the following concentrations: Creative Writing, Professional Writing: Text, Image, and Design, Secondary English Education, and Pre-Law. The English department also houses the Theatre Minor and the Film Studies Minor. These programs allow students to personalize their studies while acquiring the breadth of knowledge and skills found in the traditional English major.

The English Department sponsors the Mercyhurst Literary Festival, the Mercyhurst Theatre Program, and *Lumen*, the campus arts journal. We have a chapter of Sigma Tau Delta, an international honor society formed to recognize English majors and minors who achieve high standards of excellence in their chosen linguistic or literary fields.

**English Department Mission Statement**

The Department of English offers programs of study that teach students to think critically and imaginatively about literature, language, and culture. Our goal is to produce discerning and creative readers, writers, and thinkers who have the communication skills needed to excel professionally. English majors and minors study challenging American, British and world texts, while cultivating their skills in oral communication, digital literacy, creative writing, research and information literacy, and professional writing.

**Department Requirements**

English majors must maintain an overall 2.0 GPA. English majors with a concentration in Secondary Education preparation must maintain an overall 3.0 GPA and at least a 3.0 GPA in their major courses. English majors must earn a C or better in any course from the major meant to fulfill a degree requirement. No required course in the major may be taken on a Pass/Fail basis. All English majors are highly encouraged to take an internship and/or study abroad. All majors will undergo a sophomore review with their advisor during their sophomore year of study or upon transferring into the English major.

**Master’s Degree in Secondary Education Requirements**

To receive the Master’s degree and certification in secondary education, students must meet all the requirements outlined in the Education department section of the college catalog. Please refer to all standards, policies and admission/retention criteria as specified for all students in the Master’s degree program seeking the degree and certification by the Pennsylvania Department of Education.

**Program Student Learning Outcomes**

- Demonstrate the key elements of successful writing (e.g., thesis and organization) when writing for a variety of purposes and audiences.
- Analyze texts in a variety of ways (e.g., cultural, historical, and theoretical approaches) to be familiar with critical approaches and situate texts within their cultural, political, and historical contexts.
- Independently deliver an effective oral presentation.
- Find, assess, and correctly utilize appropriate research materials.

**English Concentration Student Learning Outcomes**

**Creative Writing**: Compose work that demonstrates proficiency in handling the formal elements of a creative writing genre.

**Professional Writing: Text, Image, and Design**: Prepare and deliver a project that demonstrates written, verbal and digital communication skills needed to negotiate current professional writing contexts.

**Secondary English Education**: Demonstrate the written and communication skills needed to be a successful secondary English teacher.

**Pre-Law Concentration**: Prepare and deliver a project that demonstrates the written and verbal communication skills needed for a career in law.

**English Major**

Mercyhurst’s Bachelor of Arts degree in English provides a foundation in writing, literature, language, and communication to prepare students for careers or advanced degrees. The curriculum focuses on composition that encourages effective use of language for good communication, as well as study of early and modern literature, which promotes a deeper understanding of the human experience.

**English Major Required Courses (45 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 200</td>
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<tr>
<td>ENG 205</td>
<td>Introduction to the English Major</td>
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</table>
Choose One (1)

ENG 215 American Literature I 3 credits
ENG 251 Early American Literature 3 credits
ENG 253 American Renaissance 3 credits

Choose One (1)

ENG 216 American Literature II 3 credits
ENG 261 American Realism 3 credits
ENG 263 American Modernism 3 credits

Choose One (1)

ENG 217 British Literature I 3 credits
ENG 220 Medieval Literature 3 credits
ENG 224 English Renaissance 3 credits
ENG 228 Restoration and 18th Century Literature 3 credits

Take Six (6) Credits from the following

200 Level ENG/THEA Electives

OR

300 Level ENG/THEA Electives

Take the Following

300 Level Seminar in British Literature 3 credits
300 Level Seminar in American Literature 3 credits

Choose One (1)

ENG 362 Contemporary Poetry 3 credits
ENG 364 Postmodern Literature 3 credits

Choose One (1)

ENG 370 African-American Literature 3 credits
ENG 374 Women and Literature 3 credits
ENG 378 Seminar in Multicultural Literature 3 credits

Take the Following Course:

ENG 344 Shakespeare 3 credits

OR

ENG 328 ST: Major Author 3 credits
ENG 391 Literary Criticism 3 credits
ENG 490 Senior English Project 3 credits

English Major - Creative Writing

In this program, students gain practical experience writing both poetry and fiction in small workshops and seminars. The aim of this coursework is for students to produce publishable work under the close guidance of our experienced faculty. The English faculty strongly encourage students to refine their editing skills by working on the staff of Lumen, Mercyhurst University's arts journal. Additionally, each year the department hosts the Mercyhurst Literary Festival, which gives students a chance to meet and attend workshops with renowned writers from across the country. Ultimately, students graduate from the program ready to pursue careers as writers and editors in the publishing industry or to attend graduate school to further develop their craft.

Creative Writing Concentration

Required Courses (45 Credits)

ENG 205 Introduction to the English Major 3 credits

Choose One (1)

ENG 215 American Literature I 3 credits
ENG 251 Early American Literature 3 credits
ENG 253 American Renaissance 3 credits

Choose One (1)

ENG 216 American Literature II 3 credits
ENG 261 American Realism 3 credits
ENG 263 American Modernism 3 credits

Choose One (1)

ENG 217 British Literature I 3 credits
ENG 220 Medieval Literature 3 credits
ENG 224 English Renaissance 3 credits
ENG 228 Restoration and 18th Century Literature 3 credits

Choose One (1)

ENG 218 British Literature II 3 credits
ENG 230 British Romanticism 3 credits
ENG 234 Victorian Literature 3 credits
ENG 238 British/Irish Modernism 3 credits

Take the Following

ENG 344 Shakespeare 3 credits

OR

ENG 328 ST: Major Author 3 credits
ENG 391 Literary Criticism 3 credits
ENG 490 Senior English Project 3 credits

Take the Following

300 Level ENG/THEA Elective 3 credits

OR

300 Level ENG/THEA Elective 3 credits
300 Level Elective Seminar 3 credits
300 Level Elective Seminar 3 credits

Choose One (1)

ENG 362 Contemporary Poetry 3 credits
ENG 364 Postmodern Literature 3 credits

Take the Following

ENG 344 Shakespeare 3 credits

OR

ENG 328 ST: Major Author 3 credits
ENG 391 Literary Criticism 3 credits
ENG 280 Introduction to Creative Writing 3 credits
ENG 380 Creative Writing: Poetry 3 credits
ENG 384 Creative Writing: Fiction 3 credits
ENG 490 Senior English Project 3 credits

English Major - Secondary Education Concentration

The English major with a Secondary Education concentration prepares students who want to teach English in secondary level classrooms. Students study in the English department for four years and earn a B.A. in English, and then they matriculate into the Education department for their fifth and final year. Upon
completion, students graduate with a Master’s Degree in Education. Classes in the English department prepare students to teach all levels of high school English. English majors with a concentration in Secondary Education must maintain an overall 3.0 GPA and at least a 3.0 GPA in their major courses.

Secondary Education Concentration
Required Courses (51 Credits)

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<tr>
<th>Course Code</th>
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<td>Introduction to the English Major</td>
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<th>Course Title</th>
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<td>ENG 224</td>
<td>English Renaissance</td>
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<td>ENG 228</td>
<td>Restoration and 18th Century Literature</td>
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Choose One

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<td>ENG 234</td>
<td>Victorian Literature</td>
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<td>ENG 238</td>
<td>British/Irish Modernism</td>
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<td>300 Level Seminar in American Literature</td>
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Choose One

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<td>ENG 374</td>
<td>Women and Literature</td>
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<td>ENG 378</td>
<td>Seminar in Multicultural Literature</td>
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Choose One

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<th>Course Title</th>
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<td>ENG 364</td>
<td>Postmodern Literature</td>
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<td>ENG 314</td>
<td>Teaching Writing: Pedagogy and Practice</td>
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<td>ENG 317</td>
<td>Professional and Public Discourse</td>
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<td>ENG 318</td>
<td>Applied Linguistics</td>
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<td>ENG 344</td>
<td>Shakespeare (or Major Author)</td>
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<td>ENG 391</td>
<td>Literary Theory and Criticism</td>
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<td>EDUC 210</td>
<td>Comparative Issues in Education (JR/SR year)</td>
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<tr>
<td>WL 101</td>
<td>Culturally and Linguistically Diverse Learners (JR/SR year)</td>
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English Major - Pre-Law Concentration
The course of study offered for the English Major with a Pre-Law Concentration is well-suited to develop the skills desirable for law school. According to the Law School Admissions Council, no particular undergraduate education is recommended; students are admitted to law school from almost every academic discipline. They write, “Law schools want students who can think critically and write well, and who have some understanding of the forces that have shaped the human experience. Among the abilities named by the American Bar Association as important preparation for law school are analytic/problem-solving skills, critical reading abilities, oral communication and listening abilities, research skills, organization and management skills, and the values of serving faithfully the interests of others while promoting justice.” Our curriculum teaches students to read and comprehend complex texts with accuracy and insight, the ability to think critically, and to analyze and evaluate the reasoning and arguments of others.

Pre-Law Concentration
Required Courses (48 Credits)

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<tr>
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<tr>
<td>ENG 344</td>
<td>Shakespeare (or Major Author)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 391</td>
<td>Literary Theory and Criticism</td>
<td>3</td>
</tr>
<tr>
<td>ENG 490</td>
<td>Senior English Project</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 210</td>
<td>Comparative Issues in Education (JR/SR year)</td>
<td>3</td>
</tr>
<tr>
<td>WL 101</td>
<td>Culturally and Linguistically Diverse Learners (JR/SR year)</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Five Concentration Electives in Pre-Law Program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 101</td>
<td>Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>CRJS/POLI 322</td>
<td>Legal Research and Writing</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS 310</td>
<td>Constitutional Law in Criminal Procedure</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 421</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 422</td>
<td>Civil Liberties</td>
<td>3</td>
</tr>
</tbody>
</table>
English Major

Professional Writing: Text, Image, and Design Concentration

The English major with a Professional Writing: Text, Image, and Design Concentration allows students to acquire a grounding in the theory and practices of rhetoric in a digital age. The curriculum of the concentration is interdisciplinary so that students will be able to engage in hands-on experiences in professional writing, including computer design and the use of digital imagery.

Professional Writing: Text, Image, and Design Concentration

Required Courses (52 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 200</td>
<td>Literary Studies</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 210</td>
<td>Film Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENG 205</td>
<td>Introduction to the English Major</td>
<td>3</td>
</tr>
<tr>
<td>ART 128</td>
<td>Computer Design Basics</td>
<td>3</td>
</tr>
<tr>
<td>ART 320</td>
<td>Type and Publication Design</td>
<td>3</td>
</tr>
<tr>
<td>ENG 214</td>
<td>Introduction to Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 311</td>
<td>Editing and Style</td>
<td>3</td>
</tr>
<tr>
<td>ENG 315</td>
<td>Writing for the Web</td>
<td>3</td>
</tr>
<tr>
<td>ENG 317</td>
<td>Professional and Public Discourse</td>
<td>3</td>
</tr>
<tr>
<td>Choose Two (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>200 Level Literature Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>300 Level Literature Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One (1) 300 Level Seminar in Literature</td>
<td>3</td>
<td></td>
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</tbody>
</table>

Take All the Following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 362</td>
<td>Contemporary Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 364</td>
<td>Postmodern Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 475</td>
<td>English Internship</td>
<td>3</td>
</tr>
<tr>
<td>ENG 490</td>
<td>Senior English Project</td>
<td>3</td>
</tr>
<tr>
<td>Choose Two (2) Additional Electives (chosen from below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 221</td>
<td>Digital Imagery</td>
<td>3</td>
</tr>
<tr>
<td>ART 225</td>
<td>Computer Illustration Techniques</td>
<td>3</td>
</tr>
<tr>
<td>ART 321</td>
<td>Introduction to Website Design</td>
<td>3</td>
</tr>
<tr>
<td>(Please note Prerequisite ART 221)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 325</td>
<td>Intermediate Web Design</td>
<td>3</td>
</tr>
<tr>
<td>MIS 130</td>
<td>3D Modeling and Animation I</td>
<td>3</td>
</tr>
<tr>
<td>300 Level Seminar in English/Theatre</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>300 Level Seminar in English/Theatre</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

English Minor Programs

The English minor programs housed in the English department complement any course of study. English minors must maintain an overall 2.0 GPA. No required course in the minor may be taken on a Pass/Fail basis.

English Minor

Required Courses (21 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 200</td>
<td>Literary Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENG 205</td>
<td>Introduction to English Major/Minor</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose One (1)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 215</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 216</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 251</td>
<td>Early American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 253</td>
<td>American Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>ENG 261</td>
<td>American Realism</td>
<td>3</td>
</tr>
<tr>
<td>ENG 263</td>
<td>American Modernism</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose Three (3) of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 328</td>
<td>Special Topics in Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 330</td>
<td>The English Drama</td>
<td>3</td>
</tr>
<tr>
<td>ENG 332</td>
<td>The English Novel</td>
<td>3</td>
</tr>
<tr>
<td>ENG 334</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENG 338</td>
<td>Seminar in British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 351</td>
<td>Southern Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 353</td>
<td>American Counter Culture: Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENG 356</td>
<td>Modern Drama</td>
<td>3</td>
</tr>
<tr>
<td>ENG 358</td>
<td>Seminar in American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 362</td>
<td>Contemporary Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 364</td>
<td>Postmodern Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 370</td>
<td>African American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 374</td>
<td>Women and Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 378</td>
<td>Seminar in Multicultural Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Creative Writing Minor

Seeking to gain experience and skill in composing fiction, poetry, or creative nonfiction, a Creative Writing minor takes courses in fiction and poetry writing as follows:

Creative Writing Minor

Required Courses (21 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 200</td>
<td>Literary Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENG 205</td>
<td>Introduction to English Major/Minor</td>
<td>3</td>
</tr>
</tbody>
</table>
The Film Minor at Mercyhurst gives students the critical perspective with which to analyze motion pictures within larger artistic, cultural, historical, political, and international contexts. The Film Studies minor allows students to understand and critically engage the images that pervade our lives. As film is a major narrative art form—arguably the dominant one—of the twentieth and twenty-first centuries, this minor allows students the opportunity to study and appreciate it as such. The interdisciplinary courses required for the Film Studies minor encourage learning across disciplines, thereby broadening the range of student knowledge and activity.

### Film Studies Minor

The Film Minor at Mercyhurst gives students the critical perspective with which to analyze motion pictures within larger artistic, cultural, historical, political, psychological, and international contexts. The Film Studies minor allows students to understand and critically engage the images that pervade our lives. As film is a major narrative art form—arguably the dominant one—of the twentieth and twenty-first centuries, this minor allows students the opportunity to study and appreciate it as such. The interdisciplinary courses required for the program allow students to gain a solid grounding in the vocabulary and theory of film studies while giving them flexibility to pursue their interests in various cinematic periods and styles.

#### Film Studies Minor

**Required Courses (18 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 190</td>
<td>Introduction to Film</td>
<td>3</td>
</tr>
<tr>
<td>ENG 210</td>
<td>Special Topics in Film</td>
<td>3</td>
</tr>
<tr>
<td>ENG 290</td>
<td>Film Narrative and Theory (Prerequisite ENG 190)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose One (1) of these pre-seminar or seminar ENG electives: 215, 216, 217, 218, 330, 344, 332, 334, 336, 338, 351, 353, 355, 356, 357, 358, 360, 362, 364, 370, 374, 378, 316 | 3 credits |

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 280</td>
<td>Introduction to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 380</td>
<td>Creative Writing Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENG 384</td>
<td>Creative Writing Poetry</td>
<td>3</td>
</tr>
</tbody>
</table>

### Professional Writing: Text, Image, and Design Minor

Seeking advanced competency in professional writing to correspond with a primary degree field, a Professional Writing minor takes courses in advanced writing, theory, and language as follows:

#### Professional Writing: Text, Image, and Design Minor

**Required Courses (21 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 200</td>
<td>Literary Studies</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 210</td>
<td>Film Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENG 205</td>
<td>Intro to the English Major/Minor</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose One (1) of these pre-seminar or seminar ENG electives: 215, 216, 217, 218, 330, 344, 332, 334, 336, 338, 351, 353, 355, 356, 357, 358, 360, 362, 364, 370, 374, 378, 316 | 3 credits |

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 214</td>
<td>Introduction to Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 311</td>
<td>Editing and Style</td>
<td>3</td>
</tr>
<tr>
<td>ENG 315</td>
<td>Writing for the Web</td>
<td>3</td>
</tr>
<tr>
<td>ENG 317</td>
<td>Professional and Public Discourse</td>
<td>3</td>
</tr>
</tbody>
</table>

### Theatre Minor

The Mercyhurst Theatre Program trains students to become engaged artists, impactful leaders and compassionate members of a global community. The collaborative nature of theatre, which incorporates aspects of literature, music, dance and the visual arts, advances Mercyhurst’s commitment to a liberal arts education. Experience in both classroom and practicum of theatre history, dramatic literature, performance, design and technical areas of theatre encourages learning across disciplines, thereby broadening the range of student knowledge and activity.

#### Theatre Minor

**Required Courses (18 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 110</td>
<td>Acting I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 245</td>
<td>Script Analysis</td>
<td>3</td>
</tr>
<tr>
<td>THEA 290</td>
<td>Topics in Theatre History</td>
<td>3</td>
</tr>
<tr>
<td>THEA 401</td>
<td>Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose Two (2) Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 100</td>
<td>Dance Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200</td>
<td>Literary Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENG 316</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 330</td>
<td>The English Drama</td>
<td>3</td>
</tr>
<tr>
<td>ENG 334</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENG 356</td>
<td>Contemporary Drama</td>
<td>3</td>
</tr>
<tr>
<td>ENG 358</td>
<td>Modern American Drama</td>
<td>3</td>
</tr>
<tr>
<td>FASH 120</td>
<td>Contemporary Fashion Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FASH 130</td>
<td>Introduction to Fashion Construction</td>
<td>3</td>
</tr>
<tr>
<td>FREN 132</td>
<td>French Theatre in English Translation</td>
<td>3</td>
</tr>
<tr>
<td>IA 100</td>
<td>Design Basics</td>
<td>3</td>
</tr>
<tr>
<td>IA 220</td>
<td>History of Interior Design and Architecture I</td>
<td>3</td>
</tr>
<tr>
<td>IA 221</td>
<td>History of Interior Design and Architecture II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 104</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 105</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 140</td>
<td>Special Topics in Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THEA 220</td>
<td>Acting II</td>
<td>3</td>
</tr>
</tbody>
</table>
Environmental Science

Department Co-Chairs
J. Michael Campbell, Ph.D.
Nicholas Lang, Ph.D.

Faculty

Professors
J. Michael Campbell, Ph.D.

Associate Professors
Nicholas Lang, Ph.D.

Assistant Professors
Sara Turner, Ph.D.
Christopher R. Dolanc, Ph.D.
Scott McKenzie, B.S.

Lecturers
Paul Ashcraft, M.S.
Sarah Bennett, M.S.

Introduction
Environmental science operates at the intersection between humans and the natural world. It is a complex field that requires students to understand how physical, chemical and biological phenomena on varying scales interact with human systems and the structures and challenges imposed by governmental policies, economics, and social problems. The success of an environmental professional at addressing environmental problems requires an interdisciplinary perspective and knowledge about how to sensitively select and use the right tools to assess and address problems.

Mercyhurst’s Environmental Science program has been designed as a natural science-focused program offering students opportunities to specialize in either biology or geology field studies, and including a slate of liberal arts courses that prepares students for a broad range of possible careers in environmental consulting, sustainability leadership, conservation and restoration science, green energy and environmental education. Coursework includes deep upper-level disciplinary and interdisciplinary coursework to provide students with diverse hands-on technical skills and practical experience within the respective environmental science geology and biology curricula.

The program is complementary to the university’s existing majors in Biology, Geology and Sustainability Studies, which provided a foundation for the development of Environmental Science. Special facilities available to students in this program include two major natural areas owned by the University within the Pennsylvania Lake Erie watershed: the Jean B. and J. Douglas James Ecological & Wildlife Preserve and the Mary Jo and Ed Maier Field Station.

Mercyhurst is a full member and active participant in the Regional Science Consortium, a collaborative, non-profit organization which focuses on and coordinates educational and research projects for Lake Erie and the upper Ohio River Basin, offering college courses and research opportunities to students from more than a dozen regional colleges and universities at the Tom Ridge Environmental Center. Consortium facilities available to Mercyhurst biology students include well-equipped research and teaching laboratories, classrooms, greenhouse, natural history collections, sampling equipment and research vessels.

Mission Statement
The primary mission of the Mercyhurst University Environmental Science Program is to educate students in physical, biological and social sciences, making them reflectively aware of the natural environment in which they live, equipped to serve as globally responsible stewards of the Earth and its resources, and prepared to advance successful solutions to address environmental issues. Central keys to advance this mission are a commitment to immersing students in a broad exposure to the diverse perspectives that are necessary to address complex environmental problems, combined with deep experiential disciplinary learning through rigorous field-centered class and laboratory activities, practical hands-on field experiences, collaborative faculty-student research, and travel-learning experiences that will take students beyond the boundaries of our local environments.

Program Student Learning Outcomes
The Environmental Science Program has identified six learning outcomes that all students should meet before they earn their degree. Upon completion of the Environmental Science curriculum all students should be able to:

- Understand the natural environment and its relationships with human activities.
- Characterize and analyze human impacts on the environment.
- Integrate facts, concepts, and methods from multiple disciplines and apply to environmental problems.
- Acquire practical skills for scientific problem-solving, including familiarity with laboratory and field instrumentation, computer applications, statistical and modeling techniques.
- Understand and implement scientific research strategies, including collection, management, evaluation, and interpretation of environmental data.
- Design and evaluate strategies, technologies, and methods for sustainable management of environmental systems and for the remediation or restoration of degraded environments.

Advising
To ensure that students in the program are successful in the long term, the advising program will institute a Sophomore Review process, directed by each student’s primary advisor in geology or biology. During the review process, the student, with guidance from the advisor, will be required to develop a detailed curricular plan for the third and fourth year of the student’s program, and will be assigned a second advisor from the other department (biology or geology), whom the student will consult with for final approval of their environmental science degree plan. This process provides environmental science students the benefit of two different science disciplinary perspectives for developing skill-building and capstone project course decisions, which will have a profound effect on the subsequent success of the student in advancing to a professional position or graduate school.
Requirements

The Environmental Science program offers courses leading to a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree in Biology Field Studies or Geology Field Studies. Students who expect to attend graduate school after graduation are strongly encouraged to pursue the Bachelor of Science (B.S.) degree. Environmental Science majors must maintain a 2.50 GPA in the major program as well as an overall GPA of 2.50.

To be recommended for graduation, a student must earn at least a 2.5 grade point average in the required major courses and labs. A student also must earn a grade of a C or better in any course from the major discipline that is to fulfill a degree requirement. No required course may be taken on a Pass/Fail basis. No required courses may be taken at another institution without prior approval.

Environmental Science — Biology Field Studies

Major Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS</td>
<td>Introduction to Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>BIO</td>
<td>Ecology and Evolutionary Biology of Organisms / Lab</td>
<td>4</td>
</tr>
<tr>
<td>SCI</td>
<td>Energy Science / Lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL</td>
<td>Physical Geology / Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO</td>
<td>Botany / Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO</td>
<td>Field Ecology and Lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL</td>
<td>Energy and Environmental Justice</td>
<td>3</td>
</tr>
<tr>
<td>GEOL</td>
<td>Soils / Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO</td>
<td>Limnology / Lab</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCI</td>
<td>Oceanography</td>
<td>4</td>
</tr>
<tr>
<td>GEOL</td>
<td>Introduction to GIS / Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

Environment-themed Non-Science Courses

In consultation with advisors, choose two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI</td>
<td>Environmental Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI</td>
<td>Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>HIS</td>
<td>U.S. Environmental History</td>
<td>3</td>
</tr>
<tr>
<td>ECON</td>
<td>Economics of Poverty</td>
<td>3</td>
</tr>
<tr>
<td>ECON</td>
<td>Environmental Economics and Policy</td>
<td>3</td>
</tr>
<tr>
<td>ENGL</td>
<td>Environmental Writing</td>
<td>3</td>
</tr>
<tr>
<td>PUBH</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
</tbody>
</table>

Upper-level Biology, Field Studies and Travel Courses

In consultation with advisors, choose three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO</td>
<td>Tropical Marine Biology / Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO</td>
<td>Microbiology / Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO</td>
<td>Invertebrate Zoology / Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO</td>
<td>Forest Ecology / Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO</td>
<td>Environmental Physiology</td>
<td>3</td>
</tr>
<tr>
<td>FSAT</td>
<td>Aquatic Ecology (Travel Abroad)</td>
<td>3</td>
</tr>
<tr>
<td>BIO</td>
<td>Biology of Insects / Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

BIO 392 Field Botany 3 credits
BIO 424 Restoration Ecology 3 credits

Upper-level Science Electives

In consultation with advisors, choose two science courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL, BIO, or CHEM 200 Level or Higher</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Environmental Science Capstone Course

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS</td>
<td>Environmental Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ENVS</td>
<td>Environmental Science Internship</td>
<td>3</td>
</tr>
<tr>
<td>ENVS</td>
<td>Environmental Science Thesis</td>
<td>3</td>
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</tbody>
</table>

Bachelor of Science (B.S.) Math and Chemistry Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM</td>
<td>General Chemistry I Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Bachelor of Arts (B.A.) Math and Chemistry Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH</td>
<td>Mathematics for the Natural Sciences</td>
<td>4</td>
</tr>
<tr>
<td>CHEM</td>
<td>Chemistry of Life</td>
<td>3</td>
</tr>
<tr>
<td>CHEM</td>
<td>Chemistry of Life Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

(College Algebra and Trigonometry MATH 111 + 112) may be substituted for MATH 118

Environmental Science — Geology Field Studies

Major Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS</td>
<td>Introduction to Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>BIO</td>
<td>Ecology and Evolutionary Biology of Organisms / Lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL</td>
<td>Physical Geology / Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO</td>
<td>Botany / Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO</td>
<td>Field Ecology and Lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL</td>
<td>Energy and Environmental Justice</td>
<td>3</td>
</tr>
<tr>
<td>GEOL</td>
<td>Soils / Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO</td>
<td>Limnology / Lab</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCI</td>
<td>Oceanography</td>
<td>4</td>
</tr>
<tr>
<td>GEOL</td>
<td>Introduction to GIS / Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

Environment-themed Non-Science Courses

In consultation with advisors, choose two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI</td>
<td>Environmental Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI</td>
<td>Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>HIS</td>
<td>U.S. Environmental History</td>
<td>3</td>
</tr>
<tr>
<td>ECON</td>
<td>Economics of Poverty</td>
<td>3</td>
</tr>
<tr>
<td>ECON</td>
<td>Environmental Economics and Policy</td>
<td>3</td>
</tr>
<tr>
<td>ENGL</td>
<td>Environmental Writing</td>
<td>3</td>
</tr>
<tr>
<td>PUBH</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
</tbody>
</table>

Upper-level Biology, Field Studies and Travel Courses

In consultation with advisors, choose three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO</td>
<td>Tropical Marine Biology / Lab</td>
<td>4</td>
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<td>BIO</td>
<td>Microbiology / Lab</td>
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<td>FSAT</td>
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BIO 392 Field Botany 3 credits
BIO 424 Restoration Ecology 3 credits

Environment-themed Non-Science Courses

In consultation with advisors, choose two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>POLI</td>
<td>Environmental Politics</td>
<td>3</td>
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<tr>
<td>POLI</td>
<td>Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>HIS</td>
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<tr>
<td>ECON</td>
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</tr>
<tr>
<td>ECON</td>
<td>Environmental Economics and Policy</td>
<td>3</td>
</tr>
</tbody>
</table>
ENGL 328 Environmental Writing 3 credits
STAT 137 Biostatistics 3 credits
PUBH 201 Environmental Health 3 credits

**Upper-level Geology, Field Studies and Travel Courses**

In consultation with advisors, choose three of the following:

- GEOL 205/206 Cities on Volcanoes / Lab 4 credits
- GEOL 211/212 Mineralogy / Lab 4 credits
- GEOL 235/236 Paleoclimatology / Lab 4 credits
- GEOL 342/343 Sedimentology and Stratigraphy / Lab 4 credits
- GEOL 350/351 Structural Geology / Lab 4 credits
- GEOL 370 Dendrochronology 3 credits
- GEOL 380/381 Principles of Remote Sensing / Lab 4 credits
- GEOL 430/431 Geoarchaeology / Lab 4 credits

**Upper-level Science Electives**

In consultations with advisors, choose two science courses

GEOL, BIO, or CHEM 200 Level or Higher 6 credits

**Environmental Science Capstone Course**

Choose one of the following:

- ENVS 474 Environmental Practicum 3 credits
- ENVS 475 Environmental Science Internship 3 credits
- ENVS 490 Environmental Science Thesis 3 credits

**Bachelor of Science (B.S.) Math and Chemistry Courses**

- STAT 137 Biostatistics 3 credits
- MATH 170 Calculus I 4 credits
- CHEM 121/122 General Chemistry I / Lab 4 credits

**Bachelor of Arts (B.A.) Math Courses**

- STAT 137 Statistics 3 credits
- MATH 118 Mathematics for the Natural Sciences 4 credits

OR

- CHEM 111/112 Chemistry of Life / Lab 4 credits

**Environmental Science Minor**

In addition to a major in Environmental Science, we offer a minor in this discipline as well. Course requirements are below:

- ENVS 105 Introduction to Environmental Studies 3 credits
- GEOL 100/102 Physical Geology / Lab 4 credits
- BIO 146/147 Ecology and Evolutionary Biology of Organisms / Lab 4 credits

Three additional environmental theme courses that are 200 level or higher approved by the minor advisor. (9-12 credits)

Two of the additional 200 level courses must be science courses (e.g., BIO, GEO, PUBH, or SCI)
Mission Statement
The mission and general objective of the Bachelor of Exercise Science major at Mercyhurst University is to provide students with the necessary didactic competencies, proficiencies, and experiences both academically and clinically in order that they have the necessary requirements and background to sit for National Certification Examinations by either ACSM or NSCA. The curriculum in the Exercise Science major is designed to provide students with opportunities to increase their clinical skill set and professional acumen. The student will have every opportunity to fulfill all University and Department requirements toward graduation, and in so doing, will be exposed to the holistic liberal arts experience. This unique combination of the professional preparation and the holistic liberal arts experience will enable students to easily see the larger community picture and how the individual fits within this community to help create a caring and sustainable society.

Program Student Learning Outcomes
- Demonstrate knowledge of patient pre-participation health screening, risk classification, and evaluation.
- Demonstrate knowledge of the benefits and risks associated with physical activity.
- Demonstrate knowledge of health-related physical fitness testing, interpretation, and exercise prescription in the healthy populations.
- Demonstrate knowledge of behavioral theories and strategies for exercise and health promotion.
- Demonstrate proficiency in research methodology and scientific writing.
- Students enrolled in any of the Pre-Health Concentrations within the Sports Medicine major are strongly encouraged to pursue a double major with Exercise Science, which is an employable degree. Refer to the Sports Medicine major for more details.

Admission Requirements
Freshman students must have a minimum GPA of 2.75 in high school plus a 2.75 in each of the following six subjects: Algebra, Geometry, Trigonometry, Biology, Chemistry, and Physics or General Science. Prior to entering their freshman year, it is recommended that exercise science majors complete the American Red Cross Professional Rescuer CPR/AED certification.

Transfer / Undeclared Students
A student transferring to Mercyhurst University can become eligible as a candidate for the Exercise Science program upon completion of the required academic courses. A transfer student with an Exercise Science related background may have specific Exercise Science courses waived by the Exercise Science Program Director. Additionally, the Director of the Exercise Science program may grant exceptions to specific candidates if the student meets all other Exercise Science program admission requirements. In this case, students may be admitted provisionally into the Exercise Science program. Students admitted under these circumstances are granted a reprieve of one academic year to fulfill any remaining course requirements. Provisional students who complete all course requirements after this period will then be granted the opportunity to sit for the review board process. If all the incoming Exercise Science courses are not waived, the student must successfully complete the courses before he/she may apply to the Exercise Science program.

In addition to completing the course requirements, it is recommended that the student have obtained observation hours under qualified Exercise Science professionals in appropriate Exercise Science venues. These hours can count toward the total required at the discretion of the Clinical Coordinator. Transfer students must appear before the Review Board at the end of their first year in the major and be accepted into the major prior to enrolling in upper level courses offered by the Sports Medicine Department.

Final Acceptance Requirements
Students in Exercise Science must apply for formal acceptance into the major in the spring of their Sophomore year, or after one academic year if a transfer student. Failure to do so results in automatic change of status to “pre-major.” Achievement in the following areas will be necessary for success in the Exercise Science field according to guidelines provided by the American College of Sports Medicine, CoAES (Committee on Accreditation for the Exercise Sciences). Students must demonstrate academic success with an overall minimum GPA of 2.65, by having completed the minimum requisite observation hours, and submitting a completed and properly formatted portfolio.

Responsibility
An above average level of responsible achievement within the major should be demonstrated. Evaluation of satisfactory achievement in this area will be determined by letters of recommendation, documentation of required shadow observation, and career portfolio.

Cooperation
An above average level of teamwork with all members of the Exercise Science faculty and with fellow students should be achieved. Determination of satisfactory achievement in this area will be reflected in the recommendation letters.

Problem Solving / Decision Making
Applicants will demonstrate the ability to engage in all levels of critical thinking, including theoretical, practical, and clinical applications.
Clinical Proficiency Skills
Students pursuing Exercise Science will demonstrate proficiency in the acquisition and utilization of clinical skills and designated motor skills pertaining to care of the physically active population. Exercise Science students must complete all lab courses with a grade of “C” or higher. In addition to demonstrating clinical proficiency skills in lab courses, students will have additional opportunities to develop and apply their clinical skills.

These additional opportunities include serving as a strength consultant to the Mercyhurst community in the Junior and Senior years, as well as a required Internship experience after the Junior year. The Internship consists of a minimum 200 hours under the direction of a credentialed professional. The Internship is designed to provide students with a comprehensive clinical experience closely aligned with their prospective career choice.

Academic
Exercise Science majors must achieve and maintain an overall minimum QPA of 2.65. An overall QPA of 3.00 or higher is strongly recommended, should the student be interested in pursuing an advanced graduate degree.

Review Board
The Review Board consists of three members from the Exercise Science academic and professional community. Deliberations of the Board take place at various times, depending upon individual student circumstances: (1) in the Spring semester of the student’s Sophomore year, or; (2) one year after the first academic year for transfer students, and; (3) at other times when the Director deems necessary.

Evaluation Process
The Exercise Science student will have the opportunity to obtain a maximum of 300 points for the review board process. The 300 points consist of 100 points for the GPA, 100 points for the Portfolio (which includes required observation hours), and 100 points for the Review Board interview. To successfully pass the review board process, the candidate must obtain a minimum of 225 points and achieve the minimum 2.65 GPA. If the candidate fails to meet the minimums a one-year probationary period may be offered under the following circumstances:

• The candidate’s GPA is lower than the 2.65, but no lower than 2.55 combined with a Board score of no less than 240 points.
• The candidates Board score is less than the minimum 225 points, but no lower than 200 points combined with a GPA higher than 2.65.
• The candidate has the minimum points (225), has the minimum GPA of 2.65, but has not obtained the minimum number of observation hours

Probation will last one academic year. The student must sit for the review process at the end of the probationary period and must have raised the deficient component to the minimum. If the student fails to pass the second review process, he/she will be dismissed from the Program. The probationary period will be from the time of the Review Board meeting until the first day of classes in the following fall semester (the candidate will have from the end of April to approximately Sept 1st to obtain the necessary hours to reach the minimum 200 hours).

It is required that students submit a completed Health Physical Form, immunization record, TB test, and proof of HBV vaccination to the University Health Center. Once accepted, the student must maintain a GPA of 2.65 or higher. If the QPA falls below 2.65, the student will be placed on probation. If a 2.65 or higher is not achieved at the end of the designated semester, the student will be dismissed from the Program.

It is MOST strongly encouraged for all officially accepted students to become student members of ACSM and/or NSCA (annual student membership cost $80 per year for each). It is mandatory that all Exercise Science students achieve and maintain American Red Cross CPR/AED/First Aid certification throughout their tenure in the Exercise Science program*

*CPR cost approximately $40 every second year
*First Aid cost approximately $40 every third year

All freshman and transfer students entering the Exercise Science major must show proof of passing the American Red Cross Professional Rescuer CPR/AED course prior to starting classes (Freshman are allowed to complete this requirement when they take EAIM in the freshman year). Accepted proof will be a certification card from the American Red Cross.

Appeal Process
Any student dismissed from the Exercise Science major may apply for re-admittance to the program during the next session of the Review Board. The eligibility of the individual will be determined by the Board using the same criteria for accepting a new student into the program. Any student using the appeal process should contact the department chair one term prior to the review board session to initiate the process.

Note: Students advised to discontinue the Exercise Science major are explicitly informed that a lateral move to a related science major may prove problematic, considering the high volume of completed credit hours required in related science fields. This is a risk that the student assumes when he or she accepts approved advancement into the Exercise Science major.

Graduation Requirements
Students who have been accepted into the Exercise Science major must maintain an overall GPA of 2.65. This standard ensures necessary mastery of ACSM-CoAES domains of knowledge, and the domains of knowledge and proficiencies of the NSCA. All required courses in the Exercise Science major must be completed, along with fulfillment of the student’s baccalaureate research project requirement by April 1st of the Senior year.

All Sports Medicine seniors are required to present their research proposals and findings in a University research symposium in the spring semester of the Senior year, or, alternatively, at another professional seminar or symposium. Professional Rescuer CPR/AED certification or skill demonstration is required every 2 years after initial certification.

No major course may be taken on a pass-fail basis and students who earn less than a “C” in any major course or lab must repeat the course or lab. Students who are not majors (including contract majors) may not enroll in courses offered by the Sports Medicine Department/Exercise Science faculty without written permission from the Department Chairperson and the program director.
Clinical Observation Requirements
All Exercise Science majors are required to accrue 100 observation/clinical hours. The observation hours must be completed prior to review board. All Exercise Science majors are required to complete an internship with a minimum of 300 hours. This internship is usually completed in the summer between the Junior and Senior years, but can be completed during the academic year. In addition, all Exercise Science students must accrue 100 hours serving as a strength consultant in their Junior and Senior years.

Strength consultants work with the Mercyhurst community designing and implementing exercise programs to improve health and fitness for the general student population.

Core Exercise Science Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPMD 155</td>
<td>Personal Health Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPMD 157</td>
<td>Emergency Athletic Injury Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPMD 139</td>
<td>Social Statistics</td>
<td></td>
</tr>
<tr>
<td>SPMD 162</td>
<td>Intro to Sports Medicine</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPMD 205/206</td>
<td>Exercise Assessment 1 / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>SPMD 263</td>
<td>Nutrition for Health Professionals</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPMD 305/306</td>
<td>Exercise Prescription / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>SPMD 370/371</td>
<td>Strength Training Program Design / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>SPMD 373/374</td>
<td>Advanced Strength Training / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>SPMD 380/381</td>
<td>Exercise Physiology / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>SPMD 383</td>
<td>Advanced Exercise Physiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPMD 472</td>
<td>Pharmacology</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPMD 480</td>
<td>Research Methods I</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPMD 481</td>
<td>Research Methods II</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPMD 483</td>
<td>Research Methods Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>SPMD 485</td>
<td>Exercise Science Practicum</td>
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</tbody>
</table>

Exercise Science Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPMD 162</td>
<td>Intro to Sports Medicine</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPMD 205/206</td>
<td>Exercise Assessment I / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 240/241</td>
<td>** Human Anatomy / Physiology I / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 250/251</td>
<td>Human Anatomy / Physiology II and Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>SPMD 370/371</td>
<td>Strength Training and Program Design / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>SPMD 380/381</td>
<td>Exercise Physiology / Lab</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

**Prerequisite of BIO 120/121 or 130/131 and Elective Courses

Elective Courses
Students who wish to complete a minor in Exercise Science must choose 3 additional courses from the Sports Medicine Department offerings. Please keep in mind the prerequisite required for some courses.
Fashion Merchandising

Department Chair
Amy Weaver-Kaulis, M.S.

Faculty

Assistant Professor
Amy Weaver-Kaulis, M.S.

Instructors
Erin Magorien, M.S.
Jennifer Craven, M.S.
Ashlee Ryczynski, M.A.

Introduction
The role of fashion merchandisers is to plan, develop, and present product lines. To that end, the fashion department at Mercyhurst University provides a broad range of both career and learning opportunities. The Fashion Industry is one of the most diverse areas of study.

The Fashion Merchandising Studies at Mercyhurst are unique in that we focus on three basic categories of study:

1. The individual person
2. The product
3. The industry itself

Fashion studies concentrate on integrating knowledge in the areas of: human needs, industry trends and anticipation, product line development, textiles, production, sourcing, assessment of performance criteria, advertising, and public relations.

Students graduating in Fashion Merchandising pursue careers as fashion buyers, allocations analysts, corporate account executives, fashion writers and editors, as marketing specialists, product line developers, forecasters, technical designers, human resource directors, entrepreneurs, and educators.

Mission Statement
The B.S. degree in Fashion Merchandising at Mercyhurst University is designed to prepare students for professional careers or graduate education in the textile and apparel industries. Our program provides students with the opportunity to develop conceptual and creative abilities in relation to the individual person, the product, and the industry itself. It is our mission to prepare students by providing teaching excellence in a curriculum that advances creativity, global awareness, and current business practices.

Program Student Learning Outcomes
The fashion merchandising faculty has collaboratively developed seven broad-based learning outcomes that serve as the foundation and guiding force behind our program’s curriculum. Upon completion of the Fashion Merchandising program, graduates will be able to:

- Demonstrate data gathering, synthesis, problem solving, and decision-making.
- Demonstrate written and oral presentation skills appropriate to the field of fashion.
- Identify the manner in which historic, cultural, and cyclical environmental factors impact the fashion industry.
- Distinguish the intrinsic and extrinsic characteristics of all segments within the textile complex, following the progression from fibers to end products.
- Demonstrate basic planning, production, promotion, and distribution techniques for the men’s, women’s, and children’s wear markets.
- Demonstrate knowledge of mathematical concepts and financial statements related to merchandise buying and planning.
- Identify the variety of career opportunities within the fashion industry, the inter-relationships between them, and the methods to gain entry therein.

Unique Features
An important component of our studies is the inclusion of an internship experience. Students are required to intern after the sophomore or junior year and provide documentation of their fashion-related work experience. They are encouraged to seek an internship in fashion centers.

Students have the option of enrolling in the visiting students program at The Fashion Institute of Technology (F.I.T.), in New York City, during their junior or senior year. Criteria and acceptance are the sole purview of F.I.T. and courses must be taken exactly as listed in the F.I.T. catalog. Students may also elect to remain at Mercyhurst University for the full four years.

The Fashion Institute of Technology is a fully accredited educational institution offering programs in a variety of areas including, but not limited to, Fashion Merchandising. F.I.T. sponsors a visiting students program that allows students from other schools throughout the United States to study for a full year, an opportunity that provides excellent social, cultural, and professional advantages.

Students have options as to areas of study and graduate with an Associate’s degree from F.I.T. in addition to their Bachelor of Science degree from Mercyhurst. Students are encouraged to participate in this option given the networking and internship opportunities that abound in New York City.

We feel that the rigor of Mercyhurst, combined with the New York City experience, is the optimal opportunity for our students. A cumulative G.P.A. of 3.0 is required for application to F.I.T., however, applying does not guarantee acceptance. Application must be sent by January 1, the year prior to attendance.

International Studies
Fashion students are encouraged to travel and study abroad. The program offers a trip each academic year. In the odd years, a trip to the New York City Garment District is taken. Students visit corporate headquarters of designers, publishers, trade organizations, print houses, forecasters, etc. In the even years an international trip is offered.

To date faculty/student trips have gone to: Paris, Milan/Florence/Rome, London, and Hong Kong. International fashion trips provide university credits. In addition, Mercyhurst’s International Study Abroad Office coordinates full summers/semesters of study abroad; to date, students have studied in Paris, London, and Florence.
**Sophomore Review**

Students file a formal application for acceptance into the Fashion Merchandising Program during their sophomore year and are evaluated by the Fashion Merchandising faculty. Formal acceptance is contingent upon the following criteria:

1. A minimum 2.5 G.P.A.
2. Completion of realistic and well-defined short and long term career goals.
3. Evidence of ongoing fashion-related work experience.

**Graduation Requirements**

In order to graduate with a degree in Fashion Merchandising from Mercyhurst University, students are required to: (1) have a G.P.A. of 2.5, (2) participate in a senior exit interview with the Department chairperson.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASH 100</td>
<td>Public Speaking in the Fashion Industry</td>
<td>2</td>
</tr>
<tr>
<td>FASH 110</td>
<td>Introduction to the Fashion Industry</td>
<td>3</td>
</tr>
<tr>
<td>FASH 120</td>
<td>Personal Styling Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FASH 230</td>
<td>Fashion Branding</td>
<td>3</td>
</tr>
<tr>
<td>FASH 330</td>
<td>Textiles for Apparel</td>
<td>3</td>
</tr>
<tr>
<td>FASH 360</td>
<td>Merchandise Planning and Control</td>
<td>3</td>
</tr>
<tr>
<td>FASH 400</td>
<td>Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>FASH 450</td>
<td>Product Line Development</td>
<td>3</td>
</tr>
<tr>
<td>FASH 475</td>
<td>Fashion Merchandising Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition to the required courses above, students must take four additional elective courses of their choice.

**Elective Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASH 240</td>
<td>Global Trends In Fashion</td>
<td>3</td>
</tr>
<tr>
<td>FASH 260</td>
<td>Fashion Journalism</td>
<td>3</td>
</tr>
<tr>
<td>FSAT 300</td>
<td>Fashion Merchandising International Travel</td>
<td>3</td>
</tr>
<tr>
<td>FASH 310</td>
<td>Menswear</td>
<td>3</td>
</tr>
<tr>
<td>FASH 370</td>
<td>Fashion Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>FASH 410</td>
<td>Fashion Evolution</td>
<td>3</td>
</tr>
<tr>
<td>FASH 430</td>
<td>Visual Merchandising</td>
<td>3</td>
</tr>
</tbody>
</table>

A cumulative G.P.A. of 2.5 for all courses listed is required for graduation. No course may be taken pass/fail. All courses must be completed to a "C" level.

**Minor Program**

The Fashion Studies minor is offered to non-majors. A requirement of 2.5 remains the standard. No courses may be taken as pass/fail. Fashion Studies minors are required to complete a total of six courses (17-18 credits).

The following two foundation courses are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASH 110</td>
<td>Introduction to the Fashion Industry</td>
<td>3</td>
</tr>
<tr>
<td>FASH 120</td>
<td>Personal Styling Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Students then choose four more courses from those listed below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASH 100</td>
<td>Public Speaking in the Fashion Industry</td>
<td>2</td>
</tr>
</tbody>
</table>

103
Gender Studies
Interdisciplinary Minor

Program Director
Ruth Jolie, Ph.D.

Introduction
Housed in the departments of anthropology, applied sociology, and psychology, the gender studies minor provides students with the opportunity to learn about the impacts of and variation in gender through a multidisciplinary encounter. Although the gender studies minor builds on the university’s special history of empowering women, this is not a women’s studies minor; this minor offers an engendered program of learning and promotes a socially responsible and aware approach to all gendered social interaction through academics and service learning.

Through an appreciation of gender differences, roles and historic interactions in a variety of contexts, students enhance their ability to function in the workplace and at home.

Gender is a primary organizing principle in all societies and its study continues to gain popularity across university campuses because those with a better understanding of the complexities of gender are well-rounded citizens and more marketable.

Given its cross-cultural and multidisciplinary nature, a gender studies minor can enhance employment opportunities. Individuals with this minor find employment in a variety of occupations within governmental and non-governmental organizations, the private sector and helping professions.

Working closely with their minor advisor, students will construct their seven course-minor by taking two required courses and then choose from a flexible list of electives in the departments of anthropology, criminal justice, English and world languages, history, psychology, and religious studies. Note that no more than two electives may be taken from any one department.

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH</td>
<td>Introduction to Gender Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC</td>
<td>Psychology of Gender</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Elective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH</td>
<td>Anthropology of Gender</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANTH</td>
<td>Anthropology of the Family</td>
<td>3 credits</td>
</tr>
<tr>
<td>CRJS</td>
<td>Seminar: Women in Crime</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG</td>
<td>Women and Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td>FREN</td>
<td>Topics in French Literature: Gender</td>
<td>3 credits</td>
</tr>
<tr>
<td>FREN</td>
<td>Seminar: Gender</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS</td>
<td>Gendering World History I</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS</td>
<td>Gendering World History II</td>
<td>3 credits</td>
</tr>
<tr>
<td>RLST</td>
<td>Religious Perspectives on Human Relationships</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Introduction

Students majoring in Geology will be preparing themselves to take an active role in the utilization of the earth’s resources while protecting its fragile environment. Course work involves hands-on use of modern laboratory equipment and extensive projects out in the field. The faculty combine the use of small class sizes and abundant travel opportunities with a commitment to involving students in ongoing geological projects that involve both local and far-ranging locales.

Locally the emphasis is on the ice age deposits and modern coastal processes on the shores of Lake Erie, the folded sedimentary rocks of the Appalachian Mountains, and the igneous and metamorphic rocks of nearby Canada.

Far-ranging projects include work with soils from the American southwest, igneous rocks from Nevada and Arizona, beaver pond sediments from Yellowstone National Park, describing vertebrate and invertebrate fossil remains, and planetary mapping of Mars and Venus.

Mission Statement

Geology is the science of the Earth – how it was made, what comprises it, and how it operates. These are all concepts critical to understand in order to survive on this Earth and to be responsible and successful stewards of the resources we harvest from it. In essence, geology touches on the most fundamental of concepts that are often times overlooked, but are required to know in order to be able to live in a sustainable fashion on our home planet.

Without an understanding of geology, there would be a populace who would not understand the fine line between humans and the Earth. Specifically, events such as flooding, earthquakes, and landslides (events that affect humans with negative consequences on an everyday basis) could not be addressed and mitigated without the knowledge of geology; nor could the necessary and responsible extraction and management of natural resources from the Earth happen without knowledge of how and where they occur.

Hence, the mission of the Mercyhurst University Geology Department is to educate and train students in the Earth Sciences so that they are reflectively aware of the natural environment in which they live and are globally responsible of the Earth and its resources. Central in this mission is a commitment to experiential learning through rigorous laboratory exercises, hands-on field experiences, participation in faculty-student collaborative research projects and travel courses, and the opportunity to attend and participate in professional conferences.

Learning Outcomes

The Geology Department has identified eight broad learning outcomes that all geology majors should meet before they earn their degree. Upon completion of the Geology curriculum, a geology major should be able to:

- Explain the paradigms that shape current geologic thought (e.g., plate tectonics).
- Explain the concept of geologic time and detail the geologic time scale for the Earth.
- Explain the processes that have shaped and continue to shape the Earth.
- Identify significant geologic features on the Earth and place them into their appropriate geologic context.
- Identify common rocks and minerals found on and inside the Earth using hand samples and thin sections.
- Associate common rocks and minerals found on and inside the Earth with their appropriate geologic context.
- Formulate and communicate an effective scientific argument through written and oral means.
- Demonstrate the ability to organize and conduct geology-related field and laboratory work.

The curricula are designed with three primary objectives:

- To prepare students for entry level employment with consulting and engineering companies that concentrate on environmental problems
- To prepare students for entry level employment in federal, state, and municipal environmental agencies
- To prepare students who enter graduate programs in the branch of geology of their choosing in preparation for university teaching or upper level employment with private companies or governmental agencies.

Many of our graduates have secured entry-level positions in the government and private sectors upon graduation; many other graduates from the Mercyhurst geology program have secured full-ride funding from a variety of graduate programs. Thus, we believe our curriculum prepares our students well for a geology career after Mercyhurst.

The Department of Geology also maintains special relationships with the Environmental Science program as well as the Department of Anthropology and Archaeology. Students with interests in geology and either of these two programs are strongly encouraged to participate in joint activities between the programs and to discuss possible cross-over opportunities.

Geology Requirements

The Department of Geology offers courses leading to Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree in Geology. Students seeking a degree in Geology are required to take core Geology courses plus two additional electives. Students must also complete a senior capstone project, which requires four courses. These are an additional 6 cognate courses in math, physics, and
chemistry. The required coursework in these subjects depends on whether a student pursues a B.A. or B.S. degree. Students who expect to attend graduate school after graduation are strongly recommended to pursue the B.S. degree.

To be recommended for graduation, students must earn at least a 2.5 GPA in their Geology courses and earn a grade of at least C in any Geology class completed to fulfill a degree requirement. Students must earn at least a grade of D in each cognate. Students have the option of completing a concentration in Geoarchaeology, Planetary Geology, Paleontology, Environmental Geology, or Earth and Space Science Education. Earth and Space Science Education is designed for students seeking an Earth and Space Science certification and M.S. in secondary Education via Mercyhurst’s 4+1 master’s program in secondary education.

The other concentrations take advantage of the specialized research strengths, facilities and course offerings available at Mercyhurst. These concentrations typically require four to five courses in addition to the regular geology major curriculum and are designed to provide the student with a more in-depth understanding of a specific aspect of geology. Although an area of concentration is not required as part of the geology major, the concentrations do provide students an avenue to become more specialized in an area of geology, which could make them more competitive for graduate school and/or future employment in that area.

**Geology Major**

**Geology Major Core Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 100</td>
<td>Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 102</td>
<td>Physical Geology Lab</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 110</td>
<td>Historical Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 111</td>
<td>Historical Geology Lab</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 211</td>
<td>Mineralogy</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 212</td>
<td>Mineralogy Lab</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 310</td>
<td>Petrology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 311</td>
<td>Petrology Lab</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 215</td>
<td>Geomorphology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 216</td>
<td>Geomorphology Lab</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 342</td>
<td>Sedimentology and Stratigraphy</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 343</td>
<td>Sedimentology and Stratigraphy Lab</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 350</td>
<td>Structural Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 351</td>
<td>Structural Geology Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Plus two additional geology elective courses numbered 200 or above. It is strongly recommended that students interested in Geoarchaeology for graduate studies and/or a career, take both GEOL 215/216 and GEOL 430/431. Students considering graduate school are strongly recommended to pursue the B.S. degree.

**Geology Major Capstone Courses**

Before registering for Capstone courses students must complete GEOL 100 and GEOL 102 and get permission of the instructor.

**Geology Major Capstone Courses:**

<table>
<thead>
<tr>
<th>Geology Major Capstone Courses</th>
<th>GEOL</th>
<th>GEOL430/431</th>
<th>Field Methods in Geology</th>
<th>4 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved Field School</td>
<td>GEOL</td>
<td>GEOL 410</td>
<td>Seminar and Research</td>
<td>1-4 credits</td>
</tr>
<tr>
<td></td>
<td>GEOL</td>
<td>GEOL 490</td>
<td>Senior Thesis</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>ANTH</td>
<td>GEOL 390</td>
<td>Research and Design</td>
<td>May be Substituted for GEOL 410</td>
</tr>
</tbody>
</table>

**Geology Major Elective Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 205</td>
<td>Cities on Active Volcanoes</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 206</td>
<td>Cities on Active Volcanoes Lab</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 225</td>
<td>Science on Display</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 226</td>
<td>Science on Display Lab</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 235</td>
<td>Paleoclimatology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 236</td>
<td>Paleoclimatology Lab</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 240</td>
<td>Paleontology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 241</td>
<td>Paleontology Lab</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 302</td>
<td>Hydrogeology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 303</td>
<td>Hydrogeology Lab</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 306</td>
<td>Soils</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 307</td>
<td>Soils Lab</td>
<td>1</td>
</tr>
<tr>
<td>GEOL/ANTH 370</td>
<td>Dendrochronology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 380</td>
<td>Principles of Remote Sensing</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 381</td>
<td>Principles of Remote Sensing Lab</td>
<td>1</td>
</tr>
<tr>
<td>GEOL/ANTH 430</td>
<td>Geoarchaeology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 431</td>
<td>Geoarchaeology Lab</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 440</td>
<td>Introduction to GIS</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 441</td>
<td>Introduction to GIS Lab</td>
<td>1</td>
</tr>
<tr>
<td>SCI 225</td>
<td>Oceanography</td>
<td>4</td>
</tr>
</tbody>
</table>

Subject to department chair approval, one course numbered 200 or above in mathematics/computer systems or the natural sciences may count as one geology elective course. Students pursuing the Earth and Space Science concentration may count either SCI 118/119 Astronomy and Lab or GEOL 112/113 Voyages to the Terrestrial Planets and Lab as one of their two elective Geology courses.

**B.A. Cognate Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 118</td>
<td>Mathematics for the Natural Sciences</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry I Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 131</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 132</td>
<td>General Chemistry II Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 101</td>
<td>Principles of Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 103</td>
<td>Principles of Physics I Lab</td>
<td>1</td>
</tr>
</tbody>
</table>
Plus one additional math course and either PHYS 102/106 or an additional course in mathematics/computer systems or the natural sciences. For the B.A. degree in geology, an additional course in the natural sciences or computer systems may be substituted for CHEM 131/132. Subject to department chair approval.

B.S. Cognate Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 170</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry I Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 131</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 132</td>
<td>General Chemistry II Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 101</td>
<td>Principles of Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 103</td>
<td>Principles of Physics I Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Plus one additional math course beyond MATH 118 and either PHYS 102/106 or an additional course in mathematics/computer systems or natural sciences. Subject to department chair approval. Students considering graduate school are strongly encouraged to take MATH 171 Calculus II.

Geology Minor

Geology Minor Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 100</td>
<td>Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 102</td>
<td>Physical Geology Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Plus four additional geology courses with at least three numbered 200 or higher; SCI 225 Oceanography may count towards the geology minor.

Geoarchaeology Concentration

Geoarchaeology Concentration Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 306</td>
<td>Soils</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 307</td>
<td>Soils Lab</td>
<td>1</td>
</tr>
<tr>
<td>GEOL/ANTH 430</td>
<td>Geoarchaeology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL/ANTH 431</td>
<td>Geoarchaeology Lab</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 130</td>
<td>Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 131</td>
<td>Archaeology Lab</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 224</td>
<td>Archaeological Field Methods</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 225</td>
<td>Archaeological Field Methods Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Paleontology Concentration

Paleontology Concentration Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 240</td>
<td>Paleontology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 241</td>
<td>Paleontology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 144</td>
<td>Ecology and Evolutionary Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 145</td>
<td>Ecology and Evolutionary Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>MATH 139</td>
<td>Statistics for the Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

AND Two (2) of the Following Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 148/149</td>
<td>Organismal Biology / Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 320/321</td>
<td>Comparative Vertebrate Anatomy / Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

BIO 230/231 | Invertebrate Zoology / Lab | 4       |

BIO 374 | Evolution                  | 3       |

CHEM 240/241 | Organic Chemistry 1 / Lab | 4       |

Depending upon university-wide offerings and department chair approval, an alternative statistics-themed course may be substituted for MATH 139 Statistics for the Sciences.

Geology Minor

Geology Minor Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 203</td>
<td>Voyages to the Terrestrial Planets</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 204</td>
<td>Voyages to the Terrestrial Planets Lab</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 380</td>
<td>Principles of Remote Sensing</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 381</td>
<td>Principles of Remote Sensing Lab</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 440</td>
<td>Introduction to GIS</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 441</td>
<td>Introduction to GIS Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Planetary Geology Concentration

Planetary Geology Concentration Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 112</td>
<td>Voyages to the Terrestrial Planets</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 113</td>
<td>Voyages to the Terrestrial Planets Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 146</td>
<td>Ecology and Evolutionary Biology of Organisms</td>
<td>3</td>
</tr>
<tr>
<td>BIO 146</td>
<td>Ecology and Evolutionary Biology of Organisms Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Plus one additional climate-themed course that is subject to department chair approval. Students pursuing a planetary geology concentration cannot also concurrently pursue a planetary science minor.

Earth and Space Science Education Concentration

Earth and Space Science Education Concentration Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI 225</td>
<td>Oceanography</td>
<td>4</td>
</tr>
<tr>
<td>SCI 118</td>
<td>Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>SCI 119</td>
<td>Astronomy Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 112</td>
<td>Voyages to the Terrestrial Planets</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 113</td>
<td>Voyages to the Terrestrial Planets Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 146</td>
<td>Ecology and Evolutionary Biology of Organisms</td>
<td>3</td>
</tr>
<tr>
<td>BIO 146</td>
<td>Ecology and Evolutionary Biology of Organisms Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Plus one additional meteorology or climatology-themed course that is subject to department chair approval. Either SCI 118/119 Astronomy/Lab OR GEOL 112/113 Voyages to the Terrestrial Planets/Lab may be taken as part of this concentration.

Environmental Geology Concentration

Environmental Geology Concentration Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 306/307</td>
<td>Soils / Lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 302/303</td>
<td>Hydrogeology / Lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 288</td>
<td>Energy and Environmental Justice</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 440/441</td>
<td>Introduction to GIS / Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

Plus either PUBH 201 Environmental Health or a climate-themed course that is subject to department chair approval. Students pursuing an environmental geology concentration cannot also concurrently pursue an environmental science major or minor.
History

Department Chair
John Olszowka, Ph.D.

Faculty

Professors
Chris J. Magoc, Ph.D.

Associate Professor
John Olszowka, Ph.D.

Assistant Professors
Averill Earls, Ph.D.
Benjamin G. Scharff, Ph.D.

Introduction
The Department of History helps its students develop as creative problem solvers as well as critical thinkers and evaluators of contemporary life through the study of history. A premium is placed on effective written and oral communication. Research skills, the basic tools of many rewarding careers, are the focus of our program’s senior thesis and senior seminar in history. Majors are prepared upon graduation to assume future challenges in law, public service, business, and many other professional fields.

Students who meet the criteria will be invited to join Phi Alpha Theta, a nationally recognized history honor society. History students are encouraged to join the Model United Nations club on campus, which offers the opportunity to participate in intercollegiate historical simulations.

The History Club provides opportunities for extra-curricular trips, film/discussion events and other history-related activities.

Mission Statement
The mission of the Mercyhurst University History Department begins with the engagement of all students in the infinitely rewarding study of past human societies and cultures—the foundational premise of History’s central place in the Liberal Arts curriculum. We aim continuously to strengthen students’ abilities to conduct primary and secondary source research, to analyze and weigh evidence, and to articulate sound conclusions and arguments both orally and in writing.

Through courses that extend chronologically and thematically from the ancient world to contemporary societies and cultures, Mercyhurst History majors acquire knowledge and critical thinking skills that cultivate their development as informed, engaged, and thoughtful citizens. Our graduates are prepared to pursue successful careers as teachers, researchers, writers and journalists, attorneys, non-profit or public service professionals, historians in both the public and private sectors, among many other career tracks.

To advance this mission, the curriculum of the Mercyhurst History Department emphasizes thorough and ongoing study of primary sources and the secondary-source interpretations of a wide range of scholars. Through extensive writing and discussion opportunities in virtually every course, students are challenged to develop the historical habits of mind that will provide them with personal enrichment, equip them to better understand the complex world in which they live, and to sustain throughout their lives the spirit of inquiry, curiosity and civic engagement that lies at the heart of the discipline of history.

Program Student Learning Outcomes

Critical Thinking. Students will demonstrate an ability to consider, and determine a position on, an historical problem critically: stating the issue clearly, recognizing, questioning and evaluating their own assumptions, and identifying and assessing the relevant interpretations and arguments of scholars on the problem. They will master the ability to examine critically the rhetoric, bias, and motivation of primary source accounts, understanding the critical importance of historical context and audience. Finally, students will be able to present, evaluate, and analyze appropriate supporting evidence and use it effectively in arguing a reasoned conclusion.

Historical Knowledge and Understanding. Students will demonstrate a broad understanding of the general characteristics and key developments of major periods of United States, European, and non-western history (embracing their intellectual, economic, social, cultural, and political dimensions), and a more fully developed and detailed comprehension of one major area of historical study. They will also exhibit an understanding of historiography, and the shifting schools of thought on one particular area of history.

Information Literacy. Students will demonstrate proficiency working with historical sources of information, including: design and refine a research strategy appropriate to a research problem; identify and locate a range of primary and secondary sources; organize, synthesize and incorporate a range of materials to advance an historical argument they have developed; employ the professional standards and practices of the historian—proper use of citation and references, paraphrasing, quoting and summarizing, and thorough contextualizing of primary source material.

Communication. Students will demonstrate proficiency and maximum fluency in communicating historical knowledge and arguments orally and in writing. They will employ a range of high quality, relevant primary and secondary sources to advance their ideas; organize their ideas clearly and methodically; use appropriate stylistic presentation and format for historical writing; and keep grammatical and syntax errors to an absolute minimum.

Intercultural Historical Knowledge and Understanding and Civic Engagement. Students will demonstrate an understanding of the cultural construction of race, gender, ethnicity and nature in history, a historically well-informed cultural self-awareness, and a related understanding of the elements that shape other peoples’ history, cultural beliefs and practices, economic and political systems, as well as their relationships with other peoples and nation-states. An empathy-based historical sensibility and knowledge base should move them to ask complex questions about other cultures that transcend time and place. Further, students will exhibit a well-developed understanding of how dominant perspectives in a society shape social authority and patterns of power, as well as of the historical evolution of American democracy in a comparative perspective relative to the expressions of ideals and practices in other countries. Students will demonstrate a capacity to exchange ideas about civic engagement in ways that draws on others’ viewpoints.
The Value of Material Evidence. Students will demonstrate essential knowledge of material culture scholarship, and be able to identify and classify artifacts and landscapes according to their thematic, physical, geographical, and chronological contexts, and to communicate knowledge and assessments effectively both through oral presentation and through written analysis.

Public History Theory, Methods, Ethics, and Technical Practice. Students will exhibit an essential understanding of the many dimensions of collecting, preserving and interpreting history for the public; the development of public history in relation to the historical profession as a whole; key theories, research methods, technical practices and ethical standards of at least one track in public history (e.g., museums, historic preservation); enduring and critical issues associated with the practice of public history. Students will also demonstrate the ability to engage in the practice of public history and to undertake a public history project, either individually or as members of a team.

Students must maintain an overall GPA of 2.5 and a 2.75 GPA in major courses to be certified for graduation as a History major or minor. No major course may be taken on a pass-fail basis. Additionally, students who fail to earn a grade of C or better in a major course may not count it toward the major. Student progress will be monitored in an annual review. Students whose performance is unsatisfactory are placed on probation or are dropped from the major, depending on the outcome of the review.

History Major — 42 Credits

Category I: American History

Minimum Nine (9) Credits in U.S. History

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 101</td>
<td>US History To 1865</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 102</td>
<td>US History Since 1865</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 211</td>
<td>Colonial America</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 212</td>
<td>Revolutionary America</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 213</td>
<td>Early Republican America</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 214</td>
<td>Pennsylvania History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 215</td>
<td>American Indian History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 216</td>
<td>Civil War and Reconstruction</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 217</td>
<td>Making Modern America 1877-1920</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 219</td>
<td>World War II</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 220</td>
<td>America Since 1945</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 221</td>
<td>US Environmental History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 224</td>
<td>Vietnam War</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 225</td>
<td>Exploring American Culture 1920-Present</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 230</td>
<td>History Of American West</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 232</td>
<td>African Americans in Film</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 233</td>
<td>History of Sports in America</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 235</td>
<td>Intro to Public History Museum Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 236</td>
<td>Intro to Historic Preservation</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 238</td>
<td>Introduction to Archives and Records</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 240</td>
<td>Museum Studies II</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 305</td>
<td>American Material Culture / Built Landscape</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 316</td>
<td>Labor and Working Class America</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 325</td>
<td>Fear and Film in the Nuclear Age</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 326</td>
<td>The Turbulent Sixties</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 327</td>
<td>The Civil Rights Movement</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 391</td>
<td>Special Topics in American History</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Category II: Western and World Historical Perspectives

Choose Nine (9) Credits in European History

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 145</td>
<td>Europe History To Renaissance</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 146</td>
<td>Europe History Since Renaissance</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 170</td>
<td>World History I: Agriculture to Zheng He</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 171</td>
<td>World History II: Exploration to Atomic Age</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 219</td>
<td>World War II</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 245</td>
<td>Ancient Greece</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 246</td>
<td>Ancient Rome</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 247</td>
<td>Medieval Europe</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 260</td>
<td>History of Ireland</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 261</td>
<td>British Empire</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 262</td>
<td>Victorian Britain</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 270</td>
<td>20th Century World</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 272</td>
<td>Soviet Russia</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 274</td>
<td>Modern Middle East</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 281</td>
<td>Gender World History II</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 283</td>
<td>Sex in Modern History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 371</td>
<td>Russian Film</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 381</td>
<td>Empire and Imperialism II: Modern World</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 384</td>
<td>Memory and History of Holocaust</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 392</td>
<td>Special Topics in European History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 393</td>
<td>Special Topics in World History</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Category III: Methods

Minimum Three (3) Credits in Methods

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 100</td>
<td>History Detectives</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 235</td>
<td>Introduction to Public History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 295</td>
<td>Digital History: Story Telling</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 296</td>
<td>Digital History: 101 to 3.0</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 301</td>
<td>Historical Methods</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Category IV: Capstone

Minimum Three (3) Credits in Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 480</td>
<td>Senior Seminar</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 490</td>
<td>Senior Thesis</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

History Minor

Choose six courses total (18 credit hours), no more than two of which may be at the 100 level. No courses taken as part of the History Minor may be credited on a Pass/Fail basis.
History and Public History Concentration

The department offers a Public History Concentration. It is designed for students interested in the growing field of public history, including museums and historic sites, historical societies, heritage preservation and tourism, archival collections, folklore and oral history, business and labor history, and historic preservation. In addition to their core history courses and other electives, students in the program take courses specifically designed to prepare them for either entry level positions in public history or graduate training in the field. An internship with a museum, historical society or historic site is required, providing the student with initial experience in the field. The required senior project provides students an opportunity to produce a substantive and publishable work of public history scholarship.

Public History Concentration — 42 Credits

Required History Concentration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 235</td>
<td>Introduction to Public History / Museum Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 236</td>
<td>Introduction to Historic Preservation</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 240</td>
<td>Museum Studies II</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 305</td>
<td>American Material Culture / Built Landscape</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 475</td>
<td>Public History Internship</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 485</td>
<td>Senior Project in Public History</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Choose Two (2) Additional Courses from the Following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 238</td>
<td>Introduction to Archives</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 295</td>
<td>Digital History: Storytelling</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 296</td>
<td>Digital History: 101 to 3.0</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 394</td>
<td>Special Topics in Public History</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANTH 205</td>
<td>Historical Archaeology</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANTH 227</td>
<td>Ethnographic Field Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>ART 128</td>
<td>Computer Design for Non-Designers</td>
<td>3 credits</td>
</tr>
<tr>
<td>ART 220</td>
<td>Introduction to Graphic Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM 402</td>
<td>Documentary Film Production</td>
<td>3 credits</td>
</tr>
<tr>
<td>GEOL 225/226</td>
<td>Science on Display / Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>BADM 455</td>
<td>Special Topics: Grant Writing</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Students will take a minimum of 6 additional history courses (18 credits). Three (3) American and Three (3) Western / World Perspectives.

Public History Minor

Required Public History Minor Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 235</td>
<td>Introduction to Public History / Museum Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 240</td>
<td>Museum Studies II</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 305</td>
<td>American Material Culture / Built Landscape</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Choose One (1) Additional Course from the Following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 236</td>
<td>Introduction to Historic Preservation</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

HIS 238 Introduction to Archives 3 credits
HIS 295 Digital History: Storytelling 3 credits
HIS 296 Digital History: 101 to 3.0 3 credits
HIS 394 Special Topics in Public History 3 credits
ANTH 205 Historical Archaeology 3 credits
ANTH 227 Ethnographic Field Methods 3 credits

Choose One (1) Additional Course from the Following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 475 Internship</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>HIS 485 Senior Project in Public History</td>
<td>3 credits</td>
<td></td>
</tr>
</tbody>
</table>

Choose Three (3) Courses Total (9 Credit Hours). No courses taken as part of the Public History Minor may be credited on a Pass/Fail basis.

Social Studies Education Certification Program (4-Year Option)

This program enables students to graduate as a History major and to attain their Pennsylvania teacher certification in Social Studies within a 4-year period becoming certified to teach history and other social studies subjects at the high school level. Students must maintain a 3.0 GPA or better throughout the program as mandated by the Pennsylvania Department of Education, pass the required PRAXIS Exams, and also secure the necessary state and national clearances as outlined in the Education Department section of this catalog.

When student teaching in the region, Mercyhurst social studies students are universally praised for the high caliber preparation they have received in our classrooms. Following graduation, our Social Studies Education majors have long enjoyed a remarkably high success rate in securing teaching positions.

History Curriculum — 33 Credits

Category I: U. S. History

Minimum Nine (9) Credits in U. S. History

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 101</td>
<td>US History To 1865</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 102</td>
<td>US History Since 1865</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 211</td>
<td>Colonial America</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 212</td>
<td>Revolutionary America</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 213</td>
<td>Early Republican America</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 214</td>
<td>Pennsylvania History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 215</td>
<td>American Indian History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 216</td>
<td>Civil War and Reconstruction</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 217</td>
<td>Making Modern America 1877-1920</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 219</td>
<td>World War II</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 220</td>
<td>America Since 1945</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 221</td>
<td>U.S. Environmental History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 224</td>
<td>Vietnam War</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 225</td>
<td>Exploring American Culture 1920-Present</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 230</td>
<td>History of American West</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 232</td>
<td>African Americans in Film</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 233</td>
<td>History of Sports in America</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 235</td>
<td>Introduction to Public History Museum Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 236</td>
<td>Introduction to Historic Preservation</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Category II: Western and World Historical Perspectives

Minimum Nine (9) Credits in Western and World Historical Perspectives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 145</td>
<td>Europe History to Renaissance</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 146</td>
<td>Europe History Since Renaissance</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 170</td>
<td>World History: Agriculture to Zheng He</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 171</td>
<td>World History II: Exploration to Atomic Age</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 219</td>
<td>World War II</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 245</td>
<td>Ancient Greece</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 246</td>
<td>Ancient Rome</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 247</td>
<td>Medieval Europe</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 260</td>
<td>History of Ireland</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 261</td>
<td>British Empire</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 262</td>
<td>Victorian Britain</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 270</td>
<td>20th Century World</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 272</td>
<td>Soviet Russia</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 274</td>
<td>Modern Middle East</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 281</td>
<td>Gender World History II</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 283</td>
<td>Sex in Modern History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 371</td>
<td>Russian Film</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 381</td>
<td>Empire and Imperialism II: Modern World</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 384</td>
<td>Memory and History of Holocaust</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 392</td>
<td>Special Topics in European History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 393</td>
<td>Special Topics in World History</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Category III: Additional Required Courses

Choose One (1) Additional Course from the Following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 100</td>
<td>History Detectives</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 295</td>
<td>Digital History: Storytelling</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 296</td>
<td>Digital History: 101 to 3.0</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 301</td>
<td>Historical Methods</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Three (3) Additional Courses of the Student's Choosing.

Social Studies Curriculum — 24 Credits

(A number of these courses also satisfy the student's requirements in the Mercyhurst University REACH Curriculum)

Required Social Studies Curriculum Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
<td>3 credits</td>
</tr>
<tr>
<td>ECON 105</td>
<td>Macroeconomics</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANTH 112</td>
<td>World Cultures</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 175</td>
<td>World Geography</td>
<td>3 credits</td>
</tr>
<tr>
<td>POLI 100</td>
<td>American Government</td>
<td>3 credits</td>
</tr>
<tr>
<td>POLI 303</td>
<td>Geopolitics</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Two (2) Mathematics Courses Above College Algebra Level 6 credits

Education Curriculum — 39 Credits

(Several courses will also count for the Liberal Arts Core)

Required Education Curriculum Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WL 101</td>
<td>Culturally/Linguistically Diverse Learners</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDUC 210</td>
<td>Comparative Issues in Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDSP 521</td>
<td>Psychology of Diverse Learners</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDSP 522</td>
<td>Inclusive Practices</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDSE 601</td>
<td>Critical Teaching Strategies</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDSE 605</td>
<td>Curriculum and Instruction: Social Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDSE 610</td>
<td>21st Century Literacies</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDUC 474</td>
<td>Clinical I Secondary Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDUC 475</td>
<td>Capstone Clinical</td>
<td>9 credits</td>
</tr>
</tbody>
</table>

Social Studies Education Certification Program (5-Year Option) with an M.S. in Education

This program enables students to graduate as a History major while completing their content area requirements for Pennsylvania teacher certification in Social Studies. Along with their history and social studies content courses, students take the PRAXIS I national Teacher Exam, EDUC 210, Comparative Issues in Education and WL 101, Culturally and Linguistically Diverse Learners. Following acceptance by the Education Department into the program, in the fifth year (at the Masters level reduced tuition rate), students complete their education requirements and their student teaching, and earning both their teacher's certification in Social Studies as well as an M.S. in Secondary Education

History Curriculum — 42 Credits

Category I: American History

Minimum Nine (9) Credits in U.S. History

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 101</td>
<td>US History To 1865</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 102</td>
<td>US History Since 1865</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 211</td>
<td>Colonial America</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 212</td>
<td>Revolutionary America</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 213</td>
<td>Early Republican America</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 214</td>
<td>Pennsylvania History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 215</td>
<td>American Indian History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 216</td>
<td>Civil War and Reconstruction</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIS 217</td>
<td>Making Modern America 1877–1920</td>
<td>3 credits</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HIS 219</td>
<td>World War II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 220</td>
<td>America Since 1945</td>
<td>3</td>
</tr>
<tr>
<td>HIS 221</td>
<td>US Environmental History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 224</td>
<td>Vietnam War</td>
<td>3</td>
</tr>
<tr>
<td>HIS 225</td>
<td>Exploring American Culture 1920-Present</td>
<td>3</td>
</tr>
<tr>
<td>HIS 230</td>
<td>History of American West</td>
<td>3</td>
</tr>
<tr>
<td>HIS 232</td>
<td>African Americans in Film</td>
<td>3</td>
</tr>
<tr>
<td>HIS 233</td>
<td>History of Sports in America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 235</td>
<td>Intro to Public History Museum Studies</td>
<td>3</td>
</tr>
<tr>
<td>HIS 236</td>
<td>Intro to Historic Preservation</td>
<td>3</td>
</tr>
<tr>
<td>HIS 238</td>
<td>Introduction to Archives and Records</td>
<td>3</td>
</tr>
<tr>
<td>HIS 240</td>
<td>Museum Studies II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 245</td>
<td>American Material Culture / Built Landscape</td>
<td>3</td>
</tr>
<tr>
<td>HIS 246</td>
<td>Labor and Working-Class America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 255</td>
<td>Fear and Film in the Nuclear Age</td>
<td>3</td>
</tr>
<tr>
<td>HIS 262</td>
<td>The Turbulent Sixties</td>
<td>3</td>
</tr>
<tr>
<td>HIS 267</td>
<td>The Civil Rights Movement</td>
<td>3</td>
</tr>
<tr>
<td>HIS 391</td>
<td>Special Topics in American History</td>
<td>3</td>
</tr>
</tbody>
</table>

**Category II: Western and World Historical Perspectives**

**Choose Nine (9) Credits in European History**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIS 245</td>
<td>Europe History To Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>HIS 146</td>
<td>History Since Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>HIS 170</td>
<td>World History I: Agriculture to Zheng He</td>
<td>3</td>
</tr>
<tr>
<td>HIS 171</td>
<td>World History II: Exploration to Atomic Age</td>
<td>3</td>
</tr>
<tr>
<td>HIS 219</td>
<td>World War II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 245</td>
<td>Ancient Greece</td>
<td>3</td>
</tr>
<tr>
<td>HIS 246</td>
<td>Ancient Rome</td>
<td>3</td>
</tr>
<tr>
<td>HIS 247</td>
<td>Medieval Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIS 260</td>
<td>History of Ireland</td>
<td>3</td>
</tr>
<tr>
<td>HIS 261</td>
<td>British Empire</td>
<td>3</td>
</tr>
<tr>
<td>HIS 262</td>
<td>Victorian Britain</td>
<td>3</td>
</tr>
<tr>
<td>HIS 270</td>
<td>20th Century World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 272</td>
<td>Soviet Russia</td>
<td>3</td>
</tr>
<tr>
<td>HIS 274</td>
<td>Modern Middle East</td>
<td>3</td>
</tr>
<tr>
<td>HIS 281</td>
<td>Gender World History II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 283</td>
<td>Sex in Modern History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 371</td>
<td>Russian Film</td>
<td>3</td>
</tr>
<tr>
<td>HIS 381</td>
<td>Empire and Imperialism II: Modern World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 384</td>
<td>Memory and History of Holocaust</td>
<td>3</td>
</tr>
<tr>
<td>HIS 392</td>
<td>Special Topics in European History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 393</td>
<td>Special Topics in World History</td>
<td>3</td>
</tr>
</tbody>
</table>

**Category III: Methods**

**Minimum Three (3) Credits in Methods**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 100</td>
<td>History Detectives</td>
<td>3</td>
</tr>
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</table>

**Category IV: Capstone**

**Minimum Three (3) Credits in Capstone**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 235</td>
<td>Introduction to Public History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 295</td>
<td>Digital History: Story Telling</td>
<td>3</td>
</tr>
<tr>
<td>HIS 296</td>
<td>Digital History: 101 to 3.0</td>
<td>3</td>
</tr>
<tr>
<td>HIS 301</td>
<td>Historical Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

**Social Studies Content Area**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>ECON 105</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 112</td>
<td>World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>POLI 100</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>POLI 303</td>
<td>Geopolitics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 236</td>
<td>World Politics (3 credits)</td>
<td>3</td>
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</table>

**Second Mathematics Course (required)**

**Education Content Area**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WL 101</td>
<td>Culturally / Linguistically Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 210</td>
<td>Comparative Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>
Hospitality Management

Department Chair
Daryl Georger, D.Ed.

