Cheyney University of Pennsylvania is an integral part of the fourteen-university Pennsylvania State System of Higher Education, which is governed by the Board of Governors of the Commonwealth of Pennsylvania.

Cheyney University of Pennsylvania recruits, admits, and provides financial assistance, instruction, and other services to all students without regard to ethnicity, religion, gender, national origin, ancestry, sexual orientation or disability. Cheyney is also committed to a policy of equal opportunity in employment. All applicants for students, faculty, and staff employment positions are considered without regard to ethnicity, religion, gender, age, national origin, creed, ancestry, sexual orientation, or disability. Inquiries concerning Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 may be referred to the Office of Social Equity.

Cheyney University of Pennsylvania is a drug-free workplace. All employees and students are expected to abide by the requirements in the Federal Drug-Free Workplace Act.

As required by the Campus Security Act, Cheyney University publishes campus safety policies and statistics annually. Copies of the report are available upon request.

While provisions of this catalog will ordinarily be applied as stated, Cheyney University reserves the right to modify any information and/or provisions, which, at the time of publication, most accurately described academic policies, programs, procedures, and requirements. Tuition and fees are also subject to change. However every effort will be made to keep students advised of any changes. Information is available in the Office of the Provost and Vice President for Academic Affairs for changes in an academic area and in the Office of the Vice President for Finance and Administration when changes are made in tuition or fees.

For information on admission contact
The Office of Admissions
610-399-2275 or 1-800-CHEYNEY

Published by Cheyney University of Pennsylvania
Cheyney, Pennsylvania 19319-0200
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I. GENERAL INFORMATION

How to Use This Catalog
Policy Statements
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I. GENERAL INFORMATION

How to Use This Catalog

The sections of the catalog and the information contained in each section are listed in the table of contents. For information on a specific topic, refer to the table of contents or the subject index in the back of the catalog.

This catalog is divided into several sections in the following order:

General Information
A brief history of the institution and statement of mission are presented.

Undergraduate Admissions
Admission requirements and how to apply to Cheyney University are included in this section.

Expenses And Payment Procedures
The tuition and fee schedule, payment procedures, and requirements for residency status are presented.

Financial Aid
This section contains information regarding federal grant and loan programs, state grants, and scholarships.

Student Organizations and Services
Information on student organizations and various student services, including health services and career services and placement, may be found in this section.

Academic Regulations
Regulations regarding class attendance, withdrawing from a course, calculating grade point averages, academic standing, and general graduation requirements are presented.

Academic Services
Information is presented regarding the university library and Academic Success Center as well as programs such as continuing education, military science and cooperative education.

Instructional Programs
Academic programs offered are listed separately for the two undergraduate schools, Arts and Sciences and Education. The academic programs are in alphabetical order within schools with the general requirements for each degree included.

Policy Statements
Curriculum information contained in this catalog is current and correct as far as possible at the time of printing. However, students are advised to check with their academic departments to obtain program curriculum sheets for up-to-date information.

Students who enter Cheyney University under this catalog and have a voluntary break in attendance will be required, upon re-enrolling, to follow the most current catalog.

History

The institution known today as Cheyney University of Pennsylvania has a distinct and proud history marked by many challenges and achievements. Its rich history began when Richard Humphreys, a member of the Friends Religious Society, bequeathed $10,000 to thirteen members of the Philadelphia Yearly Meeting to establish a school "...having for its object the benevolent design of instructing the descendants of the African Race in school learning, in the various branches of the mechanic arts and trades and in Agriculture: in order to prepare and fit and qualify them to act as teachers in such of those branches of useful business as in the Judgment of the said society they may appear best qualified for...".

Four months after Humphreys' death in 1832, nine of the thirteen trustees named in his will met to begin work that led to a constitution, adopted

February 25, 1837, establishing “The African Institute.” Two months later, the Association of Friends which had adopted the constitution, voted to modify the first article so that The African Institute became the “Institute for Coloured Youth.”

The Association had problems finding a landowner who was willing to sell property to be used for or by African Americans. Ultimately, however, a farm of about 133 acres was found approximately seven miles from Philadelphia. In December 1902, after being housed in several locations in and around Philadelphia, the Institute for Coloured Youth purchased a 275-acre farm from a Quaker, George Cheyney, at Cheyney Station, Pennsylvania, about twenty-five miles from Philadelphia.

During its illustrious history, Cheyney University of Pennsylvania has been led by a number of superintendents, matrons, principals, and presidents. They included the following:

Superintendents and Matrons -
- Isaac and Ann Jones, 1840 - 1842
- Joseph and Rachel Healy, 1843 - 1845
- Caleb and Hannah Cope, 1845 - 1846

Principals -
- Charles L. Reason, 1852 - 1856
- Ebenezer D. Bassett, 1856 - 1869
- Fanny Jackson Coppin, 1869 - 1902
- Hugh Browne, 1903 - 1913

Presidents -
- Leslie Pinckney Hill (principal and president), 1913 - 1951
- James Henry Duckrey, 1951 - 1965
- Leroy Banks Allen, 1965 - 1968
- Wade Wilson, 1968 - 1981
- C.T. Enus Wright, 1982 - 1985
- Douglas Covington, 1992 - 1995
- W. Clinton Pettus, 1996 - 2003
- Wallace C. Arnold (interim), 2004 - 2007
- Michelle Howard Vital, June 2007 - Present

Some key dates in the history of Cheyney University are as follows:

1883-1889, the curriculum of the Institute for Coloured Youth was expanded to include the divisions of industrial arts and household economy.

July 1914, the school’s name was changed to Cheyney Training School for Teachers to more appropriately depict its purpose and the nature of its work.

June 1918, the university newspaper, The Cheyney Record, edited by Evangeline Rachel Hall and Laura Wheeler (Waring), was first published.

September 1920, Cheyney Training School for Teachers opened as a normal school with approval for its graduates to receive state certificates to teach in the public schools of Pennsylvania.

June 1921, the first class was graduated with the new state diplomas.

1921, Senator Albert McDade of Delaware County sponsored Senate Bill 338, which authorized the Commonwealth of Pennsylvania to purchase the property at Cheyney under the direction of the State Board of Education, if satisfactory terms could be agreed upon.

January 1, 1922, the Commonwealth of Pennsylvania paid $75,000 and assumed all expenses of Cheyney Training School for Teachers.

October 3, 1930, the State Council of Education approved extension of the curriculum in elementary education, home economics and industrial arts to lead to the degree of Bachelor of Science in Education.

May 1932, the first Bachelor of Science in Education degree was awarded in home economics.

May 1933, the first Bachelor of Science degrees were awarded in elementary education and industrial arts education.

March 28, 29, 30, 31, 1951, Cheyney was visited by an evaluation team of the Middle States Association of Colleges and Secondary Schools and was fully accredited shortly afterwards.
1951, the name of the school was changed to Cheyney State Teachers College.

1959, Cheyney State Teachers College became Cheyney State College and the Bachelor of Arts degree and Bachelor of Science degree were offered.

1968, a graduate program was initiated.

July 1983, Cheyney became a part of the newly formed, fourteen-university State System of Higher Education and its name was changed to Cheyney University of Pennsylvania.

July 1997, an honors program, which was later named the Keystone Honors Academy, was established.

Mission Statement

Established in 1837, Cheyney University of Pennsylvania cherishes its legacy as America’s oldest historically Black institution of higher education. Our mission is to prepare confident, competent, reflective, visionary leaders and responsible citizens. We uphold our tradition of academic excellence as we maintain our historical commitment to opportunity and access for students of diverse backgrounds. Cheyney University provides a nurturing, intellectually challenging, and socially enriching environment.

Vision Statement

Cheyney University of Pennsylvania will be recognized as a premier HBCU for the 21st century, whose graduates are respected members of their communities throughout the Commonwealth of Pennsylvania, nation and the world. Cheyney University graduates will be a diverse group of local, national, and international students, who will apply the knowledge and skills gained from our rigorous and challenging academic programs to the advancement of the nation and global community.

Core Values

Scholarship: Cheyney University is committed to maintaining a vibrant educational community that is dedicated, foremost, to promoting scholarship and lifelong learning for its students.

The University appreciates the close relationship between scholarship, teaching and research and therefore strongly supports academic programs that integrate research and teaching. Scholarship at Cheyney University is focused on preparing students to be leaders and to excel in their chosen fields of study.

Diversity: We demonstrate our commitment to diversity by offering the widest possible student access to the University, to ensure the opportunity for all to acquire an education. Diversity and multiculturalism are integral to the university and are reflected through our academic programs and curriculum. Our diverse alumni, faculty and staff reflect the local, national and international community and help prepare our students for success in the global community. Cheyney University recognizes its unique diversity and how this serves as a valuable contribution to the Pennsylvania State System of Higher Education.

Respect: Respect for all individuals is at the heart of Cheyney University. The University demonstrates its continued commitment to freedom of thought and freedom from discrimination by ensuring a respectful environment for its entire family. In the true spirit of free and open discourse, the University recognizes shared governance as the means for having the voices and opinions of the faculty, staff and students heard.

Integrity: Holding ourselves to the highest ethical standards for personal and professional accountability, faculty and staff encourage our students to take responsibility and accountability for their actions and to act with integrity at all times.

Service: Service permeates our campus community. The University’s faculty and staff demonstrate their commitment to its students by

beyond.
providing timely and high quality support to meet their needs. Similarly, our faculty, staff and students through outreach and service to their external and constituent communities, demonstrate their understanding that service is vital to our existence.

**Programs**

Cheyney offers programs leading to the following degrees: Bachelor of Arts, Bachelor of Science, or Bachelor of Science in Education. These degree programs encompass many concentrations and several secondary education certification programs. The University also provides the following programs:

**Army ROTC** is offered as a cross-enrollment arrangement between Cheyney University of Pennsylvania and Widener University.

**Air Force ROTC** is offered as a cross-enrollment arrangement between Cheyney University of Pennsylvania and Saint Joseph’s University.

**Continuing Education** courses are offered on the main campus, the Philadelphia Urban Education Site, and other sites convenient for participants.

**Cooperative Education** allows students to integrate classroom study with a supervised work experience in business, education, government, or industry for academic credit.

**Cross Registration** between Cheyney and other universities in the State System of Higher Education enables students to enroll in courses not otherwise available to them.

**Internship Programs** provide students opportunities to work in their fields as part of course requirements. Students may, or may not, earn academic credit for the experiences.

**Summer School** provides two, five-week sessions of courses in academic areas.

**Winter Session** courses in academic areas are offered in an accelerated session during the winter break in January.
II. UNDERGRADUATE ADMISSION

Admission Requirements
How to Apply
Application Violation Policy
Developmental Courses
II. UNDERGRADUATE ADMISSION

Admission Requirements
Applicants to undergraduate programs are evaluated using several criteria, including grade point average, standardized test scores (i.e., the Scholastic Aptitude Test or American College Test), and letters of recommendations. The Office of Admissions ensures that all applications are reviewed and evaluated fairly and equitably in accordance with University criteria for admission. The first responsibility of the Cheyney University of Pennsylvania, as a State System of Higher Education institution, is to serve citizens of the Commonwealth of Pennsylvania. However, the University recognizes that exposure to other customs and cultures is an essential part of a broad-based education. Therefore, Cheyney actively recruits and welcomes students from other states and the international community.

How to Apply

First-Year Students
A candidate for admission as a first-year student must adhere to the following procedures: a. complete a Cheyney University application and forward it, along with the application fee (i.e., a $20 money order, cashier's check, or certified check - personal checks are not accepted), to the Office of Admissions. b. Submit an official high school transcript (or evidence of equivalent preparation, e.g., GED), to the Office of Admissions. Although high school students are accepted for admission before the end of their senior year, a final transcript (indicating the date of graduation) must be received by the Office of Admissions before the students enroll at the university. c. Have two high school officials who are knowledgeable of the applicant's ability, attitude, and academic performance submit their recommendations to the Office of Admissions. d. Have official SAT or ACT scores forwarded to the Office of Admissions. e. Be interviewed, if requested to do so, by the Office of Admissions.

Applications are reviewed on a continuous basis upon receipt of all appropriate documents. Applications received by May 30 are given first consideration for the fall semester, and November 15 for the spring semester. The University may require other tests or additional evidence of ability for admission to a specialized curriculum.

Early Admission
Academically talented high school juniors who apply for admission before the start of their senior year may be given early admittance with parental approval, pending completion of high school requirements for graduation and recommendations from school officials.

Conditional Admission
Applicants who fail to meet full admission requirements, but show potential for academic success at the college level, may be admitted on a conditional basis. These applicants are required to sign and follow all stipulations as set forth in the conditional acceptance contract. Pennsylvania residents, who meet certain economic and academic criteria, may be eligible for enrollment in the ACT101 Program.

Readmission
A student who withdrew from the University in good standing may apply to the Office of Admissions for readmission. The application for readmission must be submitted to the Office of Admissions at least 30 days before the term in which the student wishes to re-enroll. Students dismissed for academic reasons are not eligible for readmission for at least one semester. These former students must apply to the Office of Admissions for readmission after their suspension. Also, they are required to schedule an interview with the Director of Admissions. The application for readmission must be submitted to the Office of Admissions at least 30 days before the term in which the student wishes to re-enroll. If readmitted, the student is limited to a maximum of 12 semester hours and must raise the cumulative average to the mandated minimum for the student's classification during the semester or summer session in which the student returns.

How to Apply, Application Violation Policy
Students who are expelled, or who are academically suspended twice, are not eligible
Part-time, Non-Degree Undergraduates
Qualified individuals who have a high school diploma (or GED) may apply to take courses on a part-time, non-degree basis. Applications for non-degree courses must be obtained from the Director of Admissions. No admission tests are required. (See also, Section VII. Academic Services)

Transfer Applicants
Anyone who has completed course work at an accredited institution with an overall academic average of "C" or better may apply for admission as a transfer student. Applicants must submit official transcripts from each institution previously attended. A transfer applicant, who has fewer than 12 credits is also required to submit an official high school transcript showing the date of graduation. The State System of Higher Education has adopted an Academic Passport policy to maximize access to higher education for all Pennsylvanians. Students at Pennsylvania community colleges who have earned the associate of arts (A.A.) or the associate of science (A.S.) degree in a transfer program containing a minimum of 30 credits or liberal arts courses for the A.S. and 45 credits of liberal arts courses for the A.A. degree shall be considered to have an Academic Passport, which allows them to transfer to any State System of Higher Education University. At Cheyney, the successfully completed undergraduate liberal arts credits earned by a student awarded the associate degree will be accepted toward either lower-level general education or graduation requirements.

In addition, successfully completed undergraduate credits earned at another State System university will be accepted, within the specifications of a given academic program. The credits may apply to graduation requirements, general education requirements, or to the major requirements of the program in which a student is enrolled. Please note: Students must meet the admissions standards for their selected program of study and enrollment limitations may restrict the number of students who can be accommodated. Specifics of this policy can be obtained from the Office of Admissions or the Office of the Registrar.

Transfer Credit
To receive transfer credits, the applicant must, at the time of admission, submit official transcripts of all previous course work. An evaluation of all college-level courses taken at a previous institution with an earned grade of "C" or better will be made by the chairperson of the department in which the applicant wishes to enroll. In addition, the institution must be a member of a regional accrediting organization recognized by the Council for Higher Education Accreditation (CHEA). Students transferring from an institution(s) that is not in an articulation agreement with Cheyney University must provide course descriptions with their official transcript(s).

International Students
Admission requirements and procedures for Foreign or international applicants are the same as those for other applicants. International applicants must demonstrate proficiency in English or provide TOEFL scores, if required.

In addition, international students must provide an affidavit of support, with supporting bank statements, along with Student & Exchange Visitor Information System (SEVIS) requirements.

Accepting an Offer of Admission
Applicants who accept the offer of admission to Cheyney University are required to pay a nonrefundable deposit. Persons who wish to live in residence halls must also pay a housing deposit. Advance fees for the fall semester are due by July 15 or 30 days after receiving the offer of admission, whichever is later.

Application Violation Policy
Applicants who misrepresent, alter, or withhold prior academic credentials may have their acceptances revoked. If the misrepresentation, alteration, or omission is discovered or occurs after enrollment, the student may be charged with violation of policy and dismissed from the university.

Developmental Courses
As part of the registration process, students are
given placement tests to determine their academic competencies. Often these tests show that students, for various reasons, need to strengthen their skills in one or more areas before they can effectively handle college-level work. To that end, Cheyney University offers developmental courses in reading and study skills, English, and mathematics. Developmental courses help students address areas critical for college success and better prepare them to achieve their academic goals. These courses do not count toward graduation credits.
III. EXPENSES AND PAYMENT PROCEDURES

- Tuition and Fee Schedule
- Determination of Residency Status for Tuition Purposes
- Additional Fees
- Payment Procedures
- Refunds
III. EXPENSES AND PAYMENT PROCEDURES

Cheyney University of Pennsylvania reserves the right to adjust any and all charges, including tuition, fees, room and board, at any time deemed necessary by the Board of Governors or Council of Trustees.

Tuition and Fee Schedule

<table>
<thead>
<tr>
<th>Per Semester</th>
<th>Pennsylvania Resident</th>
<th>Out-of-State Resident</th>
<th>Out-of-State Resident (DE, MD, NJ, NY)</th>
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<tr>
<td><strong>Full Time (12 to 18 semester hours of credit)</strong></td>
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<tr>
<td><strong>Tuition</strong></td>
<td>$2,453.00</td>
<td>$6,133.00</td>
<td>$4,907.00</td>
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<tr>
<td><strong>Technology Tuition</strong></td>
<td>62.50</td>
<td>94.00</td>
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<td><strong>Special Fees</strong></td>
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<tr>
<td>Activity</td>
<td>135.00</td>
<td>135.00</td>
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<tr>
<td>Health Center</td>
<td>45.00</td>
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<tr>
<td>Student Center</td>
<td>83.50</td>
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<tr>
<td>Educational Services</td>
<td>130.00</td>
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<tr>
<td><strong>TOTAL FOR COMMUTERS</strong></td>
<td>$2,909.00</td>
<td>$6,620.50</td>
<td>$5,394.50</td>
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<tr>
<td><strong>Room and Board Fees</strong></td>
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<tr>
<td>Room (double occupancy)*</td>
<td>1,553.00</td>
<td>1,553.00</td>
<td>1,553.00</td>
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<tr>
<td>Board (14 meal plan)</td>
<td>1,286.50</td>
<td>1,286.50</td>
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<tr>
<td><strong>TOTAL TUITION, FEES, ROOM AND BOARD</strong></td>
<td>$5,748.50</td>
<td>$9,560.00</td>
<td>$8,234.00</td>
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<td><strong>Part time (fewer than 12 semester hours), Summer and Winter sessions, and credits over 18 hours</strong></td>
<td></td>
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<tr>
<td>Tuition per semester hour</td>
<td>$200.00</td>
<td>$501.00</td>
<td>$401.00</td>
</tr>
<tr>
<td>Technology Tuition</td>
<td>25.00</td>
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<tr>
<td>Special Fees</td>
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<tr>
<td>Activity</td>
<td>57.50</td>
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<tr>
<td>Health Center</td>
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<tr>
<td>Student Center</td>
<td>26.25</td>
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<tr>
<td>Educational Services</td>
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<td>65.00</td>
<td>65.00</td>
</tr>
</tbody>
</table>

*Room (Double Occupancy) excludes Emlen Hall. Emlen Hall = $1,877.00 for double occupancy

**Note:** All fees are subject to change without notice.

Pennsylvania Residency Requirement

To qualify for in-state fees as a resident of the Commonwealth of Pennsylvania, documentation must be presented indicating domicile residency in Pennsylvania for twelve consecutive months. Contact the Business Office for additional information.
**Additional Fees**

**Advance Registration Deposits**
No part of the advance registration deposit is refunded to students who do not report at the beginning of a semester. The deposit may not be credited toward future enrollment.

A $35 deposit (non-refundable) is required of all accepted students wishing to reserve a place in the university. An additional $100 non-refundable deposit is required to reserve a room in a residence hall. These deposits are credited to charges for the semester.

**Degree Fee**
A graduation fee of $15.00 is charged to students to receive their degrees.

**Transcript Fee**
Transcripts requests must be made in writing and submitted to the Office of the Registrar. Upon graduation, one official transcript is included with the mailed degree, both are mailed to the address in the University’s data base. Unofficial transcripts are $5.00 each. Official transcripts are $10.00 each, payable to the Office of the Bursar.

**Graduation Fee**
A fee of $15.00 is charged to graduating students for commencement activities.

**Certification Fee**
Students are charged a $15.00 fee when receiving a professional certification in their field of study (e.g., teacher certification).

**Career Services Fee**
Career and placement services (i.e., educational and employment search opportunities) are available to students and alumni for an annual service fee of $15.00.

**Health Center Fees**
Health services are available to students at a per-semester fee. The rates are as follows:

- **Full-time Students**…. $30.00
- **Part-time Students**…. $15.00

**Meal Fees - Per Semester**
All students residing on campus are required to purchase the 14-meal plan or the 19-meal plan. Commuting students have the option of purchasing the 5-meal, 10-meal, 14-meal or 19-meal plan. Meal fees for each of the plans are as follows:

**Resident Students:**
- 19 meals........... $1,373.16
- 14 meals........... $1,250.50

**Commuters Only:**
- 10 meals........... $1,011.43
- 5 meals............ $717.87

Refunds for unused meals are made only after a student has officially withdrawn and the identification card has been returned to the Business Office. Refunds of meal fees are
calculated on the unused portion of the amount paid. Part of a week is counted as a full week in calculating refunds. Each of the dining plans includes $100.00 of "Flex Dollars" per semester.

**Casual Meal Rates (Metz & Associates)**

<table>
<thead>
<tr>
<th></th>
<th>University students/ faculty/staff</th>
<th>All others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>$3.84</td>
<td>$5.12</td>
</tr>
<tr>
<td>Lunch/Brunch</td>
<td>$4.86</td>
<td>$6.14</td>
</tr>
<tr>
<td>Dinner</td>
<td>$5.88</td>
<td>$7.16</td>
</tr>
</tbody>
</table>

**Camp and Conference Rate (Metz & Associates)**

$11.51

**Breakage**
A one-time fee of $100 is required of all first-time students to cover damages to residence halls or to other university property. This fee is only refundable upon graduation or withdrawal from the university. Payment is made to Cheyney University of Pennsylvania.

**Vehicle Registration Fee**
There is a $20.00 fee for vehicle registration that includes a decal, issued annually per vehicle. There is a $20.00 charge for replacement of a decal in the same year.

**Delinquent Accounts**
A student who has a delinquent account may not receive any services.

**Payment Procedures**
Payment of fees by the deadline completes the registration process. If fees are not paid by the deadline, the student is not registered and is subject to a $50 late payment fee at registration. If the student registers on or after the first day of class, a $75 late registration fee will also be charged.

**Payment Options**
A certified check, cashier's check, or money order made payable to Cheyney University is an acceptable method of payment. (Personal checks are not accepted.)

- VISA, MasterCard, ATM/MAC, Discover, and American Express credit cards are accepted.
- Billing to Employer - Students must present an authorization letter from their employers by the first day of class to have tuition and fees charged to a third party. The letter should include a statement of the charges that the employer will accept as well as the billing name and address.

- Payment Plan - A monthly payment plan is available through Academic Management Service (AMS). For information or assistance, call AMS, toll free at 1-800-635-0120.

**Refunds**
Under certain conditions, refunds of tuition and fees are made when students must withdraw from the university or when part-time students reduce their credit hour load. No refunds are made to students suspended or dismissed. When withdrawal is made necessary by illness or any other emergency, requests for refunds should be submitted in writing to the Office of the Bursar. The date of withdrawal is the day the official withdrawal procedure is completed with the Office of the Provost and Vice President for Academic and Student Affairs. A student's illness must be certified in writing by the university physician. Except for minimum forfeiture of advanced deposits, refunds are based on the following schedule:

**Tuition and Fees**
- 1st - 2nd week: 90 %
- 3rd - 4th week: 50 %
- 5th - 8th week: 25 %
- After 8 weeks: 0 %

Refunds are based on the date the Office of the Provost and Vice President for Academic and Student Affairs identifies as the official withdrawal date.

**Summer and Winter Session Fees**
No part of the tuition or fees charged for summer or winter sessions are refunded or transferred after the first day of the term.

**Orientation Fee**
All first-time students (first-year and transfer) are charged an orientation fee of $50.00.
IV. FINANCIAL AID

Applying for Financial Aid
Federal Grant Program
Federal Student Employment Program
Federal Loan Programs
State Grants
Scholarships
Veterans
Satisfactory Academic Progress for Financial Aid Eligibility
Return of Title IV
IV. FINANCIAL AID

Applying for Financial Aid

The student financial assistance program is based upon the philosophy that no student should be denied the opportunity for an education solely because of a lack of financial resources. A basic principle of the program is that the family, including the student, must assume the primary responsibility for educational costs. Family resources include the student’s savings and other assets and expected parental contributions. These resources are supplemented by state and federal educational grants, private or institutional scholarships, student and parental loans, and work-study programs.

Students who seek financial assistance must:
1. Complete the free Application for Federal Student Aid.
2. Provide income tax information from parent(s) or guardian(s) or provide other documentation of income for verification if selected to do so by the federal government.
3. Verify high school graduation by providing a final high school transcript indicating the date of graduation.
4. PHEAA recipients may not roster for more than six credit hours of development courses per semester.

Transfer students should be aware that financial aid does not automatically transfer from one school to another. The student’s previous institution must send a financial aid transcript to Cheyney. Students should seek assistance from the Financial Aid Office upon transferring to Cheyney.

Federal Grant Programs

Federal Pell Grants are available to students enrolled full-time or part-time who need financial assistance to meet educational expenses. To apply for a Federal Pell Grant, complete a Free Application for Federal Student Aid form, available from high school guidance offices or the Cheyney University Financial Aid Office. The federal financial aid code for Cheyney University of Pennsylvania is 003317.

Procedures and deadlines are in the instructions provided with the application. Within six weeks after applying the student should expect to receive notification of eligibility. The eligibility report must be submitted to the Cheyney University Office of Financial Aid.

The Federal Supplemental Educational Opportunity Grant (FSEOG) is for undergraduates of exceptional financial need and who are Pell Grant eligible. To be eligible, undergraduates must be enrolled at least half-time (6 credits). The minimum grant is $200 and the maximum is $4,000 annually. Supplemental grants at Cheyney normally range from $800 to $2,000 per academic year and are awarded on a first-come basis to the financially neediest students.

Federal Student Employment Program

The Federal College Work Study Program (FCWS) provides part-time jobs for students who have financial need and must earn a part of their educational expenses.

Federal Loan Programs

The Federal Perkins Loan Program - Loans are awarded to students on the basis of financial need. These loans are interest-free and not repayable until six months after termination of the student’s academic enrollment, at which time it becomes payable at 5 percent interest.

Federal Stafford Loans - Applications for the Federal Stafford Loan may be obtained from lending institutions. These include banks, savings and loan associations, and credit unions. The loan is based on need. Repayment starts six months after termination of enrollment in an academic institution.

Parent Loans for Undergraduate Students (PLUS) - PLUS applications may be obtained from participating lending institutions such as banks and credit unions. These loans are administered in conjunction with the federal government. Parents who have no adverse credit history are eligible to apply for PLUS loans. Annual loan limits are the cost of attendance minus other financial aid.
State Grants

The Pennsylvania Higher Education Assistance Agency (PHEAA) provides Commonwealth grants (PHEAA GRANTS) to help Pennsylvania residents in need of financial assistance attend approved institutions of higher education. PHEAA Grants are available to full- and part-time undergraduates. PHEAA Grants are subject to annual review and may change from year to year. Renewal depends on satisfactory academic standing and continued need for financial assistance.

The Delaware State Grant Program provides financial assistance to residents of Delaware. The primary criterion is financial need. Applicants should contact the Delaware Post-Secondary Education Commission, Carvel State Office Building, 820 French Street, Wilmington, Delaware 19801.

Maryland State Scholarships are available to residents of Maryland. Eligible students should contact the Maryland State Scholarship Board, 2100 Guilford Avenue, Baltimore, Maryland 21218.

The Ohio Instructional Grant Program is designed to assist eligible students who are enrolled for full-time undergraduate study in participating institutions of higher education. The grants are not awarded on the basis of academic achievement, but on the basis of relative financial need. Applicants should contact the Ohio Board of Regents, Student Assistance Office, 3600 State Office Tower, 30 East Broad Street, Columbus, Ohio 43215.