Faculty

Assistant Professors
Daryl Georger, D.Ed.
Beth Ann Sheldon, M.Ed., R.D.

Lecturers
Allyson Schrimper-Minor, M.S.

Instructors
Chef Dennis Dunne, B.A.
Robert Green, B.S.
Ryan Johnson, M.S.
Chef Meghan Mehler, B.A.
Executive Chef-Rotation

Introduction
The Statler Department of Hospitality Management (HM) offers baccalaureate degrees with a unique blend of classroom theory and Hospitality Industry field experience.

The Department of Hospitality Management was developed at Mercyhurst over 46 years ago in response to a growing demand for professionals in this field. Since 1992, the HM program has held accreditation from the Accreditation Commission for Programs in Hospitality Administration (ACPHA).

The accredited Statler HM curriculum has been designed to provide the essential management abilities needed by professional management in this global, highly specialized and diversified industry. In addition, Statler HM students are provided with hands on experiences and numerous opportunities to practice their hospitality skills in appropriate and challenging environments.

The Statler Department of Hospitality Management facilities include a commercially equipped food service facility in the Center for Academic Excellence which includes the Marriott lab kitchen, the Marriott restaurant/Café, and the Café Diem coffee shop. Other facilities included in the Statler Department of Hospitality include an actual Hilton Specified guest room/ housekeeping lab (the Hilton Corporation Hotel lab), and the Statler Technology Center, a state of-the-art smart classroom dedicated in honor of Ellsworth Milton Statler, America’s premier hotelier. The Statler Department of Hospitality and its facilities have been partially funded and supported by the Statler Foundation. Additionally, Mercyhurst’s Statler Department of Hospitality Management partners with a regional country/golf club, offering students hands-on experiences in club management.

Mission Statement
The Statler Department of Hospitality Management fosters and promotes the spirit of hospitality consistent with the Mercyhurst mission of service to others and the community. In keeping with the founding vision of Mercyhurst, hospitality students are prepared for industry leadership through a balance of liberal studies, business, and hospitality industry specific course work. This balanced approach to higher education nurtures scholarship, creativity, communication and responsible stewardship for the global hospitality community. Hospitality industry course work and world class internships, supported by the Walker College of Business and Management core business curriculum, provides the hospitality student with a strong foundation in accounting, finance, and management, while building leadership, critical thinking skills, and problem solving skills required for success at the national and international levels.

Program Student Learning Outcomes
The Statler Department of Hospitality Management includes learning outcomes and guidelines that have been established by the HM faculty, hospitality industry leaders, accreditation, and world-class hospitality corporate management training programs. Students are expected to:

Demonstrate an acquisition of skills related to technical systems used in hospitality industry divisions.

Apply basic marketing concepts to industry promotion in all areas of concentrations.

Accurately complete and understand financial data related to areas of the accredited hospitality management curriculum.

Apply knowledge of critical thinking to functional areas of the hospitality industry to identify, analyze and solve business problems in those functional areas.

Demonstrate learned standards of professionalism while applying basic principles and theories of management while working independently and with others.

Apply classroom theory to experiential settings in the lab and through cooperative, in the field, learning experiences.

Service Practicum Requirement
A service practicum (200 hours) is required for all students regardless of transfer or class status and must be fulfilled prior to graduation. Seventy-five percent of the requirement must be completed internally within the department or in department sponsored functions. The remaining twenty-five percent may be completed outside of the department with the chair’s approval. Upon completion of the required practicum hours, three credits may be granted in the final term. Details are available in the HM department office regarding specific requirements of this program. It is the student’s responsibility to read the service practicum policy to make certain they are in compliance and to schedule practicum hours in a timely fashion.

Student in Good Standing Policy
The HM Department reserves the right to terminate enrollment for students who fail to meet academic, professional and personal standards. The academic standard addresses GPA and class attendance; the professional standard includes service hours and work experience; and the personal behavior standard encompasses ethical issues on and off campus, in any setting that may reflect negatively on the student and/or the program. The department reserves the right
to admonish and expel any student who has been found in serious violation of any of these tenets, which are held in the highest regard. Student in Good Standing policy documents can be obtained in the Hospitality Management office.

**Student Trips**

It is expected that students participating in department sponsored trips will follow all rules as outlined in the Event Attendee Policy Guide (posted in HM Department). The faculty reserves the right to approve all attendee participation based on such criteria as grade level, academic standing and student performance. Students must read and sign an agreement in order to be allowed to participate in trips. Students must complete two terms in the department and be in good standing to be allowed to participate in department sponsored trips. A qualified student (one who has departmental permission or earned at least 60 credits or has taken at least 6 HM courses) may choose to intern during the summer or to leave campus during the regular academic calendar year to obtain valuable management experience.

**HM Major/Concentration - Bachelor of Arts Requirements**

All HM majors must carry a minimum 2.5 GPA in major courses, overall, to meet departmental and certification requirements. Any special programs and/or certificate offerings under the supervision of the HM Department must meet similarly stipulated requirements. HM Department requirements can supersede university requirement(s) and may be modified at any time. Student majors who fail to earn a grade of C or higher in an HM course or concentration course must repeat the course. If the student does not receive a C after repeating the course, a decision will be made by the chair regarding permission to retake the course or possible termination from the major.

**Transfer Students**

Students transferring into the HM Department from another college or department are governed by the Mercyhurst transfer policy. The transfer policy stipulates that no major course with a grade below a C will be accepted, at least one half the credits required by the HM Department (31 credits) must be completed at Mercyhurst (unless otherwise specified by articulation agreement(s)), no HM course or departmental offering may be taken on a pass-fail basis, all transfer students are subject to the same requirements as the traditional student majoring in the HM curriculum, and all transfer students must complete the 200 required practicum hours prior to HM academic program completion. The HM Department will accept a maximum of 50 community service hours from the student’s transfer institution.

**Sophomore Review**

The HM Department requires students to meet sophomore review board criteria during their second year of the program. The details of these procedures are on file in the HM office and are available at any time. It is the responsibility of the student to meet eligibility requirements, as set forth by this process, and to prepare adequately for this review. The department chair makes a final recommendation, based on a careful review by department faculty/staff, for an HM sophomore to pass with distinction, pass, pass pending, probation, or fail. A designation below pass pending requires a meeting with the department chair and/or faculty to discuss problem areas or specific concerns. A final letter is sent to each student confirming his or her status upon completion of the review board process. A failed sophomore review will result in the student’s dismissal from the major. If a student is placed on probation, he/she will have one term to make the mandated improvements. If this does not occur, the department will have the right to dismiss the student from the major. As part of the review board process, each program participant is encouraged to work (as time permits) in hospitality-related operations both on campus and elsewhere in addition to practicum hour requirements as detailed in the practicum hour policy guide (available in the HM Department Office).

**Department Scholarships**

Annually, the HM Department makes several scholarship awards available through a variety of departmental endowed scholarships. Specific scholarship awards are governed by the criteria detailed in the university catalog under restricted scholarships. Senior and faculty service awards are also granted on the basis of merit as determined by the faculty of the department.

**Core Professional Education**

The HM degree is designed to develop well-rounded individuals through a balance of liberal arts, hospitality courses and business courses. All hospitality major concentrations require the successful completion of 54 credits in HM Core Professional Education courses. Students are required to take Statistics, Macroeconomics and Spanish (other language selections upon approval) as part of the Hospitality Core Curriculum. No hospitality major courses are permitted to be taken on a pass/fail basis. All majors are required to complete the following courses in partial fulfillment of the Bachelor of Arts degree:

**Core HM Professional Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRIM</td>
<td>HRIM 100 Introduction to the Hospitality Industry</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRIM</td>
<td>HRIM 101 Applied Service Methodology</td>
<td>1 credit</td>
</tr>
<tr>
<td>HRIM</td>
<td>HRIM 110 Sanitation and Safety</td>
<td>2 credits</td>
</tr>
<tr>
<td>HRIM</td>
<td>HRIM 175 Hospitality Engineering</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRIM</td>
<td>HRIM 201 Hotel Rooms Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRIM</td>
<td>HRIM 212 Purchasing for the Hospitality Industry</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRIM</td>
<td>HRIM 234 Intro to Food Service Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRIM</td>
<td>HRIM 235 Intro to Food Service Management Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>HRIM</td>
<td>HRIM 306 Wine and Spirit Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRIM</td>
<td>HRIM 380 Hospitality Law</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRIM</td>
<td>HRIM 401 Hospitality Management Cost Controls</td>
<td>3 credits</td>
</tr>
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<td>HRIM</td>
<td>HRIM 434 Advanced Food Service Management</td>
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</tr>
<tr>
<td>HRIM</td>
<td>HRIM 435 Advanced Food Service Management Lab</td>
<td>2 credits</td>
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<tr>
<td>HRIM</td>
<td>HRIM 450 Senior Seminar</td>
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</tr>
<tr>
<td>HRIM</td>
<td>HRIM 455 HRIM Service Practicum</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACCT</td>
<td>ACCT 101 Principles of Accounting I / Financial</td>
<td>3 credits</td>
</tr>
<tr>
<td>ECON</td>
<td>ECON 106 Microeconomics</td>
<td>3 credits</td>
</tr>
<tr>
<td>MGMT</td>
<td>MGMT 120 Principles of Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>MGMT</td>
<td>MGMT 206 Human Resource Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>MKTG</td>
<td>MKTG 162 Principles of Integrated Marketing</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Computer Competencies**

Students are expected to be competent in the following programs: Word, Access, Excel and PowerPoint. Any deficiencies in this area of computer competency should be addressed prior to the student’s junior year.
Department Concentrations
In addition to the HM core, it is a mandatory requirement for all HM majors to specialize in and complete one of the following departmental concentrations. (Students working toward multiple concentrations are expected to develop expertise in each distinct area of study. A minimum of one elective course in each area of concentration must be distinct and will not be accepted for more than one concentration. Required courses in the concentration may overlap and will be accepted for more than one concentration.) No hospitality major concentration courses are permitted to be taken on a pass/fail basis.

Hotel Management Concentration

**FPM** 209 Housekeeping Operations and Management 3 credits
**HRIM** 260 Hospitality Marketing and Sales 3 credits
**HRIM** 417 Advanced Hotel Operations 3 credits

Two courses from the HM department recommended list of electives or other HM concentrations. 6 credits

**HRIM** 473 Hospitality Internship 0-3 credits
**HRIM** 475 Hospitality Internship 3 credits
**HRIM** 476 Hospitality Internship 6 credits

Students must complete 6 credit hours of Internships (taken in any combination)

Food and Beverage Management Concentration

**BIO** 180 Microorganisms 3 credits
**BIO** 181 Microorganisms Lab 1 credit
**FNUT** 131 Introduction to Nutrition 3 credits
**HRIM** 405 International Cuisine 4 credits

Two courses from the HM department recommended list of electives or other HM concentrations. 6 credits

**HRIM** 473 Hospitality Internship 0-3 credits
**HRIM** 475 Hospitality Internship 3 credits
**HRIM** 476 Hospitality Internship 6 credits

Students must complete 6 credit hours of Internships (taken in any combination)

Event Management Concentration

**HMC** 205 Introduction to Event Management 3 credits
**HMC** 215 Convention and Trade Show Management 3 credits
**HMC** 305 Catering Management and Operations 3 credits
**HMC** 315 Promotional Strategies for Meetings and Conventions 3 credits

**HMC** 425 Wedding Planning 3 credits

One course from the HM department recommended list of electives or other HM concentrations.

Internship Requirement

**HRIM** 473 Hospitality Internship 0-3 credits
**HRIM** 475 Hospitality Internship 3 credits

**HRIM** 476 Hospitality Internship 6 credits

Students must complete 6 credit hours of Internships (taken in any combination)

HM Department Recommended List of Electives

**HMG** 322 Club Management 3 credits
**HRIM** 240 Casino and Gaming Operations Management 3 credits
**HRIM** 416 Mixology 3 credits
**HRIM** 452 Industry Consulting/Speaker Series 3 credits
**MGMT** 405 Quality Leadership 3 credits

By permission, an advanced language course above the first level may be accepted for one elective

Minor Program

The Statler Department of Hospitality Management will allow non-hospitality majors to gain entry level knowledge of two main areas of the Hospitality Industry including Hotel Operations and Food and Beverage Management. Completion of the minor, plus 50 department related service hours, will qualify the student for employment recruitment by department corporate and industry partners. No minor course may be taken on a pass/fail basis and a GPA of 2.5 or higher must be maintained in all HM minor courses.

Minor Course Requirements

**HRIM** 100 Intro to Hospitality Management 3 credits
**HRIM** 101 Applied Service Methods 1 credit
**HRIM** 110 Sanitation and Safety 2 credits
**HRIM** 201 Hotel Room Operations 3 credits
**HRIM** 212 Purchasing for the Hospitality Industry 3 credits
**HRIM** 234 Introduction to Food Service Management 3 credits
**HRIM** 235 Introduction to Food Service Management Lab 1 credit
**HRIM** 260 Hospitality Marketing and Sales 3 credits
**HRIM** 380 Hospitality Law 3 credits

One Department Elective from the HM department as expediently and efficiently as possible.

recommended list of electives or other HM concentrations.

Summer Abroad

Opportunities to study and travel abroad are available and may include study in Ireland, Switzerland, Greece, Costa Rica, Italy, Australia and more. Details are available in the chair’s office or the Study Abroad Office.

Transfers

The HM Department recognizes many other fine institutions and hospitality programs. Future HM students may transfer into the program during any semester. The department makes every attempt to make the transition into the HM department as expeditiously and efficiently as possible.

Students transferring from institutions outside Mercyhurst are governed by the University Transfer Policy (see Transfer Policy in the University Catalog). One half of all HM classes must be completed at Mercyhurst in order to satisfy degree requirements.
Organizations – Eta Sigma Delta (ESD)
Eta Sigma Delta is the international hospitality and tourism honor society for academically outstanding students in the hospitality field. It is affiliated with CHRIE (Council on Hotel Restaurant and Institutional Education) in which Mercyhurst maintains membership. To be eligible for membership in the Mercyhurst Chapter of ESD, a student must be a junior or senior and rank in the top 20 percent of the HM class. ESD members participate in various activities during the year such as community service projects, fundraising for the ESD Chapter Scholarship, and working on a variety of special projects in conjunction with the chair’s office.

Hospitality Management Association (HMA)
HMA is a service organization which assists the department in its various endeavors. Students participate in educational enrichment opportunities (for example student sales blitz activities with nationally recognized chains and field trips) which aid in the enhancement of their knowledge of the hospitality industry. Working closely with the faculty and staff, fundraising events are scheduled throughout the year to benefit a variety of club and department activities. This student organization sponsors the annual senior dinner where HM graduation certificates and faculty awards are given.

Professional Convention Management Association (PCMA)
The PCMA student chapter was formed to increase management awareness of meetings and conventions, to broaden their scope of activity, refine their educational pursuits, and to expand the training base for students interested in the meeting and convention field.

Departmental Memberships and Affiliations
Accreditation Commission for Programs in Hospitality Administration (ACPHA)
Council on Hotel Restaurant and Institutional Education (CHRIE)
National Restaurant Association (NRA)
American Hotel and Motel Association (AH and MA)
Professional Convention Management Association (PCMA)
Foodservice Consultants Society International (FCSI)
Hotel Sales and Marketing Association International (HSMAI)
Intelligence Studies

Department Chair
Orlandrew E. Danzell, Ph.D., M.A.

Faculty

Professor
Kristan J. Wheaton, J.D., M.A.

Associate Professor
Orlandrew E. Danzell, Ph.D., M.A.

Assistant Professors
Benjamin Baughman, Ph.D., M.S.
Shelly L. Freyn, M.B.A.
Michael Lamm, M.A.
Arthur H. Mills, M.A.
Dawn M. Wozneak, Ph.D., M.S.

Visiting Assistant Professor
Musa Tuzuner, Ph.D.

Instructor
William Welch, M.S.

Director of Online and Off-site Intelligence Graduate Programs
Linda Bremmer, M.Ed.

Research Director
Brad Gleason, M.S.

Ridge College Instructional Designers
Kayla Murphy, M.Ed.

Mission Statement
It is the mission of the Department of Intelligence Studies to produce graduates who are skilled in utilizing a variety of sources of data and analytic techniques to lead the collaborative development of high-quality written and oral analytic intelligence products that, in service toward a just world, inform decision-makers, thereby fostering an appreciation for the dignity of work and commitment to serving others.

Intelligence Studies Major – Bachelor of Arts
To be recommended for graduation, the student must have a minimum overall GPA of 3.0. No courses listed under the major course requirements may be taken on a pass-fail basis. In addition, students who earn a grade of D+ or less in any major core course must repeat that course.

Students must be aware that future employment often requires intensive background investigations, and any conduct deemed significantly unethical, illegal, or unprofessional may result in that student failing to achieve employment in the field regardless of his/her academic record.

The College shall conduct an annual review of the academic progress of all students enrolled in the program. Any student whose GPA falls below 3.0 or who might otherwise exhibit behavior that is not conducive to ensuring employment in his/her field will be placed on probation or removed from the program, depending on the outcome of the review.

Intelligence Studies Program Student Learning Outcomes
• Describe the theory and history of the discipline of intelligence.
• Demonstrate critical thinking skills.
• Analyze collected data/information using a variety of analytic techniques and methodologies.
• Communicate analytic products in both oral and/or written formats.
• Execute extensive open source research and collection management.
• Implement and manage intelligence processes and practices.

Intelligence Studies Major – Course Requirements
(Students must achieve a grade of C or higher)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIAP 177</td>
<td>Intro to Intelligence Studies</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 178</td>
<td>Intelligence Methods and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 276</td>
<td>Law Enforcement Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 240</td>
<td>Intelligence for Business</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 213</td>
<td>National Security and Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 250</td>
<td>Professional Communications</td>
<td>1</td>
</tr>
<tr>
<td>RIAP 275</td>
<td>Intelligence Writing and Presentation</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>RIAP 280 Communicating Intelligence Analysis I</td>
<td>2</td>
</tr>
<tr>
<td>AND</td>
<td>RIAP 281 Communicating Intelligence Analysis II</td>
<td>2</td>
</tr>
<tr>
<td>RIAP 425</td>
<td>Strategic Intelligence</td>
<td>3</td>
</tr>
</tbody>
</table>

Non-RIAP Intel Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIS 110</td>
<td>Advanced Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>MIS 150 Intro to Data Science</td>
<td>3</td>
</tr>
</tbody>
</table>

RIAP Electives – 4 Required from Below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIAP 303</td>
<td>American Military History</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 305</td>
<td>Warfare and Military Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 309</td>
<td>Social Media and Politics</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 310</td>
<td>Topics in Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 311</td>
<td>Collection Operations for Intelligence Analysts</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 312</td>
<td>Social Media Intelligence and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 316</td>
<td>Cinematic Mirror Intelligence and Film</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 317</td>
<td>Data Visualization</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 320</td>
<td>Advanced Law Enforcement Intelligence</td>
<td>3</td>
</tr>
</tbody>
</table>
RIAP 321 Law and Practice in Law Enforcement Intelligence 3 credits
RIAP 322 Law Enforcement Intelligence Tools and Technology 3 credits
RIAP 325 Cyber Threat Analysis 3 credits
RIAP 360 Financial Intelligence Analysis 3 credits
RIAP 365 Advanced Competitive Intelligence 3 credits
RIAP 368 Climate Change and National Security 3 credits
RIAP 372 Terrorism 3 credits
RIAP 374 History of Intelligence 3 credits
RIAP 395 Geospatial Intelligence 3 credits
RIAP 415 Contemporary Leadership in Intelligence 3 credits
RIAP 420 Advanced Analytic Techniques 3 credits
RIAP 435 Grand Strategy 3 credits
RIAP 446 Counterintelligence Policy and Practice 3 credits
RIAP 448 Market Research and Primary Intelligence 3 credits
RIAP 449 Nonproliferation Analysis 3 credits
RIAP 475 Internship 3-9 credits

Non-RIAP Required Courses — Pick Four
(4 courses; 12 credits; may be same category or completion of a minor or double major will satisfy the non-RIAP requirement)

Business 300- or 400-level course 3 credits
Communication 300- or 400-level course 3 credits
Criminal Justice 300- or 400-level course 3 credits
History 300- or 400-level course 3 credits
Information Technology 300- or 400-level course 3 credits
Mathematics 300- or 400-level course 3 credits
Public Health 200- or 300-level course 3 credits
Political Science 300- or 400-level course 3 credits
World Languages 300- or 400-level course 3 credits

TRACK (must select either language track or computer track)
Language — (complete 3 courses)
Language I 3 credits
Language II 3 credits
Language III 3 credits

Computer Track (complete 3 courses; students may also complete the Data Science Honors Program for credit)
MATH 146 Programming I 4 credits
MIS 140 Computer Operations 3 credits
MIS 260 Networks 3 credits
MIS 280 Introduction to Internet Programming 3 credits
MIS 302 Information Systems Analysis and Design 3 credits
MIS 350 Database Management 3 credits
MIS 370 Client-Side Programming 3 credits
MIS 380 Server-Side Programming 3 credits

Business and Competitive Intelligence Major – Bachelor of Arts
To be recommended for graduation, the student must have a minimum overall GPA of 3.0. No courses listed under the major course requirements may be taken on a pass-fail basis. In addition, students who earn a grade of D+ or less in any major core course must repeat that course.

Students must be aware that future employment often requires intensive background investigations, and any conduct deemed significantly unethical, illegal, or unprofessional may result in that student failing to achieve employment in the field regardless of his/her academic record.

The College shall conduct an annual review of the academic progress of all students enrolled in the program. Any student whose GPA falls below 3.0 or who might otherwise exhibit behavior that is not conducive to ensuring employment in his/her field will be placed on probation or removed from the program, depending on the outcome of the review.

Business and Competitive Intelligence Program
Student Learning Outcomes

- Describe the theory and history of the discipline of intelligence.
- Demonstrate critical thinking skills.
- Analyze collected data/information using a variety of analytic techniques and methodologies.
- Produce analytic products in written, oral, visual, and/or multimedia formats
- Execute extensive open source research and collection management.
- Implement and manage intelligence processes and practices.
- Apply methodologies, theories, and research skills to develop an integrated cohesive strategy for an organization to achieve a common goal and/or resolve a market research problem.

Business and Competitive Intelligence Major Course Requirements
(Students must achieve a grade of C or higher)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIAP 177</td>
<td>Introduction to Intelligence Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>RIAP 178</td>
<td>Intelligence Methods and Analysis</td>
<td>3 credits</td>
</tr>
<tr>
<td>RIAP 240</td>
<td>Intelligence for Business</td>
<td>3 credits</td>
</tr>
<tr>
<td>RIAP 250</td>
<td>Professional Communications</td>
<td>1 credit</td>
</tr>
<tr>
<td>RIAP 275</td>
<td>Intelligence Writing and Presentation</td>
<td>3 credits</td>
</tr>
<tr>
<td>RIAP 280</td>
<td>Communicating Intelligence Analysis I</td>
<td>2 credits</td>
</tr>
<tr>
<td>RIAP 281</td>
<td>Communicating Intelligence Analysis II</td>
<td>2 credits</td>
</tr>
<tr>
<td>RIAP 365</td>
<td>Advance Competitive Intelligence</td>
<td>3 credits</td>
</tr>
<tr>
<td>RIAP 425</td>
<td>Strategic Intelligence</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Intelligence Electives — 3 Required from Below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIAP 310</td>
<td>Topics in Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 312</td>
<td>Social Media Analysis</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 317</td>
<td>Data Visualization</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 325</td>
<td>Cyber Threat Analysis</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 360</td>
<td>Financial Intelligence Analysis</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 395</td>
<td>Geospatial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 420</td>
<td>Advanced Analytic Techniques</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 435</td>
<td>Grand Strategy</td>
<td>3</td>
</tr>
<tr>
<td>RIAP 475</td>
<td>Internship</td>
<td>3-9</td>
</tr>
</tbody>
</table>

Required Business Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 101</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>ACCT 102 Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BADM 310</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BADM 350</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 105</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 106</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>STAT 109</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>STAT 135 Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 162</td>
<td>Principles of Integrated Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 357</td>
<td>Market Research</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>RIAP 448 Market Research and Primary Intelligence</td>
<td>3</td>
</tr>
</tbody>
</table>

Data Science/Computer Track — (complete 3 courses; students may also complete the Data Science Honors Program for credit)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>Data Analysis: Python</td>
<td>3</td>
</tr>
<tr>
<td>MATH 126</td>
<td>Sports Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MIS 150</td>
<td>Introduction to Data Science</td>
<td>3</td>
</tr>
<tr>
<td>MATH 146</td>
<td>Programming I</td>
<td>4</td>
</tr>
<tr>
<td>MIS 260</td>
<td>Networks</td>
<td>3</td>
</tr>
<tr>
<td>MIS 280</td>
<td>Introduction to Internet Programming</td>
<td>3</td>
</tr>
<tr>
<td>MIS 302</td>
<td>Information Systems Analysis &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>MIS 350</td>
<td>Database Management</td>
<td>3</td>
</tr>
<tr>
<td>MIS 370</td>
<td>Client-Side Programming</td>
<td>3</td>
</tr>
<tr>
<td>MIS 380</td>
<td>Server-Side Programming</td>
<td>3</td>
</tr>
</tbody>
</table>

One approved MATH and MIS courses, designated by program director 3 credits
Introduction
Interior Architecture and Design is a multi-faceted profession in which creative and technical solutions are applied within a structure to achieve a built interior environment. Interior Architecture and Design includes a scope of services performed by a professional design practitioner, qualified by means of education, experience, and examination, to protect and enhance the life, health, safety and welfare of the public. Interior Design is a service profession concerned with the science and art of providing optimal living, working, learning, and playing environments for human beings throughout the life cycle. As such, it is an essential component of the architectural sciences. Knowledge and skills must be accompanied with confidence, empathy and compassion.

Mission Statement
The Interior Architecture and Design Department establishes its mission as the promotion of the intellectual, emotional, social, physical, and spiritual growth of the student as an effective citizen through liberal and professional education. Therefore, the programs prepare the student not only for a career, but also for life. Faculty and students are challenged to integrate social responsibility with career competence and a commitment to human values.

Philosophy
The faculty believes:
- That education is a life-long process of guided and purposeful activity, directed toward the development of the individual according to his/her needs, abilities, interests, and potential
- That education is not merely a passive acquisition of knowledge but the meaningful interpretation of that knowledge, and an understanding capable of producing intelligent decisions and actions
- That learning is a change in behavior brought about through experience
- That the identification of learning outcomes is done cooperatively by the student and teacher
- That self-discovery, self-growth, and self-expression are best achieved in a relaxed and open environment which remains sensitive and adaptive to the student’s needs and abilities
- That the teacher is a facilitator of that self-discovery and self-growth

They further believe that learning in the professional environment, where students interact with clients and professionals and can apply theoretical principles, is very effective in developing professional proficiency as well as classroom/studio oriented education.

The meaning of this philosophy for Interior Architecture and Design education is that the curriculum should provide a judicious balance of learning experience with essential knowledge and understanding to be gained in the physical, behavioral and social sciences, humanities, professional sciences and communicative sciences.

As potential translators of architectural and interior science, the students need the science (knowledge) and the art (skill) inherent in the Interior Design profession. Only when they have cultivated moral values can they translate this science and art into action, in a wide variety of settings, with sensitivity, self-reliance, social concern and genuine compassion for others.

Program Student Learning Outcomes
Program graduates are envisioned to be competent Interior Designers, with a liberal education, who instill in their profession a vision of all the arts, and who see their own art with clearer perspective within the context of an increasingly complex and global world.

Mercyhurst Interior Architecture and Design students will be able to:
- Understand and address the human needs (social, economic, political, psychological, and physiological) in the applied practice of interior design
- Develop a strong sense of the theoretical basis of art and design. Analytically balance and successfully integrate the theoretical and technical issues of interior environments. Demonstrate business, organizational skills, and managerial ability
- Act responsibly in their concern about issues related to public health and safety, professional ethics and demonstrate a willingness to advance not only themselves but the profession of interior design as a whole

Bachelor of Science in Interior Architecture and Design
The Interior Architecture and Design Department offers courses leading to a Bachelor of Science in Interior Architecture and Design. Students must maintain a grade point average of 2.75 in the major. No required courses in the major may be taken on a Pass/Fail basis. Students who earn a grade less than C in a required major course must repeat the course.

All prerequisites must be met before continuing in the course curriculum sequence. Alteration of the course prerequisites will only be made with special permission of the Department Chair.
To graduate with a degree in Interior Architecture and Design from Mercyhurst University, students are required to:

- Have a major GPA of 2.75 or higher
- Successfully passed the Sophomore Review Process
- Completed 10 service hours related to the built environment
- Submitted a final digital portfolio
- Participated in a senior exit interview
- Completed all course requirements

### Program Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA 100 Design Basics</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 105 Technical Graphics I</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 107 Introduction to Interior Environments</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 111 Design Studio I</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 131 Visual Communications I</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 132 Visual Communications II</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 200 Building Technology</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 205 Technical Graphics II</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 211 Design Studio II</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 220 History of Interior Design and Architecture I</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 221 History of Interior Design and Architecture II</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 230 Materials I</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 231 Human Factors</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 311 Design Studio III</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 322 Design Studio IV</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 375 Business and Professional Practices for Interior Designers</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 380 Color and Light</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 305 Technical Graphics III</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 410 Senior Seminar I</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 455 Senior Seminar II</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 490 Senior Seminar III</td>
<td>3 credits</td>
</tr>
<tr>
<td>IA 495 Department Directed Internship</td>
<td>3-6 credits</td>
</tr>
<tr>
<td>ART 122 Ancient to Medieval Art History</td>
<td>3 credits</td>
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<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>ART 123 Renaissance to 20th Century Art History</td>
<td>3 credits</td>
</tr>
<tr>
<td>Two (2) additional Major Electives</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

### Portfolio Requirements

Portfolios are not required for incoming Freshmen, however all applicants are required to write a response to an essay question.

Students transferring into the program from a non-design program of study should meet with the program director to determine advanced standing. Students transferring from another design program are required to submit a portfolio of their college-level work to appropriately identify credit for transferred design courses.

Students are encouraged to begin development of a college-level portfolio beginning in the freshman year to prepare for Sophomore Review and placement in Interior Design Internships. Development of such portfolios is a natural outgrowth of the design studio environment.

### Sophomore Review

A review board evaluates students at the end of the sophomore year. The student’s continuation in the Interior Design program is based on: (1) a minimum 2.75 GPA in major courses; (2) presentation of a resume and an Interior Design portfolio; (3) presentation of a career goal statement; (4) two letters of recommendation; and (5) successful completion of the interview with the review board.

### Senior Capstone Project

All students in the Interior Architecture and Design Program are required to complete a Senior Capstone Project prior to graduation. Capstone projects involve individualized research that must be pre-approved by program leadership. Students apply for project approval and complete research and programming of the project by the end of the spring semester of their junior year. Project development begins in fall semester of the senior year and continues through the spring semester, culminating in the annual Senior Interior Architecture and Design Show.

The senior capstone project requires students to participate in multiple juried critiques and progress checkpoints throughout the process. If at any given point, student project progress is deemed unacceptable the student will not be allowed to register for the subsequent courses until satisfactory progress has been achieved. Only approved projects will receive the right to be displayed in the exhibition. The program director reserves the right to eliminate any unacceptable
design project from final display. Due care must be taken to produce a project worthy of public display.

**Associate Degree Program**
An Associate of Science in Interior Design degree is administered through the Mercyhurst Northeast Campus. Students enrolled in the four-year program are not eligible for the Associate Degree. A minimum of 60 credits is required for the completion of the associate degree. Students must earn an overall 2.5 GPA as well as a 2.75 GPA in the required interior design courses in order to meet graduation requirements.

No interior design courses may be taken on a pass-fail basis. Additionally, students who fail to earn a grade of “C” or better in a required major course must repeat the course. Students who wish to transfer to a four-year baccalaureate program must meet all Bachelor of Science degree requirements.

**Associate Degree Requirements**
Contact the Mercyhurst Northeast Campus for further information.

**Post Baccalaureate Advanced Certificate in Interior Design**
The Advanced Certificate in Interior Design has been specifically designed for college graduates with a background in design-related fields. Ideal candidates are those who want to update their skills, advance to a new position, or prepare for a career change. Career counseling by the program director, an NCIDQ certified designer, is offered to all participants in this program.

**Service Learning**
Students are required to complete 10 hours of community service related to the built environment through involvement with Mercyhurst University Habitat for Humanity or other community service opportunities available through interior design coursework.

**Writing Across the Curriculum**
The department supports the Mercyhurst Writing Across the Curriculum Program by requiring writing as part of all courses in the Interior Architecture and Design curriculum.
Mathematics and Information Technology

Department Chair
Donald Platte, Ph.D.

Faculty

Professors
Donald Platte, Ph.D.
Charles Redmond, Ph.D.

Associate Professor
Roger Griffiths, Ph.D.

Assistant Professors
Angela Berardinelli, Ph.D.
Patrick Kelly, M.A.
Lauren Williams, Ph.D.

Visiting Professor
Kevin Drees, Ph.D.

Introduction
The department offers degrees in Mathematics and Information Technology. The goal of the Mathematics/Information Technology Department at Mercyhurst is to provide a student with the knowledge essential to the pursuit of a career in government, industry, commerce or education, or for entrance into graduate school for further study.

Mission Statement
The Department of Mathematics and Information Technology is committed to:

- Preparing its mathematics graduates to pursue certification in secondary mathematics education or to succeed in graduate programs in mathematics, applied mathematics, statistics, operations research, and related disciplines;
- Preparing its information technology graduates for immediate employment in the technology sector or for continued graduate study in a computing-related discipline;
- Providing Mercyhurst University students in Biology, Biochemistry, Chemistry, Physics, Forensic Science, and Public Health the mathematics education and resources they need to be successful in their chosen fields;
- Providing Mercyhurst University students in Intelligence Studies computing education opportunities and resources related to their discipline;
- Providing Mercyhurst University students in Graphic Design, Art, Music, and Dance computing education opportunities and resources related to their disciplines;
- Providing all Mercyhurst students with opportunities to improve their basic mathematics and computing skills;
- Providing all Mercyhurst students with opportunities to broaden their appreciation of mathematics and computing;
- Contributing to the advancement of mathematics, statistics, and computer science through published research, conference presentation, and scholarly collaboration;
- Sharing educational innovation through publication and conference presentation.

Program Student Learning Outcomes
Mathematics Major
A graduate earning a B.A. in mathematics from Mercyhurst University must be able to:

- Derive equivalent algebraic and analytic expressions from other such expressions using sound mechanical technique;
- Set up and solve problems in mathematics modeling the physical world, with justification of each step in the process, and with a determination of the reasonableness of a solution.
- Effectively communicate mathematics, both orally and in writing, with clarity and precision, observing correct notation, syntax, and organization.
- Prove and disprove mathematical statements using an appropriate technique to create a formal, coherent, and well-structured argument supported by logic and the correct application of known theorems and definitions.

Information Technology Major
A graduate earning a B.A. in information technology from Mercyhurst University must be able to:

- Program in a high-level object oriented language.
- Query, modify, manage, and design databases.
- Analyze computer networks and solve networking problems.
- Construct well designed, usable websites with content, presentation, and functionality separated, adhering to web standards and web accessibility guidelines.

Majors and Minors

 Majors: Mathematics, Information Technology

 Minors: Mathematics, Information Technology

Mathematics Degree Requirements (Bachelor of Arts)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 170</td>
<td>Calculus I</td>
<td>4 credits</td>
</tr>
<tr>
<td>MATH 171</td>
<td>Calculus II</td>
<td>4 credits</td>
</tr>
<tr>
<td>MATH 150</td>
<td>Linear Algebra</td>
<td>4 credits</td>
</tr>
<tr>
<td>MATH 233</td>
<td>Calculus III</td>
<td>4 credits</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Differential Equations</td>
<td>3 credits</td>
</tr>
<tr>
<td>MATH 245</td>
<td>Geometry</td>
<td>3 credits</td>
</tr>
<tr>
<td>MATH 146</td>
<td>Programming I</td>
<td>4 credits</td>
</tr>
<tr>
<td>MIS 190</td>
<td>Algorithms</td>
<td>3 credits</td>
</tr>
<tr>
<td>MATH 265</td>
<td>Transition to Adv Mathematics</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

OR

OR

123
It is further recommended that the Mathematics major obtain a minor or (preferably) a major in an additional discipline. All Mathematics majors must maintain a mathematics GPA of 2.0 or higher. A student who does not satisfy this requirement may be dismissed from the major and/or prohibited from graduating with the major. A student who receives a C or below in MATH 233 Calculus III must have the department’s permission to continue in the major or minor.

Mathematics Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 170</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 171</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MATH 233</td>
<td>Calculus III</td>
</tr>
<tr>
<td>MATH 150</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>MATH 265</td>
<td>Transition to Advanced Mathematics</td>
</tr>
</tbody>
</table>

Choose Two (2) of the Following Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 146</td>
<td>Programming I</td>
</tr>
<tr>
<td>MIS 190</td>
<td>Algorithms</td>
</tr>
<tr>
<td>MATH 201</td>
<td>Technical Writing with LATEX</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Differential Equations</td>
</tr>
<tr>
<td>MATH 245</td>
<td>Geometry</td>
</tr>
<tr>
<td>MATH 280</td>
<td>Modern Algebra I</td>
</tr>
<tr>
<td>MATH 281</td>
<td>Modern Algebra II</td>
</tr>
<tr>
<td>MATH 291</td>
<td>Statistical Analysis</td>
</tr>
<tr>
<td>MATH 370</td>
<td>Advanced Calculus</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>General Physics I &amp; Lab</td>
</tr>
</tbody>
</table>

Mathematics with Secondary Education Certification

Program Director: Mr. Patrick Kelly

The Mathematics Education program at Mercyhurst University follows a two-step process designed to give students strong content knowledge before they master the pedagogical tools necessary to become expert teachers at the secondary level (grades 7-12). In completing this program, the student earns a master’s degree in addition to the completion of a bachelor’s degree. Students interested in the program will first pursue a B.A. in Mathematics by complying with the requirements outlined herein. Upon completion of the undergraduate mathematics degree, the student may then enroll in the Master of Science in Secondary Education: Pedagogy and Practice program (see Graduate Programs Catalog). Teaching certification is not earned until the completion of the master’s degree.

A unique benefit of this program is that students intending to complete their undergraduate mathematics degree at Mercyhurst may seek enrollment in the 4+1 program, in which they can complete the master’s degree under an intensive, one-year curriculum. This 4+1 program allows students to earn a B.A. in Mathematics, earn an M.S. in Secondary Education, and become certified to teach at the secondary level, in a five-year period.

Students in the 4+1 program must maintain a G.P.A. of 3.0, complete a Sophomore Review, pass the PRAXIS I exam, and complete two education courses (EDUC 210 Comparative Issues in Education and WL 101 Culturally and Linguistically Diverse Learners) before acceptance into the graduate program. Each student will work with the program coordinator to successfully meet all of these goals during the established timeline. Students who have earned a mathematics degree from another institution will have their work evaluated against Mercyhurst’s requirements for the B.A. in Mathematics before being accepted into the master’s program.

Information Technology Major Requirements (Bachelor of Arts)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIS 146</td>
<td>Programming I</td>
</tr>
<tr>
<td>MIS 140</td>
<td>Computer Operations</td>
</tr>
<tr>
<td>MIS 180</td>
<td>Linux/Operating Systems</td>
</tr>
<tr>
<td>MIS 190</td>
<td>Algorithms</td>
</tr>
<tr>
<td>MIS 226</td>
<td>Programming II</td>
</tr>
<tr>
<td>MIS 350</td>
<td>Networks</td>
</tr>
<tr>
<td>MIS 280</td>
<td>Introduction to Internet Programming</td>
</tr>
<tr>
<td>MIS 350</td>
<td>Database Management</td>
</tr>
<tr>
<td>MIS 370</td>
<td>Client-Side Programming</td>
</tr>
<tr>
<td>MIS 150</td>
<td>Intro to Data Science</td>
</tr>
<tr>
<td>MIS 224</td>
<td>Mobile Application Dev</td>
</tr>
<tr>
<td>MIS 350</td>
<td>Game Programming</td>
</tr>
<tr>
<td>MIS 380</td>
<td>Server-Side Programming</td>
</tr>
<tr>
<td>MATH 201</td>
<td>Technical Writing with LATEX</td>
</tr>
<tr>
<td>RIAP 325</td>
<td>Cyber Threat Analysis</td>
</tr>
</tbody>
</table>

All Information Technology majors are encouraged to pursue an additional minor or (preferably) an additional major in another discipline. All Information Technology majors must maintain a GPA in the major of 2.0 or higher. A student who does not satisfy this requirement may be dismissed from the major and/or prohibited from graduating with the major.

Information Technology Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 146</td>
<td>Programming I</td>
</tr>
<tr>
<td>MIS 260</td>
<td>Networks</td>
</tr>
<tr>
<td>MIS 350</td>
<td>Database Management</td>
</tr>
</tbody>
</table>

Three Department Approved MIS electives | 9 credits

An internship may be used for one or more of the above electives.
Military Science

Department Chair
LTC Daniel T. Rempfer

Faculty

Professor
LTC Daniel T. Rempfer

Assistant Professors
CPT Nelson Muniz
CPT Michael McGraw
CPT Anthony Aya

Senior Military Science Instructor
MSG Jason DeKaye

Introduction
The Military Science program is open to both male and female students. Freshmen and sophomores incur NO OBLIGATION to the U.S. Army by enrolling in the ROTC Program. Those who desire to earn a commission as a Second Lieutenant in the United States Army, Army Reserve or Army National Guard must sign a contract in order to enter the junior and senior year of the program known as the Advanced Course. Classes for freshmen and sophomores are held at Mercyhurst University; juniors and seniors attend classes at Gannon University.

Military Science classes are free of charge to all full-time students who earn academic credits that may be applied toward graduation requirements. Up to six academic credits earned through ROTC courses may be applied toward graduation requirements. Up to six academic credits earned through ROTC courses may be applied to the credits needed for graduation from Mercyhurst University. Students accepted to the university on conditional status will not be permitted to take military science courses until their conditional status has been removed.

Aims and Objectives
The primary purpose of the Department of Military Science is to develop the future officer leadership of the United States Army and to motivate young people to become better citizens. Army ROTC is one of the best leadership courses in the country. During classes, leadership labs, physical training and field training exercises, students learn firsthand what it takes to lead others, motivate groups and conduct missions as an Officer in the United States Army.

The program objectives focus on the overall development of a student to lead soldiers and organizations in the 21st century.

- Students develop into leaders of tomorrow as Commissioned Officers in the United States Army, Army Reserve or Army National Guard.
- Students are introduced to the fundamentals of leadership with emphasis on loyalty, duty, respect, selfless service, honor, integrity, personal courage, and ethics.
- Students assess the personal challenges and competencies that are critical for effective leadership within teams, groups, and organizations through direction, problem solving, listening, and effective communications.
- Students are challenged to explore the dimensions of creative and innovative tactical leadership strategies and styles within team dynamics through leadership attributes and competencies in relation to military operations.
- Students practice, study, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad and platoon tactical operations receiving feedback on their leadership attributes and actions.
- Students transition from an academic student focus to a military student focus by holding leadership positions with the Cadet Battalion training, organizing, mentoring, and evaluating underclass students within the Military Science Program.

Program of Instruction
The Department of Military Science offers both a four-year and two-year program of instruction. Students begin the Military Science program during their freshman year, but may enter as late as their junior year.

Four-Year Program
This program consists of the Basic Course (freshman and sophomore years) and the Advanced Course (junior and senior years). During the Basic Course students must complete four military science courses (twelve credit hours). These courses are designed to provide a general knowledge of the US Army (to include career opportunities), to develop selected leadership traits such as poise and self-confidence, and to teach basic military skills.

Completion of the Basic Course is required for entry into the Advanced Course. During the Advanced Course phase, students qualify for a U.S. Army commission by completing four military science courses (twelve credit hours) and by successfully completing a Cadet Leadership Course (CLC) between their junior and senior academic years. During the school year, students in the advanced course receive a non-taxable subsistence allowance of $450 per month for juniors and $500 per month for seniors.

Two-Year Program
This program allows direct entry into the Advanced Course via these methods:

- Be a Junior ROTC graduate. Attend Basic Camp at Fort Knox, KY (a four-week program completed during the summer).
- Complete Basic Training through one of the Armed Forces.

Professional Military Education
Whether the student chooses the four-year or two-year program, all ROTC students must pass an approved American military history course prior to commissioning as a second lieutenant.

Financial Aid
OTC merit-based scholarships are available that pay full tuition and fees ($1200 annual book fees) plus $300–$500 per month non-taxable subsistence allowance for ten months each school year. All four-year scholarship recipients also receive a room and board incentive. Scholarships are available on a competitive basis to include grade point average, physical fitness, medical condition, and legal records.
Advancing freshman and sophomores may compete for three and two-year scholarships respectively, regardless of current ROTC participation. There are also multiple scholarship and financial assistance opportunities through the United States Army Reserves and the Army National Guard specifically for ROTC.

**Military Science Student Activities**
Military Science students are encouraged to participate in university and civic activities. Military Science students are afforded the opportunity to visit selected government facilities (military bases, federal law enforcement facilities, and medical facilities).

The Ranger Challenge Competition, considered a varsity sport, is one of the most challenging activities offered through the Military Science Department. The 10-person team competes in various activities to include a physical fitness test, a 12-mile ruck march, the one-rope-bridge, a hand-grenade assault course, and an orienteering competition. The color guard is a student-run organization that presents the national and state colors in uniform at graduations, sporting events, and other special functions.

**Military Science Course Descriptions**

**ROTC 101: Introduction to the Army**
This course introduces students to the personal challenges and competencies that are critical for effective leadership and communication. Students will learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions, while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

3 credits

**ROTC 102: Foundations of Agile and Adaptive Leadership**
This course introduces students to the professional challenges and competencies that are needed for effective execution of the profession of arms and Army communication. Students will learn how Army ethics and values shape the Army and the specific ways that these ethics are inculcated into Army culture. The focus is on leadership fundamentals such as problem-solving, listening, presenting briefs, and using effective writing skills. Students explore dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises.

3 credits

**ROTC 201: Leadership and Decision Making**
This course introduces students to the principles, theories, methods, and practices of effective leadership. Students will learn problem solving, military operations and personal development in order to adequately prepare them to become a successful future officer. The focus of this class is for students to demonstrate critical and creative thinking, the ability to apply troop leading procedures, comprehension of the officer’s role in leading, and the ability to apply innovative solutions to problems in concert with the principles of mission command.

3 credits

**ROTC 202: Army Doctrine and Team Development**
This course introduces students to the fundamentals of the Leadership, Officer Skills, Army Values and Ethics, Personal Development, and Tactics at the small unit level. Students will examine the challenges of leading tactical teams in the complex contemporary operating environment. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Students develop greater self awareness as they assess their own leadership styles and practice communication and team building skills.

3 credits

**ROTC 301: Training Management and the Warfighting Functions**
This course challenges Cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, Cadets continue to develop their leadership and critical thinking abilities. The focus is developing Cadet’s tactical leadership abilities to enable them to succeed at ROTC’s summer Advance Camp at Fort Knox, Kentucky.

3 credits

**ROTC 302: Applied Leadership in Small Unit Operations**
This course uses increasingly intense situations while applying team leadership challenges to build Cadet awareness and skills in leading tactical operations at the small unit level. Cadets review aspects of full spectrum operations. They also conduct military briefings and develop proficiency in the operation orders process. The focus is on exploring, evaluating, and developing skills in decision-making, persuading, and motivating team members in the contemporary operating environment (COE). MSL 302 Cadets are evaluated on what they know and do as leaders as they prepare for ROTC’s summer Advance Camp at Fort Knox, Kentucky.

3 credits

**ROTC 401: The Army Officer**
This course transitions the focus of student learning from being trained, mentored, and evaluated as an MSL III Cadet to learning how to train, mentor and evaluate underclass Cadets. MSL IV Cadets will learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process, Army writing style and the Army’s principles of training and training management cycle during weekly training meetings to plan, execute and assess battalion training events.

3 credits

**ROTC 402: Company Grade Leadership**
This course explores the dynamics of leading in complex situations of current military operations in unified land operations. Cadets examine Army ethics and values, differences in customs and courtesies, cultural awareness, military law, and the impact of the Army’s eight interrelated operational variables (PMESII-PT: Political, Military, Economic, Social, Information, Infrastructure, Physical Environment, Time) in the face of international terrorism, aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. It uses case studies, scenarios, and “What Now, Lieutenant?” exercises to prepare Cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army.

3 credits
The D’Angelo Department of Music

Department Chair
Nathan Hess, D.M.A.

Faculty

Professor Emeritus
Albert Glinsky, Ph.D.

Associate Professor
Scott Meier, Ph.D.

Assistant Professors
Nathan Hess, D.M.A.
Louisa Jonason, M.M.

Lecturer
Craig Stevens, MA, MT-BC, NMT

Instructor
Jonathan Moser, M.M.

Part-Time Instructor
Rebecca Wunch, M.M.

Adjunct Faculty
Brad Amidon, M.F.A.
Amanda Sage, M.M.
Nathan Barber, M.M.
Brittany Barko, M.M.
Lisa Brown, M.M.
Carolyn Borland, M.M.
Bryan Lewis, M.M.
Sarah Kahl, D.M.A.
Allen Zurcher, D.A.
Linda Kobler, A.B.D.
Christopher Von Volkenburg, M.S.

Devon Meddock, M.M.
Melany Myers, M.M.
Jonathan Nolan, M.S.
Hilary Philipp, M.M.
Chris Rapier, B.A.
Patrick Rose, M.M.
Lindsay Stickney, M.A.
Kent Tucker, B.M.
Gary Viebranz, D.M.A.
Joyce Kriner, B.M.

Concurrent Faculty
Rebecca Ryan, B.A.

Introduction
The D’Angelo Department of Music is an accredited member of the National Association of Schools of Music. The Department is dedicated to assisting young musicians realize their potential as performing artists, educational leaders, and music therapists. With its distinguished faculty, the Department fosters musical achievement and cultural growth through its rigorous curriculum; its membership in the National Association for Music Education; its Faculty Recital Series; its numerous ensembles, productions, and solo performance opportunities; and by presenting special master classes and guest artists through its Visiting Artist Series. The D’Angelo Music Building is located on the south end of the campus. The three-level facility and was opened in September of 1988.

In 1996, the university opened the Mary D’Angelo Performing Arts Center. This state-of-the-art facility adjacent to the music building showcases many of the performances and productions of the D’Angelo Department of Music. The Department also maintains the Walker Recital Hall in the Audrey Hirt Academic Center. This 240-seat hall serves as an additional concert and rehearsal space.

Mission Statement
The D’Angelo Department of Music strives to provide an undergraduate curriculum with comprehensive instruction to students seeking degrees in Performance, Music Education, Composition, Music Therapy, or a Bachelor of Arts in Music. Successful completion of these degrees will enable music students to take a meaningful place within their communities and assist them in becoming happy, healthy individuals and lifelong learners in the arts. The Department seeks to do this within the context of a liberal arts university and with a deeply personalized approach to learning. We are also committed to encouraging enrollment in our ensembles and courses for the non-music major student at Mercyhurst.

Vision of The Department
The D’Angelo Department of Music strives to be a nationally competitive and well-respected institution of learning. We seek to have a student body that is intellectually curious, and motivated to learn in our rigorous, high quality curriculum. With a faculty of visionary educators, scholars, and musicians, we believe our students will be challenged to achieve these high scholastic and artistic goals. Faculty and students work together in an atmosphere of professional awareness, mutual support, and outreach. As a result, our graduates will be versatile musicians, prepared to pursue successful, fulfilling careers of their choosing.

Program Student Learning Outcomes
• Students will possess an appropriate understanding of music theory and the skills to properly read and compose music.

• Students will be able to identify significant events, innovations, and composers in the history of music and identify pieces within each major historical period.

• Students will exhibit a proficient level of piano performance.

• Students will attain an acceptable level of performance proficiency on their respective major instrument.

• Students will obtain an appreciation for and necessary skills to properly evaluate the musical performances of others.

• Students will grow musically and socially by participating in musical ensembles.

Music Minor
Requires 22 credits
The D’Angelo Department of Music welcomes any student to audition as a Music Minor (see Audition Requirements below). You will take private lessons on your instrument/voice; study Music Theory, Aural Skills, and Music History; and participate in one of our large ensembles. Scholarships are also available to Minors (see Scholarships and Financial Information below).

Large Ensemble 4 Semesters 4 credits
Applied Instrument, Piano, Voice or Composition 4 Semesters 4 credits
MUS 101/102 Theory I and II 6 credits
MUS 111/112 Aural Skills I and II 2 credits
MUS 104/105 Music History I and II 6 credits

Applied Music Lesson Fee
This lesson fee applies only to certain types of students: 1) Non-music majors who wish to enroll in private lessons taught by department faculty, 2) Music Minors who desire to take private lessons beyond the required two years, 3) Current music majors who register for lessons on a secondary instrument that is not part of the specific degree program.

Description of Degree Programs

The D’Angelo Department of Music enrolls undergraduate students in the following degree programs: Bachelor of Music in Performance, Bachelor of Music in Music Education, Bachelor of Music in Composition, Bachelor of Music in Music Therapy, and Bachelor of Arts in Music. Applied study is offered in the following areas: Brass, Composition, Guitar, Percussion, Piano, Strings, Voice, and Woodwinds. A minor in music is also available to students from other disciplines (see Music Minor above).

Bachelor of Music in Performance
This program emphasizes musical proficiency at a pre-professional level through individual instruction, mentoring, and career guidance. Performance experience includes large and small ensembles, solo performance opportunities, solo work in large-scale productions, and required solo recitals in the junior and senior years.

Bachelor of Music in Music Education
Music Education offers students active participation in a variety of performance ensembles like those which the graduates will supervise in the public-school environment. The methods and materials used in the public-school classroom are covered with special focus on motivation, instructional technique, and classroom management skills. Students will be certified to teach K-12 (Band, Orchestra, and Choral).

Bachelor of Music in Composition
This program aims to equip each young composer with the essential technical toolbox and broad aesthetic perspective needed to assume a place in the community of professional composers, and to serve as a preparation for high-level graduate work and a career in music.

Bachelor of Music in Music Therapy
Music Therapy is the clinical and evidence-based use of music interventions to accomplish individualized non-musical goals within a therapeutic relationship by a credentialed professional. Upon successful completion of the music therapy bachelor’s degree, an individual is eligible to sit for the national certification exam to obtain the credential Music Therapist-Board Certified (MT-BC) which is necessary for professional practice.

Bachelor of Arts in Music
This program offers students the opportunity for concentrated private study in a specific performance discipline, while giving
flexibility to pursue outside areas, very often resulting in a minor and sometimes a double major. The degree provides a solid grounding for later graduate study in performance, historical and theoretical areas of music, and the broader humanities, as well.

Admission
In addition to the Mercyhurst University application and admission process, students applying to the D’Angelo Department of Music must

- Complete the online Department of Music audition application.
- Present a performance audition. (See requirements below)
- Complete a Theory and Piano diagnostic (for course placement purposes only)

Audition Requirements (except BM Music Therapy, see below)

Brass applicants must be prepared to play two contrasting pieces from the standard brass repertoire. Sight-reading may be required. Applicants may also be asked to play major and minor scales.

Composition applicants will be required to show evidence of a strong creative ability, demonstrated through completed works. Applicants should submit scores, and if possible, tapes or CDs of at least two recent compositions. Contrast in style and media is preferred. Electronic works, and pieces that by their nature cannot be represented through standard notation, may be submitted in recorded form, without accompanying scores. All applicants should possess a well-developed ear and should have an intermediate technique on at least one instrument.

Guitar applicants will be expected to play major and minor scales and two pieces of contrasting style. Sight-reading may be required. Percussion applicants are required to audition on snare drum and mallet percussion. Timpani is recommended, but not required. The applicant will play one solo or etude on each instrument. Sight-reading may be required.

Piano applicants, except BM Performance, will perform two solo works (at least one must be memorized) in contrasting styles (e.g., Baroque, Classical, Romantic, Impressionistic, Twentieth/Twenty-First Century) and display representative major and minor scales and arpeggios. Sight-reading may be required. Applicants for the BM Performance degree in Piano will perform three memorized solo works in contrasting styles.

String applicants should prepare two contrasting pieces from the standard string repertoire. Applicants may be asked to sight-read and demonstrate proficiency in both major and minor scales and arpeggios.

Voice applicants should prepare three songs of contrasting style, to be performed from memory. Songs should be selected from the standard classical vocal literature. One of these should be in a foreign language.

Woodwind applicants may be required to play at least two octave major and minor scales and arpeggios. They must be prepared to play two contrasting pieces from the standard woodwind repertoire. Sight-reading may be required.

BM Music Therapy Audition Requirements
- Perform two pieces of contrasting style on their primary instrument.
- Improvise and develop a theme on primary instrument.
- Sing one piece in folk tradition, accompanying self on guitar or piano.
- Harmonize chords to familiar melody.
- Demonstrate ability to keep a steady pulse in various time signatures on percussion instrument while accompanying someone on the guitar.
- Demonstrate basic knowledge of I, IV, V progression in various keys on either the guitar or piano.
- Personal interview with Music Therapy faculty.
- Typed essay on student’s personal philosophy of music, as applied to a therapeutic setting.

Scholarships and Financial Information

Majors
Talent-based scholarships are awarded at the discretion of the faculty and the Chair of the Department of Music through the audition process. Any prospective student is eligible to compete for scholarship assistance, regardless of financial status. Students wishing to apply for financial assistance must also apply to the Director of Financial Aid. Students who do not meet required academic and performance levels may have their scholarship reduced or eliminated.

Minors
Non-music majors are accepted as music minors through the same audition process described above and are awarded a scholarship for their participation in the music department’s large ensembles.
Non-Music Majors
Students at Mercyhurst University who wish to participate in the large and small ensembles are invited to do so at the discretion of the ensemble conductor. A limited number of scholarships are available through an audition process.

Sophomore Review
At the end of the Sophomore year, a formal review is made by the entire full-time music faculty to evaluate whether the student will be retained in the program. Based on grades, performing progress, juries, and other criteria established by the faculty, the Sophomore Review must be passed successfully for the student to continue working toward a music degree.

Graduation Recitals
- Candidates for the Bachelor of Music degree in Performance must perform a half recital during the Junior year and a full recital during the Senior year.
- Candidates for the Bachelor of Music in Composition must present a half recital during the Junior year and a full recital during the Senior year: both these recitals must consist of original compositions.
- Candidates for the Bachelor of Music in Music Education degree must perform a half recital during the Senior year.
- Candidates for the Bachelor of Music degree in Music Therapy must perform a half recital in the Senior year.
- Candidates for the Bachelor of Arts degree in Music must perform a half recital in the Senior year.

Student Handbook
A student handbook outlining all policies of the D’Angelo Department of Music is provided to all music students. It is the responsibility of the student to adhere to guidelines and policies set forth in the handbook.

Music Core Curriculum
- 47 credits for BA, BM Music Therapy, BM Music Education
- 55 credits for BM Performance and BM Composition

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 101/102</td>
<td>Theory I and II</td>
<td>6</td>
</tr>
<tr>
<td>MUS 104/105</td>
<td>Music History I and II</td>
<td>6</td>
</tr>
<tr>
<td>MUS 108</td>
<td>Introduction to Music Tech</td>
<td>1</td>
</tr>
<tr>
<td>MUS 111/112</td>
<td>Aural Skills I and II</td>
<td>2</td>
</tr>
<tr>
<td>MUS 140/240</td>
<td>Large Ensemble</td>
<td>8</td>
</tr>
<tr>
<td>MUS 150</td>
<td>Class Piano I</td>
<td>4</td>
</tr>
<tr>
<td>MUS 151/251</td>
<td>Applied Piano</td>
<td>8</td>
</tr>
<tr>
<td>MUS 151/251</td>
<td>Applied Piano</td>
<td>16</td>
</tr>
<tr>
<td>MUS 160/260</td>
<td>Applied Voice</td>
<td>8</td>
</tr>
<tr>
<td>MUS 160/260</td>
<td>Applied Voice</td>
<td>16</td>
</tr>
<tr>
<td>MUS 170-174</td>
<td>Applied Instrument</td>
<td>8</td>
</tr>
<tr>
<td>MUS 170-174</td>
<td>Applied Instrument</td>
<td>16</td>
</tr>
<tr>
<td>MUS 180/280</td>
<td>Applied Composition</td>
<td>8</td>
</tr>
<tr>
<td>MUS 180/280</td>
<td>Applied Composition</td>
<td>16</td>
</tr>
<tr>
<td>MUS 190/191</td>
<td>Attendance Requirement</td>
<td>0</td>
</tr>
<tr>
<td>MUS 201/202</td>
<td>Theory III and IV</td>
<td>6</td>
</tr>
<tr>
<td>MUS 207</td>
<td>World Music and Jazz</td>
<td>3</td>
</tr>
<tr>
<td>MUS 211/212</td>
<td>Aural Skills III and IV</td>
<td>2</td>
</tr>
<tr>
<td>MUS 499</td>
<td>Senior Recital</td>
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<tr>
<td>BM Performance—Instrumental/Piano</td>
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<tr>
<td>Total Credits Required to Graduate in the Major Instrumental - 121 credits</td>
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</table>
### Piano - 123 credits

**REACH Curriculum**  
Music Core Curriculum, plus the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 145/24</td>
<td>Small Ensemble</td>
<td>8</td>
</tr>
<tr>
<td>MUS 155/25</td>
<td>Accompanying</td>
<td>4</td>
</tr>
<tr>
<td>MUS 206</td>
<td>Orchestral/Chamber Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 250</td>
<td>Class Piano II</td>
<td>4</td>
</tr>
<tr>
<td>MUS 304</td>
<td>Form and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUS 307</td>
<td>Instrumental Literature and Materials</td>
<td>3</td>
</tr>
<tr>
<td>MUS 310</td>
<td>Piano Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>MUS 341</td>
<td>Instrumental Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>MUS 384</td>
<td>Orchestration</td>
<td>3</td>
</tr>
<tr>
<td>MUS 413</td>
<td>Beginning Conducting</td>
<td>1</td>
</tr>
<tr>
<td>MUS 414 or 415</td>
<td>Advanced Conducting</td>
<td>1</td>
</tr>
<tr>
<td>MUS 430</td>
<td>Piano Literature and Materials</td>
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**BM in Performance—Voice**  
Total Credits Required to Graduate in the Major - 133 credits

**REACH Curriculum**  
Music Core Curriculum, plus the following

<table>
<thead>
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 145/24</td>
<td>Opera Workshop</td>
<td>8</td>
</tr>
<tr>
<td>MUS 147/247</td>
<td>Opera Production</td>
<td>4</td>
</tr>
<tr>
<td>MUS 206</td>
<td>Orchestral/Chamber Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 250</td>
<td>Class Piano II</td>
<td>4</td>
</tr>
<tr>
<td>MUS 304</td>
<td>Form and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUS 384</td>
<td>Orchestration</td>
<td>3</td>
</tr>
<tr>
<td>MUS 413</td>
<td>Beginning Conducting</td>
<td>1</td>
</tr>
<tr>
<td>MUS 415</td>
<td>Advanced Instrumental Conducting</td>
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</table>

### Voice - 133 credits

**REACH Curriculum**  
Music Core Curriculum, plus the following

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUS 145/24</td>
<td>Opera Workshop</td>
<td>8</td>
</tr>
<tr>
<td>MUS 147/247</td>
<td>Opera Production</td>
<td>4</td>
</tr>
<tr>
<td>MUS 206</td>
<td>Orchestral/Chamber Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 250</td>
<td>Class Piano II</td>
<td>4</td>
</tr>
<tr>
<td>MUS 304</td>
<td>Form and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUS 384</td>
<td>Orchestration</td>
<td>3</td>
</tr>
<tr>
<td>MUS 413</td>
<td>Beginning Conducting</td>
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<tr>
<td>MUS 415</td>
<td>Advanced Instrumental Conducting</td>
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</table>

**BM in Composition**  
Total Credits Required to Graduate in the Major - 126 credits

**REACH Curriculum**  
Music Core Curriculum, plus the following

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<tr>
<td>MUS 145/24</td>
<td>Composers Workshop</td>
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</tr>
<tr>
<td>MUS 147/247</td>
<td>Opera Production</td>
<td>4</td>
</tr>
<tr>
<td>MUS 206</td>
<td>Orchestral/Chamber Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 250</td>
<td>Class Piano II</td>
<td>4</td>
</tr>
<tr>
<td>MUS 304</td>
<td>Form and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUS 384</td>
<td>Orchestration</td>
<td>3</td>
</tr>
<tr>
<td>MUS 413</td>
<td>Beginning Conducting</td>
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</tr>
<tr>
<td>MUS 415</td>
<td>Advanced Instrumental Conducting</td>
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**BM in Performance—Voice**  
Total Credits Required to Graduate in the Major - 133 credits

**REACH Curriculum**  
Music Core Curriculum, plus the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
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<td>MUS 145/24</td>
<td>Opera Workshop</td>
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<tr>
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<tr>
<td>MUS 250</td>
<td>Class Piano II</td>
<td>4</td>
</tr>
<tr>
<td>MUS 304</td>
<td>Form and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUS 384</td>
<td>Orchestration</td>
<td>3</td>
</tr>
<tr>
<td>MUS 413</td>
<td>Beginning Conducting</td>
<td>1</td>
</tr>
<tr>
<td>MUS 415</td>
<td>Advanced Instrumental Conducting</td>
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BM in Music Education
Total Credits Required to Graduate in the Major
Instrumental/Voice/Composition - 142 credits
Piano - 138 credits

REACH Curriculum
Music Core Curriculum, plus the following:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 110</td>
<td>Introduction to Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUS 145/245</td>
<td>Instrumental and Voice</td>
<td>2</td>
</tr>
<tr>
<td>345/445</td>
<td>Small Ensemble — 7 Semesters</td>
<td>6</td>
</tr>
<tr>
<td>MUS 145/245</td>
<td>Piano</td>
<td>2</td>
</tr>
<tr>
<td>345/445</td>
<td>Small Ensemble — 7 Semesters</td>
<td>6</td>
</tr>
<tr>
<td>MUS 230/246</td>
<td>Educational Methods and Techniques</td>
<td>6</td>
</tr>
<tr>
<td>MUS 250</td>
<td>Class Piano II</td>
<td>4</td>
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<tr>
<td></td>
<td>Piano Majors Exempt</td>
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<tr>
<td>MUS 321</td>
<td>Elementary General Methods</td>
<td>2</td>
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<tr>
<td>MUS 322</td>
<td>Secondary General Methods</td>
<td>2</td>
</tr>
<tr>
<td>MUS 330/346</td>
<td>Educational Methods and Techniques</td>
<td>6</td>
</tr>
<tr>
<td>MUS 334</td>
<td>Marching Band Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS 413</td>
<td>Beginning Conducting</td>
<td>1</td>
</tr>
<tr>
<td>MUS 414 or</td>
<td>Advanced Conducting</td>
<td>1</td>
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<tr>
<td>415</td>
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<tr>
<td>WL 101</td>
<td>Cultural and Linguistically Diverse Learners</td>
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Choose a second MATH Course

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<tbody>
<tr>
<td>ESPE 101</td>
<td>Psychology of Diverse Learners</td>
<td>3</td>
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<tr>
<td>ESPE 201</td>
<td>Inclusive Practices</td>
<td>3</td>
</tr>
<tr>
<td>ESPE 301</td>
<td>Supporting Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 210</td>
<td>Comparative Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 473</td>
<td>Clinical I Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 474</td>
<td>Clinical Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 475</td>
<td>Student Teaching</td>
<td>12</td>
</tr>
</tbody>
</table>

Certification in Education

Note: To receive the degree and certification in music education, all candidates must meet all the requirements outlined in the Education department section of the University catalog. Please refer to all standards, policies and admissions/retention criteria specified for all education majors seeking a degree from Mercyhurst University and certification by the Pennsylvania Department of Education.

BA in Music
Total Credits Required to Graduate in the Major - 121 credits

REACH Curriculum
Music Core Curriculum, plus the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 206</td>
<td>Orchestral/ Chamber Music</td>
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</table>

BM in Music Therapy
Total Credits Required to Graduate in the Major - 123 credits

REACH Curriculum
Music Core Curriculum, plus the following

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<th>Course Title</th>
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<tbody>
<tr>
<td>MUS 156</td>
<td>Class Guitar for Music Therapy</td>
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</tr>
<tr>
<td>2 Semesters</td>
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<td></td>
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<tr>
<td>MUS 159</td>
<td>Class Voice for Music Therapy</td>
<td>2</td>
</tr>
<tr>
<td>2 Semesters</td>
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<tr>
<td>MUTH 101</td>
<td>Music Therapy Foundations</td>
<td>3</td>
</tr>
<tr>
<td>MUTH 102</td>
<td>Clinical Musicianship / Song Writing</td>
<td>2</td>
</tr>
<tr>
<td>MUTH 103</td>
<td>Psychology of Music</td>
<td>2</td>
</tr>
<tr>
<td>MUTH 104</td>
<td>Clinical Experience I</td>
<td>2</td>
</tr>
<tr>
<td>MUTH 201</td>
<td>Special Populations</td>
<td>3</td>
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<tr>
<td>MUTH 204</td>
<td>Clinical Experience II</td>
<td>2</td>
</tr>
<tr>
<td>MUTH 302</td>
<td>Percussion and Improvisation for Music Therapy</td>
<td>1</td>
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<tr>
<td>MUTH 304</td>
<td>Clinical Experience III</td>
<td>2</td>
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<tr>
<td>MUTH 473</td>
<td>Internship</td>
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<tr>
<td>PSYC 211</td>
<td>Abnormal Psychology</td>
<td>3</td>
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</table>
Nursing (RN-BSN)  
Registered Nurse to  
Bachelor of Science in Nursing

Program Director  
Judith Stanley, DHSc., RN, CNE

Faculty

Assistant Professor  
Judith Stanley, DHSc., RN, CNE

Assistant Professor  
Karen Morahan, PhD, RN

Instructor  
Candice Kiskadden, MSN, RN

Introduction
The Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) program provides the opportunity for Registered Nurses with an Associate of Science in Nursing degree or Diploma in Nursing to continue their education and advance in their nursing practice. The program prepares the Registered Nurse to adapt to an ever-changing healthcare delivery system, to care for individuals, families, and communities, function in leadership positions, and pursue continued education at the graduate level.

This program offers a balanced curriculum that recognizes the value of general education while prioritizing the learning of needed clinical information and nursing leadership skills. The learning environment is designed to enable the student to be self-directed in the successful completion of the program outcomes through collaboration with both the nursing and liberal arts faculty.

Graduates of this BSN program will use an evidence-based approach in the delivery of quality, safe, cost-effective, culturally competent patient care across the health care continuum. Graduates will display an ability to function in the role of communicator, provider of care, leader, life-long learner, advocate, and collaborator. Graduates will be able to utilize information systems and technology in the assessment, planning, delivery, and evaluation stages of patient care in diverse clinical settings. Graduates of the RN to BSN completion program may pursue advanced degree programs if, and when, they choose.

The curriculum includes classroom instruction, distance learning, and precepted clinical practice in local health care agencies. There are two tracks for RNs to obtain their Bachelor of Science in Nursing.

Track #1
Track #1 is for Registered Nurses (RNs) who have an Associate Degree in Nursing or a Diploma in Nursing. The program is scheduled over 4 semesters and 2 summer sessions, culminating with a capstone course that focuses on nursing leadership. This program consists of 52 credits (31 upper-level Nursing credits and 21 liberal arts credits). These 52 credits build on the student’s 68 credits completed in their pre-licensure nursing program, for a total of 120 credits. 120 credits are required for the BSN to be conferred.

Track #2
This track is an accelerated track for Registered Nurses (RNs) who already have a non-Nursing Bachelor’s degree. This second track is scheduled over 3 semesters and 1 summer session and culminates with a course that focuses on Community Health Nursing. This track consists of 31 upper-level Nursing credits. These 31 credits build on the nursing credits taken in the student’s pre-licensure nursing program and liberal arts courses taken in the student’s non-Nursing Bachelor’s degree program.

Philosophy
The faculty of the Bachelor of Science in Nursing completion program believe nursing is a caring profession whose members provide patient-centered care across the life span to individuals, families, and the global community. We believe nursing is a scientific discipline using clinical judgment, substantiated by evidence, and integrating safe, quality care and health promotion.

As part of our professional identity, we value interdisciplinary collaboration and teamwork to promote effective communication and shared decision making. We believe nurses use information and technology to communicate, access resources, promote patient safety and engage in continuous quality improvement.

Professional nurses adhere to the established standards of practice and are accountable within the legal and ethical framework of the profession. Inherent in this is the belief that professional education is a continuous life-long process necessary to integrate the best current evidence for clinical practice. In keeping with the core values of Mercyhurst University, we believe nurses are ambassadors of service demonstrating the values of social mercy, global responsibility, intellectual creativity, and reflective awareness.

We believe learners are self-directed and build on prior knowledge and life experiences. Learning is facilitated by various teaching strategies which consider individual learning preferences and varied teaching and educational methodologies. The faculty encourages and supports the spirit of inquiry to challenge the status quo and question underlying assumptions.

Program Student Learning Outcomes
At the end of this program, the graduate will be able to:

- Employ strategies to minimize risk of harm to individuals, groups, and communities by methodically addressing system problems in health care.
- Integrate best current evidence with clinical expertise and patient (and their family) preferences and values for the achievement of quality nursing and patient outcomes.
- Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care at the individual and group level.
- Utilize technology and innovation that supports evidence-based decision-making, the management of information, and safe, quality patient care.
- Engage in nursing actions that reflect integrity, caring, advocacy, and a commitment to influence evidence-based practice to improve the care of diverse patient populations.
• Demonstrate a knowledgeable, holistic, caring, and culturally aware professional demeanor with patients, families, and communities across all care settings.

**Accreditation**
The Bachelor of Science in Nursing (BSN) completion program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

ACEN
3343 Peachtree Road, Suite 850
Atlanta, GA 30326
Telephone: (404)975-5000
website: www.acenursing.org

**BSN Requirements**
The BSN student must meet the following requirements:

• Have successfully completed an Associate Degree in Nursing or Diploma in Nursing program prior to acceptance into the BSN program.

• Demonstrate proof of an unrestricted RN license in the state where they will be completing clinical hours prior to registering for NURS 401 & NURS 404.

• A grade of C+ (80%) or above is required to successfully pass all 300 and 400 level nursing courses. In addition, a satisfactory performance in the clinical component of NURS 401 and NURS 404 is required. Grades of C (79%) or below in nursing courses and/or an unsatisfactory clinical performance will require a student to repeat the course.

**Nursing (BSN) Major Core Courses (8 courses; 31 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 300</td>
<td>Professional Advancement</td>
<td>3 credits</td>
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<tr>
<td>NURS 301</td>
<td>Research and Evidence-Based Practice in Nursing</td>
<td>4 credits</td>
</tr>
<tr>
<td>NURS 302</td>
<td>Introduction to Nursing Informatics</td>
<td>3 credits</td>
</tr>
<tr>
<td>NURS 303</td>
<td>The Experience of Chronic Illness</td>
<td>3 credits</td>
</tr>
<tr>
<td>NURS 400</td>
<td>Health Promotion and Prevention</td>
<td>3 credits</td>
</tr>
<tr>
<td>NURS 401</td>
<td>Nursing in the community</td>
<td>6 credits</td>
</tr>
<tr>
<td>NURS 402</td>
<td>Multi-Cultural Global Perspectives in Health Care</td>
<td>3 credits</td>
</tr>
<tr>
<td>NURS 404</td>
<td>Leadership in Nursing</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

Some major requirements may also fulfill components of the REACH curriculum.

**Reach Curriculum**
The RN-BSN program curriculum builds on the student’s Associate Degree or Diploma in nursing and requires a total of 120 Credits. All previous student transcripts will be reviewed and the student may need to take specific Liberal Arts courses in order to fulfill the REACH curriculum. Each student will be advised of any specific requirements at the beginning of the program.
Philosophy

Department Chair
James Snyder, Ph.D.

Faculty

Associate Professors
Thomas Donahue, Ph.D.
James Snyder, Ph.D.
Kevin Sullivan, Ph.D.

Introduction
Philosophy, the search for truth and wisdom, explores foundational human questions in logic, epistemology, metaphysics, ethics, aesthetics, language, religion, science, public policy, and law.

The department works closely with students to help tailor their education to meet their interests and goals. All majors are required to complete a senior capstone project, usually taking the form of a directed senior thesis based on independent study. The Philosophy Department co-sponsors the Evelyn Lincoln Institute for Ethics and Society and it hosts the Charlene M. Tanner Speaker Series. The department houses a chapter of Sigma Tau Delta (the national honor society for philosophy), has a student-run Philosophy Club, and encourages majors and minors to participate in undergraduate philosophy conferences and to publish in national student journals.

Many of our students are double majors and see philosophy as their secondary major, which we strongly encourage and support. The philosophy minor is a very attractive complement to most of the University’s majors and is perfect for anyone who loves the life of the mind. The Philosophy Department regularly offers upper level elective courses that cater to interests in other majors, such as Religious Studies, Political Science, Psychology, and Art and Graphic Design, and the department’s faculty members are often involved in various interdisciplinary courses.

Mission Statement
The Philosophy Department plays a crucial role in the fulfillment of the University’s mission, offering a major and a minor and contributing courses to the University’s REACH curriculum. In both endeavors, the Philosophy Department’s goal is to educate and train the next generation of individuals to achieve personal, professional, and civic success by cultivating the intellectual skills and abilities of effective communication, critical thinking, creative thinking, and ethical reasoning. The philosophy major is designed to prepare students for professional and graduate study in philosophy or some allied field, such as law or political science. The development of these skills in our majors is facilitated by the following tenets:

A student-centered approach to learning and inquiry. The Department works closely with students to help tailor their education to meet their interests and goals. In addition to completing the core curriculum of the major, which consists of 6 courses, all majors are required to take 4 electives, at least one of which is expected to be an independent study.

Historical breadth and conceptual depth. This focuses on knowledge of the history of philosophy and the core philosophical concepts and principles that constitute the foundation of all philosophical and scientific discovery and criticism.

Experiential learning. Students regularly work as research assistants for faculty engaged in scholarship in philosophy or some allied field.

Original research. Students choose and work closely with a thesis advisor on an independent research project, which culminates in a departmental thesis defense.

Student Learning Outcomes

- Effective communication (written and oral communication appropriate to the field of philosophy)
- Substantive Knowledge (the main problems of philosophy, terminology, periods, movements, and schools of thought)
- Critical Thinking (understand and use logical reasoning to interpret, analyze and criticize the ideas, beliefs, values, and practices of individuals and groups)
- Creative Thinking (Construct authentic, persuasive, and interdisciplinary arguments in support of personal beliefs, values, and practices)
- Ethical Reasoning (understand and use ethical terms, principles, theories and methods to engage and solve personal problems and broad social issues)

Bachelor of Arts Major Requirements
This program is intended for students who either want to pursue a graduate degree in philosophy or for students who want a philosophy degree as complementary double major.

The major provides students with enhanced mentoring for professional development, guidance through the graduate school application process, increased breadth and depth of substantive knowledge through coursework, increased specialization through an emphasis on independent study and directed research, and an increased focus on professional writing within the discipline through its required senior thesis, all of which are expectations for students entering graduate school. (30 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 100</td>
<td>Philosophical Inquiry</td>
<td>3 credits</td>
</tr>
<tr>
<td>PHIL 101</td>
<td>Introduction to Logic</td>
<td>3 credits</td>
</tr>
<tr>
<td>PHIL 260</td>
<td>History of Philosophy to the Renaissance</td>
<td>3 credits</td>
</tr>
<tr>
<td>PHIL 261</td>
<td>History of Philosophy Since the Renaissance</td>
<td>3 credits</td>
</tr>
<tr>
<td>PHIL 401</td>
<td>Applied Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>PHIL 460</td>
<td>Senior Thesis</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Four (4) Electives in Philosophy

Philosophy Minor
This program of study is intended for students who are passionate about philosophy as a subject and who want the benefits of the formal study of philosophy but whose academic or professional schedules cannot accommodate the more substantial requirements of the major (18 Credits)
PHIL 100  Philosophical Inquiry  3 credits
PHIL 101  Introduction to Logic  3 credits
PHIL 260  History of Philosophy to the Renaissance  3 credits
OR
PHIL 261  History of Philosophy Since the Renaissance  3 credits
PHIL 401  Applied Ethics Internship  3 credits
Two (2) Electives in Ethics

In addition to the department's regularly offered courses for majors and minors listed in the course descriptions, students can elect to take independent study courses at the 200, 300 and 400 levels in order to meet their major or minor requirements. An independent study is a unique opportunity for a student to work closely with a faculty member in a field or on a topic of their interest. Recent independent studies have included

PHIL 315  Philosophy of Mind  3 credits
PHIL 315  Philosophy of Climate Change  3 credits
PHIL 315  Environmental Philosophy  3 credits
PHIL 320  Philosophy of Science  3 credits
PHIL 340  Metaphysics  3 credits
PHIL 350  Analytic Philosophy  3 credits
PHIL 370  Phenomenology  3 credits
PHIL 410  Social and Political Philosophy  3 credits
Physics and Astronomy

Department Chair
Paul Ashcraft, M.S., ABD

Faculty

Associate Professors
Dyan L. Jones, Ph.D.

Assistant Professor
Joseph Johnson, Ph.D.
Simona Carrubba, Ph.D

Lecturer
Paul Ashcraft, M.S., ABD

Adjunct
Tom DiVecchio

Introduction
The study of physics is essential to every other natural science because it informs how all the processes in the world work. As such, these physics courses are offered in the spirit of exposing students to the fundamentals of physics and highlighting the applications to other areas of science such as chemistry, biology, and health sciences.

Along with the basic science, physics courses will offer students the opportunity to develop their critical reasoning and problem-solving skills. A natural outcome of these courses is an increased capacity to tackle new and challenging problems in a variety of contexts and disciplines.

Both the B.S. and the B.A. Physics programs focus on the quantitative and analytic skills needed to solve problems and interpret data. Students who major in Physics will be prepared to work on cutting-edge ideas in science and technology, academic, government and the private sector, or graduate school in nearly any STEAM area.

A physics minor program is currently available, and flexible enough to accommodate a student in any of the STEAM disciplines. This minor gives students a distinct advantage over their peers in graduate school or the work force and provides students an opportunity to study advanced and cutting-edge physics.

Mission Statement
The Mercyhurst University Department of Physics seeks to provide a high-quality physics education that prepares students to be the scientists of the future, confident in their abilities and their understanding of physics. Because we believe that simple factual knowledge is not sufficient, the department seeks to instill strong analytical and critical thinking skills in our students. To meet these skills, our department is centered on the following tenets:

A student-centered approach within our Department. We believe that students flourish when they are the center of the learning process. In particular, we place an emphasis on achieving close student-faculty relationships.

A focus on scientific inquiry at all levels in the curriculum. We believe that students are most successful when they engage in the scientific process to the fullest extent. Inquiry-based learning is infused in all of our scholarly pursuits, from experimentation design through communication with the scientific community.

A commitment to promoting diversity in the sciences. By placing an emphasis on mentoring and diversity in the faculty, we seek to support students from all backgrounds and levels of experience, including those traditionally under-represented.

A dedication to standards of excellence. We believe that success in scientific disciplines requires fulfillment of a clear set of academic standards, and we strive to ensure that all students meet these standards. Through guidance and mentoring, we strive to provide every student with the opportunity for success.

A belief in developing the whole person. We believe that a dedication to lifelong learning, the ability to communicate effectively both orally and in writing, and a desire to contribute to the science community and society at large are essential characteristics of ethical professionals and socially conscientious citizens.

Along with our major courses, we also strive to provide students with a liberal arts background that contributes to a well-rounded academic. Students in any of our courses should acquire the foundational knowledge necessary to be successful in their field and as thoughtful citizens. Our graduates have the expertise and competence in physics to be prepared for advanced study in the physical sciences and/or for employment.

Program Student Learning Outcomes

Mastery of fundamental physics principles
• Students will show proficiency at solving quantitative problems that require an understanding of the fundamental principles in each of the major areas of physics.
• Students will show proficiency at explaining qualitatively the broad array of physical phenomena that can be explained using these fundamental concepts.

Application of previously learned information in new contexts
• Students will show proficiency at transferring fundamental principles into the advanced study in physics areas such as classical mechanics, electrodynamics, thermodynamics, and quantum mechanics.

Demonstration of proficiency in scientific methods of inquiry
• Students can design and carry out simple experiments including the collection, analysis, and presentation of meaningful data.

Acquisition of professional skills
• Students can complete a literature review including the ability to read and use scientific literature.
Students can present well-organized, logical, and scientifically sound oral and written scientific reports.

Recognition of the broader implications of an education in physics
- Students demonstrate an awareness of the impact of physics in social, economic, and environmental issues.
- Students value both independent study and teamwork, as well as hold an appreciation for life-long learning.

Department Requirements
All prerequisite coursework must be completed with a grade of C or better in order for a student to be eligible to enroll in a course. If this requirement has not been met prior to the start of the semester during which a student is enrolled, students will be removed from the course where the prerequisites have not been satisfactorily met.

To be recommended for graduation, a student must earn at least a 2.5 grade point average in the required major and cognate courses and labs. When a course is re-taken the GPA requirement includes both the original grade and the grade from the retake. A student also must earn a grade of C or better in any course from the major discipline that is to fulfill a degree requirement. No required course may be taken on a Pass/Fail basis. No required upper-division courses may be taken at another institution without prior approval. Students are required to take theory and lab courses concurrently unless permission is granted from both the instructor and the department. Withdrawal from one without withdrawal from the other is not allowed without permission from both the instructor and the department.

All students seeking degrees in programs offered by the Physics Department are required to undergo a review by department faculty at the completion of their sophomore year or at the completion of their sophomore level requirements. Students must successfully complete the Sophomore Review to be accepted into the Department's programs and to continue their physics studies.

Students eligible for review are those who have been enrolled at Mercyhurst for at least 2 years, and must have completed or be in the process of completing Calculus II, General Physics II, Chemistry II, and at least one upper-level physics course (numbered 300 or higher). Acceptance to the program will be based on academic performance in the department and at the University as a whole as well as professional conduct. Students who do not pass the Sophomore Review will not be allowed to enroll in any further courses required for Physics programs. Students seeking a B.S. must also sign up with a Research Advisor before November 1 of the academic year in which they intend to graduate.

Physics Major Bachelor of Science Degree Requirements
All students seeking a Bachelor of Science (B.S.) degree in physics are required to take the following courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 170</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 171</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 233</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 150</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 121/122</td>
<td>General Chemistry I / Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 200</td>
<td>Freshman Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 201/203</td>
<td>General Physics I / Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 202/206</td>
<td>General Physics II / Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 310/312</td>
<td>Modern Physics Lab / Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 330</td>
<td>Thermal Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 335</td>
<td>Optics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 350</td>
<td>Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 360</td>
<td>Electromagnetism</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 341</td>
<td>Physical Chemistry I</td>
<td>3</td>
</tr>
</tbody>
</table>

Students are also required to choose at least two approved physics Major electives, with at least one course must be a 300 level course or higher.

Physics Major Bachelor of Arts Degree Requirements
All students seeking a Bachelor of Science (B.A.) degree in physics are required to take the following course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 170</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 171</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 121/122</td>
<td>General Chemistry I / Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 200</td>
<td>Freshman Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 201/203</td>
<td>General Physics I / Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 202/206</td>
<td>General Physics II / Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 310/312</td>
<td>Modern Physics Lab / Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 330</td>
<td>Thermal Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 335</td>
<td>Optics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 350</td>
<td>Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 360</td>
<td>Electromagnetism</td>
<td>3</td>
</tr>
</tbody>
</table>

Students are required to choose at least one approved Physics Major elective course.

Physics Minor
All students pursuing a Physics Minor must take the following courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 170</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 171</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>General Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 203</td>
<td>General Physics I Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 202</td>
<td>General Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 206</td>
<td>General Physics II Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 310</td>
<td>Modern Physics</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must also choose two approved physics Minor elective courses.

Students who wish to earn the minor will be required to earn at least a "C" in every course and to maintain a 2.5 GPA overall in their minor courses.
Political Science

Department Chair
Joseph M. Morris, D.A

Faculty

Professors
Randy S. Clemons, D.A.
Brian D. Ripley, Ph.D.

Associate Professor
Joseph M. Morris, D.A.

Assistant Professor
Victoria A Rickard

Introduction
The Political Science major is designed to prepare students for graduate school, law school, and careers such as journalism, teaching, foreign service, public policy, and public administration. In addition to the standard political science major, the department offers four concentrations: Pre-Law, International Relations, Applied Politics, and Environmental Politics.

The department works closely with students, each of whom chooses their advisor. They meet each semester with their advisor to schedule classes for the following semester, discuss internships, and, in the spring semester, complete a "spring review." All majors are required (unless waived by the department) to complete an internship, study abroad program, or another department-approved experience. The department has an active chapter of Pi Sigma Alpha (the national political science honor society), a Model UN Club, a pre-law society, and other activities. For more information visit our webpage at polisci.mercyhurst.edu

Mission Statement
We seek to foster life skills such as reading, writing, persuading, negotiating, and presenting; ability to think spatially; understanding of numerical data; historical awareness; international, cross- and multi-cultural appreciation. These life skills include an understanding of how political scientists think, gather evidence, process data, and reach tentative conclusions. Graduates will also develop an ability to think critically about political phenomena and thought. They should be effectively prepared for the worlds of work (formal employment in the labor market) and citizenship (civic and community life) as well as having a solid academic background for those inclined to pursue graduate studies or a law degree. Thus, specific career plans and interests aside, they should be well-prepared to comprehend and interact with the political world.

As liberal arts college graduates with a particular interest in politics, they should receive enough in-depth training and a wide enough breadth of perspectives to follow their own inclinations to interact politically with that world whether as "simply" citizens, professional business men and women, journalists, lawyers, interest group participants, active electoral involvement, government or private sector analysts, or academic political scientists. We attempt to reveal the importance and personal impact of political events and issues; and, more significantly, we seek to equip them to be able to understand, evaluate, and potentially shape the political events, actions, and problems/solutions of the future.

These are crucial components of a liberal arts education and, along with knowledge of politics and government, key components of the sort of civic education on which democracy depends.

Program Student Learning Outcomes
Upon completion of the political science program, including any of its concentrations, graduates will be able to:

- Demonstrate knowledge of foundational and contemporary political science theories; apply theoretical approaches to data analysis and practical experiences.
- Demonstrate knowledge of relevant political science methodologies; apply relevant models of inquiry to data gathering and analysis.
- Demonstrate knowledge of the institutions and processes associated with governance and apply this knowledge to historical and contemporary events.
- Demonstrate the ability to think critically, which includes identifying and explaining issues, recognizing concepts and assumptions, acknowledging multiple perspectives, and evaluating evidence to reach conclusions.
- Demonstrate written and oral communication skills expected of a professional in the field.
- Demonstrate knowledge of, and preparation for graduate education and careers associated with the field of political science.

Degree Requirements for a BA in Political Science
Each spring the academic progress of students is reviewed in addition to course scheduling and regular advising. All Political Science Majors and Minors meet with faculty to discuss progress toward graduation, plans after graduation, student concerns, and other academic matters (e.g., minors, double majors, honors status, writing skills). Students whose performance is unsatisfactory are placed on probation or disenrolled from the major. Students who are excelling will receive commendations. An overall 2.5 GPA is required for admission to the major and minor.

There are eight (8) required courses, as well as seven (7) elective courses that must be completed in the major. A 2.5 G.P.A. must be maintained in the major.

<table>
<thead>
<tr>
<th>POLI</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>AND / OR</strong></td>
<td></td>
</tr>
<tr>
<td>105</td>
<td>Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>325</td>
<td>Introduction to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>411</td>
<td>Seminar: Contemporary Issues in Politics</td>
<td>3</td>
</tr>
<tr>
<td>437</td>
<td>Political Science Project</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Choose One (1) of the following courses</strong></td>
<td></td>
</tr>
<tr>
<td>336</td>
<td>International Organization and Diplomacy</td>
<td>3</td>
</tr>
<tr>
<td>335</td>
<td>American Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Choose ONE (1) of the following courses</strong></td>
<td></td>
</tr>
<tr>
<td>491</td>
<td>American Presidency</td>
<td>3</td>
</tr>
</tbody>
</table>
The International Relations (IR) Concentration in political science addresses a significant need in an era of globalization. Mercyhurst students can specialize in international relations, focus on courses most relevant to this field, and graduate with a diploma that identifies IR as their chosen field of study. The innovative international relations curriculum, which emphasizes international politics and regional political systems, is enhanced by versatile study abroad opportunities and a competitive Model International Organizations program focused on diplomacy and global problem-solving.

Students who select the IR Concentration are preparing for a variety of careers, including diplomacy, academia, journalism, public service, or work with the vast array of non-governmental organizations engaged in advocacy and service around the world. A large percentage of Mercyhurst political science graduates pursue graduate school, and those seeking an IR program will be well prepared upon completion of the IR track at Mercyhurst. Alumni in school and those currently working for the government at home and abroad, as well as for non-profits and businesses, are testomogy to the quality of preparation received. The marketable skills at the center of this concentration include proficiency in research and analysis, the ability to read critically, an appreciation of diverse and complex views, an enhanced understanding of world events and the conditions that influence them, plus an interest in different cultures and societies. For successful completion of the IR Concentration, students must take 15 three-credit courses (9 required and 6 electives). Students will work with their advisor to plan their specific program.

**International Relations Concentration**

Required Political Science Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 100</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>POLI 105</td>
<td>Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>POLI 299</td>
<td>Geopolitics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 336</td>
<td>International Organizations and Diplomacy</td>
<td>3</td>
</tr>
<tr>
<td>POLI 437</td>
<td>Political Science Project</td>
<td>3</td>
</tr>
<tr>
<td>POLI 335</td>
<td>American Foreign Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose ONE of the following courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 290</td>
<td>Research Methods in Social Science</td>
<td>3</td>
</tr>
<tr>
<td>POLI/SOC 330</td>
<td>Statistics in Social Science</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 318</td>
<td>Introduction to Criminal Justice Research</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 101</td>
<td>Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>SOC 300</td>
<td>Social Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

**Political Science Electives — Choose Four (4)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 421</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>POLI 422</td>
<td>Civil Liberties</td>
<td>3</td>
</tr>
<tr>
<td>POLI 225</td>
<td>American Legal Process</td>
<td>3</td>
</tr>
<tr>
<td>POLI 321</td>
<td>Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>POLI 322</td>
<td>Legal Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>POLI 360</td>
<td>Philosophy of Law</td>
<td>3</td>
</tr>
<tr>
<td>BADM 260</td>
<td>International Law</td>
<td>3</td>
</tr>
<tr>
<td>BADM 310</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BADM 325</td>
<td>Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 101</td>
<td>Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 240</td>
<td>Psychology and the Law</td>
<td>3</td>
</tr>
<tr>
<td>SOC/CRJS 337</td>
<td>Sociology of Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose Two (2) Additional Elective in Consultation with Advisor

**Other Requirements—Any foreign language through the second level**

**Applied Politics Concentration**

The Concentration in Applied Politics is designed to prepare students for careers in the fast-paced and exciting world of campaigns and elections, lobbying, issue advocacy, public service, and political activism. The concentration combines the political science core curriculum, which includes classes from the major sub-fields of the discipline, with courses, internships and technical training necessary for a successful career in politics. As its name implies, the Concentration in Applied Politics is a hands-on learning experience where students are engaged in real-world politics beginning their very first semester at Mercyhurst. These active learning experiences include, but are not limited to working in the Mercyhurst Center for Applied Politics, which is a state-of-the-art public opinion polling facility. Applied Politics students must complete the required courses for the standard political science major while focusing their elective classes from the following list:

Choose the following courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI/SOC 330</td>
<td>Statistics in Social Science</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 318</td>
<td>Introduction to Criminal Justice Research</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 101</td>
<td>Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>SOC 300</td>
<td>Social Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>
clearances as outlined in the Education Department section of this catalog. Department of Education, and secured the necessary state and national Master's program, students must have achieved a grade point average 3.0 or learners at any time in their junior or senior year. To gain admission into the Comparative Issues in Education, and WL 101 Culturally & Linguistically Diverse Environmental Studies and Politics students must complete the required courses with the courses and internships necessary for a successful career in this field. This program is geared toward environmental policy and/or law, or careers such as environmental consulting, lobbying, journalism, or teaching. The curriculum combines the political science core curriculum, which includes classes from the major sub-fields of the discipline, with the courses and internships necessary for a successful career in this field. Environmental Studies and Politics students must complete the required courses for the standard political science major while focusing their elective classes from the following list:

**Environmental Studies and Politics Concentration**

The Environmental Studies and Politics Concentration is geared toward environmental policy and policymaking, not environmental science. This makes it a perfect fit for students who are interested in graduate study in environmental policy and/or law, or careers such as environmental consulting, lobbying, journalism, or teaching. The curriculum combines the political science core curriculum, which includes classes from the major sub-fields of the discipline, with the courses and internships necessary for a successful career in this field. Environmental Studies and Politics students must complete the required courses for the standard political science major while focusing their elective classes from the following list:

**Required Political Science Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 220</td>
<td>Campaigns, Strategy, and U.S. Elections</td>
<td>3</td>
</tr>
<tr>
<td>POLI 290</td>
<td>Research Methods in Social Science</td>
<td>3</td>
</tr>
<tr>
<td>POLI 311</td>
<td>Media and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 315</td>
<td>Public Opinion, Polling and Voting in American Elections</td>
<td>3</td>
</tr>
<tr>
<td>POLI 317</td>
<td>Political Psychology</td>
<td>3</td>
</tr>
<tr>
<td>POLI 475/476</td>
<td>Internship</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Any Political Science or cognate course chosen in consultation with advisor

**Social Studies Education Precertification Program**

This program enables students to graduate as a History major while completing their content area requirements for Pennsylvania teacher certification in Social Studies. Students apply for the fifth year M.S. in Secondary Education following graduation. In addition to earning a Master of Science degree in Secondary Education at the end of their fifth year, they will also be certified to teach Social Studies in grades 7 through 12. Students intending to pursue the Social Studies certification must apply to the Master’s program through the Education Department during their senior year. More details on this fifth-year curriculum can be found in the Graduate Program Catalog. Along with the content area courses students should take the PRAXIS I National Teacher Exam, EDUC 210 Comparative Issues in Education, and WL 101 Culturally & Linguistically Diverse Learners at any time in their junior or senior year. To gain admission into the Master’s program, students must have achieved a grade point average 3.0 or better in their undergraduate degree as mandated by the Pennsylvania Department of Education, and secured the necessary state and national clearances as outlined in the Education Department section of this catalog.

**Social Studies Content Area Requirements**

In addition to completing the requirements of a Political Science major, all students pursuing the 4+1 Social Studies pre-certification program must also complete a History minor and, in consultation with their advisor, some additional content area courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>ECON 105</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 112</td>
<td>World Cultures</td>
<td>3</td>
</tr>
</tbody>
</table>

**Political Science Minor**

A student must achieve a 2.5 GPA in seven political science courses (including American Government) to be certified to graduate with a Political Science minor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 100</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Six (6) additional political science courses.</td>
<td>18</td>
</tr>
</tbody>
</table>

**International Relations and Diplomacy Minor**

This minor is housed in the Political Science Department, but allows for utilization of some cognate courses from other departments, depending on the student's interests, major(s), and university REACH course selections.

**I. Required Foundational Course (3 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 336</td>
<td>International Organizations and Diplomacy</td>
<td>3</td>
</tr>
</tbody>
</table>

**II. Choose Four (4) of the following courses (12 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 105</td>
<td>Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>POLI 241</td>
<td>Comparative Politics: Asia</td>
<td>3</td>
</tr>
<tr>
<td>POLI 242</td>
<td>Comparative Politics: Europe</td>
<td>3</td>
</tr>
<tr>
<td>POLI 299</td>
<td>Geopolitics (recommended to be taken in junior year)</td>
<td>3</td>
</tr>
<tr>
<td>POLI 335</td>
<td>American Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>HIST 232</td>
<td>The Vietnam War</td>
<td>3</td>
</tr>
<tr>
<td>POLI 313</td>
<td>Intelligence and National Security</td>
<td>3</td>
</tr>
<tr>
<td>POLI 380</td>
<td>Politics of the Global Economy</td>
<td>3</td>
</tr>
</tbody>
</table>

**III. Choose One (1) of the following courses (3 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 290</td>
<td>Research Methods in Social Science</td>
<td>3</td>
</tr>
<tr>
<td>POLI/SOC 330</td>
<td>Statistics in Social Science</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 318</td>
<td>Introduction to Criminal Justice Research</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 101</td>
<td>Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>SOC 300</td>
<td>Social Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

**IV. Any two (2) other Political Science courses**

(or pre-approved cognate courses from another department)

Including all courses listed above not used previously (6 credits)

**Other Requirements**

Foreign language competency at 2nd level (usually two classes)

Up to 15 credits may come from courses that fulfill university REACH requirements.

The departmental minor advisor, in consultation with the student, may allow preapproved courses from other departments to fulfill category IV. For example, a REACH course such as Macroeconomics. And, all Political Science courses, e.g., American Government, Political Theory, Public Administration, Political Psychology, Senior Project Course, and Internships can be used to fulfill Category IV. Students who have not lived outside the United States are strongly encouraged to avail themselves of our Study Abroad opportunities — but this is not a requirement.
Pre-Law
Interdisciplinary Minor

Program Director
Tina M. Fryling, M.S., J.D.

Introduction
Mercyhurst University offers an interdisciplinary Pre-Law Minor to students in any major who may be considering law school. The goal of the minor is to help students determine if law school is the right choice for them and to help them prepare for law school by exposing them to some fundamental area of study.

The minor allows for flexibility in course selection so that students are able to focus on their specific areas of interest, while at the same time build a foundation that will help them succeed in law school. The minor can be declared at any time during a student’s matriculation.

The American Bar Association (ABA) does not recommend any one particular major or area of study for students who wish to go on to law school. However, the ABA does recommend several core skills and values that build a “sound foundation for a legal education.” These core skills and values include the following:

- Analytic/Problem Solving Skills
- Critical Reading
- Writing Skills
- Oral Communication / Listen ability
- General Research Skills
- Task Organization/Management Skills
- Public Service and Promotion of Justice

Minor Requirements
Based on these ABA recommendations, students are required to take six courses (18 credits) that teach these core skills and values, or cover some topical areas dealt with in law school.

Students are required to take the following three courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJS/POLI</td>
<td>Legal Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>CRJS</td>
<td>Constitutional Law in Criminal Proceedings</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLI</td>
<td>Civil Liberties</td>
<td>3</td>
</tr>
<tr>
<td>BADM</td>
<td>Business Law I</td>
<td>3</td>
</tr>
</tbody>
</table>

Students work with a pre-law advisor to choose the additional three courses. The additional courses must cover some core skill or value listed above, or must be relevant to some topical area dealt with in law school. The philosophy behind the minor is to allow students flexibility in choice, while providing them with relevant and beneficial curriculum choices.

An approved law-related internship is highly recommended, and can also be used to fulfill one of the two additional course requirements. POLI 100 American Government is strongly recommended.

No more than two courses in the Minor can be used to count for the Major and/or Core. Students interested in the minor should contact Victoria Rickard in the Political Science Department, Atty. Meredith Bollheimer in the Walker School of Business, or Tina Fryling in the Criminal Justice department.
Introduction

Psychology is the scientific study of thoughts, feelings, and behavior. Research psychologists strive to gain an understanding of the processes underlying human behavior by examining influences ranging from the neurobiological to the sociocultural. It is an ever-changing discipline that has broad applicability across many diverse contexts. A detective interviewing a child who witnessed a crime, an engineer designing a cockpit for ease of use, a doctor who designs a treatment plan for a patient, or a marketing executive designing a new ad campaign would all benefit from using psychology. Many of our students enter graduate or professional programs in psychology or in related areas such as law, medicine, social work, government, sports, or business. Other students enter the job market in a variety of applied settings immediately after graduation, most commonly in social services or the helping professions.

Psychology majors can expect rigorous training in scientific literacy, critical thinking, ethics, social responsibility, cultural competency, and communication skills. The American Psychological Association counts career development as one of its five major goals of undergraduate education. This means that students will be taught how to apply psychological findings to their own career skills, including how to exhibit self-efficacy and self-regulation, refine project-management skills, enhancing teamwork capacity, and developing meaningful professional direction for life after graduation.

To accomplish these goals with offering the maximum amount of flexibility for students to pursue their own chosen areas, the Psychology Major at Mercyhurst offers three distinct tracks: a general track which affords students flexibility to double major, an applied track with an emphasis on preparing students for jobs or graduate study in the helping professions, and a research track with an emphasis on scientific research and building an impressive application to graduate school. In addition to these tracks, concentrations such as Neuroscience and Crime and Justice are offered. Students are encouraged to consult with their advisors to help determine the track that is the best fit.

Mission Statement

The Department of Psychology at Mercyhurst University fully adopts both the core values at Mercyhurst University and the American Psychological Association’s goals for undergraduate education and seeks to develop students that are:

- **Socially merciful**, in that they are able to build and enhance interpersonal relationships and adopt values that build community at local, national, and global levels.

- **Globally responsible** through their application of ethical standards in their evaluation of psychological science and practice.

- **Compassionately hospitable** through their ability to interact effectively and sensitively with people of diverse abilities, backgrounds, and cultural perspectives.

- **Intellectually creative** with their ability to interpret, design, and conduct basic psychological research and their firm foundation in psychology’s content areas.

- **Reflectively aware** with their ability to apply psychological content and skills to explain behavior and mental processes, including accurate, critical self-assessment of performance and the ability to develop and execute strategies for exceeding performance criteria.

Program Student Learning Outcomes

In accordance with the American Psychological Association’s 2.0 Guidelines for Undergraduate Education in Psychology, Mercyhurst Psychology graduates will be expected to demonstrate:

- A firm knowledge base in Psychology
- Scientific and critical thinking
- Ethical and social responsibility
- Communication skills
- Professional development skills
- Knowledge about the history and progression of the field of Psychology

Psychology Major Degree Requirements

**Bachelor of Arts - 39 Credits**

Psychology Majors must take the following courses and earn a C or higher:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 291/293</td>
<td>Research Design and Statistical Analysis I / lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>PSYC 292/295</td>
<td>Research Design and Statistical Analysis II / lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>PSYC 203</td>
<td>Majoring in Psychology</td>
<td>1 credit</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>History of Psychology (take senior year)</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Additionally, students must take one course from each cluster below:

**Cluster 1: Social and Personality**
- PSYC 201 Personality Psychology 3 credits
- PSYC 231 Social Psychology 3 credits
- PSYC 233 Cross Cultural Psychology 3 credits
- PSYC 265 Psychology of Gender 3 credits

**Cluster 2: Developmental and Cognitive**
- PSYC 237 Memory and Cognition 3 credits
- PSYC 241 Developmental Psychology: Childhood 3 credits
- PSYC 242 Developmental Psychology: Adolescence 3 credits
- PSYC 350 Antecedents of Aggression 3 credits

**Cluster 3: Applied and Clinical**
- PSYC 211 Abnormal Psychology 3 credits
- PSYC 221 Clinical Psychology 3 credits
- PSYC 222 Psychological Assessment 3 credits
- PSYC 294 Industrial/Organizational Psychology 3 credits

**Cluster 4: Biological and Health**
- PSYC 225 Health Psychology 3 credits
- PSYC 252 Biopsychology 3 credits
- PSYC 253 Drugs and Human Behavior 3 credits
- PSYC 281 Behavior Modification 3 credits

**General Psychology**
Students opting for the General Track in the Psychology Major must have a major GPA of 2.25 or higher.

Students in this track must take:
- One advanced-level (300-400) Psychology course 3 credits
- Three additional Psychology electives 9 credits

**Applied Psychology Concentration**
Students opting for the Applied Track in the Psychology major must have a major GPA of 2.5 or higher. Students in this track must take:
- One advanced-level (300-400) Psychology course 3 credits
- PSYC 323 Counseling Theory and Skills 3 credits
- One additional Psychology elective 3 credits
- PSYC 475 Psychology Internship 3 credits

**Research Concentration**
Students opting for the Research Track in the Psychology major must have a major GPA of 2.5 or higher. Students in this track must take:
- Two advanced-level (300-400) Psychology courses 6 credits
- One additional Psychology elective 3 credits
- PSYC 490 Senior Research Practicum 3 credits

**Neuroscience Concentration**
The Neuroscience concentration offers a program of study that relates behavior to bodily processes, especially the workings of the brain. The main goal of this area of study is to understand behavior and experience in terms of their biological substrates.

- PSYC 101 Introduction to Psychology 3 credits
- PSYC 252 Biopsychology 3 credits
- PSYC 291/293 Research Design and Statistical Analysis I / lab 4 credits
- BIO 142/143 Cellular and Molecular Biology / lab 4 credits
- BIO 146/147 Ecology and Evolutionary Biology / lab 4 credits
- BIO 450 Neurobiology 3 credits

In addition, students must take any three from the following:

- PSYC 211 Abnormal Psychology 3 credits
- PSYC 236/238 Learning and Motivation / Lab 4 credits
- PSYC 237 Memory and Cognition 3 credits
- PSYC 253 Drugs and Human Behavior 3 credits
- PSYC 352 Seminar in Biological Psychology: Topics in Neuroscience 3 credits
- BIO 310/311 Genetics and lab 4 credits
- BIO 320/321 Comparative Vertebrate Anatomy and Lab 4 credits
- BIO 330/331 Immunology / Lab 4 credits
- BIO 370/371 Cellular Biochemistry / Lab 4 credits

**Psychology Minor - 19 Credits**
A Minor in Psychology would be a useful complement to any major area of study. Six courses are required for the Psychology Minor, including:

- PSYC 101 Introduction to Psychology 3 credits
- PSYC 291/293 Research Design and Statistical Analysis / lab 4 credits
- Four (4) electives in Psychology 12 credits

**Interdisciplinary Minors**
In addition to the Psychology Major and Minor, there are three additional interdisciplinary minors that feature Psychology courses: Psychology of Crime and Justice, Gender Studies, and Sports Studies. Information about each of these minors can be found in their own sections in this catalog.
Public Health

Department Chair
Thomas Cook, Ph.D.

Faculty
Assistant Professors
Thomas Cook, Ph.D.

Jointly Appointed Faculty
Assistant Professors
Karen Morahan, Ph.D.

Instructor
Candice Kiskadden, MSN

Introduction
The Public Health Department offers a Bachelor of Arts, Bachelor of Science and a minor in public health. The Public Health program at Mercyhurst was developed to meet the growing demand for public health studies among college students nationwide and in response to the Institute of Medicine’s recommendation to the US Department of Education that all college campuses offer public health coursework to undergraduate students.

In 2009, the Los Angeles Times reported that the US is facing a “public health workforce shortage” and noted that by 2020 America will be short more than 250,000 public health workers. Students majoring in public health can pursue a wide range of public health careers including: public health practice, health education, infection control, environmental health, epidemiology, biostatistics, health services research or administration, health policy, and international health.

Public health also provides a strong platform for students interested in a wide variety of careers in related fields including medicine, health care, biotechnology and the life sciences. There are also a wide variety of graduate school options for students pursuing a public health major. There are currently more than 50 graduate schools of public health in the US in some of the nation’s best universities offering both master and doctoral degrees.

Mission Statement
Consistent with the mission of Mercyhurst University, the Public Health Department at Mercyhurst seeks to educate students to be globally responsible citizens who take intelligent actions to improve the lives and conditions of people around the world. The Department strives to:

- Instill a passion for public health knowledge and action in undergraduate students
- Train the next generation of public health workers who “think globally, act locally”
- Become a community resource and repository for public health knowledge
- Serve as an exemplar for undergraduate public health studies for colleges and universities around the country
- Develop public health curricula, case studies and learning tools that can be adopted by other public health programs
- Design and implement public health continuing education training opportunities for existing members of the public health workforce
- Conduct cutting edge public health research designed to improve the health and well-being of populations of people
- Disseminate public health knowledge through peer-reviewed publications, public reports and national, regional and local presentations
- Increase awareness about the health and conditions of populations around the world

Program Student Learning Outcomes
The faculty members of the Public Health Department have identified five major Student Learning Outcomes (SLOs) for Majors in the Public Health Program. These SLOs are based on the 14 Council for Education in Public Health (CEPH) specific learning outcomes, which have been combined into 5 broader learning outcomes.

The learning outcomes are as follows:

- Demonstrate an understanding of the history and philosophy of Public Health, the healthcare system and the relevant dimensions of health policy, law, ethics and economics related to public health.
- Identify the role and importance of using data in Public Health for identifying and addressing population health challenges
- Demonstrate an understanding of the science of human health and disease and the principles of health promotion and health protection.
- Describe the role socioeconomic, behavioral, biological and environmental factors on human health and their contribution to health disparities.
- Use mass media, technical writing and technology to effectively communicate health-related information and to disseminate public health messages to a wide range of audiences.

Unique Focus
The public health program has a unique focus that provides students with skills that are:

- Cutting edge
- Distinct
- Marketable

In addition to core public health methods they will learn new and evolving methods that are likely to shape the field over the next decade including crowd sourcing, social network analysis, and agent based modeling. Students will graduate with a distinct set of skills that are marketable to employers or that will make them strong candidates for further studies.
These skills include strong data analysis, statistical programming, and database development skills. In addition, from the outset, they will be taught "soft skills" related to professionalism, teamwork and advancement that will put them on a path to exceed in their careers.

**Unique Experiential Approach**

The public health program has a unique approach that defines the program and sets it apart from most other undergraduate programs in public health. Three defining principles provide maximum benefit for career development:

- Competency focused
- Team based
- Applied

Knowledge acquisition is only one aspect of learning. The public health program focuses on teaching the students skills that are critical for a successful career in public health. This approach focuses not only on what students know when they graduate but also on what they can do and is consistent with professional expectations for public health graduates entering the work force or graduate study. The curriculum is team based and harnesses that power to improve student outcomes and learning through case studies, projects, exercises and simulations.

**Public Health Degree Requirements**

**Bachelor of Arts – Public Health Major**

Bachelor of Arts in Public Health (BAPH) majors must maintain a 2.5 GPA in the major concentration to be recommended for graduation. There are 10 required core courses in the public health curriculum:

- PUBH 101 Foundations of Public Health: 3 credits
- PUBH 102 Professionalism in Public Health: 3 credits
- PUBH 105 Health Care Policy and Law: 3 credits
- PUBH 109 Health Education: 3 credits
- PUBH 201 Environmental Health: 3 credits
- PUBH 211 Global Health: 3 credits
- STAT 137 Biostatistics: 3 credits
- PUBH 260 Principles of Epidemiology I: 3 credits
- PUBH 285 Health Evaluation, Research, Methods and Analysis: 3 credits
- PUBH 290 Social Determinants of Health: 3 credits

Courses that meet the University’s Core requirements as well as the major core are: PUBH 101 Foundations of Public Health and PUBH 240 Biostatistics.

**Practicum Requirement:** All students in the BAPH track must also complete a field experience, internship or research practicum prior to graduation.

PUBH 475 Public Health Field Experience: 3 credits

OR

PUBH 490 Public Health Senior Research Practicum: 3 credits

Prerequisites: PUBH 240, 260 and 285

**Elective Course Requirements**

BAPH majors are also required to take at least seven (7) additional relevant multidisciplinary courses (21 credits) of which at least two (2) must be Public Health (PUBH) electives (6 credits). Students work with their public health faculty advisors to choose elective classes.

Public health faculty must approve all multidisciplinary electives other than PUBH courses for them to count as part of the public health degree. Examples of acceptable multidisciplinary courses offered outside the Public Health Department include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST</td>
<td>175 World Geography</td>
<td>3</td>
</tr>
<tr>
<td>ANTH</td>
<td>112 World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>ANTH</td>
<td>227 Ethnographic Field Methods</td>
<td>3</td>
</tr>
<tr>
<td>COMM</td>
<td>185 Communication in Society</td>
<td>3</td>
</tr>
<tr>
<td>COMM</td>
<td>315 Communication Techniques</td>
<td>3</td>
</tr>
<tr>
<td>COMM</td>
<td>329 Communication and Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>COMM</td>
<td>369 Global Communication</td>
<td>3</td>
</tr>
<tr>
<td>CRIS/SOC</td>
<td>203 Deviant Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CRIS/SOC</td>
<td>220 Drugs, Crime and Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRIS/SOCW</td>
<td>313 Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>HIST</td>
<td>229 Environmental History of U.S.</td>
<td>3</td>
</tr>
<tr>
<td>POLI</td>
<td>395 Environmental Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI</td>
<td>202 Contemporary Environmental Issues</td>
<td>3</td>
</tr>
<tr>
<td>POLI</td>
<td>280 Global Environmental Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI</td>
<td>320 Environmental Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PSYC</td>
<td>101 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC</td>
<td>222 Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC</td>
<td>225 Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC</td>
<td>231 Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC</td>
<td>252 Biopsychology</td>
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</tr>
<tr>
<td>PSYC</td>
<td>281 Behavior Modification</td>
<td>3</td>
</tr>
<tr>
<td>PSYC</td>
<td>282 Basic Principles of Applied Behavior Analysis</td>
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<tr>
<td>PSYC</td>
<td>291 Research Methods I</td>
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<td>292 Research Methods II</td>
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</tr>
<tr>
<td>RIAP</td>
<td>250 Professional Communications</td>
<td>1</td>
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<td>RIAP</td>
<td>272 Terrorism</td>
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<tr>
<td>SOC</td>
<td>100 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC</td>
<td>101 Contemporary Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC</td>
<td>204 Diversity in Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC</td>
<td>300 Sociological Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOC</td>
<td>342 Human Needs and Global Problem</td>
<td>3</td>
</tr>
<tr>
<td>SOC/POLI</td>
<td>362 Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>SOCW</td>
<td>107 Introduction to Social Work</td>
<td>3</td>
</tr>
</tbody>
</table>

146
Students work with their public health faculty advisors to choose these classes. Students in the BSPH program are also required to take five multidisciplinary electives in math and science and two additional Public Health electives. Students who are pre-health are required to work with both their pre-health advisor and Public Health advisor to choose appropriate courses to ensure that they meet the requirements of the specific graduate or professional program that they are interested in pursuing after graduation. These students may be required to take greater than 5 science and math courses to meet these requirements. Examples of acceptable multidisciplinary courses include:

- **SOCW 220**: Human Behavior and the Social Environment I 3 credits
- **SOCW 221**: Human Behavior and the Social Environment II 3 credits
- **SOCW 304**: Social Welfare Analysis 3 credits

### Elective Course Requirements

Students in the BSPH program are also required to take five multidisciplinary electives in math and science and two additional Public Health electives. Students work with their public health faculty advisors to choose these classes. Public health faculty must approve all math and science electives for them to count as part of the public health degree.

Students who are pre-health are required to work with both their pre-health advisor and Public Health advisor to choose appropriate courses to ensure that they meet the requirements of the specific graduate or professional program that they are interested in pursuing after graduation. These students may be required to take greater than 5 science and math courses to meet these requirements.

Examples of acceptable multidisciplinary courses include:

- **BIO 101**: Foundations of Public Health 3 credits
- **BIO 102**: Professionalism in Public Health 3 credits
- **BIO 109**: Health Education 3 credits
- **BIO 201**: Environmental Health 3 credits
- **BIO 211**: Global Health 3 credits
- **STAT 137**: Biostatistics 3 credits
- **STAT 101**: Principles of Epidemiology I 3 credits
- **STAT 290**: Statistical Analysis 3 credits
- **SOCW 210**: Principles of Epidemiology II 3 credits

### Practicum Requirements

All students in the BSPH track must also complete a field experience, internship or research practicum before graduation.

- **PUBH 475**: Public Health Field Experience 3 credits
- **PUBH 476**: Public Health Internship 3 credits

### Public Health Minor

A minor in public health is useful to any student considering a career in medicine, health care or the health sciences. Seven total courses are required for the public health minor including the five required courses listed below along with 2 elective PUBH courses.

- **PUBH 101**: Foundations of Public Health 3 credits
- **PUBH 201**: Environmental Health 3 credits
- **PUBH 211**: Global Health 3 credits
- **STAT 137**: Biostatistics 3 credits
- **PUBH 260**: Principles of Epidemiology I 3 credits
Religious Studies

Department Chair
Robert von Thaden Jr., Ph.D.

Faculty

Professors
Mary Hembrow Snyder, Ph.D.
Thomas Forsthoevel, Ph.D.

Associate Professors
Robert von Thaden Jr., Ph.D.
Verna Ehret, Ph.D.
Richard McCarty, Ph.D.

Program Mission Statement
The academic study of religion is a central component to the humanities curriculum of Mercyhurst University. Through diverse course offerings, the Religious Studies department cultivates understanding of the human experience. It provides students with a breadth of knowledge within the field and essential skills for full participation in a globalized world. Students will cultivate reflective and critical thinking skills through the study of religion's broad impact on human life and society.

They will also develop communication, argumentation, and research skills as well as cultural awareness and creative and critical problem-solving abilities for managing diverse environments. Students in the religious studies department are engaged in campus and community life and have opportunities to present at academic conferences. Graduates have gone on to work in ministry and service organizations, the arts, health professions, social work, business, and intelligence positions.

The Religious Studies department is rooted in its Catholic origins and committed to the classical critical inquiry of the Catholic intellectual tradition. It is simultaneously defined by a spirit of intellectual openness that welcomes students of diverse faith traditions, or none at all. The structure of the curriculum allows students to explore their own interests: academically, professionally, and personally.

Some students might wish to focus their major in the cross-cultural study of religion, for example. At the same time, the department also supports students wishing to pursue deeper studies in the Catholic tradition by making specific courses available for the Catholic Studies minor.

Student Learning Outcomes
Upon completing the Bachelor of Arts in Religious Studies, graduates will:

Develop skills of the discipline such as:

- Analyze and synthesize information from primary and secondary sources
- Compose scholarship with respect to the academic study of religion
- Critique scholarship with respect to the academic study of religion

Recognize multiplicity within religious traditions:

- Compare and contrast religious traditions
- Apply ideological paradigms

Religious Studies is organized into three principal areas:

- Tradition, Texts and History
- Pluralism, Comparison, and Society
- Theology, Philosophy, and Ethics

Religious Studies Major and Minor
The department offers a Bachelor of Arts in Religious Studies, consisting of ten courses, and a Religious Studies minor, consisting of six. A 2.5 GPA is required of all seeking a major or minor from this department. The study of a foreign language is highly encouraged for all students in this major.

A religious studies major requires:
A minimum of Ten (10) courses in RLST
One (1) CST from the RLST curriculum list can count for an RLST major

- Two courses in each of the categories below
- RLST 480: Senior Seminar (Offered every other fall semester. Students who cannot take it in the year required will take the thesis credit instead)
- Three RLST electives
- Two courses at the 300 level or above (in addition to the Senior Seminar)

A religious studies minor requires:
A minimum of six courses in RLST (One CST from the RLST curriculum list can count for an RLST minor)

- One course in each of the categories below
- Three RLST electives
- RLST 480: Senior Seminar is recommended but not required
- One course at the 300 level or above (can include the Senior Seminar)

Students also minoring in Catholic Studies may double count one course between their RLST and CST programs.

Traditions, Texts and History

<table>
<thead>
<tr>
<th>RLST</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>Sacred Texts</td>
<td>3 credits</td>
</tr>
<tr>
<td>205</td>
<td>Western Christian Heritage</td>
<td>3 credits</td>
</tr>
<tr>
<td>206</td>
<td>Hinduism</td>
<td>3 credits</td>
</tr>
<tr>
<td>207</td>
<td>Buddhism</td>
<td>3 credits</td>
</tr>
<tr>
<td>208</td>
<td>Islam</td>
<td>3 credits</td>
</tr>
<tr>
<td>210</td>
<td>New Testament &amp; Christian Origins</td>
<td>3 credits</td>
</tr>
<tr>
<td>270</td>
<td>Women and Scripture</td>
<td>3 credits</td>
</tr>
<tr>
<td>390</td>
<td>Apocalypse to Zombie</td>
<td>3 credits</td>
</tr>
<tr>
<td>280</td>
<td>Desert Mothers and Fathers</td>
<td>3 credits</td>
</tr>
<tr>
<td>CST</td>
<td>Desert Mothers and Fathers</td>
<td>3 Credits</td>
</tr>
</tbody>
</table>
### Pluralism, Comparison and Society

- **RLST 100** What is Religion? 3 credits
- **RLST 115** World Religions 3 credits
- **RLST 235** Sacred and Cinema 3 credits
- **RLST 255** Religious Perspectives on Human Relationships 3 credits
- **RLST 265** American Religion 3 credits
- **RLST 266** Globalized Religion 3 credits
- **RLST 267** Religion and Violence 3 Credits
- **RLST 305** Death and Dying 3 credits
- **RLST 335** Contemporary Folklore, Legends, and Myths 3 Credits
- **RLST 350** New Religious Movements 3 Credits
- **RLST 385** Poetry of the Sacred 3 credits

### Theology, Philosophy and Ethics

- **RLST 200** Contemporary Moral Issues 3 credits
- **RLST 230** Jesus the Christ 3 credits
- **RLST 250** Eastern Philosophy 3 credits
- **RLST 260** Catholic Symbols and Sacraments 3 credits
- **RLST 275** Liberation, Religion, and Society 3 credits
- **RLST 295** Religion, Science, and Magic 3 credits
- **RLST 310** Evolving Religion 3 credits
- **RLST 345** Philosophy of Religion 3 credits
- **RLST 375** Religion and the Environment 3 credits
- **RLST 420** Mysticism 3 credits
- **RLST 440** Peace and Justice 3 credits
- **CST 100** Exploring Catholicism 3 credits
- **CST 250** Theology of the Church 3 credits

### Religion and Society Minor and Concentration

The Religion and Society minor and concentration are designed to complement programs throughout the university in particular, those students who will be working in medical or public health, public service, social work, politics, business, criminal justice, and intelligence fields.

The courses provide both breadth in general understanding of the relationship between religion and social life and depth to explore issues of particular significance, facing the contemporary world.

**A Religion and Society minor requires**

- A minimum of five courses in RLST
  - RLST 100 What is Religion?, RLST 110 Sacred Texts, or RLST 115 World Religions (Required)
  - Three courses in Religion and Society - choose one from each category (see below)
  - Elective additional course from one of the three religion and society categories.

- **RLST 267** Religion & Violence 3 credits
- **RLST 275** Liberation, Religion, & Society 3 credits

**The courses require**

- At least one course must be 300 level or higher.
- One course taken in the minor must also include an additional BTG credit.
- RLST senior seminar is recommended but not required and can be taken as the elective.

### A Religion and Society Concentration

Students majoring in RLST can choose to add a concentration in Religion and Society. The major with concentration will require 14 RLST courses.

- Two from each of the three categories in the core RLST major.
- One from each category in the Religion and Society (because of overlap with the standard RLST major this will mean additional courses in the RLST core categories).
- RLST Senior Seminar.
- Three electives from the Religious Studies general curriculum or Religion and Society curriculum.
- One course taken in the major with concentration must also include an additional BTG credit.
- At least 2 courses must be 300 or higher.

### Religion and Society Curriculum

#### Global Civil Society

- **RLST 265** American Religion 3 credits
- **RLST 266** Globalized Religion 3 credits
- **RLST 267** Religion & Violence 3 credits
- **RLST 275** Liberation, Religion, & Society 3 credits
- **RLST 305** Death & Dying 3 credits
- **RLST 350** New Religious Movements 3 credits
- **RLST 375** Religion & the Environment 3 credits
- **RLST 440** Peace & Justice 3 credits
- **RLST 445** Special Topics 3 Credits

#### Global Awareness

- **RLST 205** Western Christian Heritage 3 credits
- **RLST 206** Hinduism 3 credits
- **RLST 207** Buddhism 3 credits
- **RLST 208** Islam 3 credits

#### Global Issues

- **RLST 305** Death & Dying 3 credits
- **RLST 350** New Religious Movements 3 credits
- **RLST 375** Religion & the Environment 3 credits
- **RLST 440** Peace & Justice 3 credits
- **RLST 445** Special Topics 3 Credits

### Second Year Evaluation

At the end of two years, each major student’s progress is reviewed to determine continuation in the program. Special attention is paid to an ongoing commitment to intellectual growth and to the maintenance of the 2.5 GPA minimum requirement. A formal request for delay of this review into the third year requires special permission from the department director.
Introduction
The program in Applied Sociology maintains an educational philosophy characterized by the sharing of learning between professor and student. Students with applied sociological research skills and theoretical knowledge will find themselves prepared for the emergent occupations in our rapidly changing society. The department offers senior students options for a thesis or internship opportunities both locally or outside of the Erie community. We provide a Criminology concentration is offered to applied sociology majors interested in the study of crime and criminal behavior. The courses emphasize skills in research, analysis, and evaluation. Minors are offered in Gerontology, Social Welfare, and Gender Studies. The Gender Studies Minor is interdisciplinary and listed separately in the catalog.

Mission Statement
The Applied Sociology program provides students with the necessary skills to understand human behaviors and the dynamics of our global society. Our curriculum is based on liberal arts and strives to enhance students’ critical thinking skills through a strong foundation of theory and research. A degree in applied sociology affords a strong foundation for graduate education and opens the doors to a wide range of career paths such as data analytics, law, social services, public policy, business, and communication.

Program Student Learning Outcomes
- Demonstrate knowledge of social problems and their impact on human behavior and well-being.
- Demonstrate skills in critical thinking and ethical decision making.

Applied Sociology Major

Bachelor of Arts Core requirements
The Sociology major must have a 2.5 GPA or higher in major courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Contemporary Social Problems</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 300</td>
<td>Sociological Research Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 301</td>
<td>Contemporary Sociological Theory</td>
<td>3 credits</td>
</tr>
<tr>
<td>STAT 130</td>
<td>Introduction to Social Statistics</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 204</td>
<td>Diversity in Society</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 342</td>
<td>Human Needs and Global Problems</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 490</td>
<td>Senior Project</td>
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OR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOC 475</td>
<td>Applied Sociology Internship</td>
<td>3-6 credits</td>
</tr>
</tbody>
</table>

Five (5) Applied Sociology electives 15 credits

Criminology Concentration Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
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OR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOC 475</td>
<td>Applied Sociology Internship</td>
<td>3-6 credits</td>
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<tr>
<td>SOC/CRJS 230</td>
<td>Criminology</td>
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<tr>
<td>SOC/CRJS 337</td>
<td>Sociology of Law</td>
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</tr>
<tr>
<td>SOC/CRJS 220</td>
<td>Drugs, Crime and Criminal Justice</td>
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</tr>
<tr>
<td>CRJS 240</td>
<td>Victimology</td>
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</tr>
<tr>
<td>SOC/CRJS/PSYC 350</td>
<td>Antecedents of Aggression</td>
<td>3 credits</td>
</tr>
<tr>
<td>Two (2) Criminology Electives</td>
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<td>6 credits</td>
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</table>

Sociology Minor
The Sociology Minor must have a 2.5 GPA or higher in minor courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
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OR

<table>
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</tr>
<tr>
<td>SOC 342</td>
<td>Human Needs and Global Problems</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Interested students should contact Dr. Ruth Jolie for further information.

### Gerontology Minor

Gerontology Minors must have a 2.5 GPA or higher in minor courses.

- SOC 107 Introduction to Gerontology 3 credits
- SOC 214 Grief and Loss 3 credits
- SOC 312 Services and Resources for the Aged 3 credits
- SOC 475 Applied Sociology Internship at an approved site serving older adults 3-6 credits

**OR**

- SOC 475 Social Work Internship at an approved site serving older adults 3-6-9 credits
- Three (3) Electives - (Must support content on aging and be approved by advisor.) 9 credits

### Gender Studies Minor

Housed in the Departments of Anthropology, Applied Sociology, and Psychology, the Gender Studies minor provides students with the opportunity to learn about the subject of gender through a multidisciplinary encounter.

This minor facilitates formal discourse involving issues such as the negotiation of power, identities and social reproduction. It further recognizes the University’s unique history of empowering women, offering engendered programs of learning and promoting a well-balanced environment of study through academics and service learning.

The study of gender and related issues promotes cultural competency in a wide variety of workplace, academic, and domestic settings. Through an appreciation of gender differences, roles, and historic interactions in a variety of contexts, students enhance their ability to function in the workplace and at home through the fostering of better interpersonal relationships and communication. Interested students should contact Dr. Ruth Jolie for further information.

The Gender Studies Minor has the following required courses

- ANTH 125 Introduction to Gender Studies 3 credits
- PSYC 265 Psychology of Gender 3 credits

Students must also complete 5 approved elective courses from across the Mercyhurst University Curriculum. No more than 2 from one department.

### Elective Courses

- ANTH 227 Ethnographic Field Methods with approval by instructor 3 credits
- ANTH 346 Anthropology of Gender 3 credits
- ANTH 349 Anthropology of the Family 3 credits
- CRJS 335 Seminar: Women in Crime 3 credits
- ENGL 374 Women and Literature 3 credits
- FREN 135 Topics in French Literature: Gender 3 credits
- FREN 305 Seminar: Gender 3 credits
- HIST 280 Gendering World History I 3 credits

### Gerontology Minor

### Gerontology Minors must have a 2.5 GPA or higher in minor courses.

- HIST 281 Gendering World History II 3 credits
- HIST/CRJS 382 Seminar: Crime, Gender and Violence in the Modern World 3 credits
- RLST 176 Feminist Theologies 3 credits
- RLST 255 Religious Perspectives on Human Relationships 3 credits
- RLST 270 Women in Scripture 3 credits
- SOC 204 Diversity in Society 3 credits
- SPAN 305 Seminar: Gender in Hispanic Civilization 3 credits

### Social Work Program

The Mercyhurst Social Work Program is accredited at the baccalaureate level by the Council on Social Work Education.

The primary objective of the Social Work program is to prepare the student for beginning generalist professional social work practice. The sequence of courses provides a core of knowledge, skills and social work values as well as distinctive professional competencies required for social work practice. Emphasis is placed on furthering knowledge and skills to aid people of diverse backgrounds to achieve meaningful, productive lives building on their strengths by utilizing an empowerment process.

Social Work requires both academic and interpersonal relationship skills. Respect for human dignity, knowledge of self and integrity, together with a commitment to social work values and ethics, and social and economic justice are necessary personal and professional attributes.

Students must apply for admission to the Department during the third term of their sophomore year, or after completion of 60 credits. A formal application, references, grade point average, and an interview form the basis for selection of majors. Application packets are available from the Program Director.

### Social Work Mission Statement

The Social Work Program is dedicated to preparing competent generalist social work practitioners who are well-grounded in the values and ethics of the social work profession. The program is driven by the University mission that calls for students to be “socially merciful, globally responsible, compassionately hospitable, intellectually creative, reflectively aware, ambassadors of service”. Coupled with critical thinking, values and ethics, the program seeks to provide the knowledge base, and competencies required for students to practice in a diverse society.

The program strives to lay a foundation that enables students to assist individuals, families, groups and communities in their pursuit of well-being. The program is committed to teaching students about the role we must play in working toward creating a more just society that embraces human diversity and provides for the basic needs of all.

### Program Student Learning Outcomes

The social work program has identified 9 core competencies and student learning outcomes (SLO) that are guided by the Council on Social Work Education.

These include:

- Demonstrate ethical and professional behavior
• Engage diversity and difference in practice
• Advance human rights and social, economic, and environmental justice
• Engage in practice-informed research and research-informed practice
• Apply knowledge of human behavior and the social environment
• Engage in policy practice
• Engage with individuals, families, groups, organizations, and communities
• Assess individuals, families, groups, organizations, and communities
• Intervene with individuals, families, groups, organizations, and communities
• Evaluate practice with individuals, families, groups, organizations, and communities

Sophomore Review
The credentials of Social Work majors are reviewed by the Social Work program faculty at the end of the sophomore year and at the completion of the Social Work Practice I course, prior to submission of the request for placement form. Students whose academic performance is satisfactory, but who do not have the personal or professional aptitude will be helped to select another major. Students with a major GPA lower than 2.5 may be asked to discontinue the program. A 2.5 GPA is necessary for placement in field work. Students must receive a C or better in all social work (SOCW) courses and may only repeat a course one time.

Senior Competency Paper
Students are required to complete a competency paper during their field placements. The specifics are delineated in the Social Work Field Work Manual.

Social Work Major

Bachelor of Arts Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 107</td>
<td>Introduction to Social Work</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Contemporary Social Problems</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 204</td>
<td>Diversity in Society</td>
<td>3 credits</td>
</tr>
<tr>
<td>POLI 100</td>
<td>American Government</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOCW 220</td>
<td>Human Behavior and the Social Environment I</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOCW 221</td>
<td>Human Behavior and the Social Environment II</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOCW 304</td>
<td>Social Welfare Analysis</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOC 300</td>
<td>Sociological Research Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOCW 307</td>
<td>Social Work Practice I</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOCW 330</td>
<td>Social Work Practice II</td>
<td>3 credits</td>
</tr>
<tr>
<td>STAT 130</td>
<td>Introduction to Social Statistics</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOCW 430</td>
<td>Social Work Practice III</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOCW 440</td>
<td>Social Welfare Policy and Procedures</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOCW 480</td>
<td>Social Work Seminar</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOCW 475</td>
<td>Social Work Internship</td>
<td>0-12 credits</td>
</tr>
</tbody>
</table>

One (1) Major Elective

It is strongly recommended that Social Work Majors take Human Biology for their science.

Social Welfare Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 101</td>
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<td>3 credits</td>
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<td>SOCW 220</td>
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<td>3 credits</td>
</tr>
<tr>
<td>SOCW 304</td>
<td>Social Welfare Analysis</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Three (3) Social Work/Applied Sociology Electives

9 credits

Social Welfare Minors must achieve a minimum 2.5 GPA in minor courses. The Social Welfare Minor is not accredited by the Council of Social Work Education.
Sport Studies
Interdisciplinary Minor

Advisory Board
Marilyn Livosky, Ph.D. – Psychology
Suzanne Gushie, M.A., ATC – Sports Medicine
John Parente, D.Ed. – Business

Mission Statement
Industry experts contend that sport is an influencing factor in our interpersonal relationships, our health and wellbeing, and even the choices we make as consumers. The interdisciplinary minor in Sport Studies is a 7-course, 21 credit minor that uniquely complements nearly every major at Mercyhurst. Students take a broad array of courses centered on sport, health and exercise from a variety of relevant fields. Offered by the departments of Psychology, Sports Medicine and Business. The minor is open to all students pursuing any major.

Program Student Learning Outcomes
• To understand how sports impact a wide range of fields and disciplines.
• To become acquainted with the value of and contributions of sport in these fields, as well as, in everyday life.
• To broaden the scope of one’s thinking through exposure to other disciplines.

Sport Studies Minor Requirements
Select 4 courses for a total of 12 credits

SMB 100 Introduction to Sport Industry 3 credits
SOC 108 Human Growth and Development 3 credits
(Gushie section only)
PSYC 235 Sport Psychology 3 credits
SMB 410 Sport in Society 3 credits

Sport Studies Minor Electives
Select 3 courses for a total of 9 credits

FNUT 131 Introduction to Nutrition 3 credits
HIS 233 History of Sports in America 3 credits
PSYC 223 Counseling Skills and Theory 3 credits
PSYC 225 Health Psychology 3 credits
PSYC 231 Social Psychology 3 credits
PSYC 236 Learning and Motivation 3 credits
PSYC 281 Behavior Modification 3 credits
PUBH 101 Foundations of Public Health 3 credits
PUBH 109 Health Education 3 credits
SMB 210 Legal and Ethical Issues 3 credits
SPMD 155 Personal Health Science 3 credits
SPMD 263 Nutrition for Health Professionals 3 credits
Sports Medicine

Department Chairperson
Bradley R. Jacobson, M.A., A.T.C.

Faculty

Associate Professor
Robert D. Chetlin, PhD, CSCS, CEP
Exercise Science Clinical Coordinator

Assistant Professor
Suzanne Gushie, M.A., A.T.C.,
Athletic Training Education Clinical Coordinator

Timothy Harvey, M.S., A.T.C.,
Director of Exercise Science Program

Bradley R. Jacobson, M.A., A.T.C.,
Curriculum Coordinator and Clinical Coordinator of
Pre-Physical Therapy, Pre-Medicine, Pre-Physician Assistant
and Pre-Occupational Therapy

Scott Michael, PhD, A.T.C.
Athletic Training Education Program Director

Medical Education Coordinator
Chris Rial, D.O.

Adjunct Faculty
Dr. Chris Rial, D.O
Dr. Nick Stefanovski, M.D
Julia Hawkins OT.
Patricia Dematteo, ATC

Introduction
The Department offers a Bachelor of Science degree in Sports Medicine to meet the increased need for people educated in this important field related to health care of the physically active individual and athlete. This degree encompasses the health-related professions which prevent and manage injuries and illnesses related to active individuals and organized sports. The pre-health curricula in Sports Medicine prepare and qualify the student for entrance into post baccalaureate professional health degree programs.

The Sports Medicine student must declare a professional concentration upon entrance into the Department. Students have the option of declaring a dual concentration. Students are required to take courses from seven disciplines arranged in four optional concentrations with a core of courses common to each concentration. In all concentrations, there is a strong emphasis on Sports Medicine, the sciences, social sciences, observation of health care professionals and acquiring the specific hands on skill set related to specific health care professionals.

Each concentration requires specific clinical experience related to that specific profession. Students enrolled in any of the pre-health concentrations within the Sports Medicine major are encouraged to pursue a double major with Exercise Science and/or Athletic Training.

Evidence-based medical principles are emphasized throughout the academic experience as well as completion of a student-focused baccalaureate research project.

Students enrolled in the Sports Medicine major should be full time students and must be enrolled in the designated sequence of courses for each declared concentration.

Mission Statement
The mission of the Sports Medicine Department is to provide the student with the necessary didactic competencies, psychomotor skills, clinical proficiencies, clinical experiences, research design, application, presentation and certification through a holistic approach. It is the goal of the Department also to develop the student in the areas of citizenship, stewardship and self-awareness. The mission will be accomplished through student completion of curriculum student learning outcomes.

Program Student Learning Outcomes
Describes the duties, responsibilities and skill set of health professions that compose the Sports Medicine health field

- Recognize and evaluate the anatomical and physiological processes of the physically active individual.
- Apply the specific hands on skill set that Sports Medicine health professionals utilize.
- Describe and apply the management, organizational and leadership skills of health professionals.
- Think critically and solve problems pertaining to medical and scientific concepts.
- Comprehend, synthesize and apply the proper research methodology process for health professions.

Admissions Requirements
Freshmen students should have a minimum GPA of 3.0 in high school plus a 3.0 in each of the following six subjects: Algebra, Geometry, Trigonometry, Biology, Chemistry and Physics, or General Science. At least 500 Math and 500 Writing or Reading scores should be achieved for a total of 1000 on the SATs. Prior to entering their freshman year, it is required that Sports Medicine majors complete the American Red Cross Professional Rescuer/CPR certification, proof of which is a signed certification card.
Transfer students, either from another department at Mercyhurst or from another college/university, should have a minimum GPA of 3.0 overall and a 3.0 in an introductory biology course, an introductory psychology course, and a human development course, (if previously taken.) A total SAT score of 950 is necessary. American Red Cross Professional Rescuer/CPR certification is required.

**Final Acceptance Requirements**
Students declaring a Sports Medicine major must apply via the Sophomore Review Board in spring of the sophomore year. Failure to do so results in an automatic change of status to “pre-major.”

**Responsibility**
An above average level of achievement in responsibilities within the major should be demonstrated. Measurement will be determined by the letters of recommendation, documentation of required clinical observations and career portfolio.

**Cooperation**
An above average level of teamwork with all members of the Sports Medicine faculty and with fellow students should be achieved. Determination of achievement will be reflected in the recommendation letters.

**Problem Solving and Decision-Making Skills**
Applicants will demonstrate the ability to make accurate and reliable decisions in theory and in practical or clinical situations.

**Communication Skills**
Students will demonstrate ability to express thoughts and ideas both verbally and in writing.

**Academic**
Athletic Training and Exercise Science: Achieve and maintain an overall QPA of 2.65 or better. Pre-Physical Therapy, Pre-Physician Assistant, Pre-Occupational Therapy and Pre-Medicine: Achieve and maintain an overall QPA of 3.1 in the sophomore year, 3.20 in the junior year and 3.30 in the senior year.

**Review Board**
The Review Board consists of three members from disciplines appropriately related to the student’s chosen academic concentration. Deliberations of the Board will take place near the end of the student’s sophomore year and at other times when Department Chair deems necessary.

**Evaluation Process**
In the overall Pre-Med, Pre-Physical Therapy, Pre-Physician Assistant, and Pre-Occupational Therapy evaluation process, each of three members of the review board will be able to award each student a maximum of 100 points, constituting a maximum score of 300 points per student. A minimum achievement of 225 points will be necessary for acceptance into the Sports Medicine Major Program. An appeal process is available for students who are dismissed. The Pre-med, Pre-occupational therapy, Pre-physician’s assistant, and Pre-PT student will receive official acceptance into the concentration if 225 review board points are acquired and an overall GPA of 3.1 is achieved.

Probationary status will be granted if 225 points are acquired and an overall GPA between 3.00 and 3.10 is achieved. The probationary period for all Sports Medicine majors includes the upcoming academic summer sessions and the following Fall semester.

Refer to the description of the Athletic Training or Exercise Science majors in to see the Board requirements for those students.

**Note:** It is made clear that a student who is advised to discontinue the Sports Medicine major will find that a lateral move to a related science major is very difficult without having to take more than 121 credits due to the stringent science requirements in related fields. This is a risk that the student knowingly assumes when he or she accepts initial acceptance into the Sports Medicine major.

**Appeal Process**
Any student dismissed from the Sports Medicine major may apply for readmittance to the program during the next session of the Review Board. The eligibility of the individual will be determined by the Board using the same criteria as is used for accepting a new student into the program.

Anyone using the appeal process should contact the department chair one semester prior to the Review Board session to initiate the process.

**Graduation Requirements**
Students who have been accepted into the Sports Medicine major by the Review Board must acquire the progressive G.P.A. for each year, which is 3.10 for sophomore year, 3.20 in the junior year and 3.30 in the senior year.

All students must complete the required clinical observation hours for their declared health profession. Half of the designated hours must be acquired through Sports Medicine Department arranged clinical sites in the local area. All required courses in the designated area of concentration must be successfully completed along with completion of the student’s baccalaureate research project in their senior year. All seniors are required to present their research proposals and findings in a department research symposium in the spring of their senior year. Refer to the Athletic Training and Exercise Science major program descriptions for graduation requirements.

Pre-physical and Pre-physician assistant students must complete 200 hours of documented observation with various licensed health care professionals within their designated career field and one orthopedic surgery. Pre-medicine and Pre-occupational therapy students must complete 100 documented hours of physician observation and observe one orthopedic surgery. No major course may be taken on a pass-fail basis and students who earn less than a B in any major course or lab must repeat the course or lab.

Note that some of the requirements for the major also satisfy specific Reach Curriculum requirements. Students who are not majors (including contract majors) may not take or challenge courses offered by the Sports Medicine faculty without written permission from the Department Chairperson.

**Core Sports Medicine Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPMD</td>
<td>Personal Health Science</td>
<td>3</td>
</tr>
<tr>
<td>SPMD</td>
<td>Introduction to Sports Medicine</td>
<td>3</td>
</tr>
<tr>
<td>SPMD</td>
<td>Nutrition for Health Professionals</td>
<td>3</td>
</tr>
<tr>
<td>SPMD</td>
<td>Sport and Health Fitness Management</td>
<td>3</td>
</tr>
</tbody>
</table>
SPMD 365 Kinesiology 3 credits
SPMD 366 Kinesiology Lab 1 credit
SPMD 380 Exercise Physiology 3 credits
SPMD 381 Exercise Physiology Lab 1 credit
SPMD 464 Medical Terminology for Health Sciences 2 credits
SPMD 480 Research Methods I 2 credits
SPMD 481 Research Methods II 2 credits
SPMD 483 Research Methods Lab 1 credit
BIO 334 Human Anatomy 3 credits
BIO 335 Human Anatomy Lab 1 credit
BIO 344 Human Physiology 3 credits
BIO 345 Human Physiology Lab 1 credit
SOC/POLI 330 Introduction to Social Statistics or Biostatistics 3 credits
PSYC 101 Introduction to Psychology 3 credits

SOE 108 Human Growth and Development 3 credits
BIO 142 Cellular and Molecular Biology 3 credits
BIO 143 Cell and Molecular Biology Lab 1 credit
SPMD 161 Assessment Injury Management I 3 credits
SPMD 262 Assessment Injury Management II 3 credits
SPMD 264 Assessment Injury Management III 3 credits
CHEM 121 General Chemistry I 3 credits
CHEM 122 General Chemistry I Lab 1 credit
CHEM 131 General Chemistry II 3 credits
CHEM 132 General Chemistry II Lab 1 credit
PHYS 101 Principles of Physics I 3 credits
PHYS 103 Principles of Physics I Lab 1 credit
PHYS 201 General Physics I 3 credits
PHYS 203 General Physics I Lab 1 credit
PHYS 102 Principles of Physics II 3 credits
PHYS 106 Principles of Physics II Lab 1 credit
PHYS 202 General Physics II 3 credits
PHYS 206 General Physics II Lab 1 credit
ATR 267 Therapeutic Modalities 3 credits
Psychology (200 and above) 3 credits

**Athletic Training Major**

Refer to the Athletic Training Major curriculum description in the University catalog.

**Exercise Science Major**

Refer to the Exercise Science Major Curriculum description in the University catalog.

**Transfer and Undeclared Students**

Refer to the Sports Medicine Department admission requirements description for student transfer information.

**Pre-Physical Therapy Concentration**

Pre-physical therapy, assists students in preparing for acceptance into a doctoral program of physical therapy. The Pre-physical therapy student may utilize the contractual guaranteed slots in Gannon University D.P.T. program upon graduation. The pre-P.T. student also has the availability to apply in their freshman year for the 3/3 expedited B.S. in Sports Medicine and D.P.T. from Gannon University. One student may be selected by the Pre-Physical Therapy coordinator and department chairperson for this opportunity.

Pre-physical therapy students must acquire at least 100 of the 200 required volunteer clinical observation hours in various physical therapy settings before the end of the sophomore year. Documentation of the required 200 clinical hours must be demonstrated prior to graduation. 100 of the 200 must be completed utilizing departmental clinical site arrangements. Orthopedic patient evaluation skills as well as general health assessment patient evaluation skills will be emphasized via three courses.

Numerous physical therapy settings with local hospitals, clinics and private practices are available through departmental arrangements. The pre-physical therapy student will complete courses that teach orthopedic evaluation and recognition of sports related injuries. The student is required to observe one orthopedic surgical procedure. It is strongly recommended to have some form of transportation to attend the required clinical rotations.

**Below are courses that must be completed along with the major core requirements**

BIO 146 Ecology and Evolutionary Biology 3 credits
BIO 147 Ecology and Evolutionary Biology Lab 1 credit
BIO 200 Microbiology 3 credits
BIO 201 Microbiology Lab 1 credit

**Pre-Medical Concentration**

Another area of concentration is the pre-medical with an orthopedic emphasis. The pre-medical student will focus and learn orthopedic evaluation hands on skills to prevent, manage and recognize sports related injuries. It enables students to prepare themselves for medical school or chiropractic school and to work toward a special emphasis in the field of orthopedics. Students will meet regularly with the University’s pre-health advisor/committee and Sports Medicine department pre-medicine coordinator to arrange for preparing and taking MCATs, shadowing, and preparing to appear for an interview before the pre-med advisory board. They are required to be involved in at least 100 hours of work, service, or observation in an appropriate health/medical setting. Opportunities are available for observation of Sports Medicine physicians in numerous settings. The pre-medical student is required to observe one orthopedic surgical procedure. It is strongly recommended to have transportation to attend required clinical rotations.

The following major courses must be completed along with the major core courses: SPMD 365 Kinesiology and SPMD 366 Kinesiology Lab are an elective from the major core for Pre-Med students only.
The Pre-Physician Assistant program provides the student with the necessary pre-requisites and qualifications for entrance into a physician assistant master degree level program. This curriculum will focus on the prevention, care and management of injuries accrued to the physically active and team sports individual. Orthopedic and general health hands-on evaluation skills will be completed by this student. Observation with local licensed physician assistants in an orthopedic/sports medicine clinic is available to the student. It is strongly suggested that students within this concentration arrange clinical observation opportunities in their local residential area and also acquire summer employment in an allied health field setting such as and EMT or phlebotomy. Qualified candidates from this curriculum will have preference for acceptance into the master's degree physician assistant program at Mercyhurst University.

The below major courses must be completed with the major core courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 140</td>
<td>Human Biology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 141</td>
<td>Human Biology Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO 142</td>
<td>Cellular and Molecular Biology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 143</td>
<td>Cell and Molecular Biology Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO 144</td>
<td>Microbiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 145</td>
<td>Microbiology Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO 146</td>
<td>Genetics Lab</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 147</td>
<td>Genetics</td>
<td>1 credit</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
<td>1 credit</td>
</tr>
<tr>
<td>CHEM 131</td>
<td>General Chemistry III</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHEM 132</td>
<td>General Chemistry IV</td>
<td>1 credit</td>
</tr>
<tr>
<td>CHEM 141</td>
<td>Organic Chemistry I</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHEM 142</td>
<td>Organic Chemistry II</td>
<td>1 credit</td>
</tr>
<tr>
<td>CHEM 143</td>
<td>Organic Chemistry III</td>
<td>1 credit</td>
</tr>
<tr>
<td>CHEM 144</td>
<td>Organic Chemistry IV</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

Pre-Occupational Therapy Concentration

The Pre-Occupational Therapy concentration prepares and qualifies the student for entrance into a master degree level program in occupational therapy. This concentration will focus on the physically active population with special physical needs as well as orthopedic evaluation to the upper extremity. The pre-occupational therapy student will observe registered occupational therapists working with children receiving care and treatment at the local Shriners hospital for children. Care of physically active military veterans with physical disabilities will also be emphasized within the curriculum.

The below major courses must be completed with the major core courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 101</td>
<td>Chemical Principles</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHEM 102</td>
<td>Chemical Principles Laboratory</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO 120</td>
<td>Human Biology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 121</td>
<td>Human Biology Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO 143</td>
<td>Cell and Molecular Biology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 144</td>
<td>Cell and Molecular Biology Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO 145</td>
<td>Microbiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 146</td>
<td>Microbiology Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO 147</td>
<td>Genetics</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 148</td>
<td>Genetics Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
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<tr>
<td>CHEM 131</td>
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<td>CHEM 132</td>
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<tr>
<td>CHEM 141</td>
<td>Organic Chemistry I</td>
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</tr>
<tr>
<td>CHEM 142</td>
<td>Organic Chemistry II</td>
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</tr>
<tr>
<td>CHEM 143</td>
<td>Organic Chemistry III</td>
<td>1 credit</td>
</tr>
<tr>
<td>CHEM 144</td>
<td>Organic Chemistry IV</td>
<td>1 credit</td>
</tr>
<tr>
<td>CHEM 145</td>
<td>Organic Chemistry V</td>
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</tr>
<tr>
<td>CHEM 146</td>
<td>Biochemistry I</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHEM 147</td>
<td>Biochemistry II</td>
<td>1 credit</td>
</tr>
<tr>
<td>SOC 108</td>
<td>Human Growth and Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 241</td>
<td>Developmental Psychology</td>
<td>3 credits</td>
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</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 211</td>
<td>Abnormal Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPMD 161</td>
<td>Assessment Injury Management I</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPMD 262</td>
<td>Assessment Injury Management II</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPMD 264</td>
<td>Assessment Injury Management III</td>
<td>3 credits</td>
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Suggested Electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 330/331</td>
<td>Immunology and Lab</td>
<td>4 credits</td>
</tr>
</tbody>
</table>
Sustainability Studies

Program Directors
Chris Magoc, Ph.D. (History)
Michael Campbell, Ph.D. (Biology)
Nicholas Lang, Ph.D. (Geology)

Introduction
Recognized increasingly for its commitment to renewable energy, waste reduction, and student engagement in a range of environmental initiatives, Mercyhurst University offers a B.A. in Sustainability Studies, a Minor in Sustainability Studies, Sustainability Studies concentrations in Chemistry and Biology, and a one-year post-Baccalaureate certificate in Sustainability Studies.

Whether minoring or majoring in Sustainability, students will take courses in variety of academic disciplines that contribute courses to the program. However, they structure their degree, students confront through an array of disciplines the immense environmental challenges that increasingly shape our world. They are also challenged to develop solutions to issues involving energy, climate change, land use and food production, sustainable economic development, green building design, and more.

Based on the Erie campus, students in the program are increasingly engaged in experiential learning projects aimed at preparing them for positions in a broad range of fields upon graduation. An overall minimum GPA of 2.5 is required for graduation with a degree in Sustainability Studies. For more information contact one of our program directors listed above.

Courses Required

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENVS 105</td>
<td>Introduction to Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>SUST 210</td>
<td>Responding to Climate Change</td>
<td>3</td>
</tr>
<tr>
<td>SUST 490</td>
<td>Senior Field Experience in Sustainability</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Choose Nine (9) Additional Courses for the Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 301</td>
<td>Origins of Food Production</td>
<td>3</td>
</tr>
<tr>
<td>ANTH/BIO 216</td>
<td>Plants and People</td>
<td>3</td>
</tr>
<tr>
<td>ANTH/GEOL 370</td>
<td>Dendrochronology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 146</td>
<td>Ecology and Evolutionary Biology of Organisms</td>
<td>3</td>
</tr>
<tr>
<td>BIO 147</td>
<td>Ecology and Evolutionary Biology of Organism Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO 290</td>
<td>Environmental Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 292</td>
<td>Field Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 293</td>
<td>Field Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 410</td>
<td>Microbial Ecology</td>
<td>3</td>
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<tr>
<td>BIO 411</td>
<td>Microbial Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 424</td>
<td>Restoration Ecology</td>
<td>3</td>
</tr>
<tr>
<td>COMM 419</td>
<td>Environmental Communications</td>
<td>3</td>
</tr>
<tr>
<td>ECON 260</td>
<td>Environmental Economics and Policy</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200</td>
<td>Literary Studies: Environmental Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 328</td>
<td>Special Topics in Literature: Environmental Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENVS 100</td>
<td>Environmental Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 101</td>
<td>Environmental Problem-Solving Lab</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 100</td>
<td>Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 102</td>
<td>Physical Geology Lab</td>
<td>1</td>
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<tr>
<td>GEOL 215</td>
<td>Geomorphology</td>
<td>3</td>
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<tr>
<td>GEOL 216</td>
<td>Geomorphology Lab</td>
<td>1</td>
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<tr>
<td>GEOL 235</td>
<td>Paleoclimateology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 266</td>
<td>Paleoclimateology Lab</td>
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<tr>
<td>GEOL 260</td>
<td>Hydrogeology</td>
<td>3</td>
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<tr>
<td>GEOL 261</td>
<td>Hydrogeology Lab</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 306</td>
<td>Soils</td>
<td>3</td>
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<tr>
<td>GEOL 307</td>
<td>Soils Lab</td>
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<tr>
<td>GEOL 380</td>
<td>Remote Sensing</td>
<td>3</td>
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<tr>
<td>GEOL 440</td>
<td>Introduction to GIS</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 441</td>
<td>Introduction to GIS Lab</td>
<td>1</td>
</tr>
<tr>
<td>IA 200</td>
<td>Building Technology</td>
<td>3</td>
</tr>
<tr>
<td>IA 231</td>
<td>Human Factors Design</td>
<td>3</td>
</tr>
<tr>
<td>HIS/POLI 221/229</td>
<td>U.S. Environmental History</td>
<td>3</td>
</tr>
<tr>
<td>POLI 395</td>
<td>Environmental Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 280</td>
<td>Global Environmental Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 321</td>
<td>Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 101</td>
<td>Foundations of Public Health</td>
<td>3</td>
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<tr>
<td>PUBH 201</td>
<td>Environmental Health</td>
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</tr>
<tr>
<td>SCI 170</td>
<td>Energy Science</td>
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<tr>
<td>SCI 171</td>
<td>Energy Science Lab</td>
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<tr>
<td>SOC 342</td>
<td>Human Needs and Global Problems</td>
<td>3</td>
</tr>
<tr>
<td>SUST 102</td>
<td>Water Resources and Conservation</td>
<td>3</td>
</tr>
<tr>
<td>SUST 104</td>
<td>Sustainable Organic Gardening</td>
<td>3</td>
</tr>
<tr>
<td>SUST 300</td>
<td>Special Topics in Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>SUST 399</td>
<td>Independent Study in Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>SUST 475</td>
<td>Internship in Sustainability</td>
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</tbody>
</table>

Choose Four (4) Additional Courses for the Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ANTH 301</td>
<td>Origins of Food Production</td>
<td>3</td>
</tr>
<tr>
<td>ANTH/BIO 216</td>
<td>Plants and People</td>
<td>3</td>
</tr>
<tr>
<td>ANTH/GEOL 370</td>
<td>Dendrochronology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 146</td>
<td>Ecology and Evolutionary Biology of Organisms</td>
<td>3</td>
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<tr>
<td>BIO 147</td>
<td>Ecology and Evolutionary Biology of Organism Lab</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO 290</td>
<td>Environmental Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 292</td>
<td>Field Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 293</td>
<td>Field Ecology Lab</td>
<td>1</td>
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<tr>
<td>BIO 410</td>
<td>Microbial Ecology</td>
<td>3</td>
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<tr>
<td>BIO 411</td>
<td>Microbial Ecology Lab</td>
<td>1</td>
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<tr>
<td>BIO 424</td>
<td>Restoration Ecology</td>
<td>3</td>
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<tr>
<td>COMM 419</td>
<td>Environmental Communications</td>
<td>3</td>
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</table>
Mercyhurst Theatre Program
Interdisciplinary Minor

Program Director
Brett D. Johnson, Ph.D.

Mission Statement
The Mercyhurst Theatre Program trains students to become engaged artists, impactful leaders and compassionate members of a global community. The collaborative nature of theatre, which incorporates aspects of literature, music, dance and the visual arts, advances Mercyhurst’s commitment to a liberal arts education. Experience in both classroom and practicum of theatre history, dramatic literature, performance, design and technical areas of theatre encourages learning across disciplines, thereby broadening the range of student knowledge and activity.