Scholarships

A number of scholarships are offered at Cheyney University, including scholarships based on academic performance and need. Some of the larger programs are the SICO Scholarships, W.W. Smith Grants, Richard Humphreys Scholarships, National Alumni Scholarships, and the Board of Governors Tuition Waiver Program. Please contact the Financial Aid Office for a complete listing of all scholarships that are available at Cheyney University.
Thurgood Marshall Scholarship Funds are awarded to first-year students with a 1000 SAT score and a high school grade point average of a "B" or better. This scholarship is typically awarded for four years if the student maintains the required grade point average.

Fanny Jackson Coppin Scholarships are awarded annually to two students by friends of Fanny Jackson Coppin. Ms. Coppin served as principal of the Institute for Colored Youth. Please contact the Office of Financial Aid for more information.

Men of BACA Financial Assistance Awards are offered annually to successful applicants who satisfy established criteria. For more information, please contact the Office of Financial Aid.

George Sutherland Scholarships are sponsored by the Men of BACA for full-time undergraduate sophomore, junior, and senior students with a 3.5 GPA. For more information, please contact the Office of Financial Aid or the Office of Alumni and Constituent Relations.

The Negro Educational Emergency Drive (NEED) administers emergency scholarship funds for applicants who have attended high schools in Allegheny County, Pennsylvania. Applicants should direct inquiries to the Negro Educational Emergency Drive, Midtown Towers, 643 Liberty Avenue, Pittsburgh, Pennsylvania 15222.

Richard Humphreys Scholarships are awarded to first-year students with high SAT or ACT scores and high cumulative grade point averages. For more information, please contact the Office of Admissions.

SICO Foundation Scholarships are awarded to high school graduates. To be eligible, the student's legal residence must be the state of Delaware, certain Pennsylvania counties (i.e., Adams, Berks, Chester, Cumberland, Dauphin, Delaware, Lancaster, Lebanon, or York), or Cecil County, Maryland. Applications are available through high school counselors.

W. W. Smith Charitable Trust Awards are made annually to Cheyney University for qualified, needy students. The trust was established through the will of William Wikoff Smith, principal owner of Kewanee Oil Company.

The Catherine Laws Scholarships are awarded to first-year students who are residents of Chester, have competitive SAT or ACT scores, and competitive high school grade point averages. Contact the Office of Financial Aid for more information.

Vocational Rehabilitation Scholarships are for physically challenged students classified as vocationally handicapped. Eligible students receive assistance through the Department of Vocational Rehabilitation of their state.

Keystone Honors Academy Scholarships are awarded to freshmen and transfer students with high SAT or ACT scores and high grade point averages. Recipients must be Pennsylvania residents and agree to work in the Commonwealth of Pennsylvania following graduation. Interested students should contact the Dean of the Keystone Honors Academy, the Office of Admissions, or the Office of Financial Aid for more information. Keystone Scholarships become loans for students who withdraw or are dropped from the Keystone Honors Academy.

James Hughes Memorial Scholarship – awards of $1,500 to first-year students who have graduated from the Philadelphia, PA public school system. Awards are renewable contingent upon recipient completing an annual renewal application and funding availability. Applications can be obtained from the Financial Aid Office or by visiting website www.sshechan.edu/scholarships.

Veterans’ Benefits

Financial Aid for Veterans and their dependents is available for the following eligible students:

- Military service personnel and veterans;
- Children of deceased veterans;
- Children, spouses, or widows of veterans who died or were disabled as a result of service in the armed forces. Students who are eligible should contact the Philadelphia Veterans’ Affairs Office (at 1-800-827-1000.)
Satisfactory Academic Progress for Financial Aid Eligibility

Financial aid recipients are required to achieve satisfactory progress toward an educational objective, degree, or certificate while attending Cheyney University of Pennsylvania. The maximum period for a full-time student to receive financial aid is five and one-half years.

Financial aid recipients must progress as follows or be placed on financial aid probation:

<table>
<thead>
<tr>
<th>Academic Years Completed (full-time enrollment)</th>
<th>Semester Hours to be Successfully Completed</th>
<th>Minimum Cumulative Grade-Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>24</td>
<td>1.60</td>
</tr>
<tr>
<td>Second Year</td>
<td>48</td>
<td>1.75</td>
</tr>
<tr>
<td>Third Year</td>
<td>72</td>
<td>1.85</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>96</td>
<td>2.00</td>
</tr>
<tr>
<td>Fifth Year</td>
<td>120</td>
<td>2.00</td>
</tr>
<tr>
<td>Five &amp; One-Half Years</td>
<td>128</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Financial Aid Suspension

Full-time students on financial aid probation who fail to meet the "satisfactory progress" requirements will automatically be placed on financial aid suspension for the next semester while in full-time attendance.

Removal from financial aid suspension can only be accomplished after the student has obtained the required cumulative grade average and the necessary cumulative semester hours needed at the time of suspension.

Financial Aid Academic Review Committee

Students who are placed on financial aid probation may, with valid justification and documentation, appeal to the Financial Aid Review Committee by writing the Financial Aid Office, Cheyney University of Pennsylvania, Cheyney, PA 19319-0200.

The committee consists of three to five members whose primary responsibility is to review written appeals and other information provided by the student along with the student’s academic transcript.

Return of Title IV

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

If a student leaves the institution prior to completing 60% of a payment period or term, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) 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 = (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 term.

If a student earned less aid than was disbursed, the institution 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 debit balance to the institution.
Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal Parent (PLUS) Loans
- Direct PLUS Loans
- Federal Pell Grants for which a Return of funds is required
- Federal Supplemental Opportunity Grants for which a Return of funds is required
- Other assistance under this Title for which a Return of funds is required (e.g., LEAP)
V. STUDENT ORGANIZATIONS AND SERVICES

Student Organizations
Athletic Programs
Student Services
Health Services
Public Safety and Security
Parking and Transportation
Student Conduct
V. STUDENT ORGANIZATIONS AND SERVICES

The Cheyney University student body is diversified in levels of academic achievement, social and economic backgrounds, ethnic origins and geographic representations. Supporting the resulting cultural pluralism means that the university provides a variety of student activities and programs supporting out-of-class learning and development. Because the quality of student life and services is an integral part of the effort of the university to fulfill its mission, Cheyney carefully examines these services in relation to students' needs.

Student Organizations

Student Government Cooperative Association, Inc. (SGCA) The SGCA is the official student "voice," regarding policies that govern the general welfare of students. Every student attending Cheyney is required to pay a student activities fee that entitles students to full membership to the SGCA. Student activity fees enable the SGCA to initiate and coordinate programs and services that assist the university in having an impact on students' academic lives and their overall development. Each year, activities are provided to enhance students' cultural, social, and political awareness. Recreation and leisure-time activities are also provided which give students opportunities to participate in leadership training and personal development seminars.

More than 30 clubs, organizations and co-curricular activities are eligible to be funded through the SGCA. These clubs and organizations have evolved to satisfy the diverse interests and needs of students. Co-curricular activities are an important part of each student's education and should be chosen with care. Some clubs and organizations broaden ones' outlook and interests, while others serve to develop self-assurance and confidence both socially and professionally. All activities, however, are designed to promote respect for the uniqueness and rights of the individual, as well as respect for opportunities to exercise those rights within a democratic and social setting. Clubs and organizations include the following:

- American Chemical Society
- Association of Resident Students
- Biology Club
- Cheerleaders
- Commuter Students Association
- Computer Science Club
- DEX-NSBL (National Education Club)
- English Theater Communication Club (ETC)
- Students in Praise
- Graduate Students Association
- La Originale Modeling Guild
- Latino Students in Action
- Mathematics Club
- National Association for the Advancement of Colored People (NAACP)
- National Council of Negro Women
- Pennsylvania State Education Association
- The Cheyney Record (student newspaper)
- Recreation Club
- University Band
- University Choir
- Videography Club
- Black Student Union
- Honda All Stars
- College Republican Club
- Antenatal Cry

Greek-Letter Organizations

Campus Greek-letter organizations encourage high standards of scholarship, promote programs for cultural and social growth and stress the spirit of Inter-Greek fellowship. They operate under charters granted by the university and their respective national bodies. Membership is open to male and female students above first-year classification. Students must meet the academic standards prescribed by the university (i.e., a cumulative average of 2.5 or better), as well as academic or other standards set by the several national bodies. All such organizations are supervised by a Regulatory Board, composed of faculty and staff members appointed by the Associate Provost for Student Affairs. The Pan Hellenic Council serves as a legislative clearinghouse for all Greek-letter business. Basic policies governing Greek-letter organizations are prescribed by the university.
Sororities

- Alpha Kappa Alpha  
  (Delta Iota Chapter)
- Delta Sigma Theta  
  (Delta Tau Chapter)
- Sigma Gamma Rho  
  (Beta Phi Chapter)
- Zeta Phi Beta  
  (Chi Chapter)

Fraternities

- Alpha Phi Alpha  
  (Delta Pi Chapter)
- Kappa Alpha Psi  
  (Gamma Omega Chapter)
- Omega Psi Phi  
  (Beta Gamma Chapter)
- Phi Beta Sigma  
  (Gamma Omicron Chapter)

Voluntary Interfaith Groups

Cheyney University encourages students to attend the churches of their choice. However, the university operates in accordance with the ruling on religion in public education by the Supreme Court of the United States. Interfaith groups with faculty sponsors assemble voluntarily for discussions and lectures by leaders of their faith.

Honor Societies

Alpha Kappa Mu, a national honor society for men and women, was founded in 1937 at Tennessee A & I State University. The Cheyney Mu Eta chapter was chartered in 1973. Its purpose is to promote high scholarship and to develop an appreciation for scholarship and scholarly endeavors in others.

Alpha Phi Sigma, a national scholastic honorary society was founded in 1930 at Northeast Missouri State College, Kirksville, Missouri. Its purpose is to give honor and recognition to those who have achieved high standards of scholarship and character. Students who have completed 60 semester hours of college work and who possess a cumulative grade point average of 3.25 are eligible for membership.

Alpha Omega Psi, an honorary dramatic society, was founded in 1925 to give honor and recognition to high achievement in the dramatic arts, and to provide a wider fellowship for those interested in college theater. The Psi Alpha Chapter was established in December 1973.

Beta Kappa Chi, a national scientific honor society for men and women, was founded by science faculty and students of Lincoln University of Pennsylvania in 1923. Its purposes are to stimulate undergraduate and graduate education in the natural sciences and mathematics, to inspire and support the continued pursuit of knowledge and achievement and to encourage the capture of scientific truths during the entire career of each member. The Cheyney chapter was established in April 1975.

Eta Sigma Delta, is an organization that rewards scholastic and professional achievement in the field of hospitality management while fostering the advancement of teaching, learning, research, and practice for individual development.

Kappa Omicron Pi, a national honor society in the field of home economics, was founded at Northwest Missouri State Teachers College, Maryville, Missouri, in 1922. The purpose of this honor society is to further the interests of home economics by recognizing and encouraging scholastic excellence, developing leadership abilities, and promoting fellowship among faculty and students in the profession. The Cheyney Chapter was chartered in 1979.

Psi Chi, the national honorary society in psychology, which was founded in 1929, recognizes scholastic achievement and interest in psychology. Its purposes are to encourage, stimulate, and maintain the scholarship of its individual members in all fields, particularly in psychology and to advance the science of psychology. Psi Chi, in conjunction with regional psychological associations, sponsors conventions at which members are given opportunities to present research papers. The Cheyney University chapter of Psi Chi was established in 1977.

Rho Phi Lambda, is a professional honor society of recreation, parks and leisure majors. Its purpose is to recognize recreation, parks and leisure majors who have excelled; to encourage the development of professional standards for the leisure field; to stimulate the development of individual member’s professional growth in the
leisure field and to cultivate, foster and promote amity among the students of the leisure profession. The Epsilon chapter was established in March 1974.

Sigma Lambda Sigma, is a national Recreation Honor society whose purposes are: to recognize excellence in recreation majors, to encourage the development of professional standards for the recreation field, and to stimulate the development of recreation students. The Epsilon chapter was established in March, 1974.

**Athletic Programs**

Cheyney University offers a variety of men's and women's varsity sports, including football, basketball, track, tennis, volleyball, and bowling.

The university also offers a diversified intramural sports programs plus facilities for the weekend athlete to enjoy. Intramural programs include basketball, softball, swimming, touch football and volleyball.

The university is a member of the Pennsylvania State Athletic Conference (PSAC) and the National Collegiate Athletic Association (NCAA). Accordingly, the university subscribes to the regulations established by those organizations.

**Student Services**

**The Marcus Foster Student and Alumni Center**

The heartbeat of student life is the Student Center, which serves as a setting for social, recreational, educational, informational and cultural activities. Housed in the Marcus Foster Center are student lounges, the SGCA, game rooms, staff offices, the resident students' mailroom, the snack bar, the commuter lounge, student displays and information areas, the University Bookstore, the Office of Career Services, Office of Residence Life, the campus chaplain and the Office of Student Activities. The facility is named in honor of an outstanding alumnus of Cheyney, Marcus A. Foster, an educator and leader who was committed to protecting human dignity for all Americans. A Student Center fee is assessed full-time and part-time students each semester.

**Residence Life**

The residence halls at Cheyney can accommodate over 1,200 students in a picturesque and historic setting. Each residence hall is staffed by one full-time professional, who lives in the hall with nine to eighteen student resident advisors. Although the university maintains a 24-hour police and security force, hall safety and security is every student's responsibility. Students are expected to use main entrances, register all guests at the front desk and to keep all side doors closed at all times. Further, students are expected to report to hall staff any suspicious persons in the residence halls. They are also expected to report all abuses of fire and safety systems and to secure their rooms and all valuable possessions at all times.

Residence Life programs include academic support activities, college adjustment services, wellness activities and social group experiences. Additionally, the Association for Resident Students is a major source for student involvement and decision-making. A more detailed description of available services through Residence Life is found in the Student Handbook, which is issued to each student who resides on campus.

**Non-Resident Students**

Students who commute are permitted to obtain temporary housing as paying guests, if there is available space. They may also visit residence halls at times designated by residence hall directors and to purchase meals at the university cafeteria at guest rates.

**Dining Services**

University dining services are provided by a contracted food service. All students who live on campus are required to purchase the 14- or 19-meal per week board plan. These plans only cover meals when classes are in session.

Accommodations for special dietary arrangements may be made and should be presented to the Director of Food Service, in the Ada S. Georges Dining Hall. Students seeking an exemption from a meal plan must have a prescribed diet from their physician. All diet information and the physician's written documents must be submitted to the Office of the Student Affairs and Student Life with requests for exemptions from a meal plan.
**Flex Dollars Program**

“Flex Dollars” are a major part of the dining services program. Students are able to use monies paid into their account through the meal plan of choice. The student identification card is used as a debit card at either dining location. Each time students use Flex Dollars to make purchases, the prices are subtracted from the balance on their accounts. Students are permitted to use their Flex Dollars whenever they like and as often as they like, as long as they maintain a sufficient cash balance for purchases. When Flex Dollars are exhausted, students may add increments of $25 or more to the account to maintain it throughout the semester. Unused Flex Dollars may be carried over from the fall to the spring semester. Unused monies, at the end of the spring semester, are forfeited to the university. Students who attend the university for the fall semester and do not return for the spring semester, or decide not to reside on campus or purchase a meal plan, forfeit any monies on their Flex accounts.

**Student Photo Identification-Meal Card**

The “Student Identification Card” will be used for all university transactions and for entry into the campus dining facilities. Students who lose their identification cards will be assessed a $1.00 fee for a temporary, one-day dining card. This fee can be paid in cash or through the student’s Flex Dollars account. Students must obtain a permanent photo identification replacement card from the Office of Public Safety. The cost of replacing the card is established annually by the Cheyney University Council of Trustees.

**Career Services and Placement Center**

The primary function of the Career Services and Placement Center is to make employment and educational opportunities available to students and alumni. The Center seeks to offer students the most current and up-to-date information on choosing an occupation. The Center sponsors counseling on such important matters as preparing resumes and cover letters, and it provides sessions on interviewing and job-seeking techniques. The Center arranges campus interviews with prospective employers from business and educational sectors, including graduate and professional schools.

Further, the Center renders such services as posting monthly lists of vacancy notices, providing career planning and counseling and advising students and alumni on employer characteristics and employment trends. Finally, the Center organizes and conducts an annual career day program and organizes and conducts fairs for graduating seniors and alumni.

**Health Services**

**Location and hours**

The Cheyney University Health Center is located in the McKnight- Rogers building. As partners in students’ health care, the Health Center strives to provide high quality medical treatment while encouraging students to be responsible and knowledgeable health care consumers.

The Health Center is open Monday through Friday from 8:30 a.m. until 5:00 p.m. and Thursday evenings until 7pm. Summer hours may vary. The Certified Registered Nurse Practitioner will see students for common and minor problems, as well as for reproductive health issues. A physician is available to see students Tuesday through Friday. Hours are posted at the Health Center. The Health Center operates as a walk-in clinic; however, students may also schedule appointments to see the nurse practitioner or physician.

**After-hour Emergencies**

In the event the Health Center is closed, the Office of Public Safety should be called at extension 2405 or 2330. The officers in the Office of Public Safety are trained in first aid and cardiopulmonary resuscitation (CPR). Students may report directly to the Office of Public Safety if they need emergency transportation to a hospital. Public Safety will arrange for either an ambulance or cab for transport to the emergency room. Please note than transportation cost is the responsibility of the student or parent.

Riddle Memorial Hospital and Chester County Hospital are each approximately seven miles from campus.

**Services**

All Health Center services are confidential and are designed to encourage students to become active partners in their health care. We treat common medical problems, address
reproductive health issues such as STD testing and treatment, pregnancy testing, and PAP smears. Complex medical problems that are beyond the scope and care provided by the Health Center are referred to local private physicians or to the Emergency Room. Any expenses for hospital or medical treatment obtained off campus are the responsibility of the student or parent. Health Service charges for services not covered under the Health Center fee will be posted at the Health Center.

Health Insurance
University policy requires that each student carry medical (health) insurance. Students will be required to verify their insurance coverage annually. Students who do not have insurance can enroll in any of a number of plans that can be found by searching the internet for college health insurance. Cheyney University does not endorse any insurance company, however, examples of sites to gather information are:

- www.ibx.com
- www.aetna.com
- www.ejsmith.com

Failure to verify and update insurance information will result in a restriction in the central computer, which will prevent a student from completing the registration process. Cheyney University will not be responsible for any medical expenses students incur while attending the university.

Illness and Absence
Residence hall staff members should be made aware of a student's illness as soon as possible. The Health Center will not issue medical excuses for missed classes due to minor illness. It is the student's responsibility to inform professors about absences due to illness.

Dormitory residents should not expect the food service operator to prepare sick trays for them. Students who cannot go to the dining area should be checked at the Health Center. At that time, the food service operator will be notified of a student's confinement to the residence hall, and arrangements will be made for a sick tray.

Chronic conditions
Students who suffer from chronic conditions or who must take medication regularly should notify the Health Center so that the information may be kept on file.

Public Safety and Security

The University employs a 24-hour police force, which has as its chief aim to serve, protect, and educate the campus community. The Office of Public Safety enforces the laws, rules, and regulations of the campus, thereby safeguarding the welfare of the university community. The Office of Public Safety consists of a Director of Public Safety and armed officers commissioned by the Commonwealth with full powers of arrest and detention. In addition, a security agency is under contract with the university to supplement the police force in residence halls. The majority of the campus police force provides coverage during the late night and early morning hours. Contractual security is also used to supplement campus police during special events and party activities. Current campus statistics on crime and other information are listed in the public safety brochure prepared and distributed annually by the Office of Public Safety.

Identification System
The university uses a photo identification system. The student's social security number is placed on a magnetic strip on the back of the Student Identification Card for student access to the dining services program. The I.D. card is non-transferable, and a replacement fee is assessed for a lost or destroyed card.

Fire Prevention
Any student who shall, by the act of smoking, or by the improper use of electrical appliances, or in any other manner, carelessly or maliciously sets fire to any university fixtures, furniture or flammable furnishings, so as to endanger the life or property of any person, shall be charged with a criminal violation. If said student is found to be guilty, he or she shall be immediately suspended from the university. Students apprehended for improper use of fire alarms or fire extinguishers will also be suspended and prosecuted in criminal court.
Parking and Transportation

All vehicles on campus must be registered with the Office of Public Safety and must display a parking permit. Permits must be purchased annually. Vehicles must be parked in an appropriate parking lot on campus at all times. No curbside parking is permitted at any campus location. Parking citations are issued by campus police when vehicles are illegally parked. Citations must be paid at the Business Office. Failure to pay fines within the prescribed time may result in “booting” or having violations turned over to the District Court. Booting or towing is at the owner's expense. Vehicles may be towed or booted if parked in fire lanes or other prohibited locations.

Student Conduct

Enrolled students receive the latest edition of the Student Handbook, prepared by the VP of Student Affairs and Student Services. The handbook serves as an essential reference on all matters related to student life and services. All students are expected to observe all rules and regulations governing the university.
VI. ACADEMIC REGULATIONS

Academic Credits
Classification
Mandatory Class Attendance
Dropping a Course
Grade-Point Average
Academic Probation and Suspension
Academic Integrity
Withdrawal from the University
Graduation Requirements
Transcripts
Academic Affairs Advisory Council
Keystone Honors Academy
VI. ACADEMIC REGULATIONS

Academic Credits

Students who wish to be considered full-time must carry between 12 and 18 credits per semester (those taking 11 credit hours or less are part-time). Students wishing to carry more than 18 credit hours must have a prior semester average of 3.0 or better, written permission from their departmental chairperson, dean, and the Provost and Vice President for Academic and Student Affairs. Students are not permitted to take more than 21 credit hours in any given semester. Students on academic probation are limited to 12 credit hours per semester. Conditionally admitted students may take no more than 12 credit hours per semester for the first year.

A student is enrolled in a class based on the roll sheet generated by the Office of the Registrar and issued to the instructor. The deadline for entering class is ten days after the beginning of a semester, all other additions require approval of the Professor of record and or Dean. Students who attend courses without proper registration will not be eligible to receive grades.

No Shows

Students who are officially registered for a course(s) and never attend will receive a final grade of “F”. Students have the option to withdraw from class, “WC”.

Academic credits earned in excess of ten (10) years will not count toward a degree program if there is a break in enrollment, (10 Year Rule).

Classification

Classification is based on the number of semester hours completed with passing grades. The number of semester hours of credit a student must complete to be classified as a first-year student, sophomore, junior, or senior are as follows:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Minimum Semester Hours of Credit Required</th>
<th>Cumulative Grade-Point Average Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>0 to 29</td>
<td>2.0</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30 to 59</td>
<td>2.0</td>
</tr>
<tr>
<td>Junior</td>
<td>60 to 89</td>
<td>2.0</td>
</tr>
<tr>
<td>Senior</td>
<td>90 and above</td>
<td>2.00</td>
</tr>
</tbody>
</table>

The scholastic standing of a student is computed based on the grades earned at Cheyney University. Grades earned at other institutions are not computed in the grade-point average. A student must achieve a cumulative grade-point average of 2.00, “C” or higher to graduate. The approved grade symbols and their definitions are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Excellent)</td>
<td>90-100</td>
<td>4</td>
</tr>
<tr>
<td>B (Good)</td>
<td>80-89</td>
<td>3</td>
</tr>
<tr>
<td>C (Satisfactory)</td>
<td>70-79</td>
<td>2</td>
</tr>
<tr>
<td>D (Passing)</td>
<td>60-69</td>
<td>1</td>
</tr>
<tr>
<td>F (Failure)</td>
<td>59 and below</td>
<td>0</td>
</tr>
</tbody>
</table>

Transfer students are required to identify themselves as such and must provide official transcript(s) and course descriptions of courses for which they are seeking transfer credit. If information is not supplied upon entry transfer credits may not be honored.

The following symbols, which have no quality point values, are also used:

I  A grade given to a student, who is passing the course but has failed to complete all course requirements (e.g. the final examination) due to illness or a grave emergency. The “I” must be removed by completion of the requirements of the rest of the course within the first seven weeks of
the next semester in which the student
enrolls at Cheyney University or it
automatically becomes an “F.” Students
who are not enrolled in the next semester
must complete the removal process within
one academic year.

**IP** (Departmentally-designated self-paced
courses) credits may be earned by
completion of the required assignments
through consecutive enrollment. Interruption will result in the IP converting to
an F. Students are not eligible for
graduation who have “IP” grade(s) on their
transcript.

**CR** Course(s) accepted as transfer credit(s) but
not calculated in the grade point average.

[ ] Symbol denotes that a course has been
repeated.

**WC** The student officially withdraws, within the
established deadline. “WC” hours do not
count as hours attempted or in the grade-
point average.

**W** This administrative symbol is used when a
student is permitted to withdraw from the
university.

**AUD** Course was audited - does not carry
credit, nor will they convert to earned
credits.

A student **must** repeat any required course in
which a grade of "F" (Failing) was earned. Repeat courses with grade of “F” must be taken
at Cheyney University.

A course may be repeated only three times.
That is, students have only three chances to
improve the grade in a course. The grade
earned on the second attempt to improve the
grade will be used to determine satisfaction of
graduation requirements. **Courses may not be
repeated where a grade of “C” or better has
been earned.** If a student fails a required course
three times he may be dismissed from the
University. The system will automatically delete
the course registration of course(s) in which a
grade of “C” or better has been previously
earned.

All matters relating to course work completion
(including, but not limited to; “NGR’s”, incorrectly
dropped courses, withdrawal requests, missing
grades, and grade changes; must be addressed
by the end of the next semester in which the
student is registered. Students are cautioned to
examine their records very carefully at the end of
each semester to ensure that all problems are
resolved in the mandated timeframe.

**Grades and Financial Clearance**

Bills must be paid according to the schedule
established by the Office of Business Affairs. If the
financial obligations for a semester are not met,
students will be dropped from all courses and
may not attend. Students who attend courses
without benefit of financial clearance are not
eligible to receive final grades.

**Online Registration**

The University uses on-line registration. Additional
information may be obtained from the Office of
the Registrar.

**Cross Registration**

Cheyney and West Chester universities have an
agreement which allows cross registration. Cross
registration is open to all full-time Cheyney
students. Cross registration requires prior written
approval, full-time enrollment at Cheyney
University and a maximum of six (6) credits at
West Chester University of Pennsylvania. For
further information please contact your
Academic Advisor or your department.

**Courses Taken at Other Institutions**

Students wishing to attend another accredited
institution while matriculating at Cheyney
University must obtain course descriptions, and
written approval prior to registering for the
course(s). Students must provide an official
transcript upon completion of course work, the
official transcript must be submitted to the Office
of the Registrar. For further information please
contact your Academic Advisor or department.
**College Level Equivalency Program (CLEP)**

CLEP courses taken prior to acceptance must be submitted with the Admissions application. Only matriculating students are eligible to receive credit for approved CLEP courses. Current matriculating students may not utilize the CLEP Program.

**Mandatory Class Attendance**

Students are required to attend every assigned meeting of all classes for which they’re registered. If there is a scheduled absence, the student must inform the instructor before the expected absence or immediately thereafter. The University has identified excusable absences as: medical emergencies, death in immediate family (both require documentation), all other approvals will be made by the Area Dean. It is the student’s responsibility to make up assignments, tests, etc. and to obtain any missed information.

A student is allowed (i.e., will not be penalized for) unexcused absences that equal the number of credits for the course. The penalty for excessive unexcused absences is the lowering of the final grade by one letter for each unexcused absence above the number of course credits.

**EXAMPLE:** Freshman English I, Speech, and African Art, among other courses, are three credit courses. A student in any of these, or in other three-credit courses, may exercise three unexcused absences without a penalty. However, for each unexcused absence above three, the student’s final grade will be lowered by that number. In the example above, if a student has a grade of “B” and four unexcused absences, the student will receive a “C” in the course. For a student with a class average of an “A,” but who has six unexcused absences, the highest grade to be awarded is “D.”

**Withdrawing from a Course**

A student wishing to withdraw from a course must secure the appropriate form from their department, Office of the Registrar or the university website. The form must be signed by the appropriate university officials. The completed form, including appropriate payment, must then be returned to the Office of the Registrar. A student who stops attending a course without following this procedure will receive a failing grade of “F”. After the second week of classes, and up to two weeks before the end of the semester, a student withdrawing from a course receives a “WC” (i.e., “withdrawal from class”) upon the filing of a course withdrawal form. These letters will be entered on the student’s permanent record.