Program Student Learning Outcomes
- Demonstrate an understanding of theatre as a collaborative art form with a social impact
- Analyze diverse texts with sensitivity for their aesthetic, sociopolitical and historical dimensions as well as their contribution to cultural values
- Demonstrate proficiency in the methods of creating artistic and scholarly work
- Display abilities to synthesize the study and practice of theatre

Theatre Minor Requirements
The Theatre Minor is composed of six three-credit courses.

Required Courses
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>THEA 110</td>
<td>Acting I</td>
<td>3 credits</td>
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<tr>
<td>THEA 245</td>
<td>Script Analysis</td>
<td>3 credits</td>
</tr>
<tr>
<td>THEA 290</td>
<td>Topics in Theatre History</td>
<td>3 credits</td>
</tr>
<tr>
<td>THEA 401</td>
<td>Practicum</td>
<td>3 credits</td>
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</table>

Choose Two (2) Electives:
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<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA 121</td>
<td>History of Interior Design and Architecture II</td>
<td>3 credits</td>
</tr>
<tr>
<td>MUS 104</td>
<td>Music History I</td>
<td>3 credits</td>
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<tr>
<td>MUS 105</td>
<td>Music History II</td>
<td>3 credits</td>
</tr>
<tr>
<td>THEA 140</td>
<td>Special Topics in Theatre</td>
<td>3 credits</td>
</tr>
<tr>
<td>THEA 220</td>
<td>Acting II</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
World Languages and Cultures

Department Chair
Douglas L. Boudreau, Ph. D.

Faculty

Professors
Alice Edwards, Ph. D.
Karen Williams, Ph. D.

Associate Professor
Douglas L. Boudreau, Ph. D.

Instructors
Kathryn Duda, Ph. D.
Janelle Newman, Ph. D.
Meng Wang, M.A.

Introduction
The Department of World Languages and Cultures sees its role in the life of the University as a vehicle for the development of the whole person in a multicultural context through the most basic activities of human life: personal expression and social interaction.

We offer majors in French, Spanish, Russian Studies and International Business, as well as French and Spanish Education. Students may also pursue minors in Arabic and Islamic Studies, Asian Studies, Chinese, French, Russian Studies, Spanish and Teaching English-Language Learners. Through these programs the Department prepares students for a future that demands a high level of linguistic proficiency and cultural competency.

Mission Statement
The Department of World Languages and Cultures supports the mission of the University through courses fostering a deep understanding of each individual’s critical role in our global community through meaningful language acquisition and cultural studies.

The Department promotes the acquisition of indispensable skills in intercultural communication for our students’ future careers and citizenship. Appreciating the fact that one cannot truly understand a people without understanding their language, the Department’s focus is on quality, student-centered instruction in the reading, writing, speaking, and listening comprehension skills necessary to function effectively in our target languages.

In order to foster awareness of world cultures, the Department supports study abroad experiences, sponsors speakers and other events on campus, and serves as a valuable resource to the greater Erie community. The Department of World Languages and Cultures works to foster respect for others, an openness to difference, and the ability to establish relationships through transcultural communication.

Program Student Learning Outcomes
- Speak and understand the target language at the Intermediate High level or better, as detailed in the ACTFL Proficiency Guidelines.
- Read and write in the target language at the Intermediate High level or better (ACTFL).
- Demonstrate cultural proficiency in the culture(s) that use the target language.
- Discuss in the target language, both orally and in writing, literary and visual texts or cultural artifacts of the target culture.
- Conduct and produce research in the target language.
- Demonstrate understanding of second language acquisition and the history of foreign language pedagogy (education majors).
- Demonstrate the ability to apply understanding in practice teaching situations and to analyze and critique the teaching of others (education majors).

Major Requirements
All majors must maintain an overall 2.5 GPA and at least a 2.75 GPA in major courses. French or Spanish Education majors must also meet all the requirements of the Education Department, including their GPA minimums. All majors and those students seeking teaching certification, are expected to maintain a portfolio which will be important for assessment at Sophomore Review.

An outline of requirements for the portfolio, which includes written and oral work, can be obtained from the student’s language advisor or from the Department Chair. Students with previous experience in a language offered by the department (including native speakers) must consult with the department faculty to be placed in an appropriate level course. The Department reserves the right to reassign students whose level of experience is not appropriate for the course.

Sophomore Review
During spring semester of the sophomore year, the Department reviews the student’s academic record, the language portfolio, and recommendations from professors to determine academic progress. At this time, qualified students are formally invited into the major and are informed in writing of the Department’s decision.

Senior Review
Spring semester of the senior year, students will meet with department faculty to conduct an exit review. Seniors will also participate in an oral proficiency interview in the spring of their senior year. Additional details can be found on the departmental website.

French Major
Students may choose a major program in French. Entrance into the major program is determined by the successful completion of the Introduction and Intermediate sequence or by the demonstration of equivalent skills on the CLEP, A.P., or International Baccalaureate examinations. Students must also successfully pass through the Sophomore Review process before formal admittance to the major is granted.
Spanish Major
Students choose a major program in Spanish. Entrance into the major program is determined by the successful completion of the Introduction and Intermediate sequence or by the demonstration of equivalent skills on the CLEP, A.P., or International Baccalaureate examinations. As stated above, students must also successfully pass through the Sophomore Review process before formal admittance to the major is granted.

Required Sequence (in Spanish):
SPAN 125 Latin American Culture 3 credits

OR
SPAN 130 Latin American Literature 3 credits
SPAN 204 Intermediate Spanish II 3 credits
SPAN 208 Introduction to Literature 3 credits
SPAN 209 Introduction to Spanish Civilization 3 credits
SPAN 210 Conversation/Composition I 3 credits
SPAN 305 Seminar in Culture/Literature 3 credits
SPAN 308 Phonetics 3 credits
SPAN 310 Seminar: Composition and Translation 3 credits
WL 314 Introduction to Sociolinguistics 3 credits

Elective Sequence:
Majors must choose at least two electives in their major language
SPAN 230 Spanish for Business 3 credits

French or Spanish Education Major
Students may choose a major program in French or Spanish Education. Entrance into the major program is determined by the successful completion of the Introduction and Intermediate sequence or by the demonstration of equivalent skills on the CLEP, A.P., or International Baccalaureate examinations. Students must also successfully pass through the Sophomore Review process before formal admittance to the major is granted. In order to receive this degree and certification in French or Spanish Education, students must complete all major courses indicated for the French or Spanish major as well as meet all of the requirements outlined in the Education Department section of the university catalog for K-12 certification.

In addition to the Education curriculum, students must take:
WL 312 Second-Language Acquisition 3 credits

and one of the following courses:
ANTH 107 Language and Culture 3 credits
ANTH 109 World Geography 3 credits
ANTH 112 World Cultures 3 credits

Please refer to all standards, policies and admission/retention criteria as specified for all Education majors seeking a degree from Mercyhurst University and certification by the Pennsylvania Department of Education.

Russian Studies Major
Students may major in Russian Studies which combines courses in language, literature, culture, and history by following the sequence below:

- Eight courses in Russian language
- One course in Russian culture
- One course in Russian history
- Two courses in Russian literature or
- One literature and Sociolinguistics (WL 314)

International Business
The Department collaborates with the College of Business and Management in offering a major in International Business, which combines the study of international business courses in marketing, economics, law, finance, and management with courses in language and culture. Interested students should consult the Business section of the catalogue for major requirements. International Business students who wish to earn a minor in their language of concentration may do so upon completion of at least three uniquely distinct courses in the minor program in addition to those required by the International Business major.

Chinese, French, or Spanish Minor
Students who wish to earn a minor in Chinese, French, or Spanish may do so by completing any eight courses in their language/culture area. However, students...
who begin their language study at the level of Intermediate I or higher may complete the minor with seven classes instead of eight.

Minors may only satisfy two requirements with a literature or culture course taught in English (for example: SPAN 125, FREN 125/126, ASIA 125). Students must maintain a 2.5 GPA in the minor.

Area Studies Minors:
Asian Studies, Arabic and Islamic Studies, and Russian Studies
The area studies minors offer inter-disciplinary opportunities to study the language, culture, religion, history and politics of a region. Students must maintain a G.P.A. of 2.5 in the minor.

Arabic and Islamic Studies Minor
Students will take seven courses, a minimum of four of which must be in Arabic language. The remaining three classes may include any of those listed below, or other relevant courses as offered. Students who are unsure as to whether a course can be counted toward the minor should consult the program director.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARAB 210</td>
<td>Conversation/Composition I</td>
<td>3</td>
</tr>
<tr>
<td>FREN 126</td>
<td>Francophone Cultures</td>
<td>3</td>
</tr>
<tr>
<td>HIST 291</td>
<td>History of Modern Middle East</td>
<td>3</td>
</tr>
<tr>
<td>POLI 240</td>
<td>Comparative Politics: Africa</td>
<td>3</td>
</tr>
<tr>
<td>RLST 208</td>
<td>Islam</td>
<td>3</td>
</tr>
</tbody>
</table>

Asian Studies Minor
Students will take eight courses, with a minimum of four in an Asian language. The remaining four courses may include any culture or literature courses as offered by the Asian Studies or Chinese programs and/or relevant courses as offered by other departments such as those listed below. Students who are unsure as to whether a course can be counted toward the minor should consult the program director.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHNS 110</td>
<td>Far Eastern Ideographs</td>
<td>3</td>
</tr>
<tr>
<td>HIST 275</td>
<td>History of Central Asia</td>
<td>3</td>
</tr>
<tr>
<td>RLST 206</td>
<td>Hinduism</td>
<td>3</td>
</tr>
<tr>
<td>RLST 207</td>
<td>Buddhism</td>
<td>3</td>
</tr>
<tr>
<td>POLI 241</td>
<td>Comparative Politics: Asia</td>
<td>3</td>
</tr>
</tbody>
</table>

Russian Studies Minor
Students will take eight courses (24 credits), a minimum of four in the language as advised. The remaining courses may include additional language, or culture, or literature courses as offered by the Russian program and/or relevant courses offered by other departments (for example, in History or Political Science). Students who are unsure as to whether a course can be counted toward the minor should consult the program director.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL 301/515</td>
<td>Supporting Literacy for English Language Learners*</td>
<td>3</td>
</tr>
<tr>
<td>ELL 400/500</td>
<td>Teaching English as a Second Language: Issues in Theory and Practice*</td>
<td>3</td>
</tr>
<tr>
<td>ELL 405/505</td>
<td>Professional and Program Development for English Language Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

*Includes a 20-hour practicum

Certification requires completion of the 18-credit hour (6 course) program detailed below:

**ESL Program Specialist Certificate Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WL 101/501</td>
<td>Culturally and Linguistically Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>WL 312/512</td>
<td>Second Language Acquisition*</td>
<td>3</td>
</tr>
<tr>
<td>WL 314/514</td>
<td>Introduction to Sociolinguistics</td>
<td>3</td>
</tr>
<tr>
<td>ELL 301/515</td>
<td>Supporting Literacy for English Language Learners*</td>
<td>3</td>
</tr>
<tr>
<td>ELL 400/500</td>
<td>Teaching English as a Second Language: Issues in Theory and Practice*</td>
<td>3</td>
</tr>
<tr>
<td>ELL 405/505</td>
<td>Professional and Program Development for English Language Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

*Includes a 20-hour practicum

**Minor in Teaching English-Language Learners**

Students in any major may earn a minor in Teaching English-Language Learners. Minor requires completion of the 18-credit hour (6 course) program and one additional elective approved by the program director detailed below:

**Minor in Teaching English-Language Learners Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WL 101/501</td>
<td>Culturally and Linguistically Diverse Learners</td>
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<tr>
<td>WL 312/512</td>
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<tr>
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<td>Teaching English as a Second Language: Issues in Theory and Practice*</td>
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</tr>
<tr>
<td>ELL 405/505</td>
<td>Professional and Program Development for English Language Learners</td>
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*Includes a 20-hour practicum
<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ACCT 164</td>
<td>164</td>
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<tr>
<td>ANTH 164</td>
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<td>ARAB 171</td>
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<td>MUS 231</td>
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<td>MUTH 234</td>
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<td>NURS 235</td>
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<td>PHIL 235</td>
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<td>PHYS 237</td>
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<td>POLI 238</td>
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<td>THEA 263</td>
<td>203</td>
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<td>WL 264</td>
<td>203</td>
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</tbody>
</table>
ACCT

This course introduces the basics of financial accounting for business enterprises with a focus on accounting for corporations. Topics include the theory of the financial accounting principles that guide the preparation of financial accounting information and the role of accounting in capital markets as well as the ethical standards imposed on accountants. The course provides a thorough review of the accounting cycle and the operating areas of the balance sheet with special focus on how accounting transactions affect the financial statements and analysis of financial statement information.
Offered Fall and Spring semesters
Prerequisite: ACCT 101

ACCT 102: Principles of Accounting II: Managerial Accounting
This course presents accounting information used for internal business management. The focus of the course is using accounting information to better aid in the planning, controlling, and evaluation of company performance. Topics include budgeting, job costing, product pricing, break-even analysis, and decision models.
Offered Fall and Spring semesters
Prerequisite: ACCT 101

ACCT 201: Intermediate Accounting I
A detailed examination of the development of specific accounting theories relating to the principles of valuation of the major balance sheet accounts.
Offered Fall semester only
Prerequisite: ACCT 101

ACCT 202: Intermediate Accounting II
A continuation of Intermediate Accounting I which deals with accounting theories relating to the valuation of the major balance sheet accounts.
Offered Spring semester only
Prerequisite: ACCT 201

ACCT 230: Tax Accounting
A study of the Internal Revenue Code with primary emphasis on the provisions affecting individual taxpayers. Major topics include identification of items of gross income, business deductions, qualifications for dependents, itemized deductions, filing status, and computation of taxable income.
Offered Fall semester only
Prerequisite: ACCT 101

ACCT 335: Corporate Tax Accounting
A Study of the Internal Revenue Code as it relates to corporations, subchapter corporations, partnerships and other business entities. Major topics include a review of the tax implications of capital contributions and withdrawals, tax research, and various special tax situations.
Offered Spring semester only
Prerequisite: ACCT 230

ACCT 340: Cost Accounting
Examination of accounting techniques for control of material, labor, and overhead costs in a manufacturing operation. Material includes types of cost systems, cost records, job order costing and budget controls.
Offered Spring Semester only
Prerequisites: ACCT102, ACCT 201

ACCT 401: Advanced Accounting
A study of accounting theories and advanced problems relating to the partnership form of business organization; theory and practice of parent and subsidiary accounting; consolidated financial statements and select international accounting topics.
Offered Fall semester only
Prerequisite: ACCT 202

ACCT 410: Auditing
A study of generally accepted auditing standards and the various types of audit reports issued by certified public accountants. Other topics include ethical standards, legal liability of auditors, and other types of assurance services.
Offered Spring semester only
Prerequisite: ACCT 202

ACCT 475: Accounting Internship
An individual work-study experience in an approved business institution. Placement of a qualified student in a business setting which involves the area of accounting. Junior standing, 2.75 GPA in business courses, and written permission of the Associate Dean.

ANTH

ANTH 107: Language and Culture: Introduction to Anthropological Linguistics
This course is designed to introduce students to the complex study of language and its role in culture and society. We will begin by examining what constitutes language. Although not a major portion of the class, language structure, including morphology and syntax will be covered. We will examine how language is used by different peoples to construct and maintain social values and relationships, worldviews, and personal identities. Some questions addressed throughout the semester include: How do children acquire linguistic competence in their language? How is language used by people of different genders, ethnicities, socioeconomic classes, and geographical placement? This course is primarily lecture-based format, but students will have an opportunity to engage in their own anthropological linguistic fieldwork.

ANTH 112: World Cultures
In this course, the student is exposed to the basic subject matter and methods of modern socio-cultural anthropology. The great diversity of contemporary and recently extinct human culture is examined from a comparative and evolutionary
called modern state level societies and their less complex antecedents.

**ANTH 120: Physical Anthropology**
Physical anthropology examines the “human animal” from a biological and cultural perspective. It is the study of human origins and our contemporary and past physical and genetic diversity.

**Co-requisite:** ANTH 121

3 credits

**ANTH 121: Physical Anthropology Lab**
This lab course will provide an opportunity for students to obtain “hands on” experience with human bones, fossil human casts, primate observation and forensic anthropology specimens.

**Co-requisite:** ANTH 120

3 credits

**ANTH/SOC 125: Introduction to Gender Studies**
This interdisciplinary course will cover the theoretical foundations and history of the gender discourse, and address topics central to the discipline of gender studies. The economic, political, ideological and social forces that shape the cultural construction of gender will be discussed and the consequencs examined. The discussion will also include the intersection of gender, race, and socioeconomic class, biology and gender, and the gendered body. Through a variety of exercises/discussions and works of fiction, attention will be given to the connection between gender issues and life experiences. Students will also engage with course topics via lectures, readings, and films.

**Prerequisites:** ANTH 130, ANTH 112

3 credits

**ANTH 130: Archaeology**
This course examines the methods, goals, and substantive results of contemporary anthropological archaeology. An emphasis is placed on differences in technology and material culture, subsistence strategies, settlement patterns, and environmental variability.

**Prerequisite:** ANTH 130

3 credits

**ANTH 131: Archaeology Lab**
This laboratory course provides the student basic exposure to contemporary archaeological field methods from both a theoretical and “hands on” perspective. Topics include: Archaeological survey techniques; mapping; excavation procedures; screening and data retrieval; field lab processing and documentation.

**Prerequisite:** ANTH 130

3 credits

**ANTH 200: Prehistory of Eastern North America**
The course is designed to introduce students to the prehistory of our continent’s eastern “half,” from initial occupation to European contact. We will survey the cultural history of this vast and varied region and focus on specific issues, problems, and debates that currently dominate research in this field. Particular attention will be given to the archaeology of the Great Lakes region and Pennsylvania.

**Prerequisite:** ANTH 130

3 credits

**ANTH 201: Prehistory of Western North America**
Anthropology 200 and 201 are designed to thoroughly introduce the student to the grand sweep of North American Prehistory. From the initial peopling of the New World to the rise of settled village life and the evolution of non-state-level societies, the prehistory of North America is presented against an ever-changing backdrop of flora, fauna, and climate with an emphasis on the complex interplay between humans and their environmental matrix.

**Prerequisite:** ANTH 130

3 credits

**ANTH 202: Indians of Eastern North America**
This course addresses the diversity of Eastern North American Indian cultures at the time of and immediately subsequent to Euro-American contact. Particular emphasis is placed on differences in technology and material culture, subsistence strategies, settlement patterns, and environmental variability.

**Prerequisites:** ANTH 130, ANTH 112

3 credits

**ANTH 203: Indians of Western North America**
This course addresses the diversity of Western North American Indian cultures at the time of and immediately subsequent to Euro-American contact. Particular emphasis is placed on differences in technology and material culture, subsistence strategies, settlement patterns, and environmental variability.

**Prerequisites:** ANTH 112, ANTH 130

3 credits

**ANTH 204: Cultures In Contact**
This course examines the interface between Native American and Euro-American cultures from the arrival of Leif Ericsson in coastal Canada in the A.D. 990s through the better-documented landing of Columbus on 12 October 1492 to the progressive expansion of the frontiers and the ultimate displacement, transformation, or extinction of aboriginal eastern North American societies. The course focuses on the nature of the contact period as it is documented both historically and archaeologically and employs models and theoretical constructs from both Old and New World archaeology to elucidate the issue of cultures in collision.

**Prerequisite:** ANTH 130

3 credits

**ANTH 205: Historic Archaeology**
This course provides students with the basic methods and protocols of contemporary historic archaeology. The focus of the course is both thematic and historical, focusing on major topics in contemporary historic archaeology with case studies focusing on Post-Colombian archaeology in North America with an emphasis from initial settlement to early industrial development.

**Prerequisite:** ANTH 130

3 credits
ANTH 207: Mesoamerican Prehistory
The course treats the prehistory of the area lying between the southern borders of the greater American Southwest and the northern borders of South America. It examines the archaeological sequence of the study area from the initiation of human occupation to Euro-American Contact. The course emphasizes the cultural and social changes in human societies during this period, couples with a particular emphasis on art and ritual practice and architecture.

ANTH 208: Early European Prehistory
This course summarizes and examines the archaeology of Europe from its initial colonization ca. 500,000 years ago until the appearance of horticulture in the early Holocene. Within an examination of a changing environmental matrix, the course stresses the social, material, and symbolic development early Europeans.

Prerequisite: ANTH 130

ANTH 209: Later European Prehistory
This course chronicles the history of human occupation in Europe for 8000 years, from the Upper Paleolithic to the emergence of state societies and Roman expansion ca. 500 BC. Particular emphasis is placed upon regional cultural variability, the relationship between human communities and their landscapes, monument construction, culture contact and trade, the development of social stratification and political centralization, and recent theoretical conceptizations of various periods and regions. Students have the opportunity to concentrate on particular regional, cultural, and temporal problems.

Prerequisite: ANTH 130

ANTH 210: Biblical Archaeology
This course examines the later prehistory and early history of Palestine and immediately contiguous areas. Emphasis is placed on the archaeological elucidation of extant historical documentation and biblical references.

Prerequisite: ANTH 130

ANTH 212: Far Eastern Prehistory
This course is designed to introduce the student to the prehistoric archaeological record of Northeast Asia. The course will examine the initial peopling of the region during the Pleistocene and will emphasize subsequent Paleolithic and Neolithic adaptations in North China, Japan, Eastern Siberia, and the Korean Peninsula.

Prerequisite: ANTH 130

ANTH 214: Plants and People
People depend on plants for food, clothing, shelter, medicines, and a host of other daily needs. This course examines the varied and complex interrelationships between plants and people. Major topics include domestication processes, the Green Revolution, intentional and unintentional modification of plant communities, and an examination of those plants that provide drugs, food, beverages, and fibers necessary to daily life.

Prerequisite: ANTH 130

ANTH 216: Plants and People
The course treats the prehistory of the area lying between the southern borders of the greater American Southwest and the northern borders of South America. It examines the archaeological sequence of the study area from the initiation of human occupation to Euro-American Contact. The course emphasizes the cultural and social changes in human societies during this period, couples with a particular emphasis on art and ritual practice and architecture.

ANTH 219: Concepts in Archaeology
This course is intended to provide sophomore level Anthropology/Archaeology students with a contemporary heuristic framework for successful interpretation of archaeological signatures. Topics only introduced in the Freshmen level sequence of Archaeology and World Cultures that pertain to the archaeological interpretation of past human practices and, the archaeological techniques for reconstructing past human practices will be explored in depth, thus providing a necessary foundation for upper division coursework in Anthropology/Archaeology. The course is divided into eight thematic areas, and encounter with course topics will be obtained via directed readings, lectures, seminar style discussion and projects, and the preparation of essay papers.

ANTH 220: Native Americans in Contemporary Society
This course is intended to introduce students to the diverse lives and livelihoods of Native Americans in contemporary society with an emphasis on the range of issues facing Native peoples today. The course is not an historical survey summarizing the rich cultures of the several hundred-plus indigenous nations of North America. Rather, it provides an overview of the salient issues affecting contemporary Native peoples' social, cultural, economic and political activities. Lecture topics include, but are not limited to, colonial legacies, popular culture and stereotypes, indigenous identities, tribal-federal relationships, sovereignty, cultural survival and revitalization, research issues and ethics.

Prerequisite: ANTH 112

ANTH 223: Public Archaeology
Public Archaeology is about engaging the public at all levels in order to share archaeological findings and promote stewardship of cultural resources so that the public can appreciate and construct their own past. The course covers American Historic Preservation history and legislation, NAGPRA, Cultural Resources Management, heritage conservation and planning, Section 106 and ARPA permitting, tribal and public consultation, evaluation and mitigation of archaeological resources, National Register Procedures, and archaeological interpretation and education for the public.

3 credits

ANTH 224: Archaeological Field Methods
This course is designed to expose students to the full spectrum of field methods now in use in contemporary anthropological archaeology. The rationale, technical details, and expected results of a wide array of field methods are presented in the context of the location, characterization, and full scale data recovery of prehistoric and historic archaeological sites.

Prerequisite: ANTH 130

Co-requisite: ANTH 225

ANTH 225: Archaeological Field Methods Lab
Corequisite: ANTH 224

1 credit

ANTH 226A: Anthropology/Archaeology Field Training Prehistoric
Indicates the Prehistoric field training program.

3-6 credits
ANTH 226: Anthropology/Archaeology Field Training History
Indicates the Historic field training program. Participants will be exposed to the latest methodologies in archaeology, geoarchaeology, excavation techniques, field photography, mapping, laboratory procedures, artifact analysis, human osteology, computer applications, and many other techniques employed in contemporary archaeological excavations. Students will be taught the techniques of open-site excavation and will be able to witness firsthand the ongoing interpretation of the natural and cultural history of archaeological sites.
Prerequisites: ANTH 130, ANTH 224
3-6 credits

ANTH 227: Ethnographic Field Methods
This course provides students with an opportunity to combine qualitative ethnographic field work with an anthropological analysis of ethnicity, socioeconomic position, and gender in contemporary United States society. Students have an opportunity to engage in observation, conduct interviews, and learn to write, transcribe, code, and analyze field notes while engaged in their own mini field work project. Each student designs his or her own project, choosing the setting and topic. Classes alternate between discussion of research readings, and ethnographic case project development, descriptive writing, and social behavior analysis.
Prerequisite: ANTH 112
3 credits

ANTH 228: Ethnographic Field Methods II
This course is designed to build upon ethnographic field techniques students learned in ANTH 227/Ethnographic Field Methods and expose students to a full spectrum of field methods utilized by contemporary socio-cultural anthropologists. As part of the coursework, students will participate in an ethnographic field school here in Erie, PA and engage in “anthropology at home” This course combines classroom study, as well as fieldtrips, with practical experience. Students have the opportunity to engage in their own fieldwork project, choosing the ethnographic techniques most appropriate to the particular project, analyzing, and finally writing up and presenting the results of the project.
Prerequisite: ANTH 227
3 credits

ANTH 229: Lithic Studies
Lithic artifacts comprise a significant component, of most archaeological assemblages and are, consequently, a primary source of data from which, inferences regarding human behavior can be derived. Following a review of the history of, stone tool technology and the mechanics of their, production, students will learn to conduct, several analytical methods and interpret their results. Throughout the course, we will explore, the practical, logistical, social, and, environmental factors involved in technological, decision-making, while considering the, theoretical lenses through which archaeologists, examine data in pursuit of cultural and, behavioral information.
3 credits

ANTH 233: Collections and Curation Management
This course provides an introduction to archaeological curation and management in both museum and non-museum settings and provides students with skills and strategies to respond to research and preservation needs in these arenas. Topics to be covered include the curation crisis, federal regulation responsibilities, curation standards, collections storage and housing, database/cataloguing systems, and public access and use of collections.

ANTH 236: Analytical Lab Methods In Prehistoric Archaeology
This course is designed to acquaint the student with the methods and techniques of processing, classification, analysis, curation, and documentation of the major classes of prehistoric artifactual evidence. The specific classes of data to be examined include, but are not limited to, lithic, ceramics, perishables, macrofloral remains, pollen and phytoliths, and biomolecular residues. Analysis of these materials will also involve addressing a number of anthropological themes such as dietary reconstruction, paleoenvironmental reconstruction, and construction of chronologies. The laboratory component of the courses is designed to allow students to employ the methods and techniques of artifact analysis using various “live” collections curated by the Mercyhurst Archaeological Institute.
Prerequisite: ANTH 130
Corequisite: ANTH 237
3 credits

ANTH 237: Analytical Lab Methods In Prehistoric Archaeology Lab
Prerequisite: ANTH 130
Co-requisite: ANTH 236
1 credit

ANTH 238: Analytical Lab Methods in Historic Archaeology
This course will introduce students to the analytical and classificatory methods used in the treatment and processing of historic materials recovered from archaeological investigations. Emphasis will be placed on colonial and nineteenth century materials of the eastern United States. Students will assist in the analysis of materials from ongoing Mercyhurst Archaeological Institute field projects.
Prerequisite: ANTH 130
Co-requisite: ANTH 239
3 credits

ANTH 239: Analytical Lab Methods in Historic Archaeology Lab
Prerequisite: ANTH 130
Co-requisite: ANTH 238
1 credit

ANTH 240: Human Adaptation
This course examines the biological, physiological and evolutionary responses of the human body to short and long-term stresses, and cultural adaptations to those stresses. Studies of native populations living in stressful environments will be discussed and include the effects of extreme heat and cold, solar radiation, and high altitude hypoxia. Other issues to be examined include the problems of malnourishment, disease, and cultural solutions to those problems. To provide an understanding of how these stresses affect the human body, a number of biological topics will be touched upon including growth and development, physiology, genetics, and human diversity.
Prerequisites: ANTH 120, BIO 120
3 credits
ANTH 242: Forensic Anthropology
The value of the application of anthropological principles in the field of criminal investigation has only recently been realized. This course will explore methods by which forensic anthropological principles are used to search for and recover evidence from a variety of crime scenes, as well as reconstruct the life history of the human victim.
Prerequisites: MATH 170, CHEM 121, CHEM 122, BIO 146 3 credits

ANTH 246: Anthropology of Religion
Key anthropological concepts, theories, and approaches to religious practice in traditional and modern societies. Cross cultural examples of myth, ritual, shamanism, symbolism, magic, and witchcraft, as well as the connection between religion and other spheres of sociocultural practice will be addressed. Additionally, the relationship between religion and conflict, ecology, gender, politics, and power will be examined. Ethnographic readings, films, and contemporary media will provide critical examples, research, and discussion materials.

ANTH 248: Navajo Ethnology
This course provides an opportunity to engage with anthropological work on the Navajo (Diné’è) of the Southwestern United States. Lectures will be given on Navajo history, language, religion and ritual, gender and kinship, economics, and the place of the Navajo in an increasingly globalized world. Hands-on/experimental activities like weaving, cooking, and traditional storytelling will be undertaken to better understand time-honored Navajo practices.

ANTH 250: Zooarchaeology
The analysis of faunal remains from archaeological sites can provide valuable information regarding prehistoric diet, seasonality, and socioeconomic factors. In this course, all aspects of zooarchaeology will be discussed, and students will analyze a vertebrate faunal assemblage from an archaeological site and produce a publishable-quality report.
Prerequisites: ANTH 120, ANTH 130
Co-requisite: ANTH 251 3 credits

ANTH 251: Zooarchaeology Lab
Co-requisite: ANTH 250 1 credit

ANTH 270: Paleoanthropology I
This two-course sequence (ANTH 270/ANTH 272) follows the development of the human species from our remote primate forbearers through the appearance of fully modern Homo sapiens. The student is familiarized with the methods and the data of human paleontology and comparative primatology and is shown the complex relationships which exist between biological and cultural evolution. Part I focuses on primate evolution and the evolutionary history of Australopithecines.
Prerequisites: ANTH 120, ANTH 130 3 credits

ANTH 272: Paleoanthropology II
Part II will deal with the biological and cultural history of the genus Homo from its roots in the Plio-Pleistocene through the Holocene until the Neolithic.
Prerequisites: ANTH 120, ANTH 130, ANTH 270 3 credits

ANTH 300: Hunters And Gatherers
Foraging lifestyles are extensively explored in this course, which seeks to examine the particular manner in which hunters and gatherers engage with the landscape and their local environment. The consequences of this engagement for socio-political relations, systems of knowledge, and the production of material culture will also be addressed. Case studies of foragers are examined in both prehistoric and ethnographic perspective, as well as their relationships with groups practicing other subsistence patterns.
Prerequisite: ANTH 112 3 credits

ANTH 301: Origins of Food Production
This course examines the origins of horticultural, agricultural, and pastoral subsistence strategies throughout the Old and New Worlds during the Holocene. Models and processes of domestication, the relationship between humans and their local floral and faunal communities, routes of transmission, and attendant effects on and consequences for social systems are covered.
Prerequisite: ANTH 130 3 credits

ANTH 322A: Advanced Field Training Prehistoric
Indicates the Prehistoric field training program. 3-6 credits

ANTH 322B: Advanced Field Training History
Indicates the Historic field training program. 3-6 credits

ANTH 326: Human Osteology I
The focus of this class will be the identification of complete and fragmentary human skeletal and dental remains. Students will be required to be able to identify isolated bone specimens by touch only. Introductory lectures will deal with growth and development of osseous and dental structures, variation in biological tissues, and modification of these tissues through traumatic, pathologic and taphonomic factors.
Prerequisites: ANTH 120, ANTH 121.
Co-requisite: ANTH 327 3 credits

ANTH 327: Human Osteology I Lab
Laboratory component of the Human Osteology course in which students will work with human skeletal and dental remains derived from biological supply houses, prehistoric archaeological assemblages and forensic case contexts.
Co-requisite: ANTH 326 1 credit

ANTH 328: Primitive Technology
This course provides the rationale and protocols for the analysis, documentation, and interpretation of both durable and perishable artifactual remains from prehistoric and historic archaeological sites. The analysis of lithic material, bone
and wooden artifacts, cordage, basketry, and textiles are emphasized. A treatment of prehistoric and historic ceramic analysis is also provided.

**Prerequisites:** ANTH 130, ANTH 236, ANTH 237  
3 credits

**ANTH 332: Perishables Analysis**
This course provides the rationale and protocols for the analysis, documentation, and interpretation of twined, coiled, and plated basketry, along with cordage by-products. The delineation and recordation procedures of technological attributes, as well as the identification of plant and other organic raw materials used in the construction of perishable materials will also be emphasized.

**Prerequisites:** ANTH 130, 237.  
Co-requisite: ANTH 335  
3 credits

**ANTH 333: Human Skeletal Biology II**
This course serves as a continuation of Human Osteology in which methods in the identification of osteological remains, determination of chronological age, sex, ancestry and stature are discussed in detail. Skeletal pathology, trauma and non-metric/metric data will be also included.

**Prerequisites:** ANTH 326, ANTH 327  
Corequisite: ANTH 334  
3 credits

**ANTH 334: Human Skeletal Bio II Lab**
**Prerequisites:** ANTH 326, ANTH 327  
**Co-requisite:** ANTH 333  
1 credit

**ANTH 335: Perishables Analysis Lab**
The perishables analysis laboratory will be devoted to the documentation of twined, coiled, and plated basketry, as well as cordage and cordage byproducts. It will involve not only the delineation and recordation of technological attributes, but also the identification of plant and, in some cases, other organic raw materials used in the construction of these items. Students will engage with the material through a number of individual and group activities and projects.

**Prerequisites:** ANTH 130, 237  
**Co-requisite:** ANTH 332  
1 credit

**ANTH 336: History of Anthropological Theory**
This course is designed to address, through an examination of the history of anthropology, the theoretical developments, schools of thought, and ideas accounting for the nature of culture and cultural development. The specific contributions of the principal figures representative of each of the major schools of thought will also be identified and examined. While theories of culture are the focus and form the core of this course, the history and theoretical developments of archaeology will be simultaneously considered.

**Prerequisite:** ANTH 130  
3 credits

**ANTH 338: Introduction to Archaeology Theory**
This course is designed to introduce students to the development of ideas about why we do archaeology, the nature of our encounter with the material record of the past, how we make the past meaningful in the present, and the specific character of archaeology as a human science. This historical review considers both the contributions of specific scholars/schools of thought, and the relationship of their ideas to wider cultural trends which have shaped the social sciences and humanities.

**Prerequisite:** ANTH 130  
3 credits

**ANTH 340: Principles of Evolution**
This course will include discussions of most aspects of the study of evolution including the history of evolutionary thought, Darwin’s contributions, Natural Selection, and micro- and macro-evolutionary principles.

**Prerequisite:** ANTH 120  
3 credits

**ANTH 342: Funerary Archaeology**
This course will have several aims. The first is to expose students to how archaeologists and anthropologists have conceptualized death and what effect this has had on the contribution of funerary material/activities to particular studies of social and economic development and change through the years. The second aim is to introduce students to the diversity of funerary practices in both the past and in the present, and more specifically, to explore the role of funerary rituals within the economic and social reproduction of particular communities. The third aim is to address how death has become politicized in the ongoing conflict between indigenous peoples and scientists over the ownership and control of human remains and their past.

**Prerequisite:** ANTH 130  
3 credits

**ANTH 344: Anthropology of Ritual**
This course is intended to introduce students first to the variety of anthropological theories which have attempted to make ritual practice intelligible to observers, and second, to the kinds of rituals in which humans participate during the course of their lives. Particular attention will be paid to how material culture and space are manipulated within ritual practice, in an ongoing discussion of how archaeologists explore rituals in the past.

**Prerequisites:** ANTH 112, ANTH 130  
3 credits

**ANTH 346: Anthropology of Gender**
This course has the main objective of introducing students to gender issues in anthropology and archaeology via lectures, practical exercises and a term project. Topics to be covered include gender bias in popular and academic archaeological/anthropological discourse, gender and scientific practice, gender and archaeological theory, and “engendering” the past. A number of case studies will be considered.

**Prerequisites:** ANTH 112, ANTH 130  
3 credits

**ANTH 347: Anthropological Ethics**
This course explores the ethical, legal and practical dimensions of contemporary anthropology and its sub-disciplines through a consideration of topics such as anthropology as a profession, ethics and codes of conduct, national and international approaches to cultural/heritage management, the relationship between anthropology and diverse publics, and anthropological education. It is intended to expose students to the myriad issues that may arise during a career in anthropology (or the social sciences, generally) and prepare them to engage
them productively. Emphasis is placed on helping students develop the skills necessary to formulate, discuss and defend their own set of anthropological values through critical analysis and study of case studies, ethical principles, and codes of conduct.

**ANTH 348: Urban Anthropology**
This course provides an historical overview of the development of urban anthropology and an introduction to anthropological research on contemporary urban issues. Case studies of ancient, historic, and modern cities are examined. Several themes highlighted throughout the term include how the multiple roles of socioeconomic class, ethnicity, and gender interplay in an urban environment. Important topics such as migration, globalization, and urban development are addressed.

**Prerequisite:** ANTH 112

**3 credits**

**ANTH 349: Anthropology of The Family**
This course is designed to survey cultural and historic variation in families. Kinship systems, as understood in anthropology, will be briefly discussed. Ethnographic case studies that bring attention to key concepts that create and maintain family forms, such as socioeconomic position, gender roles, and ethnic variability, will be read in class. Students will have the opportunity to examine topics such as sexuality, parenting, marriage/divorce, and our own values of what it means to be in a “family” in this class. Throughout the course a series of films on “the family” will be viewed, as well as lectures and group discussions of the readings. The course will end with a discussion of “family values” and family-relevant policies.

**Prerequisite:** ANTH 112

**3 credits**

**ANTH 352: Ethnological Perspectives**
This course is designed to explore one anthropological subject in greater depth through lectures, readings, class discussions, and projects. The course provides an opportunity to critically examine historical shifts in anthropological analysis and thinking through the lens of one topical case study. These topics include, but are not limited to, case studies of specific ethnic/cultural groups, globalization, power, identity, and class conflict.

**Prerequisite:** ANTH/SOC 112

**3 credits**

**ANTH 357: Bioarchaeology**
Students will learn how the analysis of human remains from archaeological contexts can inform on past demography, subsistence, diet, patterns of disease, biological distance, violence, warfare, migrations, physical activity, mortuary treatment, and various biological indicators of environmental conditions. Examples from numerous cultures and sites from around the world will be used to illustrate how the bioarchaeological approach helps us understand the lives and deaths of earlier peoples.

**Prerequisite:** ANTH 112

**3 credits**

**ANTH 360: Archaeological Report Preparation**
This course will introduce students to selected aspects of archaeological reporting, placing particular emphasis on practical applications. Topics to be covered will include the “anatomy” of an archaeological report, technical writing and editing, scholarly style, data presentation, desktop publishing, and illustration.

**3 credits**

**ANTH 362: Archaeological Management**
The management and study of archaeological resources as mandated by laws and regulations forms the focus of this course. Specifically, the laws and government regulations that pertain to archaeology, the history of cultural resource legislation, ethics and the distinction between ethical and legal conduct, as well as the management of an archaeological project from the initial proposal to the final report will all be addressed. In its entirety, this course is designed to provide a sound understanding of professionalism in archaeology.

**Prerequisite:** ANTH 130

**3 credits**

**ANTH 390: Research Design**
Research Design focuses on the development of academic tools required to delineate and prepare an undergraduate research proposal. Students will select a general topic of research, narrow its scope, define a series of research objectives and tasks related to that topic, define appropriate methodological/interpretative avenues, and prepare a formal written research proposal. This proposal will serve as the basis for the student work in Anth 490, Senior Research.

**Prerequisites:** ANTH 130, ANTH 236, ANTH 237, ANTH 238, ANTH 239

**2 credits**

**ANTH 406: Directed Readings In Anthropology**
Independent study

**3 credits**

**ANTH 422A: Summer Field Training - Prehistoric**
Indicates the prehistoric field training program.

**3-6 credits**

**ANTH 422B: Summer Field Training - History**
Indicates the prehistoric field training program.

**3-6 credits**

**ANTH/GEOL 430: Geoarchaeology**
Geoarchaeology (archaeogeology) examines in detail the interface which exists between the fields of geology and the anthropological sub discipline of archaeology. The purpose of this course is to acquaint the student not only with the history of the interrelationship between these academic specialties but also to document and illustrate the range of geological techniques which are useful to the contemporary archaeologist. More specifically, via lectures and laboratory work, this course will detail how geological methods may be employed in the location, excavation, and interpretation of archaeological sites and materials.

**Prerequisites:** ANTH 130, ANTH 224

**GEOL 100, GEOL 245, GEOL 246, GEOL 247**

**Co-requisite:** ANTH/GEOL 431

**3 credits**

**ANTH/GEOL 431: Geoarchaeology Lab**
This laboratory course exposes the student to contemporary analytical methods in Geoarchaeology. Specialization topics include geoarchaeological sampling procedures; sedimentological analysis, data processing and interpretation;
compositional analysis; thin-section proportion; and paleoenvironmental reconstruction.

Corequisite: ANTH/GEOL 430

ANTH 440: Readings in Forensic Anthropology
Students conduct literary research on a variety of special topics within Forensic Anthropology, ranging from the latest techniques in the analysis and interpretation of bones to role of the forensic anthropologist in the mass fatality incident. Students report their findings in weekly presentations and discussion sessions.
Prerequisite: ANTH 242

3 credits

ANTH 450: Pathologies Human Skeleton
This course will focus on the etiology and diagnosis of skeletal pathologies as found in prehistoric and forensic populations. Extensive hands-on training in radiographic techniques will supplement the lectures.
Prerequisite: ANTH 242

3 credits

ANTH 480: Research Experience
This course is designed to allow students to pursue their own faculty-guided research in the Fall term before the Senior Thesis experience or, on a separate faculty research project at any phase of inquiry. Particular research activities (e.g. research, data collection, analysis, laboratory or field equipment use, and manuscript preparation) will be undertaken based upon the student’s individual needs. Students will be guided through selected readings, directed activities (which may involved writing assignments), and discussions.

3 credits

ANTH 490: Senior Thesis
This capstone seminar/lecture course is designed to assist Senior Anthropology/Archaeology majors during the completion of their Senior Thesis requirement. The course focuses on enabling students to learn and employ processes and methods commonly used in formal written and oral presentations of background research, data acquisition, data analysis, and conclusions. Students’ ongoing projects will serves as the material for collective class review/critique and discussion. The remainder of the course will consist of short lectures on research paper and graphic preparation and production, and oral presentation. The group will explore the following themes in both lecture and seminar format as appropriate: basic elements of composition, scientific writing, IMRAD format, managing scientific data, technical illustrations, tables and figures, thesis document production/format, and other related themes as needed.
Prerequisite: ANTH 390

3 credits

ART

ART 100: Drawing I
Studio Experience designed to develop perception, skill and creativity. Includes demonstrations, practice, and projects in various techniques from gesture to final form renderings.
Taken in the freshman year
Open to Art majors only.

3 credits

ART 101: Painting I: Watercolor
Studio experience designed to develop skill and creativity. Includes demonstrations, practice, and projects in various techniques from transparent watercolor to gouache.
Prerequisites: ART 101, ART 125

3 credits

ART 102: Ceramics I
A beginning level 3-dimensional art course designed to present a foundation for the technical and aesthetic aspects of ceramic art. Lecture, demonstration, discussion and studio experience will be emphasized. Includes hand building, wheel throwing, glazing, and firing gas and electric kilns.

3 credits

ART 103: Sculpture
A 3-dimensional art course primarily for the art major/minor. This class is designed to present fundamental methods of sculpture. Emphasis is on several
in-depth studio experiences which demonstrate perception, technique, design, production and communication.

**Prerequisite:** ART 126  
3 credits

**ART 104: Printmaking I**  
Studio experience designed to develop skill and creativity. Includes demonstrations, practice, and projects in various techniques including intaglio, planographic, relief and monotype.

**Prerequisites:** Art 100, ART 125  
3 credits

**ART 105: Painting I: Acrylic**  
Studio experience designed to develop skill and creativity. Includes demonstrations, practice and projects in various techniques from alla prima to hard edge.

**Prerequisites:** Art 100, ART 125  
3 credits

**ART 106: Photography I**  
Studio experience in black and white photography. Includes taking photographs, developing film and darkroom printing techniques.

**Student must have S.L.R. camera approved by instructor**  
3 credits

**ART 110: Art Appreciation**  
A survey of the visual arts including painting, sculpture, and architecture. Includes the study of artists, design, significant art works, and art criticism.

**For Non-Art Majors only**  
3 credits

**ART 122: Art History: Ancient to Medieval**  
This course provides a survey of art and architecture from Prehistoric times to the Medieval Ages.

**Recommended for Upperclassmen**  
3 credits

**ART 123: Art History: Renaissance to Modern**  
A survey of art and architecture from the Renaissance to the 20th Century.

**Recommended for Upperclassmen**  
3 credits

**ART 125: 2-Dimensional Design**  
An introductory art foundations course. Primary emphasis is placed on developing the attitudes, perceptions, and skills which are necessary to pursue other art experiences. Includes exposure to and study of “basic” design—elements, principles, creative processes, tools, materials, techniques, and methods.

**Taken in the freshman year**  
**Prerequisite:** Art 100  
3 credits

**ART 126: 3-Dimensional Design**  
An introductory 3-dimensional design course. Emphasis is on elements and principles of design. The components of production, art history, aesthetics, and criticism will be introduced relevant to 3-dimensional art.

**Taken in freshman year**  
**Prerequisite:** ART 100  
3 credits

**ART 128: Basic Computer Design**  
This foundational course introduces students to basic design concepts, computer literacy and software competency. Through various exercises, students will experience four of the basic types of publishing tools used by designers – Photoshop, Illustrator, In Design and Dreamweaver.

3 credits

**ART 200: Drawing II**  
Continued experience of creative skills developed in Drawing I.

**Prerequisites:** Art 100  
3 credits

**ART 201: Painting II**  
Continued experience of creative skills developed in Painting I.

**Prerequisite:** ART 101  
3 credits

**ART 202: Ceramics II**  
Continued experience of creative skills developed in Ceramics I.

**Prerequisite:** ART 102  
3 credits

**ART 204: Printmaking II**  
Continued experience of creative skills developed in Printmaking I.

**Prerequisite:** ART 104  
3 credits

**ART 205: Painting II: Oil**  
Upper level studio course designed to explore oil painting concepts and to develop creative skills. Direct painting to glazing methods.

**Prerequisites:** ART 100, ART 125  
3 credits

**ART 206: Intermediate Photography**  
Continued experience of creative skills developed in Photography I.

**Student must have a digital S.L.R. camera approved by the instructor**

**No hybrid cameras**

**Prerequisite:** ART 106  
3 credits

**ART 215: Figure Drawing**  
Upper level studio course focusing on the human figure. Includes demonstrations, practice and projects in various techniques and methods from gesture to sustained studies to anatomical renderings.

**Prerequisites:** ART 100  
3 credits
ART 216: Ceramic Sculpture
A second level ceramic course. Includes the study of clay bodies and methods of ceramics for sculpture.
Prerequisite: ART 102
3 credits

ART 217: Wheel Thrown Ceramics
A second level ceramic course. Includes the study of wheel throwing methods, functional forms, decoration, and firing methods.
Prerequisite: ART 102
3 credits

ART 220: Typographic Foundations
This entry-level course introduces students to basic design theories and skills for creating professional typographic works. Students create a variety of exercises to better understand design. Theoretical exercises, typography projects and readings introduce students to lifelong design issues and tasks. Adobe InDesign, Illustrator, Photoshop, and After Effects are utilized in this course.
Prerequisites: ART 100, ART 125, ART 128 or permission
3 credits

ART 221: Digital Imagery
Photoshop image creation and manipulation is explored. Emphasis, in this term, is proper file creation, learning and utilizing specialized tools, applying proper design theories to computer generated art, and tutorials for special effects. Projects focus on various kinds of photo collage and retouching as it relates to a variety of clients.
Prerequisite: ART 128
3 credits

ART 223: History of Modern Art
A survey of art from the early 20th century to the present.
Prerequisites: ART 122 or ART 123
3 credits

ART 224: History of Photography
A survey of the medium of photography from its invention in 1839 to the present. Includes the development of movies and video.
3 credits

ART 225: Computer Illustration Technology
This class expands the student’s command of Adobe Illustrator by exploring a combination of vector skills, traditional media, and 3-D techniques used to create spot and editorial illustration. Students will develop a character in both illustrator and CAD format. Successfully rendered characters will be output on a 3-D printer. Assignments may include: Infographics, card and gift design, label reconstruction, and playing card development.
Prerequisite: ART 128
3 credits

ART 230: Graphic Design History
Beginning with the Industrial Revolution, this course will chart the development of what we contemporarily refer to as Graphic Design and Advertising. Students will survey the designers, works, technologies, and philosophies of the major design movements and create work exploring these areas. Emphasis will be placed on the connection of design to art and popular culture, as well as the cyclical nature of design. Students create various pieces reflecting the work of the movements being studied.
Prerequisite: ART 128
3 credits

ART 231: Digital Video Editing
This course introduces a student to GoPro® to generate content, progressing them to editing video clips and creating digital videos. Students will develop video editing experience using Final Cut Pro. Having experience using Adobe programs or other editing tools will be to a student’s advantage but is not required.
3 credits

ART 240: Foundations Art Education
A course to investigate theories of art, education, and visual culture that shape one’s thinking about the purpose, value, and practice of art education in schools, museums, and community settings.
3 credits

ART 250: Special Topics
Art Special Topics focuses on subjects and techniques in the contemporary art world. These courses will vary from term to term and offer students new challenges in art-making not available within the traditional coursework.
3 credits

ART 300: Drawing III
Continued experience of creative skills developed in Drawing I.
Prerequisites: ART 200
3 credits

ART 301: Painting III
Continued experience of creative skills developed in Painting I.
Prerequisites: ART 201
3 credits

ART 302: Ceramics III
Continued experience of creative skills developed in Ceramics I.
Prerequisite: ART 202
3 credits

ART 304: Printmaking III
Continued experience of creative skills developed in Printmaking I.
Prerequisite: ART 204
3 credits

ART 305: Digital Photography
A second level studio course which includes contemporary theory, photographic design issues, image manipulation, and image output.
Prerequisite: ART 106
3 credits

ART 306: Color Photography
A studio experience in taking color photographs and digital printing. Students must have a digital S.L.R. camera approved by the instructor.
Prerequisite: ART 106
3 credits
ART 311: Art Education and Secondary
The emerging art educator engages the study and creation of contemporary art forms as curricular and pedagogical approaches to investigate with middle level and high school students.
Art Education Majors or by permission

ART 312: Art Education and Elementary
Preparation of curricula, pedagogical, and assessment strategies for early childhood and elementary school art education programs.
Art Education Majors or by permission

ART 320: Type and Publication Design
Multi-page layout is the emphasis in this class. Students learn how to handle text, integrate images into layout, and develop an upper level sense of typography. Projects may include: poster design, cook book layout, newsletter design, interactive iPad application, and book jacket design. Students learn how to use Adobe InDesign in concert with Photoshop, Illustrator, Acrobat, and After Effects.
Prerequisite: ART 220 or by permission

ART 321: Introduction to Website Design
This class introduces students to design for the World Wide Web. Students add Dreamweaver to their software arsenal. An emphasis on a design ideology using HTML5 and CSS3 to solve visual problems is used to create sites based on industry standard practices. Current issues specific to the World Wide Web are introduced. Sites are mapped. A selection of pages are created and uploaded to remote servers. Marketing components including HTML email campaigns and social media publishing are covered.
Prerequisite: ART 220

ART 322: Corporate Identity and Branding
The most intensive of all the design courses, students in this course create and design for two companies - an imaginary company of their own choosing and a local small business through the Small Business Development Center. Logotypes are designed. Brand sensing and archetyping are applied. Business systems, advertisements, packaging, and Graphic Design Standards Manuals are developed.
Prerequisite: ART 320

ART 323: Portfolio Development
The culmination of a student’s graphic design efforts, this course seeks to refine a student's style and to display it in the most advantageous form. Students create a professional resume, traditional and online portfolios; LinkedIn and Behance Profiles. Students commit to a geographical area and discipline focus. With this decision made, research is performed, cover letters generated, resumes refined, and the job hunt begins.
Prerequisites: 5 approved graphic design courses

ART 325: Intermediate Website Design
This course builds upon the HTML5 / CSS3 skills from previous courses. Students add to their base of skills to take the presentation of the web page to the world of responsive frameworks. Using industry accepted responsive frameworks web pages will properly display on mobile, tablet and desktop devices. CSS skills are also honed to give better color, type, layout and interactivity to the produced websites.
Prerequisite: ART 321

ART 326: Advanced Website Design
This 2-part course will take students to advanced levels of web development. In part 1, students will gain experience with current CMS (content management systems). The CMS experience will take the designer through server-side software installation, configuration, user control, theme and plug-in application, page and post creation, theme development and, finally, the application and testing of an e-commerce module with a working payment gateway. Part 2 will focus on user experience. The design process will focus on a person’s total experience using a website. UX design principals will be applied using modern software used to create working prototypes of complex sites.
Prerequisite: ART 325

ART 335: Aesthetics and Criticism
Course designed to acquaint students with the knowledge, skills, experiences, and attitudes to better understand the philosophical basis, nature, functions, and criticism of art works.

ART 400: Individual Studio I
Students may elect additional in-depth studio experience in specific areas under the supervision of appropriate instructors. Limited to upper level students. Permission of the instructor is required prior to beginning of the term.
Normally taken after completion of 9 credits within an area

ART 401: Individual Studio II
Students may elect additional in-depth studio experience in specific areas under the supervision of appropriate instructors. Limited to upper level students. Permission of the instructor is required prior to beginning of the term.
Normally taken after completion of 9 credits within an area

ART 402: Individual Studio III
Students may elect additional in-depth studio experience in specific areas under the supervision of appropriate instructors. Limited to upper level students. Permission of the instructor is required prior to beginning of the term.
Normally taken after completion of 9 credits within an area

ART 403: Independent Study: Art I
An offering primarily for the senior art major who desires to pursue independent research and development in such areas as Art Education, Art History, Art Studio, or Art Therapy. Each student is required to present written evidence in support of this project to the Department for approval at least six weeks in advance.

3 credits
ART 404: Independent Study: Art II  
An offering primarily for the senior art major who desires to pursue independent research and development in such areas as Art Education, Art History, Art Studio, or Art Therapy. Each student is required to present written evidence in support of this project to the Department Chair for approval at least six weeks in advance.  
3 credits

ART 405: Independent Study: Art III  
An offering primarily for the senior art major who desires to pursue independent research and development in such areas as Art Education, Art History, Art Studio, or Art Therapy. Each student is required to present written evidence in support of this project to the Department Chair for approval at least six weeks in advance.  
3 credits

ART 410: Senior Art Thesis Individualized Studio  
Senior art majors work with a studio faculty member as their mentor. The student will develop, design, produce and exhibit an original art thesis.  
Permission of the instructor required  
Prerequisite: 6 ART or ARTH Courses  
3 credits

ART 452: Senior Art Thesis Seminar  
Readings, research, presentations and discussion of contemporary art provide context for idea generation and execution of a variety of focused art projects as practice to thesis work. This course in conjunction with Senior Art Thesis Individualized Studio will lead to the selection, development, design, production, and presentation of an original art thesis.  
Senior art majors  
3 credits

ART 475: Art Internship  
On-the-job training in graphic design, commercial/advertising fields, Art Therapy, and Art Management. Permission of Major Director required prior to beginning of term.  
Upper level students only  
3 credits

ART 476: Art Internship  
On-the-job training in graphic design, commercial/advertising fields, Art Therapy, and Art Management. Permission of Major Director required prior to beginning of term.  
Upper level students only  
6 credits

ART 477: Art Internship  
On-the-job training in graphic design, commercial/advertising fields, Art Therapy, and Art Management. Permission of Major Director required prior to beginning of term.  
Upper level students only  
9 credits

ARTH 125: Art Therapy: Introduction  
This is a beginning level course for art therapy majors, minors and non-majors designed to provide a foundation for the study of art therapy by presenting the therapeutic qualities of this profession through art therapy’s origins, history, occupational applications and therapeutic approaches. Students will create works that exemplify an interaction of creativity, healing potential, and cognitive awareness. Emphasis will be placed on comprehension of the above aspects through the student's written and verbal explanations as well as testing.  
3 credits

ARTH 22S: Art Therapy II: Materials and Methods  
This course is designed to explore artistic methods and materials that lend themselves to psychological reflection, insight and use in therapeutic settings. Through art therapy experientials, discussion, historical reference, service learning opportunities, and assessment of acquired knowledge, the art therapy student will realize the factors that can encourage therapeutic art making.  
Prerequisite: ARTH 125  
3 credits

ARTH 32S: Art Therapy III: Practicum  
In this course, various community and agency settings, and therapeutic art making approaches are studied. These studies, along with previously attained information and service learning experiences prepare students for an art therapy internship.  
Prerequisites: ARTH 125, ARTH 22S  
3 credits

ARTH 42S: Art Therapy V: Seminar  
This is the last class in the sequence of art therapy courses at Mercyhurst University. Through course work, art therapy majors have accumulated a basic knowledge of various aspects of art therapy including: history, theory, and applications for different populations in a wide range of contexts. Students have also completed a 200-hour internship in which they facilitated art activities in a therapeutic setting. During the seminar, students synthesize art therapy concepts and internship experiences through creating a presentation, research studies, and self-reflection. Career paths and masters level study are considered.  
Prerequisites: ARTH 32S, ARTH 47S  
3 credits

ARTH 475: Art Therapy IV: Internship  
A field course providing a supervised practicum experience in the application of the theories, models, methods, and techniques of creative art expression in community agencies and therapeutic settings.  
3 credits

ASIA 125: Asian Cultures  
This course considers the cultures of India, China, Korea, and Japan through an examination of common roots and development in geography, history, arts, and religion.  
3 credits
ASIA 135: Topics in Asian Studies
The content of this course, determined by the instructor, will focus on some literary or cultural subject relating to an Asian nation or nations. Coursework will further student understanding of a people or peoples of Asia. The language of instruction is English.

ATR

ATR 163: Freshman Clinical Proficiency Lab
Clinical teaching and testing of hands-on proficiency skills that are required for all athletic training students who are applying to the review board for acceptance into the major. Taping and wrapping of specific body parts will be emphasized. Eleven through twenty of the twenty clinical proficiency skills required for the review board will be presented. Students are required to complete 40 hours of observation in the athletic training room on campus designated as part of the pre-clinical experience.
Prerequisites: AT majors only

ATR 200: Clinical Education I Lab
The first of four clinical education courses designed in conjunction with the clinical education sequence emphasizing presentation, practice, and final-outcome testing of designated clinical proficiencies in relationship to day-to-day athletic training. Clinical experience performance and daily completion of responsibilities will also be assessed. Students are required to obtain clinical experience in accordance with the clinical education sequence. Must be taken in chronological order.
Prerequisite: AT majors only

ATR 201: Clinical Education II Lab
The second of four clinical education courses designed in conjunction with the clinical education sequence emphasizing presentation, practice, and final-outcome testing of designated clinical proficiencies in relationship to day-to-day athletic training. Clinical experience performance and daily completion of responsibilities will also be assessed. Students are required to obtain clinical experience in accordance with the clinical education sequence. Must be taken in chronological order.
Prerequisite: AT majors only

ATR 268: Therapeutic Modalities Lab
This evidence based course consists of classroom and clinical practice stressing the proper use of therapeutic modalities in aiding injuries and illnesses common to the physically active population. Emphasis is given to superficial agents, electrical stimulation, therapeutic ultrasound, LLLT and light therapy, mechanical modalities, and manual muscle therapy.
Prerequisites: AT majors only
Co-requisite: ATR 268

ATR 269: Exercise, Health and Conditioning for Athletes
A course covering specific exercise techniques to improve the conditioning of various types of athletes. The course will include both discussion and psychomotor experience. Topics that will be covered include: aerobic, anaerobic, isotonic, isokinetic, plyometric, flexibility, proprioception and neuromuscular control exercise methods. Clinical proficiency testing may also be incorporated to specific topics. A final individual project will be required encompassing the course content to create a full conditioning program for a specified athlete.
Prerequisites: AT majors only

ATR 256: Exercise, Health and Conditioning for Athletes
A course covering specific exercise techniques to improve the conditioning of various types of athletes. The course will include both discussion and psychomotor experience. Topics that will be covered include: aerobic, anaerobic, isotonic, isokinetic, plyometric, flexibility, proprioception and neuromuscular control exercise methods. Clinical proficiency testing may also be incorporated to specific topics. A final individual project will be required encompassing the course content to create a full conditioning program for a specified athlete.
Prerequisites: AT majors only

ATR 257: Medical Education Lab I
A lecture series and psychomotor testing with topics regarding illness, diseases, and environmental issues associated with allied health professionals.
Prerequisites: AT majors only

ATR 258: Medical Education Lab II
A lecture series of medical topics presented by the department team physician or designated medical professional on relevant topics in the sports medicine field.
Prerequisites: AT majors only

ATR 267: Therapeutic Modalities
This evidence based course consists of classroom and clinical practice stressing the proper use of therapeutic modalities in aiding injuries and illnesses common to the physically active population. Emphasis is given to superficial agents, electrical stimulation, therapeutic ultrasound, LLLT and light therapy, mechanical modalities, and manual muscle therapy.
Prerequisites: AT majors only
Co-requisite: ATR 268

ATR 268: Therapeutic Modalities Lab
This evidence based course consists of classroom and clinical practice stressing the proper use of therapeutic modalities in aiding injuries and illnesses common to the physically active population. Emphasis is given to superficial agents, electrical stimulation, therapeutic ultrasound, LLLT and light therapy, mechanical modalities, and manual muscle therapy.
Co-requisite: ATR 267

ATR 300: Clinical Education III Lab
The third of four athletic training clinical rotation experiences emphasizing presentation, practice, and final-outcome testing of designated clinical proficiencies in relationship to day-to-day athletic training. Clinical rotation performance and daily completion of responsibilities will also be assessed. These proficiencies and competencies can be obtained from the athletic training curriculum director.
Prerequisites: AT majors only

ATR 301: Clinical Education IV Lab
The final athletic training clinical rotation experiences emphasizing presentation, practice, and final-outcome testing of designated clinical proficiencies in relationship to day-to-day athletic training. Clinical rotation performance and
daily completion of responsibilities will also be assessed. These proficiencies and competencies can be obtained from the athletic training curriculum director.

**Prerequisites:** AT majors only

**ATR 362: Therapeutic Exercise**
Evidence-based lecture and clinical instruction stressing the injury rehabilitation programs for specific injuries and post-surgical. Topics include goals of therapeutic exercise, range of motion techniques, stretching techniques, resistance exercises and peripheral joint mobilization.

**Prerequisites:** AT majors only

Co-require: ATR 363

3 credits

**ATR 363: Therapeutic Exercise Lab**
Clinical formation and application of the techniques and theories of injury rehabilitation programs.

Co-require: ATR 362

1 credit

**ATR 364: Athletic Training Administration and Management**
Study of the administrative and management procedures in athletic training environments; techniques for developing effectiveness as an administrator. Practical experience in solving hypothetical administrative problems provided. Topics include professional ethics, staff hiring, facility design, insurance protocol, budget design, medical practice act and employment opportunities including resume writing and mock interviews.

**Prerequisite:** AT majors only

3 credits

**ATR 404: Athletic Training Capstone Experience**
The purpose of this capstone athletic training course is to allow senior athletic training students to integrate their clinical and didactic knowledge in a pre-professional setting. Opportunity to prepare for the BOC certification examination and to prepare for their future careers in athletic training or placement in an advanced degree program will be explored. Special emphasis will be placed on study habits, BOC exam content and format, graduate school application processes, resume building, interviewing techniques and other skills pertinent to the senior level athletic training student. During this time students are required to complete an average of 100 hours at a mutually agreed upon clinical setting. The capstone experience is specifically designed to allow students to choose an area or specialty that suits their interests. Students will also develop a semester-long assigned patient case study with an oral presentation requirement.

**Prerequisites:** AT majors only (A HELM Course)

3 credits

**ATR 461: Special Issues in Athletic Training**
The focus of this course is discussion and case studies of special populations in the physically active. Populations will include but are not limited to: pediatrics, geriatrics, pregnant women, diabetics, asthmatics, and disabled. Discussion will be in the areas of injury and illness management, activity restrictions, and NATA position statements related to special populations. There is also a clinical component to this course in which the student is to complete a required number of hours with an assigned clinical experience.

**Prerequisites:** AT majors only (A HELM Course)

3 credits

**ATR 480: Research Methods**
The purpose of this course is to develop and refine student’s clinical evidence-based practice skills. The focus of the course will explore how epidemiology shapes health care practices for patients. Exploration will include the acquired knowledge of the steps on how to find reliable information and the ability to critically process the link between data collection and professional practice.

**Prerequisites:** AT Majors only

3 credits

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**BADM**

**BADM 250: Entrepreneurship**
This course is designed for those students interested in learning how to start their own business, buy an existing business or function as an entrepreneur in a large company. Topics include developing and evaluating business concepts, preparing a business plan, trademarks and patents and securing financing.

**Offered Spring Semester only**

**Prerequisites:** ACCT 101, MGMT 120, MKTG 162

3 credits

**BADM 275: Principles of Operations Management**
This course is an introduction to the field of operations management. The student will be exposed to fundamental principles including demand forecasting, system design, supply chain management, project management, and quality. This course will demonstrate the importance of these topics in both manufacturing and service concerns alike.

**Offered Fall Semester only**

**Prerequisites:** MGMT 120, STAT 135 or MATH 109

3 credits

**BADM 285: Global Operations and Supply Chain Management**
Supply chain management is the management of a network of interconnected businesses involved in the ultimate provision of product and service packages required by end customers. Businesses throughout the world are beginning to recognize that in an increasingly challenging and complex global marketplace, there is an urgent need for decision-making frameworks. This course will provide such a framework by integrating operations and supply chain concepts to address the critical issue of managing flows of products, services and information. The course will also emphasize the importance of managing information in the global environment and the effective use of supply chain information technologies such as e-commerce and e-business and their integration through an Enterprise Resource Planning (ERP) system.

**Offered Spring Semester only**

**Prerequisites:** MGMT 120, STAT 135 or MATH 109

3 credits

**BADM 310: Business Law I**
A survey of the legal principles found in transactions typified in today’s business world. Emphasis is placed on the case study method along with real-world
examples. Topics covered include: alternative dispute resolution, structure of the
court system, contracts, sales, property law, insurance law, and corporate ethics.

Offered Fall and Spring Semesters
Prerequisite: Sophomore Standing

3 credits

BADM 325: Business Law II
The second course of study in the legal series. Strongly recommended for all
business majors; required in some states for the CPA exam. The case study
method and real-world examples are used to cover the following topics: agency
and employment law, types of business entities, negotiable instruments,
bankruptcy, securities law, antitrust laws, and environmental regulation.

Offered Fall Semester of odd years
Prerequisite: BADM 310

3 credits

BADM 335: Business Analytics
This course introduces the field of business analytics, commonly defined as the
extensive use of data, statistical and quantitative analysis, exploratory and
predictive models, and fact-based management to drive decisions and actions.
Business analytics is a process of transforming data into actions through analysis
and insights in the context of organizational decision making and problem
solving. As such, business analytics is applied in operations, marketing, finance,
and strategic planning among other functions. Students actively participate in
the delivery of this course through case and project presentations.

Offered Fall and Spring Semesters
Prerequisites: STAT135, Junior/Senior Standing

3 credits

BADM 350: Business Ethics
This course addresses the complex agenda of issues such as the role of business
in society, the nature of corporate responsibility, the ethical environment of
business, the relationship between government and business, and the impact of
business on the natural environment. Attention will be given to the impact of
these issues on a business and its stakeholders (managers, consumers,
employees, and community members). Case studies will be used to highlight
each area of concern.

Offered Fall and Spring Semesters

3 credits

BADM 405: Business Policy and Strategy
A capstone course which emphasizes business problem solving based on
accounting, finance, management and marketing principles. Students will
complete and present a case study project.

Offered Fall and Spring Semester
Prerequisites: Senior Standing

3 credits

BADM 415: Professional Development
The Walker College of Business provides a series of experiences to prepare
students for future job opportunities and leadership roles in both the workplace
and the community. Activities and experiences across their four years include
seminars in career-related activities such as resume development, interviewing,
public speaking, business etiquette, job talks, and job-fair participation. Other

activities range from club and athletic participation to community service.
Tracking of required activities will be monitored each semester. Graduation
Requirement.

1 credit

BADM 450: Independent Study in Business
This course is designed to permit a student to study individually in a specialized
field under the direction of a faculty member. The research topic must be
appropriate to the student’s background, and written approval must be received
from the Dean of the Walker College of Business.

1-3 credits

BADM 475: Business Internship
An individual work-study experience in an approved business organization.
Placement of a qualified student in a business setting which involves the area of
interest, provides training and on-the-job learning, and which will prepare the
student for a future career in business. A 2.75 GPA is required in business courses.
Prerequisite: Junior standing and written permission from the Associate Dean

3 credits

BIO

100: Freshman Seminar
An introductory course for first-year biology majors designed to develop skills in
accessing and reading scientific literature, provide experience in writing about
and presenting science topics in the style of professional scientists, and
demonstrate diverse careers available to persons trained in the biological
sciences. Course readings are centered on cutting-edge biological research and
issues including human health, evolution, biotechnology, biological ethics, and
sustainability.

2 credits

BIO 110: Plant Science
An introduction to the study of plants including their biology and ecology. Topics
include basic structure and function of cells and organs, plant growth and
development, and systematics of higher plants. Emphasis is on the impact of
humans on plant life and plant community structure.

Does not fulfill Biology major requirements

Co-requisite: BIO 111

3 credits

BIO 111: Plant Science Lab
Laboratory and field studies of plant communities and the effects of humans on
plant diversity within controlled community structures. Identification of higher
plants is stressed as well as identifications of human, ecological and/or pathogen
caus ed distress in plant systems.

Co-requisite: BIO 110.

1 credit

BIO 120: Human Biology
A basic biological study of man, examining human evolution, organ systems,
genetics, behavior, and human interaction with the environment. Does not fulfill
Biology major requirements.

Co-requisite: BIO 121

3 credits
BIO 121: Human Biology Lab
A laboratory class designed to demonstrate through models, microscopic work, and dissection the information presented in Bio 120.
Co-requisite: BIO 120
1 credit

BIO 125: Medical Terminology
This course focuses on building vocabulary commonly encountered in the health field. In addition to an extensive review of word elements, including word roots, combining forms, suffixes, and prefixes, the course will define major organ systems from the cellular to the organismal level. Finally, medical conditions will be explored in detail.

BIO 130: Functional Human Biology
This course provides a general understanding of human biology with an emphasis on biophysical aspects of movement. Specific topics include basic biochemistry, cell biology, histology, and visceral systems of the body. Designed for Sportsmedicine and dance majors.
Does not fulfill Biology major requirements
Co-requisite: BIO 131
3 credits

BIO 131: Functional Human Bio Lab
Laboratory exercises in biochemistry, cell biology and human tissues and organ systems, with special emphasis on musculoskeletal, articular and neuromuscular systems, evaluated from an athletic minded perspective.
Co-requisite: BIO 130
3 credits

BIO 142: Cellular and Molecular Biology
Introduction to the biology of prokaryotic and eukaryotic cells, including the structure and function of membranes and organelles, especially mitochondria and chloroplasts. Also included are studies of the molecular structure and function of DNA, with emphasis on the organization of the eukaryotic genome, transcription, and translation.
Co-requisite: BIO 143
1 credit

BIO 143: Cellular and Molecular Biology Lab
Introduction to the physiological and molecular techniques and methodologies for studying cells, organelles, and macromolecules in relation to cellular activities and maintenance of life.
Co-requisite: BIO 142
1 credit

BIO 146: Ecology and Evolutionary Biology of Organisms
An introduction to Mendelian and population genetics, ecology and evolutionary biology.
Co-requisite: BIO 147
3 credits

BIO 147: Ecology and Evolutionary Biology of Organisms Lab
A laboratory course that elucidates concepts taught in Bio 144 from a largely experimental perspective.
Co-requisite: BIO 146
1 credit

BIO 148: Organismal Biology
An introduction to the taxonomy, anatomy and physiology of the multicellular organisms, emphasizing the concepts of homeostasis and rheostasis.
Co-requisite: BIO 149
3 credits

BIO 149: Organismal Biology Lab
A laboratory course that elucidates concepts taught in Bio 148. Dissection of organisms and experimental techniques will be emphasized.
Co-requisite: BIO 148
1 credit

BIO 150: Biology of Behavior
A study of animal behavior from a physiological, evolutionary, and ecological perspective. Student presentations and the discussion of behavioral principles will be emphasized in class.
Co-requisite: BIO 151
3 credits

BIO 151: Biology of Behavior Lab
Student originated experimentation on a variety of behavioral topics utilizing proper scientific method.
Co-requisite: BIO 150
1 credit

BIO 180: Microorganisms
An introductory study of microorganisms directly impacting human health and society, including viruses, bacteria, fungi, and protists. Topics include taxonomy and identification of medically important taxa, human defense mechanisms, symbioses, course of infections, epidemiology, and food sciences.
Does not fulfill Biology major requirements
Co-requisite: BIO 181
3 credits

BIO 181: Microorganisms Lab
Introduction to the methods of identification and culturing of medically important microorganisms and viruses. Emphasis on general and specialized culturing methods, staining techniques, and growth experiments.
Co-requisite: BIO 180
1 credit

BIO 198: Tropical Marine Biology
Exploration of tropical marine habitats including coral reefs, rocky shores, turtle grass and mangrove swamps. Ecological and behavioral adaptations, trophic structure, and species composition are also studied. Snorkeling at offshore reefs is expected, and SCUBA diving is available. The course meets weekly during the winter term in preparation for a 10-day field trip to a tropical field station.
Co-requisite: BIO 199
3 credits
BIO 199: Tropical Marine Biology Lab
The identification of marine organisms and an independent research project in marine biology.
Co-requisite: BIO 198
1 credit

BIO 200: Microbiology
The study of bacteria and other microbes with emphasis on their structure and function, ecology, biochemistry, and research methodologies. The course reviews the biology of microbes and their use as biological and medical research tools.
Prerequisites: BIO 142
3 credits

BIO 200: Microbiology Lab
An examination of microbes in the biosphere. Microbial collection, culturing, product analysis, aseptic techniques and microscopy are emphasized.
Co-requisite: BIO 200
1 credit

BIO 202: Health Career Seminar
A multi-faceted course designed to provide information and prepare students interested in becoming a health professional. In addition to guest speakers from a variety of health disciplines, the content of the course will include an extensive review of medical terminology, standardized test preparation, personal statement review, and interviewing skills.
3 credits

BIO 208: Cancer: Biology and Beyond
This course will introduce students to the origins, diagnosis, treatment and prevention of cancer; creating informed citizens, and future health care providers and scientists. This course also contains a cancer-centered service-learning project to connect the science of cancer biology to the people cancer effects.
Prerequisites: BIO 142
3 credits

BIO 210: Botany
An introduction to the major divisions of nonvascular and vascular plants. Includes basic studies of plant taxonomy, anatomy, physiology, growth, evolution, and ecology.
Prerequisites: BIO 146
Co-requisite: BIO 210
3 credits

BIO 211: Botany Lab
Field and laboratory experiences in plant morphology, identification, ecology, and experiments in plant physiology.
Co-requisite: BIO 210
1 credit

BIO 216: Plants and People
People depend on plants for food, clothing, shelter, medicines, and a host of other daily needs. This course examines the varied and complex interrelationships between plants and people. Major topics include domestication processes, the Green Revolution, intentional and unintentional modification of plant communities, and an examination of those plants that provide drugs, food, beverages, and fibers necessary to daily life.
3 credits

BIO 230: Invertebrate Zoology
A comparative study of the major invertebrate phyla, their anatomy, physiology, behavior, and evolution. Major emphasis on invertebrate animals.
Prerequisites: BIO 146
3 credits

BIO 231: Invertebrate Zoology Lab
Field-based study of the morphology, behavior, adaptations, and ecology of invertebrate organisms, comparing various terrestrial, freshwater, and marine habitats.
Co-requisite: BIO 230
1 credit

BIO 234: Ornithology
Ornithology is the scientific study of birds with emphasis on field studies of adaptive morphology, behavior and ecology. Lectures and seminar sessions during the Winter term will address topics such as sexual selection in birds, sensory physiology of migration and navigation, and avian medicine. Bird identification, community ecology, and conservation issues related to climate change will be addressed during the field component of class.
Prerequisites: BIO 146 or BIO 148
Co-requisite: BIO 235
3 credits

BIO 235: Ornithology Lab
Intensive field activities designed to provide direct observations of avian diversity and behavior, relationship between habitat features and community diversity, and avian ecology in forests, grasslands, freshwater marshes, and marine environments.
Co-requisite: BIO 234
1 credit

BIO 240: Human Anatomy and Physiology I
A study of the structural and functional relationships of cells, tissues, organs, and systems of the human body. Emphasis is placed on the skeletal, muscular, and nervous systems.
Does not fulfill Biology major requirements
Prerequisites: BIO 120
Co-requisite: BIO 241
3 credits

BIO 241: Human Anatomy and Physiology I Lab
A detailed study of the human anatomy of the organ systems discussed in BIO 240.
Co-requisite: BIO 240
1 credit

BIO 244: Histology
The study of cellular and molecular aspects of human tissue structures and their relationship to function and physiology.
Prerequisites: BIO 240, BIO 320 OR BIO 334
Co-requisite: BIO 245
3 credits
BIO 245: Histology Lab
A survey of tissues prepared for light and electron microscopic examination. Students will also gain an introduction to basic immunofluorescence techniques.
Co-requisite: BIO 244
1 credit

BIO 250: Human Anatomy and Physiology II
A continuation of Biology 240, including the circulatory, respiratory, renal, digestive, endocrine, and reproductive systems of the human body.
Does not fulfill Biology major requirements
Prerequisites: BIO 240
Co-requisite: BIO 251
3 credits

BIO 251: Human Anatomy and Physiology II Lab
Physiological experimentation designed to illustrate topics covered in Bio 250.
A specialized research project is included
Corequisite: BIO 250
1 credit

BIO 272: Forest Ecology
The study of how trees and other organisms of the forest interact, how forests are managed, and their value to human society and Earth. Topics include forest food webs, forest structure, nutrient cycling, forests of the world, logging & resource extraction, disturbance & fire ecology, tree physiology & anatomy, and how climate shapes forest structure, composition, and tree distributions.
Prerequisites: BIO 146
Co-requisite: BIO 273
3 credits

BIO 273: Forest Ecology Lab
Field and laboratory exercises designed to accompany topics covered in BIO 272. Most lab periods will be outside and may include a weekend field trip to a National Forest. Students will learn to identify many tree species in our local forests and conduct field sampling on nutrient cycling, forest composition, animals of the forest, succession, and environmental quality. Lab exercises include tree-ring analysis, leaf litter composition, and wood anatomy.
Co-requisite: BIO 272
1 credit

BIO 284: Basic Animal Nutrition
Basic scientific fundamentals of domestic livestock nutrition, which includes feeding and nutritional requirements by each species, reproductive, and breeding requirements and general health nutritional requirements. Animals of focus include dairy and beef cattle, equine, canine, feline, porcine, and poultry. A focus on feed will also be studied for various species in regard to make-up, specific supplements and quantity. General anatomy and physiology will also be a focus, as well as general pathologies and nutritional deficiencies.
Prerequisites: BIO 146
3 credits

BIO 286: California Ecosystems
Introduction to the diverse ecosystems of California including coastal beach and dune, tide pools, redwood forest, oak woodland, numerous montane forests, subalpine woodland, and high desert. This course is a course done during a 12-day field trip to northern California following conclusion of spring semester, staying in campgrounds in tents and/or cabins overnight. Students will learn the dominant plants of California ecosystems, important aspects of their ecology, and the history and future of human disturbance in those ecosystems.

Ability to hike across rugged terrain is required
Prerequisite: BIO 146
3 credits

BIO 290: Environmental Physiology
This course includes the study of water and temperature regulation, high altitude, exercise and circadian physiology. It also includes a major library research project.
Prerequisites: BIO 146
3 credits

BIO 292: Field Ecology
An in-depth study of the interactions between organisms and their environments. Topics include population structure and dynamics, community structure and dynamics, the diversity of ecosystems, and behavioral ecology.
Prerequisites: BIO 146
Co-requisite: BIO 293
3 credits

BIO 293: Field Ecology Lab
A series of basic field and laboratory investigations in terrestrial and aquatic ecosystems based on the scientific method. Standard statistical principles and procedures will be used in the analysis of field and laboratory data.
Co-requisite: BIO 292
1 credit

BIO 294: Parasitology
The study of biology of parasitic and pathogenic microorganisms that cause harm and disease in other organisms, especially plants and animals. The parasites discussed in this course may include fungi, protists, viruses, roundworms and flatworms as well as the animals that act as vectors and intermediate hosts in the transmission of these pathogens from host to host.
3 credits

BIO 296: Biology of Development and Aging
This course is designed to examine classical embryology as well as organismal, cellular and genetic changes that accompany major transitions in development throughout the entire life cycle of animals, including aging. As a seminar course we will examine the evolutionary basis of developmental patterns, and we will explore the most current developments in science and medicine that interface with these phases of development.
Prerequisites: BIO 142
3 credits

BIO 298: Mammalogy
This is a seminar course designed to explore the classification, distribution, life history, and evolution of mammals through lecture, discussion, laboratory and field activities.
Prerequisites: BIO 146
3 credits

BIO 310: Genetics
Study of mechanisms of inheritance from Mendelian principles to modern concepts of molecular, cellular, and population genetics. The fine structure and function of genetic material is covered along with statistical methods of
analyzing inheritance.

**Prerequisites:** BIO 142, BIO 146 or by instructor permission
**Corequisite:** BIO 311

3 credits

**BIO 311: Genetics Lab**
Examination of classical patterns of inheritance in fungi and Drosophila melanogaster and molecular genetic techniques using viruses and bacteria are undertaken. Statistical methods of analysis including probability and chi square are utilized. Students pursue independent investigation of gene action at either the classical or molecular level.

**Corequisite:** BIO 310

1 credit

**BIO 312: Microbial Genetics**
The study of the genetic activities of microorganisms including bacteria, fungi and protists along with the activities of viruses in genetic manipulations of these and other organisms. Comparisons are made to the genetic activities of higher organisms. There is a significant molecular genetic component included.

**Prerequisites:** BIO 146, BIO 200
**Corequisite:** BIO 313

3 credits

**BIO 313: Microbial Genetics Lab**
Techniques and procedures for basic and applied genetic manipulation of microorganisms in the laboratory, molecular procedures and methodologies for the genetic study of these organisms in the lab and applications toward genetically based industrial and environmental uses for these organisms.

**Corequisite:** BIO 312.

1 credit

**BIO 320: Comparative Vertebrate Anatomy**
A comparative study of the organ systems of the vertebrate animals from an evolutionary and developmental perspective.

**Prerequisites:** BIO 146
**Corequisite:** BIO 321

3 credits

**BIO 321: Comparative Vertebrate Anatomy Lab**
The detailed dissection of representative vertebrates.

**Corequisite:** BIO 320

1 credit

**BIO 322: Plant Anatomy**
A detailed study of plant anatomy from the tissue level to gross anatomical structures. Emphasis will be given to the adaptive advantage of various structural features, including adaptations to water, drought, cold and predation. Developmental patterns will also be discussed.

**Corequisite:** BIO 323

3 credits

**BIO 323: Plant Anatomy Lab**
Principles covered in Bio 322 will be investigated through studies of live plant materials, microscopy, and models. Field and laboratory investigations will be made with emphasis on local plant life.

**Corequisite:** BIO 322

1 credit

**BIO 330: Immunology**
The study of the human immune system. Beginning with the chemical properties of antigens, the course investigates the various avenues of defense of the human immune response. The basic structure and function of immunoglobulins and other major immunological molecules originating from major loci in DNA.

**Prerequisites:** BIO 142, CHEM 240
**Corequisite:** BIO 331

3 credits

**BIO 331: Immunology Lab**
Analytical studies of the major molecular factors associated with the human immune response. Experience with methods of isolating and purifying immunoglobulins, cell tissue culture, and the use of immunogenic compounds in investigative research methodologies. Restricted to ten students.

**Corequisite:** BIO 330

1 credit

**BIO 334: Human Anatomy**
A course on the detailed anatomy and histology of all organ systems of the human body. A regional perspective will be used in some cases. This course is designed for students considering a career in the allied health professions.

**Prerequisites:** BIO 120 and BIO 130 OR BIO 146
**Corequisite:** BIO 335

3 credits

**BIO 335: Human Anatomy Lab**
A laboratory course designed to demonstrate through models, microscopic work and dissection the information presented in Bio 334.

**Corequisite:** BIO 334

1 credit

**BIO 344: Human Physiology**
A course which explains the functional properties of the organ systems of the human body.

**Prerequisites:** BIO 320 or BIO 334, BIO 142, BIO 143
**Corequisite:** BIO 345

3 credits

**BIO 345: Human Physiology Lab**
A course which demonstrates the principles and concepts taught in Bio 344 through a variety of experimental projects.

**Prerequisites:** BIO 142, BIO 143
**Corequisite:** BIO 344

1 credit

**BIO 354: The Biology of Insects**
Insects are the most diverse and abundant group of animals on the face of the earth. This course provides a general view of all aspects of insect biology,
including taxonomy, ecology, physiology, agricultural and medical importance, and potential use in forensic investigation.

**Prerequisites:** BIO 146

**Co-requisite:** BIO 355

3 credits

**BIO 355: The Biology of Insects Lab**
The laboratory portion of the course is designed to illustrate the concepts and information presented in Bio 354. Specific activities will focus on insect collection, proper preservation, and identification.

**Co-requisite:** BIO 354

1 credit

**BIO 356: Independent Study**
A program of independent reading with individual tutorials on a topic chosen in consultation with the Biology faculty member who will supervise the student. The type of written paper required will be decided upon by supervising faculty. The student must have permission of the supervising faculty to register for the course.

1-3 credits

**BIO 360: Systems Physiology**
A study of biochemical and biophysical aspects of the functional processes of animals. Emphasis on mammalian physiology.

**Prerequisites:** BIO 142, CHEM 113, CHEM 240

**Co-requisite:** BIO 361

3 credits

**BIO 361: Systems Physiology Lab**
A series of experiments designed to clarify issues discussed in Biology 360.

**Corequisite:** BIO 360

1 credit

**BIO 362: Plant Physiology**
A study of the physiological properties of plants as mechanisms for interacting with the environment. Various functions, such as photosynthesis, water relations, defense mechanisms, phytochemical production, and photoperiod responses, will be studied with respect to their adaptive advantage and their role in society.

**Prerequisites:** BIO 142

**Co-requisite:** BIO 363

3 credits

**BIO 363: Plant Physiology Lab**
A series of laboratory and field investigations to support the principles discussed in Bio 362.

**Co-requisite:** BIO 362

1 credit

**BIO 366: Research Design**
This class focuses on the academic tools required to prepare a grant proposal. Class discussion, research papers, and oral presentations will prepare the student for a research project to be conducted during the senior year and presented at a professional meeting and/or published in a professional journal.

1 credit

**BIO 370: Cellular Biochemistry**
The study of the molecular control mechanisms regulating the dynamics of integrated metabolism in cells and organ systems. The structural and functional aspects of genes and the importance of their products as exogenous and endogenous controls of integrated cellular metabolism are emphasized.

**Prerequisites:** BIO 142, CHEM 240

**Co-requisite:** BIO 371

3 credits

**BIO 371: Cellular Biochemistry Lab**
Study of the procedures and methodologies applied in the investigation of cellular biochemical activities of prokaryotic cells and eukaryotic cells and organelles.

**Co-requisite:** BIO 370

1 credit

**BIO 374: Evolution**
Evolution is a central theme in biology. This course seeks to explain the key concepts of evolutionary science and how this accounts for the characteristics of living organisms and the history of life on Earth.

**Prerequisites:** BIO 146

3 credits

**BIO 390: Bioinformatics**
An introduction to bioinformatics tools used by modern researchers. The course will introduce the concepts of information transfer in biological molecules, how that information is stored in public databases and how to access this information and organize it in meaningful ways. Course includes exploration of tools used to study whole genomes using high-throughput sequencing data to assemble genomes and map specific subsets of the genomes.

**Prerequisite:** BIO 142, BIO 310

3 credits

**BIO 392: Field Botany**
Plant ecology is the study of the interrelationships between plants and their environment, with primary focus on how climate, soils, disturbance, and biotic factors influence plant populations and communities. Comparative analyses of plant community structure and function in relation to disturbance regime and geographical variables will be discussed.

**Prerequisites:** BIO 146, BIO 322

3 credits

**BIO 410: Microbial Ecology**
The ecology of microorganisms in natural and disturbed habitats are studied in natural and laboratory settings with emphasis on their effects on human environments, water supplies, waste treatment, landfill areas and their interaction with other organisms in forming community structures and in reclamation of disturbed areas.

**Prerequisites:** BIO 200

**Co-requisite:** BIO 411

3 credits
BIO 411: Microbial Ecology Lab
Hands-on experience with investigative techniques applied to study microbial communities in natural settings and in the laboratory. Isolation, identification and documentation procedures and techniques for defining microbial activities in natural communities and the possible use of these organisms in reclamation of disturbed habitats.
Co-requisite: BIO 410

BIO 422: Mycology
Survey of the fungi including the mycetozoans, aquatic fungi, and higher fungi with emphasis on taxonomy, lifecycles, physiology and fine structure characteristics; as well as their ecology and evolution, symbioses with other organisms and place within the community structure of natural habitats.
Prerequisites: BIO 146
Co-requisite: BIO 423

BIO 423: Mycology Lab
Techniques for identification and laboratory and field studies of a wide variety of fungi and fungal-like organisms with emphasis placed on collection and isolation of organisms, identification, culturing, and the interaction of these organisms with plants and animals in the environment.
Co-requisite: BIO 422.

BIO 424: Restoration Ecology
An in-depth focus on the principles and practices of ecosystem and habitat restoration, by evaluating case studies of restored waste disposal sites, urban landscapes, surface mine lands, and aquatic habitats, including lakes, streams, wetlands, and watershed ecosystems. Topics addressed in the course include bio- and phytoremediation, biomonitoring, best management practices, and invasive species control strategies.
Prerequisites: BIO 146

BIO 425: Wetland Ecology
A comprehensive overview of the ecology of wetland ecosystems, plus advanced training and experience in identifying wetland habitats and delineating their boundaries. Environmental factors that contribute to the formation of these systems and the maintenance of their functions in our region will be discussed in the context of local examples. Independent projects will be a main focus of student application of wetland science tools and practices.
Prerequisites: BIO 146

BIO 426: Limnology
A study of the physical, chemical, and biological features of freshwater lakes and ponds with emphasis on the effects of light, temperature, nutrients, and basin morphometry on plant and animal community structure and productivity.
Prerequisites: BIO 146
Co-requisite: BIO 427

BIO 427: Limnology Lab
A series of field investigations comparing the major limnological features of man-made and natural glacier lakes and ponds in Northwestern Pennsylvania.
Co-requisite: BIO 426

BIO 428: Taxonomy Wetland Monocots
A field course providing instruction on the use of taxonomic keys to identify native and non-native grasses, sedges, spike-rushes, bulrushes, cattails, umbrella sedges, and rushes. Students will also learn to identify the various natural plant communities of northwest Pennsylvania, especially at Presque Isle. Offered during the summer at the Tom Ridge Center of Presque Isle State Park.

BIO 430: Molecular Biology
Study of the structural and functional aspects of organelles and gene products in prokaryotic and eukaryotic systems, including their transcription and translation into functional proteins during cell development and reproduction. Oncogene functions, recombinant DNA technology, and alterations of gene functions are also explored.
Prerequisites: BIO 310

BIO 446: Plant Propagation
A study of the biology of plant reproduction and manipulation of it. Principles and methods of propagating plants, including seed germination, cuttings, divisions, and tissue culture will be discussed.
Prerequisite: BIO 146
Co-requisite: BIO 447

BIO 448: Population Genetics
This course is an introduction to the field of population genetics, the branch of evolutionary biology concerned with the genetic structure of populations and how it changes through time.
Prerequisites: BIO 146, BIO 310

BIO 450: Neurobiology
The study of the organization and function of the human nervous system. This course emphasizes the relationship between structure (anatomy) and function (physiology) of the brain regions, the cellular mechanisms of synaptic transmission and nervous system development. Neurological and mental disorders are also covered.
Prerequisites: BIO 344, PSYC 252

BIO 456: Independent Study
A program of independent reading with individual tutorials on a topic chosen in consultation with the Biology faculty member who will supervise the student. The type of written paper required will be decided upon by supervising faculty. The student must have permission of the supervising faculty to register for the course.
BIO 466: Senior Thesis
This class represents a continuation of Bio 366. The student will carry out the research project designed during the junior year. 1-3 credits

BIO 473: Biology Internship
Professional training and work experience in a qualified external setting, coordinated by university internship office. Permission of department chair required. 0-3 credits

BIO 474: Biology Practicum
Practical off-campus experience in a hospital, private industry, or governmental agency. Students carry out field, laboratory, or other tasks appropriate for a professional biologist. In addition to routine work responsibilities, participants are expected to complete an independent project involving data analysis and prepare a formal written report on the experience. 1-3 credits

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CHEM

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CHEM 101: Chemical Principles
A survey of fundamental chemical principles. Satisfies a liberal studies and core requirement.
Co-requisite: CHEM 102 3 credits

CHEM 102: Chemical Principles Lab
Experimental work corequisite to Chemical Principles.
Corequisite: CHEM 101 1 credit

CHEM 120: General Chemistry Recitation
This optional course is offered in the first Mini semester concurrent with the full semester General Chemistry I course. This course is offered to provide supplementary instruction for students in quantitative reasoning and basic chemistry. Students who feel their level of preparation in these areas may be inadequate for success in General Chemistry I may consider this course.
Offered on a Pass-Fail basis 1 credit

CHEM 121: General Chemistry I
First of two-course sequence that provides an introduction to general chemistry required for science majors. Emphasizes quantitative chemical principles. Prerequisite: Chemical background equivalent to one year of high school chemistry and MATH 111 or mathematical equivalent to two years of high school Algebra.
Co-requisite: CHEM 122 3 credits

CHEM 122: General Chemistry I Lab
Experimental work corequisite to General Chemistry I.
Co-requisite: CHEM 121 1 credit

CHEM 130: General Chemistry Recitation
This optional course is offered in the first Mini semester concurrent with the full semester General Chemistry II course. This course is offered to provide supplementary instruction for students in quantitative reasoning and basic chemistry. Students who feel their level of preparation in these areas may be inadequate for success in General Chemistry II may consider this course.
Offered on a Pass-Fail basis 1 credit

CHEM 131: General Chemistry II
Continuation of General Chemistry I.
Prerequisite: CHEM 121
Co-requisite: CHEM 132 3 credits

CHEM 132: General Chemistry II LAB
Experimental work corequisite to General Chemistry II.
Prerequisite: CHEM 121
Co-requisite: CHEM 131

CHEM 230: Quantitative Analysis
This course provides a foundation in analytical chemistry through the systematic study of steps in the analytical process. Topics include: statistical analysis, equilibria, electrochemistry, chemical separations, and spectroscopy.
Prerequisite: CHEM 131
Co-requisite: CHEM 231 3 credits

CHEM 231: Quantitative Analysis Lab
Experimental lab work that provides hands-on knowledge of topics and techniques covered in CHEM 230, including the statistical analysis and formal reporting of gathered data.
Prerequisite: CHEM 131
Co-requisite: CHEM 230 1 credit

CHEM 240: Organic Chemistry I
The structure, synthesis, and reactivity of aliphatic and aromatic organic compounds, basic principles, mechanisms of organic reactions, applications of spectral methods, stereochemistry.
Prerequisite: CHEM 131
Co-requisite: CHEM 241 3 credits

CHEM 241: Organic Chemistry I Lab
Experimental techniques corequisite to CHEM 240. Crystallization, distillation, and other methods used for the isolation and purification of organic compounds.
Corequisite: CHEM 240 1 credit

CHEM 242: Organic Chemistry II
The chemistry and properties of functional group compounds, alcohols, ether, carbonyl compounds, and amines. Emphasis on multi-step syntheses and the
solution of structural problems by a combination of chemical and spectroscopic methods.

**Prerequisite:** CHEM 240  
**Co-requisite:** CHEM 243  
3 credits

**CHEM 243: Organic Chemistry II Lab**  
Experiments corequisite to CHEM 242 including isolation and identification of natural products.  
**Co-requisite:** CHEM 242  
1 credit

**CHEM 310: Advanced Inorganic Chemistry**  
A study of the structures and reactions of elements and inorganic compounds. Topics include theories of bonding, transition metal complexes, and the descriptive chemistry of the elements.  
**Prerequisite:** CHEM 242  
3 credits

**CHEM 314: Advanced Organic Chemistry**  
A comprehensive study of synthetic organic chemistry strategies. This course will build on the material from Organic Chemistry I and II to more fully develop reaction mechanisms and synthetic applications.  
**Prerequisite:** CHEM 242  
3 credits

**CHEM 316: Forensic Chemistry**  
This course will address chemical concepts and practices from a forensic science perspective. Aspects of chemistry will cover chemical details of presumptive testing, instrumentation, and proper statistical treatment of collected data. Students will learn the fundamental principles behind the analysis of chemical and physical evidence for drugs, combustion, polymers, paints and coatings while applying these principles to toxicological information.  
**Prerequisite:** CHEM 131  
3 credits

**CHEM 317: Forensic Chemistry Lab**  
Experimental work including hands on use and training on the major equipment used for Drug analysis in forensic laboratories.  
**Prerequisite:** CHEM 132  
1 credit

**CHEM 331: Biochemistry I**  
Principles of the structure and function of biological molecules, including carbohydrates, lipids, membranes, proteins, and enzymes including an overview of intermediary metabolism and introduction to carbohydrate metabolism through the study of glycolysis.  
**Prerequisite:** CHEM 242  
**Co-requisite:** CHEM 332  
3 credits

**CHEM 332: Biochemistry I Lab**  
Experimental work corequisite to CHEM 331 with a focus on basic biochemical techniques including molecular cloning, bioinformatics, and protein overexpression and purification.  
**Prerequisite:** CHEM 242  
**Co-requisite:** CHEM 331  
1 credit

**CHEM 333: Instrumental Analysis**  
This course provides an in-depth experience in analytical chemistry by providing students with complete working knowledge of modern analytical instrumentation. Topics include: atomic & molecular spectroscopy, mass spectrometry, chromatography, light scattering, electrochemical analysis, surface analysis, and thermal analysis. Topics are placed into modern context by exploring ongoing research in current scientific journals. A strong background in chemistry and physics is required.  
**Prerequisites:** CHEM 230  
**Co-requisite:** CHEM 334  
3 credits

**CHEM 334: Instrumental Analysis Lab**  
Experimental work corequisite to CHEM 333  
**Co-requisite:** CHEM 333  
1 credit

**CHEM 335: Spectral Interpretation**  
A study of the acquisition and interpretation of IR, NMR, and mass spectroscopy data.  
**Prerequisite:** CHEM 242  
**Co-requisite:** CHEM 336  
3 credits

**CHEM 336: Spectral Interpretation Lab**  
Experiments corequisite to CHEM 335.  
**Co-requisite:** CHEM 335  
1 credit

**CHEM 338: Biochemistry II**  
A comprehensive survey of the pathways and regulation of intermediary metabolism. Topics include anabolic and catabolic aspects of carbohydrate, lipid, protein, and nucleotide metabolism, photosynthesis and respiration, and the integration and regulation of mammalian metabolism.  
**Prerequisite:** CHEM 331  
**Co-requisite:** CHEM 339  
3 credits

**CHEM 339: Biochemistry II Lab**  
Experimental work corequisite to CHEM 338 with a focus on protein characterization via kinetic, immunological, and spectroscopic methods.  
**Co-requisite:** CHEM 338  
1 credit

**CHEM 341: Physical Chemistry I**  
This course will focus on thermodynamic and kinetic methods utilized to predict and describe change. The laws of thermodynamics as they pertain to physical change and chemical reactions will be studied in depth and with mathematical rigor. In the kinetics portion of the course, chemical reaction rates and molecular
reaction dynamics will be studied.

**Prerequisites:** CHEM 131, PHYS 202, MATH 171  
3 credits

**CHEM 343: Experimental Physical Chemistry**
The course is the experimental complement to theoretical physical chemistry principles. Laboratory experiments in thermodynamics, equilibrium, kinetics and spectroscopy will be performed and the theory behind them discussed. In addition, computational methods investigating the quantum mechanical and statistical behavior of molecules will be introduced.

**Prerequisite:** CHEM 341  
3 credits

**CHEM 351: Physical Chemistry II**
This course will focus on structure, including: quantum mechanical methods, spectroscopy, and statistical mechanics. The quantum portion of the course will deal with the theory in depth and the connections between theory and experimental data the spectroscopy portion of the course will include rotational and vibrational spectra, electronic transitions, and magnetic resonance. Concepts of statistical mechanics, including partition functions and their relationships to thermodynamics will be included. No lab with this course.

**Prerequisite:** CHEM 341  
3 credits

**CHEM 409: Senior Seminar**
An opportunity for students to present their capstone experience to the public. Students will work closely with a faculty member to choose their experience and craft a professional oral presentation. Students will gain valuable, career related experience as well as public speaking skills.

**Prerequisite:** CHEM 410 and 412, by permission of instructor  
1 credit

**CHEM 410: Research I**
An in-depth examination of issues surrounding chemistry and biochemistry research. Students will learn about how research is conducted and how to best prepare themselves for carrying out independent research projects. Students enrolled in this course will learn about: searching and reading the primary literature, advanced safety protocols, issues surrounding research ethics, and communicating science in written and oral formats.

**Co-requisite:** CHEM 412  
2 credits

**CHEM 412: Research I Lab**
A formal introduction to modern scientific research methodologies. Students will have the opportunity to work closely with a faculty member on building their laboratory skills and will gain hands-on experience in advanced research techniques.

**Prerequisite:** By permission of instructor

**Co-requisite:** CHEM 410  
1 credit

**CHEM 420: Chemical Biology**
Chemical biology is an ever-expanding, highly inter-disciplinary field that focuses broadly on using traditional chemistry techniques to study biological systems. This course investigates several biological systems that chemical biologists are investigating, as well as the unique chemical tools that they are discovering to help them better understand these systems. While this class will by no means cover all of the systems and tools currently being used by chemical biologists, it will provide a strong foundation in understanding chemical biology techniques and give insight into how chemical biologists address complex, multifaceted problems.

**Prerequisite:** CHEM 242  
3 credits

**CHEM 199, 299, 399, 499: Independent Research**
A variable credit course that provides students an opportunity to participate in laboratory research under faculty guidance. Students will be exposed to modern research methodology and will gain hands-on experience in working on areas of chemical research. Students authoring a senior thesis must take CHEM 499.

**Prerequisite:** Instructor permission (1 for each course)  
1-3 credits
Students receive an intensive drill in grammar, punctuation, syntax and word usage in contexts designed especially for future professional communicators. The class provides an overview of journalistic principles in accordance with Associated Press style.

**COM 160: Film Appreciation**  
An analysis of the aesthetic nature of film, its history, and how film has influenced society.

**COM 190: Majoring in Communication**  
This is an opportunity to gain insight into majoring in communication, an overview of the various concentrations offered, potential careers and graduate schools, as well as the basic business protocol and etiquette expected from communication professionals and, subsequently, the department.

**COM 210: Mindful Communication**  
Communication is something we do every day but as the pace of our lives - and the number of message channels - increase, people can lose focus on the message they are sending or how they are responding. Reacting automatically (or mindlessly) can damage personal and business relationships and create more stress in our lives. This assists students in expanding consciousness in daily living by learning about principles of mindfulness and how mindfulness can allow one to be a better communicator.

**COM 211: Communication Theory and Research**  
This course explores theories and research methods used in communication; specifically, the course demonstrates how theory guides practice and the nature of theory as it is used in the field of communication. Further, the course provides students with the concepts, methods and tools through a conceptual and practical understanding of primary, secondary, qualitative and quantitative research. Through readings, discussion, research, writing and in-class activities, students will learn how communication theories are developed, analyzed, evaluated and applied to real-world situations and will develop skills needed to criticize research literature and apply basic research methods to understand a research problem.

**COM 219: Communication Theory**  
This course explores theories of communication; specifically, the course demonstrates how theory guides practice and the nature of theory as it is used in the field of communication. Through readings, discussion, research, writing and in-class activities, students will learn how communication theories are developed, analyzed, evaluated and applied to real-world situations.

**COM 240: Digital Video Production I**  
Students are given basic instruction in producing video utilizing computer software. Instruction combines theoretical concepts with practical field experience.

**COM 241: Media Performance**  
This course explores styles of speech, analysis and interpretation of copy, voice development, on-camera behavior and techniques in both radio and television.
and more broadly in various types of performance. The general objective is to make the student a more effective communicator.

COM 250: Newswriting
A fundamental course in journalistic writing that focuses on reporting, writing, producing and presenting news stories in varied formats. Research strategies, interviewing, data collection, critique and history of journalism are also covered.

3 credits

COM 251: Broadcast Newswriting
Students learn preparation of copy and news packages for radio, television and streaming video. This course includes videography, video and audio editing and news programming.

3 credits

COM 260: Introduction to Social Media
This course introduces students to social media in its many forms, which have changed the role of communication professionals.

3 credits

COM 261: Principles of Public Relations
This course explores how and why organizations communicate with various public to help create, maintain, enhance and change organizational reputations.

3 credits

COM 269: Special Topics
These courses focus on issues relevant to future communication professionals and innovative topics in the field of communication.

Topics vary from year-to-year

3 credits

COM 270: Practicum
Students receive hands-on experience with the on-campus communication resources and other University offices. (Other on-campus activities meeting the hour requirement and that achieve the same objective may be substituted with instructor approval).

Prerequisite: COM 101 and Sophomore Standing

1 credit

COM 290: Sophomore Review
The Sophomore Review serves to provide a review of the student’s work to date in the program as well as a written and oral presentation of their plans and ambitions for the final years of their education as well as their future career plans. The review also includes a formal interview/discussion between the student and the review committee. continuation as a communication major requires a successful passing of sophomore review by the review committee.

Prerequisite: COM 101, 110, 211/219, 250, 260

0 credits

COM 310: Human Behavior and Persuasion
Students examine the basic theories regarding persuasion as they function in mediated messages and the psychographic profiling of audiences and populations.

3 credits

COM 311: Communication Law and Ethics
This course prepares future professional communicators to make informed media decisions, through understanding the historical, legal and ethical context for judgment of issues in mass media through in-class discussion, simulation and modeling. The legislative, regulatory and case law that governs professional communication with an emphasis on the law's role in protecting or in inhibiting communicators' activities is covered.

3 credits

COM 312: Communication and Social Responsibility
This class explores the power of professional communication and the responsibilities it creates for practitioners. Various codes of ethics available within the industry will be explored and students create a personal code of values and principles of practice to guide their decision making in the field.

3 credits

COM 313: Crisis Communication
Students are exposed to the theories of and major case studies in crisis communication. Techniques and strategies in crisis communication are explored and students apply their knowledge through a crisis management project.

3 credits

COM 314: Global Communication
An examination of interpersonal, organizational and mass communication as it occurs around the world as well as the influence of communication systems on cultures.

3 credits

COM 320: Research and Analysis
Communication Research Methods provides students with the concepts, methods and tools of research through a conceptual and practical understanding of primary, secondary, qualitative and quantitative research.

Prerequisite: MATH 109 or MIS 150

3 credits

COM 321: Web and Social Media Analytics
This course seeks to understand Web, business and communication intelligence through the lens of digital analytic collection, synthesis and reporting. Students will extract data from the web and social media tools and will learn to analyze the data using a variety of tools. A study of the history and theories surrounding web and social media analytics, an intro to web analytics, measuring campaigns online, and search engine optimization will be covered in this course. At the completion of the course students will be prepared to take the Google Analytics IQ test—the only industry-recognized certification.

Prerequisite: COM 260

3 credits

COM 330: Web and Social Media Strategies
This course unpacks social networks, social media platforms and online communication, advertising and marketing. This course will evaluate the impact of social media on interpersonal and customer relationships, public relations, marketing, politics, and journalism. Topics will include Web and social media marketing and campaigns, digital storytelling, crowdsourcing and online visual interaction. Using content gathered in the course, students will conclude the
term by developing a campaign in coordination with the Google Marketing Competition or another client-based project assigned by the instructor.

**Prerequisite:** COM 260

**COM 340: Digital Video Production II**
Practical training and theoretical concepts of the process of selecting visual and aural components for editing. Classroom instruction centers on basic editing principles and utilizes numerous examples.

**Prerequisite:** COM 240

**COM 350: Feature Writing**
This extensive writing course explores strategies for developing feature stories for web, newspapers, newsletters and magazines. The class emphasizes gathering information and developing a story from nonfiction topics including personal experiences, personality profiles, consumer pieces and travel articles. Students practice the skills necessary to write in varied formats for publication.

**Prerequisite:** COM 150

**COM 352: Multimedia Writing**
This course provides instruction and experience writing and editing copy for a variety of communication materials. The class explores a variety of tools at the professional communicator’s disposal as well as how these are applied to various situations and audiences. Students develop competencies in creating content and understanding structure of writing for both print and web.

**Prerequisite:** COM 150

**COM 390: Professional Development**
This course focuses on print and online portfolio development and provides students with opportunities and skills needed to secure an internship or job in their field. Career-related issues include résumé and portfolio development, interviewing, business etiquette and workplace standards.

**Communication majors only**

**Prerequisite:** Junior Standing

**COM 430: Communication Management**
Students will practice developing, executing and evaluating complex communication plans for clients or communities to reach set goals and/or objective. In addition, the course content covers client management, budgeting and bidding.

**Communication majors only**

**Prerequisite:** Senior Standing or Instructor permission

**COM 431: Strategic Communication**
Students will practice developing, executing and evaluating complex integrated communication plans. This course looks at various case studies and contexts including agencies, nonprofit organizations, brand strategy firms, corporations and more.

**Prerequisite:** COM 352

**COM 440: Digital Storytelling**
This course focuses on gathering information and relaying it to a mass audience through various technologies, including blogs, websites and podcasts. Content includes online journalistic writing (using video, copywriting and photography), identifying and creating elements of a good story, merging research into writing, and synthesis of information.

**Prerequisite:** COM 352, COM 240

**COM 441: Production Management**
Students are responsible for organizing and airing a series for Laker TV and streaming video.

**Prerequisite:** COM 341

**COM 442: Convergence Management**
This course ties together print, broadcast, and computer skills, theory and practice, for the new digital media world. Students are challenged to extend their knowledge by creating specific digital content for a campus media (Merciad, Laker TV, WMCE, podcasts).

**COM 473: Communications Internship**
Students gain on-the-job training and experience applying theory and technique they have learned in the classroom to their chosen career interests. This supervised experience working with professionals relates academic training to professional experience. Supervised opportunities include working with an approved regional, national and international approved business, industry, agency, or institution.

**Students must complete a minimum of 150 hours**

**Prerequisite:** Junior Standing, Chair approval

**COM 475: Communications Internship**
Students gain on-the-job training and experience applying theory and technique they have learned in the classroom to their chosen career interests. This supervised experience working with professionals relates academic training to professional experience. Supervised opportunities include working with an approved regional, national and international approved business, industry, agency, or institution.

**Students must complete a minimum of 150 hours**

**Prerequisite:** Junior Standing, Chair approval

**COM 480: Entrepreneurship**
This course provides students an opportunity to explore a topic of interest that may not be offered by the communication curriculum, but are important in the student’s career. The topic and learning objectives are determined by the faculty supervisor and student and are then approved by the department chair.

**Prerequisite:** Faculty Sponsor and Department Chair approval

**COM 490: Communication Capstone**
This capstone course is aimed at providing students with hands-on opportunities to integrate and demonstrate the knowledge and skills they have acquired in their four years of learning. Students will work on teams to emulate real-world
working environments. Students will work with real clients and/or real-world issues to solve a business problem using the skills and knowledge acquired throughout their tenure and deliver tangible outputs based on the client’s goals. A final senior portfolio is presented as part of the class as well.

Communication majors only
Prerequisite or Corequisite: Senior Standing, Instructor approval or Completion of all major courses

COMP

COMP 100: Critical and Evaluative Writing
This course builds the critical thinking skills necessary for reading expository texts. Students will practice active approaches to reading and note-taking, and develop skills in summarizing, analyzing, and evaluating argumentative writing.

COMP 110: Composition
Offers a practical introduction to academic writing, including instruction on essential components of the argumentative essay such as thesis statements, transitions, and paragraphing. Emphasis is placed on planning and organizing a persuasive argument, writing for an audience, and revising drafts based on feedback.

COMP 120: Research and Writing
Focuses on developing sustained academic arguments supported with research. The class emphasizes skills in reading, thinking critically, identifying research topics, gathering and assessing both print and electronic sources, and composing well-structured, focused arguments.

CRJS

CRJS 101: Justice in America
This course provides students with an understanding of the Criminal Justice System in America. An examination of the role of the police, the court systems, and the processes of corrections will be presented which enables students to critically analyze success as well as inherent weaknesses within the administration of justice in our society. Included will be a survey of problems, trends, and jurisdiction of local, state, and federal agencies engaged in the criminal justice process. Students will become familiar with those qualifications and requirements that criminal justice agencies have established for entry-level positions.

CRJS 104: Introduction to Corrections
This is an introduction to corrections systems and their relationship to the American Criminal Justice System. Students learn the objectives, policies, and procedures of probation, parole, and prisons as well as some of the issues and problems.

CRJS 203: Deviant Behavior
A psychological and sociological examination of pathological behavior. The course will include discussion of deviancy as a problem in both individual adjustment and social organization.

CRJS 205: Introduction to Juvenile Justice and Delinquency
This is the foundation course in juvenile justice which provides an overview of the Juvenile Justice System and the study of Juvenile Delinquency. It examines the nature and development of delinquency against the backdrop of normal adolescent development. Research and theory are used to help the student distinguish between typical forms of adolescent exploration and indications of potentially serious delinquency. A variety of sociological, social psychological, and psychological theories of delinquency are reviewed.

CRJS 207: Police Functions
This course provides an overview of basic line functions found within state and local law enforcement agencies. Included are patrol procedures and community policing concepts being undertaken that enhance relationships between the police and the community they serve. The role of other operating components found within law enforcement agencies will be explored along with the responsibilities of the services and auxiliary bureaus.

CRJS 208: Criminal Investigation
The course presents basic procedures in the investigation of criminal matters. Topics include interview procedures, crime scene examinations, development of information, procedures for solving crimes, criminalistics, and the use of forensic sciences.

CRJS 219: Criminal Investigation II
This course will emphasize the application of the methods and techniques introduced in Criminal Investigation I. The elements of various types of crimes will be examined, along with investigative techniques that aid in fulfilling the legal and procedural requirements of those elements, with an ultimate goal of preparation of the investigation for prosecution.

CRJS 220: Drugs, Crime and Criminal Justice
This course provides the student with an understanding of drug abuse, crime, and the Criminal Justice System. The primary focus is on how police, courts, and corrections systems respond to drug-related crimes and drug-abusing offenders. The course reviews the history of the drug-crime nexus, compares criminal justice policies on drug abuse, critiques intervention strategies, and considers future initiatives to reduce the drug problem.

Cross listed with SOC 205

Cross listed with SOC 220

3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJS 222</td>
<td>Human Behavior in Corrections</td>
<td>This course examines the nature of correctional institutions and institutionalization. The scope of study includes the perspectives of both practitioner and prisoner. In addition, the social and political dimensions of corrections policies are examined.</td>
<td>CRJS 104</td>
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<tr>
<td>CRJS 228</td>
<td>Treatment of Adolescent Behavior Problems</td>
<td>This course focuses on the latest research-based approaches to the rehabilitation of adolescents who are either involved in delinquent behavior or at risk of involvement. It emphasizes cognitive, cognitive behavioral, familial, and multi-systemic approaches.</td>
<td>CRJS/SOC 205</td>
<td>3</td>
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<tr>
<td>CRJS 230</td>
<td>Criminology</td>
<td>An in-depth analysis of criminal behavior systems, theoretical developments in explaining crime, and research methodology used in Modern American Criminology.</td>
<td>CRJS 101</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 240</td>
<td>Victimization</td>
<td>This course focuses on the developing branch of criminology which is designed to study the crime victim. Included will be victim vulnerability—the susceptibility of certain groups of people to victimization—and culpability—the actions on the part of individuals which, under certain circumstances, suggest victims may be partly responsible for their own victimization. Recently enacted laws pertaining to the rights of victims will be examined.</td>
<td>CRJS 101</td>
<td>3</td>
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<tr>
<td>CRJS 242</td>
<td>Special Topics</td>
<td>When offered, this course will focus on a special topic within the field of criminology or criminal justice. Examples include: Crime Prevention; Drugs, Crime, and Culture as seen through The Wire.</td>
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<tr>
<td>CRJS 245</td>
<td>Psychology and the Law</td>
<td>The application of psychological principles, research and knowledge to legal issues and proceedings is growing rapidly. This course will deal broadly with the interface between psychology and the law. As such it will critically investigate the wide range of contemporary applications of psychology to a variety of topics including: understanding the origins and treatment of criminally deviant behavior, psychological autopsies, criminal profiling, jury selection, eye witness testimony, repressed memory, persuasive communication in the courtroom, child abuse investigations, competence determination and the insanity defense.</td>
<td>PSYC 101</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 280</td>
<td>Juvenile Justice System</td>
<td>This course examines the major professional, statutory, and constitutional issues affecting the professional working within the juvenile justice arena. It examines in some detail the way in which juvenile delinquency cases are processed by police, probation departments, and the courts. The historical and political context of current practice is reviewed. The course also provides for students information about the wide variety of professional roles available to students interested in juvenile justice and the expectations and qualifications for each role.</td>
<td>CRJS/SOC 205</td>
<td>3</td>
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<tr>
<td>CRJS 285</td>
<td>Approaches to Juvenile Delinquency</td>
<td>A second level course which examines in more detail the nature, diagnostic assessment, and treatment of delinquency. Practical diagnostic procedures are examined along with their implications for treatment. Interpretation and use of psychological and psychiatric evaluations are also examined. Such issues as socialized versus unsocialized delinquency, conduct disorders and psychopathy, drug and alcohol abuse, and the delinquent life-style are examined. The spectrum of community and facility based treatment programs and their appropriateness for types of delinquents are reviewed.</td>
<td>CRJS/SOC 205</td>
<td>3</td>
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<tr>
<td>CRJS 300</td>
<td>Criminal Law</td>
<td>This class explores the crimes code as it relates to the basic elements of crimes, burden of proof in criminal cases, and defenses available to criminal defendants, along with the concept of jurisdiction and the history of criminal law.</td>
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<tr>
<td>CRJS 304</td>
<td>Street Gangs in Contemporary Society</td>
<td>This course examines contemporary street gangs in America. Students will gain a better understanding of street gangs and learn to apply this knowledge by analyzing innovative police strategies. The course focuses on theories about street gangs and deviance in addition to examining what gang members do in their everyday lives. Since street gangs continue to be a focal concern for police agencies, the course also examines innovative strategies to reduce gang violence.</td>
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<tr>
<td>CRJS 305</td>
<td>Issues in Criminal Justice</td>
<td>A concentrated study of selected critical issues in the Criminal Justice System. These issues, which are significant, timely, and of concern to both academicians and practitioners in the areas of law enforcement, the courts, the corrections, and the juvenile justice field, will be treated in order to give the student a realistic grasp of their nature and ramifications.</td>
<td>CRJS 101</td>
<td>3</td>
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<tr>
<td>CRJS 306</td>
<td>Seminar: Organized and White Collar Crime</td>
<td>This course will examine corporate, occupational, professional, and organized crime, the biggest growth area of crime and law enforcement activity. Through analysis of cases, recent legal developments, and literature, emerging trends in the Criminal Justice System’s response to these types of crime will be explored.</td>
<td>SOC 306</td>
<td>3</td>
</tr>
</tbody>
</table>
CRJS 307: Crime Prevention
The course is designed to provide an overview of the prevailing approaches and strategies for the prevention of crime and deviance. Specific areas of crime prevention that are covered include physical environment and crime, community crime prevention, developmental crime prevention, deterrence, crime prediction, and situational crime prevention. In addition, the course reviews theory and research related to all aspects of crime prevention and identifies areas in which research on the prevention of crime needs to be expanded.
Prerequisite: CRJS 207
3 credits

CRJS 309: Contemporary Police Problems
A survey of problematic areas encountered by the police and their role within the social order. Included will be significant new approaches used to enhance relationships between the police and the community that they serve and a re-examination of written directives used by police in a changing society.
Prerequisite: CRJS 207
3 credits

CRJS 310: Constitutional Law in Criminal Procedure
A study of the judicial process and the legal framework encountered by criminal justice practitioners. Emphasis is placed on the first, fourth, fifth, sixth, eighth, and fourteenth amendments to the U.S. Constitution. This course focuses on criminal law factors and evidentiary procedures from investigation through adjudication. Students will participate in a mock trial in order to synthesize the skills they have developed in this course.
Prerequisite: Junior-Senior
3 credits

CRJS 311: Crisis Intervention Skills in Criminal Justice and Social Work
This course is designed to enable students to develop effective crisis intervention strategies. The theories and skills taught prepare students to deal with crises they will face in their careers. Students will learn to identify potential crises, deescalate situations and provide appropriate crisis interventions in a variety of situations.
Prerequisite: Sophomore status or above
3 credits

CRJS 315: Professional Practice Corrections
An advanced course in corrections stressing the skills necessary for competent practice. The course will emphasize the formulation of policy and procedure on a national scale.
Prerequisite: CRJS 104
3 credits

CRJS 317: Professional Practice in Juvenile Justice
This course is designed to prepare the juvenile justice student for professional practice in the field. It does so by integrating information about the Juvenile Justice System with information about the etiology, manifestation, and treatment of juvenile delinquency, in a manner that facilitates the application of theory and knowledge to actual practice.
Prerequisite: CRJS/SOC 205
3 credits

CRJS 318: Introduction to Criminal Justice Research
An introduction to social science research, with emphasis on research appropriate to criminal justice. Students learn to form research questions, to select and carry out appropriate research strategies, and to present findings in a professional manner.
Prerequisites: CRJS 101; CRJS/SOC 230
3 credits

CRJS 322: Legal Research and Writing
This course will introduce students to the legal research process through both classroom and library experience. Students will become familiar with the major sources of legal research and will complete a research assignment which will require the use of several types of sources. This course will also emphasize the principles and techniques of legal writing, including proper analysis and appropriate citation. Recommended for Pre-Law students.
Cross listed with POLI 322
3 credits

CRJS 326: Police Administration
The course focuses on the principles of administration and management in modern police agencies, including responsibilities and interrelationships of administrative, line, and staff services. Included are fundamentals of supervisory techniques and personnel practices and processes.
Prerequisites: CRJS 101, CRJS 207, CRJS 309
3 credits

CRJS 328: Corrections Administration
This course examines the organization and administration of correctional programs and institutions. Management concepts and elements of the administrative process are presented. Attention is given to the problems of staffing and personnel management, implementing correctional policies and ideology, and responding to offender needs.
Prerequisite: CRJS 104
3 credits

CRJS 330: Issues in Juvenile Justice
This seminar encourages students to explore contemporary issues in juvenile justice. A variety of topics of contemporary interest are examined by the seminar including serious and chronic juvenile offending, the delinquency-drug connection, juvenile sex offenders, and gang related delinquency, among others. Students are encouraged to examine these topics both from the perspective of contemporary theory of the social and psychological dynamics that give rise to the behavior and from the perspective of the individuals actually engaging in the behavior.
Prerequisite: CRJS/SOC 205
3 credits

CRJS 333: Seminar: High Risk / Special Need Offenders
An explanation of the trends in criminal justice which recognize the diversity of offenders that are processed the Criminal Justice System. From both the police and corrections perspective, the course will analyze the issues which prompted a specialized approach to various offender groups. Material will include elderly offenders, mentally retarded and emotionally disturbed offenders, sexual deviants, and drug/alcohol abusers. Speakers and visual aids will be utilized.
Prerequisite: CRJS 101
3 credits
**CRJS 335: Seminar: Women and Crime**
Students will discuss women as victims, women as offenders, and women as practitioners in the field of criminal justice. Special attention will be given to the topics of intimate partner violence and sexual assault; women who are incarcerated and their family relationships; and women who hold positions in policing, courts, and corrections. Content also examines processing throughout the entire system and also considers social and political influence on official policies and practices.

3 credits

**CRJS 336: Advanced Criminology**
Crime has always been a controversial yet popular topic among the public and scholars. What causes crime? What can be done about it? How can we prevent crime? This course is designed to provide students with an understanding of the criminological schools of thought and theories that attempt to explain why individuals commit crime. Emphasis will be on the research and policy implications that accompany these theories.

Prerequisite: CRJS 230

3 credits

**CRJS 337: Sociology of Law**
This course provides students with an understanding of the purposes and process of criminal and civil law in the United States. Among the topics covered are: the origins, development, and function of the law; the structure and function of courts, legislatures, and administrative agencies; the commercialization of the legal profession; the politicaization of punishment; race, class, gender and the law; law and social control; and the role of law in social change.

Cross listed with SOC 337

3 credits

**CRJS 338: Race, Crime And Justice**
This course analyzes the issues surrounding racial and ethnic minorities and the Criminal Justice System. Topics include group differences in offending, processing, victimization and employment in criminal justice agencies. A significant emphasis will be placed on the empirical research conducted on the social construction of race and ethnicity, differential involvement in crime, and differential treatment or enforcement of the law.

3 credits

**CRJS 343: Criminal Justice Ethics**
This course balances theoretical principles and practical issues as they relate to the administration of justice. The focus is on the movement toward professional ethics and the growing emphasis on value-laden questions and policy decisions among scholars, researchers, and criminal justice practitioners.

Prerequisite: CRJS 101

3 credits

**CRJS 344: Corrections Counseling**
A course designed to provide the student with basic counseling practice skills. Included is a study of basic counseling theory as applied to the offender.

Prerequisite: CRJS 104

3 credits

**CRJS 350: Antecedents of Aggression**
The course explores the origins and development of human aggressive behavior with an eye towards its control and treatment. Classical formulations of the issue by Thomas Hobbes and Jean-Jacques Rousseau are presented as well as contemporary psychological, sociological, and criminological formulations. Students are exposed to issues in the philosophy of social science, e.g., reductionism and changing views of causality. Course also examines the origins of nonaggression and how aggression might be managed in a complex multicultural society.

Cross listed with PSYC 350

Prerequisite: CRJS/SOC 205

3 credits

**CRJS 352: Seminar: Political Crime and Terrorism**
This course will examine political crimes committed for ideological purposes, both against the state and by the state. Included are activities such as secret police, human rights violations, genocide, crimes of officials of government, and illegal surveillance and experiments. In addition, crimes of protest, espionage, political whistle-blowing and, in particular, terrorism will be explored.

3 credits

**CRJS 354: Adult Probation and Parole Supervision Practice**
This course provides an in-depth look into adult probation and parole issues and general practices of supervision for offenders in county, state, and federal agencies in the United States. Students will learn how to recognize the rehabilitative needs of an offender and adjust supervision strategies in accordance with court ordered conditions, set casework priorities and gather factual information on defendants after conviction.

Prerequisite: CRJS 101

3 credits

**CRJS 360: Seminar: Complex Criminal Investigations**
This course is designed to concentrate on criminal investigations that are intricate by their commission and formidable to solve and prosecute due to their complexity. The focus is upon the gathering of criminal intelligence information, informant recruitment and control, and undercover and surveillance methodology, multi-agency task force coordination, technical evidentiary gathering (including legal requirements, case management and reporting and prosecution of those who direct these criminal conspiracies.

Prerequisite: CRJS 208

3 credits

**CRJS 382: Crime and Violence in the Modern World**
The course will examine the influence of gender, ethnicity, and race on crime and justice throughout the Modern World (Americas, Europe, Russia, Middle East, Africa, & Asia). Topics include: the historical development crime and justice, women and men & the law; sexual harassment; women and men as victims of violence (rape, domestic violence, pornography, trafficking etc.); issues of gender and race; women/men and prison; and women/men and terrorism.

Cross list with HIS 382

3 credits

**CRJS 410: Senior Seminar**
This seminar is required of Criminal Justice majors in order to graduate with a degree in Criminal Justice. The course is open to students with senior standing who have declared a major in Criminal Justice. Students will discuss and explore
current topics in the criminal justice field, will complete a service learning project, and will participate in professional development activities. Students will also complete the Criminal Justice Major Field Test, a survey which will assess knowledge of criminal justice.  

Prerequisite: Seniors only, Spring Semester only  

3 credits

CJS 473: Criminal Justice Internship  
The Internship is a placement with a law enforcement agency, program, or department that provides opportunities to observe and participate in roles and responsibilities to gain experience in the practice, policy, and procedures of law enforcement. Students will be expected to complete a research paper developing a solution to a law enforcement problem encountered during the internship. Open to students who are recommended by the department and who have a minimum of a 2.5 GPA.  

0-3 credits

CJS 475: Criminal Justice Internship  
The Internship is a placement with a probation, parole, or corrections agency, department, or institution that provides opportunities to observe and participate in roles and responsibilities to gain experience in the practice, policy, and procedures of corrections. Students will be expected to complete a research paper developing a solution to a corrections problem encountered during the internship. Open to students who are recommended by the department and who have a minimum of a 2.5 GPA.  

3 credits

CJS 476: Criminal Justice Internship  
The Internship is a placement with a juvenile justice agency, program, or department that provides opportunities to observe and participate in roles and responsibilities to gain experience in the practice, policy, and procedures of juvenile justice. Students will be expected to complete a research paper developing a solution to a juvenile justice problem encountered during the internship. Open to students who are recommended by the department and who have a minimum of a 2.5 GPA.  

6 credits

CST 100: Exploring Catholicism  
This course will comb the rich history and tradition of Roman Catholicism from the life of Jesus to the contemporary church. It will highlight key social and historical developments, major Catholic thinkers, and fundamental teachings related to Catholic belief, life, and discipleship in the twenty-first century.  

3 credits

CST 210: The Many Faces of Mary  
This course will examine the history and development of the cult of the Blessed Virgin Mary in the economy of salvation from the Christian/Catholic perspective while examining closely those doctrines/dogmas associated with Mary and the place in the tradition of the Church. Special emphasis will be given to the teaching of the Second Vatican Ecumenical Council (1962-65) on this topic and contemporary theologies of Mary, both from the Christian and other religious perspectives.  

3 credits

CST 225: Catholicism and Social Justice  
The collective body of Catholic Social Teaching and its ongoing examination of issues such as economic and ecological justice, poverty, war and peace, discrimination, human rights, and labor conditions are the focus of this course. It will also highlight key members of the Catholic community such as Dorothy Day, Thomas Merton, and others, who have modeled its values and themes.  

3 credits

CST 250: Theology of the Church  
This course is an exploration of the origins, historical development, and contemporary doctrine and theology of the Christian Church that would evolve into Roman Catholicism. Particular emphasis will be placed on the theology of the Second Vatican Ecumenical Council (1962-1965) and contemporary ecclesiology relevant to the church’s structure today as well as examining future trends in church anthropology.  

3 credits

CST 260: Vatican II  
This course will have three foci. Initially, it will explore the historic context of Vatican II. Second, the course will offer an examination of key theological and spiritual teachings from the documents produced by the Council. Finally, the course will focus on “living Vatican II”. Students will engage with churches, communities and organizations that reflect the influence of Vatican II in these the early years of the Council’s impact in the world, in Christianity and in Roman Catholicism.  

3 credits

CST 275: Catholicism and Social Justice  
The collective body of Catholic Social Teaching and its ongoing examination of issues such as economic and ecological justice, poverty, war and peace, discrimination, human rights, and labor conditions are the focus of this course. It will also highlight key members of the Catholic community who have modeled its values and themes such as Dorothy Day, Thomas Merton, and others.  

3 credits

CST 280: Desert Mothers and Fathers  
The desert mothers and fathers were ascetic, Christians whose religious practice—involving the, discipline of the body in order to attend to, spiritual growth—exerted a profound influence on, the development of ancient Christianity. By, providing students with exposure to these, historically significant figures this course, allows students to explore different modalities, of Christian being and helps them to, contextualize renunciant practices still being, practiced today.  

3 credits

CST 290: Catholic Spirituality  
From its earliest time the Roman Catholic Tradition has been enriched and diversified through specific spiritualities embodied by individuals and communities. Through lecture, projects and discussion students will explore historic and contemporary monastic movements, saints and mystics while coming to an appreciation of the variety of spiritual expressions in the Church. Students will analyze and experience spiritual traditions while...
investigating the dynamic interplay of contemplation and action in the Christian life.

3 credits

CST 295: Catholic Values
This course will be an exploration of the fundamental/foundational understanding of moral theology from the Christian/Catholic perspective including its evolution in history, its formation specifically after the Council of Trent and its continued development to the current era concentrating on the moral theological framework as opposed to specific moral issues. A thorough examination of natural law theory and its continued use as a basis for much of moral theology will be explored and critiqued in the light of contemporary theological advances. Also, an examination of the role of conscience both personal and corporate will be examined.

3 credits

CST 300: Foundations: Youth and Young Adult Ministry
This seminar course investigates lay ecclesial ministry and theological reflection using the specific lens of ministry with youth, young adults and emerging adults. Students will confront the complexities of spiritual development through a variety of case studies. Students will analyze terms such as ministry, evangelization and catechesis while considering the fertile and complex intersection of Church and culture.

3 credits

DANC

DANC 100: Dance Appreciation
This course is an introduction to dance as a creative discipline and cultural expression that reflects the pressures of the historical and sociopolitical context from which it emerges. Course work consists of lecture, discussion, films, papers, group assignments, presentations, and includes attendance at live concerts. Participation in movement experiences may include jazz, ballet, modern/contemporary, musical theater, social dance techniques and choreographic exploration.

Intended for non-dance majors

3 credits

DANC 101: Basic Ballet
Beginning ballet techniques based in traditional classical ballet vocabulary including complete barre work, centre barre, fundamental adagio and allegro movement and simple movement combinations. Intended for non-majors.

1 credit

DANC 105: Dance Essentials
A seminar course, required of all freshman dance majors, covering dance department orientation, ballet and theater terminology, dance psychology, stage make-up, basic and injury prevention.

1 credit

DANC 106: Music for Dancers
A survey of musical materials, forms, styles and instruments with discussion of and listening to major works from various periods of musical composition, with special emphasis on music written for, and used for dance. Basics of music theory as it relates to choreography.

3 credits

DANC 107: Global Perspectives Through Yoga
A global perspective through a historical, philosophical, physiological, and practical introduction to yoga. Course work consists of lecture, discussion, class projects, research, active and mindful practices, and reflection essays. Students will explore the evolution and progression of yoga as a form of cultural expression, track yoga’s rising popularity in the west, and experience various practices and techniques.

3 credits

DANC 110: Dance History
The evolutionary study of dance. The course presents an in-depth study on the emergence of dance as a performing art form, focusing primarily on ballet and modern dance techniques, exploring the lives and work of major dance figures influencing the present state of the art form and referencing concurrent connections to cultural traditions and rituals.

3 credits

DANC 111-411: Ballet and Pointe II
Intermediate ballet technique with emphasis placed on simple adagio and allegro combinations and stylistically building the body as a performing instrument within the vocabulary of classical and contemporary ballet and pointe.

3 credits

DANC 112-412: Ballet and Pointe II
Intermediate ballet technique with emphasis placed on simple adagio and allegro combinations and stylistically building the body as a performing instrument within the vocabulary of classical and contemporary ballet and pointe. Offered the second semester within the academic year.

3 credits

DANC 115-445: Pointe and Variations II
Fundamental pointe technique with emphasis placed on the use of proper physical placement, alignment, strength and stamina for stylistically build the body as a performing instrument with the vocabulary of classical ballet sur le pointe. Female variations from the classical repertoire will be introduced at the instructor’s discretion.

Corequisite: Ballet and Pointe II

1 credit

DANC 114-414: Ancillary Ballet
Required supplemental ballet technique for BFA dance majors.

Pass/Fail

0 credit

DANC 121-421: Ballet and Pointe III
Intermediate advanced ballet techniques with emphasis on the expressive performance of classical ballet and pointe. Development of greater physical strength, stamina, flexibility and more complex movement vocabulary in classical and contemporary ballet.

3 credits
DANC 122-422: Ballet and Pointe III
Intermediate advanced ballet techniques with emphasis on the expressive performance of classical ballet and pointe. Development of greater physical strength, stamina, flexibility and more complex movement vocabulary in classical and contemporary ballet. Offered the second semester of the year.
3 credits

DANC 125-425: Pointe and Variations III
Intermediate advanced pointe technique with greater emphasis placed on the expressive performance of classical ballet. Development of greater physical strength, stamina and more complex movement vocabulary sur le pointe. Female variations from the classical and contemporary repertoire will be introduced at the instructor’s discretion.
Corequisite: Ballet and Pointe III
1 credit

DANC 138-438: Pas De Deux
Partnering for classical ballet. Pas de deux from the classical repertoire will be introduced at the instructor’s discretion.
Pass/Fail
1 credit

DANC 141-441: Men’s Technique
Classical ballet technique addressing the performance dynamics specific to the male dancer including additional focus on strength, stamina, battu, turns and allegro. Male variations from the classical repertoire will be introduced at the instructor’s discretion.
1 credit

DANC 150: Dance Conditioning
This course focuses on cross training designed specifically to augment muscular strength, flexibility and endurance in dancers through the use of methodical progressive conditioning systems. Course work is based on somatic disciplines such as Pilates and yoga, as well as a variety of cross training techniques.
1 credit

DANC 151: Modern I
Beginning levels of modern dance technique from an eclectic perspective. Basic components of space, time and energy will be combined with dance improvisation techniques. Class work focuses on conditioning and anatomically correct dance technique.
2 credits

DANC 160: Basic Jazz
Beginning jazz technique covering multiple genres and eras of jazz. Intended for non-majors.
1 credit

DANC 161: Jazz I
Beginning jazz dance technique including isolations, turns, jumps and combinations of jazz movement from various American jazz dance styles.
2 credits

DANC 171: Tap I
The course establishes the tap technique as a fundamental base for a professional approach to performing, teaching and choreographing this American based art form.
Open to non-majors
1 credit

DANC 175: Liturgical Dance: Concepts and Preceptions
This course examines both past and present trends using dance in a liturgical context. The course covers historical, theological, and cultural milieus addressing and analyzing how dance is woven into the fabric of Roman Catholic liturgical celebrations.
3 credits

DANC 180: Introduction to Labanotation
Labanotation is a system of analyzing and recording movement. Theoretical concepts of symbolic representation are presented through movement experience and the reading and performance of dances from various genres and cultures. Intended as an elective course for dance majors.
3 credits

DANC 190: Production Practicum
Production practicum is a faculty supervised experience that encompasses fundamental technical theatre practices. These include the set up, run and strike of productions, safety, lighting and sound, set and prop construction. Required of dance majors.
1 credit

DANC 191-491: Company Ensemble
An introduction to traditional, neoclassical, contemporary and new choreographic repertoire set and developed in an atmosphere of professional standards with company class, rehearsal, lecture demonstrations, performance and touring venues.
Pass/Fail
1 credit

DANC 192-492: Company Ensemble
An introduction to traditional, neoclassical, contemporary and new choreographic repertoire set and developed in an atmosphere of professional standards with company class, rehearsal, lecture demonstrations, performance and touring venues. Taken the second semester of an academic year.
Pass/Fail
1 credit

DANC 194-494: Company Ensemble Elective
A fee based elective alternative to the company ensemble course that provides an introduction to traditional, neoclassical, contemporary and new choreographic repertoire set and developed in an atmosphere of professional standards with company class, rehearsal, lecture demonstrations, performance and touring venues. This course will not fulfill requirements toward concentrations or graduation.
Pass/Fail
0 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 200</td>
<td>Introduction to Arts Administration</td>
<td>An introduction to arts administration. Course approaches concepts from the unique perspective of the not-for-profit sector, specifically board development, long range planning, grant writing, marketing, public relations and budgeting.</td>
<td>3 credits</td>
</tr>
<tr>
<td>DANC 210</td>
<td>Kinesiology</td>
<td>The application of anatomical studies to the analysis of dance movement, technique, injury prevention and the treatment and rehabilitation of dance injuries.</td>
<td>3 credits</td>
</tr>
<tr>
<td>DANC 231-31</td>
<td>Ballet and Pointe IV</td>
<td>Advanced pre-professional ballet and pointe technique with emphasis on the refinement of artistry to a professional performance level. Continued development of greater physical strength, stamina and more complex movement vocabulary in classical and contemporary ballet.</td>
<td>3 credits</td>
</tr>
<tr>
<td>DANC 232-32</td>
<td>Ballet and Pointe IV</td>
<td>Advanced pre-professional ballet and pointe technique with emphasis on the refinement of artistry to a professional performance level. Continued development of greater physical strength, stamina and more complex movement vocabulary in classical and contemporary ballet. Taken the second semester of an academic year.</td>
<td>3 credits</td>
</tr>
<tr>
<td>DANC 235-35</td>
<td>Pointe and Variations IV</td>
<td>Advanced pointe technique with emphasis on the refinement of artistry to a professional performance level. Continued development of greater physical strength, stamina and more complex movement vocabulary sur le pointe. Female variations will be introduced at the instructor's discretion. Ballet and Pointe IV.</td>
<td>1 credit</td>
</tr>
<tr>
<td>DANC 251</td>
<td>Modern II</td>
<td>Intermediate level of modern dance techniques from an eclectic perspective, expanding on material explored in Modern I with a more intensive course of study focusing on the mastery of a variety of styles through the study of dynamic clarity, athleticism, performance, anatomically correct dance technique, and increased elements of improvisation.</td>
<td>2 credits</td>
</tr>
<tr>
<td>DANC 261</td>
<td>Jazz II</td>
<td>Building on Jazz I this intermediate jazz dance technique course includes continued development of isolations, turns, jumps and combinations of jazz movement from various American jazz dance styles.</td>
<td>2 credits</td>
</tr>
<tr>
<td>DANC 280</td>
<td>Choreography I</td>
<td>Introduction, development and refinement in the art of making dances. A study of the fundamental elements and structure of dance composition. Class format is approached through discussion, observation, improvisation and choreographic assignments.</td>
<td>3 credits</td>
</tr>
<tr>
<td>DANC 286-486</td>
<td>Independent Study</td>
<td>This course is designed to facilitate independent studies for students interested in pursuing research and/or projects beyond the curriculum. All independent studies must be approved by the Dance Chair, Dean of the Hafenmaier College, and Vice President of Academic Affairs.</td>
<td>1-3 credits</td>
</tr>
<tr>
<td>DANC 301</td>
<td>Musical Theatre Dance I</td>
<td>Beginning-intermediate dance technique as it relates to Musical Theatre. This course focuses on the development of performance skills specific to musical theatre repertoire by integrating elements from jazz, ballet, modern and tap with an emphasis on executing anatomically sound dance technique.</td>
<td>1 credit</td>
</tr>
<tr>
<td>DANC 310</td>
<td>Pedagogy</td>
<td>Ballet based principles of teaching including methods and styles. Course work consists of lectures, discussions, fundamentals of music as it pertains to teaching dance, films, ballet notation including the use of French ballet terminology, class observations, teaching labs, pedagogical research and guest presentations. Requires practicum experiences</td>
<td>3 credits</td>
</tr>
<tr>
<td>DANC 351</td>
<td>Modern III</td>
<td>This course builds on Modern II, offering an intermediate/advanced level of modern dance technique from an eclectic perspective that expands on partnering and places emphasis on working at a pre-professional level to increase kinetic and anatomical precision, stamina, personal expression, style, artistry and technical virtuosity.</td>
<td>2 credits</td>
</tr>
<tr>
<td>DANC 380</td>
<td>Choreography II</td>
<td>A more extensive exploration into the art of making dances. This course further defines all choreographic elements culminating in a performance. Choreographers will produce work under the guidance of the instructor’s parameters.</td>
<td>3 credits</td>
</tr>
<tr>
<td>DANC 385</td>
<td>Abroad Experience</td>
<td>This course provides the advanced dance major with the opportunity to attend department approved international dance experiences. The student is required to document the experience and present the experience during the semester following his/her return.</td>
<td>3 credits</td>
</tr>
<tr>
<td>DANC 405</td>
<td>Senior Pro-Seminar</td>
<td>Required of senior dance majors, this course outlines baccalaureate opportunities and professional development in the dance field including the audition process, development of resumes, audition photos, DVDs and websites, graduate program research and survival techniques unique to the dance field.</td>
<td>1 credit</td>
</tr>
</tbody>
</table>
DANC 451: Modern IV
This course builds on Modern III, offering an advanced level of modern dance technique from an eclectic perspective that expands on partnering and places emphasis on working at a professional level to increase kinetic and anatomical precision, stamina, personal expression, style, artistry and technical virtuosity.
Prerequisite: DANC 351
2 credits

DANC 475: Internship
Pedagogy or Performance Internship
3 credits

DANC 480: Choreography III
Advanced dance composition using both concrete and abstract subject matter as references. Use of in-depth theatrical effects and various types of accompaniment will be explored. The final product will culminate in a performance.
Prerequisite: DANC 380
3 credits

DANC 485: Senior Seminar
One or two semesters of faculty directed and mentored research that enhances and assesses a student's knowledge of a specific area of the dance field. B.A. degree candidates may choose any research topic, including one that would complement a dual major. The B.F.A. degree requires that this course be a fourth semester of choreography. The course culminates in a senior thesis project that demonstrates breadth, depth, and explores ethical considerations revolving around the chosen area of research.
An approved research proposal must be on file with the thesis director prior to registration.
3 credits

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ECON

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ECON 105: Macroeconomics
A study of mixed capitalism in aggregate form designed to provide the student with a knowledge of the American economic system. Topics include the causes of recession, unemployment, inflation and the uses of fiscal and monetary policies.
Offered Fall and Spring semesters
3 credits

ECON 106: Microeconomics
A course emphasizing the economic activities of individual consumers and producers. Topic coverage includes demand-supply analysis, the costs of production and price and output determination by the market structure. Offered Fall and Spring semesters.
3 credits

ECON 200: International Economics
This course is designed to provide students with an understanding of the global economy especially in the area of international trade. Topics covered include classical and modern theories of international trade, theories of tariffs and non-tariff barriers, bi-lateral and multi-lateral trade negotiations, commercial policy of the US and promotion of trade and growth.
Prerequisite: ECON 106
Offered Spring Even Years
3 credits

ECON 250: Economics of Poverty
This course introduces students to economic theories of poverty, ways to measure it (and the problems associated with these measures), and a description of the success and failures of public policies designed to curtail it. It features a blending of economic reasoning from theoretical and empirical perspectives, which will become part of the students' toolkits in their further endeavors, and a critical comparison of the economics approach and Catholic social teaching. The students will come out of the course becoming critical and intelligent participants in public policy debates and learn to form their own policy recommendations based on their analysis. Offered Spring, Even Years
3 credits

ECON 260: Environmental Economics
The primary goal of this course is to enhance the student's understanding and ability to critically assess contemporary environmental policy. It aims at equipping students with the economic methods and tools used to analyze environmental issues, combining theoretical analysis with discussions on specific environmental policies as applied to water and air pollution, energy issues, climate change, and human health issues. Analytical techniques for estimating the effects of proposed programs are examined. Strengths and weaknesses of benefit-cost analysis in the regulatory process are explored in the context of political economy. Current environmental policy is evaluated.
3 credits

ECON 305: Intermediate Macroeconomics
The goal of this course is to provide the student with a thorough understanding of the behavior of the economy and the likely effects of government stabilization policies on economic aggregate variables. Models that would determine aggregate output, interest rates, prices, inflation, and other aggregate variables such as fiscal and trade surpluses and deficits will be studied. Upon completion of the course, the student will be able to analyze conflicting views of business cycles, stabilization policy, and inflation-unemployment trade-offs.
Prerequisite: ECON 105
Offered Fall, even year semesters
3 credits

ECON 306: Intermediate Microeconomics
This is an intermediate-level course dealing with the microeconomic theory of consumer and producer behavior. The course extends basic microeconomic concepts and theory to an intermediate level by introducing more advanced mathematical and analytical techniques to concepts of consumer choice, profit maximization, and firm strategy in a variety of market structures. Particular attention is given to the theory of production and cost and to the effects of various market structures on resource allocation. The goal of the course is to provide the students with a solid analytical framework for analyzing microeconomic problems, which are crucial for success in upper division courses, business management, and public policy analysis.
Prerequisite: ECON 106
Offered Spring, odd year semesters
3 credits
ECON 320: Economic Development of Latin America
This course provides a comprehensive yet accessible review of major economic and social issues faced by Latin American countries in the past and present, including balance of payments problems, stabilization, inflation, poverty, inequality, and the outcome of the latest economic reforms. Upon completion of the course, the student will demonstrate an understanding of the current conditions and prospects for Latin American economies, knowledge that would be valuable for students in any major with an interest in the region, (i.e., intelligence studies, sociology, and political sciences) and especially for business and international business students considering the risks and opportunities of investing in or working in Latin America. Prerequisite: ECON 105

3 credits

ECON 406: Managerial Economics
Managerial Economics focuses on the application of economic theory to managerial decision-making. It applies statistical and quantitative tools and the methodological approaches commonly used by economists to business decisions such as demand estimation, product pricing, profit maximizing level of output, resource management in the short- and long-run, market analysis, risk analysis and strategic competition. In this course, topics will be presented through the use of case studies that establish a situation in which managers must make key decisions about a firm and its products. Microeconomic principles such as supply and demand, elasticity, short-run and long-run shifts in resource allocation, diminishing returns, economies of scale, and pricing are applied in the analysis. Prerequisite: ECON 106, STAT 135, Junior/Senior Standing Offered fall and spring semesters

3 credits

ECSP 305: Family and Community
This course addresses the diversity found in today’s school children in terms of race, culture, family structure, and the overarching needs of all children based on the works of Bronfenbrenner, Erikson, Maslow and other related theorists. Strategies to communicate with families and build a mutually supportive link between home and school will be addressed as well as community resources to assist with the needs of Pre-K to grade four students and their families. Prerequisites: EDEC 101, ESPE 101

3 credits

ECSP 307: Observation and Assessment II
This course provides further study into psycho-educational assessment in education. Topics of study include: 1. Overview of basic considerations in assessment; 2. Assumptions underlying assessment and legal and ethical considerations in assessment; 3. Basic concepts of measurement, with a focus on descriptive statistics, quantification of test performance, norms, reliability, and validity; 4. Assessment of processes-intelligence, sensory acuity, oral language, perceptual-motor skills, and personality; 5. Assessment of skills-academic achievement, reading, mathematics, written language, adaptive behavior; 6. Applying assessment information to educational decision making. Prerequisite: EDEC 207

3 credits

EDEC 101: Early Foundations
This course introduces the student to the field of early childhood care and education. An overview of the field will include: history, developmental and learning theory and research; the social, emotional, physical, cognitive, language and creative development of young children; how early childhood professionals and early childhood programs meet the needs of young children and their families, as well as recognize the critical relationships that must be developed; types and organization of early childhood programs; characteristics of quality early care and education, including the critical importance of play and developmentally appropriate practices; current issues of the profession; cultural awareness; and the importance of ethical and professional conduct in the field. Activities (initial lesson planning), materials and standards used in the early childhood profession are introduced. 3 credits

EDEC 103: Language and Literacy I
This course provides a solid foundation in the theoretical and pedagogical underpinnings of best practices that support language and literacy acquisition from birth through the early primary grades, with a special focus on how language contributes to literacy attainment. The use of children’s literature (picture book genre) in the language arts curriculum receives special attention. There is also a focus on the development of the skills of speaking, listening, writing, reading, and viewing, essential components of literacy. Students will utilize several checklists to evaluate children’s speech and language learning and conduct appropriate literacy assessments on children and programs. The importance of family literacy partnerships and the significance of meeting the needs of second language learners and bilingual children will be addressed. Knowledge regarding content, instructional strategies, age-appropriate materials, and technology for intentional teaching will be discussed and practiced. Completion of an embedded clinical experience is required

3 credits

EDEC 105: Health and Wellness
This course focuses on promotion and maintenance of physical activity, health, safety, and nutrition of young children. It provides an overview of the basic principles and best practices of physical education, health, safety, and nutrition utilized in early childhood and primayaged settings caring for children from birth to age nine. The course works is informed by the following: National Health Education Standards; National Association for Sport and Physical Education (NASPE) standards; NAEYC health and safety accreditation standards; Pennsylvania Learning Standards; DPW regulations. Topics covered include: Physical Education: recognition of the importance of physical education and the goal of life-long physical fitness; knowledge about and ability to provide physical
education and movement activities aimed at promoting increased motor development and competence-use of standards, lesson and activity planning; strategies used to encourage children and families to foster life-long habits of health and wellbeing; the impact of inactivity on all domains of development; and cooperative versus competitive games and the value of both. Health and Safety: learning about the critical importance of health and safety issues in care and education facilities; obtaining knowledge about common childhood illnesses and communicable diseases; preventive health and safety measures; record keeping, supervision and reporting (including mandated child abuse reporting); arrangement and maintenance of indoor and outdoor equipment; knowledge about basic first aid and emergency procedures; and identification of dangers specific to developmental stages and individual needs. Nutrition: developing an understanding of the use of the food pyramid for identifying the nutritional needs of young children and for planning nutritional and culturally sensitive snacks and meals; discussing nutrition related issues such as obesity, diabetes, and fatty liver disease.

3 credits

EDEC 201: Reading Methods
This course is a research-based, practical course designed to enable the early childhood education major to obtain the skills needed to effectively teach reading in grades Pre-K to 4. In addition to giving the pre-service teacher experience through readings, writing intensive activities, class discussion, hands on activities, technology exposure, demonstration lessons and practicums, the students will demonstrate increased proficiency in their own reading skills, including knowledge of phonic generalizations.

Clinical Required
Prerequisites: EDEC 101, EDEC 103, ESPE 101

4 credits

EDEC 203: Language and Literacy II
This course is a research-based, practical course designed to enable the early childhood education major to obtain the skills needed to effectively teach the language arts curriculum in grades K to 4. In addition to giving the pre-service teacher experience through readings, writing intensive activities, class discussion, hands-on activities, technology exposure, demonstration lessons and clinicals, the students will demonstrate increased proficiency in their own language arts skills. The focus of this course is to help the student become proficient in the instruction of language arts (reading, writing, speaking, listening, viewing and visually representing), using an integrated approach to teaching the principal curricular skills of reading, writing, speaking, spelling, grammar, and handwriting.

Completion of embedded clinical experience is required
Prerequisites: EDEC 101, EDEC 103, EDEC 201, ESPE 101

4 credits

EDEC 205: Math Methods
This course is designed to review mathematical content, present and explore methodology and instructional materials for a contemporary elementary mathematics program. It stresses the use of knowledge obtained from learning theory, various selecting, preparing, organizing and finally presenting mathematical content for elementary children.

Completion of embedded clinical experience is required
Prerequisite: ESPE 101

4 credits

EDEC 207: Observation and Assessment
This course focuses on the importance of assessment that is done through the techniques of observation, recording, and documentation. Authentic assessment, the documentation of children’s learning in naturalistic settings via non-numeric instruments, will be stressed. Students will learn about different methods and tools for recording observations as they complete a clinical in a local early childhood program. Using observations as a method of understanding and assessing children’s development and learning, as well as transforming the collected data into curricula and individual education plans, will be addressed. The importance of professional ethical behavior will also be a topic of discussion.

Completion of embedded clinical experience is required
Prerequisites: EDEC 101, EDEC 103, ESPE 101

3 credits

EDEC 301: Early Childhood Methods
This course enhances the student’s understanding of developmentally appropriate curriculum, focusing specifically on curricula which provide for all areas of a young child’s development (3-7), including the physical, intellectual, emotional, social, and linguistic domains. Students will examine the critical role of play—a dynamic, active, and constructive behavior—and determine that it is an essential and integral part of children’s learning across all ages, domains, and cultures and therefore must be part of every early childhood curricula. Part of the course work will enable students to evaluate the theory and research integral to a variety of curriculum approaches, analyze early childhood curriculum models, and identify the historical, social and cultural influences on curriculum. Emergent curriculum, play-based curriculum, integrated curriculum across content areas, theme planning versus the project approach, and anti-bias/multicultural curriculum will be examined. By studying the materials and teaching strategies used in a variety of content areas pre-service teachers will discover how children represent their understanding through language, dramatic play, art, blocks, sand and water, and manipulatives. Focus will be on preschool, kindergarten and first grade curricula development and implementation.

Clinical Required
Prerequisites: EDEC 101, EDEC 103, EDEC 105, ESPE 101

4 credits

EDEC 401: Integrated Methods
This course examines attitudes and skills needed to teach the major content areas; specifically emphasizing Social Studies and Science integrated using a model of inquiry and Aesthetic Education. Pre-service teachers will be involved in learning experiences that prepare them to facilitate content in a Pre-K to grade 4 setting that will involve multiple subjects, multiple teachers, multiple students learning together, and multiple facets of technology emphasizing inquiry based interdisciplinary instruction and learning. Hands-on strategies, teaching materials, and organization of lessons into units are explored.

Clinical Required
Corequisites: EDEC 473, EDEC 474

4 credits

EDEC 473: Systems, Policies and Practices
This seminar course will help candidates learn to identify with and conduct themselves as members of profession, with an emphasis on familiarizing candidates with the current practices/topics in the field, areas of professionalism, and family/community collaboration partnerships. Candidates will be encouraged to engage and interact with instructor and peers to discuss their field
experiences, practical problems in the classroom, and reflect on how their classroom encounters relate to early development and learning theory, subject matter content, pedagogy, assessment, as well as their current coursework and overall education program goals. Candidates are expected to be active participants in assigned readings, questioning, and other discussions/debates. Candidates will enroll in this seminar concurrent with EDEC 474

2 credits

EDEC 474: Clinical I Early Childhood Pre-K-4
A pre-Capstone Clinical program, in which the student observes the classroom teacher, tutors individual children, supervises and teaches children in small and large group settings, and assists the teacher in appropriate teaching/learning experiences in grades Pre-K to 4. In addition to the classroom experience, the student will demonstrate proficiency of planning, writing, and implementing lesson plans and develop skills in classroom organization and management techniques. A focus on the Pennsylvania Academic Standards in health, safety and physical education will also be emphasized. 
Prerequisites: Unconditional acceptance into the Education Department is required
Co-requisite: EDEC 473

4 credits

EDEC 475: Capstone Clinical Early Childhood Pre-K-4
This 12-week experience is designed to prepare the student to assume full teaching responsibilities in an Early Childhood classroom.
A bi-weekly seminar is mandatory
Offered every year

12 credits

EDUC

EDUC 210: Comparative Issues in Education
The emphasis of this course is to help students develop into teachers who become reflective practitioners. A case study approach, seminar-type discussion, and numerous writing assignments will be used to involve students in the day-to-day activities that are part of teaching practice. The course will explore the social, cultural, political, historical, and philosophical contexts of schools, and use the perspective gained from this study to consider present day educational issues. Students will begin construction of their teaching portfolio by writing a statement of their philosophy of education.
An embedded clinical experience during regular school hours is required
Must have state mandated clearances Acts 34,114, and 151
Prerequisites: ESPE 101, Sophomore level and above

3 credits

EDUC 222: Aesthetic Education
This course is designed to help students understand the world in new ways through an experiential exploration of the arts. Students will consider the meaning of “aesthetic education” through an empirical examination of the arts and their relationship with education. Utilizing an approach developed by the Lincoln Center Institute for the Arts in Education (LCI), students will be immersed in a combination of well thought-out observations and analyses of specific works of art through hands-on exploratory activities designed by arts and education faculty. The LCI approach advocates that through these art making journeys into dance, music, theater, and the visual arts, students will be encouraged to draw upon prior perceptions to build new insights and further their comprehension of the work of art. This inquiry-based practice which encourages students to interact, question, reflect, observe, notice, and analyze art to develop a new perspective- an aesthetic awareness, integral to all forms of education and life itself. Through discussion and dialogue of these shared aesthetic experiences, students will develop an understanding of “aesthetic education” as a process of building knowledge which incorporates the elements of “art” itself, as well as incorporating the arts as a means for teaching other branches of learning.

EDUC 474: Clinical Secondary Education
This course is designed to provide secondary students with first-hand teaching experiences in middle and/or high school classrooms. Students work with mentor teachers in their content areas. During this time they serve as apprentices, assisting the classroom teacher and gradually move from a role of observer to roles of tutor, small group leader, and large group instructor. Interns work at their school sites each Wednesday and Friday during the semester for a total of 60 hours. Each Monday morning the interns participate in a campus seminar that addresses research-based instructional strategies and inclusive classroom practices.
This course must be taken the semester immediately prior to student teaching

3 credits

EDUC 475: Capstone Clinical K-12
This 12-week capstone experience is designed to prepare the pre-service teacher to assume full teaching responsibilities in a secondary classroom. Students will normally teach at both the junior and senior high school levels.
A bi-weekly seminar is mandatory

12 credits

ELL

ELL 301: Supporting Literacy for English-Language Learners
This course introduces the structure of the English Language as a background for exploring the development of literacy for English-language learners (ELLs) across disciplines. It prepares teacher candidates to support, accommodate, and coach ELLs in literacy strategies, including the use of assistive technologies relevant to content area subjects.
This course includes a 20-hour practicum

3 credits

ELL 400: Teaching English as a Second Language: Issues in Theory and Practice
This course explores instructional techniques to help ELLs develop L2 literacy and content knowledge. It prepares teacher candidates to develop ELL instruction and assessment opportunities; to apply appropriate testing practices for English language learners by addressing state-allowed testing accommodations, using multiple assessment resources and measures; and to analyze educational data from various ELL groups.
This course includes a 20-hour practicum

3 credits
ELL 405: Professional and Program Development for English-Language Learners
This course explores the national, state, and local requirements and their effects on ELL instruction, assessment, and program implementation; investigates the importance of collaboration with family, community, content instructors, and administrators for the educational benefit of ELLs; and helps candidates plan for long-term growth and personal professional development through participation in professional organization and action research.