**Grade-Point Average**

The four-point system is used in computing the grade-point average of all students. Under this system, a student receives four quality points for each semester hour of “A”; three points for each semester hour of “B”; two points for “C”; one point for “D”; and no quality points for an “F” or “WC.” A student’s grade point average is obtained by dividing the total number of quality points earned by the number of semester hours carried. An example of how to calculate the grade point average is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Quality Points</th>
<th>Semester Hours</th>
<th>Quality Points X Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Course</td>
<td>A</td>
<td>4</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>2nd Course</td>
<td>B</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>3rd Course</td>
<td>C</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>4th Course</td>
<td>D</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5th Course</td>
<td>F</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>13</td>
<td>28</td>
</tr>
</tbody>
</table>

In this case, 28 ÷ 13 = 2.15 (which is the grade point average for the semester).

When a course is repeated, the higher grade is used in computing the student’s grade point average. However, both grades remain on the student’s record.

**Dean’s List**

To be placed on the Dean’s List, the student must carry at least 12 semester hours of credit exclusive of developmental courses and earn a
grade point average of 3.5 or better during the semester.

Academic Excellence
Full time students with a semester grade point average between 3.25 and 3.49 are cited for academic excellence.

Satisfactory Academic Progress
Satisfactory academic progress is determined by the following:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Minimum Semester Hours of Credit Required</th>
<th>Cumulative Grade-Point Average Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0 to 29</td>
<td>2.00</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30 to 59</td>
<td>2.00</td>
</tr>
<tr>
<td>Junior</td>
<td>60 to 89</td>
<td>2.00</td>
</tr>
<tr>
<td>Senior</td>
<td>90 and above</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Academic Notification, Warning, Probation and Suspension

Academic Notification
Students whose cumulative grade point average (GPA) falls below the minimum for maintaining academic standards for the first time will be placed on Academic Notification. To avoid being placed on Academic Waming, the student must earn the cumulative grade point average necessary to meet required class standing (i.e., first-year - 2.00, sophomore - 2.00, juniors - 2.00, and seniors - 2.00) during the subsequent semester. Students whose academic standings do not meet the minimum standards will be notified of their standing each semester. Students are strongly encouraged to check their transcripts each semester.

Academic Waming
Students whose cumulative grade point average (GPA) falls below the minimum for maintaining academic standards for the second time will be placed on Academic Waming. To avoid being placed on Academic Probation, the student must earn the cumulative grade point average necessary to meet required class standing (i.e., first-year - 2.00, sophomore - 2.00, juniors - 2.00, and seniors - 2.00) during the subsequent semester. Students whose academic standings do not meet the minimum standards will be notified of their standing each semester. Students are strongly encouraged to check their transcripts each semester.

Academic Probation
Students whose cumulative grade point average (GPA) falls below the minimum for maintaining academic standards for the third time will be placed on Academic Probation. To avoid being placed on Academic Dismissal, the student must earn the cumulative grade point average necessary to meet required class standing (i.e., first-year - 2.00, sophomore - 2.00, juniors - 2.00, and seniors - 2.00) during the subsequent semester. Students whose academic standings do not meet the minimum standards will be notified of their standing each semester. Students are strongly encouraged to check their transcripts each semester.

Academic Dismissal
Students whose cumulative grade point average (GPA) falls below the minimum for maintaining academic standards for the fourth time will be placed on Academic Dismissal. Students who are placed on Academic Dismissal may not return to the University.

Students suspended from other colleges for academic reasons will not be considered for admission to Cheyney University until after a full year from the date of their suspension.

Academic Integrity
Integrity in taking examinations and writing papers and in all other academic areas, is expected of all students. Failure to live up to this expectation is a matter of serious concern not only for the students involved, but for the entire university. Violations will be reported to the Provost and Vice President for Academic and Student Affairs for referral to the Academic Affairs Advisory Council.

Degrees must be earned in accordance with the
Withdrawal from the University

Students who withdraw from the university must fill out official withdrawal forms that may be secured from the Office of the Provost and Vice President for Academic and Student Affairs. Withdrawal becomes official only when this form is approved by the Provost. A student withdrawing from the university without following this procedure will receive failing grades in all courses.

Withdrawal from the university within the last two weeks of the semester may result in the student receiving failing grades, except in cases of an extended illness or grave emergency.

A student who withdraws from the University must apply for readmission at least 30 days prior to the beginning of the session the student wishes to re-enter.

Graduation Requirements

A minimum 2.00 grade-point average and a minimum of 120 semester hours of credits, excluding any developmental courses, are required for graduation. (Work earned at other institutions is not computed in the student’s grade-point average.) Additionally, each department may set criteria that must be satisfied by its majors, (e.g., a department may require a minimum grade of “C” in all major courses and an overall grade point average of 2.00).

Students in all baccalaureate degree curricula must complete the work as required by the program, and the last 30 semester hours must be completed while in residence at Cheyney University. Each student is responsible for ensuring that this requirement and all other departmental requirements are met for graduation. Semester hours should be distributed according to the requirements of the major field. In addition, all university bills must be paid and all university property returned prior to graduation.

Applying for Graduation

Seniors, who anticipate graduation, must register their intent in the offices of their academic departments no later than the first month of the final semester of study. Degrees will be issued as the student’s name appears in the academic record. The number of hours to be completed and the quality points to be earned before graduation should be checked by the academic advisor. The Office of the Registrar verifies the completion of degree requirements. Students are expected to participate in commencement exercises. Anyone unable to participate in commencement must submit a written explanation to the Provost and Vice President for Academic and Student Affairs for approval.

Commencement occurs once a year at Cheyney University of Pennsylvania. All academic and financial obligations must be satisfied before graduation. However, a student may apply for permission to participate in commencement exercises if he or she is within six credit hours of completing his or her academic requirements for graduation. Students who have not satisfied all financial requirements before commencement will not be permitted to participate in commencement exercises. An updated anticipation of graduation is required.

Graduation with Honors

To graduate with honors, a student must meet the following criteria:

Summa Cum Laude –
Three years in residence at Cheyney University and a minimum of 75 credit hours or more and a cumulative grade point average of 3.75 or higher. Life experience credit, credit by examination, and transfer credits may not be included in the 75 credit hours; students must satisfy all university academic requirements.

Magna Cum Laude –
Completion of three years in residence at Cheyney University with a minimum of 60 credit hours and a cumulative grade point average of 3.50 - 3.74. Life experience credit, credit by examination, and transfer credits may not be included in the 60 credit hours; students must satisfy all university academic requirements.

Cum Laude –
Completion of two years in residence at Cheyney University and a minimum of with 60 credit hours and a grade point average of 3.25 -
3.49. Life experience credit, credit by examination, and transfer credits may not be included in the 60 credit hours; students must satisfy all university academic requirements.

**Transcripts**

Official transcripts may be obtained through the Office of the Registrar. As a safeguard against improper disclosure of academic information, only written requests from the student or written approval by the student will be honored. A charge of $10.00 is made for each official transcript and $5.00 for each unofficial transcript. This fee is waived for transcripts that are to be used for documented scholarships, military induction, enlistment, or advancement in the armed forces. One copy of the official transcript is issued free of charge upon graduation.

A student who legally changed her or his name after leaving the university should give the name used while in attendance as well as the new legal name, the “Request for Transcript Form’, is available on line at www.cheyney.edu.

Students who are indebted to the university are not eligible to receive official or unofficial transcripts.

**Veteran Affairs**

The Office of the Registrar has been identified to assist veterans and/or their dependents with veteran benefit information and support.

**Academic Affairs Advisory Council**

Students may refer problems relating to academic regulations to the Academic Affairs Advisory Council. Written communications to the Council must be addressed to the Provost and Vice President for Academic and Student Affairs.

**Keystone Honors Academy**

The Keystone Honors Academy provides academically talented students with a unique experience consisting of financial resources, programs, and curriculum to prepare them to succeed as leaders in all disciplines. Participating in the Keystone Honors Academy demonstrates a student’s strong sense of commitment to service, leadership, and educational and professional excellence.

Admission to the Academy is contingent upon academic achievement and postgraduate service commitment. The requirements include:

- Minimum of 3.0 high school grade point average and graduation in the top 25% of the student’s high school class;
- An SAT score of 1000 or higher or an ACT score of 21 or higher;
- If transferring from another college or university, a cumulative grade point average of 3.0 and a minimum of 30 credit hours;
- Proof of community service and/or high school service; and,
- Enrollment at Cheyney University (priority is given to majors in mathematics, science, and education).

Keystone Honors Academy students who accept Keystone Scholarships are required to commit to year-for-year service within the Commonwealth of Pennsylvania after graduation. Students will be required to reimburse the Commonwealth for the period(s) of support received if they fail to graduate or for any difference between the period(s) of support received and the year-for-year service provided to the Commonwealth. Continuation in the Academy is contingent upon the student maintaining at least a 3.00 semester and cumulative grade point average and not committing any judicial violations.

Students should contact the Dean of the Keystone Honors Academy for complete information on policies and procedures.
VII. ACADEMIC SERVICES

University Library
Guidance and Counseling
Act 101 Program
First-Year Studies Program
Academic Success Center
Continuing Education
Cooperative Education
Military Science (U.S. Army ROTC)
Aerospace Studies (U.S. Air Force ROTC)
Technology Resources
Philadelphia Urban Education Site
Academic Enhancement Opportunities
VII. ACADEMIC SERVICES

Cheyney University of Pennsylvania maintains a variety of programs that are designed to assist students in their academic endeavors. Some of these programs are described below.

University Library

The University Library provides physical access to over 200,000 volumes in print resources in addition to multimedia and audiovisual material, selected Pennsylvania and Federal documents and various microform collections. The Library also serves as the gateway to online resources, including databases that provide access to over 2500 digital journal titles, many of them full-text. Named in honor of Leslie Pinckney Hill who was the last principal of the Institute for Colored Youth (predecessor of Cheyney University) and the first President of Cheyney, the Leslie Pinckney Hill Library building is located on the Main campus 25 miles southwest of Philadelphia. The Library houses the University Archives and Special Collections, and the Center for the Advancement of Teaching, Learning, and Assessment (CATLA). The University Archives and Special Collections includes rare books, manuscripts, photographs, artwork and artifacts that attract scholars from around the world. Internet access is widely available through the many computers on the main level as well as throughout the building via the wireless network.

The Library website, [http://www.cheyney.edu/pages/?p=132](http://www.cheyney.edu/pages/?p=132), provides access to a wide array of resources and services, including the library's catalog and all electronic resources. Electronic materials licensed by the library are available at Cheyney facilities to all students, faculty, and staff with a current Cheyney University ID and off campus to Cheyney University community of registered library users through remote logon with their 14 digit library barcode number.

Public Services include reference, interlibrary loan, reserves and Information Literacy instruction. Librarians also offer individualized and customized research consultation by appointment; these sessions are designed to help students, faculty, and staff identify and use print and electronic resources pertinent to their research topics.

The Philadelphia Urban Site has full access to the electronic collections and digital materials of the University Library both through its computer lab facilities and a standalone E-Branch.

Department of Guidance and Counseling

The primary goal of the Department of Guidance and Counseling is to provide all freshmen and undeclared students with the necessary information to select a major, identify a career path, achieve academic success, and graduate with a bachelor's degree. To obtain these results, students are required to take Freshman Seminar.

GAC 101 Freshman Seminar I (1) This course is required of all freshmen during their first semester. This course is designed to introduce students to the Cheyney University experience. Topics covered include: Cheyney history, university policies and procedures, campus resources, and study skills. Another major component of this course is to instruct students in the registration process. Freshman Seminar professors serve as academic advisors to their respective classes.

GAC 102 Freshman Seminar II (1) This course is required of all freshmen during their second semester and is a continuation of Freshman Seminar I. Topics covered include: critical thinking, effective communication, conflict resolution, diversity, money management, technology and health. Another major component of this course focuses on declaring a major, identifying career goals and/or graduate studies. Academic advising is provided for summer and fall registration.
Additional services provided by the Department of Guidance and Counseling include placement testing, course registration, academic advising, personal counseling, and campus-wide workshops.

Psychological counseling and disability services are available to students on an as needed basis.

**Act 101 Program**

The Act 101 program is a state funded program designed to provide comprehensive academic services for Pennsylvania residents. Students who are accepted into the program have demonstrated academic and financial need. These individuals should possess high levels of motivation to obtain a college degree. The primary goal of the program is to assist students in the acquisition of a college degree by promoting academic excellence and encouraging personal growth of students through academic advising, personal and career counseling, tutorial services, and cultural activities.

The Act 101 program may provide a pre-college summer experience, which is an intensive basic academic learning program for students who might not otherwise successfully make the transition from high school to college. Students will take required academic coursework, receive structured tutorial and counseling services, and participate in cultural programming. Students' strengths and weaknesses will be identified and a plan will be designed to promote their academic success towards graduation.

**First-Year Experience Program**

The First Year Studies Program is specifically designed for incoming students. One of the major functions of the program is to place students into various courses based upon a combination of factors, including high school grade-point averages, SAT or ACT scores and placement test scores.

**Placement Tests**

Prior to registration, all accepted students must take a series of placement tests in English, mathematics, and reading. These tests are used to place students in classes that most nearly match their level of academic achievement. Students do not pass or fail placement tests; however, the tests help to determine students' levels of preparedness.

Students who test into developmental courses must register for them during the first and second semesters of their initial academic year. Faculty members in the Department of Guidance and Counseling, along with faculty members from other departments, serve as academic advisors to students in Freshman Seminar.

Developmental courses do not count toward graduation requirements but they are calculated into your grade point average. They include the following:
- ERE-001, Reading and Study Skills
- Elements of Writing HEN011
- MAT-001, Basic Mathematics
- MAT-002, Elementary Algebra

A ‘C’ or higher must be obtained in these developmental courses in order to move into college level English and math courses.

**Academic Success Center (ASC)**

The Academic Success Center (ASC) provides academic services in the form of tutoring and technology-assisted learning. The Center acts as an extension to classroom experiences and provides an effective means of assuring that the student's performance is in line with faculty expectations. Course, program, and university competencies are considered in the design and implementation of the tutoring and in technology-assisted learning. The Center is staffed by professional and peer tutors. Tutorial services are offered in large and small groups.

Each semester the Academic Success Center, in collaboration with the Guidance and Counseling Department, the First Year Experience Program, the ACT 101 program, the Financial Aid office, and the Office of the Provost and Vice President for Academic Affairs, monitors the academic progress of students enrolled at Cheyney University of Pennsylvania.
Continuing Education

The Continuing Education Program is designed to promote outreach and to serve the needs of the Cheyney community. It is primarily intended to serve students whose career goals and objectives do not require enrollment in a degree program. Classes may be offered at the main campus, at extension sites, or through distance learning classes.

Continuing education courses may be taken for credit or non-credit. Non-credit courses need not follow traditional class format, length, or semester-hour meeting requirements.

Normally, only students who are not matriculating may enroll in credit-bearing courses offered through the Continuing Education Program. Degree-seeking students may be admitted to continuing education courses only after students in the following categories have been enrolled:

a) Continuing education students
b) Part-time students
c) Students who, because of their jobs or other work, find it difficult to take some or all of their courses at the main campus.

Continuing education students may transfer no more than 12 credits earned with a cumulative grade point average of 2.0 or better through the Continuing Education Program into one of the academic programs of the university. The decision to accept continuing education courses toward a degree rests with the academic department in which a student seeks to obtain a degree.

Students interested in taking continuing education courses must complete a continuing education application and be in a non-degree seeking status.

Continuing education students may seek regular admission to Cheyney University by going through application procedures with the Office of Admissions.

Cooperative Education

Cooperative Education integrates classroom theory with planned periods of supervised work experience in business, education, government or industry. This “learn-and-earn” program permits students to alternate semesters of full-time study with full-time off-campus work experience related to their particular majors or areas of interest. Part-time work programs may also be available.

The program has enough flexibility for adaptation to many fields of study and serves to acquaint students with current developments in various professions. Students who participate in the Cooperative Education Program may earn their degrees in four years, if summer courses are taken. Academic credit is received for each satisfactory work experience.

Course Offerings (3 credits each)
COP-491, Cooperative Education I
COP-492, Cooperative Education II
COP-493, Cooperative Education III
COP-494, Cooperative Education IV
COP-495, Cooperative Education V
COP-496, Cooperative Education VI

Military Science (U.S. Army ROTC)

Students at Cheyney University are eligible to participate in the U.S. Army Reserve Officers' Training Corps (ROTC) through a cross-enrollment program with Widener University. Credits for these courses are accepted as elective credits at Cheyney. Army ROTC offers students the opportunity to graduate with a college degree and to be commissioned an officer in the United States Army, Army National Guard, or the United States Army Reserve.

There is no commitment or obligation to enroll in ROTC. The military science courses offered are electives which students can register for or withdraw from just like any other elective. Students do not major in ROTC. Although cadets wear Army uniforms to class once a week, they do not enter active duty until after they graduate and are commissioned as an officer.

Army ROTC is a four-year program consisting of basic courses taken during the first and sophomore years and advanced courses taken during the junior and senior years. Successful completion of basic courses is required before
placement in advanced courses, students with prior military service, or students who participated in Junior ROTC in high school. The basic course requirements can also be satisfied through attendance of a six-week Army ROTC Basic Camp at the end of the sophomore year.

The military science curriculum focuses on leadership development with the goal of preparing cadets to be commissioned as Second Lieutenants following graduation. Activities are conducted on and off campus through tours, battlefield staff rides, social functions, and field training exercises. Hands-on training is given in land navigation, map reading, first aid, rifle marksmanship, rappelling, small unit tactics, drill and ceremony, physical training and other basic military skills.

Army ROTC offers various ROTC scholarships and military science courses, call the ROTC Department at Widener University at 610-499-4097/4098.

**Course Descriptions**

**ROC 101, Introduction to ROTC I, MS I (1 credit).**
This introductory course is a study of organization and history of ROTC, the role of the Army in national security, and ethics.

**ROC 102, Introduction to ROTC II, MS I (1 credit).**
The continued study of the organization and history of ROTC and the evolution of military leadership. Introduction to land navigation and a continued study of the organization and role of the Army.

**ROC 201, Introduction to Military Leadership I (1 credit).** Prerequisites: ROC 101 or ROC 102 or approval of the professor of military science. Practical approach to methods and techniques of instruction. Includes principles and characteristics of instruction, instruction preparation, speech techniques, use of instructional aids, and instruction evaluation through student presentations.

**ROC 202, Introduction to Military Leadership II (1 credit).** Prerequisites: MS-101, 102 and 201 or approval of the professor of military science. Introductory course covering broad concepts of military science, including branches and mission, the structure and functions of the defense establishment, and the military as a profession.

**ROC 301 and 302, Advanced Military Leadership (6 credits).** Prerequisite: Army ROTC advanced course standing or approval of the professor of military science. A study of leadership and management principles and their application in the military environment. Advanced land navigation techniques and small unit operation in a combat environment is stressed. Practical approach to methods and techniques of communication and instruction. (The student must take these classes at either Widener or Villanova University.)

**ROC 401 and 402, Military Organization and Management, MS IV (4 credits).** Prerequisite: Army ROTC advanced course standing or approval of the professor of military science. (The student must take these classes at either Widener or Villanova University. A continued study of leadership and management, emphasizing application in military operations, an analysis of staff organization and procedures, resource allocation, and the theory and application of military law. Examination of the role of the military structure in the execution of national security policy is offered. Case study investigations of the duties, obligations, and responsibilities of a commissioned officer are explored.

**Aerospace Studies (Air Force ROTC)**

Cheyney University students are eligible to participate in the Air Force Reserve Officer Training Corps (AFROTC) through a cross-town agreement with Saint Joseph’s University. This agreement allows Cheyney University students to take Aerospace Studies classes at the AFROTC host university. **All Aerospace Studies courses are held on the Saint Joseph’s University campus.** Credits can be transferred to Cheyney University and appear on the official transcript. The AFROTC program enables college students to earn a commission as an Air Force officer while concurrently satisfying requirements for his or her baccalaureate degree.

The AFROTC program at Saint Joseph’s University offers 2, 3, and 4-year curricula leading to a commission as a Second Lieutenant in the Air
Force. In the 4-year curriculum, students take classes as part of the General Military Corps (GMC) during the freshmen and sophomore years. Students will also attend a 4-week summer training program following the spring semester of the sophomore year. Upon their return, students then progress to the remaining 2-year curricula, taking courses corresponding to the Professional Officer Corps (POC) during the junior and senior years. Students who enter as sophomores are part of the 3-year curriculum and take the second half of GMC courses. They attend a 6-week summer training program. Those who begin the program as juniors enroll in the 2-year POC curriculum and attend a 6-week summer training program following the spring semester of the junior year. Students are under no contractual obligation to the Air Force until they accept an Air Force scholarship or enter the POC.

The subject matter of the freshmen and sophomore years is developed from a historical perspective and focuses on the scope, structure, and history of military power with the emphasis on the development of air power. During the junior and senior years, the curriculum concentrates on the concepts and practices of leadership and management, and the role of national security forces in contemporary American society.

In addition to the academic portion of the curricula, students participate in a 2-hour Leadership Laboratory (LLAB) each week. During this period, the day-to-day skills and working environment of the Air Force are discussed, explained, and simulated. The leadership lab is structured to allow students to practice leadership and management techniques through various methods.

Air Force ROTC offers 2, 3, and 4-year scholarships on a competitive basis to qualified applicants. All scholarships cover tuition, application fees, lab fees, $450 - $510 per year for textbooks, and also provide a $250, $300, $350, or $400 tax-free monthly stipend.

For further information about the program, scholarships, and career opportunities, contact AFROTC Det 750, Saint Joseph's University, 5600 City Ave, Philadelphia, PA 19131-1399, 610-660-3190/3191. Information is also available on the Detachment 750 Website at http://www.sju.edu/admin/afrotc.

Course Descriptions

AS100 - The Foundations of the United States Air Force (1 credit hour): Aerospace Studies 100 is a survey course designed to introduce cadets to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include mission and organization of the Air Force; officership and professionalism; military customs and courtesies; Air Force officer opportunities; an introduction to communication skills. Leadership Laboratory (LLAB) is mandatory for AFROTC cadets and complements this course by providing cadets the opportunity to put into practice the theories and ideals discussed in class.

AS200 - The Evolution of USAF Aerospace Power (1 credit hour): Aerospace Studies 200 examines the general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space-age global positioning systems of the Persian Gulf War. Historical examples are provided to extrapolate the development of Air Force capabilities (competencies) and missions (functions) to demonstrate the evolution of what has become today's USAF air space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension: e.g. Principles of War and Tenets of Air and Space Power. As a whole, the course provides the students with a knowledge level understanding of the general element and employment of air and space power from an institutional, doctrinal, and historical perspective. In addition, the students will be inculcated into Air Force Core Values with the use of operational examples and will produce several writing and briefing style samples to meet Air Force communications skills requirements. Leadership Laboratory (LLAB) is mandatory for AFROTC cadets and complements this course by providing cadets the opportunity to put into practice the theories and ideals discussed in class.

AS300 - Air Force Leadership Studies (3 credit hours): Aerospace Studies 300 enables cadets to comprehend selected individual leadership skills,
along with, personal strengths and weaknesses as applied in an Air Force environment. Students will learn the responsibility and authority of an Air Force officer, the Air Force officer’s responsibilities in the counseling and feedback process, and the selected duties and responsibilities as a subordinate leader. Cadets will also comprehend and apply concepts of ethical behavior. Students will apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and an appropriate style. Leadership Laboratory (LLAB) is mandatory for AFROTC cadets and complements this course by providing cadets the opportunity to put into practice the theories and ideals discussed in class.

AS400 - National Security Affairs (3 credit hours): Aerospace Studies 400 introduces cadets to the roles and determinants of national power and how these factors are affected by society. In addition, this course will help to prepare students' communicative skills for their initial active duty tour after commissioning. Informal lectures, group discussions, student briefings, and problem scenarios will be used to present course content. Moreover, current world events that may impact the Air Force and the balance of power will be discussed to keep abreast of a rapidly changing military environment. Leadership Laboratory (LLAB) is mandatory for AFROTC cadets and complements this course by providing cadets the opportunity to put into practice the theories and ideals discussed in class.

ASX00L - Leadership Laboratory (Pass/Fail): The first 2 years of LLAB include a study of Air Force customs and courtesies; drill and ceremonies; issuing military commands; instructing, directing, and evaluating the preceding skills; studying the environment of an Air Force officer; and learning about areas of opportunity available to commissioned officers. The last 2 years of LLAB consist of activities classified as advanced leadership experiences to prepare cadets for active duty as Air Force officers. They involve the planning and controlling of the military activities of the cadet corps; the preparation and presentation of oral and written communications; and using human relations skills to motivate and enhance the performance of other cadets.

Technology Resources

Cheyney University has a state-of-the-art network infrastructure and systems which provides each student the opportunity to computer access and resources throughout the entire campus. Whether you are conducting electronic research in the library or browsing the internet from your dorm room, students will find fast, reliable network access at their fingertips.

The Office of Information Technology Services staff invites each student to take advantage of the vast technologies, resources and services that are available to them throughout the campus. Each enrolled student will be provided user accounts to the both of the university’s wired and wireless networks. Each student is granted a Windows Live @ edu email account with 25GB of storage space and user account for Blackboard Learning System. Students are not required to own a computer.

The university has two general purpose labs with workstations offering the latest versions in word processing, spreadsheet, graphical, discipline-specific applications and internet access.

Philadelphia Urban Education Site

The University operates an off-campus site in Center City Philadelphia which houses all of its graduate programs. However, a selection of undergraduate and continuing education classes are offered at the site to targeted groups each semester. The Philadelphia Urban Education Site is located at 701Market Street (corner of 8th and Market Street), Suite 333. Call 215-560-3891 for more information.

Academic Enhancement Opportunities

Students may participate in unique, challenging programs that enhance their academic development. These programs are integrated into the curriculum to ensure interdisciplinary and cross-curricular learning. The programs include the following:

- The Distinguished Lecturers Series brings national and internationally renowned
speakers to the campus and provides an opportunity for students to meet them one-on-one as well as in group discussions to exchange ideas and perspectives.

- The Study Abroad Program offers Academy students the opportunity to study abroad in their majors and gain a sense of world perspectives and cultures.

- The Harrisburg Internship Semester Program (THIS) is an undergraduate Program in State Government sponsored by the Pennsylvania State System of Higher Education, intended to provide students the opportunity to explore the policy dimensions of their disciplines. Students spend a semester at the capitol and engage in a 15-semester hour course of experiential study, which includes a supervised internship in a policy-level office of state government, an independent research project and a weekly policy seminar.

- The State System Summer Study Abroad Honors Program is an intense academic program that provides students with an opportunity to apply their studies abroad and examine issues central to both academe and society. The core program consists of three credit courses, historical lectures, field trips and a practicum project, such as an archeological dig. Locations have included such countries as Italy, England, Scotland and South Africa.

- The Horace Mann Bond – Leslie Pinckney Hill Scholarship provides full scholarships for eligible Cheyney University graduates continuing their studies in medical, dental or law school education at Temple University, the Pennsylvania State University, or the University of Pittsburgh.

Aquaculture Research and Education Center

Cheyney University of Pennsylvania, in partnership with the University of Pennsylvania’s Center of Aquaculture and Aquatic Sciences and the U.S. Department of Commerce’s Minority Business Development Agency, is developing an academic/professional specialization for aquaculture (the culture and growing of aquatic animals and plants in controlled environments) research and education on its campus.

The Aquaculture Research and Education Center (AREC) of Cheyney University is designed to help meet the education, extension, and research needs of this region and its critical waterways with the objective being to train individuals who can compete for professional jobs in various scientific arenas both in this country and abroad. Though the development of research programs in urban aquaculture and fish nutrition/physiology will be its primary foci, aspects of marine and freshwater biology and ecology, and aquatic animal biology will provide part of the program’s foundation. AREC research will reach beyond our regional and national boundaries and will provide opportunities for the faculty and students to participate in research and outreach projects which will be conducted in partnership with academic, public, and private entities. Students taking part in these research opportunities will find themselves well prepared to compete for professional jobs in various scientific arenas both in this country and abroad while being part of an educational process whereby new and promising research results can be communicated to consumers, the scientific community, industry representatives, and other students.
VIII. Undergraduate Instructional Programs

Philosophical Statement
General Education
Freshman Seminar

Academic Organization

School of Arts and Sciences
Department of Business Administration
Department of Communication Arts and Modern Languages
Department of Fine Arts
Department of Mathematical and Computer Sciences
Department of Science and Allied Health
Department of Social and Behavioral Sciences

School of Education
Department of Education
Department of Recreation, Health and Physical Education
VIII. UNDERGRADUATE INSTRUCTIONAL PROGRAMS

Philosophical Statement

Academic programs at Cheyney University are designed to give students opportunities to acquire knowledge, to increase their receptivity to new ideas and knowledge, to develop academic and professional skills, and to develop critical thinking skills in order for them to realize their full potential.