ELL 500: Teaching English as a Second Language: Issues in Theory and Practice
This course explores instructional techniques to help ELLs develop L2 literacy and content knowledge. It prepares teacher candidates to develop ELL instruction and assessment opportunities; to apply appropriate testing practices for English language learners by addressing state-allowed testing accommodations, using multiple assessment resources and measures; and to analyze educational data from various ELL groups. Students enrolled in this course will also complete a research/practical application project which demonstrates an in-depth, integrated understanding of the content at the graduate level.
The course includes a 20-hour practicum
3 credits

ELL 505: Professional and Program Development for English-Language Learners
This course explores the national, state, and local requirements and their effects on ELL instruction, assessment, and program implementation; investigates the importance of collaboration with family, community, content instructors, and administrators for the educational benefit of ELLs; and helps candidates plan for long-term growth and personal professional development through participation in professional organization and action research. Students enrolled in this course will also complete a research/practical application project which demonstrates an in-depth, integrated understanding of the content at the graduate level.
The course includes a 20-hour practicum
3 credits

ELL 515: Supporting Literacy for English-Language Learners
This course introduces the structure of the English Language as a background for exploring the development of literacy for English-language learners (ELLs) across disciplines. It prepares teacher candidates to support, accommodate, and coach ELLs in literacy strategies, including the use of assistive technologies relevant to content area subjects. Students enrolled in this course will also complete a research/practical application project which demonstrates an in-depth, integrated understanding of the content at the graduate level.
The course includes a 20-hour practicum
3 credits

ENG 140: Western Classics
A study of major writers of the Western World from ancient to modern times, with attention given to their individual achievement and to their contribution to Western literary and cultural development.
3 credits

ENG 144: World Literature and Global Issues
An opportunity to read deeply into literary traditions and to make connections and distinctions between different traditions in non-western literatures, including selections from South America, the Caribbean, Africa, the Middle East, India, and Asia.
3 credits

ENG 150: British Classics
A study of major writers in the history of England, with attention given to their individual achievement and to contributions to English literary and cultural development. Authors may include Chaucer, Shakespeare, Milton, Wordsworth, Austen, and others.
3 credits

ENG 155: American Classics
A survey of major writers, established within the traditional canon of American literature, with attention given to their individual achievement and contribution to American literary and cultural development. Authors may include Franklin, Emerson, Dickinson, Hawthorne, Twain, Frost, Hemingway, and others.
3 credits

ENG 190: Introduction to Film
Introduction to the art, technology, and language of film. Students will learn basic cinematic techniques and structures, the fundamentals of film production, and an overview of cinematic history.
3 credits

ENG 200: Literary Studies
This course focuses on the analysis and interpretation of various literary genres, exploring how language is used to enlighten, influence, and entertain readers. This class will involve reading, writing, and researching, as well as analyzing the course themes of identity, gender, and class in a number of texts.
3 credits

ENG 205: Introduction to English Major
Introduces students to the discipline of English studies, with emphasis on close reading, major genres, and critical/theoretical approaches. Readings will be drawn from a range of literary periods and traditions.
3 credits

ENG 210: Film Studies
Focuses on a single topic and examines how film has been used to create different styles of narrative. The topics vary and may include courses such as Shakespeare on Film, Studies in Detective Fiction, Adaptations of Jane Austen, Ecocinema, and the Hollywood Musical, among others.
3 credits

ENG 214: Introduction to Professional Writing
The class is designed to deepen students' understanding of the writing situation—audience, and purpose—within the context of other professional activities. It is designed to enable students to write accurately and thoughtfully about a subject while creating documents that solve problems and improve situations through effective communication.
3 credits
ENG 215: American Literature I
First in a two-course sequence that surveys the history of American literature from its beginnings to the present. Students will read a variety of texts (essays, autobiographies, poems, plays, short stories and/or novels) from period to 1865 to develop an understanding of the importance of these texts, as well as to learn about the historical and cultural contexts in which they were produced.
3 credits

ENG 216: American Literature II
Second in a two-course sequence that surveys the history of American Literature from 1865 to the present. Students will read a variety of texts (essays, autobiographies, poems, plays, short stories and/or novels) American Realism, Modernism and Postmodernism.
3 credits

ENG 217: British Literature I
First in a two-course survey of British literature from its beginnings to the present. The class covers a variety of texts from the Old English period to the Eighteenth Century, with emphasis on the major historical and cultural periods: Medieval, the English Renaissance, Restoration and the 18th Century.
3 credits

ENG 218: British Literature II
Second in a two-course survey of British literature from its beginnings to the present. The class covers a variety of texts from the nineteenth century to the present, with emphasis on the major historical and cultural periods: Romanticism, Victorianism, Modernism, and Postmodernism.
3 credits

ENG 220: Medieval Literature
A study of representative prose and poetry of Old English and Middle English from Beowulf to Chaucer. Included are Old English heroic poems, elegies, gnomic verses and riddles, and works such as Sir Gawain and the Green Knight.
3 credits

ENG 224: English Renaissance
A study in the literary milieu in England from the early 1500s to 1600 with authors such as Wyatt, Surrey, Shakespeare, and Milton.
3 credits

ENG 225: Independent Study
Study of a focused area in literature, writing, or pedagogy initiated by the student and under the direction of a faculty mentor. Independent studies are offered only in special circumstances and must be approved by the department director in the term prior to course enrollment.
Junior/Senior
3 credits

ENG 228: Restoration and 18th Century Literature
A comparative study of the historical, cultural, and literary movements underpinning the development and influences of the Neoclassical Age in England, focusing on such authors as Dryden, Congreve, Pope, Haywood and Johnson.
3 credits

ENG 229: Structure and Analysis
A study of the fundamentals of language and literary form, with emphasis on the study of the English language and the techniques of composition and analysis.
3 credits

ENG 230: British Romanticism
A close examination of some of the major ideas and influences in British and continental Romanticism, with special emphasis on the development of Romantic literary theory through the works of such writers as Goethe, Hoffman, Coleridge, Wordsworth, Shelley, and Keats.
3 credits

ENG 234: Victorian Literature
A comparative examination of the historical and literary movements of the British Victorian period. The study covers a range of poetry and prose by authors such as Tennyson, Arnold, the Brownings, and Rossetti.
3 credits

ENG 238: British/Irish Modernism
The course examines modernist poetry, fiction, and drama written in England, Wales, Ireland, and Scotland through the works of such writers as Hardy, Joyce, Woolf, Yeats, Synge, Auden, Shaw, Forster, as well as a more recent group that includes Greene, Murdock, Durrell, Stoppard, Larkin, O’Brien and Beckett.
3 credits

ENG 245: Script Analysis
An exploration of dramatic literature with a concentration in play analysis.
3 credits

ENG 251: Early American Literature
A study designed to broaden a student’s sense of the roots of the literary tradition of the U.S from its origins to the 1820s. Works include those of 16th C. Spanish explorers, Native American tales, Puritan New England writers, and the literature of the American Revolution.
3 credits

ENG 253: American Renaissance
Between 1820 and 1865, American literature came of age with the period’s extraordinary cultural and social upheavals. A study of the most important writers of the period, such as Poe, Emerson, Douglass, Hawthorne, Melville, Thoreau, Whitman, and Dickinson.
3 credits

ENG 261: American Realism
A study of the regional voices and the literary movements of realism, including local color and naturalism, that marked the years following the American Civil War through the works of such writers as Davis, Jewett, Chopin, Gilman, Chesnutt, Howells, James, Twain and Crane.
3 credits

ENG 263: American Modernism
A study of the modernists writing from 1910 to 1945, along with the writers of the Harlem Renaissance and of the 1930’s Depression. Poets include Frost, Eliot, Pound, Williams, Stevens, H.D., Moore, Hughes, and fiction writers such as Faulkner, Cather, Hemingway, Fitzgerald, and Hurston.
3 credits

ENG 280: Introduction to Creative Writing
An examination of the fundamentals essential in the art of fiction and poetry writing through the reading and discussion of work by contemporary writers and
through the development and critiquing of students’ own writing in a workshop setting.

**ENG 290: History of Musical Theatre**
A special topics course that explores a theme, period, movement, or genre in theatre history through the reading and discussion of representative plays and their production.

3 credits

**ENG 292: Film Narrative and Theory**
An intermediate course in film studies, grounding students in major approaches to film theory and criticism (e.g., psychoanalysis, gender studies, cultural studies) and emphasizing the structure of film as narrative art. The class will reinforce the language of cinematography, editing, sound, performance, and genre.

3 credits

**ENG 311: Editing and Style**
Students will learn practical editing techniques, as well as the rhetorical factors (e.g., legibility, readability, layout, and integration of text/images) that contribute to the effectiveness and usability of print documents. Students will work on individual projects and engage in collaborative exercises intended to sharpen their teamwork, editing, writing, and audience-awareness skills and learn to communicate with the authors of texts. This class may use Lumen as a practical workshop.

3 credits

**ENG 312: Professional Writing Seminar**
An in-depth study of writing practices applicable to a variety of professional writing situations. Students evaluate and create strategies for adjusting to writing requirements in various work environments. Study includes rhetorical theory, audience analysis, and the process of writing professional documents.

3 credits

**ENG 314: Teaching Writing: Pedagogy and Practice**
An examination of the theories and methods of writing instruction. Major emphasis is on current composition research and pedagogy, including theories of language.

3 credits

**ENG 317: Professional and Public Discourse**
In this course, students will focus on effective, professional public discourse. Drawing on strategies of rhetorical criticism, students will gain an understanding of the persuasive value of style, arrangement, and delivery of public debate and presentation.

3 credits

**ENG 318: Applied Linguistics**
A close examination of current theories of language, including language acquisition, second language learning, sociolinguistics, and psycholinguistics. Emphasis is on applying theories to English and/or foreign language classrooms.

3 credits

**ENG 325: Independent Study**
Study of a focused area in literature, writing, or pedagogy initiated by the student and under the direction of a faculty mentor. Independent studies are offered only in special circumstances and must be approved by the department director in the term prior to course enrollment.

Junior/Seniors

3 credits

**ENG 328: Special Topics in Literature**
The special topics seminars invite students to engage in an intensive study of a particular theme, historical moment, author, or interdisciplinary topic. Drawn from American, British, or European traditions, courses might include Writing and the Environment or Existentialism and Literature.

Students may take multiple seminar topics under this course number

1-3 credits

**ENG 330: The English Drama**
A seminar on the development of English drama as a unique literary experience. A study of dramatic texts from the medieval to contemporary eras, the course examines drama as a reflection of literary and cultural expressions both within and beyond mainstream British tradition.

3 credits

**ENG 332: The English Novel**
A seminar on the development of the novel as a literary genre. An introduction to 18th century narrative theory provides the basis for understanding later texts in Romantic, Victorian, Modernist, and Postmodernist traditions, focusing on the novels of Defoe, Dickens, Emily Bronte, Joyce, and others.

3 credits

**ENG 334: Shakespeare**
A study of Shakespeare’s concepts of tragedy and comedy through a careful analysis of the great tragedies and several comedies and histories.

3 credits

**ENG 351: Southern Literature**
A seminar exploring issues of race, class, politics and gender from the unique perspective of writers of the American South, with special attention to literature of the Southern “renaissance,” including William Faulkner, Tennessee Williams, Zora Neale Hurston, and Flannery O’Connor, as well as writers of the postmodern South, such as Ernest Gaines, Walker Percy, Bobbie Ann Mason, and Alice Walker.

3 credits

**ENG 353: American Counter Culture: Fiction**
A seminar on the development of American counterculture fiction, focusing on the beats, the cultural revolution, psychedelic consciousness, and literary slapstick as social commentary. This course will examine works by writers such as Jack Kerouac, Ken Kesey, Tom Wolfe, Kurt Vonnegut, Hunter Thompson, Richard Brautigan, and Thomas Pynchon.

3 credits
ENG 354: American Catholic Novel
This seminar explores the distinctively American Catholic outlook in the convergence of literature and religion. Whether in the prejudicial or pre- and post- Vatican eras of the 20th century, the sophistication of key “Catholic” novelists overcame narrowness in the Church and suspicions of the culture: Willa Cather, Flannery O’Connor, Walker Percy, Mary Gordon, Ron Hansen, Jon Hassler, and Julia Alvarez. 3 credits

ENG 356: Modern Drama
Intensive study of major contemporary plays, paying particular attention to the theatrical, literary, and cultural contexts of individual works. 3 credits

ENG 358: Seminar in American Literature
The seminar in American Literature invites students to engage in an intensive study of a particular theme, historical moment, or author in the American literary tradition. Courses might include Literature of the Jazz Age, Native American Literature, or a major author course. Students may take multiple seminar topics under this course number. 3 credits

ENG 362: Contemporary Poetry
Intensive study of major contemporary poets and movements. The seminar emphasizes poets such as Olson, Plath, Snyder, Harper, and Ondaatje. Focus includes Black Mountain, Beat, confessional, and postmodern poetry. 3 credits

ENG 364: Postmodern Literature
A study of the critical ideas and trends in literary postmodernism, including such movements as ecofeminism, cyberpunk, and L-A-N-G-U-A-G-E poetics. Attention is given to the problematic definition in postmodern theory, focusing on the works of such authors as William Gibson, Gary Snyder, Ursula Le Guin, and Edward Dorn. 3 credits

ENG 370: African-American Literature
A study of the contributions of African-American writers to the cultural and aesthetic inheritance of modern literature through popular authors as Gwendolyn Brooks, Alice Walker, Amiri Baraka (LeRoi Jones), Richard Wright, Ralph Ellison, and Maya Angelou. 3 credits

ENG 374: Women and Literature
Examination of women writers in 19th-20th century English literature and feminist literary theory. Explores previously neglected women writers and affirms their contributions to the literary tradition. Includes writers such as Kate Chopin, Toni Morrison. 3 credits

ENG 378: Seminar in Multicultural Literature
This seminar invites students to engage in an intensive study of multicultural literature. Courses might include Postcolonial, Native American, Middle Eastern, African or Latino Literature. Students may take multiple seminar topics under this course number. 3 credits

ENG 380: Creative Writing: Poetry
Further development of skills studied in Introduction to Creative Writing with exclusive emphasis on poetry. Prerequisite: ENG 280. 3 credits

ENG 384: Creative Writing: Fiction
Further development of skills studied in Introduction to Creative Writing with exclusive emphasis on fiction. Prerequisite: ENG 280 3 credits

ENG 391: Literary Theory and Criticism
An in-depth study of critical and theoretical approaches to literature, with an emphasis on the development of theories of literature from classicism to contemporary cognitive poetics. 3 credits

ENG 425: Independent Study
Study of a focused area in literature, writing, or pedagogy initiated by the student and under the direction of a faculty mentor. Independent studies are offered only in special circumstances and must be approved by the department director in the term prior to course enrollment. Juniors/Seniors 3 credits

ENG 473: English Internship
Internships allow for non-credit bearing practical experience for students related to their major. 100 hours of field placement are required. A 473 Internship cannot take the place of a required internship. Contact the Career Development Center for additional details. Prerequisite: By permission from department. 3 credits

ENG 475: English Internship
An off-campus, non-classroom learning experience directly related to English and making use of skills acquired in the pursuit of an English major. Juniors/Seniors 1-3 credits

ENG 490: Senior English Project
Each English major takes this seminar and works under the direction of a faculty mentor to prepare a significant written project in literary scholarship, professional/technical writing, or creative writing. 3 credits

ENVS

ENVS 105: Introduction to Environmental Studies
An interdisciplinary course that examines local, national and global environmental problems from diverse perspectives. The concept of environmental sustainability is emphasized to illustrate its utility to frame individual and societal actions for advancing a more environmentally just and healthy world in the twenty-first century. The social, political, and economic forces that complicate the resolution of environmental problems are highlighted,
as are historical events and the centuries-old heritage of American environmental literature.

ENVS 474: Environmental Practicum
Practical off-campus experience in a consulting company, non-profit organization, or governmental agency. Students carry out field, laboratory, or other tasks appropriate for a professional environmental scientist. In addition to routine work responsibilities, participants are expected to complete an independent project involving data analysis and prepare a formal written report on the experience.

ENVS 475: Environmental Science Internship
Completed through a environmentally-focused government agency, environmental consulting company or non-profit institution, the environmental science internship offers students an opportunity to acquire field, laboratory or project management experience. Internships must be approved by the advisor and one of the co-chairs of the program.

ENVS 490: Environmental Science Thesis
Directed field and/or laboratory research on a specific environmental problem that leads to the completion of an oral presentation and formal written work. The research experience emphasizes the use of primary sources as well as a scientifically rigorous field or laboratory study. All thesis projects must be approved by the student’s primary and secondary advisors before work commences.

ESPE 101: Psychology of Diverse Learners
This course provides an overview of the psychology of learning, motivation, growth and development, personality dynamics, and social adjustment with emphasis on the diversity of learners in today’s classrooms.

ESPE 201: Inclusive Practicum Pre-K-8
This course addresses issues related to the inclusion of students with disabilities into general education classrooms and programs through policy, research, and practice. Participants will be given an opportunity to explore and develop their personal philosophy toward inclusion and collaboration in schools and communities. Participants will learn tools for collaboration, instructional strategies, assessment, and curriculum design, which will allow them to educate students with exceptionalities in the general education classroom dealing with grades Pre-K through 8.

ESPE 203: Behavior Theories and Practicum
This course focuses on the provision of support to students with emotional and behavior needs in academic settings. The central theme will focus on the development of assessment-based interventions that address interfering behavior, academic learning problems, and/or difficulties in interpersonal relationships. Evidence-based approaches as well as practices required by the Individuals with Disabilities Education Act (IDEA) will be emphasized.

Completion of embedded clinical experience required
Prerequisite: ESPE 101

ESPE 301: Supporting Literature Pre K-8
This course prepares teacher candidates to explore the integration of literacy across all disciplines and to develop the idea that all teachers teach literacy. It prepares teacher candidates to support, accommodate, and coach students with disabilities in particular literacy strategies, including the use of assistive technologies relevant to content area subjects in grades Pre-K through 8.

Prerequisite: ESPE 101

ESPE 305: Low Incidence Disabilities
This course focuses on research-based methods of instruction for students with low incidence disabilities in basic communication, mobility, sensory, and social skills, as well as academic skills (especially literacy and general education curricular access). Our approach to provision of services for these students is grounded in the broader context of expanding students’ valued roles in classrooms, schools, and communities, while teaching skills that will enhance personal competence and life quality today and in the future. An introduction to augmentative and alternative communication (AAC) and assistive technology (AT) is also addressed in this course.

Prerequisites: ESPE 101, ESPE 201, or ESPE 202, ESPE 301, or ESPE 302

ESPE 306: Low Incidence Disabilities: Clinical
A supervised field experience during which students will participate in special education programs by implementing teacher-led, small group and individual student instruction. Placement will include public schools and other agencies serving children with low incidence disabilities.

Corequisite: ESPE 305

ESPE 307: High Incidence Disabilities
This course focuses on the practical application of research-based instructional methods for students with high incidence disabilities. Students enrolled in this course will be expected to: (a) demonstrate knowledge of the theoretical frameworks underlying instructional practices that have been shown to be effective for students with mild disabilities, (b) develop and use appropriate assessment tools for instructional decision-making, (c) develop appropriate instructional lessons based on assessment information and models of effective instruction, and (d) generate appropriate modifications and adaptations for content-area curricular materials.

Prerequisites: ESPE 101, ESPE 201, or ESPE 202, ESPE 301 or ESPE 302

ESPE 308: High Incidence Disabilities: Clinical
A supervised field experience during which students participate in special education programs by implementing teacher-led, small group and individual student instruction. Placement will include public schools and other agencies serving children with high incidence disabilities.

Co-requisite: ESPE 307
FASH 100: Public Speaking Fashion Industry
This course is designed as an introduction to public speaking, oral presentations, and effective communication. It will emphasize the importance of public speaking throughout higher education and into the career world. Students will learn about and practice several different types of presentations. Topics of the presentations in this course will relate directly to current events and controversial topics in the fashion industry.

FASH 110: Introduction to Fashion Industry
This course introduces the fundamentals of fashion and the basic principles that govern fashion evolution, organization, and merchandising. Students will be exposed to all avenues of employment in the industry and will analyze its basic structure.

FASH 120: Personal Styling Analysis
This course is an analysis of the aesthetic components of apparel and accessories in relation to body and face shapes. Students will apply their new found knowledge to clients of their choice. Students will also build a vast style details vernacular.

FASH 230: Fashion Branding
This course will provide students with the understanding of branding and the brand-development process within the fashion industry. In addition the course will focus on contemporary phrases, branding terms, concepts and theoretical frameworks related to branding within the fashion industry. Students will also be exposed to an overview of the factors contributing to fashion marketing and consumer behavior, and how to use consumer research to gain a better insight about how the fashion industry utilizes consumer information while simultaneously shedding light on individual shopping habits.

FASH 240: Global Trends in Fashion
An advanced study of the fashion industry including an analysis of current issues facing consumers, manufacturers, and retailers. Students will investigate the topics of sustainability, consumer well-being, and counterfeit goods. The subject of fast-fashion will also be examined and its implications to the global fashion industry.

FASH 260: Fashion Journalism
This course will introduce students to all areas that journalism encompasses in the fashion industry. Students will be exposed to the processes that work in conjunction to the writing; interviewing, researching, preparing and reporting. Emphasis on the basics of writing including style, format flow, and mechanics. Students will complete several types of written assignments that can be seen in the fashion industry. Topics to be covered include writing for newspapers, magazines, broadcast media, advertising, public relations, and new media. Select pieces of writing will be featured in the Fashion Merchandising Newsletter.

FASH 300: Textiles for Apparel
This course involves the study of the origins of fibers, the basic characteristics of fibers, yarns, fabric constructions, and finishing techniques, including dying and printing. The course has an emphasis on differentiating common fabrics and their uses. Lab experiences offer the opportunity to experiment, process, and problem solve textile uses and limitations.

FASH 310: Menswear
This course involves the study of the menswear industry with emphasis on garment style, fit, quality, sizing, assembly techniques, fabric terminology, and wardrobing. Designer presence and current menswear trends are also discussed.

FASH 330: Textiles for Apparel
This course includes the study of the origins of fibers, the basic characteristics of fibers, yarns, fabric constructions, and finishing techniques, including dyeing and printing. The course has an emphasis on differentiating common fabrics and their uses. Lab experiences offer the opportunity to experiment, process, and problem solve textile uses and limitations.

FASH 360: Merchandising Planning and Control
Covers the terms, calculations, and concepts necessary in successful merchandising, such as the retail method of inventory, operating statements, techniques of planning seasonal purchases, and methods of figuring mark-ups, turnover, open-to-buy, mark-downs, as well as terms of sale.

FASH 370: Fashion Entrepreneurship
An opportunity for students to understand and work through the steps necessary to conceptualize, develop, open, and finally operate a fashion business. Students will learn how to develop a product and a product niche, conduct product research, and find funding and a good location for their business. At the end of this course students will also have a solid understanding of how to write and interpret a solid business plan.

FASH 400: Professional Development
This course culminates the fashion merchandising undergraduate academic career. This senior-level course focuses on portfolio development and provides students with opportunities and the skills needed to secure an internship or job in the fashion industry or to pursue a graduate degree. Career-related issues include resume and portfolio development, interviewing, business etiquette and workplace standards.

FASH 410: Fashion Evolution
A survey of the development of dress in western cultures. The phenomenon of fashion will be examined as it is reflected in some of the most important eras in history, including Ancient Rome, the Renaissance, the Victorian Era, and the World War II.

FASH 430: Visual Merchandising
A study of the understanding of the importance of visual merchandising in the retail environment. Students will learn how visual merchandising develops a relationship between the brand, consumer, product and the retail environment. Students will be able to learn and apply concepts such as display basics, space planning principles and design research. Creative opportunities are provided to
develop skills through the application of display and other promotional merchandise activities.

**Prerequisite:** FASH 230

**3 credits**

**FASH 450: Product Line Development with Illustrator**
This course delves into the merchandiser's role as a product line developer. Students will research populations, synthesize data, formulate sample plans and source primary markets as necessary when implementing a ready-to-wear collection. Adobe Illustrator and Photoshop software will be employed for development of a complete line of clothing for a niche market of the student's choice.

**3 credits**

**FASH 475: Fashion Merchandising Internship**
This is an individual work/study experience. The student is provided training and on-the-job learning in the fashion field of study. The experience is coordinated and supervised by the Career Development Center.

**3 credits**

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**FIN**

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**FIN 220: Introduction to Financial Planning**
An overview of the practices and processes of the professional financial planning employed in the financial services industries. An introduction to emerging regulatory environment, capital accumulation methods, risk management, income tax and investment management.

**Prerequisite:** FIN 280

**Offered Spring semester only**

**3 credits**

**FIN 280: Financial Management**
Financial data are evaluated as a method of providing information to managerial decision-makers. Topics include a definition of the finance function, ratio analysis, forecasting, planning and control, capital budgeting, asset management, and leverage.

**Prerequisites:** ACCT 101, ECON 105

**Offered Fall and Spring semesters**

**3 credits**

**FIN 301: Investments**
A study of the environment and fundamentals of investing, including selection and management. Investment vehicles covered include: stock options, convertible bonds and preferred stocks, real estate, futures contracts, collectibles, and precious metals.

**Prerequisite:** FIN 280

**Offered Fall Semesters and Odd Year Spring Semesters**

**3 credits**

**FIN 310: Employee Benefits and Retire Plan I**
An overview of the various qualified and nonqualified plans. Study includes defined benefits, defined contribution, target benefit, and profit-sharing plans. Costs and funding requirements of federal laws and their collective effect on retirement planning as well as tax consideration are reviewed.

**Prerequisite:** FIN 280

**Offered Fall semester only**

**3 credits**

**FIN 315: Principles of Risk Management**
An introduction to the principles of risk management through analysis of risk exposures and risk management techniques. Risk transfer through the use of life, health, casualty, and liability insurance as well as contract selection is studied. Includes study of the private insurance industry, its regulation and insurer functions, claims administration and underwriting.

**Prerequisite:** FIN 280

**Offered Spring semester only**

**3 credits**

**FIN 345: Financial Institutions and Markets**
A course examining the role of money in the economic system, the importance of financial institutions and how they help meet society's needs and the power and significance of monetary policy in the economy. **Prerequisites:** FIN 280

**Offered Fall semester and Even Year Spring semesters**

**3 credits**

**FIN 360: International Finance**
A study of the problems posed by the international financial environment in which corporations operate. Topics covered include foreign exchange markets, forwards, futures, international capital budgeting, international diversification, long-term international financing, and country risk analysis. The course will also focus on the role of money in the global economy, including such topics as interest rates, banking, monetary policy, and depository and non-depository financial institutions.

**Prerequisite:** ECON 105

**Offered Fall semester only**

**3 credits**

**FIN 380: Corporate Finance**
This is an upper level course in corporate finance. Building on students' foundation in Financial and Managerial Accounting and Financial Management, the course helps them prepare for leadership roles in finance in corporations. The principal focus is on using accounting information for financial decision making using Excel wherever appropriate. The course covers theories, techniques and models for making such decisions, and at the same time, makes students aware of ethical behavior as finance professionals.

**Prerequisite:** FIN 280

**3 credits**

**FIN 410: Estate Planning**
A study of estate planning law and process including methods of exclusion and valuation, deeds, forms of ownership, charitable transfers, business transfers, and postmortem techniques.

**Prerequisite:** FIN 280

**Offered Fall semester only**

**3 credits**

**FIN 475: Finance Internship**
An individual work-study experience in an approved business institution. Placement of a qualified student in a business setting which involves the area of interest, provides training and on-the-job learning, and prepares a student for business practice.
FREN 101: Introduction to French I
An introduction to the French language, including development of the basic skills: listening, speaking, reading, and writing. Learning activities aimed towards developing communicative proficiency. For students with no prior study of the language.

3 credits

FREN 102: Introduction to French II
Further study of the skills introduced in Introduction to French I, including a continuing study of French Grammar and aural-oral practice designed to reinforce the basic language skills. For students with 1-2 years of prior study.

Prerequisite: FREN 101 or equivalent

3 credits

FREN 125: French Culture
This course explores the historical and cultural development of modern France. Lectures, class discussions, and reports on the most significant aspects and trends of political, literary, economic, social, and artistic life. This course is conducted in English.

3 credits

FREN 126: Francophone Cultures
The course presents a broad overview of the contemporary cultures of the former French colonies in the Caribbean, Africa, and Southeast Asia. Course readings and discussion will be organized around the broad themes of modernization vs. Westernization and the interplay of tradition and identity. The approach is interdisciplinary and will touch upon arts, religion, and history as well as contemporary concerns related to social, political, and economic development. The course is taught in English.

3 credits

FREN 130: French Literature
In this course students will read and discuss in English translation classic works by French authors, particularly those who have had a lasting impact on Western culture, including poetry, prose, and drama.

3 credits

FREN 132: French Theater in Translation
Students will discover plays from the golden age of French (neo-) classical drama of the 17th century through the 20th century. The class will learn to appreciate how French drama has continued to observe its traditional mission of divertir et instruire ("to entertain and to instruct") while exploring the literary genres of comedy, tragedy, and tragicomedy and the literary movements such as neoclassicism, absurdism and existentialism. Through discussion and analysis of the works under consideration, students will explore drama as means of describing and critiquing society and the human condition.

3 credits

FREN 135: Topics in French/Francophone Literature
The Topics in French/Francophone Literature course will address literature from France or elsewhere in the French-speaking world and may include literature from specific cultural groups, explorations of literary genres or themes, explorations of critical approaches to literature, author studies, etc. French 135 will study the works in English translation and English will be the language of instruction for this course.

3 credits

FREN 203: Intermediate French I
Students will build on introductory-level French skills, expanding and improving their command of grammatical patterns and idiomatic structures of French in a course designed to increase proficiency in reading, writing, listening and speaking. Prerequisite: This course is intended for students with four or more years of pre-university language study or those who have completed FREN 102 or an equivalent course. Students with three years of pre-university French study may be qualified for the course but are advised to consult with the instructor before enrolling.

3 credits

FREN 204: Intermediate French II
An intensive study of the more sophisticated grammatical patterns and idiomatic structures of French designed to increase proficiency in reading and writing the language.

For students with 4 or more years of prior study

Prerequisite: FREN 203 or equivalent

3 credits

FNUT 131: Introduction to Nutrition
Is designed for students who are not health science majors and focuses on consumer issues related to foods and nutrition. In discussing the role of nutrients in health promotion and disease prevention, the course material includes critical information which will help consumers sort out nutrition advice, concepts, principles and strategies which will enable consumers to personalize their food choices and answer questions that people often ask, i.e., vegetarianism, diets for athletes, “good” foods and “bad” foods, safety of food supply and fad diets.

3 credits

FPM 209: Housekeeping Operations and Management
FPM 209 is a comprehensive study of the housekeeping department, housekeeping department functions, and the cost analysis of effective staffing and operations in the maintenance of a physical plant. This course offers a variety of methods and specific activities to orient participants to the essentials of cost effective quality management with regard to the housekeeping functions. HM majors only.

Prerequisites: ACCT 101, HRIM 201

3 credits

FNUT 210
FREN 208: Introduction to Literature
Based on short stories, newspaper articles, and excerpts from longer works, the course aims to develop vocabulary, reading comprehension, a sense of style, and greater facility in discussion.
Prerequisite: FREN 204 or FREN 210
3 credits

FREN 209: Introduction to French Civilization
This course presents an introduction to the contemporary culture and civilization of France. Readings, lectures, reports and other activities introduce students to the geography, history, and politics of France as well as contemporary issues such as family, life, immigration, and the European Union which are shaping the culture of the modern French Republic. The language of instruction is French.
Prerequisite: FREN 204
3 credits

FREN 210: Conversation and Composition I
Students will develop their communicative skills, while building vocabulary and a greater understanding of structure and idioms, through composition and guided as well as spontaneous conversations.
Prerequisite: FREN 102
3 credits

FREN 300: Conversation and Composition II
This course is designed in sequence with Conversation/Composition I to provide further opportunities for creative communication, emphasizing both written and oral expression.
Prerequisite: FREN 210
3 credits

FREN 305: Seminar: Culture/Literature
Content determined by instructor. Focus may be on a literary movement, a century, or a genre. Group will then examine the relationships between cultural patterns and literary tendencies.
Prerequisite: FREN 204 or FREN 210
3 credits

FREN 308: Phonetics
This upper level course focuses on the mastery of the International Phonetic Alphabet, the phonemes and allophones of French, phonetic and phonemic transcription, dialectical variation, etc.
Prerequisite: FREN 204 or FREN 210
3 credits

FREN 310: Seminar: Composition and Translation
Examination of several basic differences in the structure of the French and English languages. Exercises to develop expertise precede directed and free composition, problems of translation.
Prerequisite: FREN 210
3 credits

FREN 315: Introduction to French Cinema
This course focuses on the rich cultural heritage of the “Seventh Art” in France, reviewing the history of the form and its artistic periods as well as the elements which distinguish different styles. Films, readings, lectures, class discussions, and research writing in French will build strong cultural and communicative skills.
Prerequisite: FREN 204 or FREN 210
3 credits

FREN 316: Abroad Experience
With instructor approval, students may use this course to develop an independent study program based on their experiences abroad. Students must have spent at least four weeks in a French-speaking country and must arrange, prior to the trip, to complete a research or creative project and present it during the term following their return.
Prerequisite: FREN 204
3 credits

FRSC 150: Introduction to Forensic Science
Course will cover the basics of the multidisciplinary fields of forensic science from crime scene investigation through the laboratory analysis of evidence. The role of the forensic scientist as an expert witness, ethics in the criminal justice system and professional practice of forensic science will also be discussed.
Prerequisites: CHEM 121, BIO 142, MATH 170
3 credits

FRSC 151: Introduction to Forensic Science Lab
The laboratory component to the introductory course will allow the student hands-on activities in regard to identification, collection, processing and analysis of evidence as presented in the classroom lectures, as well as the courtroom presentation.
Co-requisite: FRSC 150
1 credit

FRSC 152: Criminalistics I
This course will cover the evidentiary aspect of crime scene investigations including the location, documentation, recovery, and laboratory analysis and interpretation of evidence including: blood, semen, DNA, hair, fibers, ballistics, fingerprints, impressions, questioned documents and fire origins.
Microscopy, chemical and biological analytical techniques will be stressed.
Prerequisite: FRSC 150
3 credits

FRSC 242: Criminalistics I Lab
An introduction to the field and laboratory methods involving identification, examination, comparison and analysis of forensic evidence including
fingerprints, ballistics, blood spatter, hair and fiber, questioned documents, footwear and tire prints and impressions, as well as the various methods of crime scene documentation.

**Co-requisite:** FRSC 242

1 credit

**FRSC 250: Forensic Photography**
The course is an introduction to basic techniques of crime scene photography. Includes discussion of cameras, digital images, lighting, photographic protocol, images as physical evidence and courtroom presentation.

**Prerequisite:** FRSC 150

2 credits

**FRSC 300: Environmental Evidence**
This course focuses on the procedures utilized in the location, documentation, recovery, and analysis of natural evidence found at the outdoor crime scene. This is inclusive of entomological, botanical, archaeological and taphonomical evidence.

**Prerequisite:** FRSC 242 or ANTH 242

3 credits

**FRSC 301: Environmental Evidence Lab**
Hands-on component to the lecture giving the student experience in the techniques and protocols required in the location, documentation, recovery and analysis of natural evidence found at the outdoor crime scene.

**Corequisite:** FRSC 300

1 credit

**FRSC 310: Statistical Forensic Science and Anthropology**
This course is an introduction to morphometrics and will cover the statistical techniques most commonly employed in Forensic Science and Anthropology. Topics will include correlation, regression techniques, EDA, ANOVA, ANCOVA, Factor and Principal Components Analysis and Discriminant Function Analysis.

**Prerequisites:** MATH 170, FRSC 150

3 credits

**FRSC 320: Indoor Crime Scene Investigation**
The course will provide an overview of forensic investigative techniques used to process various types of indoor crime scenes. Evidence identification, collection, preservation and submission protocols, proper use of standards, chain of custody issues, and crime scene reconstruction techniques will be discussed in the course. In addition, the role of the crime scene technician as an expert witness will be explored.

**Prerequisites:** FRSC 340

3 credits

**FRSC 340: Physical Evidence and Law**
Course will focus on the proper collection and documentation of physical evidence according to the current laws and court proceedings. Discussion will also include new court rulings regarding evidence and expert witness activities.

**Prerequisites:** Senior standing only

3 credits

**FRSC 360: Forensic Chemistry**
This course will address chemical concepts and practices from a forensic science perspective. Aspects of analytical chemistry will cover chemical details of presumptive testing, instrumentation, and proper statistical treatment of collected data. Students will learn the fundamental principles behind the analysis of chemical and physical evidence for drugs, combustion, polymers, paints and coatings while applying these principles to toxicological information.

**Prerequisite:** CHEM 131

3 credits

**FRSC 390: Crime Scene Archaeology**
Course will include lecture and hands-on excavations of a variety of outdoor mock crime scenes. Topics to be covered include basic archaeology principles, proper excavation techniques and recovery of various classes of physical evidence.

**Prerequisite:** ANTH 242

3 credits

**FRSC 410: Death Investigation**
This course is intended to examine the forensic application of death investigations, utilizing techniques and methodologies introduced in prior Forensic Science courses. The focus of the course will be on examining important similarities and distinctions among homicide investigations and various other manners of death: suicide, natural, accidental and equivocal deaths. The course will concentrate on the scene examination, documentation of the death scene, exploring the various analyses of time since death, and when appropriate, post-mortem interval and investigative protocols and procedures.

**Prerequisite:** FRSC 320 or by permission

3 credits

**FRSC 440: Introduction to Geographic Information Systems**
The course is an introduction to Geographic Information Systems, providing students with a basic knowledge of its theory and main practical applications, with stress on basic GIS software logics, usage and applications. The students will learn the usage of ESRI’s ArcGIS 9, with examples from different fields. At completion of the course, students will be able to collect, create and view geographic information data from preexisting sources, as well as produce their own maps and calculate basic descriptive spatial statistics such as measurement of dispersion and central location.

**Co-requisite:** FRSC 441, GEOL 441

3 credits

**FRSC 441: Introduction to Geographic Information Systems Lab**
Computer laboratory taken as a co-requisite to...

**Co-requisites:** FRSC 440, GEOL 441

1 credit

**FRSC 450: Special Issues in Forensic Science**
Lecture will focus on current practices in forensic science and the issues facing practitioners in the future. Course will include hands-on components, as well as journal readings/analyses, specialist lectures and site visits. This course serves as the capstone experience for the Applied Forensic Sciences majors.

**Prerequisites:** Senior standing only

3 credits

**FRSC 460: Fire Science and Arson**
Lecture and laboratory course will cover basics of processing the fatal fire scene from identifying the source and paths of fire, documentation of accelerants,
collecting evidence such as explosive residues and photographic documentation. Seniors only.

**Prerequisites:** FRSC 242, FRSC 320 or by permission  
2 credits

**FRSC 470: Independent Study**
This course is for students interested in exploring a specialized topic in the field.  
1-4 credits

**FRSC 478: Research Design**
In this course, students will be guided through the research design process. Topics to be covered include choosing a research topic, conducting a thorough literature search, generating hypotheses, formulating a detailed and practical research design to test those hypotheses, interpreting and reporting results, scientific writing, and research presentation guidelines. In addition, discussions will be held on research ethics and grant submission processes. At the end of the course, students will be expected to submit a mock grant application incorporating the material learned in this course. Students in other scientific disciplines welcome.  
Juniors or Seniors only  
2 credits

**GEOL**

**GEOL 100: Physical Geology**
The significance of the rocks and minerals that form the earth; the plate tectonic processes that have built the continents and ocean basins and the forces that shape them into their characteristic landscapes in the process of their creation and destruction. The basic understanding of earth processes for environmental reasoning and/or archaeological studies is emphasized.  
*Corequisite: GEOL 102*  
3 credits

**GEOL 102: Physical Geology Lab**
A hands-on approach to studying the geologic processes that have shaped and continue to shape the Earth.  
*Co-requisite: GEOL 100*  
1 credits

**GEOL 110: Historical Geology**
An introduction to the evolution of life on Earth, from sea creatures to dinosaurs. Topics include the birth and future death of the earth, movement of the continents, the impact of asteroids and comets on life and landforms with associated extinction events, structure and composition of the Earth. Emphasis placed on the history of life as told by fossils preserved in the Earth's crust.  
*Co-requisite: GEOL 111*  
3 credits

**GEOL 111: Historical Geology Lab**
A hands-on approach to studying the geological history of the Earth; special emphasis will be placed on laboratory and field studies.  
*Co-requisite: GEOL 110*  
1 credits

**GEOL 112: Physical Geology Lab**
A laboratory approach to studying the geological history of the Earth; special emphasis will be placed on laboratory and field studies.  
1 credits

**GEOL 124: Cataclysmic Geology**
A study of natural disasters including volcanic eruptions, earthquakes, landslides, and tsunamis. Attention will focus on their causes, locations of occurrence, effects on civilization, and hazard mitigation. Both historical and hypothetical natural disasters will be studied.  
*Co-requisite: GEOL 125*  
3 credits

**GEOL 125: Cataclysmic Geology Lab**
A laboratory approach to studying natural disasters and their causes; taken as a co-requisite to Cataclysmic Geology.  
1 credits

**GEOL 203: Voyages to Terrestrial Planets**
An examination of the inner solar system including its origin and the history of its exploration. Special attention will focus on the processes that have shaped and modified inner solar system objects and the future of human and robotic exploration of these bodies.  
*Co-requisite: GEOL 113*  
3 credits

**GEOL 204: Voyages Terrestrial Planet Lab**
Emphasis will be placed on the geography of the terrestrial planets, the processes shaping those planets, and the techniques used to study those processes.  
*Co-requisite: GEOL 112*  
1 credits

**GEOL 205: Cities on Active Volcanoes**
This course will address processes that occur at volcanoes. The varieties and underlying causes of volcanism will be examined through lectures, discussions, and in class activities. Hazards associated with volcanoes will also be studied with a special emphasis on how humans have interacted with volcanoes with various degrees of success. The course will culminate with a field trip to examine a volcano.  
3 credits

**GEOL 206: Cities on Active Volcanoes Lab**
In this laboratory section, we will take a hands-on approach to addressing concepts presented in GEOL 205. This approach will involve laboratory exercises that stem from sample descriptions, in class activities, and hypothetical situations.  
1 credits

**GEOL 211: Mineralogy**
Description, classification, and genetic interpretations of minerals.  
*Prerequisite: GEOL 100*  
3 credits
GEOL 212: Mineralogy Lab
A study of elementary crystallography and an examination of common minerals.  
1 credits

GEOL 215: Geomorphology
A study of the earth's landforms; their classification, origin, and the forces of wind, waves, streams, glaciers, and gravity that have caused our present landscapes and are causing them to change. Soil development and interpretation is also covered.  
Prerequisite: GEOL 100  
Corequisite: GEOL 216  
3 credits

GEOL 216: Geomorphology Lab
An in-depth and hands-on approach to studying geologic processes that have shaped and continue to shape the Earth; field-based exercises will be implemented when possible.  
Co-requisite: GEOL 215  
1 credits

GEOL 225: Science on Display
This course examines Natural History museums. Basic concepts include the role of museums in education, natural history collection management and legal practices. Special emphasis will be placed on Geology, Paleontology, Entomology, Conchology, and Osteology. Students will apply principles covered in class to evaluate exhibits and collections in public and private situations.  
Co-requisite: GEOL 226  
3 credits

GEOL 226: Science on Display Lab
A laboratory approach taken as a co-requisite to GEOL 225. This lab section will involve field trips to examine science displays in the greater-Erie area.  
Co-requisite: GEOL 225  
1 credits

GEOL 235: Paleoclimatology: The Science of Global Warming
Paleoclimatology deals with the characteristics of Earth's climate in the past. This course will explore how and why Earth's climate has changed over time and the implications of that change. A hands-on approach will be taken where students will be out in the field collecting climate-related data and will discuss the techniques used in studying past climates. Earth's changing climate over the past 10,000 years will also be emphasized.  
Co-requisite: GEOL 236  
3 credits

GEOL 236, Paleoclima: The Science of Global Warming Lab
A laboratory approach taken as a co-requisite to GEOL 235.  
Co-requisite: GEOL 235  
1 credits

GEOL 240: Paleontology
A broad survey of fossil invertebrates, vertebrates and plants. Direct examination of actual specimens to familiarize the student with morphology and characteristics of common as well as rarely seen fossils. Special topics will address exceptional preservation, extinction, paleopathology and data retrieval from the fossil record.

Offered alternate years  
Prerequisites: GEOL 100, GEOL 110, BIO 146  
Co-requisite: GEOL 241  
3 credits

GEOL 241: Paleontology Lab
An in-depth examination of fossils from diverse localities and preservational modes, including evolutionary and taxonomic problems stressing identification and interpretation. Field experiences are anticipated.  
Co-requisite: GEOL 240  
1 credits

GEOL 302: Hydrogeology
An introduction to the origin, occurrence, regimen and utilization of the ground water sector of the hydrological cycle; the geological influences and chemical aspects of ground water, location, evaluation, and influence of man.  
Prerequisites: GEOL 100, GEOL 110  
Co-requisite: GEOL 261  
3 credits

GEOL 288: Energy and Environmental Justice
This course explores the socioeconomic and cultural implications of human interactions with the physical environment. Principal topics will include: Issues associated with fossil fuel extraction and use as well as the development of renewable energy sources. Using these topics, we will examine the idea of environmental racism and injustice towards various cultures and nations. We will also explore future energy needs that result from an energy independent United States and the consequent effects on the green energy field and global relationships with oil and gas producing nations.  
4 credits

GEOL 306: Soils
The study of the processes and environmental conditions that result in the formation of soils; the relationships among climate, rock type, and time duration that cause soils to possess different chemical and physical properties; and the various schemes and the nomenclature by which soils are classified.  
Prerequisite: GEOL 100  
Co-requisite: GEOL 307  
3 credits

GEOL 307: Soils Lab
The analysis and interpretation of soils maps; the field descriptions of general soil features; the recording of site and profile data; and soil sampling methods.  
Co-requisite: GEOL 306  
1 credits

GEOL 310: Petrology
Description, classification and genetic interpretations of minerals.
Prerequisites: GEOL 100, GEOL 211 or Instructor permission
Co-requisite: GEOL 214
3 credits

GEOL 311: Petrology Lab
A study of the texture and composition of rocks, both hand specimens and thin sections. Laboratory work may include the preparation of thin sections.
Corequisite: GEOL 213
1 credit

GEOL 342: Sedimentology and Stratigraphy
An introduction to processes and environments of sedimentation and the principles employed in the examination of sediments and sedimentary rocks. Hand specimens and sequences will be studied for characteristics and origins.
Prerequisite: GEOL 100
Co-requisite: GEOL 246
3 credits

GEOL 343: Sedimentology and Stratigraphy Lab
A laboratory approach to studying sedimentary processes and environments; taken as a corequisite to Sedimentation.
Corequisite: GEOL 245
1 credit

GEOL 350: Structural Geology
Identification and interpretation of structural geologic features including the construction and use of structural maps and cross-sections.
Prerequisite: GEOL
3 credits

GEOL 351: Structural Geology Lab
A laboratory approach to studying deformation of the Earth.
Co-requisite: GEOL 250
1 credit

GEOL 370: Dendrochronology
Dendrochronology deals with time as recorded by tree rings. Information extracted from tree rings can subsequently be used to make predictions about past climate and paleo-environmental conditions, geologic and anthropological events, and even fire cycles. This class will present the fundamental principles of how to conduct dendrochronologic studies and will emphasize the techniques of collecting and interpreting tree ring data. Applications of dendrochronology will also be explored.
3 credits

GEOL 380: Principles of Remote Sensing
This course will address the theories and fundamentals of acquiring, processing, and interpreting remotely sensed datasets. Special attention will be paid to geological, archaeological, environmental, and urban applications of remotely sensed data collected through both air and space-borne platforms.
Co-requisite: Geol 381
3 credits

GEOL 381: Principles in Remote Sensing Lab
This course is a laboratory approach to acquiring, processing, and interpreting remotely sensed imagery.
Co-requisite: Geol 380
1 credit

GEOL 410: Seminar and Research
Special topics in geology may be pursued on an advanced level, often involving an extensive literature search with accompanying oral and written reports. Students have the opportunity to choose, develop, and complete an original research problem followed by preparation of a report suitable for publication.
Consent of Instructor
1-4 credits

GEOL 430: Geoarchaeology
Geoarchaeology (archaeology) examines in detail the interface which exists between the fields of geology and the anthropological sub-discipline of archaeology. The purpose of this course is to acquaint the student not only with the history of the interrelationship between these academic specialties but also to document and illustrate the range of geological techniques which are useful to the contemporary archaeologist. More specifically, via lectures and laboratory work, this course will detail how geological methods may be employed in the location, excavation, and interpretation of archaeological sites and materials.
Prerequisites: GEOL 100, GEOL 245, GEOL 247
Co-requisite: GEOL 431
3 credits

GEOL 431: Geoarchaeology Lab
Field and laboratory exercises will emphasize landform analysis. Sample processing and analysis will be performed in the laboratory.
Co-requisite: GEOL/ANTH 430
1 credit

GEOL 440: Introduction to Geographic Information Systems
This course is an introduction to Geographic Information Systems, providing students with a basic knowledge of its theory, and main practical applications, with stress on basic GIS software logics, usage and applications. The student will learn the usage of ESRI's ArcGIS 9, with examples from different fields. At completion of the course, students will be able to collect, create and view geographic information data from preexisting sources as well as produce their own maps and calculate basic descriptive spatial statistics such as measurements of dispersion and central location.
Co-requisite: GEOL 441
3 credits

GEOL 441: Introduction To Geographic Information Systems Lab
Computer laboratory work taken as a corequisite to GEOL 440.
Co-requisite: GEOL 440
1 credit

GEOL 455: Field Methods in Geology
An overview of field techniques used in geology with an emphasis on how to operate independently in the field. An emphasis is placed on geologic mapping, but measuring and describing stratigraphic sections, using topographic and related maps, and the uses of other field-focused equipment will also be
reviewed. Typically offered during summer. Instructor permission.

Prerequisite: GEOL 100 3-6 credits

GEOL 490: Senior Thesis 3 credits

GEOL 515: Advanced Geomorphology
This course introduces students to the study of the earth's landforms; their classification, origin, and the forces of wind, waves, streams, glaciers, and gravity that have caused our present landscapes and are causing them to change. Soil development and interpretation are also covered. 3 credits

HIS

HIS 100: History Detectives
This course will be, in part, instructive. Every historian must first be equipped with the tools of the trade before she can uncover and dispel the mysteries of the past. So, we will read examples of good historical research and writing, we will perfect the very necessary art of foot-noting, and we will explore the library, visit archives, and examine digital repositories to reveal all that these sources have to offer us. But we will be historians, “do” history, throughout the semester. Like detectives, we will find and follow the clues so that we can piece together a coherent narrative of some distant past. And because we are history detectives, we will do more than merely report on a series of events. The best works of history, as we shall see, explain the world by telling compelling stories, and telling them well. We will consider a variety of formats that historical storytelling can take, and try our hand at a few. And then, with the tools of history at our disposal, we shall pin on our History Detective badges, and get to work. 3 credits

HIS 101: US History to 1865
This course is a broad survey examining American history from the start of the first European settlements in North America in the seventeenth century to the end of the Civil War. Over the course of the term students will explore the important social, political, economic, and cultural issues that emerged from Europe's colonization of the New World, and how these developments shaped the founding, and early formative history of the United States. 3 credits

HIS 102: US History Since 1865
This course broadly examines the major political, social, economic, and cultural trends in America from the end of the Civil War through the end of the Cold War. Particular emphasis is placed on the factors that contributed to the rise of the United States as a political and economic world power, and how those developments broadly shaped the course of American society. 3 credits

HIS 145: European History to Renaissance
This course examines the genesis of the ancient civilizations that centered on the Mediterranean, their collapse and replacement by feudal kingdoms, and the origins of the great powers of 20th Century Europe. Particular attention is devoted to understanding the dynamics of long term success and failure, and the interaction of religious and political institutions. 3 credits

HIS 146: Europe History Since Renaissance
This course traces the transformation of Western Society from an agrarian society with firmly entrenched and rigid notions about class, gender, and religion to a modern, industrialized and predominately urban society. The emphasis is on the political, economic, social and intellectual forces that were active in this turbulent transformation. 3 credits

HIS 170: World History I: Agriculture to Zheng He
This course presents a broad survey of the ideological, economic, political, social, and cultural historical forces at work in shaping our global past, examining the manners in which human societies have organized themselves to meet the challenges of rising human populations, demands on natural resources, contacts with diverse cultures and values, and new ideas and ideologies. We will concentrate on human societies from the experiments with agriculture (ca. 10,000 BCE) to the voyages of Zheng He and Columbus (ca. 1500 CE). 3 credits

HIS 171: World History II: Exploration to Atomic Age
In this course students examine the major issues that have shaped the human experience from the age of exploration and discovery (1500) to the present. We examine the major social and cultural conflicts, major political developments, and analyze the interactions between diverse peoples and societies around the world and the ways that religion, gender, and violence influenced their development. This course is an examination of critical events throughout world history that have shaped our present society. 3 credits

HIS 175: World Geography
In this introductory course we will study selected regions of the world, emphasizing the demographic, cultural, political, economic, and historic patterns of different regions. We will pay close attention to human-environmental interactions. A goal of this challenging course is to apply geographic concepts to identify and describe relationships between people and places. 3 credits

HIS 211: Colonial America
This course examines the emergence of Colonial America, with the founding of the Jamestown colony in 1607, to the eve of the Revolutionary crisis in 1763. During the semester students will explore the creation of viable political, social, economic structures, emphasizing the transition of colonial North America from a series of isolated colonial outpost to imperial provinces. Among the topics to be considered include: community and family relations, colonial religious patterns; slavery and race relations; and internal and external tensions. 3 credits

HIS 212: Revolutionary America
This course, in the broadest sense, covers the history of America from the start of the revolutionary crisis Constitutional debate, 1763-1787. Students will explore the origins, meaning and consequences of the Colonial America's Revolution, looking at how the struggle for the Colonies' struggle for independence from
England impacted American society, politics, culture and economics, eventually giving rise to the United States.

HIS 213: Early Republican America
The period 1781 to 1848 was bookended by the two defining moments in early American history—the end of hostilities with Great Britain and the Mexican-American War. Although the interim period was not marked by any large-scale military conflict, domestic political and social disputes engaged Americans from all walks of life. Caucasian, African, and Native Americans; men and women; rich and poor; eastern and western; northern and southern—all possessed different visions of what the United States should be. This course will explore the intense struggle conducted by these disparate Americans to forge a nation.

3 credits

HIS 214: Pennsylvanian History
This course covers the history of Pennsylvania from the prehistoric period through the modern era, emphasizing the major social, intellectual, cultural, political and economic developments that have occurred throughout the commonwealth’s long and diverse history. In addition, emphasis will be placed on the contributions of Pennsylvanians and its inhabitants to the American nation and the world.

3 credits

HIS 215: American Indian History
American Indian History examines pertinent themes, issues, and events relative to Native Americans from pre-contact to the recent past. Native Americans were resilient and adaptive peoples who countered massive invasions by maintaining and modifying tribal identities, traditions, communities, spiritualities, and connections to the physical environment. This course employs a multidisciplinary approach. Indeed, the only way to understand native peoples and their past is to embrace multiple perspectives. We will therefore rely on the words and wisdom of historians, anthropologists, and of course, Native Americans.

3 credits

HIS 216: Civil War and Reconstruction
This course broadly examines American society and politics from the Jacksonian Era through the end of Reconstruction with major focus on that great American tragedy, the Civil War. During the semester students will explore the economic, political, social, and cultural forces that brought forth the conflict between the States, the War that ensued, and the new nation that emerged in its aftermath.

3 credits

HIS 217: Making Modern America 1877–1920
This course explores a period in American history characterized by massive and, often times, disruptive, economic, political and social changes and looks at the diverse efforts Americans made to adapt to these changes. In the four decades following Reconstruction the United States saw the rise of modern industrial capitalism. It was also a period marked by unprecedented rates of immigration, rapid urbanization, and growing economic, racial, and gender inequalities. Responding to increasing tensions a reform impulse swept the nation as Americans attempted to come to terms with modernity. By the early 20th century so many reform movements were at play that Americans began to speak of a Progressive Era, an age marked by nascent idealism, and beneficial economic, political, and social changes. In all, America by the end of World War I in many ways barely resembled the nation of the Reconstruction Era.

3 credits

HIS 219: World War II
This course examines the history of World War II, the most widespread, costly, and destructive war in world history. We will explore the origins of the war, the strategies pursued by the participants, the major events in the Pacific and European theaters from the 1930s until 1945, as well as the impact of the conflict on Americans and American society here at home. Finally, we will consider the national and international significance of the war, as well as the national memory of the war, including its depiction and commemoration in cultural forms such as museums and Hollywood film.

3 credits

HIS 220: America Since 1945
In this course students examine the social, economic, political, and cultural forces that have shaped the United States since World War II. We explore the politics and Cold War culture of the 1950s, American foreign policy throughout the period—especially Vietnam—as well as the social change movements of the 1960s, the sobering and transformative events of the 1970s, the subsequent enduring imprint on the American political and economic landscape left by the “Reagan Revolution,” and the rise of lone-superpower militarism since the end of the Cold War. In many ways, this course is a critical examination of the roots of contemporary America.

3 credits

HIS 221: US Environmental History
With a wide-angled multi-disciplinary lens, students in this course explore the central importance of nature and the environment in American history. From Thoreau to pink flamingoes, we trace shifting conceptions of “nature” in American cultural history. In addition, we survey the history of environmental change, focusing on the historical impact of human activity upon local and regional environments from New England to California. Finally, students examine the often contested political and legislative response of Americans to environmental problems since the late nineteenth century.

3 credits

HIS 224: The Vietnam War
This look at the Vietnam War begins by examining the history of Vietnam but focuses on the American experience. Three central questions are addressed: How and why did the U.S. get involved? What was the nature of that involvement and what went wrong? And what were/are the lessons/results of the war?

3 credits

HIS 225: Exploring American Culture 1920–Present
This course explores main currents of modern (post-1920) American culture, with a focus on popular cultural forms. An examination of the historical and cultural roots of enduring American myths such as individualism, endless abundance and success provides the theoretical framework for the course. An American Studies theoretical foundation allows students to then engage in a lively survey of select periods and themes of American popular culture over the past century. Students will examine the rise of consumerism, the centrality of the automobile and The Road as forces in American life, the ways in which race and gender are
constructed through popular culture forms, and the transformative role of technology in the lives of Americans.

3 credits

**HIS 226: The Turbulent Sixties**

Students in this course will explore in depth “The Sixties,” one of the most transformational periods in all of American history. We will pay special attention to the ways in which the dramatic changes emanating from the mid-1950s through the early 1970s on a range of issues and topics—race and gender relations, the health of our democracy, America’s role in the world, our relationship with the natural and built environments, among many others—continue to shape the nation today.

3 credits

**HIS 230: History of American West**

Although there are earlier “wests” in American history, the focus in this course is on the trans-Mississippi West, that mythic landscape which has shaped so much of both American history and our national identity. There we encounter the native peoples who first inhabited the region and the European Americans who largely supplanted them and sought to tame an unforgivably vast, unceasingly sublime landscape. Students encounter explorers, trappers, cowboys, gunslingers, railroad builders, gold rush miners, cattle barons, homesteaders, sightseers, dam builders, Dust Bowl migrants, and more, all of whose encounters with the West are the stuff of legend and history.

3 credits

**HIS 232: African Americans in Films**

The role of African Americans in cinematic films has varied widely, ranging from “brutal savages” in D.W. Griffith’s Birth of a Nation to dynamic and powerful leaders as seen in Spike Lee’s Malcolm X. This course explores the African American experience through the cultural medium of cinema. Particular emphasis will be placed on examining how Hollywood represented African-Americans and thereby reinforced, shaped and altered public perceptions of race and the role of blacks in society. The course will also investigate how historical developments in turn influenced the depiction of African-Americans in film, examining the modern Civil Rights struggle within the context of the film industry.

3 credits

**HIS 233: History of Sports in America**

Sports have emerged as powerful pillar in American society. Professional and amateur sports have helped define our American identity, building community institutions that shape our nation well beyond the arenas and playing fields. This course explores the significance of sport in American History, broadly examining the development of sports in American society, from the colonial period to the present. Students will study how unorganized athletic activities were transformed into mass spectator sports at the collegiate and professional level. Emphasis will be placed on the ways in which sports reflected and informed the issues of race, class, gender, ethnicity and politics.

3 credits

**HIS 235: Introduction to Public History and Museum Studies**

In this class students explore the broadly encompassing field of public history, examining first, issues of popular memory—how and why certain histories are remembered and others forgotten or repressed. We survey the history, purpose and functions of history museums, exhibits, and historic sites, as well as other sub-fields such as cultural landscapes, oral history, and documentary film. Through extensive readings, discussion, field trips, and assignments, we examine why and how American history is at once frequently both preserved and perverted, depicted and denied in the public realm.

3 credits

**HIS 236: Introduction to Historic Preservation**

In this course students will study the evolution of the preservation movement in the U.S. from its historic roots to the state of the field and the challenges facing it today. We examine shifting theoretical approaches, as well as the various forces driving preservation. Students gain an understanding of the tools preservationists use today, including historical research, state, federal and local law, community organizational support, and the application of scientific and technological methods to building preservation.

3 credits

**HIS 238: Introduction to Archives and Records Management**

Archival work is essential to preserving a culture, country, or institution’s history. While public history provides a public interpretation or preservation of history—museums, documentaries, monuments—archives work to preserve and organize historical records for researchers to interpret. Through this course, students will get a broad introduction to various aspects of archival work, like arrangement, preservation, research services, and management. The class will go on to look at arrangement and description, the foundation of archival work, in great detail through examination of description tools and projects based on the Ridge Archives and their personal collections. At the end of this course, students will not only have a foundation of archival knowledge, but also practical skills that can be applied to future internships or graduate education.

3 credits

**HIS 240: Museum Studies II**

This course exposes students to fundamental approaches and best practices employed by history museum professionals. Students learn the changing nature of methods adopted by curators and educators to care, preserve, and interpret artifacts to the public. Through various class projects, students have opportunities to apply concepts presented in the course.

3 credits

**HIS 245: Ancient Greece**

We will survey ancient Greek civilizations from the Bronze Age through the integration of the Greek world into the Roman hegemony. The emphasis is on the varying intellectual, political, aesthetic and social forces that came into play at various stages of Greek history and the ways in which these shaped modern Western values.

3 credits

**HIS 246: Ancient Rome**

This course surveys ancient Roman History from the early Iron Age through the collapse of the Western Roman Empire in the fifth century CE. The emphasis is on the military, political, aesthetic and social forces that came into play at the various stages of this history. Given the decisive influence of this history on the American founders, we are especially interested in understanding the political transformation from republic to monarchy that took place over the period c. 100 BCE to c. 100 CE.

3 credits
**HIS 247: Medieval Europe**  
This course plots Western European History between the collapse of the Roman Empire and the 14th Century. Featured topics include the Carolingians, the Crusades, the dramatic conflict of Popes and Kings and the origins of modern warfare.  
3 credits

**HIS 260: History of Ireland**  
This course will provide an introduction to the history of Ireland from its reputation as the “island of Saints and Scholars” during the European Dark Ages to the rise and fall of the “Celtic Tiger” at the end of the twentieth century. We will craft an understanding of the complicated relationships between Ireland, Great Britain, Northern Ireland, and the British Empire, issues that are central to modern Irish history. We will cultivate a sense of the political, cultural, economic, and social changes and stagnations that made the partitioned island what it is today, as well as a familiarity with the strong historiographical traditions that have challenged and, sometimes, rewritten historical narratives.  
3 credits

**HIS 261: British Empire**  
British Empire is a critical survey of the British Empire from its early modern beginnings in the Mediterranean, Caribbean and America through to decolonization in the post-World War Two era. This course focuses on the political, economic, cultural and ecological causes and consequences of British overseas expansion. It explores early British expansion and colonization in North America, including the Seven Years War and American War of Independence, as well as subsequent imperial endeavors in India, the Caribbean and Africa. It explores the debates about empire and asks students to come to a conclusion about the relative merits and detriments of such a system.  
3 credits

**HIS 262: Victorian Britain**  
In 1837, an 18-year-old girl ascended to the throne of the United Kingdom. The “Victorian” period of British history, though, became so much more than the queen for which it was named. This course will probe the depths of British history under the reign of Victoria. We will discuss the political and economic developments in Britain during the nineteenth century; the expansion and reinvention of empire; ideas about race, gender, sex, and class; the explosion of industrialized cities; the fostering of science and inquiry in a time of exploration and experimentation; the experience and suffering of the colonized; and more. We will start with a young woman turned monarch in the 1830s, and will end with the dismantling of her legacy at the outbreak of World War I.  
3 credits

**HIS 270: 20th Century World History**  
In this course students survey the major issues that have shaped the twentieth-century human experience from the beginning of World War I to the present time. The course assesses the causes and consequences of global violence so prevalent in the twentieth-century. It is centered on teaching an appreciation for non-western cultures and considers relations between non-western powers (specifically, Middle Eastern, African, and Asian countries) and European and American powers. We examine the development of modern warfare, new political ideologies, and the fall of communism. Twentieth-century World History exposes students to diverse perspectives and key social, cultural, and political events that shaped our world today.  
3 credits

**HIS 272: Soviet Russia**  
This course surveys Soviet history from its inception in 1917 to its collapse in 1991. We explore the fundamental political, social, economic, and cultural changes that occurred during the building of communism in the Soviet Union. In tracing the development of communism we will consider the violent efforts to build a socialist society and its origins, the new Soviet culture that formed, and the development of Soviet nationality policy. We will examine the ways that the newly minted Soviet Union weathered and rallied during World War II, postwar efforts to reinstitute stability, and the break-up of the USSR.  
3 credits

**HIS 274: Modern Middle Eastern History**  
This survey course will introduce students to the modern Middle East. The course will chart Middle Eastern History from the 1300’s to the present. We will investigate the transformation of the Middle East as it meets the West, its interaction with Europe, and we will examine the Middle East’s age of independence. Throughout the course, we will examine various themes, including gender, religion, and class. We will cover the following topics: European imperialism in the Middle East and its affects, the Arab-Israeli conflict, the Iranian Revolution, and the petroleum era, radicalism, while placing them within the broader framework of the modern Middle East. We will conclude by addressing recent developments in the region and its outlook for the future.  
3 credits

**HIS 280: Gendering World History I**  
This course will broadly examine the historical issues of gender and power in the ancient world up to ca. 1500 CE. Most of ancient (and modern) history has been organized, ruled, and written by males. Patriarchy became the norm, and was firmly set into place. But were women really as powerless as we might assume? This question challenges us to investigate and understand how gendered perceptions of social, economic, cultural, ideological, and political practices developed in ancient civilizations. We will explore the ways gendered participation in society was enhanced and limited by factors such as social status, ethnic and cultural ideologies, economic systems, religion, and political structures. Students will see the personal side of history through biographic and autobiographic evidence, and examine the ‘how and why’ behind gender relations.  
3 credits

**HIS 281: Gendering World History II**  
Since the 1990s, historians and social critics have argued that masculinity, and gender more generally, is a social construct. In this course, we will think about if and how masculinity has changed over time, how specific moments in time and space shaped masculine norms, and how cultural, political, and economic issues intersected with the shaping and enforcing of masculinities. This course considers cultural and historical constructions of masculinities across a variety of times and spaces. We will consider masculinities in relation to femininities, sports, violence, fashion, class, race, empire, and sexualities, among other salient issues. We will consult the secondary work of historians, sociologists, anthropologists, and scholars of literature and popular culture, and we will utilize cultural artifacts and primary sources to examine the deployment of masculinities in those sources.  
3 credits
HIS 283: Sex in Modern History
Sex is the vehicle that has literally (and perhaps figuratively) allowed us to go forth, multiply, and inhabit this beautiful blue and green planet. Yet sex is so much more to us than mere propagation. Sexual pleasure, sexual desire, and sexual identities—particularly in the period that we will examine in this course—have been central to repression, oppression, and conflict; dialogues of race, gender, religion, and society; and the ways that different cultures and nations organize themselves, their communities, and their members/citizens. In this course, we will tackle many issues and topics that you may find interesting and relevant to your own experience in this world, including (but not limited to): gay and lesbian identities; sexual reproduction, abortion, and birth control; fetishism and sex toys; and state, religious, and familial interference in/policing of/assertion of ‘appropriate’ sexual expression. The course engages with narratives in North America and Europe in the twentieth-century with the expectation that students will develop a sense of change over time and a comparative framework for thinking about sex.

3 credits

HIS 301: Historical Methods and Historiography
This course focuses on the discipline of History: what it is, what historians do, how they do it, and why. A reading and writing-intensive course, we will examine the discipline of history, exploring different schools of historical thought. Part of the process of investigating the history of History will be an examination of our assumptions about the past, about history, and about the discipline of History. We will focus on the processes of historical research and writing, with an emphasis on the development of skills in primary source analysis, critique of scholarly opinion, organization of research, critical thinking, effective writing, and verbal communication of arguments and ideas in a seminar setting.

3 credits

HIS 305: American Material Culture and Built Landscape
In this course students explore the many ways in which the material artifacts and built environments of Americans serve as historical “texts”—to be studied, and often, preserved and interpreted for the public. We learn to see America’s tangible, three-dimensional cultural landscape as a window into the attitudes, values, beliefs, behaviors, hopes, ideals, achievements, and fears of Americans across time and space. Extensive reading in the field of material culture studies, along with lecture, film, discussion, and two field trips shape the course. Along the way, students are challenged to conduct their own interpretations of places and objects and think about their meanings and significance in American history.

3 credits

HIS 325: Fear and Film in the Nuclear Age
America in the Nuclear Age offers an interdisciplinary exploration of one of the central issues of human experience since 1945: the development and proliferation of nuclear weapons. From Hiroshima to the revived nuclear nightmares of a post-9/11-“Ground Zero” world, we unravel the political history of nuclear weapons, examine their impact on human and environmental health, and probe the ways in which nuclear technology has fundamentally permeated our culture, our consciousness, and our sense of security. We pay special attention to the role of Hollywood cinema in reflecting U.S. policy and shaping popular attitudes regarding nuclear technology and the unthinkable possibility of nuclear war.

3 credits

HIS 327: Civil Rights Movement
This course explores the Civil Rights Movement and the struggle for racial and social justice in twentieth-century America. Particular focus is placed on examining the socio-political and legal mechanisms constructed in public and private sectors to sustain racial inequality and restrict civil liberties, and the subsequent campaigns to overcome these barriers. Among the topics to be discussed: Jim Crow; Scottsboro; executive and judicial responses to the Civil Rights movement; the student sit-in movement; urban revolts of the 1960s; and the rise of mass protests through the 1970s.

3 credits

HIS 371: Russian Film
In this course we will examine the evolution of Russian/Soviet cinema from pre-revolutionary filmmaking and the experimental work of the 1920s, through Socialist Realism, to the late Soviet and post-Soviet periods. We will view films by Eisenstein, Tarkovsky, Mikhailov, and others— including some of the greatest films ever made, according to many film critics.

3 credits

HIS 381: Empires and Imperialism II
This course will examine the origins, development, and dissolution of Modern Empires (18th-century to 20th-century). We examine the political, economic, and military motives for empire building. We will also investigate the responses to imperialism whether acceptance, complacency, or resistance. We will explore the continued influence of imperial notions on our present day world.

3 credits

HIS 384: Memory and History of Holocaust
This course explores the history and memory of the Holocaust. First we will establish a firm grounding in the historical context of the Nazi genocide of the European Jewry. We will pay particular attention to Germany’s development of a “Racial State” which defined who was and was not part of the Volk, and the legal, social, and economic steps the state took to exclude and persecute a range of the “racially inferior”—Jews, but also the Roma and Sintil, people with developmental and physical disabilities, homosexuals, and others. Then we will focus on ways the Holocaust has been remembered.

3 credits

HIS 391: Special Topics: American History
Special Topics courses will cover specialized content in American History not available in the regular curriculum. Courses may be offered as a regular class or as an independent study. As an independent study, in conjunction with a cooperating faculty member, students select a topic of study to pursue independently and intensively over the course of a term. The participating faculty member meets weekly with the student to discuss assigned readings as well as written materials prepared by the student as part of course requirements.

3 credits

HIS 392: Special Topics: European History
Special Topics courses will cover specialized content in European History not available in the regular curriculum. Courses may be offered as a regular class or as an independent study. As an independent study, in conjunction with a cooperating faculty member, students select a topic of study to pursue independently and intensively over the course of a term. The participating faculty
HMC 205 and HM major

must be approved by the History Department Internship Supervisor.

many hands-on learning opportunities provided to student interns. Internships with the exhibit development, and conducting tours for the public are among the real-world experience in public history. Conducting archival research, assisting with a regional institution or organization.

well as writing a paper based on substantive historical research.

mastery of the historical process, both in terms of assimilating historical ideas as

Designed as a capstone experience, it will ask the students to demonstrate a

prior to registering for Senior Thesis.

All thesis projects must be approved and on file with the thesis director

HIS 475: History/Public History Internship

Completed through a cooperating museum, historical agency, business, or non-profit institution, the history internship offers students an opportunity to acquire real-world experience in public history. Conducting archival research, assisting with the exhibit development, and conducting tours for the public are among the many hands-on learning opportunities provided to student interns. Internships must be approved by the History Department Internship Supervisor.

3 credits

HIS 480: Senior Seminar in History

The capstone seminar experience will focus on intensive scholarly study of a specific topic in history. Topics will vary. In addition to studying a specific topic, students will read and develop an understanding of the historiography and principal interpretations related to the topic. Each student will also research and write a 15- to 20-page paper incorporating both primary and secondary sources. Designed as a capstone experience, it will ask the students to demonstrate a mastery of the historical process, both in terms of assimilating historical ideas as well as writing a paper based on substantive historical research.

3 credits

HIS 485: Senior Project in Public History

Students develop and produce an extensive public history project that preserves or interprets some element of local or regional history. Students work with a faculty member in conceiving and carrying out the project, often collaboratively with a regional institution or organization.

3 credits

HIS 490: Senior Thesis

Directed research, study and writing on a specific topic that leads to the completion of a scholarly work based upon original sources or a similar work of public history. Topics are often, though not always, chosen from research sources in the region. The thesis experience emphasizes the use of primary sources as well as the arts of organizing and writing history.

All thesis projects must be approved and on file with the thesis director prior to registering for Senior Thesis.

3 credits

HMC 205. Introduction to Event Management

HMC 205 offers a comprehensive introduction/analysis of the meetings and convention industry. Each industry market segment is examined in-depth and its relationship to other industry segments is explored. Also, HMC 205 focuses on how the meetings and conventions business contributes to overall hospitality facility profitability. Each student will be given the opportunity to practice event planning by developing a special event contract. Site selection, room set-up, food and beverage requirements, and attendee expectations are identified and discussed. Freshman or HM majors only.

3 credits

HMC 215: Convention and Trade Show Management

HMC 215 includes a comprehensive study of trade shows, operations of those trade shows and how they are used as a marketing tool. Course topics include: facility selection, budgeting, exhibit management, booth designs and working with convention services personnel. Field trip(s) may be required.

By Instructor permission after completing prerequisite

Prerequisite: HMC 205 and HM major

3 credits

HMC 305: Catering Management and Operations

Catering Management is one of the fastest growing segments of the food and beverage industry. HMC 305 is designed to provide students with an in-depth overview of the key elements of hotel, restaurant and independent catering. On premise and off-premise catering will be compared and discussed. HMC 305 course areas of study will include marketing, letters of agreement, contracts, ethics, client relations, working with other hotel departments in a hotel, catering function categories, room setup, staffing and financial controls, and the unique challenges of catering off premises.

Practical experience is integrated into this course

Prerequisite: HMC 205

3 credits

HMC 315: Promotional Strategies for Meetings and Conventions

HMC 315 studies and analyzes the concept that meetings and conventions are products which can be promoted and marketed. Analysis and the control of the variables in the marketing mix are discussed from the perspective of the responsibilities of the meeting planner. Included in these responsibilities are the marketing of meetings/conventions, specific event marketing, event promotion, and event planning. Also, comprehensive marketing/promotional campaigns are analyzed for events such as meetings, corporate events, professional conferences, community functions, and event sponsorship. Budgeting and feasibility techniques will be explored. HMC 315 students will be given opportunities for involvement in the planning and implementation of a promotional campaign for an event.

By Instructor permission after completing prerequisite

Prerequisites: HMC 205, HM major

3 credits

HMC 425: Wedding Planning

HMC 425 is designed to introduce and analyze the planning and the management of weddings. The social, political, economic, religious and cultural
influences on wedding planning decisions and business strategies will be discussed. Also, the practices relevant to successful wedding planning, consulting for diverse clients and wedding settings will be reviewed.

**Prerequisites:** HMC 205; HMC 325

3 credits

**HM Majors or Instructor permission**

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**HRIM**

**HRIM 201: Hospitality Engineering**

This course will analyze and focus on hospitality facility engineering including the engineering systems, the facility maintenance and security problems will be a primary topics and focuses of HRIM 232. Field trips to regional clubs will be required. HM Majors only or by instructor permission.

3 credits

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**HRIM 202: Purchasing for Hospitality Industry**

HRIM 212 studies the unique operation of private clubs including but not limited to city clubs, country clubs, military clubs and athletic clubs. Analysis and discussion of private club personnel practices, financing, cost control (food, beverage and labor), communications, public relations, marketing, sports (golf), and security problems will be a primary topics and focuses of HRIM 322. Field trips to regional clubs will be required. HM Majors only or by instructor permission.

3 credits

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**HRIM 234: Introduction to Food Service Management Lab**

HRIM 234 will overview the history and analyze the activities required for successful commercial food preparation/production. The course will emphasize the activities of food selection, food preparation, commercial equipment operation and sanitation. Also, HRIM 234 will provide students with basic culinary skills, food science principles, and the social, professional and technical aspects of commercial food preparation that will prepare the student for an advanced level of food service production and management.

**HM majors or Instructor permission**

**Prerequisites:** HRIM 100, HRIM 110

**Co-requisite:** HRIM 235

3 credits

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**HRIM 240: Casino and Gaming Operations Management**

HRIM 240 will include the history of gaming, the popularity of gaming, an examination of casino games, and the impact, both economically and socially, that casino gaming has on a community. Field trip(s) may be required.

**HM majors or Instructor permission**

3 credits
HRIM 260: Hospitality Marketing and Sales
HRIM 260 focuses on the study of marketing the Hospitality Industry and its components. This course examines the components of hospitality marketing including; trends, segments, theory, practice, and their applications in the hospitality industry. In addition, HRIM 260 focuses on various means of improving a hospitality firm’s image, sales and profits. Students will be given the opportunity to develop marketing strategies and tactics through participating in a marketing research project and through the preparation and presentation of a fundamental marketing plan for a hospitality firm. Course learning objectives will be presented through lectures, readings, written/in-class exercises, and video cases (used to illustrate industry differences and the relevance of certain marketing principles and skills).
**HM Majors or Instructor permission**
**Prerequisites:** HRIM 100, HRIM 201, MKTG 162

3 credits

HRIM 306: Wine and Spirit Management
HRIM 306: Studies and analyzes the principles of modern beverage management, marketing, and controls. Students will study the production and flavors/types of wine, spirits, and beer, and the role that these beverages play in the hospitality industry. Topics include liability, licensing, marketing and wine list creation. Visitations to regional wineries, distilleries, breweries and restaurants are scheduled based on availability; minimal travel fees may be required. Students will be certified through Responsible Alcohol Management Program (RAMP) training as part of the course.

HM Majors or Instructor permission
**Prerequisites:** HRIM 201, FPM 209, and HRIM 260

3 credits

HRIM 380: Hospitality Law
HRIM 380 analyzes and examines the increasingly complex aspects of hospitality law, government regulations, insurance, risk management, administrative laws, and how they impact the hospitality industry divisions. Legal principles and precedents, as they apply to the Hospitality Industry as a whole, as well as legal applications to meetings and conventions, are highlighted and discussed.

3 credits

HRIM 401: Hospitality Management Cost Controls
HRIM 401 is the practical study of management’s use of accounting, financial and operational data in pinpointing operational problems and in making decisions in planning, budgeting and internal cost controls within the divisions of the hospitality industry. HRIM 401 includes a study of the hospitality/restaurant industry’s uniform system of accounts/industry comparisons of financial data.
**Prerequisite:** ACCT 101

3 credits

HRIM 405: International Cuisine
HRIM 405 is a culinary focused elective course geared toward the instruction of preparing European and other cultural cuisines. The student will create and prepare several theme dinners for small and large groups.
**HM Majors or Instructor permission**
**Prerequisites:** HRIM 234, HRIM 235

4 credits

HRIM 416: Mixology
HRIM 416 is a lecture-laboratory course intended to acquaint the student with the fundamentals of mixology and bartending while developing skills necessary for the proper preparation of mixed drinks. HRIM 416 focuses on basic terminology, service standards, bartending duties, product knowledge, sales transactions and bar operations in addition to practicing drink preparation. Students will be certified through Responsible Alcohol Management Program (RAMP) training as part of the course.

3 credits

HRIM 417: Advanced Hotel Operations
As the highest revenue-producing department in the hotel, the hotel front office/rooms division relies on successful management strategies and accurate information for daily decision making. HRIM 417 students will focus on revenue management/yield management techniques, hospitality industry operating ratios, occupancy forecasts, and key budget variables. Management decision-making cases/experiences in the areas of room inventory, staffing, guest satisfaction, and rate and occupancy mix are analyzed. Reporting functions and property management systems are examined and presented as crucial tools for operations management at the property and regional levels.
**HM Majors or Instructor permission**
**Prerequisites:** HRIM 201, FPM 209, and HRIM 260

3 credits

HRIM 434: Advanced Food Services Management
HRIM 434 builds upon the principles learned in Intro to Food Service Management (HRIM 234) with application to the quantity food service/restaurant environment. Topics covered include menu planning, costing, pricing and production scheduling. In HRIM 434, the student will progress to managing the Marriott Cafe, an actual food service operation located on campus. This capstone course gives the student the platform to practice and apply management principles covered in lectures through managing an actual food service operation open to the public. During the course, all students will be given both “front-of-the-house” and “back-of-the-house” management responsibilities.
**HM Majors or Instructor permission**
**Prerequisites:** HRIM 234, ACCT 101
**Co-requisite:** HRIM 435

3 credits

HRIM 435: Advanced Food Services Management Lab
HRIM 435 will provide students with extensive food preparation instruction though hands-on experience in quantity food production. In addition, the student will be responsible for management roles including; kitchen manager, service manager, human resource manager, and revenue/cost manager. Since this lab/restaurant serves the general public, students are required to conduct themselves in a timely and professional manner. Grading in this lab is based on the student’s attendance, performance and satisfactory completion of the management rotation.
**Prerequisite:** HRIM 235
**Co-requisite:** HRIM 434. Lab fee

2 credits

HRIM 450: Senior Seminar
HRIM 450 is a senior level capstone course designed to implement and test theories/practices learned in the hospitality core curriculum using actual consulting projects. Each group of students will consult and present findings to a client operating within the hospitality industry. In addition, case studies and presentations will enhance the learning experience. Field trips with overnight stays may be scheduled. Note: A senior comprehensive exam will be
HM majors, senior standing only.

**Prerequisites:** HM majors, senior standing only.

**HRIM 452: Independent Consultant/Speaker Series**
HRIM 452 brings to campus an outstanding array of known industry professionals to meet and address students on industry consulting, trends, research, and problem solving for businesses. HRIM 452 includes, but is not limited to, the hospitality industry. Industry professionals may provide expert advice and interact with students and faculty in other settings such as a speaker series, informal discussions and classroom visits.

**Department Permission, Junior Standing, 2.5 GPA in HM courses**

**HRIM 455: HRIM Service Practicum**
This service hour practicum is required of all students completing a major in Hospitality Management. All Hospitality Management majors must complete 200+ service hours over their enrollment in the program. Credits may be granted in the final term, prior to graduation, if the student chooses to earn credits towards graduation.

**HM Major only**

**HRIM 473: Hospitality Management Internship**
HRIM 473 offers the student an individual work experience in the hospitality industry. The student is provided with on-the-job training (coordinated and supervised by the Career Services Department) while enrolled in HRIM 473.

**Prerequisites:** Department Permission, Junior Standing, 2.5 GPA in HM courses

**HRIM 475: HRIM Internship**
HRIM 475 offers the student with an individual work experience in the hospitality industry. The student is provided with on-the-job training (coordinated and supervised by the Career Services Department) while enrolled in HRIM 475.

**Prerequisites:** Department Permission, Junior Standing, 2.5 GPA in HM courses

**HRIM 476: HRIM Internship**
HRIM 476 offers the student with an individual work experience in the hospitality industry. The student is provided with on-the-job training (coordinated and supervised by the Career Services Department) while enrolled in HRIM 476.

**Prerequisites:** Department Permission, Junior Standing, 2.5 GPA in HM courses

**Design Toolkit required, available at Mercyhurst University Bookstore**

**IA 102: Western Feng Shui**
The course will allow students to explore more deeply the western application of the ancient art and science of Feng Shui in today's global market. Designers and non-designers are often fascinated with Feng Shui but may have a misunderstanding of its origins, transmission through ancient Chinese literature and the archeological evidence that drives its practice today on an international level. Students will actively engage in applying Feng Shui principles and practices to both residential and commercial interior environments, including analysis of existing spaces on and off campus.

**IA 105: Technical Graphics I**
This course will introduce students to the fundamentals of architectural drawing and drafting, and model making. Students will acquire skill in the use of drafting equipment and the application of architectural symbols.

**Design Toolkit required, available at Mercyhurst University Bookstore**

**IA 107: Introduction to Interior Environments**
Students are provided with an introduction to the profession of interior design and acquire beginning studio experiences in a wide range of design practices and methodologies. Students explore the history of interior design, design process, design theory, the elements and principles of design, the relationship of interiors to the built structure, space planning, and the relationship of color, light and materials to interior environments. This course emphasizes aesthetic, functional, and sustainable qualities of the built environment and explores the profession’s social responsibility and role in environmental concerns.

**Prerequisite:** Department permission

**IA 111: Design Studio I**
Students are provided with and introduction to the design process and will acquire studio experience in applying fundamental design elements and principles to two and three dimensional design solutions. This studio emphasizes the development of space planning and problem solving skills related to single and multi-family dwellings. Studio experiences will be taught in the theory of the design process and an understanding of design research involving physical, social, and psychological factors and reflect a concern for the aesthetic, functional and sustainable qualities of the built environment. Specific in-depth emphasis will be placed on the study of design for the private special populations.

**IA 130: Digital Graphics Interior Design**
This course is an overview of basic Adobe Creative Suite Design and its functions—focusing on Adobe InDesign, Adobe Photoshop, and design principles. It is the goal of this course to show the student the process of putting graphic layout pieces together using the correct software for the correct part of the process. Students learn the differences between vector and raster images, basic typography, font usage, layout principles, e-publishing processes and functions using Adobe Acrobat. This course culminates in producing
monograms/logos, photo editing, color correction, cropping and other photo functions using Photoshop and producing layout boards, personal stationary and displays using InDesign. This course will show students how to render 3 dimensional spaces using Photoshop, and Interior Architecture presentations boards.

3 credits

IA 200: Building Technology
This course surveys residential and commercial building systems. Technical information is presented regarding the building and its environment, structural systems, mechanical systems (electrical, plumbing, heating and ventilation, fire safety systems, etc.) and acoustical systems. The role of government regulation, energy efficiency and handicap accessibility is examined.

3 credits

IA 205: Technical Graphics II
This course builds on basic technical graphic skills through the introduction of computer-aided drafting, primarily by use of AutoCAD 2016. The class will be taught through a combination of lecture instruction and lab activities to introduce the student to computer-based design. This will include a basic understanding of the software tools and applications to further develop the student’s design skills and presentation methods.

Prerequisite: IA 105

3 credits

IA 210: Interior Design Graphics
Professional methods of preparing visual presentations of interior design projects are examined. Students acquire specific skills in color and black and white expressive skills and rendering techniques, manually.

3 credits

IA 211: Interior Design Studio II
This studio will emphasize the development of space planning and problem-solving skills related to corporate offices and manufacturing facilities. Studio experiences will be taught in the theory of the design process and an understanding of design research involving physical, social, and psychological factors and reflect a concern for the aesthetic qualities of the built environment. Emphasis will be placed on the study of design for corporate and industrial interiors such as: offices, financial institutions, factories, manufacturing plants laboratories, garages, warehouses, and workshops.

3 credits

IA 220: History of Interior Design and Architecture I
This course provides a study of the history of furniture, interior design, and architectural design traced from antiquity to modern times. Socio-cultural, political and economic factors are considered in relation to their influence on design motifs, styles, and trends.

3 credits

IA 221: History of Interior Design and Architecture II
This course provides a study contemporary interior design surveyed from the end of the 19th Century to the present day. Specific designers and movements are studied and socio-cultural influences on motifs, styles, and trends are considered.

3 credits

IA 230: Materials I
This course provides a study of the materials, finishes, furnishings and products used in interior environments with emphasis on their properties, fabrication, performance, and influence on human well-being. Regulations, standards and performance testing are explored.

3 credits

IA 231: Human Factors Design
This course emphasizes how human performance, health, safety and behaviors are influenced by the design of work, play, and living environments. Students will gain an understanding of how the work of interior design is informed by knowledge of the sciences with emphasis on the behavioral sciences and human factors. Students will further explore and understand the design of the built environment in an ecological, socio-economic, and cultural context with emphasis on evidence-based research and design. Students will be provided with analytical tools with which to assess and recommend for change the elements of an interior environment that do not support the health, safety and performance of the users of the space.

3 credits

IA 311: IA Studio III–Health and Recreation
This studio will emphasize the development of space planning and problem-solving skills related to healthcare, sports and fitness facilities. Studio experiences will be taught in the theory of the design process and an understanding of design research involving physical, social, and psychological factors and reflect a concern for the aesthetic qualities of the built environment. Specific in-depth emphasis will be placed on the study of design for a healthcare or recreational facility. Areas of healthcare and recreation that may be addressed in the course of study include hospitals, clinics, nursing homes, doctors’ offices, freestanding emergency centers, health and fitness centers, gymnasiums, swimming pools, etc.

Prerequisite: IA 211

3 credits

IA 320: Furniture Design
A study of the history, theory, materials and construction techniques of furniture design. Wood detailing for architectural interiors is also explored. Field studies are conducted at several furniture manufacturers and millwork shops. Projects focus on materials selection, design development and drawing skills.

3 credits

IA 322: Interior Design Studio IV
This studio will emphasize the development of space planning and problem-solving related to retail stores, restaurants and lodging facilities. Studio experiences will be taught in the theory of the design process and an understanding of design research involving physical, social, and psychological factors and will reflect a concern for the aesthetic qualities of the built environment. Specific in-depth emphasis will be placed on the study of design for hotel rooms, restaurants and retail locations/stores. Other areas of study may include malls, showrooms, galleries, eateries, resorts, clubs, theaters, concert halls, auditoriums, arenas and convention centers.

Prerequisites: IA 111 AND ID 405

3 credits
IA 332: Interior Design Studio V
This studio will emphasize the development of space planning and problem-solving skills related to institutional and governmental facilities. Studio experiences will be taught in the theory of the design process and an understanding of design research involving physical, social, and psychological factors and reflect a concern for the aesthetic qualities of the built environment. Emphasis will be placed on the program development for design of the following types of institutions: schools, colleges, universities, libraries, museums, city halls, courthouses, legislative, post offices, etc.

3 credits

LATN

LATN 101: Intro to Latin I
An introduction to the Latin language, including the development of the basic skills of readings and writing. Study and analysis of simple texts, as well as the fundamentals of Roman life and literature.

3 credits

LATN 102: Introduction to Latin II
Students continue the study of language skills to improve their reading and writing of Latin texts. The study and analysis of more complex texts, as well as an investigation of Roman life and literature.
Prerequisite: LATN 102 or equivalent

3 credits

LATN 203: Intermediate Latin I
An intensive study of the sophisticated grammatical patterns and idiomatic structures of Latin, designed to increase proficiency in reading and writing the language. Readings will focus on the history and culture of Rome during the early years of the Empire. The grammar concepts will include the complete conjugations of verbs, as well as constructions peculiar to Latin e.g. ablative absolute and indirect statements. This course should cover most of the grammar necessary for students to read the Latin of most Roman authors. For students with 3–4 years of prior study.
Prerequisite: LATN 202 or equivalent

3 credits

MATH

MATH 099: Basic Mathematics
This course emphasizes the acquisition and development of basic mathematical, geometric and algebraic skills. This course involves teaching the skills of problem solving; the skills for interpreting data involving graphs and tables; and the skills for working with basic algebra.
Credits do not count towards graduation

3 credits

MATH 102: Elementary Algebra
The course deals with the fundamental operations of algebra and the applications of these operations. Number systems, fractions, linear equations, linear inequalities, graphs, exponents and polynomial expressions are studied. No student with two or more years of secondary mathematics should take this course. Does not satisfy the Analytical Thought category of REACH.

3 credits

MATH 103: Math Preparation
This is a one credit course designed for students that would like to improve their placement score or quickly enhance their algebra skills in preparation for more
MATH 110: Mathematics Applications
Mathematics Applications invites students to experience mathematics in the context of its relationship to a single field of application, such as Art, Music, Sports, or Politics and Elections. Specifically, we will discuss functions, graphs, trigonometry, probability, statistics, and logic. The goal is to help students see the extent to which mathematics is bound to areas of their interest and therefore awaken in them a new interest in the subject.
Prerequisite: MATH Placement score of at least 30

MATH 111: College Algebra
A course in algebra fundamentals, topics include sets, relations, functions, exponents and radicals, equations, inequalities, and polynomial and rational functions.
Prerequisite: MATH Placement score of at least 46

MATH 112: Trigonometry and Functions
This course will include a further exploration of functions, exponential functions, logarithmic functions, trigonometry functions and additional topics in trigonometry. A student may take MATH 112 without taking MATH 111. The student must have knowledge of the topics listed in MATH 111.
Prerequisite: MATH 111 or MATH Placement score of at least 61

MATH 118: Math for Natural Science
This course has been designed for students who wish to take calculus or physics, but who are not prepared for college calculus based on our mathematics placement score and department recommendation. This course is a one semester replacement for the two semester combination of College Algebra and Trigonometry and Functions. Topics will include fundamental concepts of college algebra, pre-calculus, and a preparation for calculus. More specifically, the topics will include factoring, integer and rational exponents, simplifying algebraic expressions, function notation, polynomial and rational functions. While many of the topics covered are similar to those in typical college pre-calculus courses, there is more theoretical coverage and emphasis, a faster pace is maintained, a greater depth of understanding is required and additional material on applications is taught.
Prerequisite: MATH Placement score of at least 54

MATH 146: Programming I
An introduction to computer programming, with an emphasis on the development of good programming habits and skills utilizing Python. Topics will include programming basics such as loops, decisions, lists, functions, file I/O, arrays, objects, classes.
Prerequisite: MATH Placement score of at least 46

MATH 150: Linear Algebra
This course is an introduction to the algebra and geometry of Euclidean 3-space and its extensions to Euclidean N-Space. Topics included are systems of linear equations, determinants, vectors, bases, linear transformations and matrices.
Prerequisite: MATH 170

MATH 160: Business/Applied Calculus
This is a one-semester course in calculus for non-science majors. Topics included are: functions, limits, continuity, derivatives and their applications, integrals and their applications, exponential and logarithmic functions.
Prerequisite: MATH Placement score of at least 61 or MATH 111

MATH 170: Calculus I
This is the initial course in a sequence of courses on the fundamental ideas of the calculus of one variable intended for science and mathematics majors. It is here that truly significant applications of mathematics begin. Topics follow the early transcendentals path, included are functions, continuity, limits, derivatives, maxima and minima and antiderivatives and an introduction to integration.
Prerequisite: MATH 118 or MATH Placement score of at least 76

MATH 171: Calculus II
Any student who has completed Calculus I should take Calculus II to obtain a complete study of the calculus of one variable. Topics follow the early transcendentals path, included are the integral, anti-derivatives, the Fundamental Theorem, integration techniques, interesting applications of integration, an introduction to differential equations, series, sequences.
Prerequisite: MATH 170

MATH 201: Technical Writing with LaTeX
Students learn how to write technical documents, articles and theses using the LaTeX document preparation system. The course will progress from leaning the basics of how LaTeX works and how to get started, to writing mathematical formulas, lists, tabular information, cross-referencing, creating and using illustrations and graphics, presentations, and troubleshooting LaTeX errors. Students are required to install LaTeX on a computer in order to complete assignments.

MATH 209: Statistics II
This course is a continuation of Statistics I. Sampling methods, design of experiments, and multiple regression are the topics which will be the focus of the course.
Prerequisite: STAT 109
MATH 233: Calculus III
This is an introduction to the calculus of several variables. Topics selected from polar coordinates, functions of several variables, partial derivatives, multiple integrals, line integrals, surface integrals, Green’s theorem and Stokes’ Theorem.
Prerequisite: MATH 171
4 credits

MATH 240: Differential Equations
An introduction to the basic mathematical content of ordinary differential equations and their applications. This will include analytical, qualitative, and numerical methods for ordinary differential equations. Topics include first-order and second-order equations and applications, systems of differential equations, and matrix methods for linear systems.
Prerequisites: MATH 150, MATH 171, or Department Permission
3 credits

MATH 245: Geometry
Emphasis in this course will be an axiomatic approach to the familiar geometry of Euclid, and how that approach historically produced other geometries. Several of these geometries will be explored, including finite geometries, projective geometry, and non-Euclidean geometries. The following topics are integrated into the course: comparisons of various geometries, historical aspects of geometry, reading and writing of geometric proofs, and the use of dynamic software packages.
Prerequisite: MATH 265
3 credits

MATH 250: Numerical Methods
This course will teach the student how to use programming skills together with mathematical software to efficiently solve a variety of problems. The primary programming language will be using the MATLAB environment. This approach will prepare the student for occasions where programming is required as well as the ability to utilize software packages such as MATLAB. A secondary objective is learning to use the markup language LaTeX. Having a laptop computer is not required but may be of great benefit for this course.
Prerequisites: MATH 150, MATH 233, MATH 146
3 credits

MATH 265: Transition to Advanced Math
This course is designed to facilitate the mathematics student’s transition to courses requiring a higher level of mathematical maturity. Emphasis will be on the reading and writing of proofs, and on communicating mathematically - both orally and in writing. Topics will include logic, set theory, functions, relations, and number theory.
Prerequisites: MATH 150, MATH 171
3 credits

MATH 280: Modern Algebra I
This is the first semester of a year-long sequence on the study of algebraic structures. Course topics include the properties of numbers, equivalence relations, groups, rings, fields, direct products, homomorphisms and isomorphisms, and the natural development of various number systems.
Prerequisites: MATH 150, MATH 233, MATH 265
3 credits

MATH 281: Modern Algebra II
This second semester course will build on material from Math 280, with a focus on integral domains, polynomial rings, and fields. Additional topics will include the Sylow theorems, finite simple groups, symmetry and patterns, and an introduction to Galois theory.
Prerequisite: MATH 280
3 credits

MATH 290: Probability Theory
An introduction to the mathematical theory of probability including continuous distributions. Topics included are sample spaces; events; the algebra of events; combinatorial theory; probability distributions; binomial, hypergeometric, and Poisson distribution; probability densities; uniform, exponential, gamma, and normal distribution; mathematical expectation; multivariate distribution; Chebyshev’s Theorem; Law of Large Numbers.
Prerequisite: MATH 171
3 credits

MATH 291: Statistical Analysis
An introduction to statistical concepts and techniques with emphasis on the underlying probability theoretical basis. Topics included are sums of random variables; moment generating functions; sampling distributions; F- and t-distributions; chi-square; point estimation; interval estimation; testing hypotheses, theory, and application; regression and correlation; analysis of variance.
Prerequisites: MATH 150, MATH 233
3 credits

MATH 300: Advanced Calculus
This course introduces the fundamental concepts of a function of a real variable from a rigorous point of view. Topics included are completion of the rational numbers, theory of continuous functions, theory of differentiation, theory of the Riemann integral, sequences, series.
Prerequisites: MATH 150, MATH 233, MATH 265
3 credits

MATH 400: Topics in Mathematics
Additional studies in mathematics can be arranged through independent study. Some possible areas for further study are Abstract Algebra, Geometry, Topology, Real Analysis and Complex Variables. At least one topics course is desirable for anyone wishing to pursue mathematics in graduate school.
Prerequisite: MATH 265
3 credits

MGMT

MGMT 120: Principles of Management
An introduction designed to provide a basic understanding of the principles, concepts and functions of management: planning, organizing, leading and controlling with an emphasis on managing and being managed.
Offered Fall and Spring semesters
3 credits
MGMT 226: Human Behavior in Organizations
A study of the individual as a functioning member of groups and organizations. Topics include organizational culture, motivation, group dynamics, communication, leadership, and conflict.
Offered Spring semester only
Prerequisite: MGMT120

3 credits

MGMT 405: Quality Leadership
The understanding of the leadership process is fundamental to being an effective manager in any organization. This course will focus on the different dimensions of leadership by focusing on historical leaders in business and society and the interactional framework of leadership to get a comprehensive understanding of the different dynamics of the process of being an effective leader in an organization. Historical and current leader profiles will highlight the different philosophies of leadership. Focus will be placed on not only the leader themselves but also the characteristics of the followers and the situation/environment in which the leadership takes place.
Offered Fall and Spring semesters
Prerequisites: MGMT 120, MGMT 226.

3 credits

MGMT 475: Management Internship
An individual work-study experience in an approved business institution. Placement of a qualified student in a business setting which involves an area of interest, provides training and on-the-job-learning, and prepares the student for business practice.
Junior standing, 2.75 GPA in required business courses, and written permission of the Associate Dean

3 credits

MIS 10: Introduction to Programming with 3D Animation
This course is an introduction to programming through 3D animation. Students will create their own elementary games and animations using the Alice language, and in the process they will learn the fundamentals of object-based programming. Topics include storyboarding, thinking in 3D, camera control, variables, functions, methods, logic, lists, events, interaction, and recursion. This course is open to all students. No prior programming experience is required.

3 credits

MIS 110: Advanced Computer Applications
This course focuses on the use of spreadsheets and databases to manage information. Topics studied include systems analysis, basic database design, and applications development using Microsoft Excel and Access.
Prerequisite: Word and Excel basics

3 credits

MIS 120: Introduction to Programming with 3D Animation
This course is an introduction to programming through 3D animation. Students will create their own elementary games and animations using the Alice language, and in the process they will learn the fundamentals of object-based programming. Topics include storyboarding, thinking in 3D, camera control, variables, functions, methods, logic, lists, events, interaction, and recursion. This course is open to all students. No prior programming experience is required.

3 credits

MIS 130: 3D Modeling and Animation I
An introduction to 3D character modeling, rigging and animation. Topics include box and polygonal modeling, shape keys, armatures, inverse kinematics, parenting and weight painting, lip syncing key framing, walk cycles, acting for animation, and elementary video editing. Students will produce their own short animated movie.

3 credits

MIS 140: Computer Operations
This course introduces the basics of computer architecture and how the operating system enables it to function. Students will gain knowledge and skill in installing and configuring computer hardware components including drives, motherboards, memory, network/communications interfaces, printers and other peripherals. Students will work with latest Microsoft OS and be introduced to a Linux OS. Students will install and evaluate software. Students will use software utilities to do diagnostics, perform backups, and utilities for security and virus detection.

3 credits

MIS 150: Introduction to Data Science
An introduction to Microsoft Excel and Access in a data science context. The focus will be on machine learning techniques, including cluster analysis, Naïve Bayes, and ensemble methods.

3 credits

MIS 155: Bioinformatics Programming
An introductory course in Python programming with applications to biology, bioinformatics, and data science in general. Programming topics include functions, loops, if statements, recursion, lists, and dictionaries. Application topics include GC content of a DNA string, origin of pathogenicity, sequence alignment, phylogenetic trees, and genetic algorithms.

3 credits

MIS 180: Linux
Study of computer system administration using standalone and networked UNIX/Linux systems. Topics include system design and installation, file systems, BASH shell, user and process management, backup/restore, common administrative tasks, troubleshooting, and networking service administration. This course includes a lab intensive component.

3 credits

MIS 190: Algorithms
Introductory course surveying a variety of algorithm designs. Sorting algorithms, graph and tree algorithms, and asymptotic analysis of algorithm efficiency will be covered. Additional algorithm topics will be covered on a rotating basis, including matrix operation algorithms, combinatorial algorithms, cryptography algorithms, and computational complexity. No previous exposure to computer programming will be assumed.

3 credits

MIS 224: Mobile Application Development
In this course, students will learn to design, program, and publish mobile apps for iOS (mobile Apple devices) and Android using the Corona SDK.

3 credits

MIS 226: Programming II
This course focuses on object-oriented design and programming using data structures such as array-based lists, linked lists, stacks, queues, and trees implemented as abstract data types.
Prerequisite: MATH 146

3 credits
MIS 260: Networks
This is a course about the transmission and communication of data over a network. Topics include network hardware, the OSI reference model and TCP/IP working model, network protocols, Ethernet, IP addressing, data packets, subnets, and virtual subnets, and sharing and management of network resources. Also included are the basics of cabling and wireless network design. The network software utilized includes the latest Microsoft server software, LDAP (active directory), TCP/IP client/server software, Linux network software, and virtualization.
Prerequisites: MATH 146, MIS 140 3 credits

MIS 280: Introduction to Internet Programming
Students will learn HTML5, and CSS. All students will build syntactically valid websites on a live server with these two technologies, adhering to W3C standards while learning the web development cycle. This course is taught as a programming course, not as web design. A complete coverage of HTML5 and CSS will be included in the course. PHP will be the language of choice, and topics will include syntax, variables, strings, arrays, functions, logic, HTML forms, and includes. In the next part of the course, the students will learn the basics of SQL using the MySQL database, and in the last part of the course, PHP and MySQL will be used together. Topics will include e-commerce, security, cookies, and sessions. By the end of the course the students will have built complete applications on a live server as part of their ongoing department online portfolio.
Prerequisites: MIS 280, MIS 350 4 credits

MIS 281: Internet Programming II
A continuation of MIS 280 with a further exploration of HTML5 and CSS. This will include the HTML5 DOM API, and many of the new CSS modules. Other topics will include CSS preprocessors, further responsive web design, CSS frameworks, blueprints, and examples, and scalar and modular architecture for CSS. Certain advanced topics, such as CSS frameworks, designing to a grid, CSS3, and web graphics may also be covered.
Prerequisite: MIS 280 3 credits

MIS 305: Game Programming
A first course in game programming with Unity. Topics include 3D concepts, scripting basics, environments, characters, interaction, collisions, triggers, rigid bodies, particle systems and animation.
Prerequisite: MIS 120 or MATH 146 3 credits

MIS 350: Database Management
This is a study of the concepts, procedures, design, implementation and maintenance of a relational database management system. Topics include normalization, database design, entity-relationship modeling, performance measures, data security, concurrency, integrity and Structured Query Language. MySQL will be the database management system used in this course.
Prerequisite: MATH 146 3 credits

MIS 370: Client-Side Programming
In this course, students will learn the fundamentals of client-side web programming, creating programs executed by the web browser to make dynamic and interactive web pages. Separation of content, presentation, and behavior will be a major theme of the course, along with a review of object oriented programming. JavaScript will be the language of choice, and much of the course will be focused on its basics. Topics will include statements and commands, data types and variables, arrays, strings, functions, and programming logic. Later in the course, we will experiment with modern JavaScript frameworks, libraries, and APIs.
Prerequisite: MIS 280 4 credits

MIS 380: Server-Side Programming
In this course, students will learn the fundamentals of server-side web programming, writing scripts and managing databases that generate dynamic web sites. The first part of the course will be focused on a server-side scripting language and its basics. PHP will be the language of choice, and topics will include syntax, variables, strings, arrays, functions, logic, HTML forms, and includes. In the next part of the course, the students will learn the basics of SQL using the MySQL database, and in the last part of the course, PHP and MySQL will be used together. Topics will include e-commerce, security, cookies, and sessions. By the end of the course the students will have built complete applications on a live server as part of their ongoing department online portfolio.
Prerequisites: MIS 280, MIS 350 4 credits

MIS 403: Senior Project
This is a capstone course. Emphasis will be on present-day productivity tools. Students will construct a complete web development system using a database environment whenever appropriate.
Prerequisites: Senior IT Majors, Department permission 3 credits

MIS 462: Datavisual with Javascript
This course will explore several modern libraries specifically created for data visualization on the web. Students will create interactive, animated, and well-designed graphics that accurately and effectively depict a data set. JavaScript libraries studied are subject to change, but students will learn to create basic charts and graphs, radar charts, trees, word clouds, cartographs, and several other styles of visualization that complement their data.
3 credits

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MKTG

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MKTG 162: Principles of Marketing
A broad study of the field of marketing from a managerial and analytical perspective. Emphasis is on demand analysis, need satisfaction, strategic planning, product development, distribution channels, promotions, and price determination.
Offered Fall and Spring semesters 3 credits

MKTG 200: International Marketing Management
This course deals with opportunities and challenges associated with the increasing globalization of markets. Topics covered include the environmental and cultural differences which shape the needs and preferences of global consumers, the impact of foreign political and economic factors on the marketing mix, the assessment of foreign markets, entry strategies, channel management, promoting internationally, and transfer pricing.
Prerequisites: ECON 105, MKTG 162
Offered Spring semester only 3 credits
MKTG 301: Consumer Behavior
This course addresses the categories of consumers and provides an understanding of consumer behavior. Emphasis is placed on the consumer’s decision process and the internal and external factors that influence a consumer’s purchasing decisions. Offered Fall semester only (possible additional section in Spring semesters).
Prerequisite: MKTG 162
3 credits

MKTG 317: Sales Management
A study of contemporary sales management with an emphasis on sales strategy development and building a sales program. In addition, special attention will be devoted to improving the student's personal selling skills. Prerequisite: MKTG 162
Offered Spring semester only
3 credits

MKTG 347: Advertising and Branding Strategies
This course focuses on the creative and media components of advertising, marketing, and branding strategies. Emphasis will be placed on the customer's role in the branding process, brand and product positioning, elements of a brand identity, and key communication messages. Students will develop decision making and analytical skills by developing a campaign for a local or national business.
Prerequisite: MKTG 162
Offered Fall semester only
3 credits

MKTG 357: Marketing Research
An analysis of research methods in marketing. Specific attention is given to problem definition, data gathering techniques, methods of analysis, decision theory, and the role of marketing research.
Prerequisites: MKTG 162, MKTG 301, STAT 135 (or MATH 109)
Offered Fall semester only
3 credits

MKTG 406: Marketing Management
A managerial orientation to the analysis, planning, implementation, and control of marketing decisions. A case-oriented approach will emphasize managerial decision making and problem solving in the areas of product development, pricing, promotion, and distribution. Emphasis will also be placed on the development of marketing plans for a new product/service. Topics will be addressed in a variety of diverse industries including health care, consumer products, and high tech.
Prerequisites: ECON 106, MKTG 347, MKTG 357
Offered Spring semester only
3 credits

MKTG 475: Marketing Internship
An individual work-study experience in an approved business institution. Placement of a qualified student in a business setting which involves an area of interest, provides training and on-the-job learning, and prepares the student for business practice. Junior standing, 2.75 GPA in required business courses, and written permission of the Associate Dean.
Offered Spring semester only
3 credits

MUS 100: Music in Society
An exploration of music from Medieval chant through Rock, and an examination of its impact on politics, culture, history, and education. There is a strong emphasis on the acquisition of listening skills as the primary vehicle for fully comprehending musical meaning, style, and form. The course is international in scope, including music traditions from around the world. Students are encouraged to reflect on music's relevance to their studies at Mercyhurst and their daily lives.
3 credits

MUS 101/102: Theory I and II
An introductory study of basic music terminology, notational skills, melodic and harmonic writing and musical analysis.
3 credits

MUS 104/105: Music History I and II
Chronological study of Western music from antiquity to the present.
3 credits

MUS 108: Introduction Music Technology
This course is designed to give the musician and educator an introduction to commonly used technologies. Included will be experiences with music notation and sequencing, basic web design, the internet, power point, digital recording, and basic video editing. The course is constructed to provide practical hands-on experiences, and the final project will result in a CD based web site containing each of the course’s unit assignments.
1 credit

MUS 109/113: Theory and Aural I and II Lab
Required for all first-year theory and aural skills students. Supplemental guided practice for academic concepts and practical skills covered in the Music Theory I & II and Aural Skills I & II curriculum.
0 credits

MUS 110: Introduction to Music Education
This fundamental course is important to introduce the music education majors to the history and development of music education, specifically in the public school system. Various methods and experiences in both the elementary and secondary schools will be discussed.
3 credits

MUS 111/112: Aural Skills I and II
An introduction to sight-singing, rhythm, and ear training. The students will apply solfege to major and minor modes using a diatonic melody, perform rhythms in simple and compound meter, and identify intervals isolated and within a melodic dictation.
1 credit

MUS 140/440: Large Ensemble
Open to all Mercyhurst students by audition. Required (four years) for all music majors. Participation in choral (Concert Choir) or instrumental (Wind Ensemble, Jazz Ensemble, Chamber Orchestra) ensembles. Students learn and perform selected literature for programs on campus and in the community.
MUS 145/445: Small Ensemble
Open to all Mercyhurst students by audition. Participation in small vocal and/or instrumental ensembles, or for composers, the study of contemporary repertoire. Small ensembles include chamber choir, opera workshop, composers workshop, and ensembles for woodwinds, brass, string chamber, percussion, piano, and guitar.

MUS 147/447: Opera Production
Provides practical experience in the performance of a fully staged opera with orchestra. A requirement (1 credit per semester) for BM Performance students having a voice concentration. Also open to other students (1 credit for music majors, 0 credit option for non-music majors) who may be assigned leading or secondary roles, design make-up and costumes, assist the director, accompany (piano) the rehearsals and performances, and sing in the ensemble. Non-voice performance majors must audition/interview with the musical director, conductor, and stage director.

MUS 150/250: Class Piano I and II
A two-year course of class instruction to develop functional piano skills that incorporates elements of applied theory.

MUS 150/450: Secondary Piano
Individual instruction of 30 minutes per week for non-piano majors with emphasis on the thorough development of musicianship, technique, style, interpretation, and repertoire. 

MUSIC MAJORS ONLY / NON-MAJORS SEE MUS 176

MUS 151/451: Piano (Applied)
A four-year course of individual instruction with emphasis on the thorough development of musicianship, technique, style, interpretation and repertoire.

MUS 155/255: Accompanying
Structured learning of the assigned accompanying repertoire including vocal and instrumental literature. Participation in lessons and guided performing experiences.

MUS 156: Class Guitar For Music Therapy
This year-long course is designed for beginners or for players who need to fill in the gaps in their basic overall knowledge of the instrument, all within a music therapy context. Topics covered are fingerboard knowledge, chords, strumming, basic improvisation, basic finger-style technique, reading standard notation/tablature, and basic concepts in music theory.

MUS 159: Class Voice for Music Therapy
A year-long course covering basic physical and psychological principles of voice production, with particular attention to problems of tone, diction, development of vocal range and sight-reading. Particular focus on popular and jazz music, accompanying self on guitar and piano, as well as clinical uses of vocal techniques with a variety of patient populations.

MUS 160/460: Voice (Applied)
A four-year course of individual instruction with emphasis on the thorough development of musicianship, technique, style, interpretation and repertoire. Credits determined by student's degree program

MUS 162/462: Secondary Lessons - Voice
Only for non-majors, or minors who go beyond two years of lessons, or majors who elect to take secondary lessons not part of their degree program. Individual instruction of 30 minutes per week in voice, with emphasis on the thorough development of musicianship, technique, style, interpretation and repertoire. Students must pay the Applied Lesson Fee each semester

MUS 170-174/470-474: Instrumental (Applied)
A four-year course of individual instruction with emphasis on the thorough development of musicianship, technique, style, interpretation and repertoire. Credits determined by student's degree program

MUS 176/476: Secondary Lessons - Instrumental
Only for non-majors, minors who go beyond two years of lessons, or majors who elect to take secondary lessons not part of their degree program. Individual instruction of 30 minutes per week in an instrument, with emphasis on the thorough development of musicianship, technique, style, interpretation and repertoire. Students must pay the Applied Lesson Fee each semester

MUS 180/480: Composition (Applied)
A four-year course offering individual instruction with emphasis on the thorough development of compositional creativity and techniques. Credits determined by student's degree program

MUS 190/490: Attendance Requirement
This is a Fall requirement of all music majors. Attendance at weekly Student Forums and certain faculty/guest recitals is required. Students will register for Attendance Requirement each semester for all four years.

MUS 191/491: Attendance Requirement
This is a Spring requirement of all music majors. Attendance at weekly Student Forums and certain faculty/guest recitals is required. Students will register for Attendance Requirement each semester for all four years.

MUS 195/495: Independent Study
Independent studies in music allow students to pursue knowledge in an area of special interest not covered in the curriculum. The Chair of the Department of Music and the Vice-President of Academic Affairs must grant permission for independent studies.
MUS 201/202: Theory III and IV
A continuation of MUS 101/102 and a more in-depth study of scales, chords, and structural analysis; this includes topics like modes, mode mixture, secondary dominants, augmented and Neapolitan sixth chords, enharmonic equivalence, and an introduction to twentieth-century techniques.

MUS 206: Orchestral - Chamber Music Literature
Provides a broad historical overview and stylistic analysis of dominant instrumental works, genres, and composers of the Western Classical Art music, primarily from the seventeenth century into the mid-twentieth century; this includes chamber music, symphonic literature, concertos, symphonic poems, and overtures. It will have students defining and using terminology as it pertains to orchestral and chamber music, demonstrating a deeper knowledge of the repertoire, and analyzing various chamber and symphonic works.

MUS 207: World Music and Cultures - Jazz History
This course is designed to broaden the student’s knowledge and appreciation of non-Western music and jazz, with emphasis on representative works from the world’s major cultures and the African origins of jazz. It provides a brief introduction to the musical elements of style and performance from a variety of non-Western cultures and jazz.

MUS 211/212: Aural Skills III and IV
Uses the skills achieved in MUS 111/112 to sing and dictate melodies that are diatonic, modal, chromatic, and modulate in various clefs and keys. In addition, students will perform rhythms that are more advanced in simple and compound meters and will be introduced to music that is more metrically complex.

MUS 230/246: Educational Methods and Techniques
This sophomore-year course encompasses the first year of a two-year cycle. It focuses on the following: a) instructional planning, b) strategies for teaching musical concepts in all ensemble settings, c) administering large and small ensembles, and d) the performance techniques of the voice, string, wind and percussive instruments. The student will build practical knowledge and skills through experiences in instructional design, composition and arranging, ensemble instruction and conducting, as well as ensemble participation on all secondary instruments.

MUS 281/282: Diction for Singers
Study of components of spoken language, including IPA, characteristics of accent, intonation, etc. Practice in oral presentations and transcriptions. Languages include English, Italian, German, and French.

MUS 304: Form and Analysis
Development of the traditional techniques of musical form and structure.

MUS 307: Instrumental Literature and Materials
A study of instrumental materials in various media depending on applied major instrument.

MUS 310: Piano Pedagogy
Designed to provide the student with materials and approaches to piano teaching from primary to advanced levels. Teaching method used will be lectures, demonstrations, and research.

MUS 321: Elementary General Methods
Methods and materials for developing appropriate music education curriculum and teaching general music in elementary school (K-6).

MUS 322: Secondary General Methods
This course will cover various topics and methods to better equip the student with the necessary tools and basic skills needed to teach general music at the secondary level successfully. The course will focus on class guitar techniques and other student participation activities and will include classroom observation in cooperating public schools.

MUS 330/346: Educational Methods and Techniques
This junior-year course encompasses the second year of a two-year cycle. It focuses on the following: a) instructional planning, b) strategies for teaching musical concepts in all ensemble settings, c) administering large and small ensembles, and d) the performance techniques of the voice, string, wind and percussive instruments. The student will build practical knowledge and skills through experiences in instructional design, composition and arranging, ensemble instruction and conducting, as well as ensemble participation on all secondary instruments.

MUS 334: Marching Band Techniques
A broad overview of all aspects of directing a high school marching band program. This course will include organization of all performing sections and support groups, drill techniques, modern show design and judging techniques.

MUS 341: Instrumental Pedagogy
Survey of methods and materials needed for teaching instruments in the student’s major applied area.

MUS 344: Improvisation
This course is designed to include a wide range of experiences in improvisation (jazz and non-jazz, free and structured) for all musicians. A road map for success through future practice will be provided as well as ideas for the implementation of improvisation activities in a variety of classroom settings.

MUS 384: Orchestration
A study of the basic principles of instrumentation; structural differences and individual characteristics of orchestral instruments and how this effects the
MUS 401/402: Vocal Literature and Materials
A study of musical materials for voice in various media. Material to be drawn from all periods and styles of vocal repertoire.
3 credits

MUS 410: Vocal Pedagogy
Survey of methods and materials needed for teaching voice to students at all levels.
3 credits

MUS 413: Beginning Conducting
Fundamentals of baton techniques, score reading and interpretation. Students organize, rehearse and conduct small vocal or instrumental ensembles.
1 credit

MUS 414: Advanced Instrumental Conducting and Repertoire
Students are expected to acquire a mastery of more advanced techniques of conducting appropriate to their area of expertise: accuracy and clarity in conducting complex rhythms and the ability to read scores for any combination of instruments/voices. Includes instruction in selection of appropriate repertoire.
Prerequisite: MUS 413
1 credit

MUS 415: Advanced Choral Conducting and Repertoire
The student is expected to acquire a mastery of more advanced techniques of conducting: accuracy and clarity in conducting complex rhythms and the ability to read scores for any combination of instruments/voices. Includes instruction in selection of appropriate repertoire. Prerequisite: MUS 413
1 credit

MUS 430: Piano Literature and Materials
A year-long course in the study and analysis of piano repertoire from the pre-piano period to the present. Special emphasis given to development of keyboard forms, techniques, and styles.
6 credits

MUS 499: Senior Recital
Student's required senior recital performed in the senior year. Recital length determined by degree program.
1 credit

MUTH 101: Music Therapy Foundations
An overview of the field of Music Therapy from its historical roots to its present day theories, methods of treatment, ethics and standards of practice for the professional music therapist.
3 credits

MUTH 102: Clinical Musicianship and Songwriting in Music Therapy
Emphasis on functional skills on a variety of instruments commonly used in a music therapy setting. Other aspects include original songwriting, improvisation, alternate tunings, Greek modes, music technology and building population-specific repertoire.
2 credits

MUTH 103: Psychology of Music
An introduction to phenomena involving music and behavior, including physical, acoustical, perceptual, psychological, and pedagogical aspects.
2 credits

MUTH 104: Clinical Experience I
Pre-Internship experience in Music Therapy. Each student will complete a total of 12 sessions at the chosen site, in addition to a weekly seminar/ supervision meeting with faculty.
2 credits

MUTH 201: Special Populations Music Therapy
Provides an overview of the wide spectrum of clinical populations served by Music Therapists and the kinds of therapeutic issues encountered in practice with individuals and groups. Emphasis is placed on gaining insight into clinical issues, gathering data and evaluation, assessment, goal-setting and music techniques.
3 credits

MUTH 204: Clinical Experience II
Pre-Internship experience in Music Therapy. Each student will complete a total of 12 sessions at the chosen site, in addition to a weekly seminar/ supervision meeting with faculty.
2 credits

MUTH 302: Percussion and Improvisation for Music Therapy
Building on the improvisational music skills students have developed in Clinical Musicianship and Songwriting, this course is designed to provide opportunities to further develop knowledge and skills in planning, facilitating, and evaluating clinical improvisation and percussion/therapeutic drumming experiences.
Prerequisite: MUTH 102
1 credit

MUTH 304: Clinical Experience III
Pre-Internship experience in Music Therapy. Each student will complete a total of 12 sessions at the chosen site, in addition to a weekly seminar/ supervision meeting with faculty.
2 credits

MUTH 305: Clinical Experience IV
Pre-Internship experience in Music Therapy. Each student will complete a total of 12 sessions at the chosen site, in addition to a weekly seminar/ supervision meeting with faculty.
2 credits

MUTH 405: Clinical Experience V
Pre-Internship experience in Music Therapy. Each student will complete a total of 12 sessions at the chosen site, in addition to a weekly seminar/ supervision meeting with faculty.
2 credits
MUTH 406: Clinical Experience VI
Pre-Internship experience in Music Therapy. Each student will complete a total of 12 sessions at the chosen site, in addition to a weekly seminar/supervision meeting with faculty.

MUTH 473: Music Therapy Internship
A full-time internship placement with an AMTA approved internship site supervised by an on-site board certified music therapist.

NURS

NURS 300: Professional Advancement
This nursing course promotes the professional advancement of the Associate degree or Diploma-prepared Registered Nurse. This course introduces the student to the learning outcomes of the BSN completion program and to the professional nursing and academic resources needed to meet these outcomes. Assisting the student to enhance written communication skills (scholarly writing) is a priority in this nursing course. The development of the nursing knowledge, skills and attitudes needed to advance as a professional nurse is emphasized.

NURS 301: Research and Evidence-Based Practice in Nursing
This course focuses on the integration of appropriate theoretical perspectives as well as scholarly and research evidence into the care of individuals, families and populations across the lifespan. Strategies for the identification, retrieval and appraisal of the various levels of information are examined. The ethical and empirical implications of the scientific method and both quantitative and qualitative research designs are discussed. Evidence-based practice models are compared as an approach to guide the adoption of best clinical practice in a variety of healthcare settings.

NURS 302: Introduction to Nursing Informatics
This course introduces the student to the use of information technology (IT) in healthcare and the management of information pertinent to nursing. Included is a brief history and evolution of health information technology; selected concepts, theories and models related to healthcare information systems; current IT systems and their uses; and trends in healthcare informatics. Knowledge and skill in computer basics and information literacy, as well as electronic learning (e-learning) will be highlighted.

NURS 303: The Experience of Chronic Illness
This course considers the illness experience of individuals and their families, across cultures, as they live with, and sometimes die from, chronic disease. While the focus will be on the older adult’s experience with mental illness, powerlessness, chronic pain, loss, social isolation, the need for caregivers, and diminished quality of life, this course will also examine family caregiving and the care of the chronically ill child. The impact of chronic disease on the U.S. healthcare delivery system will be analyzed along with ethical issues at end-of-life.

NURS 400: Health Promotion and Prevention
This course focuses on enhancing the health status, outcomes and quality of life of a community by promoting healthy attitudes, behaviors and interventions at the individual, group or population level. Healthy People 2020 provides the framework to study the goals, objectives and priorities of population-based health promotion, risk reduction, social engagement and environmental concerns. Health promotion program planning, intervention and evaluation is emphasized.

NURS 401: Nursing in the Community
This clinical course integrates nursing knowledge and public health principles and focuses on the promotion and the protection of the health and the well-being of the community. The prevention of disease is addressed by gaining an in-depth understanding of the effect of the bio-psycho, cultural, socio-economic, political and environmental determinants of health status and outcomes. Surveillance, case management, and profit/non-profit health initiatives are examined as strategies for reducing the burden of disease and impacting the health of individuals, groups and communities.

NURS 402: Multicultural and Global Perspectives in Health Care
This course examines the varied and multiple factors that influence the health status, disease trajectories and life expectancy of our world’s population. This course will analyze health status, beliefs, behaviors and practices primarily from a socio-cultural perspective. The structure of the healthcare system and the influence of the healthcare policy of governments as well as national and international agencies are discussed. The global impact of communicable disease(s), environmental concerns/causes and/or natural and man-made disasters is presented.

NURS 404: Leadership in Nursing
This clinical course focuses on the leadership and management of professional nursing care/services within a diverse and ever-changing health care environment. Emphasis is placed on developing the professional nurse roles of manager, leader, communicator, collaborator, and life-long learner. Evidence-based professional nursing practices and their impact on patient care outcomes are stressed. As a member of the interdisciplinary healthcare team, the contributions of nursing to quality patient care at the individual or group level, is highlighted.

PHIL

PHIL 100: Philosophical Inquiry
An introduction to philosophy through a study of the principles of sound argument, the nature of philosophical perplexity, and selected topics in the theory of knowledge, ethics, metaphysics, and the philosophy of religion. Lecture and discussion.

PHIL 101: Introduction to Logic
An introduction to the rules and processes of rational thinking, argumentation, analysis and criticism. Students will learn the elements of logic, become skilled at constructing rationally compelling deductive and inductive arguments, and learn how to effectively analyze and criticize arguments through a study of formal and informal fallacies. Lecture/discussion. 3 credits

PHIL 102: Philosophy of Human Nature
An examination of issues involving the nature of persons and human existence. Topics include freedom of action, the relationship of human nature to social reality, the extent to which humans are selfish, the nature of genuine self-interest, the basic problem of human existence, the meaning of life and the good life. Lecture and discussion. 3 credits

PHIL 150: Philosophical Studies
Invites students to explore a philosophical problem, theme, movement, school of thought, genre or interdisciplinary topic in depth, using a variety of sources, including both philosophical and non-philosophical literature as well as other forms of media, such as film, music, theater and art, as a means of philosophical interpretation, comprehension, analysis and criticism. Recent course titles: “Revolution”, “Consciousness”, and “Institutional Sociopathy.” 3 credits

PHIL 200: Philosophy and Literature
Provides students the opportunity to explore important works of literature with rich philosophical content as well as works of philosophy that are written in various literary styles, examining literature from a philosophical perspective and philosophy as a form of literature. Lecture and discussion. 3 credits

PHIL 210: Existentialism
A study of existentialist thinkers, literature, and film. The characteristics of existential philosophy are examined and the ideas of such figures as Kierkegaard, Nietzsche, Heidegger, and Sartre are explored. Existential themes are then used to interpret works by writers such as Dostoyevsky, Kafka, Camus, and Hesse and to discuss some selected recent films. 3 credits

PHIL 230: Aesthetics and Criticism
An investigation into the nature of art and the aesthetic experience. The ground and function of aesthetic judgments is explored, issues surrounding the evolution of art are examined, and the role of aesthetic experience in the larger phenomenon of human experience is discussed. Lecture and discussion. 3 credits

PHIL 260: History of Philosophy: Greece to the Renaissance
A study of the history of Western philosophical thought and culture from its advent in ancient Greece to the Renaissance, emphasizing the great minds and ideas of Western civilization and how these have helped to shape our cultural landscape, focusing on the most significant ideological continuities and ruptures that constitute the historical changes of the Western world. Special emphasis is placed on shifts in conceptual frameworks and narrative forms found in the works of Greek dramatists, the early natural philosophers, Socratic philosophy, and the philosophical systems of Plato, Aristotle, the hedonists, the stoics, and Christian theologians, such as St. Augustine and St. Thomas Aquinas. 3 credits

PHIL 261: History of Philosophy Since the Renaissance
A study of Western philosophical thought and culture from the Renaissance to the twenty-first century, emphasizing the great minds and ideas of Western civilization and how these have helped to shape our cultural landscape, focusing on the most significant ideological continuities and ruptures that constitute the history of the modern Western world. Emphasis is placed on the Renaissance and Reformation, modern rationalism and empiricism, and the subsequent movements that grew out of these, such as German idealism, romanticism, scientific materialism, positivism, Marxism, and modern psychology and existentialism. Lecture and discussion. 3 credits

PHIL 270: Foundations of Catholic Philosophy
An exploration of the rich, complex, and diverse foundations of the Catholic worldview. Students will develop an understanding of the key movements (Platonism, Aristotelianism, Neo-Platonism, Gnosticism, Manichaeism, Scholasticism, etc.), individuals, and texts that have motivated the growth and development of Catholicism in the ancient, medieval, and modern world. Special emphasis will be placed on the conceptual frameworks and narratives of Greek philosophers (Plato, Aristotle, and Plotinus), early Christian scriptures (the New Testament), and Christian theologians (Boethius, St. Augustine, and St. Thomas Aquinas). 3 credits

PHIL 309: Postmodernism
A study of the philosophical sources and significance of postmodern themes, thinkers and movements. The course will introduce students to (1) the distinction between two historical periods and intellectual epochs: modernity and postmodernity, (2) the role that postmodern thinking plays in contemporary metaphysics, epistemology, natural science, social science, religion and pop culture, and (3) various modern and postmodern philosophers and cultural theorists including Nietzsche, Heidegger, Derrida, Foucault, Lyotard, Rorty, and Baudrillard. Lecture and discussion. Prerequisites: PHIL 100. 3 credits

PHIL 345: Philosophy of Religion
This course investigates various issues and arguments within philosophy of religion, including: the problem of evil, arguments for God’s existence, the concept of religious experience, divine omniscience and omnipotence, religious language, miracles, life after death, and the justification of religious belief. 3 credits

PHIL 360: Philosophy of Law
A study of the various philosophical issues and problems that arise in law and legal institutions. Special emphasis is placed on examining the ways in which law is shaped by distinctly philosophical principles like justice, liberty, equality, rights, and responsibility. Topics include the relationship between law and morality, the unique nature of legal obligation and its connections with legitimacy, authority, and citizenship, and problems surrounding the interpretation and enforcement of law. Lecture/discussion. 3 credits
PHIL 400: Political Theory
A study of major figures in the history of political theory and their particular political theories. The primary purpose of the course is to analyze the relationship between political theory and political action. The course covers the three general historical periods: ancient, Christian, and modern. Some of the political thinkers and theories covered include: Plato, Aristotle, St. Augustine, Thomas Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Marx, Burke, and contemporary figures like Boegelin and Rawls.

PHIL 402: Mysticism
A study of the significance of mystical experience in the world’s religions. What is the meaning of particularly vivid, intense religious experiences reported by sages, saints, and seers in the faith traditions of the world? This course will examine classic analyses of mysticism, the nature, context, and conditions of mystical experience, the ‘perennial philosophy’, the scope of ineffability, and the cognitive merit of mystical experience.

PHYS 100: Conceptual Physics
As a study focusing on the ideas of physics, this course is aimed at students with non-science majors. Very few math skills are necessary as the emphasis is on the historical development of physics, the main concepts and ideas of physics, and the current state of the discipline. A central theme in the course will be using physics to explain everyday phenomena. No lab with this course. 3 credits.

PHYS 101: Principles of Physics I
This course is an algebra-based physics course designed both for students with science majors and as a laboratory science course in the core curriculum. A working knowledge of algebra and the basics of trigonometry are required. The major topics that will be covered include: Newtonian mechanics, circular motion, energy, momentum, rotational motion and Fluid mechanics. Though concepts of physics will be discussed in detail, the focus of the course will be problem-solving techniques.

PHYS 102: Principles of Physics II
A study of major figures in the history of political theory and their particular political theories. The primary purpose of the course is to analyze the relationship between political theory and political action. The course covers the three general historical periods: ancient, Christian, and modern. Some of the political thinkers and theories covered include: Plato, Aristotle, St. Augustine, Thomas Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Marx, Burke, and contemporary figures like Boegelin and Rawls.

PHYS 103: Principles of Physics I Lab
Laboratory experience to accompany Principles of Physics I.

PHYS 106: Principles of Physics II Lab
Laboratory experience to accompany Principles of Physics II.

PHYS 200: Freshman Seminar
The freshman seminar course is designed to expose new students to the ideas and frontiers of physics. Aside from getting a general feel for the various sub-disciplines in physics, students will learn what it means to be a good scientist: to be curious, to ask good questions and seek meaningful answers, to recognize that it is often okay to admit you don’t know the answers, and to collaborate and participate in the process of science.

PHYS 201: General Physics I
This is a calculus-based course that is designed for natural science and mathematics majors, (biology, biochemistry, chemistry, earth-space science education, mathematics). The role of physics in other scientific fields will be emphasized as classical mechanics is covered. This portion of the General Physics series will deal strictly with mechanics; topics include: motion in one-, two-, and three-dimensions, the laws of motion, work, potential energy, kinetic energy, conservation of energy, linear and rotational motion, and the prediction of motion based on initial conditions.

PHYS 202: General Physics II
This course is a continuation of General Physics I; calculus skills are required. Topics include: waves, electricity and magnetism, light and optics, and thermodynamics. Problem solving and the relationships between physics and
the fields of biology, biochemistry, and chemistry continue to be emphasized.

**Prerequisites:** PHYS 201, (MATH 171 – beginning in Spring 2015)

**Corequisite:** PHYS 206

3 credits

**PHYS 203: General Physics I Lab**
Laboratory experience to accompany General Physics I.
**Corequisite:** PHYS 201
1 credit

**PHYS 206: General Physics II Lab**
Laboratory experience to accompany General Physics II.
**Corequisite:** PHYS 202
1 credit

**PHYS 310: Modern Physics**
This course is a continuation of PHYS 201/202 and is designed to present natural science and mathematics students with exposure to contemporary physics topics and their applications. Topics include: relativity, nuclear physics, particle physics, and basic quantum physics.

**Prerequisite:** PHYS 202
3 credits

**PHYS 312: Modern Physics Lab**
Laboratory experience to accompany Modern Physics. **Prerequisite:** PHYS 202.
**Co-requisite:** PHYS 310
1 credit

**PHYS 325: Nuclear Physics**
This course is an introduction to the elements of nuclear physics. Course topics include basic properties of the nucleus and nuclear radiation, bound state energy wave functions, transition probabilities, binding energy and stability, and interactions of emitted particles with matter.

**Prerequisite:** PHYS 360
3 credits

**PHYS 330: Thermal Physics**
A more in-depth study of thermal physics than the introductory courses, this course involves present treatment of thermal dynamics including applications of the theory of ideal gases and other state functions, and in-depth treatment of the laws of thermodynamics and their relevance to real-world systems, non-ideal and non-equilibrium systems, and the basics of kinetic theory.

**Prerequisite:** PHYS 202
3 credits

**PHYS 335: Optics**
With an emphasis on the visual and tangible nature of light and using the microscope as the focus of our efforts, this course presents an introduction to Optics. Course topics include both geometric optics (ray tracing, lens design, aberrations, apertures and stops, etc.) and physical optics (polarization, interference, diffraction, wave guides, resolution etc.). The course is presented in a Studio format to maximize the connection between the theory learned in class and the construction of optical systems.

**Prerequisite:** PHYS 202
3 credits

**PHYS 350: Mechanics I**
This course presents an intermediate treatment of classical mechanics. Topics covered include: motion of a particle in three dimensions, Kepler’s laws of planetary motion, phase space and oscillations, Lagrangian and Hamiltonian formulations, and central force motion.

**Prerequisite:** PHYS 202, MATH 233
3 credits

**PHYS 360: Electromagnetism**
This course presents an intermediate treatment of the electric and magnetic phenomena using vector calculus. Topics include advanced electrostatics, magnetostatics, induction, development of Maxwell’s equations, the Poynting theorem and electromagnetic waves, and radiation theory.

**Prerequisite:** PHYS 202, MATH 233
3 credits

**PHYS 420: Quantum Mechanics**
An introduction to quantum theory and calculations, this course emphasizes the fundamental of the quantum approach. Topics include the postulates of quantum mechanics, quantum operators and the wave function, the bra-ket notation, Hermitian operators, eigenfunctions and eigenvalues, conservation theorems, angular momentum, fermions and bosons, time development of wavefunctions, and perturbation theory as time allows.

**Prerequisite:** MATH 150, 240

**Suggested Prerequisite:** PHYS 360

**PHYS 440: Topics in Physics Education**
This course provides an overview of techniques which can assist the development of conceptual understanding in physics. Information will be taken from the Physics Education Research literature with an emphasis on models of teaching and learning. The models will then be discussed in terms of application to contemporary classrooms at the secondary and post-secondary levels.

**Prerequisite:** PHYS 202
3 credits

**PHYS 450: Senior Research Project**
Students are expected to engage in independent research, either theoretical or experimental, in collaboration with a faculty member.

**Prerequisite:** PHYS 202
3 credits

**POLI 100: American Government**
Introductory course in Political Science stressing how policy-making is done at the national level. Beginning with the Constitution, an introduction is given to the three main branches of the U.S. Government. Attention is also given to elections, economics, political parties, interest groups, and the federal system.

3 credits

**POLI 103: Winning the White House**
The course introduces students to the exciting world of electoral politics by exploring strategies, tactics, institutions involved in presidential elections, and by following the presidential election in real-time. In addition to engaging
readings, lectures and multimedia experiences, students will participate in an election simulation.

**POLI 105: Global Issues**
An overview of significant global issues, such as human rights, arms proliferation, regional conflicts, and sustainable development, with attention to the scope, causes, and consequences of these issues. Special emphasis will be placed on theories of global civil society and the role of NGOs and transnational advocacy groups in mobilizing responses to these issues. The contributions of the constructivist perspective in international relations, with theoretical insights drawn from both political science and sociology, will be explored and debated in readings and assignments.

3 credits

**POLI 201: Catholic Political and Social Thought**
A study and analysis of significant political, social, and economic ideas that can be classified as Roman Catholic. The course covers a range of historical thinkers and aims to place each thinker’s ideas in their engendering context. The course begins with an examination of what constitutes Catholic political and social thought and then examines prominent Catholic and Christian thinkers and ideas such as social justice, St. Augustine, Thomas Aquinas, Orestes Brownson, Henri de Lubac, John Courtney Murray, G. K. Chesterton, Flannery O’Connor, Walker Percy, and C.S. Lewis.

3 credits

**POLI 202: Contemporary Environmental Issues**
This class will address a varying collection of contemporary environmental issues, with the focus determined by the professor who is offering the course. Issues addressed may include environmental racism, sustainable development, smart growth, ecoterrorism and radical environmentalism, and other current issues of importance. The investigation focuses on the substance of the issue as well as policy alternatives.

3 credits

**POLI/RIAP 213: Intelligence and National Security**
An introduction to national security decision-making in the U.S. with a special emphasis on the role of intelligence in formulating policy. Historical overview of national security politics and strategy since WWII. Description of major institutions and processes involved in national security policy-making. Survey of significant national security problems and their changing nature in the 21st century.

3 credits

**POLI 218: Liberalism and Conservatism**
The course is an examination of the two major political ideologies in contemporary American politics. It is designed to illustrate the connections between the two ideologies and the outcomes of American politics, e.g. public policy, law, political culture, and public discourse. The course also traces the intellectual roots of conservatism and liberalism. Seminal thinkers of each ideology are discussed and their contribution to the various strands of liberalism and conservatism are explained.

3 credits

**POLI 220: Campaigns, Strategy, and U.S. Elections**
This course emphasizes a blend of political science perspectives and practical considerations in modern campaigns. The subject material focuses on the nature of mobilization, competition, negative advertising, strategic polling, and changing tactics of Internet campaigning, as well as encouraging critical thinking through campaign simulations.

3 credits

**POLI/HIST 224: The Vietnam War**
This look at the Vietnam War begins by examining the history of Vietnam but focuses on the American experience. Three central questions are addressed: How and why did the U.S. get involved? What was the nature of that involvement and what went wrong? And what were/are the lessons/results of the war?

3 credits

**POLI 225: American Legal Process**
This is an introduction to the liberal arts study of law. It examines fundamental questions about the nature and functions of law in society. Topics include legal reasoning, discretion, wealth and power, role of the police, profession of law, juries and community participation, conflict resolution, and the conflicting images of law relative to freedom and obedience.

3 credits

**POLI/HIST 229: Environmental History of U.S.**
This course surveys the evolution of American attitudes and values regarding Nature, landscape, and the environment. In addition, a close look is taken at the history of environmental change in particular regions and at the politics of the environment in the twentieth century, particularly in the post-World War II era.

3 credits

**POLI 240: Comparative Politics: Africa**
Africa is a resource-rich region, comprising 53 states. Endemic poverty, pervasive corruption, patronage, and ethnic cleavages are often used to describe the entire region. Yet, it is inaccurate to paint the region with such a broad brush. Within Africa, there is diversity as some states perform better than others on many politico-economic indicators. Thematically, this course examines the complexities of politics in Africa. Specifically, we will explore the interaction of political culture, institutions, and domestic and international actors and the political outcomes they produce in African countries.

3 credits

**POLI 241: Comparative Politics: Asia**
A comparative study of a variety of political systems emphasizing Asia. Survey of topics/problems related to economic development, democratization, government structure, and foreign relations with the United States. Specific countries examined include China, Japan, India, Indonesia, and South Korea.

3 credits

**POLI 242: Comparative Politics: Europe**
A comparative study of a variety of political systems emphasizing Europe. Survey of topics includes government structure, political parties and coalitions, social movements, European integration, economic transition, and foreign relations with the United States. Special emphasis on Britain, France, Germany,
Poland, and the European Union.

**POLI 243: Comparative Politics: Latin America**
This course explores thematically the political and economic experiences and challenges faced by countries in the region of Latin America. Located in the backyard of the United States, Latin America is a region with a rich history and political legacy: from colonial domination to independence, from authoritarian regimes to democratic governance, from economic crises to membership to the world’s exclusive G-20 club. At the end of the course, you should have an understanding of the factors that shape politics in the region and the future directions of Latin American politics.

**POLI 246: Political Cinema**
The course is designed to allow the students to experience the multi-dimensional nature of political films, including their influence on individual, social, national and global levels. The goal of the course is to engage students in a deeper critical evaluation of select films in order to gain a broader understanding of the role cinematic art plays in enhancing our understanding of the world around us. The students will be given analytical and theoretical tools with which to critically evaluate the motion pictures and the intentions of their creators, directors, and writers. As a creative art form the film gives us an opportunity to whiteness and experience familiar and unknown life situations though different interpretive lens. The students will be given an opportunity to convey their own political messages in short films of their making.

**POLI 250: Leadership**
In this course the subject of leadership is studied from many different perspectives. The questions studied include: What is leadership? Is there a moral aspect to leadership? What are the types of leaders? Why do followers follow?

**POLI 289: Social Knowledge**
Is it possible to have a social “science” or are there other, better ways to engage in systematic, principled thinking about political and social phenomena in order to produce valid knowledge? What should be studied and how should it be studied? In this course we explore the ideas of some of the founders of contemporary social science such as Marx, Weber, and Durkheim along with many other prominent recent thinkers who helped create and shape the study of social science as it has evolved from the 19th to the 21st century.

**POLI 290: Research Methods in Social Science**
An introduction to reading, writing, and conducting both quantitative and qualitative research in the social sciences. Special attention is given to the logic of research design, including: research questions, variables, hypotheses, and data analysis. This course is important particularly to those students going on to graduate school and to those who plan on working in politics.

**POLI 293: American Political Parties and Interest Groups**
An overview of the history and function of political parties and interest groups in the American political system. In addition to analyzing the influence of parties on voter behavior, elections, and the organization of government; this course explores the power, tactics, and formation of interest groups within the context of several theoretical frameworks.

**POLI 300: State and Local Politics**
A general overview of and introduction to the structure and policy making process of state and local government. It also includes some analysis of federalism – how state and local government fit into the American constitutional framework. The course addresses budget issues, political participation, and direct democracy.

**POLI 301: American Political Thought**
A study of American political theory. The course focuses on the philosophical roots/origins of the American political tradition and surveys the evolution of political theory in American political history. Special attention is given to the period of the American Founding and the ideas that informed the Constitution.

**POLI 302: Politics of Russia**
An energy exporter with one of the largest nuclear stockpiles in the world today, Russia continues to be a formidable power. Challenges facing Russia affect not only order and stability inside Russia, but potentially also international security and the global economy. This course is designed to facilitate a greater understanding of Russian domestic and foreign policy. We will examine the political institutions/legacies, political process, political culture, leadership, public opinion, and contemporary challenges facing Russia.

**POLI 303: Geopolitics**
Investigates politics among nation-states and the conduct of international relations, with particular attention paid to the role of power and the geographic location of each country.

**POLI 311: Media and Politics**
This course outlines the influence of modern media on American politics. Topics covered include the organization of and decision making within the media, the effect the media has on attitudes and behavior, the relationship of the government to the media (censorship, freedom of the press, government regulation), and the role media plays in elections.

**POLI 315: Public Opinion, Polling and Voting in American Elections**
This course is an in-depth look at the contours of the modern American electorate. Students will become familiar with both applied and theoretical aspects of public opinion and polling. The course explores analysis of American elections, political socialization, political participation, and public opinion with a focus on individual and group determinants of voting.

**POLI 317: Political Psychology**
This course surveys the social psychological theories of how voters form political attitudes and to what extent such attitudes translate into behaviors. Of primary focus is the ability for perspectives in political psychology to understand how
citizens think about politics and why it matters for American democracy. 3 credits

**POLI 321: Environmental Law**
Taught utilizing a law school style approach — including a moot court experience - the purpose of this course is to provide an in-depth look at current U.S. environmental law, as well as the underlying technology implicit in a successful environmental law framework. This course will provide an excellent opportunity to improve your oral communication skills. 3 credits

**POLI 325: Introduction to Public Administration**
Public Administration is a major sub-field of political science and at the core of what government is all about. Subjects surveyed include ethics, leadership, budgeting, personnel, policy analysis, public versus private administration, clientele/stakeholders, bureaucracy, and democracy. 3 credits

**POLI/SOC 330: Statistics in Social Science**
This course is designed to teach the terminology and methods of descriptive statistics and to introduce students to inferential statistics so that political science, sociology, social work, and criminal justice majors can be informed consumers in their fields, carry out basic statistical tests, and to help prepare those students who go on to graduate school. 3 credits

**PHIL/POLI 360: Philosophy of Law**
A study of the various philosophical issues and problems that arise in law and legal institutions. Special emphasis is placed on examining the ways in which law is shaped by distinctly philosophical principles like justice, liberty, equality, rights, and responsibility. Topics include the relationship between law and morality, the unique nature of legal obligation and its connections with legitimacy, authority, and citizenship, and problems surrounding the interpretation and enforcement of law. Lecture/discussion. 3 credits

**POLI 380: Politics of the Global Economy**
This course blends perspectives of economics and politics to analyze economic relations among state and non-state actors as they pursue their interests. This course is designed to provide students with an introduction to some of the mainstream approaches to the study of international political economy and some of the pressing debates in the field including cross border flows of trade, capital, labor, and ideas. These topics will be discussed in the context of competing theoretical perspectives, the role of international financial institutions (WTO, World Bank and IMF) and the views from the Global North (rich nations) and Global South (poor countries). 3 credits

**POLI 395: Environmental Politics**
This class is premised on the belief that environmental problems are ultimately political conflicts. Accordingly, we focus not only on the substance of environmental issues, but also on the public policy process, and on the skills, tactics, and factors that influence the outcomes of the policy process. 3 credits

**POLI/PHIL 400: Political Theory**
A study of major figures in the history of political theory and their particular political theories. The primary purpose of the course is to analyze the relationship between political theory and political action. The course covers the three general historical periods: ancient, Christian, and modern. Some of the political thinkers and theories covered include: Plato, Aristotle, Buddha, St. Augustine, Thomas
Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Marx, Burke, and contemporary figures like Voegelin and Rawls.

POLI 411: Seminar: Contemporary Issues in Politics
Each year the seminar will be focused on a special topic determined by the professor who is offering the course. One year the topic might be feminist politics; another year the topic might be the Supreme Court; another year political psychology might be the focus.

POLI 421: Constitutional Law
Course explores impact of the Supreme Court on the doctrine of Separation of Powers and Federalism. Topics include presidential, congressional, and judicial powers; inter-branch constitutional relations; and the division of power between state and federal governments. Recommended for pre-law students.

POLI 422: Civil Liberties
An examination of Supreme Court cases dealing with civil liberties and civil rights such as the freedom of speech, religion, assembly, and press. This course also covers due process rights and issues related to criminal law are examined by analyzing Supreme Court cases. The analysis of civil rights and liberties is placed in the context of the American political system and its search for ordered liberty.

POLI 437: Political Science Project
A capstone course designed for senior majors and minors to engage in critical reflection on their political and intellectual identity. A series of readings, class exercises, and discussions will culminate in a final “intellectual memoir” wherein each student examines his or her political socialization process, major intellectual commitments, and future plans.

PSYC 101: Introduction to Psychology
A general introduction to the science of behavior and mental processes. Topics considered include learning, memory, perception, motivation, personality, psychopathology, and social interaction.

PSYC 150: Positive Psychology
This highly experiential and research-based course will examine the differing assumptions and questions that result from a change in perspective in psychology from decreasing maladaptive emotions and behaviors to increasing our capacity to thrive and prosper. Students will explore the human strengths, virtues, and skills that make life worth living and enable individuals and communities to flourish.

PSYC 160: Cultural Psychology
In this course, we will examine how the elements of culture affect psychological processes including values, traditions, socialization, education, language, and politics. We will explore which psychological theories and findings apply across cultures and which do not, and why. This course also will explore the psychological effects of moving between cultures and will address the immigrant and refugee experience. Finally, this course also aims to develop cross-cultural communication skills.

PSYC 201: Personality
In this course, we will explore the factors that shape personality, including biology, motivation, the environment, and thought processes. We will also explore why personality remains relatively stable, how it may change over time, and how psychologists study and use personality traits to predict behavior.

PSYC 203: Majoring in Psychology
This course is designed to help sophomore psychology majors begin to chart their future in the field and lay the groundwork for life after graduation. Specifically, its purpose is to help students further understand themselves, their choice of psychology as a major, their potential careers and how these interact. Topics such as success in the major, career options, graduate school preparation,
employment at the bachelor's level, professional identity, and personal development will be explored.

**Required for Sophomore Psychology majors**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSYC 211</td>
<td>Abnormal Psychology</td>
<td>1</td>
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<tr>
<td>PSYC 221</td>
<td>Clinical Psychology</td>
<td>3</td>
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<tr>
<td>PSYC 225</td>
<td>Health Psychology</td>
<td>3</td>
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<tr>
<td>PSYC 231</td>
<td>Social Psychology</td>
<td>3</td>
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<tr>
<td>PSYC 232</td>
<td>Psychology of Prejudice*</td>
<td>3</td>
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<tr>
<td>PSYC 233</td>
<td>Cross-Cultural Psychology</td>
<td>3</td>
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<td>PSYC 234</td>
<td>Relationship Psychology</td>
<td>3</td>
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<tr>
<td>PSYC 235</td>
<td>Sport Psychology</td>
<td>3</td>
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<tr>
<td>PSYC 236</td>
<td>Learning and Motivation</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 237</td>
<td>Memory and Cognition</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 239</td>
<td>Learning and Motivation Lab*</td>
<td>1</td>
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<td>PSYC 240</td>
<td>Psychology and the Law</td>
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**PSYC 211: Abnormal Psychology**
The major forms of psychopathology that appear in childhood and adult life. Topics include the symptomatology of mental disorders; their etiology from psychological, biological, and sociocultural perspectives; and issues pertaining to diagnosis, treatment, ethics, and the legal system.

**Prerequisite:** PSYC 101

**PSYC 221: Clinical Psychology**
An overview of clinical psychology focusing on the settings, clients, and activities of the clinical psychologist. Attention to the assessment and treatment of psychopathology and evaluation of the success of psychological interventions.

**Prerequisite:** PSYC 101

**PSYC 225: Health Psychology**
This course focuses on the relationship and interaction of the mind and body. That is, how psychological functioning relates to illness and disease; treatment and outcome; and recovery and cure. In addition, the student will be introduced to the impact of age, gender, and ethnicity on the availability of, use of, and access to health care. The relationship of stress and lifestyle on the immune system, wellness and disease will be discussed. The psychological and physical interaction of some of today's major health issues such as eating, smoking, drinking, cancer and heart disease are presented with a discussion of treatment and outcome. Also, lifetime accommodation to chronic illness/disease based on psychological adjustment is reviewed. Other topics include: response to terminal illness, adjustment to trauma and the current industrialization of health care.

**Prerequisite:** PSYC 101

**PSYC 231: Social Psychology**
This course examines the social foundations of human thoughts, feelings, and behavior by addressing the following aspects of social life: (a) social influence; (b) social roles and public behavior; (c) inferences about other people; and (d) interpersonal relations and groups. Among the topics to be considered are: the influence of public behavior on social norms, persuasion, impression management, social emotions, judgment of responsibility and character, interpersonal attraction, aggression, altruism, group dynamics, and inter-group conflict. The course will concentrate on the level of analysis of the individual, but will include sociological and evolutionary perspectives where appropriate.

**Prerequisite:** PSYC 101

**PSYC 232: Psychology of Prejudice* **
This course examines the development and persistence of prejudice, stereotyping, and discrimination from a social psychological perspective. It provides and overview of theories of prejudice, exposure to relevant research, and discussion of prejudice reduction. Readings cover historical, cultural, and sociological perspectives of issues related to ethnicity, gender, and social class.

**PSYC 233: Cross-Cultural Psychology**
Human beings are inherently cultural, moreso than any other species. This course explores the ways in which humans are uniquely built for cultural learning and how different cultural experiences affect perceptual processes, cognition, emotion, personality, self, social interactions, and physical and mental health.

**PSYC 234: Relationship Psychology**
This course addresses the scientific findings on close relationships, including friendship, interpersonal attraction, loneliness, shyness, communication, relationship stress, sex, loss, jealousy, and forgiveness. The cultural and social factors - particularly gender - that affect these processes are emphasized throughout the course. This course will also emphasize the centrality of the scientific method in obtaining these findings and will train students to become discerning consumers of information about relationships and other psychological phenomena.

**PSYC 235: Sport Psychology**
This course examines the application of psychological principles to sports and to athletes of all levels. Topics include: performance enhancement (i.e, mental imagery; self-talk), promoting well-being (i.e., the “recreational athlete”), psychopathology in sport and exercise (i.e., eating disorders), working with special populations (i.e., children, elite athletes, college athletes), and education and training for a career in sport psychology (i.e., graduate training; relevant work experience).

**Prerequisite:** PSYC 101

**PSYC 236: Learning and Motivation**
This course provides an overview on the behavioral and neurobiological bases of learning, motivation, and memory. Lessons are conveyed through discussion of clinical studies on amnesia and other abnormalities with humans, as well as through discussion of experimental results obtained by behavior analytic, anatomical, electrophysiological, and biochemical techniques using non-human models.

**PSYC 237: Memory and Cognition**
This course provides a survey of research into such human mental processes as perception, attention, memory, language, decision making, and creativity. It explores the domain of cognitive psychology (part of an active interdisciplinary approach known as cognitive science), a vibrant sub-field in psychology that emphasizes people's mental processes and knowledge.

**Prerequisite:** PSYC 101

**PSYC 239: Learning and Motivation Lab***
Experimental coursework corequisite to Learning and Motivation.

**Co-requisite:** PSYC 236

**PSYC 240: Psychology and the Law**
The application of psychological principles, research and knowledge to legal issues and proceedings is growing rapidly. This course will deal broadly with the interface between psychology and the law. As such it will critically investigate
the wide range of contemporary applications of psychology to a variety of topics including: understanding the origins and treatment of criminally deviant behavior, psychological autopsies, criminal profiling, jury selection, eye witness testimony, repressed memory, persuasive communication in the courtroom, child abuse investigations, competence determination and the insanity defense.

**Prerequisite**: PSYC 101

**PSYC 241: Developmental Psychology: Childhood**
This course covers an area in psychology known as developmental psychology, which is the scientific study of age-related changes in behavior, thinking, emotions, and social relationships. The focus is on childhood, from conception to the teenage years. Areas of development include physical, cognitive, and socio-emotional. The role of biological, maturational, and socio-cultural influences on development are considered. This course is solidly grounded in psychological theory. Basic issues in development are explored, and research methodologies and findings are emphasized.

**Prerequisite**: PSYC 101

**PSYC 242: Developmental Psychology: Adolescence**
This course covers the area of developmental psychology and will focus exclusively on that part of the lifespan known as adolescence (or, “the second decade of life”). A multi-disciplinary approach is utilized to examine how individuals develop from childhood into mature adulthood. Grounded in theory and empirical research, the course will cover fundamental changes (e.g., puberty, social transitions), contexts (e.g., families, peer groups), and psychosocial developmental issues (e.g., achievement, intimacy) associated with adolescence. In addition, basic issues in development are explored, and research methodologies and findings are emphasized.

**Prerequisite**: PSYC 101

**PSYC 252: Biopsychology**
This course explores the biological basis of behavior and experience, including the role of the brain in emotions, learning, memory, motivation, sleep, perception, consciousness, and psychological disorders. The course also considers how the brain recovers from damage.

**Prerequisite**: PSYC 101

**PSYC 253: Drugs and Human Behavior**
This course covers basic principles of psychopharmacology, including the effects of stimulants, depressants, opioids, psychedelics, cannabis, as well as alcohol, caffeine, and tobacco. Also considered is the nature of addiction and modalities of treatment and prevention of drug abuse.

**Prerequisite**: PSYC 101

**PSYC 265: Psychology of Gender**
Issues of female and male psychology are examined with a consideration of both the similarities and differences between women and men and how these characteristics influence behavior, cognitive abilities, and physical and psychological health. Theoretical perspectives on sex and gender are explored, as well as the research methods for comparing the sexes.

**PSYC 274: Psychology in Film**
The main goal of this course is to explore different areas of psychology through film. We will evaluate the accuracy of the ways in which psychology is depicted in the movies by comparing it to actual psychological research. We consider a variety of psychological processes - motivation, personality, sensation, perception, memory, intelligence, moral decision-making, learning, stress, love, obedience, psychopathology, therapy, and so on - and use classic and contemporary feature films as a laboratory to shed light on those processes.

**Prerequisite**: PSYC 101

**PSYC 281: Behavior Modification**
This course introduces the major themes underpinning the behavioral approach to constructing healthy behavior repertoires. In addition to considering methods of behavioral assessment, the course surveys a variety of treatment modalities, including contingency management, token economies, exposure therapies, modeling, cognitive behavioral therapies, and acceptance and mindfulness-based interventions. Ethical principles as well as applications to medical disorders and to community problems are also considered.

**Prerequisite**: PSYC 101

**PSYC 282: Basic Principles of Applied Behavior Analysis**
This course provides an introduction to the basic principles of behavior, according to both operant and respondent conditioning paradigms. It covers the key dimensions of human behavior, the environmental factors involved in operant conditioning, and the tools and techniques developed to measure, record, and analyze resulting data. The functional relevance of behavior is explored so that ethical behavior change procedures may promote lasting change in a variety of clinical, organizational, and social contexts.

**Prerequisite**: PSYC 281

**PSYC 283: Behavioral Research: Single Subject Design**
This course will examine the multiple facets of behavioral research. Emphasis is placed on understanding, conceptualizing, applying, and critically analyzing behavioral research methodologies. Special emphasis will be placed on the analysis, strategies, tactics, and application of single subject research methodologies related to research-based educational and clinical practices. This course will also covers professional ethics.