To accomplish this goal necessitates the continuous development and maintenance of programs and experiences oriented to those students who are highly motivated and have demonstrated exceptional academic performance prior to their arrival at the university. However, it is equally important to develop and maintain programs for those students who need assistance in acquiring the prerequisite skills for successful performance at the university level, as well as those programs and experiences developed for the general student population.

Believing that a foundation in the arts and sciences is essential for the development of the whole person as well as for success in business, industry, government, and graduate and professional study, the university seeks to provide the best possible liberal education to all qualified students.

To promote effective learning, teaching, public service, and research, the university strives to maintain an atmosphere of academic freedom that stimulates imagination and curiosity, accepts divergence of opinion, encourages free and open discourse, and fosters mutual regard and cooperation among all members of the university community.

General Education

The purpose of the General Education program at Cheyney University of Pennsylvania is to provide a foundation to foster confident, competent, reflective, visionary leaders and responsible citizens.

The General Education program promotes:

- Self-efficacy
- Comprehensive skill-building
- Appreciation of African American Heritage
- Global Awareness
- Civic engagement and social responsibility

The purpose statement of Cheyney University of Pennsylvania’s General Education program is based on the University’s mission and vision. The statement is mindful of the core values that have guided the university over the years—scholarship, respect, diversity, integrity, and service.

The General Education program is structured so as to guide and assess student attainment of the University-Wide Student Learning Outcomes.

Curriculum Structure

The General Education curriculum is comprised of three types of requirements: core requirements, which stipulate specific courses that every non-transfer student must take; distribution requirements, which specify disciplines and competency areas from which students must take a certain number of credit hours, choosing from a variety of department-approved courses; and intensive requirements, which require the student to take a specific number of courses that fulfill certain designations throughout their college career, although the courses taken under these designations may be major courses or general education courses that simultaneously fulfill other requirements. All general education courses include explicit consideration and active development of the five general education goals: self-efficacy, comprehensive skill-building, appreciation of African-American heritage, global awareness, and civic engagement and social responsibility.

CORE REQUIREMENTS: 23 CREDITS

These core courses develop key competencies required of all students, as well as introduce students to the general education program and the institution. They must be taken by all
undergraduates, regardless of major, unless they are transfer students who have already taken equivalent courses at another undergraduate institution, or, in the case of English I or Survey of College Math, they provide approved evidence that they have already achieved mastery of the materials covered in those courses. Students who place out of English I or Survey of College Math must still take the required number of credits in those areas. Students may not achieve junior status until they have completed all 23 credits of the core requirements.

**GAC101 and GAC101 - First-Year Seminar (2 credits)**. These courses are not normally taken by transfer students, in which case the student may take 46 credit hours of general education courses.

**AAS 210 African American Experience in Global Context (3 credits)**. This is a sophomore class in which the major themes of the general education program are explored in an interdisciplinary format. Transfer students who enter the university in their junior year do not need to take this class.

**HEN 112 English I (3 credits)**. Upon their advisors' recommendations, students may take English II instead of HEN 112 English II, and follow with Advanced Composition, but all students must take 6 credits of composition.

**HEN 113 English II (3 credits)**.

**HEN 114 Fundamentals of Speech (3 credits)**.

**MAT 104 Survey of College Mathematics (3 credits)**. Upon their advisors' recommendations, students may take MAT 111 Intermediate Algebra, MAT 150 Elementary Functions, or MAT 201 Calculus I instead of MAT 104, but all students must take 3 credits of mathematics.

**EDU 110 Introductory Interpretation & Analysis (3 credits)**. This course serves as a college-level reading course in which students critically read and analyze difficult texts, and gain proficiency in interpreting, paraphrasing, and evaluating the written word.

**HPH 110 Critical Thinking (3 credits)**. This course serves as the foundational course for the information literacy intensive courses.

**DISTRIBUTION REQUIREMENTS: 28 CREDITS**

All students must take a specified number of credits in a variety of academic disciplines in order to develop fluency with the different modes of learning practiced across the academy. In addition, the distribution requirements include courses in several competency areas which may be studied across the curriculum.

Courses that the student takes to fulfill their major, or a core or distribution requirement in general education, cannot also be used to satisfy the distribution requirements listed below.

In addition, students who are majoring in the distribution areas must take courses within the distribution area but outside their major area in order to fulfill the distribution requirements, unless this is deemed not feasible by their major department. For example, a psychology major must take courses in sociology, anthropology, history, or geography in order to fulfill their social science distribution requirements.

**Natural science (6 credits)**. This includes courses in biology, physics, chemistry, and earth or space science. Students may take two courses in one of these subject areas or may take one course in two of these subject areas.

**Humanities (6 credits)**. This includes courses in literature, language, theater, music, visual arts, and philosophy. Students may take two courses in one of these subject areas or may take one course in two of these subject areas.

**Social science (6 credits)**. This includes courses in psychology, sociology, history, political science, and geography. Students may take two courses in one of these subject areas or may take one course in two of these subject areas.

**Health and wellness (3-4 credits)**. Courses that fulfill this requirement include REC 111 Health and REC 113 through 211. Students may take a one credit service learning course instead of the fourth credit of health and wellness.

**Foreign language (6 credits)**. Students may take courses in either Spanish or French, or may take courses in additional languages at another institution of higher education or through distance education. Students with proficiency through the first year of college level study should take more advanced courses. All students should take 6 credits of a foreign language unless they
can demonstrate intermediate level proficiency, which is the equivalent to completing the second year of college-level study. In addition, major programs are encouraged to require an additional semester or year of foreign language in order to ensure that students achieve intermediate-level proficiency.

**Service learning (1 credit).** 1 credit for students who take 3 credits of health and wellness.

**INTENSIVE REQUIREMENTS**

Intensive courses are courses in which there is an explicit focus on writing (W), African American heritage (A), global studies (G), or information literacy (I). The purpose of the intensive requirements is to ensure that all students receive extensive and in-depth instruction in four areas deemed significant: writing, information literacy, African American heritage, and global studies.

Students must take a specified number of courses with a W, I, A, and G designation, but these courses may also fulfill other general education requirements, or major requirements. In other words, a student may take a humanities course, like African American Literature I, and that course will serve to fulfill 3 credits of their humanities requirement and one of their A requirements simultaneously.

A course may have more than one intensive designation, i.e. a course that requires significant writing as well as extensive discussion of global issues may be both a W course and a G course. A course with more than one designation would simultaneously fulfill both requirements.

**Writing Intensive (3 courses).** These courses must be taken in addition to HEN 112 Composition I and HEN 113 Composition II.

**African American Heritage (1 course).** This course must be taken in addition to AAS 210 African American Experience in Global Context.

**Global Studies (1 course).** This course must be taken in addition to African American Experience in Global Context.

**Information literacy intensive (1 course).** This includes courses in which students must locate, analyze, evaluate, and use information. Such courses would include instruction in the use of sources and related technologies, interpretive and critical reading skills, and analytical and critical thinking skills.

A summary of the General Education requirements is as follows:

**Core requirements: 23 credits**

- GAC 101 and GAC 101 - First-Year Seminar (2 credits)
- AAS 210 African American Experience in Global Context (3 credits)
- HEN 112 English I (3 credits)
- HEN 113 English II (3 credits)
- HEN 114 Fundamentals of Speech (3 credits)
- MAT 104 Survey of College Mathematics or higher (3 credits)
- EDU 110 Introductory Interpretation & Analysis (3 credits)
- HPH 110 Critical Thinking (3 credits)

**Distribution requirements: 28 credits**

- Natural science (6 credits)
- Humanities (6 credits)
- Social science (6 credits)
- Health and wellness (2 credits)
- Foreign language (6 credits)
- Physical Activities (2 credits or 1 PE and 1 Service Learning)

**Intensive requirements: 6 courses**

- Writing (3 courses)
- Global studies (1 course)
- African American heritage (1 course)
- Information literacy (1 course)
Academic Organization

Cheyney University provides instructional programs in the following areas:

School of Arts and Sciences
The overall mission of the School is to provide a broad liberal arts and sciences education, and to prepare students for graduate or professional school and for work and leisure in a technological and ever-changing society. The departments in the School of Arts and Sciences are as follows:

- Department of Business Administration
- Department of Communication and Modern Languages
- Department of Computer Science
- Department of Fine Arts
- Department of Mathematical Sciences
- Department of Science and Allied Health
- Department of Social and Behavioral Sciences

School of Education
The intention of the School of Education and Graduate Studies is to equip students with the skills needed to make and effectively implement intelligent, professional judgment and decisions.

Through learning experiences, students acquire the skills to make core decisions about their careers and lives. The School of Education views students as decision makers who will carefully consider, evaluate, and select appropriate learning and life choices.

The School believes that the conditions of learning are multi dimensional - concerned not only with the content but the way in which content is experienced by the student and eventually by the student’s client. Its mission is driven by knowledge about people and the experiences which will facilitate lifelong learning and growth. The activities, experiences, and conditions that the School adopts are constantly and publicly evaluated to assure that there is a balance achieved in meeting the needs of students and those that they will serve.

The following undergraduate departments are in the School of Education:

- Department of Education
- Department of Recreation, Health, and Physical Education
The School of Arts and Sciences offers degree and certificate programs in the Arts, Humanities, Sciences, Social Sciences, Business, and other professional fields. Together these disciplines provide a broad background that equips the student with the critical and analytical skills that allow him or her to function successfully in a competitive, globalizing and diverse world.

The custodians of the University’s general education curriculum, The School of Arts and Sciences plays a major role in advancing Cheyney’s mission of developing leaders and providing fruitful engagement with the metropolitan region in which we are located.

The School of Arts and Sciences is comprised of seven departments: Business Administration (Professor Deanna Shelton, Chair), Communication and Modern Languages (Dr. Virgilette Gaffin, Chair), Fine Arts (Dr. Sebronette Barnes, Chair), Math and Computer Science (Dr. Ayodele Aina, Chair), Science and Allied Health (Dr. Sakkar Eva, Chair) and Social and Behavioral Sciences (Dr. Bradley Buchner, Chair).

Each of these departments has an active and well trained faculty dedicated to effective teaching. In addition to a rewarding classroom experience, students have ample opportunity to participate in a number of clubs and honor societies that are related to their academic majors. There is also a broad array of internships available, locally and statewide, as well as with national agencies such as NASA.

Within Arts and Sciences, students also participate in and are exposed to a rich cultural and academic experience. Students have participated in international art shows, performed in major regional theatrical productions, and successfully competed in musical business and science competitions. As a result, our students are well-prepared for the profession of their choice or for entry into graduate school.
The department promotes academic excellence and the development of the student as a professional leader. The primary aim is to equip graduating students to become successful business professionals, business owners or to pursue graduate studies. The instructional philosophy stresses the demonstrative use of acquired knowledge and skills in business-related situation. The teaching strategy is to challenge students utilizing up-to-date techniques and personal counseling.

The program requires 57 semester hours of work in diverse fields of the humanities, natural sciences, recreation, and health and physical education (see General Education requirements). The business administration curriculum provides understanding of the functions and interrelationships of business management through 39 required semester hours of business core courses and 18 required semester hours in a concentration area. Statistics and information science necessary for today’s scientific approach are also included.

DEGREE

BUSINESS ADMINISTRATION
(BACHELOR OF SCIENCE)

The department offers three fields of concentration: Accounting, Management, and Marketing. Finance can be taken through cross registration with West Chester University, located within four miles of Cheyney University campus.

COURSE DESCRIPTIONS

GENERAL BUSINESS COURSES:

BCA101 Business Environment (3). This course is designed to help students gain insights into the various facets of operations in a business including technology, banking, finance, accounting, marketing, small business, and international business.

BCA214 Business Communications (3). Focuses on the practical side of communications as it applies to business and on writing as a process. Instruction for producing well-designed business documents and preparing effective multi-media presentations. Course reflects management concepts, organizational trends, international business, and ethics.

BAC240 Business Statistics (3). Topics include data structure, graphical description of data, numerical descriptive measures, probability, sampling, inference, and estimation. Computer software will be utilized. Prerequisite: MAT 104

BCA250 International Business (3). Basis of trade, international business mechanism, economic, social, cultural, legal, and technological forces in international business environment.


BCA331 Legal Environment of Business (3). Introduction to the nature and development of law and legal process. The law of contracts: formation, operation and discharge, bailments and carriers. Social values and their effects on the operation of business and the responsibilities of executives.

BCA420 Business Policy Seminar (3). Capstone course. Top management decision-making involved in strategic planning and overall company policy formulation and administration. Prerequisite: Senior Standing

BOA460 Business Internship (3-6 credits). An individual work-study experience in an approved commercial or institutional organization in line
with the student’s concentration. Students will meet periodically with the instructor to discuss problems and issues relevant to the area. Compensation may not be granted for the internship. **Prerequisite: Junior Standing**

**ACCOUNTING COURSES:**

**BCA111 PRINCIPLES OF ACCOUNTING I (3)** This course is an introduction to basic accounting and business concepts. The Course covers the fundamental principles, practices, and procedures for external financial reporting. Topics include business financial statements, forms of business organization, the elements of the accounting cycle, service company and merchandiser accounting, business terminology.

**BCA120 PRINCIPLES OF ACCOUNTING II (3)** This course continues Principles of Accounting I by covering various topics. Topics include receivables, plant assets, intangible assets, payables, payroll, stockholders’ equity, long-term liabilities, the statement of cash flows, financial statement preparation and analysis and management accounting. **Prerequisite: BCA 111.**

**BAA233 INTERMEDIATE ACCOUNTING I (3)** Offered: Fall Term. This course is a comprehensive coverage of financial accounting and reporting. Topics include professional accounting organizations, accounting theory, the complete accounting cycle, the income statement, the balance sheet, the statement of cash flows, supplementary financial data, financial statement analysis, present and future values, accounting for cash, receivable, and inventories. **Prerequisite: BCA120.**

**BAA242 INTERMEDIATE ACCOUNTING II (3)** Offered: Spring Term. A continuation of BAA 233. Topics include accounting and financial reporting for plant assets, intangible assets, investments, current liabilities, payroll, long term liabilities, leases, pensions, stockholders’ equity and stock compensation. **Prerequisite: BCA120.**

**BCA301 Mutual Fund Accounting (3).** Intended for individuals who are new to Mutual Fund Accounting or Mutual Funds in general. Provides students with a background and insight to a unique aspect of the Accounting profession. Provides a general and basic foundation to an aspect of the mutual fund world that is responsible for accurate calculations, extensive record and meeting various types of regulatory deadlines. Provides students with understanding the fundamental principles of accrual accounting. It reviews basic corporate accounting, and relates it to mutual fund accounting throughout the text. The basics for the mutual fund accounting concepts is the Investment Company Act of 1940. **Prerequisite: BCA111 and BCA 120.**

**BAA355 COST ACCOUNTING I (3)** Offered: Fall Term. This course covers a determination of cost for a variety of activities in service, merchandising and manufacturing entities. Basic cost terms, cost behavior, costing systems, cost control, and cost analysis are covered. Topics include cost of goods manufactured and manufacturing accounting, cost-volume-profit relationships, job costing for service and manufacturing entities, activity-based costing, comprehensive budgeting approaches, standard costing systems, direct costing, absorption costing, process costing, and cost related financial reporting issues. **Prerequisite: BCA120.**

**BAA467 AUDITING (3).** A continuation of manufacturing accounting and other cost systems discussed in BAA 355. Topics include joint and by-product costing, process costing, inventory planning and control, spoilage, waste, defective units and scrap. **Prerequisite: BCA 120.**

**BAA476 ADVANCED ACCOUNTING (3)** Offered: Spring Term. Special topics in accounting are covered. These topics include partnership accounting, home office - branch accounting, business combinations, consolidated financial statements, international accounting, government accounting and accounting for nonprofit organizations. **Prerequisite: BCA 120.**

**BTX220 Federal Income Tax Corporations (3).** Procedures relating to the determination of taxable income and reporting qualifications for corporations, partnerships, sub-chapters, estates, and trusts. **Prerequisite BCA120.**

**BTX221 Federal Income Tax Individuals (3).** Offered Spring Term. Principles and procedures relating to the determination of taxable income to individuals.
BTEX333 Tax Planning for Business Organizations (3). Tax laws and current tax practices pertaining to formation, division, reorganization, and liquidation of business. Prerequisite: BTEX 220.

ECONOMIC COURSES:

BEC201 Economics I - Macro (3). The fundamentals of macroeconomics affecting our daily lives: inflation, unemployment, income, and growth. Prerequisite: MAT 104.

BEC202 Economics II - Micro (3). The subject from the microeconomic approach: business enterprise, demand and supply, market price formation, costs, competition and monopoly, and government and business. Prerequisite: MAT 104.

BEC300 Public Finance (3). Taxation and spending policies of local, state, and federal governments, fiscal instruments as a tool of welfare policy, fiscal policy, and recession/inflation. Prerequisite: BEC 201 and 202.

BEC305 Money and Banking (3). Money, credit, banking systems, foreign and domestic exchange business cycles, and fiscal-monetary policies. Experiences in the U.S. are emphasized. Prerequisite: BEC 201.

BEC310 Intermediate Macroeconomics (3). An advanced treatment of income determination, unemployment, inflation, and monetary fiscal policies. Prerequisite: BEC 201.

BEC311 Intermediate Microeconomics (3). An advanced treatment of demand and supply, price determination, profit maximization under different market structures, production function; linear programming, input-output analysis, and government policies towards business. Prerequisite: BEC 202.

BEC400 Economic Development (3). An analysis of economic problems of underdeveloped countries; capital formation, resource allocation, industrialization versus agriculture, the role of markets and planning, integration with world economy. Prerequisites: BEC 201 and 202.


BEC416 Introduction to Econometrics (3). Estimation of relationships in a single equation and simultaneous equation systems. Development of models and forecasting. Prerequisite: BEC 240.

BEC444 Economics of Black Community Development (3). The critical problems of rapid technological change, rigid product prices in American growth, and their effect on the well-being of the labor force, with particular reference to the black community. Prerequisites: BEC 201 and 202.

ENTREPRENEURSHIP COURSES:

BSB211 Small Firm Management (3). Problems of small companies in retailing, manufacturing, and the service industries. Emphasis is on management of an existing business and its relations with financial and legal institutions. Case studies used extensively. Prerequisite: BCA 210.

BSB320 Entrepreneurship (3). The creative aspects of entrepreneurship and starting a small business enterprise. Ways in which a small firm can fulfill needs of consumer and industrial markets. Problems involved in working with venture capitalists, banks, investment institutions, distributors, and sales representatives. Policies relating to marketing, production and purchasing, pricing, personnel and financing. Prerequisite: BCA 210.

BSB322 Small Firm Financial Management (3). Methods for raising capital funds, cost controls, and cash management. Diversification possibilities through expansion or merger with other companies. Prerequisite: BCA 210. Recommended: BCA 211.

BSB323 Small Firm Environment (3). Environmental forces which affect small firm operations; relationships with competitors, government, and community agencies. Prerequisite: BCA 210.
BSB435  Seminar on the Small Firm (3). Opportunities to work in the field and to develop a full and complete business plan. **Prerequisite:** six (6) credit hours of Entrepreneurship courses.

**FINANCE COURSES:**

BCA211  Financial Management (3). Topics covered include time value of money, risk and rates of return, bond and stock valuation, cost of capital, capital budgeting, working capital management, capital structure, and dividend policy. **Prerequisite:** MAT111.

BFA220  Financial Management II (3). Subjects covered include intermediate and long-term sources of funds, the cost of capital, capital structure, leasing, mergers and options. **Prerequisite:** MAT111.

BFA250 PERSONAL FINANCIAL MANAGEMENT (3). The purpose of this course is to help students learn methods of appropriately balancing all the pieces of their financial lives. Basic tasks such as balancing a checkbook and balancing a personal budget are covered along with examples citing the relevancy of maintaining a healthy credit score and evaluating insurance options. Classroom tasks and exercises will help students gain the knowledge, tools, attitudes, and skills necessary to evaluate options concerning how they earn, spend, save, protect, and invest money. The course will help the student gain knowledge of facts, concepts, principles, and technological tools that are fundamental to being smart about money.

BFA333 Investments (3). The principles and practices of investment with special attention to securities legislation, sources of investment information, investor risk-return analysis, timing of investment decisions, analysis of financial institutions. **Prerequisite:** MAT 111 and 211. **Recommended:** BCA120.

BFA342 Financial Markets and Institutions (3). The role of the principle financial markets and their relationship to the economy through study of fund flows and analysis of financial institutions. **Prerequisite:** BEC 201. **Recommended:** BCA211.

BFA 364 Seminar in Corporation Finance and Control (3). A critical study of internal financial management of business enterprises, based primarily on comprehensive case analysis and current financial issues. **Prerequisite:** BFA220.

BFA366 Real Estate Finance (3). Sources and methods of obtaining funds for real estate investment; private and government financial institutions of real estate, legal estate, legal, and tax considerations; the construction industry and cycles; and real estate investment policies and current practices. **Prerequisite:** BCA111.

BFA367 Commercial Bank Management (3). The structure, organization, administration, and regulation of commercial banks; sources and uses of funds; and portfolio policy. **Prerequisite:** BCA211 and BEC 201.

BFA369 International Financial Management (3). Financial constraints of the international environment and their effect on standard concepts of financial management. Study of international currency flow and international banking practices. **Prerequisites:** BCA211 and BEC 201.

BFA455 Security Analysis and Portfolio Management (3). Coverage includes risk-return analysis, the analysis of bonds and common stocks, options, portfolio theory, and selection. **Prerequisites:** BCA211.

**MANAGEMENT COURSES:**

BMG323 Human Resources Management (3). **Offered: Fall term.** Students are exposed to the policies and practices of work force management and the legal implications of these activities: recruiting, selection, training, motivation, and collective bargaining.

BMG332 Organizational Behavior (3). **Offered: Spring term.** Study of the social science disciplines psychology, sociology, anthropology, as they contribute to understanding and predicting human behavior: learning, motivation, perception, attitudes and cognition in organization. **Prerequisite:** MAT104.

BMG422 Seminar in Management (3). Management concepts as they relate to contemporary problems. An independent research project is required. Restricted to Seniors.
Prerequisite: Nine (9) credit hours in Management.

BMG 445 Management of Labor Relations (3). Describes the relationship between management and the labor force, both where that relationship is governed by a collective bargaining agreement and where it is not. Includes development of the social and legal status of trade unions, organizing, negotiations, strikes, grievance procedure, and union security. **Prerequisite:** BCA210.

BMG457 Organizational Development (3). Focuses on managing changing organizations. Explores the problems of rapid growth, and the need for organizations to be able to respond to external environmental changes in the technological, economic, international, socio-cultural, demographic or political-legal arenas.

MARKETING COURSES:

BCA212 Principles of Marketing (3). Structure and processes of marketing; major marketing policies concerning the product, market distribution channels, field selling, advertising promotion, and pricing.

BMT321 Sales Management (3). The nature and scope of sales management and the role of the sales manager as an administrator-recruiting selection, training, motivation, supervision, compensation, control and evaluation of salespersons. **Prerequisite:** BCA212

BMT333 Consumer Buyer Behavior (3). Offered: Fall term. A survey and integration of concepts and theories that help to explain the purchasing behavior of consumers and organizational buyers and the strategic implications of these behaviors. **Prerequisite:** BCA212.

BMT342 Principles of Retailing (3). Offered: Fall term. An introduction to retailing, vital factors including classification of retail businesses, consumer behavior, store organization, retailing and racial minorities, etc. **Prerequisite:** BCA212.

BMT344 Principles of Salesmanship (3). Offered: Fall term. Techniques of successful selling. The psychological steps of the selling process and developing skills needed in creative selling. **Prerequisite:** BCA212.

BMG 459 Retail Management (3). Offered: Spring term. Critical analysis of retailing strategy and management. The trade, area, store layout, merchandise assortment, promotion, pricing, and cost. **Prerequisite:** BCA212.

BMT460 Marketing in Urban Areas (3). Current marketing problems in urban areas: assessment of results of research and action projects; an investigation of the legal, ethical, and social aspects of marketing; and focus on the minority consumer and the minority entrepreneur. **Prerequisite:** BCA 212.

BMT462 Physical Distribution (3). This course deals with the following major topics: foundations of marketing channels; marketing channel strategy and its relationship with strategic marketing management; role of logistic systems in the firm, marketing channels from an international perspective; effect of environment on marketing channels; direct marketing channels and service marketing channels. **Prerequisite:** BCA212.

BMT467 Marketing Research (3). Offered: Spring term. Methods, analysis, and application of marketing research techniques to marketing problems. The methodology of survey research results and secondary data. Students are required to prepare a research report. **Prerequisites:** BCA212 and BAC240.

BMT468 Marketing Management (3). Offered: Spring term. Application of quantitative and behavioral techniques to the development of marketing programs. Strategic decision-making and analysis regarding marketing policies concerning product, customers, distribution channels, field selling, advertising and promotion, technical service, and pricing. **Prerequisite:** BCA212.
The department offers bachelor degree programs in Communication Arts and English; minors are offered in English, French and Spanish. Analytical and critical thinking, purposeful writing and refined speaking skills are emphasized. A broad liberal arts core, combined with practical application of skills through communication internships, qualifies our graduates for various positions and graduate schools. All departmental majors are required to maintain a 2.5 cumulative grade point average.

**DEGREE**

**COMMUNICATION ARTS**

*(Bachelor Of Arts)*

This program prepares students for careers in print or broadcast journalism or in public relations. A broad liberal arts background is emphasized, as is mastery of radio, television, and print media. Internships are arranged for qualified students.

**COURSE DESCRIPTIONS**

**Note:** All Communication Arts courses require a minimum passing grade of “C”, including prerequisite courses.

**HC111 Mass Communication in America (3).** This course is designed to give students a look at the entire spectrum of the mass communications industry and its supporting elements. It will help students to make intelligent decisions about which, if any, area of communications they may wish to work in following graduation. **Prerequisite:** HEN112.

**HCA111 Writing for Print Media (3).** This course is designed to help students begin to develop their skills in reporting and writing the news. The basic skills are not only demanded by the newspaper industry, but also in radio, television, advertising and public relations. **Prerequisite:** HEN112 and HCA111.

**HCA124 Fundamentals of Radio Production I (3).** Emphasis will be placed on learning the production process as it applies to radio production in a studio environment. This course will focus on developing familiarity and professionalism with radio production equipment. The course will also consist of “hands-on” demonstrations of studio equipment and operation techniques. Students will be required to create and develop basic programming that displays their production skills. Students will also be required to complete assigned projects by scheduling or reserving studio time (outside of the regular class schedule). **Prerequisite:** HEN113, HCA111.

**HCA125 History of Film (3).** This course familiarizes students with the genesis and evolution of films. Students also learn basic filmmaking terminology/vocabulary and use such terms to analyze the films viewed. Students study camera angle, shot composition, acting, directing, mise en scene, and other film elements to understand film as a genre. **Prerequisite:** HEN113.

**HCA134 Fundamentals of TV Production (3).** Emphasis will be placed on learning the production process as it applies to television production in a studio environment. This course will focus on developing familiarity with television studio equipment and professionalism. The course will also consist of “hands-on” demonstrations of studio equipment and operation techniques, including directing, technical directing, camera and audio operation, and productions. Students will be required to create and develop programming that displays their production skills. Students will also be required to complete assigned projects by scheduling or reserving studio time (outside of the regular class schedule). **Prerequisite:** HCA
HCA201, 202, 203, 204, 205, 206, 207, 208 Print Workshop (1). Experience in news gathering, reporting and producing the university newspaper. Students may re-enroll until graduation. **Prerequisite**: HCA113.

HCA212 Communication Law and Ethics (3). Communication Law and Ethics focuses both on laws related to mass communication and on the ethical and moral responsibilities of communication systems and of professional communicators. Students view film clips and read case studies. **Prerequisite**: HCA113.

HCA216 Fundamentals of Public Relations (3). A survey of the public relations industry, emphasizing communication with employees, consumers, and stockholders, as well as relations with the media. **Prerequisite**: HCA113.

HCA220 Copy Editing (3). This course discusses fitting the story to the style and format of a newspaper or magazine. Editing for accuracy, grammar, punctuation, and style are also covered. **Prerequisite**: HEN113.

HCA222 Broadcast News Reporting (3). Students are introduced to and they practice the common characteristics of good broadcast news writing style and delivery. Students are encouraged to be reflective decision makers. **Prerequisite**: HEN113, HCA111.

HCA227 Fundamentals of Radio Production II (3). A continuation of HCA 124, featuring post-production editing with professional quality results and operations in a radio station environment. **Prerequisite**: HCA124.

HCA312 Writing the Feature Story (3). Writing the human interest story for newspapers and magazines. **Prerequisite**: HEN113, HCA113.

HCA 315 Public Relations Management (3). This course emphasizes designing public relations plans and developing written communication with employees, consumers, stockholders and the media. **Prerequisite**: HCA 216.

HCA324 Small Format Video Production (3). Students learn field production skills and creative problem solving techniques in remote ENG/EFP productions. Emphasis is placed on in-camera editing to facilitate post-production. **Prerequisite**: HCA134.

HCA331 Nonlinear Video Editing (3). This course will focus on planning, organizing, coordinating, scripting, ENG and film-style shooting, continuity, non-linear editing features and techniques. Emphasis will be placed on learning the production process as it applies to editing and post-production. Chapters from the television production handbook that will be highlighted are as follows: working the camera, lighting in the field, postproduction editing, producing, single camera directing, post-production, ENG and EFP. The course will consist of hands-on demonstrations in remote locations and editing productions. Students will be required to create a video production that displays editing skills. Students will also be required to complete assigned projects by scheduling or reserving equipment and editing times (outside of the regular class schedule). **Prerequisite**: HCA222 and HCA134.

HCA334 Advanced Radio Production (3). This course is a continuation of production, performance and programming skills, emphasizing long format programming. **Prerequisite**: HCA227.

HCA340 Technical Writing I (3). Creation of a variety of workplace documents that help a specific audience accomplish a task, solve a problem or understand a subject. **Prerequisite**: HEN113.

HCA423 Workshop in Advertising and Public Relations (3). This course is an in-depth look at the overlapping of advertising and public relations activities as they apply to the support of the marketing efforts of organizations around the world. **Prerequisite**: HCA315.

HCA424 Writing and Producing the Documentary (3). Techniques of script writing, filming, editing and marketing documentary films are covered in this course. **Prerequisites**: HCA324 and HCA331.

HCA425 Advanced TV Production (3). This advanced course covers elaborate productions involving multiple moving subjects and cameras. Students will be producing long-format television studio programming on a regular basis. Emphasis
will be placed on producing and directing. Students will also be required to complete assigned projects by scheduling or reserving studio time (outside of the regular class schedule). **Prerequisite:** HCA331, also HCA324 and/or HCA422.

**HCA 434 Multi-track Audio Recording (3).** This course is a continuation of HCA 334, focusing on the advanced skills required for music recording in a sound studio environment. **Prerequisite:** HCA 334.

**HCA 440 Technical Writing II (3).** A continuation of HCA 340, this course focuses on designing lengthier documents, creating websites and making oral presentations. **Prerequisite:** HCA340.

**HCA 450 Issues in the News (a senior capstone course) (3).** Students complete guided research to gain a solid grounding in areas that perennially make news: education, national and international affairs, economics, ecology, urban problems, science and technology, health and religion. Students gain experience in newsgathering and news writing. Students will gain the background for understanding current events and share that information by broadcasting on Cheyney radio. **Prerequisite:** 89 credits.

**HCA 460 Internship One (3).** Students are encouraged to sign up for one or two 3-credit supervised internship experiences. Arrangements are made through Career Counseling and the departmental adviser. **Prerequisite:** 90 credits and a GPA of 2.75.

**HCA 461 Internship Two (3) Prerequisite:** 90 credits and a GPA of 2.75.

**HEN 319 Advanced Composition (3). (Writing Intensive Course)** An investigation of rhetorical argumentation in the academic disciplines and the professional world. Students will write analytical responses to social, cultural, and political readings and will write papers supporting arguments in their own disciplines using MLA or APA style. The final project and paper will be an investigation of the writing culture in their own majors using primary and secondary sources. **Prerequisite:** HEN113.

**HEN 326 Advanced Speech (3).** Builds on the basic speech course to develop proficiency in public and professional communication. Students will analyze arguments in public speeches and debates and will prepare and present arguments grounded in reasoning and information. This course includes effective delivery for radio and television, and group presentations using multimedia. **Prerequisite:** HEN114.

**ENGLISH (BACHELOR OF ARTS)**

This liberal arts program prepares students for careers in a wide range of fields requiring critical analysis and verbal fluency. English majors are equipped for graduate study in communications arts, education, humanities, law, literature, and social sciences. Students are encouraged to spend one semester in business, communications media, or the arts.

**English Minor**

The English minor is a good preparation for a career in writing and editing - of stories, speeches, legal documents, advertising, research projects, poems, grant proposals or essays. Students also find careers in publishing and journalism, public relations, business, industry, management, marketing, social services, and government. English is a strong pre-professional major and/or minor for law, medicine, library science and teaching.

**HEN 011 Elements of Writing (3).** Students review basic grammar concepts in the context of college-level writing. This writing will include thesis development, paragraph organization, coherent and cohesive practices in essay construction, and analyzing various types of writing situations by focusing on their audience and purpose. **Credits are not counted toward the minimum needed for graduation and are not transferable.**

**HEN 112 English I (3).** An introduction to college-level formats and research-based writing including thesis development, organizational strategies, and structure of arguments focused on purpose and audience. Students will learn to research topics and integrate research into their essays, using appropriate documentation and citations. Students will organize a portfolio of their
writing that reflects writing practices they have learned with a minimum grade of "C" or placement by examination. **Prerequisite: HEN011 if a student's placement test scores require HEN 011.**

**HEN113 English II (3).** An introduction to reading and writing about literature and learning how to write a research paper. Students will become acquainted with the fundamentals of the research paper format and style, note-taking, library skills, and techniques for writing a research paper. **Prerequisite: HEN112 with a minimum grade of “C”.

**HEN114 Fundamentals of Speech (3).** Speech is a theoretical and practical approach to the principles of effective oral communication, with emphasis placed on delivery, enunciation, critical listening, audience analysis, on research with diverse sources and technologies, and on the organization of several types of speaking situations. The course includes instructor and group analysis of each student’s ability to formulate a hypothesis and analyze pertinent information for presentation to specific audiences. **Prerequisite: HEN112.**

**HEN211 World Literature I (3).** World Literature I is a survey of multicultural literature from ancient times to the European Renaissance. Each semester selections are made from ancient Egyptian poetry, the Bible, Classical Greek literature, poetry in early China, an epic from India’s Heroic Age, early Islamic literature and the beginnings of a Western literature. The course gives the student a more inclusive world view through a comparative study of the themes of world literature. The course includes an original research project. **Prerequisite: HEN113 (or HEN 112 and instructor's approval).**

**HEN212 World Literature II (3).** World Literature II is a comparative survey of literature from the European Renaissance to the modern age. The multicultural writers come from Europe, Africa, and Asia, examine a variety of subjects and have diverse concerns. Each writer was selected because each has in some way brought to the world a new perspective or “a new lens.” Each literary work will be read to locate important ideas and to find the significant center of the work within its own cultural context. The course includes an original research project. **Prerequisite: HEN113 (or HEN112 and instructor’s approval).**

**HEN313 English Literature I (3).** Students will gain knowledge and understanding of key literary movements, concepts, and works in British literature from the Middle Ages, the Early Modern Period, and the Restoration and the Eighteenth century by reading poems, letters, essays, and novels. Students will undertake heavy reading and writing-intensive activities which will help them learn critical reading strategies and reading comprehension so that they can appreciate British literary art. Students will also write two research-based papers that closely examine particular works, characters, devices, themes, and contexts. **Prerequisite: HEN113.**

**HEN314 English Literature II (3).** Students will gain knowledge and understanding of key literary concepts, works, and movements in British literature from the Romantic, Victorian, and Modern periods by reading poems, essays, short stories, and novels. Students will undertake heavy reading and writing-intensive activities which will help them learn critical reading strategies and reading comprehension so that they can appreciate British literary art and its contribution to American literature and art. Students will also write two research-based papers that closely examine particular works, characters, devices, themes, and contexts. **Prerequisites: HEN113.**

**HEN315 American Literature I (3).** This course is a survey of American literature from colonialism to the Civil War. Specifically, this course employs literary elements (such as theme, symbolism, and imagery), literary criticism, and contextual information to better understand both the literature written during this time period and the American character. **Prerequisite: HEN113.**

**HEN316 American Literature II (3).** This course is a survey of American literature from the Civil War to the present. This course is a survey of American literature from the Civil War to the present. Specifically, this course employs literary elements (such as theme, symbolism, and imagery), literary criticism, and contextual information to better understand both the literature written during this time period and the American character. **Prerequisite: HEN113.**
HEN319 Advanced Composition (3) (Writing Intensive Course) An investigation of rhetorical argumentation in the academic disciplines and the professional world. Students will write analytical responses to social, cultural, and political readings and will write papers supporting arguments in their own disciplines using MLA or APA style. The final project and paper will be an investigation of the writing culture in their own majors using primary and secondary sources. Prerequisite: HEN113.

HEN321 Shakespeare (3). Study of selected poems and plays of William Shakespeare. Attention will be given to the social and historical context of the works, to the Shakespearean theatre, and to interpretations of Shakespeare on film. Prerequisite: HEN113.

HEN326 Advanced Speech (3). Builds on the basic speech course to develop proficiency in public and professional communication. Students will analyze arguments in public speeches and debates and will prepare and present arguments grounded in reasoning and information. This course includes effective delivery for radio and television, and group presentations using multimedia. Prerequisite: HEN114.

HEN350 Women in Literature (3). This course exposes students to the works and impact of important women authors. Students will read and analyze themes, tropes, symbols, genres, characters, and literary criticism as they engage with literature written by and for women. Prerequisite: HEN113.

HEN415 Introduction to Linguistics (3). Modern English Grammar. An introduction to the scientific and social study of language systems. Topics include morphology (word structure), syntax (sentence structure), semantics (the meanings of words and expressions), and pragmatics (language use). Additional topics may include the biological bases of human language, language acquisition, dialects, cultural and political aspects of language, and language change. Prerequisite: HEN113.

HEN417 Modern Poetry (3). (Writing Intensive Course) Explores structure, tropes, symbols, and themes of English and American poetry in the 20th century. Students will situate modern and contemporary poetry within social, psychological, and historical changes in the 20th century by reading and responding to primary sources and will demonstrate understanding of modern and contemporary aesthetics through classroom presentations and research-based papers. Prerequisite: HEN113.

HEN419 Modern Fiction (3). This course is a study of contemporary American fiction through analysis of the fictional strategies selected by each author. The class will focus on writers whose work reflects America of the new millennium from the invaders of cyberspace to those crossing even newer frontiers. Prerequisite: HEN113.

HEN420, Literary Theory. This course is designed for English and Communication majors and is necessary for those who wish to pursue further literary study as post-graduates or professionals. Through intensive reading, presenting, and writing, students will learn how to analyze literature using several contemporary theories. These theories are commonplace and expected tools of analysis among literary scholars. Students will gain fundamental understanding of contemporary literary movements and theories as well as an understanding how these theories relate, merge and compliment one another. In short, students will learn how to understand and use literary theory and will learn how to write literary criticism. Prerequisites: HEN113; one 300- or 400-level literature course.

HEN421 Creative Writing (3). This course explores the myriad choices and devices employed by writers in the creation of their works. Critical readings are used to promote a greater appreciation of the arts in general and literature in particular. Students are asked to write a series of poems, stories, and plays in order to experience the processes they study. Workshops and peer reviews of student work will be conducted throughout the course to provide students with critical feedback on their writing and to emphasize revision. Prerequisite: HEN113.

HEN422 Chaucer (3). Students will read The Canterbury Tales and some selected poems from Geoffrey Chaucer in contemporary English and will be introduced to Middle English as well. In addition students will learn about political, social, and cultural contexts during Chaucer’s time.
Students will be required to read some Middle English within a presentation and will write two literary analysis papers. **Prerequisites:** HEN113 and one literature course.

**HEN424 History of the English Language (3).** A History of English is an introduction to the major periods in the history of English. Each period is placed in a socio-historical context with the important linguistic changes in each period noted. For each period the student will analyze literary texts and will recognize that English is a changing language. The course challenges the student to do high level research and oral reporting both on the history of English and on sociolinguistic processes. **Prerequisite:** HEN 112.

**HEN426 Major American Authors of the 20th Century (3).** Major 20th century authors and their writings, unique in its themes, its tone, and literary forms, display a sharp break from earlier or Nineteenth-century fiction writers. This course is an intensive reading, writing, thinking experience designed to analyze the work and explore the themes of major writers of the twentieth century, thereby improving our own abilities to read closely and thoroughly, write and think. Course objectives are to expand our knowledge and appreciation of the style and structure of literary works, and to examine their didactic, aesthetic and entertainment values in terms of the cultural relativity of world literature. **Prerequisite:** HEN113.

**HEN428 Modern English Grammar (3).** Study of history and limitations of traditional and structural grammar and an examination of transformational generative grammar. Emphasis on the application of techniques to the teaching of English. **Prerequisite:** HEN113.

**HEN429 Short Story (3).** Students will read a wide range of short stories and novellas from different periods and cultures. Students will examine how each story is structured, but will also look at the story’s cultural context: when it was written, where it was written, and, surmise why it was written. **Prerequisite:** HEN 113.

**HEN430 African American Literature I (3).** This course covers the social context of African American literary development from ancient times to the American Civil War. Students are introduced to the cultural patterns and historical experiences that produced early autobiographies, narratives, poetry, and essays. **Prerequisite:** HEN113.

**HEN431 African American Literature II (3).** This course covers the social context of African American literary development from the American Civil War to the present. Students are introduced to the cultural patterns and historical experiences that produced autobiographies, narratives, poetry and essays as well as 20th century novels, plays and poetry. **Prerequisite:** HEN113.

**HEN433 Major African Writers (3).** This course examines 20th century prose, fiction and poetry of major writers in the pre and postcolonial African world, concentrating on the African continent. Students analyze writers in accordance with the protocols of postcolonial literary theory, African motifs, symbolic functionalism, and political themes. **Prerequisite:** HEN 319.

**HEN460, 462, 463 Frederick Douglass Internship in Leadership and Academics (3)** This course is offered to students who are academically talented in writing and communication. In the course, advanced students are trained to act as peer tutors to incoming freshmen and assist them with composition skills and other areas leading to successful scholarship. Students can take the course three consecutive semesters for credit and experience and then qualify to work as Writing Fellows in the Academic Success Center. **Prerequisite:** 90 credits and a Grade Point Average of 2.5 or higher.

**HEN461, Independent Study (3).** Research project approved by departmental chair. The project may be in literature, linguistics or communication arts.

**MODERN LANGUAGES**

**MINOR IN FRENCH**

The minor in French will equip students to understand, speak, read and write French fluently, and will introduce them to the contemporary cultures and ways of life of the peoples of France and other francophone speaking countries. This program is comprised of
required coursework totaling eighteen credits including language courses from the intermediate through to the advanced level, a course in the culture of the peoples of France and francophone countries, with an additional course at the three or four hundred level depending on the student’s area of interest.

COURSE DESCRIPTIONS

HLF101 French I (3). French I introduces students to the basic elements of the French language, focusing on the development of communicative skills. It also includes an overview of the cultures of the countries in which the language is spoken. All four language skills, listening, speaking, reading and writing will be employed in an interactive manner to enable students to express themselves in French. No prerequisites.

HLF102 French II (3). French II is a continuation of French I, and will build on the students’ knowledge of the basic elements of the language. All four language skills, listening, speaking, reading and writing will be employed to enable students to express themselves. More elements of the cultures of the countries in which the language is spoken, particularly those outside of Europe, will be introduced as an integral part of the course, and current events will be discussed. Prerequisite: HLF101 or passing a placement test.

HLF201 Intermediate French III (3). French III is designed to take students beyond the level of language acquisition achieved at the elementary levels, and to enable them to communicate in some real life situations. Strong emphasis is placed on both written and oral language production, as well as comprehension of more complex written material. French III moves students beyond a reproduction of simple structures, to the production of complex structures, and to the production of complex structures so that they will be able to communicate more comfortably with native speakers. Prerequisite: HLF102 or permission of instructor.

HLF202 Intermediate French IV (3). French IV is a continuation of French III, and builds on the skills developed at the production of complex structures. It places students in situations where they are required to use the target language exclusively. Mastery of all four language skills, listening, speaking, reading and writing, is emphasized and accomplished through a variety of instructional methods and media. Students at this level will be able to communicate with a native speaker with ease. They are also introduced to the study of literature through the reading of stories and poems, as well as excerpts of novels and plays of well-known French and francophone writers. Students will engage in more advanced readings and research on the cultures and societies of the countries in which the language is spoken using both print and electronic media. Prerequisite: HLF201 or consent of instructor.

HLF301, Advanced French Grammar and Composition (3). This course presents the more complex elements of grammar, syntax and composition. Students will read and respond appropriately to a variety of complex texts and authentic materials written in the target language with the native speaker in mind and geared towards providing information and completing tasks necessary for everyday functioning in a French speaking environment. The student will express himself in writing using grammatically correct complex structures and a variety of writing styles in a variety of situations. Prerequisite: HLF202.

HLF302, Advanced French Conversation (3). This course serves to develop linguistic fluency in students so that they can communicate effectively in the target language using the spoken word. Students will be taught to use culturally appropriate language in everyday life including formal and informal settings with native speakers, will produce linguistically correct phraseology and use correct pronunciation, intonation, accentuation and rhythm. Special emphasis will be placed on linguistic differences existing between various francophone cultures. Prerequisite: HLF202.

HLF303, Advanced French Conversation II (3). Develops oral fluency through presentation of oral reports on a variety of topics including personal experiences, plays, books, and news items. Prerequisite: HLF202.

HLF304, French Phonetics (3). This course is designed to familiarize students with and instruct them in the sound system and oral
language production of the target language. Emphasis is placed on correct diction, pronunciation rhythm and intonation. The International Phonetic Alphabet will also be used for the transcription of sounds. Instructional methods will include listening to and analyzing pre recorded materials, pronunciation drills, presentations, dialogs and transcriptions. Methods of assessment will include evaluation of oral production through readings and presentations, and tests and quizzes of transcriptions. Prerequisite: Two years of college French or the equivalent.

HL 305, French Civilization and Cultures (3). This course presents the history, culture, products and practices of the francophone and peoples, as well as their art and literature; and examines their social interactions. Contemporary culture and the relationships between these countries and with others will also be explored. Language will be studied as a function of and as influenced by all of these social elements. Prerequisite: HLF 202.

HLF311, Survey of French Literature I (3). Study of the literature of France from Chanson de Roland through the 18th Century. Prerequisite: Two years of college French or a reading and speaking knowledge of French and consent of the instructor.

HLF312, Survey of French Literature II (3). The literature of the 19th and 20th centuries with emphasis on modern writers. Prerequisite: HLF311 or consent of the instructor.

Spanish Minor

The Department of Communications and Modern Languages offers a minor in Spanish language and cultures around the world. Students also will be exposed to the lives of descendents of territories colonized by Spain who have been living in the United States for centuries or are new immigrants. This program will be helpful to students who plan to enter fields in which knowledge of the Spanish language and culture are important for their work.

Spanish Course Descriptions

HLS101 Spanish I (3). This course introduces students to the basic elements of the Spanish language, focusing on the development of communicative skills in the language as it is spoken by native speakers. Emphasis is placed on all four language skills: speaking, listening, reading and writing. An overview of the cultures of Spanish speaking peoples of the world is an integral part of the coursework.

HLS102 Spanish II (3) This course is a continuation of Spanish I, and will build upon the knowledge acquired in Spanish I. More emphasis is placed on assisting the students to apply their skills in the language. Prerequisite: HLS101.

HLS201 Intermediate Spanish III (3). This course will review grammatical principles, verbs and idioms. The focus of the course will be to improve readings and writing skills. Students will be exposed to a diverse selection of literary readings and fine arts. Prerequisite: HLS102.

HLS202 Intermediate Spanish IV (3). This course will expand and increase writing and reading in the language through in-depth understanding of grammatical structures and concepts. Cultural readings will be part of the course work. Prerequisite: HLS102 or consent of instructor.

HLS301 Advanced Spanish Grammar and Composition (3). An intensive workshop course in which students will write different types of compositions including, but not limited to, description, narration, comparison and contrast, analysis, synthesis, and argumentation. In this workshop, grammar is seen as more than a set of rules. Grammar is studied as a practical tool to express thoughts, feelings, and perspectives. As the students write, they will refer to direct, concise grammatical examples in a state-of-the art dictionary that will lead them step by step, to write correctly in a foreign language. Some basic research is required to support students' theses in their papers. Prerequisite: HLS102 equivalent or consent of instructor.

HLS302 Advanced Conversation (3). Advanced Spanish Conversation is designed to assist students practice the oral communication skills they need as educated professionals, community leaders and future teachers. Students will engage in dialogues, panels, and will prepare short speeches to present them in class. They will receive immediate feedback from peers and faculty evaluators. Prerequisite: HLS202, equivalent or consent of instructor.
HLS303 Spanish Civilization and Culture (3). Spanish Civilization and Cultures will survey the rise of the cultures of Spain and Latin America from the formation of the civilization and cultures to the present time. Discussions will be centered on history, politics, customs, literature, art, music and all other aspects of Hispanic cultures. Class materials will be presented using a chronological timeline. All lectures and assignments will be in Spanish. Prerequisite: HLS302.

HLS304 Spanish Phonetics (3) This course is designed to teach students the phonetic system of the Spanish Language. Prerequisite: HLS302.

HLS405 Contemporary Spanish American Literature (3). An intensive study of 20th and 21st Century Spanish American Literature with a focus on the novel and short story. Prerequisite: HLS301, equivalent or consent of instructor.

HLS406 Spanish American Novel (3). The novel in Spanish America from its beginning through the novel of the Mexican Revolution. Prerequisite: HLS301, equivalent or consent of instructor.

HLS407 Contemporary Spanish Literature (3). The Literature of Spain from the 1898 to the present with an emphasis on the novel and drama. Prerequisite: HLS301, equivalent or consent of instructor.

HLS311 Survey of Spanish literature (3). An introductory course comprising significant works from the Poems of Mio Cid through the Golden age. Students will learn to recognize major literary movements by identifying their characteristic features in selected genres written throughout these times. Accordingly, students will analyze epic poetry, prose models, and drama written by Spanish authors. Every work will be interpreted in the light of historical, political, social and/or economic contexts. Prerequisite: HLS301.
The Department of Fine Arts offers majors in art, music, theater arts, and several courses in philosophy. These are designed to prepare persons for graduate studies or to begin work in their career as professional artists or performers.

**ART**

**(Bachelor of Arts)**

Students may be admitted into a program leading to a bachelor of arts degree with a major concentration in art. Students who carry a major concentration in another discipline may elect to carry a minor concentration in art. Students who wish to be considered for the Art major or minor should present a portfolio or original art works. Contact the department for further details or assistance in preparation of your portfolio. The major in art requires 63 credits in art, including at least six semester hours in art history. Up to 18 semester hours of credit in related courses outside the department may be applied toward the 63 credit requirement. (These include such courses as IAV 311, Photography; IAT 143, Computer Aided Design I and II; CHC 252, Fundamentals of Design, etc.)

**Recreational Art Studio Program**

**COURSE DESCRIPTIONS**

Note: the three letter prefix for art courses was changed in 1992-1993 from HUA to HAR; the courses remain the same. Students may not register for the same course, regardless of its prefix or other code designation, after receiving a grade of “C” or better.

All studio courses meet for 4.5 hours each week for 3 semester hours academic credit. Students must provide their own art supplies and materials for these courses.

**HAR 111 Elements of Art (3).** (Writing Intensive Course) A rudimentary investigation of color, form, space, and history in fine arts. Creative art is introduced through experiences with color and design in two and three-dimensional forms. An introductory survey of the history of art.

**HAR 200 Art History I (3).** (Global Studies Course) Surveys major contributions from the Italian Renaissance to Contemporary European, and North American Art. Special emphasis placed on African American artists. **By Permission of Instructor.**

**HAR201 Art History II (3).** (Global Studies Course) Students will learn the contributions of the major art periods from the Renaissance to the present. This course considers art history from the Western perspective, charting the development of art in Europe, with some focus on Asia, Africa, and Australia. Students will gain appreciation and insight of art, artists, and history as viewed by the artists who created lasting works of art, documenting historical events, social injustice, technological advances, the disparity of war and many others. We will review the context in which the art was created as well as the art itself, with opportunities for fieldwork and art making within and without the classroom. Students are encouraged to visit local museums as part of their coursework.

**HAR202 African Art (3).** A study of traditional and contemporary African art in two and three-dimensional media. The influence of African art on Western art. **Prerequisite: Permission of Instructor.**

**HAR211 Ceramics I (3).** An introduction to basic hand forming techniques of pottery making and ceramic sculpture. **Prerequisite: Permission of Instructor.**

**HAR212 Ceramics II (3).** Students explore wheel throwing, mold making, and other forms. **Prerequisite: Permission of Instructor.**
HAR220 Fundamentals of Drawing (3). This is a course in basic concepts and principles of drawing, and emphasizes accurate representation. It is open to beginners as well as students with some previous formal instruction in drawing. Individual instruction and individual critiques will be given as well as class lectures and demonstrations. Topics include: drawing materials, composition, perspective, proportion, tone space, and volume and modeling. Drawing assignments include still life setups, cast drawing, and landscape.

HAR221 Fundamentals of Drawing II (3). This course is a continuation of principles and concepts begun in Fundamentals of Drawing I with additional problems in human figure, abstract, and nonrepresentational drawing. Prerequisite: Permission of Instructor.

HAR240 Landscape Painting (3). In the “plain air” tradition, this course will focus on the elements of light, space, and color. Students will have the option of working with oil, pastel, or watercolor paints. This course will be offered chiefly during summer sessions or other special times. Maps to the class location will be provided in the department office. Students are expected to provide their own supplies and equipment.

HAR300 Figure Drawing I (3). Drawing the human figure, dealing with action, proportion, and anatomy. Prerequisite: Permission of Instructor.

HAR301 Figure Drawing II (3). The structure of the figure with application to picture making and imaginative interpretations. Prerequisite: Permission of Instructor.

HAR302 Creative Print Making I (3). The art of visual expression with etching, lithography, the wood cut and linoleum block. Prerequisite: Permission of Instructor.

HAR303 Creative Print Making II (3). Dry-point, acquaint etching, lithography, and the wood cut are further explored. Prerequisite: Permission of Instructor.

HAR304 Watercolor Painting I (3) Watercolor sketching and painting dealing with still life and landscape composition. Prerequisite: Permission of Instructor.

HAR305 Watercolor Painting II (3). A continuation of HAR 304, with figure compositions as an additional challenge. Prerequisite: Permission of Instructor.

HAR306 Oil Painting I (3). This is a beginning level course in techniques of oil painting, designed for students who have had little or no previous formal instruction in painting. It is also open to intermediate and advanced students. Individual guidance will be given to all students. Topics include: materials and safety, composition, drawing in paint, blocking in, carrying a paint through stages from beginning to development to completion, human anatomy, and the principles of technical and aesthetic merit in painting. Selected works of major painters will be examined. Prerequisite: Permission of Instructor.

HAR307 Oil Painting II (3). This is a continuation of techniques and problems in oil painting begun in HAR 306. Topics include: developing the entire canvas, building an integrated statement, accurate depiction of subject; space, volume, value and color; thinking creatively in abstract, nonrepresentational and figurative approaches, painting as exploration or process of transforming ideas and concepts into visual expression. Prerequisite: Permission of Instructor.

HAR308 Sculpture I (3). This course is an introduction to basic concepts and principles of sculpture and a survey of the scope of sculptural disciplines. Topics include: principles of 3-D design, knowledge of tools and techniques; materials and processes. Project assignments will be carried out on such materials as wax, clay, plaster, wood, stone, and other materials.

HAR309 Sculpture II (3). This course is a further exploration of concepts and processes begin HAR 308, Sculpture I, and additional techniques and processes, such as mold-making and casting, and fabrication and assemblage. Assignments in various materials. Prerequisite: Permission of Instructor.

HAR311 Instructional Techniques and Materials in Art (1). The techniques of teaching art to young learners. Prerequisite: Permission of Instructor.
HAR312 Modern Art (3). The major western modern art movements from impressionism to contemporary developments. **Prerequisite:** Permission of Instructor.

HAR313 African American Art (3). (African-American Heritage Course) This course serves as an introduction to the historical and social forces that shaped the works of American artist of African ancestry from the Colonial period to the present. The course will examine the roots, main currents, forms, styles, content, aesthetics, and ideological dimensions of African American art, as well as the extent to which the latter has captured the spirit of the black experience.

HAR320 Commercial Graphic Design (3). An introduction to hand lettering, the use of rub-on letters, layout design, and illustration for commercial uses. **Prerequisite:** Permission of Instructor.