**Prerequisite**: PSYC 282

**PSYC 284: Advanced Principles of Applied Behavior Analysis**
This course provides a series of “practical” extensions to the preceding courses in the ABA sequence. We examine key concepts derived from the behavior analytic literature, while being introduced to specific behavior change procedures and strategies based on systematic applications of behavioral principles. These procedures will rely heavily on gaining control over environmental factors, such as reinforcement and motivational variables, to support positive behavior change across environments in which the psychologist will likely work.

**Prerequisite**: PSYC 283
PSYC 290: Statistics for Psychology
An introduction to the use of statistics in psychology and the social sciences. Topics include measurement scales, hypothesis testing, descriptive statistics, concepts and procedures in statistical inference (including t-tests and analysis of variance), correlation and prediction, and nonparametric tests.

PSYC 291: Research Design and Statistical Analysis I
An introduction to the statistical, experimental and descriptive research methods in psychology. Topics include how to conduct literature searches, the American Psychological Association (APA) style of writing, the research process, ethics and bias in research and experimental/non-experimental research design. Statistical topics include measurement scales, hypothesis testing, descriptive statistics, and concepts and procedures in statistical inference.

PSYC 292: Research Design and Statistical Analysis II
A continuation of RDSA I, this course further explores statistical, experimental, and descriptive research techniques in Psychology. Students learn statistical tests such as t-tests, analysis of variance, and correlation and explore in more detail the structural components of experimental designs. Students apply course material by replicating a study and presenting their results in both a full written APA-style research report and in an oral (poster or presentation) format.

PSYC 293: Research Design and Statistical Analysis I Lab
Experimental coursework corequisite to RDSA I.
Co-requisite: PSYC 291

PSYC 294: Industrial and Organizational Psychology
This course applies psychological concepts and methods to problems of personnel management, employee motivation and productivity, supervisory leadership, and organizational development.

PSYC 295: Research Design and Statistical Analysis II Lab
Experimental coursework corequisite to RDSA II.
Co-requisite: PSYC 292

PSYC 301: History of Psychology
A study of changing views of psychology from Descartes to the present, with emphasis on the influence of ideas and methodologies on the evolution of systems and theories of psychological thought during the past century. The course is a capstone experience helping the psychology major integrate the diversity of contemporary psychology.
Prerequisite: Senior in Psychology or permission of the instructor

PSYC 321: Topics in Developmental psy
This seminar course focuses on in-depth coverage of a specific area of developmental psychology, such as cognitive development, developmental psychopathology, or socio-emotional development. Readings of primary sources, group discussion of that research, oral presentations, and written papers are major components of the course.
Prerequisite: PSYC 241 or 242 or instructor permission

PSYC 323: Counseling Theory and Skills*
This course is for students considering a career in human services and mental health professions. It surveys the major theories that inform therapeutic practice and guides students in the process of integrating theories and techniques that are consonant with their personal style. This course will particularly benefit students majoring in psychology, social work, art therapy, and other disciplines which prepare the student for interaction with a population in need of positive mental health intervention.
Prerequisite: PSYC 101

PSYC 324: Psychological Assessment
An introduction to the principles and problems involved in the assessment of human behavior. This course highlights the skills involved in collecting, interpreting and integrating data from a variety of sources, such as interviews, observations and formal psychological testing. It will emphasize how this information is presented through psychological report writing.
Prerequisites: PSYC 211, PSYC 221

PSYC 331: Topics in Social Psychology
An advanced course in social psychology, taught in a seminar style, covering special topics of current issues in social psychology. Students will have an opportunity to explore an area of social psychology in-depth by reading current articles and discussing research findings.
Prerequisite: PSYC 231 or permission of the instructor

PSYC 341: Developmental Psychopathology
This course examines and explores the etiology, diagnosis, and treatment of psychopathology in children and adolescents. Content includes coverage of a variety of psychological disorders, such as anxiety disorders, mood disorders, autism spectrum disorders, language/learning disabilities, mental retardation, and asthma and diabetes. Focus is on the developmental psychopathology perspective, which endorses that abnormal development occurs along dynamic pathways, with links to both the past and future. An exploration of the social and cultural contexts in which children experience life is also examined.
Prerequisite: PSYC 211 or PSYC 241 or PSYC 242

PSYC 350: Antecedents of Aggression
Aggressive behavior and violence is an issue of great concern for the mental health and criminal justice systems, as well as society. This course explores the biological, psychological, and social factors involved, as well as their interaction in children, adolescents, and adults. Emphasis is placed on controlling aggression, assessing and managing violence risk, and prevention and treatment strategies with a juvenile population.
Prerequisite: PSYC 101
PSYC 352: Topics in Behavioral Neuroscience
This seminar course will provide depth to the Neurosciences through student and instructor discussion. Primary source research will be presented and discussed in great detail. Topics may include, but are not limited to the following: electrophysiology, neuropharmacology, drug abuse, systems level analysis, neurology, specific psychological disorders, and biostatistics. Prerequisite: PSYC 252 or Instructor permission
3 credits

PSYC 390: Independent Study
The independent study experience provides an opportunity for highly motivated students to explore an area of interest one-on-one with a faculty member.
1-3 credits

PSYC 473: Psychology Internship
An opportunity for students to get specific job related training and/or to apply concepts learned in coursework to a psychology-related community placement.
0-3 credits

PSYC 475: Psychology Internship
An opportunity for students to get specific job related training and/or to apply concepts learned in coursework to a psychology-related community placement.
200 hours required
3 credits

PSYC 476: Psychology Internship
An opportunity for students to get specific job related training and/or to apply concepts learned in coursework to a psychology-related community placement.
400 hours required
6 credits

PSYC 480: Current Issues
Students lead an in-depth exploration of a selected topic in contemporary psychology. Topics change each year. Past topics have included evolutionary psychology, affective forecasting, psychoneuroimmunology, flow, automaticity, and self-justification. Prerequisite: PSYC 101
0 credits

PSYC 490: Senior Research Practicum
The student designs, executes, and presents an original research project. Prerequisites: Minimum GPA 3.0, senior standing, psychology major, and permission from the sponsoring faculty member, the student’s academic advisor, and Department chair.
3 credits

PSYC 525: Psychology in Healthcare
This course prepares the Physician Assistant student for the mental health rotation by providing a foundation of the major psychological disorders as they present across the lifespan. Students develop knowledge of clinical presentation, use of the DSM-5, pathophysiology, potential medical complications and pharmacological and nonpharmacological therapeutic interventions inclusive of cultural perspectives for the psychological disorders. The psychosocial and behavioral processes in health, illness, and healthcare are introduced and resources presented for the patient, caregiver/family and provider for health promotion.
3 credits

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PUBH

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PUBH 101: Foundations in Public Health
Public health is both a discipline and a perspective on human health, with an emphasis on the health of populations and groups rather than on individual patients. This focus on serving the needs of populations and emphasis on prevention over traditional medicine approaches presents economic, political and ethical challenges to public health workers and researchers. Public health requires a unique skill set that pulls from statistics, demography and biology to the social sciences and public policy. This course will focus on the core areas of public health practice including chronic disease prevention, transmission of infectious diseases, health promotion, disease-related research and environmental health.
3 credits

PUBH 102: Professionalism in Public Health
A critical component for a successful career in public health is being able to function in a professional environment. This course teaches students about the basic expectations of professional environments and how best to carry themselves in professional environments to succeed. The course teaches students about professional expectations regarding work ethic, working on teams, turning in quality work, meeting deadlines, handling disputes, presenting their work, handling competing obligations and time management.
3 credits

PUBH 105: Health Policy and Law
Americans eat more, work more, and exercise less than the citizens of all other developed nations. As a result, the prevalence of chronic disease is higher in the US than all European countries and US health care costs are the highest in the world. The US doesn’t have a health care problem—it has a public health problem. “Health care” and “public health” have developed in silos despite the fact that both fields are fundamentally tied to one another. This course provides students with a framework to think systematically about the determinants of health, the problems linking public health and physician and hospital-based health care, and the strategies available to governments and policymakers for addressing these matters. The course emphasizes contemporary topics that are important in the health policy debates of virtually all nations and provides cross-national comparisons of public health and health care systems.
3 credits

PUBH 109: Health Education
A critical role of public health is to promote and transform the health of populations. During this course, theories and models that explain health behaviors and outcomes are described, and successes and failures of past and present health promotion initiatives are discussed. Students learn the ethical, philosophical, theoretical and practical reasons for improving the health of people and their communities as well as the key elements of planning and implementing effective health promotion programs. Opportunities for applying health education and promotion methods cross settings and sectors of communities. Careers and educational pathways for health educators are also reviewed.
3 credits

246
PUBH 201: Environmental Health
Environmental Health is an introduction to the role of environmental exposures in human health and disease. Though the focus is on humans, because the human ecological footprint is expanding and has few natural boundaries, the impacts of human activities on the broader environment and non-human systems are equally important to our understanding of the role of environment on health. It is an applied science course that will focus on finding solutions to the many challenges posed by environmental health hazards including chemical, biological and radiation exposures at work, at home and at play - and the choices we must make to minimize personal exposures while participating in an expanding global economy. A major emphasis is on understanding the role of public health in environmental health science while linking these disciplines to broader goals of preserving environmental quality and protecting human health.

PUBH 211: Global Health
A person born in Japan can expect to live to 83 while a person born in Swaziland is unlikely to see their 32nd birthday. There are dramatic differences in the health and well being of populations around the world. What explains these disparities and what can be done about them? These questions and more are fundamental to the core of global health. This course will use case studies, interactive exercises and simulations to teach students the core principles of global health while encouraging them to think globally and act locally. Students will learn about cutting edge methodologies in global health including the use of mobile phones to monitor health, the use of Gapminder software to study population health trends, and modeling techniques to simulate the impact of proposed public health policy interventions.

PUBH 260: Principles of Epidemiology I
From its foundations in the London Cholera epidemic of 1854 to emerging epidemics around the globe, epidemiology is an investigative health science using the clues around us to better understand the cause of disease outbreaks and to develop effective strategies for promoting and protecting public health. The science of epidemiology is concerned with measurement, study design and methods which will provide “disease detectives” a solid base of evidence upon which to make decisions about health policy, treatment of diseases and to establish public health priorities. This course will introduce this exciting science through data exercises, case studies and hands-on investigation, which require skill, knowledge and quick thinking to get the job done.

PUBH 261. Principles of Epidemiology II
Epidemiology is a complex field with rigorous methodologies. This course will build on Principles of Epidemiology I to provide students with an advanced knowledge of methods and tool to track disease cause and spread. Students will engage in a series of projects and case studies to gain exposure in using the data and tools used by epidemiologists in the field.
Prerequisites: PUBH 240, PUBH 260

PUBH 280: Mental Health and Psychiatric Epidemiology
This course will focus on public mental health and the basic epidemiology of neurological and psychiatric diseases through a series of weekly case studies. The course will also address suicide, injury and violence as public health problems and related prevention strategies. Students will also receive training in basic Mental Health First Aid and other public health approaches to mental health.

PUBH 283: Health Security
Health security addresses the overlap between infectious disease outbreaks and other complex emergencies and concerns about national security including threats related to bioterrorism and emerging infectious diseases both domestically and abroad. Increasingly, controlling epidemics requires coordination among multiple agencies both to stop the spread of disease and avoid political, social and economic disruptions.

PUBH 290: Social Determinants in Health
Social and economic conditions are currently the best predictors of health outcomes in the United States, and improvements in living conditions better explain gains in human life expectancy than improvements in medicine alone. The links between social structures (risk conditions) and lifestyles (risk factors) are explored. The impact of risk conditions, such as income and education, on health outcomes are reviewed and compared across communities and cultures. Students are introduced to emerging theories and research on the social determinants of health. The benefits and costs of decreasing inequity and injustice as well as increasing equity and justice are critically analyzed.

PUBH 295: Health Evaluation, Research Methods and Analysis
The application of evaluation methods begins prior to project implementation and continues well after the conclusion of the project. A cultural movement toward increased accountability has elevated the value of evaluating policies, practices, and environments in medicine and public health. Evaluation skills enable professionals to develop evidence-based practices, adapt practices based on evidence, and win funding. Results support scaling and sustainability of efficient and effective strategies.

PUBH 311: Principles of Epidemiology II
Epidemiology is a complex field with rigorous methodologies. This course will build on Principles of Epidemiology I to provide students with an advanced knowledge of methods to track disease cause and spread. Students will learn how to diagnose and address threats to validity in epidemiologic study designs. They will learn to model complex multivariable problems using both parametric and nonparametric statistics. The method covered will include analyses of proportions, rates, and time to failure as well as parametric models for hazard functions and proportional hazards regression.
Prerequisites: PUBH 260, PUBH 261

PUBH 475: Public Health Field Experience
Experiential learning is a critical focus for students to develop the competencies in public health that will enable them to have successful careers. The public health field experience is an intensive field work experience that allows students to gain real experience working on a community-based public health project or with a public health agency or an organization that has a public health mission.
**PUBH 490: Public Health Senior Research Practicum**
Experiential learning is a critical for students to develop the competencies in public health that will enable them to have successful careers. The public health research practicum is for advanced students that wish to pursue independent or group research projects under faculty mentorship. Students must propose a research project and obtain both faculty and IRB approval for their research prior to enrolling in the course.

3 credits

**RIAP**

**RIAP 177: INTRODUCTION TO INTELLIGENCE STUDIES**
This survey course introduces the student to the discipline of intelligence and provides the student with an understanding of how intelligence systems function, how they fit within the policymaking systems of free societies, and how they are managed and controlled. The course will provide a theoretical overview of the intelligence, including psychology of intelligence, types of intelligence methods, tools and techniques, basic writing and briefing skills, basic data management strategies and tools and various types of intelligence used throughout the private and public sectors.

3 credits

**RIAP 178: INTELLIGENCE METHODS AND ANALYSIS**
This course introduces students to the collection and analysis techniques used by entry level analysts. Students work on a term-long project that incorporates data basing, collection planning, organizational and link analysis, and structured analysis techniques. Computer software programs are used to enhance that analytical product. A threaded discussion of the psychology of intelligence analysis is integrated into course material.
**Prerequisite:** RIAP 177

3 credits

**RIAP 213: NATIONAL SECURITY AND INTELLIGENCE**
This course is an introduction to national security decision-making in the United States with a special emphasis on the role of intelligence in formulating policy. Students will engage in a historical overview of national security politics and strategy since WWII and describe major institutions and processes involved in national security policy-making. The course is designed to survey significant national security problems and their changing nature in the 21st century.

3 credits

**RIAP 240: INTELLIGENCE FOR BUSINESS**
This course explores the processes involved in providing foreknowledge of a company's competitors, industry dynamics and macro-environmental factors that impact an organization; the precursors to actionable intelligence and strategy. The class introduces business terminology, analytical business models and other resources that organizations utilize in the process of competitive and market intelligence. Students will develop competitive assessments to assist corporate decision makers in making decisions and develop corporate strategy. Lectures, exercises, and projects are applied to a real company project with the goal to gain competitive advantage and/or minimize risks related to the current business climate.
**Prerequisite:** RIAP 178

3 credits

**RIAP 250: PROFESSIONAL COMMUNICATION**
Students in the Intelligence Studies program are about to enter what is often a large and complex professional world. In order to navigate that world, particularly in the search for employment, students need to learn how to make the most of the professional communication process. During this course, students will learn how to write an effective resumé, to write a cover letter that best expresses their goals and capabilities, to undergo a job interview and to communicate in a professional setting.

1 credit

**RIAP 275: INTELLIGENCE WRITING AND PRESENTATION**
This course introduces students to the fundamentals of effective intelligence writing and presentation. Emphasis is placed on the variety of forms of intelligence writing, briefing styles, and evaluations of intelligence products for form and substance, and application of numerous advanced analytical techniques.
**Prerequisite:** RIAP 178

3 credits

**RIAP 276: LAW ENFORCEMENT INTELLIGENCE**
This course is an introduction to law enforcement intelligence definitions, agencies, and methodologies of analysis. It reviews the mission and roles of the crime analyst at the local, state and federal levels.
**Prerequisite:** RIAP 178

3 credits

**RIAP 280: COMMUNICATING INTELLIGENCE ANALYSIS I**
This course examines the skills needed to effectively communicate intelligence analysis results to a decisionmaker. Through repetitive application of the focused set of skills needed for that communication, it prepares intelligence analysts to deliver analysis in a variety of written and oral formats. Students will also be assigned readings on best ways to prepare and develop a written intelligence product and to prepare and present an oral briefing making best use of presentation tools such as PowerPoint and Prezi. Students will also become familiar with visualization tools available for presentations and reports.

2 credits

**RIAP 281: COMMUNICATING INTELLIGENCE ANALYSIS II**
This course examines the skills needed to effectively communicate intelligence analysis results to a decisionmaker. It builds on skills learned in Communicating Intelligence Analysis I (CIA1) by adding a defined intelligence tasking that students will pursue the entire term. Students will produce and deliver written and oral analytic reports on the assigned tasking. They will be graded for adherence to effective communication skills learned in CIA1 and for the quality of their analysis. Students will develop increased familiarity with structured analytic methods learned in other RIAP courses and will apply new methods to these products.

2 credits

**RIAP 303: AMERICAN MILITARY HISTORY**
This course covers the basics of the US military history experience from the colonial period through contingency operations of the 1990's. This course will employ American military history as a tool for studying military professionalism and for applying critical thinking skills and decision-making skills to military problems. This course provides both the historical foundation and context for
service in today's military and a kind of survey course preparing students for future study in military history and heritage.  

RIAP 305: Warfare and Military Intelligence  
This course explores the role of intelligence in the conduct and prosecution of armed conflict. The course traces the evolution of modern military organizations and the use of intelligence in the success or failure of these organizations. Current intelligence practices and methods employed by the US military are also discussed.  

RIAP 309: Social Media and Politics  
This survey course introduces the student to the modern social media platform and its influence on politics. Social Media, (Facebook, Twitter, YouTube, websites, and blogging) combine to unprecedented influence not only on politics but culture, tradition, and society. The course assesses how social media is now challenging the status quo “traditional media” (print media, television, and radio) for attention, influence, and legitimacy.  

RIAP 310: Special Topics  
This course allows students to pursue a specific area of interest that augments their analysis experience. Topics vary. Past topics have included data visualization, geospatial intelligence, and intelligence collection.  

RIAP 311: Collection Operations  
This course is designed to help young analysts appreciate the difficulties and capabilities of various intelligence collection assets. Students will gain an appreciation of and familiarization with various techniques from each of the major collection disciplines including open source intelligence, human intelligence, signals intelligence, measurements and signatures intelligence and geospatial intelligence.  

RIAP 312: Social Media Intelligence and Analysis  
This course introduces students to the collection and analysis techniques used in the analysis of social media. Students will be exposed to critical theory with regards to social media including basic techniques in collection and analysis. Open source computer software programs are used to enhance individual analytical products. A threaded discussion of the psycho-socio aspects of intelligence analysis of social media is integrated into course material.  

RIAP 316: Cinematic Mirror Intelligence Film  
This course takes an historical approach to the depiction of various manifestations of “intelligence” in film, spanning over eight decades of filmmaking in different countries.  

RIAP 317: Data Visualization  
A hands-on course in data analysis and visualization based on key design principles and techniques for interactively visualizing data based on principles from the fields of statistics, perception, graphic design, cognition, communication, and data mining. Through lecture, case studies, and design studios, students will work individually and collaboratively to visualize complex datasets using software applications to identify patterns, trends, and variation across categories, space, and time. Students will obtain practical experience with the visualization of complex data including multivariate data, geospatial data, textual data, time series, and network data.  

RIAP 320: Advance Law Enforcement Intelligence  
This course will explore the theory and practical application of analytical methodologies to selected law enforcement intelligence topics. It will utilize the case studies methodology to understand the role and effect that intelligence influenced the outcome of historical events. Classroom projects will require critical thinking skills to produce an analytical intelligence product for law enforcement decision makers.  

RIAP 321: Law and Ethics Law Enforcement Intelligence  
The Law and Ethics of Law Enforcement Intelligence course builds upon the prerequisite introduction course of RIAP 276. The class will explore the governing laws, rules and regulations plus ethics associated with law enforcement intelligence.  

RIAP 322: Applied Methodology in Law Enforcement Intelligence  
The Applied Methodologies for Law Enforcement Intelligence course builds upon the prerequisite introduction course of RIAP 276. The class will learn and apply advanced applied structured analytical methodologies commonly utilized in law enforcement intelligence.  

RIAP 325: Cyber Threat Analysis  
This course will introduce students to the methodology of investigation and analysis procedures associated in the application of real world cyber attacks. Students will gain knowledge of key terminology, online tools used by analysts, the development of legislation, key government agency roles, and the nature of cyber threats/attacks.  

RIAP 360: Financial Intelligence Analysis  
This course explores the theory and application of intelligence in the conduct of identifying and mitigating financial threats and crimes by governments, the private sector, and other inter-governmental organizations. The course also traces the evolution of financial fraud and threat financing since 9/11, examining tactics, techniques, and mechanisms used both by state and non-state actors involved in illicit financial activity and those involved in detecting, preventing, and investigating those illegal activities. Working in small groups, the students will apply relevant analytic methods and techniques to a series of practical exercises and case studies related to financial crime and threat financing.  

RIAP 365: Advanced Competitive Intelligence  
This course encompasses a more in-depth perspective of competitive and market intelligence utilizing additional analytical tools and methodology. Advanced models and techniques are applied to a term-long industry project and a final report is compiled at the end of the course. Teams representing companies within
the industry participate in a stock market exercise, scenario analysis and war
gaming to gain experience in the dynamics and workings of the business
environment.

RIAP 368: Climate Change and National Security
Despite the national debate, global temperatures and sea levels are rising
creating unique security concerns, but also areas of opportunity. This course will
cover how a nation anticipates and prepares for a changing global landscape and
how they reconcile scientific research to policy and security goals.

3 credits

RIAP 372: Terrorism
This course fosters an understanding of the roots, development and impact of
contemporary worldwide terrorism, especially in the United States, while using
a simulated operational environment.

3 credits

RIAP 374: History of Intelligence
This course examines the scope, elements and history of intelligence activities,
especially the American experience. Particular attention is paid to the role of
intelligence in a democratic society.

3 credits

RIAP 395: Geospatial Intelligence
This course will cover topics related to the collection, exploitation, and analysis
of geospatial information and imagery. The focus of the course will be on how to
use software and knowledge of geospatial concepts to respond to a variety
intelligence requirements that arise from fields that range from military and law
enforcement to business, humanitarian issues, and other security issues. The
emphasis is on the choice and application of appropriate methods for the analysis
of the spatial and imagery data often encountered in the various intelligence
disciplines.

3 credits

RIAP 415: Contemporary Leadership in Intelligence
This course examines organizational leadership in the context of intelligence
organizations and units. Historically, the execution of intelligence leadership
within the Intelligence Community will be analyzed and the impact of leadership
on the intelligence process will be evaluated. Students will explore leadership
styles, principles, models, in addition to developing a personal sense of how to
lead groups and how to lead change within an organization. Contemporary
issues and ethical challenges facing intelligence leaders will be explored,
particularly how leadership decisions impact organizations, staff, morale, and
public perceptions of intelligence organizations.

3 credits

RIAP 420: Advance Analytic Techniques
This course is designed to provide an opportunity for students to explore
techniques emerging from the intelligence community and physical and social
sciences and apply those techniques to intelligence problems. Focusing on a
variety of techniques from a variety of disciplines, this course will expose an
advanced student to new and potentially useful methods for conducting
intelligence analysis.

3 credits

RIAP 425: Strategic Intelligence
This course is divided into three parallel tracks covering strategic theory, the
practice of strategic intelligence, and the application of those principles to a “real
life” problem. Analysts will participate throughout the course as a member of a
group in a large-scale estimative project.

3 credits

RIAP 435: Grand Strategy/Planning and Intelligence
This course examines the theory and practice of grand strategy and how
intelligence informs the process of forming and executing it. Beginning with a
historical view of grand strategy from the post-Napoleonic War period (1815 –
1914), the course then covers Interwar and Cold War grand strategy, post-Cold
War grand strategy and American grand strategy today in the age of terror. The
course concludes with workshops on strategy formulation and a real-life
simulation of a crisis event in which students are expected to discern, formulate,
and implement an American grand strategy of their own.

3 credits

RIAP 446: Counterintelligence Policy and Practice
This course is designed to provide students with an understanding of the
historical context that formed the basis for national security legislation. Students
will examine the development of the country’s current counterintelligence
bureaucracy and strategy and its role in the fulfillment of national security policy.
This course will examine the intersection of Department of Justice policy, the
media, and the prosecution of media leak cases. Students will also be exposed to
the conduct and practice of counterintelligence and espionage investigations,
with a focus on insider threats.

3 credits

RIAP 448: Marketing Research and Primary Intelligence
This course is designed to provide a comprehensive overview of the principles and
fundamentals of market research and primary intelligence. The course includes
the study of both the qualitative and quantitative methods used in contemporary
market research along with the tools and techniques used in the collection,
analysis, and measurement of data. The course is organized from a management
perspective using an applied, problem analysis format. A real life research project
will be used to reinforce the theoretical concepts presented during the term. The
course is student-oriented with a focused learning approach. Accordingly, it is
taught from an applied perspective to challenge and help students to understand
the role, importance, and operational fit of market research in the workplace.
The use of technology is emphasized with emphasis on research via the internet,
development of an on-line survey and SPSS for statistical evaluation. Student
are expected to take an active role and participate in class discussions, interactive
assignments, and group/work exercises.

3 credits

RIAP 449: Nonproliferation Analysis
Students in this course will examine the many aspects of nonproliferation. Topics
will include basic physics, the nuclear fuel cycle, the Nuclear Nonproliferation
Treaty (NPT), the International Atomic Energy Agency (IAEA), the Additional
Protocol, safeguards (including an overview of verification techniques and the
use of open-source information), export control, proliferation incentives (and
disincentives), nonproliferation trends, and nuclear terrorism. Two case studies
will explore the nuclear black market and proliferation.

3 credits
RIAP 475: Intelligence Studies Internship
Students engage in a period of employment (minimum of 200 hours) as an intelligence analyst with a government, international agency or corporation during which certain experience objectives must be met.
Prerequisite: RIAP 178
3 credits

RLST

RLST 100: What is Religion?
An introduction that provides students with the foundational skills of the academic study of religion in order to apply them to an increased understanding of the role of religion in contemporary society. The course presents a broad overview that will provide students with a foundation for topical courses in the religious studies department as well as the ability to engage religion thoughtfully and knowledgeably in other disciplines.
3 credits

RLST 110: Sacred Texts
An introduction to religious studies that examines the origins and developments of sacred texts. The course will focus especially on how later texts and traditions reconfigure earlier traditions in the light of new experiences. By the end of the term the student will have developed the skills necessary to become a close and careful reader of primary texts.
3 credits

RLST 115: World Religions
An introduction to religious studies that inquires into the history of religions by focusing on several world religious traditions and their claims about Ultimate Reality, the purpose of human life, the meaning of suffering and alienation, the importance and role of social organization, and ethics.
3 credits

RLST 200: Contemplating Moral Issues
Course explores moral issues both personal and social, in light of Christian Scriptures, tradition, and human experience. A Roman Catholic perspective on these issues is emphasized.
3 credits

RLST 205: Western Christian Heritage
This course examines the impact of significant Christian thinkers on Western culture. As we will see, the development of a Western Christian heritage was neither monolithic nor predetermined. It is rather the historical result of argument and debate among a plurality of voices throughout the centuries. We will explore the influence these voices have on the way various contemporary Christians groups conceptualize theology and authority.
3 credits

RLST 206: Hinduism
An historical and thematic introduction to Hinduism which will examine its array of beliefs and morals, myths and rituals, philosophies and poetry, gurus and teachers, gods and goddesses. Particular attention will be given to developments in Hinduism including the host of philosophical, historical, social and political contexts that have generated plural expressions of Hinduism in India and have contributed to a more global expression of Hinduism worldwide. 3 credits.

RLST 207: Buddhism
An introduction to the various world views encompassed under the rubric of Buddhism. This course surveys religious, philosophical and ritual developments in the history of Buddhism, beginning in the Indian context and extending throughout Asia and even into the West. The nature of reality, human community, suffering and liberation articulated in various versions of Buddhism will be primary themes for study.
3 credits

RLST 208: Islam
A study of the origins and development of Islam, beginning from the prophet Muhammad to the contemporary era. Special consideration of Islam’s religious, social, and philosophical developments, the diversity within Islam, and the interface of Islam as it penetrated into cultures beyond the Arabian peninsula.
3 credits

This course engages the foundational documents of Christianity and examines how these texts emerged over time as an authoritative collection that came to be regarded as Scripture. In addition to contextualizing these documents in their indigenous religious/philosophical/cultural environments, special attention will be paid to the formation of diverse early Christian communities based on differences in their use of a multiplicity of Jesus traditions.
3 credits

RLST 230: Jesus the Christ
An examination of the development of images, concepts, and doctrines about Jesus of Nazareth. It moves chronologically from New Testament materials to contemporary theological discussions about the person and message of Jesus and their significance for the post-modern world.
3 credits

RLST 235. The Sacred and Cinema
Film has become the dominant medium of popular cultural expression in the contemporary era, and as such offers a vital space where the re-contextualization and re-interpretation of religious themes can be studied. Understanding the use and presence of religious ideas and symbols in film allows perspective on how traditional religious themes are imagined and challenged through contemporary experience.
3 credits

RLST 250: Eastern Philosophy
This course examines various traditions of Indian philosophy, specifically the ‘orthodox’ schools (the so-called “six views”) and their Buddhist counterparts. Our concern will be the methods, presuppositions, arguments, and goals in Indian reflection on the nature of the human person (philosophical anthropology), the nature of reality (metaphysics), and the nature and process of knowing (epistemology). The goals of this course include showing the traditions of systematic, critical thinking in India and highlighting, where appropriate, their significant parallels to Western philosophical thought.
3 credits
RLST 255: Religious Perspective in Human Relationships
This course will examine the many ways religious and cultural traditions have interpreted the dynamics of human relationships, including (but not limited to): concepts of relating to oneself, to others (or, friendship), relationships with divine, sexual relationships, the status of one's gender in relation to others, as well as definitions of marriage and family. The course offers descriptive, comparative, and critical analyses of the teachings of individual theorists (religious, cultural, and/or philosophical) in order to better understand how religious and cultural perspectives bear on the questions and controversies about human relationships in the modern world.

3 credits

RLST 260: Catholic Symbols and the Sacrament
This course will be an exploration into the richness and complexity of Catholic ideas and experience. We will examine elements of the tradition's religious practice, including symbols, rituals, narratives and community. Using a variety of approaches (historical, theological, literary, and cultural), we will address critical questions about Catholic life.

3 credits

RLST 265: American Religion
A survey of religious beliefs and practices in an American context. This course examines various expressions of American religiosity and aims to contextualize, understand, and analyze the variety and plurality of the American religious landscape.

3 credits

RLST 266: Globalized Religion
This course provides a basic introduction to the descriptive and explanatory models in the sociological study of religion that prove helpful in examining the enculturation of diverse traditions such as Buddhism, Islam, Hinduism, and Sikhism into the U.S. religious landscape. In addition, this course examines strains of anti-immigration in the United States that resist such efforts of religious enculturation. Finally, this course acknowledges the distinctiveness of these enculturated religious traditions in order to move toward a pluralistic engagement of religious traditions.

3 credits

RLST 267: Religion and Violence
This course is designed to explore the complex ways in which religious people appear to be motivated by religion toward violence or peace. It will look at the history of violence in religious traditions, modern movements and developments most closely associated with religious violence, structures of religious life and identity that appear to lead to acts of violence, specific case studies, and finally pathways toward peace.

0 credits

RLST 270: Women and Scripture
An exploration of the biblical texts dealing with the themes relating to women: their presence and neglect, images, and roles. The course will study the contributions, challenges and significance of women in Scripture with particular concern for contemporary interpretations by Jewish and Christian women.

3 credits

RLST 275: Liberation Religion and Society
This course examines the origin and growth of liberation theologies in Asia, Africa, and Latin America, and the United States. Students will be introduced to the work of major liberation theologians and the diverse contexts in which liberation theologies are done. The critical roles they play within diverse religious, cultural, and societal contexts and the impact of economic globalization has upon them will also be considered.

3 credits

RLST 295: Religion, Science, and Magic
This course examines the complex historical relationship between the fields of scientific and religious enquiry. This course approaches these issues historically and thematically using case studies to understand and to analyze distinctive modes of inquiry about truth claims.

3 credits

RLST 305: Death and Dying
Issues surrounding death and dying are both deeply personal and central to the human experience. This course is designed to explore ideological frameworks around death and relate them to concrete issues. The course is designed in two parts. The first part engages ideas found across the globe related to death and dying. The second part of the course examine practical and ethical considerations.

3 credits

RLST 310: Evolving Religion
An analysis of the intellectual challenges to religious belief since the Enlightenment to the present day with a special emphasis on postmodern philosophy and the theological responses to the postmodern critique.

3 credits

RLST 335: Contemporary Folklore, Legends, and Mythology
This course will approach a wide variety of contemporary folklore, legends, and mythology through the methodologies and theories of Religious Studies. Folklore, legends, and mythology are sometimes in agreement with established religious traditions. Other times they represent breaks with mainstream doctrines. These three categories draw attention to visions of what is possible in both life and death, according to peculiar accounts of the way things really are.

3 credits

RLST 345: Philosophy of Religion
This course investigates various issues and arguments within philosophy of religion, including: the problem of evil, arguments for God’s existence, the concept of religious experience, divine omniscience and omnipotence, religious language, miracles, life after death, and the justification of religious belief.

3 credits

RLST 350: New Religious Movements
New Religious Movements (NRMs) in the past have been called “cults,” a term that tends to judge the communities by the standards of longstanding and well-established religions or broader cultural norms. Our study will examine the various contexts and circumstances—sociologically, psychologically, even politically—that account for the rise of new religious movements. The course will explore a series of questions: What broader social, cultural, and traditionally religious dynamics serve as catalysts for the emergence of NRMs? What is the
psychological appeal of NRM? Are there recognizable patterns to the emergence and organizational structures of NRM? Under what conditions do they forfeit the rights of freedom of religion?

3 credits

RLST 375: Religion and Environment
An examination of key texts, historical movements, and ideas pertaining to the relationship between “religion” and “the environment.” Several religious traditions are considered, including: Judaism, Christianity, Islam, Buddhism, and Native American religions.

3 credits

RLST 385: Poetry of the Sacred
A study of poetry as an expression of and a vehicle for awakening in the world’s religious and spiritual traditions. Exploring notions of the sacred and theological anthropology, this course examines the context, content, and goals of poetry self-reflexively located in faith and spiritual traditions. Poetry of Hindu bhakti traditions, Sufism, Zen, and Christian mysticism will be central, though not exclusive, to this course.

3 credits

RLST 390: Apocalypse to Zombie
Stories about “the end” have been employed by various cultures as a means to use language to reflect upon, critique, and explain current events. This course compares different visions of the end by investigating the diverse ancient and contemporary cultural contexts out of which these imagined endings emerge.

3 credits

RLST 420: Mysticism
A study of the significance of mystical experience in the world’s religions. What is the meaning of particularly vivid, intense religious experiences reported by sages, saints, and seers in the faith traditions of the world? This course will examine classic analyses of mysticism, the nature, context, and conditions of mystical experience, the “perennial philosophy,” the scope of ineffability, and the cognitive merit of mystical experience.

3 credits

RLST 440: Peace and Justice
In the face of oppression, people of faith and people of good will have argued for a principled world of peace and justice for all. This course examines how it is that oppressed people groups have grounded the pursuit of peace and justice in terms of social and spiritual liberation. This course will explore global and domestic cases of oppression, which may include: imperialism and exile, racism and civil rights, sexism and homophobia. Diverse religious responses to oppression may include: Jewish, Christian, Islamic, Buddhist, and Hindu views.

3 credits

RLST 445: Special Topics
The Special Topics course is designed to complement programs throughout the university. The topics will be chosen to provide timely analysis of contemporary events and/or developments in the field. The course will, generally, explore the relationship between religion and social life and explore issues of particular significance facing the contemporary world.

3 credits

RLST 480: Seminar Religious Studies
A seminar that offers in-depth study of significant religious themes and thinkers, determined by the professor. The course is directed to majors and minors as their capstone course and does not otherwise meet general core-curriculum requirements. The course therefore presumes background training in religious studies and emphasizes independent, creative scholarship and experiential learning.

3 credits

RLST 490: Senior Thesis
A student may elect to use three to six credits as “thesis credits” in place of one or two courses. This entails writing a substantial research paper and can only be done if approved by the student’s advisor and department director.

3-6 credits

RUSS

RUSS 101: Introduction to Russian I
An introduction to the Russian language, including development of the basic skills: listening, speaking, reading, and writing. Learning activities aimed toward a flexible command of the language are included.

3 credits

RUSS 102: Introduction to Russian II
Further study of the skills introduced in Russian I, including study of grammar and aural-oral practice designed to reinforce the basic language skills. Prerequisite: RUSS 101 or equivalent

3 credits

RUSS 125: Russian Culture
Historical and cultural development of Russia are studied. Lectures, class discussions, and reports on the most significant aspects and trends of political, literary, economic, social, and artistic life are included. Course conducted in English.

3 credits

RUSS 130: Golden Age of Russian Literature
Study of the major works and writers of the first half of the 19th century. Includes Gogol and Lermontov as well as Pushkin and Turgenev. Particular emphasis on the growth of Russian realism in light of the Slavophile-Westerner debates of this era. Conducted in English.

3 credits

RUSS 131: Later 19th Century Russian Literature
Includes works of Tolstoy to Chekhov and treats such masterpieces as Anna Karenina, Brothers Karamazov, and several famous Chekhov plays. Conducted in English.

3 credits
RUSS 132: Masterpieces of 20th Century Russian Literature
Students will explore the masterpieces of twentieth-century Russian literature. Lectures and course discussions will consider historical background, literary movements (Symbolism, Futurism, Acmeism) and aesthetic trends (Modernism, Socialist Realism, and Post-Modernism) in analysis of the literary works. Conducted in English.
3 credits

RUSS 135: Topics Russian Literature/Culture
The content of this course, determined by the instructor, will focus on some literary or cultural subject relating to Russia. Coursework will further student understanding of Russia and the Russian people. Conducted in English.
3 credits

RUSS 203: Intermediate Russian I
A study of the more sophisticated grammatical patterns and idiomatic structures of Russian designed to increase proficiency in reading and writing the language. Increase speaking practice enables the student to become more orally proficient in the Russian language.
Prerequisite: RUSS 102
3 credits

RUSS 204: Intermediate Russian II
The continuation of RUSS 203 with study of the four skills, reading, writing, listening and speaking.
Prerequisite: RUSS 203
3 credits

RUSS 208: Contemporary Reading in Russian
Based on short stories, newspaper articles, and excerpts from longer works, the course aims to develop vocabulary, reading comprehension, a sense of style, and greater facility in discussion.
Prerequisite: RUSS 204
3 credits

RUSS 210: Russian Conversation/Composition I
Students will develop their communicative skills, while building vocabulary and a greater understanding of structure and idioms, through composition and guided as well as spontaneous conversations.
Prerequisite: RUSS 208
3 credits

RUSS 300: Russian Conversation/Composition II
Students will develop more sophisticated composition and conversation skills, such as techniques for persuasion, debating, analysis, and creative expression.
Prerequisite: RUSS 210
3 credits

RUSS 310: Seminar: Composition/Translation
Examination of several basic differences in the structure of the Russian and English languages. Exercises to develop expertise precede directed and free composition, problems of translation.
Prerequisite: RUSS 300
3 credits

RUSS 316: Abroad Experience
With instructor approval, students may use this course to develop an independent study program based on their experiences abroad. Students must have spent at least four weeks abroad and must arrange, prior to departure, to complete a research or creative project and present it publicly in the semester following their return.
Prerequisite: RUSS 204
3 credits

RUSS 350: History and Development of the Russian Orthodox Church
This course will examine the history, dogmatic teachings, and liturgical practices of the Russian Orthodox Church as it developed in Russia and will address the role of the Church at the present time and predict its role for the future.
Prerequisite: RUSS 208
3 credits

RUSS 490: Senior Thesis
An experience in original research leading to the development of a publishable paper. Topics will be chosen from research sources in contemporary Russian works.
3 credits

SBM 100: Introduction to Sport Industry
Sport has grown and spread throughout the world and has developed into a complex, extensive and highly distinct structure and organizational process. This course will explore the many components of Sport Business Management that are present in this academic field. This class will bridge these two areas together in such a way that the student will understand clearly what the Sport Business Industry is all about. Sport Business is far more than people liking sport.
Offered Fall and Spring semesters
3 credits

SBM 150: Intercollegiate Practicum
Practicum is a faculty supervised experience that encompasses aspects of NCAA Intercollegiate Athletics at Mercyhurst. The supervising faculty member and a member of Mercyhurst Intercollegiate Athletics will construct an experience designed to meet the needs of the student as it applies to intercollegiate athletics.
Prerequisite: SBM 100 Offered by arrangement
1 credit

SBM 210: Sport Marketing
This course applies basic marketing principles to the sport industry. An examination of the current environment of the sport industry will include: tactics, strategies, and examples of sport industry organizations use of marketing.
Prerequisite: SBM 100
Offered Fall semester only
3 credits
**SBM 220: Legal and Ethical Issues in Sport**  
The course provides practitioners the tools necessary to survive in the legal and ethical framework of the sport industry. Sport managers will establish a foundation of the legal aspects ranging from risk management, gender equity, and antitrust law. Basic concepts of ethics and morality will be discussed to assist in developing an ethical perspective of sport managers.  
**Prerequisite:** SBM 100  
**Offered Spring semester only**  
3 credits

**SBM 230: Special Topics I**  
This course will focus on special topics relevant to Sport Business professionals and innovative topics within the field of Sport Business Management. Topics may include, but are not limited to, intercollegiate athletics, youth sports, and sport entrepreneurship.  
**Prerequisite:** SBM 100  
**Offered Fall semester only**  
3 credits

**SBM 310: Facility and Event Management**  
This course combines the skills and techniques necessary to operate a facility with the ability to incorporate the same concepts into a specific event. Topics will include management theory specific for the sport industry, facility and staff preparation, game management, and sport-related events either as a contest or within the event.  
**Prerequisite:** SBM 100, MGMT 120  
**Offered Spring semester only**  
3 credits

**SBM 330: Special Topics II**  
This course will focus on special topics relevant to Sport Business professionals and innovative topics within the field of Sport Business Management. Topics may include, but are not limited to, research, analytics, and sport communications.  
**Prerequisite:** SBM 100  
**Offered Spring semester only**  
3 credits

**SBM 410: Sport in Society**  
A comprehensive overview of the issues impacting sport throughout history and its impact on society. The status of acceptance of who can play will help students develop a sensitivity to, and understanding of, the role of individuals and organizations based on gender, race, and ability.  
**Prerequisites:** Junior standing, SBM 100  
**Offered Fall semester only**  
3 credits

**SBM 420: Sport Governance**  
This course will explore many governance structures from the amateur, high school, local and professional arenas. Students will examine the major sporting government organizations such as the International Olympic Committee, National Collegiate Athletic Association, NFL, NHL, NBA and MLB. The focus will be on the structures, rules, issues, and regulations that govern sport organizations.  
**Prerequisites:** Senior Standing (Juniors with permission) SBM 100, MGMT 120  
**Offered Spring semester only**  
3 credits

**SBM 475: Sport Business Management Internship**  
An individual work/study experience in an approved sport business institution. Placement of a qualified student in a sport business setting which involves an area of interest, provides training and on-the-job learning, and prepares the student for sport business practice.  
**Junior standing, 2.75 GPA in required business courses, and written permission of the Associate Dean**  
3 credits

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**SCI**

**SCI 104: Meteorology**  
A study of the physical properties of the atmosphere and its changes. Observation, prediction, and the study of the causes of the constantly changing atmosphere.  
4 credits

**SCI 118: Astronomy**  
An introduction to the study of astronomy and cosmology. Topics include: the evolution of stars and galaxies; the origin and evolution of the universe; dark matter and dark energy; special and general relativity; recent discoveries in astronomy and cosmology.  
**Corequisite:** EASP 119  
3 credits

**SCI 120: Presidential Physics and Lab**  
This course is designed for future world leaders in any arena, from business to politics, and most importantly for anyone who wants to be informed about the science behind the important decisions facing our world leaders. This course focuses on quantitative and scientific reasoning, critical analysis, and technical writing without the need for a math prerequisite as it covers real-world content such as: energy sources; nuclear technologies including energy and weaponry; fission, fusion, and radioactivity; global climate phenomenon such as tsunamis, earthquakes, and weather patterns; space travel and exploration; satellites, infrared radiation, and remote sensing capabilities; and the science behind new technological advances.  
4 credits

**SCI 170: Energy Science and Lab**  
A survey of the significant chemical and physical concepts related to energy usage. An initial introduction to energy mechanics and the laws of thermodynamics, applied to “real-world” situations will be given. Present modes of energy generation and usage will be discussed and related to environmental considerations. Significant time will be spent with an assessment of energy sources. These include: fossil fuels, solar, nuclear, geothermal, and biomass sources. This course includes a lab component.  
4 credits
SOC 100: Introduction to Sociology
This course introduces students to the discipline of sociology: the scientific study of human behavior as shaped by collective forces and self-reflections. The primary aim of this course is to enhance students’ ability to interpret and evaluate the social and cultural influences around us. To achieve this aim, the course compares and contrasts sociological theoretical paradigms, as well as discusses the strengths and weaknesses of the qualitative and quantitative research methodologies.
3 credits

SOC 101: Contemporary Social Problems
This course is designed to provide a context for students to critically explore selected social conditions that have been determined to constitute social problems in modern society. Each of the issues selected will be looked at from different perspectives using the lens of various theories. The contributions of opposing ideologies and ideas—and a critique of research related to the phenomena will be utilized to facilitate an understanding of the complexity of the phenomena and clarify one’s perspective.
3 credits

SOC 102: Family in Changing Society
This course looks at the historical family development, cultural family patterns, disintegration and reintegration of contemporary family life and marital interaction. It will look at the changing attitudes toward marriage and the family.
3 credits

SOC 107: Introduction to Gerontology
This course is an introduction to the study of aging through the examination of the fundamental age associated changes in physical, mental and psychological function. Reciprocal relationships between aging groups and social institutions will be explored.
3 credits

SOC 108: Human Growth and Development
This course will familiarize students with concepts and principles of development of physical, cognitive, emotional and social development across the lifespan. The course discusses how the multiple domains of development interact with contextual factors to influence developmental outcomes and individual differences from birth to late adulthood.
3 credits

SOC 125: Introduction to Gender Studies
This interdisciplinary course will cover the theoretical foundations and history of the gender discourse, and address topics central to the discipline of gender studies. The economic, political, ideological and social forces that shape the cultural construction of gender will be discussed and the consequences examined. The discussion will also include the intersection of gender, race and socioeconomic class, biology and gender, and the gendered body. Through a variety of exercises/discussions and works of fiction, attention will be given to the connection between gender issues and life experiences. Students will also engage with course topics via lectures, readings and films.
3 credits

SOC 140: Special Topics
This course will cover a special topic within the field of sociology. Examples include: sociology of food, sociology of film and others.
3 credits

SOC 203: Deviant Behavior
A psychological and sociological examination of pathological behavior. Deviency will be discussed as a problem in both individual adjustment and in social organization.
3 credits

SOC 204: Diversity in Society
This course is designed to provide students with a knowledge base concerning human diversity from a sociological perspective. Diversity is broadly defined to encompass many aspects of social life, including gender and sexuality, social class, race and ethnicity, and (dis)ability. Students will learn how to use each of these concepts in conversation and in writing, and to view them in combination using an intersectional lens. Phenomena such as stereotypes, prejudice and discrimination will be important components of course discussion and materials.
3 credits

SOC 205: Introduction to Juvenile Justice and Delinquency
This is the basic course which provides an overview of the Juvenile Justice System and the study of Juvenile delinquency. Research and theory are used to help the student distinguish between typical forms of adolescent exploration and indications of potentially serious delinquency. A variety of sociological and social psychological theories of delinquency are reviewed.
3 credits

SOC 208: Power, ID, Relationships, Culture: Sociology of Food
This course explores the cultural and social meaning of food. A central focus of sociology is to investigate the inter-relationship between human relationships and the environment. Given that food is an element in humans’ environment this course will allow students to discover that food has meaning that goes beyond its nutritional value.
3 credits

SOC 214: Grief and Loss
This course explores the complex process of grieving as a result of loss. While a large focus will be on death and dying, other losses such as divorce, job loss and loss of physical health will be discussed. Cultural variations and common rituals will be addressed.
3 credits

SOC 220: Drugs, Crime and Criminal Justice
This course provides the student with an understanding of drug abuse, crime and the criminal justice system. The primary focus is on how police, courts and corrections systems respond to drug related crimes and drug-abusing offenders. The course reviews the history of the drug-crime connection, compares criminal justice policies on drug abuse, critiques intervention strategies and considers future initiatives to reduce the drug problem.
3 credits

SOC 228: Treatment of Adolescent Behavior Problems
This course focuses on the latest research-based approaches to the rehabilitation of adolescents who are either involved in delinquent behavior or at risk of
involvement. It emphasizes cognitive, cognitive-behavioral, familial and multi-systemic approaches.

**SOC 230: Criminology**
An in depth analysis of criminal behavior systems, theoretical developments in explaining crime and research methodology used in modern American criminology.

3 credits

**SOC 235: Gendered Relationships**
This course will examine the continuous cycle of influence between gender and relationships. Gender differences within social behavior and experiences will be identified. The distinction between gender and sex will be studied in terms of identity and communication styles. The intersections and interactions between gender, race and class will be developed. Relationships within families and friendships will be the primary focus of the course.

3 credits

**SOC 240: Victimology**
This course focuses upon a recent and rapidly developing branch of criminology which is designed to study the crime victim. Included will be victim vulnerability—the susceptibility of certain groups of people to victimization—and culpability—the actions on the part of individuals which, under certain circumstances, suggest victims may be partly responsible for their own victimization. Recently enacted laws pertaining to the rights of victims will be examined.

3 credits

**SOC 241: AGING: Issues and Controversy**
An introduction to the study of aging through the examination of major methodical areas of later life in the United States, e.g. retirement, sex and institutionalization. Countering viewpoints will be examined. 3 credits.

3 credits

**SOC 275: Counseling the Older Adult**
This course will identify various areas impacting the lives of the young old, middle old and old old. The course will focus on assessment, counseling interventions and techniques geared to enriching the world of mature adults and their families.

3 credits

**SOC 300: Social Research Methods**
This course is focused on learning the basics of conducting social science research as well as critiquing and utilizing existing research. Students are exposed to key aspects of the research process including: choosing a research topic; identifying the population of interest; conducting a literature review; selecting a research design; collecting data; and descriptive analysis.

3 credits

**SOC 301: Contemporary Sociological Theory**
This course aims to familiarize students with contemporary sociological theories and how they build upon classical theorists such as Marx, Weber and Durkheim. Examples of contemporary theories covered include works from Giddens, Bourdieu, Smith, Hooks, Goffman, Foucault and others.

3 credits

**SOC 306: Seminar: Organized and White Collar Crime**
This course will examine corporate, occupational, professional and organized crime, the biggest growth area of crime and law enforcement activity today. Through analysis of cases, recent legal developments and literature, emerging trends in the criminal justice system’s reaction to these types of crime will be explored.

3 credits

**SOC 312: Services and Resources for Aged**
An in-depth inquiry into the community and institutional service systems available to elderly Americans through public and/or private funding. Representative services will be examined in policy, legislative and administrative perspective.

3 credits

**SOC 337: Sociology of Law**
An exploration of the purposes and process of criminal and civil law in the U.S. with emphasis on the actual operation of the legal system. Topics covered include the police, types of courts, the legal professions, corrections and the role of law in social change.

3 credits

**SOC 338: Sociology of Evil**
The course examines the social dynamics and interpersonal processes that promote dehumanization, denigration and demonization of humans and result in mass killings, torture, enslavement and human trafficking. As a seminar, students will discuss readings, critique perspectives, and assess sociological and social-psychological research.

3 credits

**SOC 340: Special Topics**
When offered, this course will focus on a special topic within the field of sociology. Examples include: Sociology of Mental Health & Aging.

3 credits

**SOC 342: Human Needs and Global Problems**
This course explores socio-cultural factors that connect human needs to global issues. Using a sustainable development paradigm, students will develop an understanding of the linkage between global problems such as overpopulation, food production/distribution disparities and environmental disasters with human/societal needs such as poverty, race and ethnicity, gender, sexual orientation, aging, education, health and medicine, drug use, and war and terrorism. This course will introduce the perspectives and competencies required to prepare for citizenship in the global community of the twenty-first century.

3 credits

**SOC 350: Antecedents of Aggression**
The course explores the origins and development of human aggressive behavior with an eye towards its control and treatment. Classical formulations of the issue by Thomas Hobbes and Jean-Jacques Rousseau are presented as well as contemporary psychological, sociological and criminological formulations. Students are exposed to issues in the philosophy of social science, e.g. reductionism and changing views of causality. The course also examines the origins of nonaggression and how aggression might be managed in a complex multi-cultural society.

3 credits
SOC 352: Seminar: Political Crime and Terror
This course will examine political crimes committed for ideological purposes, both against the state and by the state. Included are activities such as secret police, human rights violations, genocide, crimes of officials of government, and illegal surveillance and experiments. In addition, crimes of protest, espionage, political whistle-blowing and, in particular, terrorism will be explored.
3 credits

SOC 475: Sociology Internship
The internship affords the student an opportunity to operationalize sociology concepts in a variety of work environments. The educational experience is administered by the Career Development Center.
0-12 credits

SOC 482: Independent Study
This course is for students interested in exploring a specialized topic in the field.
1-3 credits

SOC 490: Senior Project
Students can complete the sociology degree requirements by completing a research thesis which includes developing, implementing and successfully writing about an original research project. Oversight is provided by a faculty member from Sociology, Social Work or Criminal Justice.
3 credits

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SOCW
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SOCW 107: Introduction to Social Work
Explores the nature of the social work profession including its history and value base. This course will familiarize the student with the direction of social work for the future beginning practitioner. Students have the opportunity to gain an understanding of the various social service agencies and populations served by social workers.
3 credits

SOCW 220: Human Behavior and the Social Environment I
This course explores the interactions within and among human biological, psychological, sociological and cultural systems as they affect human growth and development. Systems theory provides the primary lens from which to understand the complex dynamics involved in human behavior. Students also explore and critique traditional and alternative paradigms that help understand human behavior. Throughout the course emphasis is placed on human diversity.
3 credits

SOCW 221: Human Behavior and Social Environment II
This course is a continuation of HBSE I. Emphasis will be on assessment with particular attention to HIV/AIDS, substance abuse, mental health, gender, grief and loss, and aging.
3 credits

SOCW 237: Human Services and Children
The course will focus on human services provided to children. Topics include: how to complete foster and adoptive home studies; placement preparation for foster and adoptive homes; assessment and treatment of emotional, physical and sexual abuse of children. Students will explore a variety of theoretical models of treating children with behavioral problems.
3 credits

SOCW 304: Social Welfare Analysis
This course aims to assist the students in critically assessing the provision of human services in the U.S. today and the local community specifically. Students determine ways that the system of services can be improved. In order to do this, in addition to readings, class lecture and discussion, students participate in site visits to a variety of human service agencies. They are also introduced to pertinent community initiatives.
3 credits

SOCW 307: Social Work Practice I
This is the first of three courses in the social work practice sequence. Using the generalist, problem solving framework, it is designed to teach social work students the concepts and skills to use in a variety of settings and situations. The use of case discussions and role-playing will enhance the learning of these skills.
3 credits

SOCW 313: Crisis Intervention Skills: Criminal Justice and Social Work
This course is designed to enable students to develop effective crisis intervention strategies. The theories and skills taught prepare students to deal with crises they will face in their careers. Students will learn to identify potential crises, de-escalate situations and provide appropriate crisis interventions in a variety of situations.
Sophomore status or above
3 credits

SOCW 330: Social Work Practice II
This course is a continuation of Social Work Practice I and is designed to further develop the interpersonal skills needed in the social work profession. The methods and techniques used are designed to prepare students for working in a variety of social service settings. The course will include case discussions, role-playing, recorded interviewing and evaluation.
Prerequisite: SOCW 307
3 credits

SOCW 340: Leadership Development Through Mentoring
This course is designed to introduce students to prevention and intervention efforts intended to optimize children and youth's developmental outcomes. Particular emphasis will be directed toward building children's resiliency and decreasing their at-risk factors. Students will develop leadership skills as they develop and implement a mentoring program for children in an area school.
3 credits

SOCW 430: Social Work Practice III
This course builds on the knowledge and skills acquired in SOCW 307 and SOCW 330 as it introduces social work majors to theories and concepts regarding working with groups, organizations and communities. Within this context, students will gain knowledge and self-awareness needed to work effectively with large systems, increase their understanding of group dynamics, and learn
methods of engagement, assessment and intervention with the aim of promoting growth, self-determination and justice.

**Prerequisite:** SOCW 330

**3 credits**

**SOCW 440: Social Welfare Policy and Procedure**
This course is designed to develop skills in social policy analysis and advocacy. Students will assess the relationship between social policy and social values. In addition, students will learn strategies and techniques used to impact political processes related to the planning and delivery of human services.

**Prerequisite:** SOCW 304

**3 credits**

**SOCW 475: Social Work Internship**
The internship provides an opportunity to operationalize concepts learned in class and provides the vehicle to help integrate knowledge and skills for the beginning social worker. The intense supervision and seminar help the student become more aware of one’s role in the helping profession.

**6 credits**

**SOCW 480: Social Work Seminar**
This course is designed to facilitate the integration of the knowledge and skill components for beginning Social Work practice. The course is taken concurrently with the field placement.

**3 credits**

**SPAN**

**SPAN 101: Introduction to Spanish I**
An introduction to the Spanish language, including development of the basic skills: listening, speaking, reading, and writing. Learning activities aimed toward developing communicative proficiency. For students with no prior language experience.

**3 credits**

**SPAN 102: Introduction to Spanish II**
Further study of the skills introduced in Introduction to Spanish I, including a continuing study of Spanish grammar and aural-oral practice designed to reinforce the basic language skills. For students with 1-2 years of prior language study.

**Prerequisite:** SPAN 101 or equivalent

**3 credits**

**SPAN 125: Latin-American Culture**
Historical and cultural development of Latin America. Lectures, class discussions, and readings examine the most significant aspects and trends of political, literary, economic, social, and artistic life. The course is conducted in English.

**3 credits**

**SPAN 130: Latin-American Literature**
A study of the major trends in literature from the Pre-Columbian period to present day, with emphasis on the authors of the “Boom” and “Post-Boom” years. This class is conducted in English.

**3 credits**

**SPAN 203: Intermediate Spanish I**
A communicative approach to an overview of fundamental grammar concepts, including the simple and compound tenses of the indicative and subjunctive moods. Deeper understanding of verb tenses and other more advanced grammar concepts will allow more sophisticated expression and comprehension. For students with 2-3 years of high school Spanish.

**Prerequisite:** Span 102 or equivalent

**3 credits**

**SPAN 204: Intermediate Spanish II**
An intensive study of the subjunctive mood, as well as some of the more sophisticated grammatical patterns and idiomatic structures of Spanish, designed to increase proficiency in reading, writing, and speaking the language. For students with 4 or more years of prior study.

**Prerequisite:** SPAN 203 or equivalent

**3 credits**

**SPAN 208: Introduction to Literature**
Using short stories, poems, and novels, students will enhance their reading comprehension while discussing literary concepts such as plot, theme, metaphor and symbol.

**Prerequisite:** SPAN 204

**3 credits**

**SPAN 209: Introduction to Spanish Civilization**
This course presents an introduction to the contemporary culture and civilization of Spain. Readings, lectures, and other activities introduce students to the geography, history, and politics of Spain as well as contemporary issues such as regionalism, immigration, and the European Union which are shaping the culture of modern Spain. Taught in Spanish.

**Prerequisite:** SPAN 204

**3 credits**

**SPAN 210: Conversation and Composition I**
Students will develop their communicative skills, while building vocabulary and a greater understanding of structure and idioms, through composition and guided as well as spontaneous conversations.

**Prerequisite:** SPAN 204

**3 credits**

**SPAN 230: Spanish for Business**
Using Spanish as the language of instruction, this course examines business practices in Latin America and Spain in an era of globalization. Students will acquire the vocabulary and cultural skills needed to interact in a business setting. Memo, resume and business letter writing, as well as the interview and telephone skills, will be practiced.

**Prerequisite:** SPAN 204

**3 credits**

**SPAN 300: Conversation and Composition II**
This course is designed in sequence with Conversation/Composition I to provide further opportunities for creative communication, emphasizing both written and
oral expression.

**Prerequisite:** SPAN 210 3 credits

**SPAN 305: Seminar: Culture / Literature**
Content determined by preference of students/professor. Focus may be on a literary movement, a century, or a genre. Group will then examine the relationships between cultural patterns and literary tendencies.

**Prerequisite:** SPAN 204 3 credits

**SPAN 308: Phonetics**
This upper level course focuses on the mastery of the International Phonetic System, the phonemes and allophones of Spanish/French, phonetic and phonemic transcription, dialectical variation, etc.

**Prerequisite:** SPAN 204 3 credits

**SPAN 310: Seminar: Composition and Translation**
Student will hone their skills in composition, writing descriptive, narrative, expository and argumentative essays. Students will examine several basic differences in the structure of the Spanish and English languages before addressing problems of translation.

**Prerequisite:** Senior standing or instructor permission 3 credits

**SPAN 316: Abroad Experience**
With instructor approval, students may use this course to develop an independent study program based on their experiences abroad. Students must have spent at least four weeks in a Spanish-speaking country and must arrange, prior to the trip, to complete a research or creative project and present it during the semester following their return.

**Prerequisite:** SPAN 204 3-6 credits

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**SPMD**

**SPMD 155: Personal Health Science**
A multi-faceted view of health/wellness including cardiovascular fitness, resistance training, flexibility, nutrition, body composition, stress management and other contemporary health care issues will be researched and discussed. You will demonstrate an understanding of related theory by researching, writing, participating in group discussions and debates, performing relevant laboratory projects, relating information in exams, quizzes and assignments. Ultimately, you will be able to promote a healthier lifestyle for yourself and members of the community including the general layperson, active individual and the organized athlete.

**Sports Medicine/Exercise Science majors only** 3 credits

**SPMD 157: Emergency Athletic Injury Management**
A lecture and clinical course introducing the students to athletic injuries requiring immediate medical intervention. Emergency procedures include: respiratory distress, head and cervical neck trauma, circulatory failure and heat/cold stress.

**AT and SPMD majors only or by permission** 3 credits.

**SPMD 161: Assessment/Injury Management I**
A lecture and lab course introducing the student to the etiology, prevention and management of specific athletic injuries to the foot, ankle and knee. There will be a strong emphasis on anatomy of bone, muscle, and ligament at each joint. Hands-on clinical assessment of each joint will be taught and the student will be evaluated on their individual psycho motor skills. Students are required to complete 30 hours of observation in clinical professional sites related to their chosen pre-health field.

3 credits

**SPMD 162: Introduction to Sports Medicine**
The purpose of this course is to introduce first year Sports Medicine students to the allied health profession and injury/illness pathophysiology and evaluation. History of their desired profession, necessary educational background and job opportunities will be discussed in order to promote professional development. Students will gain knowledge of the tissue injury cycle at the cellular level, which allows the students to have a complete understanding of the healing process. The evaluation sequence, along with proper documentation will be introduced and students are encouraged to apply this knowledge. Throughout the course students will be using and focusing on their critical thinking skills in relation to their profession.

3 credits

**SPMD 205: Exercise Assessment I**
This course is part of a series of courses that prepare students in the health promotion field to work with clients in assessing physical fitness levels and individualizing exercise/activity programs that will be beneficial in improving the overall health of the general population as well as in the treatment of persons with chronic diseases and disabilities. American College of Sports Medicine guidelines will be used to present theory regarding health screening and risk stratification, pretest clinical evaluation, physical fitness testing and interpretation, general principles of exercise prescription, methods for changing behavior, and legal issues. Sports Medicine majors only.

**Prerequisite:** SPMD 155

3 credits

**SPMD 206: Exercise Assessment I Lab**
This course is the laboratory extension of SPMD 205. The purpose of the class is to allow the student to gain experience in assessment of a client/athlete in the following areas: Assess Resting and Exercise Blood Pressure, Assess Resting and exerciser Heart Rate, Assess Submaximal Graded Cardiorespiratory Exercise Tests utilizing a variety of equipment, Assess Anaerobic Exercise Testing utilizing a variety of equipment, Assess and determine VO2 in order to prescribe cardiorespiratory exercise, Assess upper and lower body muscular strength, muscular power, and muscular endurance utilizing a variety of equipment, Assess client body composition utilizing a variety of equipment. The student will be exposed to the utilization of ECG. The student will be able to bring classroom theory into practical experience.

**Co-requisite:** SPMD 205 1 credit

260
SPMD 207: Orientation to Occupational Therapy
This course will be the fundamental introduction of the history, roles, skills and responsibilities of the occupational therapy profession. Scope of practice, client population needs and addressing problem solving skills will also be stressed. 3 credits

SPMD 262: Assessment/Injury Management II
A lecture and lab course introducing the student to the etiology, prevention and management of specific athletic injuries to the wrist/hand, elbow and shoulder. There will be a strong emphasis on anatomy of bone, muscle and ligament at each joint. Hands on clinical assessment of each joint will be taught and the student will be evaluated on their individual psycho motor skills.
Prerequisites: SPMD 161
AT/Sports med Majors Only
3 credits

SPMD 263: Nutrition for Health Professions
The functions and sources of nutrients in maintaining health and performance are explored throughout the life cycle. Students will be expected to interpret current nutrition information, conduct nutrition analyses, and develop counseling techniques necessary to assist clients in maintaining and improving general health and performance.
Prerequisites: CHEM 111, CHEM 112, And, CHEM 113, CHEM 114, Or, CHEM 121, CHEM 122,
AT/Sports med/Ex Science Majors Only
3 credits

SPMD 264: Assessment/Injury Management III
A lecture and lab course introducing the student to the etiology, prevention and management of specific athletic injuries to the hip, lumbar, thoracic and cervical spine. There will be a strong emphasis on anatomy of bone, muscle and ligament at each joint. Hands on clinical assessment of each body section will be taught and the student will be evaluated on their individual psycho motor skills.
Prerequisite: SPMD 262
3 credits

SPMD 305: Exercise Prescription
A lecture and lab course that expands on the specifics of exercise assessment techniques beyond those taught in other courses. Evaluation of special populations, including geriatric, pediatric, elite athletic, and chronic disease populations will be covered in case study format. Students will focus on theories and principles of exercise prescription, application of multiple forms of exercise assessment, and appropriate interpretation of clinical and performance data, including graded exercise testing, metabolic measurement, and genetic/epigenetic profiling.
Sports Medicine majors only
Co-requisite: SPMD 306
3 credits

SPMD 306: Exercise Prescription Lab
This lab will focus on the practical applications of topics addressed in lecture and clinical proficiency testing will be incorporated.
Co-requisite: SPMD 305
1 credit

SPMD 307: Application of Occupational Therapy
This course will emphasize treatment intervention related to occupational therapy. Communication skills, assessment skills, infection control, development of patient goals and outcomes will be stressed. Field experience will be required in the O.T. clinical environment.
Prerequisite: SPMD 207
3 credits

SPMD 360: Sport/Health Fitness Management
Study of the administrative procedure in sports health fitness environments; techniques for developing effectiveness as an administrator. Practical experience in solving hypothetical administrative problems provided. Topics include staff hiring, facility design, insurance protocol, budget design, medical practice act and employment opportunities including resume writing and mock interviews.
Sports Medicine/Exercise Science majors only
3 credits

SPMD 365: Kinesiology
A study of the principles of body mechanics, physics and anatomy in relation to human movement. Special attention will be given to movement specific to sports activities and injury prevention.
Prerequisites: SPMD 161, BIO 240, BIO 241, Or, BIO 334, BIO 335,
Co-requisite: SPMD 366
AT/Sports med/Ex. Science Majors Only
3 credits

SPMD 366: Kinesiology Lab
Laboratory experience stressing principles of physics and its relationship to efficiency of human movement and sports activities.
Co-requisite: SPMD 365
1 credit

SPMD 370: Strength Training and Program Design
This course is designed to help prepare the student to sit for the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) exam. Concepts and applications of exercise science, testing and evaluation, exercise techniques and organization are some of the topics which will be discussed.
Prerequisites: BIO 250, BIO 251, Or, BIO 344, BIO 345,
Co-requisite: SPMD 371
Sports Medicine Majors Only
3 credits

SPMD 371: Strength Training and Program Design Lab
This course is designed to allow the students to learn and practice the required weight training components of each lift. Power lifts, core lifts, strength lifts, accessory lifts, flexibility, medicine ball training are some of the training techniques which will be taught. The student will learn how to properly spot and instruct strength training techniques.
Sports Medicine majors only
Co-requisite: SPMD 370
1 credit
SPMD 372: Therapeutic Management/Modality and Rehabilitation
Classroom and clinical experience stressing the proper use of therapeutic modalities and the construction of injury rehabilitation programs related to specific injury case studies occurring from sports participation or active lifestyles. Prerequisite: SPMD 162. 3 credits.

SPMD 373: Advanced Strength Training
Designed to augment SPMD 370 to prepare students for the NSCA Certification Examinations. This course follows the NSCA ERP program requirements. Tactical Strength & Conditioning Facilitator training will be explored in depth as well as Certified Special Populations Specialists training.
Exercise Science majors only
Co-requisite: SPMD 374
3 credits

SPMD 374: Advanced Strength Training Lab
This course will explore non-traditional strength and conditioning techniques as well as special lead up exercises for traditional whole body & power lifts.
Exercise Science majors only
Co-requisite: SPMD 373
1 credit

SPMD 380: Exercise Physiology
This course describes the physiological, behavioral and biomechanical effects of physical exercise. It builds upon the student’s basic background in human physiology particularly in the areas of neuromuscular coordination and strength, cardiovascular fitness, respiratory and nutritional support, and hormonal and pH balance. The consequence of physical conditioning on these systems is also emphasized while also discussing the effects human factors and environmental factors have on physical performance.
Co-requisite: SPMD 381
3 credits

SPMD 381: Exercise Physiology Lab
Tests to evaluate conditioning and performance in general will be explained and tested in the laboratory. During laboratory, the student will participate in an extensive series of exercises to assess and interpret muscle strength/endurance, anaerobic capacities, and aerobic capacities.
Co-requisite: SPMD 380
1 credit

SPMD 383: Advanced Exercise Physiology
Upper division students will be exposed to contemporary topics of human exercise physiology, including enhancement of energy transfer capacity during aerobic and anaerobic performance, exercise performance and environmental stress, relationship between body composition, energy balance and weight control in clinical, recreational and athletic environments. Understanding of current exercise science literature in modern clinical, recreational and athletic realms of exercise physiology.
Exercise Science majors only or permission
Prerequisite: SPMD 380
3 credits

SPMD 464: Medical Terminology for Health Science
Medical Terminology pertinent to the practicing allied healthcare clinician will be discussed in this course. Specific terminology, eponyms, abbreviations, suffix and prefix in relation to the medical conditions and the human body will be discussed. HIPPA, record keeping, documentation and professional communication will also be covered. Prerequisites: SPMD 162, BIO 240, or BIO 334
2 credits

SPMD 472: Topics in Pharmacology
A course designed to educate the medical health professional on the proper use, dosage, physiological effects, and ethical issues related to commonly used over-the-counter prescription medicines and alternative supplements.
Sports Medicine Majors Only
Prerequisites: SPMD 161
3 credits

SPMD 480: Research Methods I
This course will establish the basis for research in the allied health field. The need for continuing research in all four sports Medicine tracks will be discussed. The students will understand the difference between qualitative and quantitative research. Experimental and descriptive research methods will be introduced and discussed. Students will understand the components of the literature review. The students will conduct a literature review and develop a research project. Research methodology will be discussed and applied to the students’ chosen research project. The students will prepare a research proposal to be presented to the Institutional Review Board for approval.
Junior Sports Medicine/Exercise Science majors
2 credits

SPMD 481: Research Methods II
The students will conclude the year of research methods by initiating their research projects after obtaining institutional review board approval. The students will begin data collection and analysis. The students will conclude their research project in an appropriately written format for completion of a Baccalaureate project. Students will also prepare a PowerPoint presentation and formulate a poster for presentation purposes.
Prerequisite: SPMD 480
1 credit

SPMD 483: Research Methods Lab
This research lab will allow the students the necessary time, place and access to any/all appropriate equipment to conduct their research experiments with the assistance of the Sports Medicine faculty. Prerequisites: SPMD 480, SPMD 481
1 credit

SPMD 485: Exercise Science Practicum
Students will critically summarize and evaluate their observation and internship experiences in the Exercise Science program. This will take the form of a semester project (re: manuscript), culminating in: (1) an applied review of the exercise science literature; (2) an evidence-based evaluation of facility operations and staff qualifications, knowledge, and client interaction at each facility (including operational strengths and weaknesses), and; (3) a constructive commentary on future directions and the student’s professional evolution in the world of applied exercise science.
3 credits
STAT

STAT 109: Introduction to Statistics
This course is an introduction to the uses of statistics and probability as decision and problem solving tools. Topics included are: measures of central tendency; variability; probability; counting, binomial distribution; normal distribution; confidence intervals correlation and regression; hypothesis testing, statistical inference, sampling techniques and experimental design. Prerequisite: MATH Placement score of at least 30

3 credits

STAT 130: Introduction to Social Statistics
This course introduces students to statistical methodologies and basic knowledge on the use of statistics in scientific research. Students use quantitative reasoning as they gain an understanding of descriptive and inferential statistics, including the interpretation and application of quantitative data.

3 credits

STAT 137: Biostatistics
Whereas epidemiology is the science of public health, biostatistics is the “toolkit” of the epidemiologist and public health practitioner with many applications across clinical, evaluation and research settings. Public health scientists must collect and use data to answer key questions about the effectiveness of interventions, monitor the health of populations and make decisions based on evidence. Building on a foundation of basic statistics, the course uses real-world health data and simulations to practice applying the same tools used by professional epidemiologists in the field and medical researchers investigating the causes of disease.

3 credits

STAT 139: STATISTICS FOR THE SCIENCES
This course is an introduction to statistical methods that are of particular interest to biology and natural science majors. We will explore the use of statistical methodology in designing, analyzing, interpreting, and presenting biological experiments and observations. We will cover descriptive statistics, elements of experimental design, probability, hypothesis testing and statistical inference, analysis of variance, correlation, regression techniques, and non-parametric statistical methods. Throughout the course the application of statistical techniques within a natural science context will be emphasized, using data from laboratory and field studies. Prerequisite: MATH Placement score of at least 46

3 credits

SUST

SUST 210: Responding to Climate Change
This course engages students in practical activities that model responsible actions to address climate change. Introductory lectures will provide an overview of the scientific basis of human-induced climate change, the history of human response to climate change (in a deep time perspective), and the efficacy of modern approaches to mitigation and adaptation. Most of the class periods will focus on the processes involved in conducting a greenhouse gas inventory and advancing a climate action plan for an organization, using Mercyhurst’s programs as the working models. The course will include a service component whereby students working in groups will help an organization in the community to initiate climate change response activities.

3 credits

SUST 305: Foundations of Sustainability
Designed for upper level students interested in focusing their studies on the area of sustainability. This course will explore the theories, principles and strategies concerning the challenge of living more environmentally responsibly. This course will also explore in depth the issues related to sustainable development from different disciplinary perspectives.

3 credits

SUST 490: Senior Field Experience in Sustainability
In this capstone senior experience, the student working with a faculty member and in collaborative consultation with a community organization, a business, government agency, or on the Mercyhurst campus, engages in a substantial and meaningful service project designed to help advance the principles of sustainability in the region.

3 credits

THEA

THEA 101: Theatre Appreciation
An introduction to the live performance experience through the study of the various elements of theatre and performance, the history of theatre from ancient Greeks to modern times, and dramatic literature.

3 credits

THEA 110: Acting I
An introduction to the creative process of acting, with a focus on the Stanislavski System. Students explore a broad spectrum of skills, including imagination, concentration, emotional and sensory awareness, and vocal and physical expressiveness.

3 credits

THEA 140: Special Topics
An examination of concepts or techniques not covered in established theatre courses. Topics for study may include voice and movement, playwriting, dramaturgy, stage management, improvisation, and study abroad opportunities. This course is repeatable for credit under a different topic.

3 credits

THEA 220: Acting II
This course is an in-depth exploration of the basic principles of acting and the creative process introduced in Acting I. These skills, including expansion of improvisational skills, action and text analysis, character analysis and transformation, communion, etc., will be focused toward advanced work in scene and monologue study. Specifically dealing with early and contemporary realism. Prerequisite: THEA 110 or Instructor’s permission via audition

3 credits
THEA 245: Script Analysis
An introduction to approaches to script analysis useful to actors, directors, designers, theatre critics, playwrights, and other theatre practitioners.  

3 credits

THEA 290: Topics in Theatre History
An exploration of a theme, period, movement, or genre in musical theatre history through the reading and discussion of representative plays and their production.  

3 credits

THEA 320: Advanced Acting Workshop
An in-depth exploration of the basic principles of acting and the creative process introduced in Acting I. Students explore a broad spectrum of skills, including imagination, concentration, emotional and sensory awareness, and vocal and physical expressiveness.  

Prerequisites: THEA 110, THEA 245, and Instructor’s permission via audit  

3 credits

THEA 401: Practicum
Theatre minors may complete a practicum in conjunction with Mercyhurst theatre productions. Opportunities include, but are not limited to: directing, stage management, acting, scenic design, costume design, lighting design, and property design.  

Prerequisite: Instructor permission  

3 credits

WL

WL 101: Culturally and Linguistically Diverse Learners
This course provides the knowledge, skills and dispositions that enable K-12 teachers to facilitate learning among students from various linguistic and cultural backgrounds. Specifically, the course will (1) explore variations in personality, educational background, social class, ethnicity, national origin, language, and culture; (2) analyze the issues of race, racism, and culture in historical and contemporary perspectives, (3) explore strategies for teaching multicultural and multilingual English language learners in K-12 settings, and (4) identify obstacles to participation in the educational process by diverse cultural and ethnic groups.  

Prerequisite: Education majors  

3 credits

WL 312: Second Language Acquisition
This course will present a historical overview of language education and introduce the student to various current approaches to foreign language teaching, including the Natural Approach, communicative methods, and Total Physical Response. Issues such as error correction, grammar instruction, testing (including the ACTFL proficiency guidelines), and bilingual education/ESL will be discussed. Students enrolled in this course will be expected to complete a research/practical application project which demonstrates and in-depth, integrated understanding of the content at the graduate level.  

3 credits

WL 501: Culturally and Linguistically Diverse Learners
This course provides the knowledge, skills and dispositions that enable K-12 teachers to facilitate learning among students from various linguistic and cultural backgrounds. Specifically, the course will (1) explore variations in personality, educational background, social class, ethnicity, national origin, language, and culture; (2) analyze the issues of race, racism, and culture in historical and contemporary perspectives, (3) explore strategies for teaching multicultural and multilingual English language learners in K-12 settings, and (4) identify obstacles to participation in the educational process by diverse cultural and ethnic groups.  

Students enrolled in this course will be expected to complete a research/practical application project which demonstrates and in-depth, integrated understanding of the content at the graduate level.  

3 credits

WL 512: Second Language Acquisition
This course will present a historical overview of language education and introduce the student to various current approaches to foreign language teaching, including the Natural Approach, communicative methods, and Total Physical Response. Issues such as error correction, grammar instruction, testing (including the ACTFL proficiency guidelines), and bilingual education/ESL will be discussed. Students enrolled in this course will be expected to complete a research/practical application project which demonstrates and in-depth, integrated understanding of the content at the graduate level.  

3 credits

WL 514: Introduction to Sociolinguistics
This course introduces students to the social aspects of language, in general, and to the relationship between language and social factors that affect its usage, such as geography, gender, ethnicity, age, and socioeconomic class.  

Students enrolled in this course will be expected to complete a research/practical application project which demonstrates and in-depth, integrated understanding of the content at the graduate level.  

3 credits

WL 520: Digital Literacy
The course emphasizes effective English reading, writing, listening, and speaking skills around the theme of technology use in daily life. In class, students will learn to responsibly use the technology tools available at Mercyhurst and those freely available on the web to effectively research, discuss, and present key topics in technology literacy. Students registered in the graduate section of the course will have an additional research/practical application project which demonstrates an in-depth, integrated understanding of the content at the graduate level.  

Prerequisite: WL 508, WL 510  

3 credits

WL 514: Introduction to Sociolinguistics
This course is for upper-level undergraduates and those who have special permission from the instructor. It does not assume prior language or linguistics study but rather introduces students to the social aspects of language, in general, and to the relationship between language and social factors that affect its usage, such as geography, gender, ethnicity, age, and socioeconomic class.  

3 credits
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D.O. LECOM

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M.A. Nankai University

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Instructor of Cyber  
B.A. George Washington University  
Defense Acquisition University, Level 2 Certification
## Conference for Higher Education

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*Mercy Cross, Hammermill Library Lobby
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