HAR325 Art Therapy (3). An introduction to the therapeutic use of art as an aid to recovery and rehabilitation from mental disorders. **Prerequisite:** Permission of Instructor.

HAR330 Art for the Classroom (3), Formerly HAR 310. Two and three-dimensional expression, creative and mental growth in the child. Teaching, evaluation, and lesson planning motivation, and evaluation for young people’s art. **Prerequisites:** HAR111, 311.

HAR415 Portraiture (3). Study of a wide variety of types of life, using a variety of media. **Prerequisite:** Permission of Instructor.

HAR416 Advanced Portraiture (3). Portraits will be painted with special attention given to composition. **Prerequisite:** Permission of Instructor.

HAR420 Independent Studio Work in Art (3). For the advanced art student. Opportunity to work beyond the I and II levels independently. Students are supervised by a member of the art faculty. **Prerequisite:** Permission of Instructor.

HAR428 through HAR 431 Field Experience in Art. Students may earn credit designing and producing art works in the service of the community working with professional artists, working in on-the-job situations within the following format:
- **HAR428** - Total of 30 class hours (1 credit)
- **HAR429** - Total of 60 class hours (2 credits)
- **HAR430** - Total 90 class hours (3 credits)
- **HAR431** - Semester Internship. Total of 450 class hours (15 credits).

**MUSIC**

**(Bachelor Of Arts)**

Students may seek a bachelor of arts degree with a concentration in music. Students interested in this area should contact the department office of music faculty advisors for further information. The bachelor of arts program gives students: A knowledge of theory and construction of music:
- An understanding of the historical development and influence of music;
- The development of skills in musical performance;
- An appreciation of the creative aspects of music;
- The opportunity to work toward a career in music;
- A first-hand experience in sharing with others in music performance in the university’s various performing groups;
- Foundations for graduate study.

Students who wish to be considered for admission into the Music major must audition.

(All music majors are required to perform in music performance groups and recitals. Junior and Senior recitals in a performing area are required.)

**COURSE DESCRIPTIONS**

Note: A major revision of the music program is in progress and we anticipate adding new courses, some of which will be required of music majors.

**HMU112 Survey of Music (3). (Global Studies Course)** A brief survey of historical development of the various aspects of music and their stylistic characteristics.

**HMU114 Piano Class I (3).** Beginning and intermediate instruction in small groups with ample opportunities for individual development.

**HMU115 Piano Class II (3).** A continuation of Piano I; group instruction on the intermediate
level. **Prerequisite:** Piano I or equivalent.

**HMU200 Fundamentals of Music (3).** Basic technique and principles of music; development of tonal, rhythmic, and harmonic structure.

**HMU201 Music theory I (3).** Elementary harmonic techniques utilized in chord structure. Basic skills in keyboard harmony and melodic dictation.

**HMU202 Music Theory II (3).** A continuation of Music Theory I; course stresses advanced diatonic and chromatic harmonic techniques. **Prerequisite:** HMU201 or equivalent.

**HMU203 Solfeggio and Dictation I (3).** Develops basic skills in singing at sight melodies that involve diatonic and chromatic intervals; aural training in techniques of melodic dictation. **Prerequisite:** HMU 201 or equivalent.

**HMU204 Solfeggio and Dictation II (3).** A continuation of Solfeggio and Dictation I stressing advanced interval modulations and progressions. **Prerequisite:** HMU203 or equivalent.

**HMU205 Fundamentals of Music II (3).** The continuation of Fundamentals I.

**HMU212, Voice Class (3).** Develops techniques of vocal production; solo and ensemble approaches utilized in the various aspects of singing. **Prerequisite:** Permission of instructor.

**HMU214 Voice Class II (3).** A continuation of Voice Class I; utilized vocal techniques of Art Song literature and skills of correct interpretation. **Prerequisite:** HMU 212 or equivalent and permission of instructor.

**HMU 15 University Choir (1).** Open to all students of the university interested in the study and performance of choral music. Daily rehearsals during regular college hours and, as scheduled, during evenings. A maximum of four semester hours for four years of participation.

*HMU216 University Choir (1)*

*HMU217 University Choir (1)*

*HMU218 University Choir (1)*

**HMU219 Woodwind Class (3).** Basic training in techniques of playing woodwind instruments. Individual and group instructions. **Prerequisite:** Permission of instructor.

**HMU220 Percussion Class (3).** Basic training in techniques of playing percussion instruments. Individual and group instructions. **Prerequisite:** Permission of instructor.

**HMU221 Keyboard Harmony I (3).** Laboratory practices in harmonic progressions at the keyboard, utilizing melodic and rhythmic figurations. **Prerequisite:** HMU 207 and 208 or permission of instructor.

**HMU222 Keyboard Harmony II (3).** A continuation of Keyboard Harmony I at the intermediate level. **Prerequisite:** HMU221 or permission of instructor.

**HMU300 History of Music and Music Literature I (3).** An overview of the music forms and literature of major composers up to and including the Baroque Period; an investigation of stylistic characteristics. **Prerequisite:** HMU 12 or its equivalent. Offered: Fall term (odd numbered years).

**HMU301 History of Music and Music Literature II (3).** An overview of the music forms and literature of the major composers up to and including the Modern-Contemporary period; an investigation of stylistic characteristics and major contribution. **Prerequisite:** HMU300 or equivalent.

**HMU302 History of African American Music I (3) (African-American Heritage Course)**

An investigation of the major contributions of African American composers to the mainstream of music history up to and including the 18th century; independent projects are encouraged.

**HMU303 History of African American Music II (3) (African-American Heritage Course)**

An investigation of the major contributions of African American composers to the mainstream of music history during the 19th and 20th centuries; independent research encouraged.

**HMU304 History of Jazz I (3).** A systematic development of American Jazz from the New Orleans roots to the end of the 1920’s era; analysis of the stylistic characteristics of major
contributions to the idioms of jazz, ragtime, and blues.

**HMU305 History of Jazz II (3)**. A continuation of History of Jazz I with special emphasis placed on Swing, Bebop, Progressive, Electronic Music, and Hard Rock.

**HMU306 Music Methods K-6 (3)**. A development and sequential study of the materials and methods used in the teaching of music in grades K-6. **Prerequisites**: HMU200 some keyboard skill.

**HMU307 Creative Activities (Eurhythmics) (3)**. Creative and rhythmic activities designed to develop skills in body movement and music perception. **Recommended for Music Elementary Education and Recreation majors**.

**HMU308 Music Methods 7-12 (3)**. A developmental and sequential study of the materials and methods used in the teaching of music in grades 7-12. **Prerequisite**: HMU200 some keyboard skill.

**HMU309 Conducting Instrumental (3)**. Basic training in the techniques of instrumental conducting; instrumental ensemble used for practical experiences. **Prerequisite**: Permission of instructor.

**HMU311 Counterpoint I (3)**. An investigation of the stylistic characteristics of the contrapuntal music of selected major composers from all periods of music history. **Prerequisite**: Permission of instructor.

**HMU314 Brass Class (3)**. Basic training in the techniques of playing brass instruments; individual techniques involved in performance. **Prerequisite**: Permission of instructor.

**HMU315, University Choir (1)**
Continuation of HMU218

**HMU316, String Class (3)**. Basic training in the playing of stringed instruments; stresses fundamental techniques involved in performance. **Prerequisite**: Permission of instructor.

**HMU317, University Choir (1)**
Continuation of HMU315

**HMU318 University Band (1)**. Open to all students of the university. The band varies its function and repertoire during the semester in support of seasonal school activities. The marching band, pep band, concert band, and stage band consists primarily of students from the university band.

**Marching Band**: Selected students to rehearse and perform at football games and civic parades (fall and spring semesters).

**Pep Band**: Selected students to rehearse and perform for the men's and women's basketball games (fall and spring semesters).

**Concert Band**: Selected students to rehearse and perform for the fall and spring convocations, Founder's Day, seasonal concerts (fall and spring semesters) and commencement.

**Stage Band**: Selected students to perform seasonal concerts, special on-campus programs, community relations concerts, and high school concerts in support of student recruitment (fall and spring).

**Small Ensembles**: Selected students to perform seasonal concerts, special on-campus programs, community relations concerts, and high school concerts in support of student recruitment (fall and spring).

**HMU319 Internship (10)**. The cooperative program between the music industry and the university will allow the student to receive firsthand, practical experiences in one or more of the areas of the country.

**HMU320 Choral Conducting (3)**. Basic training in the techniques of conducting choral music and choral ensembles used for practical experiences. **Prerequisite**: Permission of instructor.

**HMU321 History of Spirituals and Gospel Music (3)**. The historical development of the folk idioms of religious music as utilized in the free and formalized structure of the spiritual and gospel music. **Prerequisite**: Permission of Instructor.

**HMU322 Form and Analysis of Music (3)**. This course will demonstrate the technical aspects of music composition. Minute details of composition will be investigated by analyzing
examples in music literature.

HMU323 Music Merchandising Seminar (3). This course is structured to prepare the student to make reasonable and informed choices in selecting a career within the music industry.

HMU324 Music Publishing and Copyright Distribution (3). This course is designed to develop an understanding of all the U.S. copyright and patent laws related to the entire music industry.

HMU325 Counterpoint II (3-3). A continuation of HMU 311. An investigation of the Canon and Fugue. Prerequisite: HMU 311 or permission of Instructor.

HMU335 Piano Class III (3). Designed especially for music majors with performing media other than piano. Individual instruction in a group situation. Prerequisite: Permission of Instructor.

HMU336 Voice Class III (3). Designed for Voice majors interested in vocal coaching, and an in-depth study of vocal literature (Art, Song, Opera, and Oratorio). Prerequisite: Permission of Instructor.

HMU400 History of the Symphony (3). An overview of the historical development of the symphonic form, from the Stamitzes of the Mannheim School, to the Modern-Contemporary Period. Prerequisite: Permission of Instructor.

HMU401 History of the Opera (3). A developmental study of the opera from the time of the Florentine School up to and including the Modern-Contemporary Period. Prerequisite: Permission of Instructor.

HMU402 Aesthetics of Music (3). A defining of the aesthetics of music; characteristics of the aesthetic experiences, which include perception, affect, cognition, systems of value of different cultures, and music of all cultures.

HMU403 Orchestration I (3). A systematic development of arranging and composing for orchestral and band instruments. An in-depth study of the range and tonal possibilities and limitations, as encountered in the scoring for various instruments. Prerequisite: Permission of instructor.

HMU405 Independent Study (1-6). Projects to be completed will be determined by the student and the major advisor. The study will be based on the student's interest and specific talent. Open only to students with senior classification. Prerequisite: Permission of instructor.

HMU406 Ethnomusicology I (3). The discipline of ethnomusicology examines music within cultural contexts. This introductory course presents major founding theories, hypotheses, and methodologies of the discipline. Specific non-European musical cultures will be explored. This course is open to non-music majors.

HMU407 Ethnomusicology II (3). This course of incorporates anthropological field methods and techniques of musical transcription in the research methods introduced. Individual projects in urban and folklore are aimed at revealing meaning in music and linguistic forms. Prerequisite: HMU406 or permission of instructor.

HMU408 Acoustics (3). Prerequisite: music majors with senior classification and permission of instructor. The science of musical sounds involving importance of pitch, vibration, frequency, and overtones.

HMU409 Electronic Music (3). Music composed from or altered by electric apparatus (Moog, Synthesizer, Prepared Tapes, Simulators).

HMU410 Orchestration II (3-3) A continuation of HMU-403. Advanced compositional techniques. Prerequisite: HMU 402 or permission of instructor.

HMU411 Applied Music (Voice) (2). Private studio lessons with assigned faculty member.

HMU412 Applied Music (Piano) (2). Private studio lessons with assigned faculty member.

HMU413 Applied Music (Organ) (2). Private studio lessons with assigned faculty member.

HMU414 Applied Music (Instrumental) (2). Private studio lessons with assigned faculty member.

HMU415 Practicum in Commercial Music (3). The various aspects of recording industry business practices. Course structured for music majors, minors, and other qualified students interested in career possibilities as studio musicians, producers, and managers.
HMU416, University Choir (1)
Continuation of HMU317

HMU417 Ethnomusicology: Techniques of Research (3). For music majors/minors with senior classification who have completed the introductory courses in ethnomusicology and wish to become involved in the techniques of research in this area. Prerequisites: HMU406 and HMU407.

HMU418 University Choir (1) Continuation of HMU 416
HMU422 Applied Music (Voice) (2). Continuation of HMU411.
HMU423 Applied Music (Voice) (2). Continuation of HMU422.
HMU433 Applied Music (Piano) (2). Continuation of HMU412.
HMU 434 Applied Music (Piano) (2).Continuation of HMU433.
HMU435 Applied Music (Voice) (2). Continuation of HMU423.
HMU436 Applied Music (Voice) (2). Continuation of HMU435.
HMU444 Applied Music (Organ) (2). Continuation of HMU413.
HMU445 Applied Music (Organ) (2). Continuation of HMU444.
HMU446 Applied Music (Voice) (2). Continuation of HMU436.
HMU447 Applied Music (Voice) (2). Continuation of HMU446.
HMU448 Applied Music (Voice) (2).Continuation of HMU447.
HMU 449 Applied Music (Piano) (2).Continuation of HMU434.
HMU 450 Applied Music (Piano) (2).Continuation of HMU 449.
HMU451 Applied Music (Piano) (2).Continuation of HMU450.
HMU453 Applied Music (Piano) (2).Continuation of HMU 452.
HMU454 Applied Music (Organ) (2)Continuation of HMU445.
HMU455 Applied Music (Instrumental) (2).Continuation of HMU414.
HMU456 Applied Music (Instrumental) (2).Continuation of HMU455.
HMU457 Applied Music (Organ) (2)Continuation of HMU454.
HMU458 Applied Music (Organ) (2)Continuation of HMU457.

THEATER ARTS
(BACHELOR OF ARTS)

Students can earn a B.A. degree in theatre by taking courses already approved by the Pennsylvania Department of Education, and they can also earn a degree in theatre education. Cheyney’s theater arts program has a strong second area of concentration in black drama, as well as other second areas of concentration in music, design, and art. These areas are not listed elsewhere in the description of the theater arts major. Theater, by its very nature, demands participation. The student who desires to major in this art form will be led to understand that theater demands the total commitment of the person, involving intellectual, emotional, and physical attributes.

The student who enrolls in this program will be required to learn the history, styles, and content of drama. Students will participate in plays as actor, director, crew member, stage manager, and technician. Upon completion of the program, students should be qualified (depending on his/her individual talents), to work as an actor, director, teacher, technician and manager in the professional, academic, or community theater setting.

Requirements for Admission
In addition to meeting the general requirements of the university for admission, each applicant will be required to demonstrate his or her aptitude for his or her chosen program through an audition or interview.
Requirements for Graduation
In order to graduate, the student will be required to complete at least 120 semester hours with a cumulative average of 2.5. The 120 semester hours must include at least 35 hours of courses in theater, plus 6 hours of theater practice (required of all theater arts majors), and 18 hours in the student’s second area of concentration. Areas of concentration will be as follows:
- Theater/Education
- Theater/English;
- Theater/Communications; and
- Theater/Black Drama

Additional Requirements for Graduation
1. Register as a full-time student for at least six semesters. Exceptions would be graduates of community colleges with majors in theater, and others with advanced standing upon the recommendation of the department after presentation of portfolios.

2. Demonstrate proficiency satisfactory to the faculty in all technical and professional courses.

COURSE DESCRIPTIONS

HEN321 Shakespeare (3). Fifteen major plays of Shakespeare studied, analyzed, and evaluated; life and times of Shakespeare; works and contributions of his contemporaries; Elizabethan theaters and stage techniques discussed and, the entire Elizabethan period studied in outside reading.

HTA107 and 129 History of the Theater I and II (3 each). Survey of dramatic and theatrical history from the Greeks to the present. Extensive readings in the dramatic literature of the various periods.

HTA113 Movement I (1). Basic dance technique to increase the flexibility, range, and strength of the actor’s body. Exploration of the medium through improvisation; use of rhythm, dynamics, space, and gesture. The body as a dramatic agent.

HTA144 Movement II (1). Advances technique and further work in improvisation. Survey and study of styles of movement. Prerequisite: HTA 113.

HTA203 Acting for Beginners (3). Acting as the organic interrelation of self and environment. Release of the actor’s individuality through improvisational exercises in relaxation and physical freedom; uses of the senses; observation; justification action; handling of objects; speaking and listening. Beginning work on dialogue and text.

HTA224 The Art of Staging (3). The course will assist the student in learning how to stage artistically satisfying productions in various kinds of settings, particularly non-traditional performance space.

HTA235 Creative Uses of Light (3). Elementary theory relating to light, pertinent optics, and electrical control. General principles and practices of stage lighting, with emphasis upon the creative use of light with available equipment.

HTA246 Costume Design (3). Principles and practices of costume design and construction; evolution of stage costume; survey of historical periods and their application to the stage-period play; color, line, cutting work; work on costumes for production.

HTA314 Speech for Stage (3). Speech techniques for the stage: relaxation, breath control, resonance, articulation, and projection. Physiology of the vocal tract. Early training in speech appreciation and speech analysis. The phonetic alphabet and standard American pronunciation; elementary phonetic transcription.

HTA411 Modern Drama (3). Survey covering the principal playwrights, movements, and trends in European and American drama from Ibsen to the present day. Students required to read, study, and analyze works of major dramatics.

GENERAL THEATER COURSES

HEN325 Introduction to Theater (3). In this course, the student is expected to understand the several forms of drama, the historical development of theater and drama, and to understand, at least on the elementary level, the complexities of the language of drama.

HTA159 Theater Practice I (1). A laboratory for performance encompassing all work required to
prepare and present a play.

**HTA160 Theater Practice II (1).** Continuation of Theater Practice I.

**HTA160 Theater Practice III (1).** Continuation of Theater Practice II.

**HTA269 Theater Practice IV (1).** Continuation of Theater Practice III.

**HTA379 Theater Practice V (1).** Continuation of Theater Practice IV.

**HTA380 Theater Practice VI (1).** Continuation of Theater Practice V.

**HTA258 Make-up Techniques (1).** Theories and principles of stage make-up, as related to dramatic production as a whole, covering anatomy, color, light, character, age, type, race, and period make-up with practical laboratory experience.

**HTA331 Play Production (3).** Study of physical plant, organization, and production problems of the educational, community, and professional theaters.

**HTA422 Playwriting (3).** The conventions and techniques that playwrights use to communicate in the theater. Analysis of selected plays, lectures, and discussion, combined with exercises in the planning and writing of scenes and short plays.

**HTA433 Honors Tutorial in Theater (3).** Directed study and research in special areas of theater arts, in which the student will have an opportunity to manifest a high degree of creativity. May be repeated to a maximum of six semester hours. **Prerequisite:** Permission of department.

**HTA444 Theater Workshop (3).** Workshop experience in all phases of theatrical production: acting, directing, theater management, and technical production. May be repeated to a maximum of six semester hours.

**HTA455 Dramatic Criticism (3).** History, method and theories of dramatic criticism from Aristotle to the present.

**HTA466 Directed Study in Theater Arts (3-12).** **Prerequisite:** Permission of instructor. Independent study of problems in particular areas of theatrical concern.

**Theater Education Courses**

**HTA321 Speech and Drama Methods in the Secondary School (2).** Curricular and extracurricular use of dramatization in secondary schools; methods and materials for teaching speech in the classroom, including voice, articulation and pronunciation; choral speaking, and dramatic activities.

**HTA477 Educational Theater Seminar (2).** Seminar discussion concerning the issues and practices of drama as applied to the learning situation. Areas of interest include: philosophy and history, as well as current techniques in the field.

**HTA488 Student Teaching and Seminar (12).** Classroom practice teaching in the areas of Theater Arts and English or Speech; production within the schools of a play or musical.

**Black Drama Courses**

**HTA332 Black Community Theaters (3).** A study of black community theaters’ contribution to American drama.

**HTA344 The Federal Theater Project (3).** The Federal Theater Project, although only lasting from 1935 to 1939, provided blacks with a workshop permitting experimentation in all phases of the theater. This course will concern itself with an evaluation of the impact of this project.

**HTA356 The Maturation of Black Drama: The 1950’s (3) (African-American Heritage Course).** The 1950’s witnessed a coming of age of Black Drama. The old images were discarded in favor of psychologically and emotionally credible presentations. This course will examine primarily the contributions of Louis Peterson, Lorraine Hansberry, Alice Childress, William Branch, and Loften Mitchell.

**HTA361 Toward the Liberation of Black Drama: The 1960’s (3).** The 1060’s sounded the death knoll for the stereotypes and found the black dramatist exploring a myriad of subjects of interest to him. Ossie Davis, Lorraine Hansberry, Adrienne Kennedy, Douglas Turner Ward, Lonne Elder, Edgar White, and Charles Gordone have made contributions which have had and are having far-reaching implications on the American stage. This
course will study these contributions.

**HTA372 Black Revolutionary Drama (3).** (African-American Heritage Course) Though most contemporary, the black revolutionary drama can claim an ancestry on the Medieval morality plays in its insistence upon the dramatization of a creed. LeRoi Jones may be considered the high priest of black revolutionary drama. This course will examine this drama of a revolt with the aim of delineating the black dramatist’s view of the universe.

**HTA462 The Stereotype Images of Blacks in American Drama (3).** From as early as 1769, certain images of blacks were popularized in the American theater. The Buffoon, The Tragic Mulatto, the Carefree Primitive, The Christian Slave, and the Black Beast became stereotypes whose perpetuation was reinforced, although for different reasons, by both black and white playwrights. The satirization of these stereotypes has been the point of departure for more recent black drama. This course will examine the development of these images.

**HTA473 Contemporary Black Drama (3).** This course will examine black drama since 1950. The ‘50’s witnessed the coming of age of black drama with contributions from such playwrights as Louis Peterson, Lorraine Hansberry, Alice Childress, William Branch, Loften Mitchell, and James Baldwin. The ‘60’s produced dramas by Ossie Davis, Adrienne Kennedy, Douglas Tumer Ward, Lonnie Elder, Charles Gordone, and Edgar White, to name a few. Also, the plays of LeRoi Jones (Imamu Amiri Baraka), Ed Bullins, Ben Caldwell, Ron Milner, Kingsley Bass, Jr., and Richard Wesley will be studied as a drama of revolt.

**HTA478 Mimicry, Minstrelsy and the Black Musical (3).** This course proposes to examine the derivation of the black musical drama by tracing its development from the mimicry of the chants and dances of the old plantation to the minstrel shows of the 1840’s to the black authored musicals of the early 1900’s.

**HTA491, African Roots of African American Drama (3).** In this course, the African roots of African American drama will be explored for the purpose of identifying common elements and reestablishing important links with values in the African tradition.

**PHILOSOPHY**

Philosophy is a sustained, systematic, and reasoned investigation into the most general and most basic questions about the universe and our part in it. Every person acquires a private overall view of the universe and a set of basic values. Some people are surprised or shocked when they meet people whose overall view of the universe and basic values are quite different from their own. Yet they regard their way as familiar and as comfortable to them as ours is to us, and they regard theirs as just as reasonable as we think ours is. The study of philosophy can help keep us flexible and open to other possibilities and it can facilitate healthy change in our general understanding wherever appropriate.

One philosopher described philosophy as “the sustained effort to find alternatives”.

**COURSE DESCRIPTIONS**

**HPH110 Critical Thinking (3).** This course is designed to develop skills in critical thinking. This includes such areas as analyzing and evaluating claims, arguments, and explanations; constructing cogent arguments and argumentative essays; solving problems and making decisions. Attention will be given to everyday contexts such as advertising, news media, textbooks, law, science, morality, claims of the paranormal, etc. Emphasis will be on practical application of useful principles and procedures more than on mastery of theoretical considerations. The course will follow a laboratory approach rather than a lecture format.

**HPH111 Introduction to Philosophy (3).** (Writing Intensive Course) Introductory study of philosophical concerns: human knowledge, the world, morals, and politics. Lectures, reading, and classroom discussions will be used to develop philosophic interest and skills.

**HPH211 Ethics (3) (Writing Intensive Course)** A study of philosophic issues concerning morality such as moral obligation and responsibility, right, wrong, and values, persons and acts, types of meaning and justification of normative claims;
and representative normative issues in ethics. **Prerequisite:** HPH 110.


**HPH 219 Philosophy of Religion (3). (Writing Intensive Course)** A philosophical examination of the basic concepts of the existence of God; the nature of religious belief; the relation of faith to reason; the problem of evil and suffering; the emotional and institutional aspects of religion; time and eternity and the destiny of man; freedom of the will.

**HPH 222 Elementary Symbolic Logic (3).** A study of symbolic techniques for determining such logical properties as logical truth, consistency of sets of statements, and validity of arguments in truth functional and first order predicate logic. **Prerequisite:** HPH 110 or official status as declared major in mathematics or computer science.

**HPH 311 Existentialism (3). (Writing Intensive Course)** The origins and development of existentialism; its treatment of knowledge, existence and being, and its significance to the present-day world. The contemporary literary and psychological ramifications of existentialism as found in Jaspers, Camus, Marcel, Kafka, and Sartre will be examined.

**HPH 312 Philosophy of the Arts (3). (Writing Intensive Course)** The use of language in the description, interpretation, and evaluation of literature, music, and the fine arts in general; an analysis of the ways value judgments on aesthetic objects are made and supported.

**HPH 313 Greek Philosophy (3).** A study of classical Greek philosophy through a critical examination of selected writings of Plato and Aristotle, their treatment of universals, the structure of knowledge and related topics and their historic position and influence.

**HPH 314 Modern Philosophy (3).** A study of philosophical movements from Descartes through Nietzsche; Rationalism, Empiricism, Idealism, Positivism, and their contributions to philosophy and modern science.

**HPH 315 Contemporary Philosophy (3).** A study of major movements in contemporary philosophic thought; chief representatives Materialism, Pragmatism, Idealism, Neo-Realism; Analytic Philosophy and Existentialism.

**HPH 317 Social and Political Philosophy (3). (Writing Intensive Course)** A study of philosophic issues concerning social and political life: the basis of political authority; the claims of the individual and the community; and the concept of justice.

**HPH 318 Philosophy of Natural and Social Sciences (3).** A study of similarities and differences among various methods - usually lumped under the phrase "The Scientific Method" language, observation, explanation, prediction, mathematical formalization, and statistical constructions as they apply or do not apply to various cases drawn from the social, behavioral, and natural sciences. **Prerequisite:** Junior standing.

**HPH 401 Special Topics in Philosophy (3). (Writing Intensive Course)** Seminar study of a selected problem or an intensive study of the thought of one major philosopher. **Prerequisite:** Three credit hours in philosophy and permission of instructor. (May be taken for credit more than once.)
Computer And Information Science Program
(Bachelor Of Arts In Computer Science)

The computer science program is designed to educate the student in computer science with primary areas of application in business, mathematics, and scientific problem solving. These applications are taught with emphasis on the principles of software engineering. Courses rely heavily on the use of microcomputers, which allow the student to work in the labs as well as at home.

NOTE: Any mathematics courses taken prior to Calculus I do not count as credit toward graduation requirements. All CIS & MAT courses must have a grade of "C" or better to meet graduation requirements.

COURSE DESCRIPTIONS

CIS100, Basic Principles of Computers (3). Emphasis is on the use and capabilities of the microcomputer with daily opportunity for individual “hands-on” experience with word processing, spreadsheet, and database software applications. Discussions on designing and developing problem solutions are emphasized.

CIS101, Computer Programming I (Language: C) (3). The use, capabilities, and limitations of digital computers are introduced. Computer operations and the formulation of procedures to solve problems are accomplished through the use of the programming language, C. Topics include C data types, formatted and character I/O, C operators, expressions and statements. Looping control structures, decision structures and user-written functions are covered in lecture and are supplemented with lab exercises to provide practical experience in writing, compiling and debugging C programs. Prerequisite: CIS100.

CIS102, Computer Programming II (3). C and C++ programming languages are used with a variety of applications in the public and private sectors. Course coverage includes the discussion of input/output techniques, files, records, and data types. The student will write and compile several programs to illustrate these features. Emphasis is on structured programming, algorithmic development, decision structures, repetition structures, functions and arrays. The student will write and compile several programs to illustrate these features. Prerequisite: CIS101.

CIS103, Information Structures (3). The basic concepts of information modeling structures includes linear lists and multi-linked structures, storage management, programming language implementation structures, sorting and searching, and examples of the use of information structures in an object-oriented programming environment. Prerequisites: CIS106.

CIS104, Computer Organization (3). Assembly language macros include the use of input/output facilities; interrupt systems; loaders; and memory addressing techniques. The basic architecture of the computer hardware is examined through the use of sample programs, the assembly process and the debugger. Prerequisite: CIS105.

CIS105, Basic Assembler Language (3). Course coverage includes an introduction to assembly language programming. The discussion of number systems; memory organization and addressing; data and instruction formats; data manipulation; comparison and branching; instruction and address generation; file definition; input/output macros; and fixed point arithmetic is illustrated through several programming assignments. Emphasis is placed upon the understanding of the overall assembly process. Prerequisites: CIS101.

CIS106, Computer Programming III (3). The necessary skills and concepts in analyzing and solving problems are continued through the use of C++. Proficiency in the further design, coding, debugging, and documenting of programs to solve problems using the object-oriented programming paradigms. Topics include multi-
The study of programming languages examines the essential concepts that are common to modern programming languages. A broad range of issues is considered. Techniques for formal specification of syntax are presented. Several essential features of modern programming languages are discussed, including information binding, control structures, scope rules, data types and data abstraction, concurrency, recursion, input/output, and execution environment. Four different computational models or paradigms for programming languages are considered: the imperative, functional, logic-oriented and object-oriented models. Examples are drawn from a number of existing languages, such as Ada, LISP, FORTRAN, COBOL, Pascal and C. **Prerequisites:** CIS102.

**CIS201, Programming Languages (3).** The study of programming languages examines the essential concepts that are common to modern programming languages. A broad range of issues is considered. Techniques for formal specification of syntax are presented. Several essential features of modern programming languages are discussed, including information binding, control structures, scope rules, data types and data abstraction, concurrency, recursion, input/output, and execution environment. Four different computational models or paradigms for programming languages are considered: the imperative, functional, logic-oriented and object-oriented models. Examples are drawn from a number of existing languages, such as Ada, LISP, FORTRAN, COBOL, Pascal and C. **Prerequisites:** CIS102.

**CIS211, Computer Operating Systems (3).** Study includes the basic principles of operating system design and implementation. Consideration is given to the general architecture of several representative computer systems; management of memory, processors and devices; file systems; protection; operating systems design techniques; performance measurement and evaluation. A case study of a representative operating system is used to illustrate these principles. **Prerequisites:** CIS103 and CIS104.

**CIS215, Fundamental Structures of Computer Science I (3).** This course introduces students to the fundamental scientific concepts that underlie computer science and computer programming. Software concepts such as abstraction, representation, correctness, and performance analysis are developed and are related to underlying mathematical concepts. Students are asked to apply these concepts to programming problems throughout the course. **Prerequisites:** CIS103 and CIS105.

**CIS231, Compiler Construction (3).** The study of compilers through programming language structures, translation, loading, execution, and storage allocation. Compilation of simple expressions and statements is covered. The organization of a compiler includes compile-time and scan-time, symbol tables, lexical scan, syntax scan, object code generation, errors, diagnostics, object code, optimization techniques, and overall design. This is illustrated through the use of compiler-writing languages and bootstrapping. **Prerequisites:** CIS103 and CIS104.

**CIS301, Switching Theory (3).** Switching algebra, gate network analysis and synthesis is studied through the use of Boolean algebra. Topics include combinational circuit minimization; sequential circuit analysis and synthesis; sequential circuit state minimization, and elementary number systems and codes. **Prerequisite:** CIS104.

**CIS311, System Simulation (3).** Study includes an introduction to simulation and a comparison of various techniques such as discrete simulation models, queuing theory and stochastic processes. Coverage includes simulation languages and simulation methodology for the generation of random numbers, design of simulation experiments for optimization, analysis of data generated by simulation experiments and the validation of simulation models and results. **Prerequisite:** CIS211.

**CIS321, Information Organization and Retrieval (3).** The structure of semi-formal languages and models for the representation of structured information includes aspects of natural language processing on digital computers. The analysis of information content by statistical, syntactic, and logical methods is studied. Search and matching techniques, automatic retrieval systems, question/answering systems, production of secondary outputs and the evaluation of retrieval effectiveness is also studied. **Prerequisite:** CIS201.

**CIS330, Algorithms and FORTRAN (3).** **Prerequisite:** CIS103 and CIS105. Study includes an introduction to abstract algorithms and to their design, analysis, and realization. The goal of the course is to develop skill with practical algorithm design and analysis techniques and to develop the ability to apply these techniques to the construction of real systems using the FORTRAN programming language.

**CIS331, Theory of Computability (3).** **Prerequisite:** CIS101 and MAT205. Turing machines, unsolvability results, and the halting problem are discussed. Consideration is given to the study of machines with restructured memory access,
limited memory, and limited computing time. Study also includes recursive function theory and complexity classification. Comparisons of searching and sorting techniques are studied through the use of computation models including relationships to algorithms and programming.

CIS401, Topics in Computer and Information Sciences (3) Prerequisite: Permission of instructor. A seminar course which includes topics that are determined by students and instructors. This course may be taken more than once if the topics are different.

CIS402, Operations Analysis and Modeling (3). Prerequisites: CIS101 and MAT205. This study includes the characterization of scheduling situations, analysis of allocation problems with mathematical programming, queuing models; inventory models, and the use of simulation models.

CIS411, Large-Scale Information Processing Systems (3). Course study includes the organization of major types of information processing systems, and storage structure techniques. Study will include the discussion of designing “best” systems by organizing files and segmenting problems into computer programs to make efficient use of hardware devices. Documentation methods and techniques for modifying systems are studied along with the use of optimization and simulation as design techniques. Study includes communication problems among individuals involved in system development. Prerequisite: CIS311

CIS413, Software Engineering (3). The student studies the nature of the program development task when many people, many modules, many versions, or many years are involved in designing, developing, and maintaining the system. The issues are both technical (e.g., design, specification, version control) and administrative (e.g., cost estimation and elementary management). The course will consist primarily of working on the cooperative creation and modification of software systems. Prerequisites: CIS103 and CIS105.

MATHEMATICS PROGRAMS
The Mathematics and Computer Sciences Department offers two mathematics programs, one leading to the Bachelor of Arts degree in Mathematics and the other leading to the Bachelor of Science in Education.

The B.A. in Mathematics enables students to receive basic preparation for a career in their choice, such as scientific research, engineering, other science areas, and service in industry and government. In all cases, students receive a sound preparation for graduate study in the field of mathematics.

The B.S. in Education-Mathematics focuses on a concentration in mathematics while the student earns Pennsylvania State Certification to teach mathematics at the middle, junior high, or senior high school levels. Students admitted for either program should consult with their department advisor for current requirements and course offerings.

MAT (CAI) courses are limited to two (2) consecutive semesters.

MATHEMATICS (BACHELOR OF ARTS)

Note: Any mathematics courses taken prior to Calculus I do not count as credit toward graduation requirements for the B.A. in Mathematics. All MAT or CIS courses must have a grade of “C” or better. *(Counts towards General Education core requirements.)*

MATHEMATICS/SECONDARY EDUCATION (CERTIFICATION) (BACHELOR OF SCIENCE)

The mathematics education curriculum offers a concentration in mathematics and professional education courses necessary for attaining secondary certification in mathematics.

COURSE DESCRIPTIONS

MAT 001, Basic Mathematics (3). Terminology and operations associated with the whole numbers, integers, fractions, decimals, percent, ratios, rates and proportions, problem-solving, and introduction to algebra.

MAT002, Elementary Algebra (3). The language of
algebra: from arithmetic to algebra, signed numbers, real numbers, linear equations and inequalities, polynomials, factoring, rational expressions, graphing linear equations and inequalities. **Prerequisite:** MAT1001 or Placement.

**MAT104, Survey of College Mathematics (formally Finite Math) (3).** Sets, number theory, real number system, algebraic techniques, plane geometry, and an introduction to probability and statistics. **Prerequisite:** MAT 002 with a minimum grade of “C” or placement by examination.

**MAT105, Mathematics for Teachers I (formally Survey of Mathematics I). (3).** This course examines the mathematics content on which elementary and special education teachers of mathematics at any level need to know in order to teach K-8 mathematics and to address the curriculum standards in elementary school mathematics. The course surveys many relevant topics including sets and logic, number systems, structure of algorithms, number theory, properties of integers, rational numbers and real numbers and introduction to geometry and measurement. A great emphasis is placed on problem solving and reasoning within each of these topics. This is a required course for all elementary and special education majors. **Prerequisite:** MAT 002 with a minimum grade of “C” or placement by examination.

**MAT106 Mathematics for Teachers II (formally Survey of Mathematics II) (3).** This course is a continuation of MAT 105, and provides more topics relevant to teaching Elementary Mathematics. Topics include algebra, full treatment of geometry and measurement, probability and statistics, graphing, and further emphasis on problem solving reasoning. This is a required course for all Elementary Education majors. **Prerequisite:** MAT 105.

**MAT111, Intermediate Algebra (3).** Solving and graphing linear equations and inequalities, systems of linear equations, factoring, rational expressions, exponents and radicals, and solving and graphing quadratic equations. **Prerequisite:** MAT 002, or Permission of Professor.

**MAT130, Algebra for Business (3).** An elementary mathematical foundation course for students in business and economics. Topics covered include: equations, factoring, rational expressions, exponents, factoring, rational expressions, exponents and radicals, functions, mathematics of finance, graphs and matrices. Applications in business and economics are stressed throughout the course. **Prerequisite:** MAT 111.

**MAT140, Calculus for Business (3).** Limits and continuity, differentiation and integration with abundant applications from the behavioral sciences, the business area, and the social sciences. **Prerequisite:** MAT 111 or MAT 130.

**MAT150, Elementary Functions (4).** This course covers a review of the prerequisite skills from algebra that are required for success in Calculus. It is assumed that students taking this course have successfully completed an elementary and intermediate level algebra course. Course topics include: Functions - polynomial, rational, exponential, logarithmic, trigonometric; graphs; trigonometric identities, equations and formulas. **Prerequisite:** MAT 111.

**MAT160, Calculus I (4).** Review of topics from elementary functions. Limits of functions and continuity are introduced. Differentiation of algebraic functions, implicit differentiation, extrema, curve sketching and other applications; integration of algebraic functions and applications of the integral. **Prerequisite:** MAT 150.

**MAT170, Calculus II (4).** Differentiation and integration of logarithmic exponential, trigonometric and inverse trigonometric functions, hyperbolic functions, techniques of integration, improper integrals, conic sections, plane curves in parametric forms and polar forms, infinite series and Taylor expansion. **Prerequisite:** MAT 160.

**MAT202, Discrete Mathematics (formerly Foundations of Mathematics) (3).** Set theory, mapping and functions, mathematical induction, logic and logic circuits, relations on sets, permutations, combinations, graph theory, and theory of equations. **Prerequisite:** MAT 150.

**MAT203, Linear Algebra I (3).** Linear equations and matrices, real vector spaces, inner product spaces, linear transformations and matrices, and determinants. **Prerequisite:** MAT 160.
MAT 205, Elementary Statistics (3). Topics covered include: organization of data, measure of central tendency and dispersion, probability, probability and distributions, sampling distributions, estimation, chi-square distribution, and correlation. **Prerequisite: MAT111.**

MAT 221, Differential Equations (3). Introduction to differential equations, first order differential equations and applications. Differential equations with variable coefficients Laplace transform, and systems of linear differential equations. **Prerequisite: MAT170.**

MAT 225, Probability and Statistics (3). Moments of distribution and statistics, moment-generating functions, estimation and confidence intervals, tests of statistical hypotheses, analysis of variance, correlation and regressions, multivariate distributions, and nonparametric methods. **Prerequisite: MAT170.**

MAT 225A, Introduction to Abstract Algebra (3). Ideas of sets, relations and mappings, operations and group theory leading to the fundamental theory of group homomorphism, properties of rings, integral domains and fields, including the integers and the rational numbers and polynomials. **Prerequisite: MAT202.**

MAT 225B, Mathematical Statistics (3). Moments of distributions and statistics; integral joint density functions; moment generating function; stochastic processes. Statistical inference; estimation, deciding between hypotheses; regression; and analysis of variance. **Prerequisite: MAT225.**

MAT 260, Calculus III (4). Vectors in plane space, functions of more than one variable, vector values functions, partial derivatives, maxima and minima, multiple integration with topics from vector analysis, Green’s theorem, surface integrals, divergence theorem, and Stoke’s theorem. **Prerequisite: MAT170.**

MAT 303, Linear Algebra II (3). Linear dependence and sub-spaces, Eigen values and Eigen vectors, orthogonality of vectors and matrices, complex scalars, and solving large linear systems. **Prerequisite: MAT203.**

MAT 331, Numerical Analysis (3). Numerical integration and numerical solutions of differential equations, numerical methods in linear algebra, matrix inversion, estimation of characteristic roots, and error propagation and stability. **Prerequisites: MAT203 and MAT170.**

MAT 335, Elementary Number Theory (3). Selected topics in number theory and types of proofs of use to mathematics and education majors; a study of divisibility, the division algorithm, Euclid’s algorithm, prime numbers, congruence, number theoretic functions, Fermat and Wilson theorems, and quadratic reciprocity. **Prerequisites: MAT 202, MAT170.**

MAT 350, Methods in Secondary School Mathematics (3). Secondary school mathematics curricula, teaching strategies, teaching aids, evaluative techniques, special problems in mathematics instruction, motivation, reading and study skills, and classroom management. **Prerequisites: MAT252, MAT260, MAT360.**

MAT 361, History of Mathematics (3). The historical development of mathematics from classical civilization in Egypt, Babylon, and Greece; men, topics, and problems. **Prerequisites: MAT 170, MAT202.**

MAT 362, Modern Geometry (3). An overview of geometry in the light of modern trends with attention to axiomatic structure, including an introduction to hyperbolic and elliptical geometry. **Prerequisite: MAT202.**

MAT 380, Topics in Secondary Mathematics (3). Topics include selected middle and high school mathematics, methodology in mathematics education, mathematics and the computer, theories of mathematics education, and analysis of research in mathematics education.

MAT 401, Introduction to Real Analysis (3). A rigorous development of the methods of the calculus, including limits, continuity, derivatives, sequences, and Riemann Integral, series of functions, and uniform convergence. **Prerequisite: MAT260.**

MAT 411, Introduction to Complex Variables (3). The complex numbers, elementary functions and
their mappings, boundary value problems, contour mapping, Cauchy’s theorem, residues, and power series. **Prerequisite: MAT260.**

**MAT418, Student Teaching and Professional Practicum (12).** Students spend 30 clock hours a week during the entire seventh or eighth semester in observation of teaching, in supervised teaching, and in seminar, where they are introduced to a teacher’s responsibilities in the classroom and in the community. **Prerequisite: Taken after ALL other courses or with the Permission of Mathematics Department advisor.**

**MAT451, Introduction to Topology (3).** Basic notions of point-set topology, surfaces, invariants, topological spaces, equivalence, connectedness, completeness, and separation. Introduction to differential topology. **Prerequisites: MAT362.**

**MAT461, Applied Mathematics (3).** Principles and basic styles of thought in solving physical problems with mathematical methods. Specific content depends upon the students. **Prerequisite: MAT260.**

**MAT499, Independent Study (3).** Directed study of a project selected from a specified area of the field. **Prerequisite: Permission of advisor.**
The department consists of biological and physical sciences. Major fields of study lead to degrees in biology, chemistry, general science, biology/chemistry dual, biology-secondary education, chemistry-secondary education, general science-secondary education, and medical technology.

Science department curricula provide students with the academic background needed for careers in the health-related fields of medicine, dentistry, medical technology, nursing, and medical education programs.

The curricula are designed to fulfill the requirements in the areas of:

1. Teacher secondary education;
2. Pre-professional training for the medical areas, including allied health, environmental, and basic biological and physical sciences;
3. Pre-graduate training for prospective graduate students;
4. Service courses for other departments;
5. Education of the general public as well as students in other areas on the importance of the biological and physical sciences to the quality of the environment and everyday living;
6. Introducing, encouraging, and directing students to engage in research projects to enhance new scientific information; and
7. Functioning as an outreach linkage by presenting planetarium shows and science workshops to middle school and high school students, in both rural and inner city areas.

**COURSE DESCRIPTIONS**

**BIOLOGY**

*(Bachelor Of Arts)*

**SLF100 Biological Science (3-4).** This course is an overview of biological principles and recent biological advances that impact society, such as genetic engineering, stem cell research, global warming, and bioterrorism. This course is designed so that individuals with limited science background can better understand and evaluate issues that influence their everyday lives.

**SLF104 Orientation in Medical Technology (1).** The course is designed to acquaint students with medical technology and related fields using practical demonstrations of simple clinical procedures, guest lectures, filmstrips, and short papers by the enrolled students. Computer literacy and use of the Internet and library services are incorporated into the studies.

**SLF110 General Biology 1 (4-6).** An introduction to the scientific method, structure, and function of the cell, physiology of cell membranes, introduction to carbohydrate lipid, protein and nucleic acids; study of respiration and photosynthesis; and heredity and variation.

**SLF120 Introduction to Molecular-Cellular Biology (4-6).** A study of the basic concepts of molecular-cellular biology and fundamental investigative techniques. Inclusive is an integration of molecular and biochemical mechanisms that occur in bacteria, plant and animal cells. **Prerequisites:** SLF110 and SLF125.
SLF125 General Biology II (4-6). An in-depth study of evolution and taxonomy of organisms, description of monera and protista, anatomy and physiology of the organ systems of animals, especially vertebrates, anatomy, and physiology of higher plants, and ecological relationships between organisms. **Prerequisite:** SLF110.

SLF216 Plant Physiology (4-6). A study of the characteristics and mechanisms of ion accumulation by plants; nutrition, behavior in soils and solutions; and nutrition requirements of plants. Water movement in soils and plants, and the environmental effects of soil-plant water relationships; plant response to water deficit, and methods of altering soil-plant water balance will be studied. Study of herbicidal, auxins, and hormones, and use of economic plants will be covered. Photosynthesis, metabolic pathways, metabolism, germination, and dormancy will be included. **Prerequisites:** SLF110 and SLF125.

SLF 240 Comparative Chordate Anatomy (4-6). Investigates the evolutionary and embryonic causes of variations and similarities seen in Chordate Anatomical Systems. The Chordate Systems studied are: skeletal, muscular, digestive, respiratory, excretory, reproductive, circulatory, nervous, and endocrine. Patterns of ontogeny and phylogeny are uncovered to indicate the fundamental principles of biological and taxonomic relationships. **Prerequisites:** SLF110 and SLF125.

SLF 309 Introduction to Health Care and Policy I (3). The various elements and interrelationships of the health enterprise including manpower, facilities, mechanisms, organizational patterns, and governmental participation are studied. One facet of the course deals with the organization and administration of official and voluntary health care agencies; the second deals with community problems and health care planning matters such as the origin and nature of some of the problems that confront the physician and other professionals in the prevention, diagnosis,

SLF224 Vascular Plants (4-6). An introduction to vascular plants including the ecology, taxonomy, anatomy, and physiology of mosses, ferns, and seed plants. **Prerequisites:** SLF110 and SLF125.

SLF250 Invertebrate Zoology (4-6). A detailed study of the invertebrate animals. Anatomy, physiology, and phylogenetic relationships are emphasized. **Prerequisites:** SLF110 and SLF 25.

SLF308 Human Sexual Function and Dysfunction (3). Sexual anatomy, physiology, and behavior of both sexes, from conception through adulthood, is explored. The course will be taught by reference to respected authorities in each of three basic categories: bio-physiological, psycho-emotional, and socio-cultural. **Prerequisites:** SLF110 and 125.

SLF310 Introduction to Health Care and Policy II (3). A preparation for careers involving urban health skills in government, private and public community programs, health agencies, hospitals, and social work. Special emphasis is given to the various health agencies and institutions operating within urban communities such as anti-poverty health programs and those of the department of health and welfare. Students are encouraged to closely examine such programs in order to determine their efficiency and how they relate to the power structure within the community.
alternatives are investigated, and the notion of how to improve urban health care services is examined. **Prerequisite: SLF309.**

**SLF311 Microbiology (4-6).** A general microbiology course that covers topics of control of microbial growth, sterilization and disinfection, history of microbiology, viruses, food microbiology, industrial microbiology, immunology, genetic engineering, and microbes that cause human diseases. **Prerequisites: SLF110 and SLF125.**

**SLF312 Principles of Genetics (4-6).** An introductory course dealing with the principles and mechanisms of inheritance in plants and animals. **Prerequisites: SLF110 and SLF125.**

**SLF314 Microbiology for Majors (4-6).** The organisms responsible for disease, the body responses, and external methods used for combating infections, including methods of isolation and identification of pathogenic organisms is investigated. Effects of antigens on the organism and antibody production are studied along with intensive course work in Immunology. **Prerequisites: SLF110 and SLF125.**

**SLF315 Vertebrate Histology (4-6).** A study of microscopic structure of tissues comprising the organ systems of animals including man is introduced to students. Cellular organization of organelle components are correlated with ultra structure micrographs. Course lectures are supported by an introduction to micro slide preparation and cryostatic techniques. **Prerequisites: SLF110 and SLF125.**

**SLF316 Vertebrate Embryology (4-6).** This course investigates the principles of development and cell differentiation in animals from the molecular, descriptive, and biochemical points of view. Emphasis is given to the embryonic development of the amphibian, the bird, and mammals. The laboratory includes both experimental and descriptive development of embryos. **Prerequisites: SLF110 and 125 and/or by permission of instructor.**

**SLF317 General Cytology (4-6).** This course involves a detailed study of the fine structure of the cell and the various tissues throughout the body. **Prerequisites: SLF110 and 125.**

**SLF320 Human Anatomy and Physiology I (4-6).** This course is the study of the structure and function of the human body. It includes basic human biochemistry, the study of cells and tissues, the integument, skeletal, muscular, nervous and endocrine systems. The purpose of this course is to provide students with basic concepts of human biology that will enable them to make better decisions concerning personal and community health. **Prerequisites: SLF110 and SLF125.**

**SLF321 Human Anatomy and Physiology II (4-6).** This course is the study of the structure and function of the human body. It includes the study of the cardiovascular, respiratory, digestive, urinary, and reproductive systems. The purpose of this course is to provide students with basic concepts of human biology that will enable them to make better decisions concerning personal and community health. **Prerequisite: SLF320.**

**SLF330 Marine Invertebrates (4-6).** This course is designed for students majoring in the sciences and considering careers in the aquatic, marine, biomedical, environmental, and academic areas. It presents the student with a basic understanding of aquatic invertebrate form, function, taxonomy, and ecology while serving as the foundation for more specialized courses in marine/aquatic science. The course will help improve the student’s skills of observation, data collection, and analysis as they investigate the integration of aquatic invertebrates into ecosystems and their adaptations to the
forces of nature and the impacts man. **Prerequisites:** SLF110 and SLF125.

**SLF331 Marine Biology (4-6).** This course serves as the foundation for more specialized courses in aquatic science and is designed to help improve the student’s skills of observation, data collection, and analysis. The students will be presented with a basic understanding of marine biology as they investigate the uniqueness of the marine environment and the adaptations of life forms to an aquatic existence. **Prerequisites:** SLF110, SLF125, and SCH111.

**SLF332 Ichthyology (4-6).** This course presents the student with a basic understanding of fishes and serves as the foundation for more specialized courses in fisheries science. Course objectives are accomplished through the examination of the uniqueness of fish taxonomy and their physiological adaptations to an aquatic environment. **Prerequisites:** SLF110 and SLF125.

**SLF411 Materials and Techniques in the Biological Sciences for Teachers (4-6).** History of biology education, teaching strategies, and classroom management, which includes inquiry teaching, demonstration laboratory work, safety in the laboratory and classroom, and science, technology, and society. Computer applications, planning assessment, and professional development are also emphasized. Students plan, teach, and evaluate both a lecture class and a laboratory class. For biology secondary education majors. **Prerequisites:** Senior status or permission of instructor.

**SLF412 Seminar in Biology (1).** A survey by the students of biological literature and its trends in modern biological research, including a research paper and an oral report on a given biological topic. **Prerequisite:** Senior or junior year status.

**SLF413 Entomology (4-6).** Introduction to insect classification, morphology, metamorphosis, physiology, principles of control, and economic importance. Laboratory includes identification of representatives of important orders and families, collection and mounting of insects, methods of preservation, culture, and preparation for demonstration. **Prerequisites:** SLF110 and SLF125.

**SLF414, Protozoology (4-6).** A survey of the common free-living protozoans with emphasis on their structural and functional aspects; technical procedures and discussions of available published materials. Appropriate laboratory exercise will accompany each protozoan presented. **Prerequisites:** SLF110 and SLF125.

**SLF415 Radiation Biology (4-6).** A research-oriented course for advanced science majors considering graduate work. Pertinent biological processes involved in radiation absorption by living systems will be discussed. Radiation is dealt with a detectable physical phenomenon. **Prerequisites:** SLF110, SLF125, SPY211, SPY212, SCH211, SCH212.

**SLF416 Histological Techniques (4-6).** A survey of techniques used in the preparation of plant and animal tissues for microscopic investigation and examination. Also, included is an overview on electron microscopy. **Prerequisites:** SLF110, SLF125, and SCH111.

**SLF418 Ecology (4-6).** The relationships among living organisms and between these organisms and their environments. (Graduate students taking this course for credit are required to do a special project in addition to above). **Prerequisites:** SLF110 and SLF125.

**SLF419 General Physiology I (4-6).** This course presents physiological principles in accordance with the accepted and current body of physiological knowledge. Emphasis
is placed on the functional mechanisms of the membrane, muscular, nervous, and endocrine systems, and how they maintain homeostasis. **Prerequisites:** SLF 110 and SLF 125.

**SLF420 General Physiology II (4-6).** This course presents physiological principles in accordance with the accepted and current body of physiological knowledge. Emphasis is placed on the functional mechanisms of the cardiovascular, respiratory, digestive, urinary, and reproductive systems, and how they maintain homeostasis. **Prerequisites:** SLF 110 and SLF 125.

**SLF421 Parasitology (4-6).** A course designed to acquaint students with the protozoans, helminthic, and arthropod parasites important to man's welfare. The laboratory emphasizes the taxonomy and morphology of important parasites as well as important vectors. Pathological aspects of parasitic diseases will be emphasized. **Prerequisites:** SLF 110 and SLF 125.

**SLF422 Molecular Biology (4-6).** A study of the molecular and macro-molecular basis of life. Discussion includes detailed studies of chromosomal structures and functions, DNA replication and recombinant DNA technology, processes of transcription and translation, mechanism and regulation of gene expression, highly integrated cellular signal transduction pathways, apoptosis, and oncogenesis. Hands-on experiences in Lab sessions on fundamental techniques used in molecular biology studies. **Prerequisites:** SLF 110, SLF 125, and SCH 340.

**SLF430 Immunology (4-6).** The course integrates molecular, cellular, and biochemical events in the immune system response to foreign invasion. Studies involve innate and specific immune systems, cells, and tissues involved in the immune system, immunoglobulin structure and function, genetic expression of antibodies, the nature of antigen-antibody interactions, mechanisms of B cell and T cell development, and activation, hypersensitivity, and autoimmunity. **Prerequisites:** SLF 110, SLF 125, and SCH 340.

**SLF460 Independent Study in Biology (4-6).** Intensive study of a selected biological subject, including a scientific paper on the subject material. **Prerequisites:** SLF 110, SLF 125, SLF 312, SCH 111, SCH 112, SCH 201, and SCH 202.

**SLF480 Directed Study-Research (4-6).** Through seminars and research, individual programs are developed with each student. A student is required to acquire knowledge in fields such as anatomy, physiology, biochemistry, surgical (animal) procedure, pathology, genetics, and embryology, which will complement the student's research interest. Students are guided in their study by the preceptorial method, lectures, and discussions. **Prerequisite:** Junior or senior status.

**SLF490 Honors Program in Biological Sciences (4-6).** Supervised research thesis and advanced course work with intensive individual or group study in one of the biological sciences. Hours to be arranged. Students selected by examination and by the Biology faculty. **Prerequisite:** Senior standing (Biology major) or permission of the instructor.

**Chemistry (Bachelor Of Arts)**

Graduates are prepared for careers of chemistry in government agencies and industries, including chemical and oil, pharmaceutical and health care, manufacturing, environmental and pollution control companies.
CHEMISTRY SECONDARY EDUCATION
(CERTIFICATION)
(BACHELOR OF SCIENCE)

Graduates with the bachelor of science are also qualified to pursue advanced study. Graduate programs for which a bachelor of science degree is required are in chemistry, chemical engineering, clinical chemistry, environmental science, forensic chemistry, medicine, and public health. In addition to receiving preparation for a career in chemistry, students also receive the professional and specialized preparation essential for the effective teaching of chemistry in the secondary schools.

GENERAL SCIENCE (BACHELOR OF ARTS)

Students receive diverse training in physical and natural sciences encompassing various topics.

GENERAL SCIENCE SECONDARY EDUCATION CERTIFICATION (BACHELOR OF SCIENCE)

COURSE DESCRIPTIONS

Chemistry

SCH101, Introductory Chemistry (3). Physical phenomena, energy and energy changes, periodicity, chemical compounds and behaviors, mole and mole concepts, chemical reactions and reaction types, light and light properties, bonding, and bonding types, molecular geometry, and gases. Prerequisite: One year of HS chemistry.

SCH111 General Chemistry I (4-6). The basic principles of chemistry, including modern atomic structure and bonding, chemical equations, solubility, and descriptive inorganic chemistry.

SCH112 General Chemistry II (4-6). A continuation of SCH-111. Solutions, ionic equilibria, nuclear chemistry, electrochemistry, and descriptive chemistry not considered in Inorganic I are briefly discussed. Prerequisite: SCH111.

SCH201 Analytical Chemistry I (4-6). The fundamental theory underlying modern analytical chemistry with laboratory practice in quantitative and qualitative analysis of the organic and inorganic compounds. Six hours each week. Prerequisites: SCH111 and SCH112; SPY211 and 212; SCH 211.

SCH202 Analytical Chemistry II (4-6). A study of fundamental principles underlying modern chemical instrumentation, separation and spectral interpretation with laboratory practice in quantitative and qualitative trace analysis of organic and inorganic compounds by utilizing modern analytical instruments. Prerequisite: SCH201.

SCH211 Organic Chemistry I (4-6). Organic chemical formulas, bonding in organic compounds, nomenclature, resonance and tautomerism, stereochemistry, spectroscopy of organic compounds, organic acids, and bases of carbon, oxygen, and nitrogen. Prerequisites: SCH111 and SCH112.

SCH212 Organic Chemistry II (4-6). Classes of organic reactions; functional group reactions as they fit these classes; substitution at saturated carbon and carbonyl; addition to multiple bonds; elimination reactions; aromatic substitution; molecular rearrangements; oxidation and reduction. Prerequisites: SCH211.

SCH300 Covalent Bond (3). A general approach to the relationship between structure and properties through the medium of covalent bond. The role of electrons in reaction mechanisms from the valence bond theory standpoint in bond making and breaking reactions. Prerequisites: SCH211 and 212.

SCH310 Advanced Organic Chemistry (3). Advanced selected topics from the literature and the classes of compound not
included in Organic Chemistry I and II. **Prerequisites:** SCH211 and 212.

SCH320 History of Chemistry (3). Library research, lectures, reports, and essays on the history of chemistry.

SCH330 Qualitative Organic Analysis (4-6). The identification of organic compounds with major emphasis on degradative and spectroscopic methods as applied to structure determinations. **Prerequisites:** SCH 211 and 212.

SCH340 Biochemistry I (3). This course is the first part of the Biochemistry course series: Biochem. I, II, and Lab. Students will be introduced to the detailed information of structures and functions of different classes of biomolecules, including carbohydrates, proteins, lipids and nucleic acids. Students will also focus on learning the generally applied biochemical procedures on characterizing and purifying biomolecules, as well as diversified functions of different classes of proteins. **Prerequisites:** SCH211 and 212.

SCH341 Biochemistry II (3). This course is the second part of the Biochemistry course series: Biochem. I, II, and Lab. Students will be introduced to diversified functions of different classes of proteins, kinetic analysis of enzyme activities, regulatory strategies of enzymatic activities, catalytic mechanisms of some well-characterized enzymes, the major metabolic pathways of energy exchange in cells, molecular pathways of signal transduction through G proteins, and diversified structural and functional features of immunoglobulins. **Prerequisites:** SCH340.

SCH342 Biochemistry Lab(2). The course explores the basic laboratory techniques commonly utilized in practicing experimental biochemistry. Attention will be given on both the theory and practice of experimental applications. **Prerequisites:** SCH341.

SCH345 Inorganic Chemistry (4). Metals: their behavior and roles in the biological system; Acid-Base Concepts: hard and soft; Atomic Structure; Ionic Solids; Chemical Bonding; Molecular Structure; Symmetry and Solution Chemistry. **Prerequisites:** SCH 111 and SCH 112; MAT 160, MAT 170, and MAT 260; SPY 211 and SPY 212; SCH 411 and SCH 412.

SCH400 Organic Preparations (4-6). Training in design and execution of advanced experiments in the preparation of organic compounds. **Prerequisites:** SCH211 and 212.

SCH411 Physical Chemistry I (4-6). The laws of thermodynamics presented and applied to gases, solutions, systems in chemical or phase equilibrium and electrochemistry. **Prerequisites:** SPY211 and SPY212; MAT160 and 170.

SCH412 Physical Chemistry II (4-6). The theory of quantum chemistry and its application to atomic and molecular orbital, chemical bonding and structure. Chemical kinetics is also introduced. **Prerequisites:** SCH411 and MAT321.

SCH420 Seminar in Chemistry (1). A survey of chemical literature. Trends in modern chemical research and investigation. Students are required to prepare and report on assigned topics.

SCH430 Chemical Instrumentation (4-6). Theories and applications of instrumental methods of ultra-violet, infrared and visible spectroscopy, nuclear magnetic resonance spectroscopy, polarimetry, chromatography, potentiometric titrimetry, polarography, and related physical-chemical methods are introduced. Inter-preparation of data and principles of operation are emphasized. **Prerequisites:** SCH211 and 212; SPY211 and 212.
SCH499 Independent Study (4-6) This course provides students with research experience. Students will conduct research on a project designed specifically for them and will be supervised by a faculty member. A paper and presentation of experimental results is required.

Environmental Science

SCH200 Environmental Science (3). Environmental issues relating to the chemical properties of air, water, and soil. Introduction to the application of chemical principles to pollution processes.

SCH300 Air Pollution (3). Nature of the atmosphere and the effect of pollutants upon it; the effect of pollution on man and his environment; basic principles of measurements and survey; air cleaning; and legal aspects involved. Prerequisite: SCH111.

SCH301 Water Pollution (3). Pollution indicators in fresh water, estuarine, and salt-water environments. Effects of pollutants on aquatic environment from system level to the species level. Prerequisites: SLF110 and SCH111.

SCH311 Waste Water Treatment (3). Physical, biological, and chemical treatments of industrial and household wastes. Use of modern instrumentation in waste water disposal. Prerequisites: SCH201 and 211.

Nanofabrication Manufacturing Technology (NMT) Capstone Semester

The NMT Capstone Semester is a 6 course hands-on experience exposing the student to state-of-the art equipment and cleanroom facilities at Penn State. The 18 credits of coursework (defined by the following six course descriptions) can be used toward an associate, used to earn an NMT Certificate or both. Center for Nanotechnology Education and Utilization staff members teach the capstone semester during all three of Penn State’s scheduled semesters and continuously evolve these courses to add or update process and characterization technologies. Refinement of the capstone semester is carried out in close consultation with the industry members of the NMT Program’s Advisory Board.

ESC211 Materials, Safety, and Equipment Overview for Nanotechnology (3). This course provides an overview of the materials, safety and equipment issues encountered in the practice of “top down” and “bottom up” nanofabrication. It focuses on safety, environmental and health issues in equipment operation and materials handling as well as on cleanroom protocol. Topics to be covered include: cleanroom operation, OSHA lab standard safety training, health issues, Biosafety Levels (BSL) guidelines, and environmental concerns. Safety issues dealing with nanofabrication equipment, materials, and processing will also be discussed including those pertinent to biological materials, wet benches, thermal processing tools, plasma based equipment, stamping and embossing lithography tools, vacuum systems and pumps, gas delivery systems and toxic substance handling and detection. Specific material handling procedures to be discussed will include corrosive, flammable, and toxic materials, biological materials, carcinogenic materials, DI water, solvents, cleaners, photo resists, developers, metals, acids, and bases.

The course will also concentrate on safe equipment maintenance and operation. Students will be given an overview of basic nanofabrication materials, equipment and equipment operation. This technical overview and operational introduction to processing equipment and characterization tools will include: chemical processing, furnaces, vacuum based processing (physical vapor deposition equipment, chemical vapor deposition equipment, and dry etching equipment), and lithography as
well as scanning probe microscopy (e.g., atomic force microscopy), optical microscope, electron microscopy (e.g., scanning electron microscopy) ellipsometer, nanospec, and profilometer equipment. **Prerequisites:** SPH211 or SPY211, SPH212 or SPY212, SCH111 and SCH112.

ESC212 Basic Nanotechnology Processes (3). This course is the hands-on introduction to the processing involved in “top down,” “bottom up,” and hybrid nanofabrication. The majority of the course details a step-by-step description of the equipment, facilities processes and process flow needed to fabricate devices and structures. Students learn to appreciate processing and manufacturing concerns including process control, contamination, yield, and processing interaction. The students design process flows for micro- and nano-scale systems. Students learn the similarities and differences in “top down” and “bottom up” equipment and process flows by undertaking hands-on processing. This hands-on exposure covers basic nanofabrication processes including colloidal chemistry, self-assembly, catalyzed nanoparticle growth, lithography, wet and dry etching, physical vapor deposition, and chemical vapor deposition. **Prerequisites:** SPH211 or SPY 211, SPH 212 or SPY 212, SCH 111 and SCH 112.

ESC213 Materials in Nanotechnology (3). This course is an in-depth, hands-on exposure to materials fabrication approaches used in nanofabrication. Students learn that these processes can be guided by chemical or physical means or by some combination of these. Hands-on exposure will include self-assembly; colloidal chemistry; atmosphere, low-pressure and plasma enhanced chemical vapor deposition; sputtering; thermal and electron beam evaporation; nebulization and spin-on techniques. This course is designed to give students hands-on experience in depositing, fabricating and self-assembling a wide variety of materials tailored for their mechanical, electrical, optical, magnetic, and biological properties. **Prerequisites:** SPH211 or SPY211, SPH212 or SPY212, SCH111 and SCH112.

ESC214 Patterning for Nanotechnology (3). This course is a hands-on treatment of all aspects of advanced pattern transfer and pattern transfer equipment including probe techniques; stamping and embossing; e-beam; and optical contact and stepper systems. The course is divided into five major sections. The first section is an overview of all pattern generation processes covering aspects from substrate preparation to tool operation. The second section concentrates on photolithography and examines such topics as mask template, and mold generation. Chemical makeup of resists will be discussed including polymers, solvents, sensitizers, and additives. The role of dyes and antireflective coatings will be discussed. In addition, critical dimension (CD) control and profile control of resists will be investigated. The third section will discuss the particle beam lithographic techniques such as e-beam lithography. The fourth section covers probe pattern generation and the fifth section explores embossing lithography, step-and-flash, stamp lithography, and self-assembled lithography. **Prerequisites:** SPH211 or SPY 211, SPH 212 or SPY 212, SCH 111 and SCH 112.

ESC215 Materials Modification in Nanotechnology (3). This course will cover in detail the processing techniques and specialty hardware used in modifying properties in nanofabrication. Material modification steps to be covered will include etching, functionalization, alloying, stress control and doping. Avoiding unintentional materials modification will also be covered including such topics as use of diffusion barriers, encapsulation, electromigration control, corrosion control, wettability, stress control, and adhesion. Hands-on materials modification and subsequent characterization will be undertaken. **Prerequisites:** SPH211 or SPY
SPH 211, SPH 212 or SPY 212, SCH 111 and SCH 112.

ESC 216 Characterization, Testing of Nanotechnology Structures and Materials (3). This course examines a variety of techniques and measurements essential for testing and for controlling material fabrication and final device performance. Characterization includes electrical, optical, physical, and chemical approaches. The characterization experience will include hands-on use of tools such as the Atomic Force Microscope (AFM), Scanning Electron Microscope (SEM), fluorescence microscopes, and Fourier transform infrared spectroscopy. Prerequisites: SPH 211 or SPY 211, SPH 212 or SPY 212, SCH 111 and SCH 112.

Physics

SPH 100 Physical Science (3). Various disciplines of the physical sciences are included in this course. Emphasis on scientific method and reasoning, topics from physics, chemistry, astronomy, and geology. Prerequisite: MAT Basic Algebra (if a student is placed into this class).

SPY 211 Calculus Based Physics I (4-6). A calculus based introduction to the classical theories of mechanics, heat, and sound. The course utilizes traditional laboratory, microcomputer based laboratory and problem based discussions in class meetings to facilitate constructivist learning of the students. Prerequisites: MAT 160 and MAT 170.

SPY 212 Calculus Based Physics II (4-6). A calculus based introduction to the classical theories of electricity, magnetism, and optics. The course utilizes traditional laboratory, microcomputer based laboratory and problem based discussions in class meetings to facilitate constructivist learning of the students. Prerequisite: SPY 211.

SPY 100 General Physics (4-6). A one-semester course for non-science majors, which includes a review of algebra and trigonometry, mechanics, heat, light, sound, electricity, and magnetism; and time permitting, selected topics in modern physics. Laboratory projects are used to demonstrate the physical principles.

SPH 211 Physics I (4-6). [Non-calculus based] A non-calculus based introduction to the classical theories of mechanics, heat, and sound. The course utilizes traditional laboratory, microcomputer based laboratory and problem based discussions in class meetings to facilitate constructivist learning of the students. Prerequisites: MAT 111 and 112.

SPH 212 Physics II (4-6). [Non-calculus based] A non-calculus based introduction to the classical theories of electricity, magnetism, and optics. The course utilizes traditional laboratory, microcomputer based laboratory and problem based discussions in class meetings to facilitate constructivist learning of the students. Prerequisites: SPH 211.

Note: Physics I and Physics II cannot be taken concurrently.

SPY 301 Mechanics I (3). Matrix algebra, gradient, divergence, curl, Stokes’ Theorem, dynamics of particles and rigid bodies, and oscillations of a particle. Prerequisite: SPY 211.

SPY 302 Mechanics II (3). General motion of a particle, the two-body problem, special relativity, and Lagrange’s equations of motion. Prerequisite: SPY 301.

SPY 311 Electricity and Magnetism I (3). Study of electromagnetic theory, utilizing vector calculus in relation to electromagnetic phenomena such as electrostatic, magnetism, current, induction, and radiation in the course together with course II. Maxwell’s equations are developed,
along with some of their consequences. **Prerequisites:** MAT325; SPY 212 and SPY 301.

**SPY 312 Electricity and Magnetism II (3).** Continuation of SPY 311. **Prerequisite:** SPY 311.

**SPY 313 Intermediate Physics Laboratory I (3-1).** To acquaint students with methods and techniques of physical measurements. Would normally accompany SPY 311. **Prerequisites:** SPY 211 and SPY 212; MAT 201 and 251.

**SPY 314 Intermediate Physics Laboratory II (3-1).** Continuation of SPY 313. **Prerequisite:** SPY 313.

**SPY 320 Optics (5-3).** The study of light. The course covers not only geometric optics, including reflection and refraction and their use in optical instruments, but also physical optics, which investigates the nature of light.

**SPY 403 Atomic and Nuclear Physics (3-1).** A laboratory course to be taken concurrently with SPY 402. Experiments include the determination of the electronic charge and mass. Michelson's experiment, various radioactive absorption tests, determination of decay constants, tracer studies, the behavior of semi-conductors and nuclear magnetic resonance.

**SPY 404 Thermodynamics (3).** Introduction to the basic laws of thermodynamics and the kinetic theory of gases. Equations of state, the first law, enthalpy; the second law, entropy, various mathematical formulations such as Maxwell's equations and the Gibbs function, an introduction to the equations of kinetic theory and statistical mechanics. **Prerequisites:** SPY 211 and SPY 212; MAT 201.

**SPY 499 Independent Study (4).**

**Earth and Space Science**

**SES 200 Astronomy (3).** Modern theories of the origin and structure for the universe are and its sources. **Prerequisites:** MAT 251 and SPY 212.

**SPY 401 Atomic and Nuclear Physics I (3).** Introduction to various popular concepts of atomicity stressing both observational evidence and mathematical formulation. Included are early atomic theories, chemical evidence for atomicity, spectroscopy, electron theory, early quantum theory of radiation, and the atomic models of Thompson, Rutherford, and Bohr. **Prerequisites:** SPY 211 and SPY 212; MAT 201 and 251.

**SPY 402 Atomic and Nuclear Physics II (3).** Continuation of SPY 401. Introduction to special relativity, wave mechanics, the atomic theory of the solid state, radioactivity, nuclear transmission, nuclear particles, antiparticles, and special topics, time permitting. **Prerequisites:** SPY 401. **Concurrent course:** SPY 403.

**SES 210 Meteorology (3).** Introduction to fundamental concepts in meteorology; air masses, air motion, winds, storms, effects of weather, clouds and cloud seeding, interpreting and making weather maps, and forecasting. Open to prospective elementary and secondary science teachers and liberal arts students.

**SES 213 Mineralogy (3).** Properties of minerals. Introduction to crystallography and chemistry of crystals. Origin and probable genesis are considered.

**SES 221 Introduction to Fossils (3).** Morphology, evolution, geological significance, and paleoecology of invertebrate fossils.

**SES 300 Climatology (3).** A brief course in the
climatic patterns illustrating their relationships to the concepts studied in meteorology. **Prerequisite: SES210.**

**SES311 Physical Geology (4).** A study of the structure, composition, and properties of the earth are introduced. External and internal processes that change the earth are discussed. Plate and global tectonics are emphasized. **Prerequisite: SCH111.**

**SES312 Historical Geology (3).** The history of land forms, their origins, and the orderly sequence of physical and biological events as recorded in the rocks of the earth. **Prerequisite: SES311.**

**SES320 Principles of Oceanography (3).** Modern methods for surveying ocean floor topography are presented. Ocean movements, currents, waves, and tides, and their effects on coastal areas are examined. Biological productivity, resources exploration, and pollution are included. **Prerequisite: SCH111.**

**SES331 Geochemistry (3).** The application of chemical principles of earth processes is emphasized. Geochemical cycles, the origin, abundance, and distribution of the chemical elements are presented. The formation of the fossil fuels is explored. **Prerequisites: SCH111 and 112.**
The Department of Social and Behavioral Sciences currently offers five undergraduate majors and one master’s degree program. The undergraduate majors are Social Relations, Psychology, Political Science, Geographic Information Science, and Social Science. Classes for our undergraduate majors meet in Duckrey Social Science building. Our Master’s in Public Administration offers evening courses at our Urban Center at 8th & Market Streets in Philadelphia (For further information on the MPA program please refer to the Graduate Instructional Programs).

The faculty members of the department include specialists in anthropology, criminal justice, law, geography, history, political science, psychology, and sociology. The faculty brings to the classroom years of experience as educators, practitioners, and researchers in national and local studies, policy analysis, and clinical and judicial practice. Our commitment to teaching and small classes provides the opportunity for each student to learn and to be known for what he or she has to share with others in the educational process.

The varied opportunities for involvement in presentations and activities are aided by an active psychology club and a chapter of the Psi Chi National Honor Society in Psychology. Geography has Gamma Theta Upsilon, which is an international honor society.

The courses taught in the department are designed to meet the needs of students who are majoring in these areas and to assist non-majors in their professional preparations.

It is essential that all students who are interested in taking a program of study in one of the areas administered by the department consult the departmental academic advisors early in their course work. This should preferably be done at the beginning of the freshman year. While the ultimate responsibility for meeting graduation requirements is the student’s, it is essential that students who intend to major in one of these areas ask to be assigned a major academic advisor during their first year and commit themselves to regular interaction with that advisor. The interaction between student and faculty member is crucial in the design of an appropriate individualized program of instruction providing for future career flexibility and satisfaction.

SOCIAL RELATIONS

Criminal Justice/Sociology Concentration (Bachelor of Arts)

The goals of the Social Relations program are: to give students a broad liberal arts background; to prepare the student for graduate training in a number of different areas; and to form a base for students to pursue careers in law, law enforcement, justice administration, and other social science related professions.

The program offers students concentrations in either criminal justice or sociology. For both of these concentrations, the student is required to follow a common major core of courses.

COURSE DESCRIPTIONS

RSO201 Introduction to Sociology (3). Major theories, concepts, and methodology of the field. To help students live intelligently in and cope with society and to get a balanced perspective on the problems of order and change. Prerequisite for all other sociology courses.
RSO202 Introduction to Social and Cultural Anthropology (3). History and contemporary practice of social and cultural anthropology; the ethnographic method, cross-cultural comparisons of customs and values, and theories of culture. The course provides a brief introduction to the evolutionary, functionalist, personality-and-culture, and cognitive approaches taken by anthropologists in their studies.

RSO203 Introduction to Social Welfare (3). An analysis of social welfare as an institution and social work as a profession, with emphasis placed upon their outgrowth from social problems and unmet basic human needs within society. Structured observation will provide an opportunity for students to explore a diversity of agency settings and to distinguish various social work tasks, roles, and levels of intervention. Prerequisite: Completion of 30 semester hours.

RSO204 Introduction to Criminology (3). Basic course in the study of criminal behavior. Introduces theories of crime and corrections. Analysis of criminal causation and the differential impact of crime and corrections on various segments of society.

RSO219 Law and Society (3). Examination of the contemporary significance of law in society. Origins of legal rights of Americans, including trial by jury, the First and Fifth Amendments, equal treatment under the law for minorities and for women. Special emphasis on the relationship of law to such contemporary social problems as censorship, the environment, domestic relations, product liability and consumer protection; the right to privacy, freedom of information, poverty law, and urban housing.

RSO 230 Social Problems (3). Application of the principles of sociology to an analysis of current social problems such as war, poverty, crime, racism, sexism, etc. Order and conflict theories of social problems and their suggested solutions.

RSO231 Urban-Suburban Social Trends (3). A sociological analysis of the modern metropolitan area, its patterns of organization and institutions, and the forces that produce distinctive urban and suburban cultures.

RSO235 Computer Methods (3) (Information Literacy Course). Introduction to computer software used in the social sciences, including SPSS, GIS, and Excel. Designed to prepare students for courses in research methods and statistics. (Previously RSO414)

RSO300 Community Involvement Practicum (3 or 6). Agency placement required. Structured field experience involving work within a community organization or social work agency. Students will be directly responsible to the organization or agency under the general supervision of the instructor.

RSO301 Social Stratification (3) (Writing Intensive Course, Global Studies Course). Analysis of class, status, and power. Topics include: order versus conflict theories of stratification; social mobility; inequalities of race, class, and gender; and political behavior.

RSO302 Contemporary Social Theory (3). Examination and critique of those in the 20th century, both here and abroad, influencing theory and research. Analysis of order and conflict theories. Contributions of Merton, Parsons, C.W. Mills, etc.

RSO303 Early Social Thought (3) (Writing Intensive Course). Pioneers in the field, their first conceptualization of sociology as a science, and the manner in which they laid the groundwork for classical theory. Works of such men as Comte, Durkheim, Spencer, Marx, and Weber.

RSO304 Intergroup and Ethnic Relations (3). Analysis of majority-minority group relations with special reference to recent changes in American society. Intergroup harmony and conflict. Group and individual responses to racial and ethnic discrimination in employment, housing, education, health, justice, etc. (Previously RSO 220)

RSO308 Sociology of Education (3). Structure and functions of educational institutions in contemporary society. Education, class, and mobility; tracking; racism and sexism in schools; education, social stability, and social change.

RSO310 Social Organization and Dynamics (3). The nature and forces of organized relationships.
Special emphasis upon theoretical and empirical approaches to the study of community, industrial, and political organizations. Social change in modern society and its relationship to social development.

**RSO312 Marriage and the Family (3).** Cross cultural analysis of the family as a social and cultural institution. Selection, marital harmony, kinship terms, descent, family ceremonials, child care, and dissolution of the marriage relationship. Contemporary trends. *(Previously RSO 233)*

**RSO315 Sociology of Poverty (3).** The dynamics of poverty; social, psychological, and cultural causes of poverty; effects of poverty on personality; anti-poverty programs; and the problems of absolute poverty and relative poverty in today’s society.

**RSO321 Political Sociology (3).** Interrelationship of politics and society. Connection between social, economic, and political power; social correlates of political systems; comparison of democratic and authoritarian political systems; politics of mass society; political socialization, review of voting studies, class, race, and politics in contemporary U.S. Cross-cultural analysis of political institutions.

**RSO322 Socialization, Culture, and Personality (3).** Analytical descriptive studies of the relationship between culture and personality. Effect of culture on the individual personality structure and normative behavior patterns, and the influence the cultural change has on behavior.

**RSO323 Social Organization and Group Dynamics (3).** Sociology of organizations such as schools, hospitals, armies, government agencies, businesses, etc. Analysis of bureaucratic and non-bureaucratic patterns of organizations and of such aspects of organization such as: recruitment, socialization, and role functions. Sociology of total institutions.

**RSO324 Social Conflict and War (3).** Analysis of social conflict on the intra and inter-societal levels including strikes, class conflict, civil war, and international war. Detailed study of historical and contemporary strategies of conflict resolution, including non-violent approaches.

**RSO325 Basic Research Methods (3).** Offered: Fall Semester. Introduction to non-statistical research procedures, research design, and methods of data collection, including the interview and questionnaire, and sampling evaluation of research studies. *(Previously RSO 250)*

**RSO326 Social Statistics (3).** Offered: Spring Semester. Statistical methods and their applicability to social data. The collection, assembly, and tabulation of findings; measures of central tendency and dispersion; elementary tests of significance and simple correlation’s; evaluation of statistical data. *(Previously RSO 351)*

**RSO332 The African-American Family (3).** Historical, social, cultural, psychological, and economic study of the African-American family.

**RSO336 Population and Ecological Problems (3).** A survey of population, its volume, growth, trends, composition, and distribution; the relation of population in its various aspects to economic, social, and political forces. Ecological implications and new concerns for the environment are given special attention.

**RSO338 Medical Sociology (3).** The sociological perspective of illness, illness behavior, the practitioner, and the cultural and organization milieu in which these occur. Career applications of the field of medical sociology are explored.

**RSO340 Community Patterns, Ecology, and Urban Planning (3).** Patterns of land development and use in urban areas; the application of social planning and zoning to urban land use. City and regional planning as it affects large metropolitan areas; politics and economics of urban land use and urban development.

**RSO344 Collective Behavior (3).** The anatomy and organization of group behavior. The processes involved in political, religious, cultural, and racial conflict; the role of police in demonstrations; militant groups; riots, and demonstrations.

**RSO350 Culture, Language, and Society (3).** The general theory of the “interaction” of language with society, behavior, and culture with special
references to descriptive and historical linguistics; the relevance of linguistics to cultural studies, and sociolinguistics.

RSO359 Physical Anthropology and Archeology (3). Conceptual framework and orientation of physical anthropology regarding problems of human development and variation, past and present. Basic analytic procedures in chronology, topology, and social and cultural reconstruction from archeological materials.

RSO362 Religion, Magic, and Society (3). Ethnographic and comparative investigation of such "religious" phenomena as magic, witchcraft, myths, and taboos. Analysis of stability and change in religious behavior and institutions. Cross-cultural analysis of the quest of individuals and groups for religious salvation.

RSO365 Peoples and Cultures of Asia (3). Languages, religions, technology, and social patterns of people in different parts of Asia from historical and ethnographical viewpoints. Diversity in Asian cultures and their geographical environment adaptation.

RSO366 Peoples and Cultures of Africa (3). The people of Africa, their ethnic and tribal divisions, and their cultural behavior.

RSO367 Peoples and Cultures of North America (3). Interdisciplinary approach to the study of the peoples and cultures of contemporary North America. Focus on studies of American society, language, and culture by anthropologists, and on studies of economy, religion, literature, art, and music of North America.

RSO368 Islamic Society and Culture (3). Contemporary and historical sociology of Islam with main emphasis on reading and analysis of ethnographic studies. Customs and behavior of Muslims in the Middle East, Asia, Africa, and the West.

RSO369, Peasant and Community Studies (3). A survey of peasant societies and communities in the developing areas of the world. Anthropological literature on the social structure, kinship organizations, economic, and political organizations, and change among the peasant societies and communities.

RSO370, Crime and the Social Order (3). History of diverse schools of thought on the causes of crime and contemporary theories of crime. Deviance theories and their social implications; law as an instrument of power and social control; cross cultural studies of crime; the relationship between economic and political institutions and crime; and crime and social stratification.

RSO371 Juvenile Offenders (3). Analysis, description, and case studies of legal rights, treatment, and rehabilitation of juveniles who have been adjudicated "delinquent". A thorough examination of approaches to dealing with juvenile offenders and the processes and procedures in juvenile courts. (may be taken for four semester hours of credit when laboratory sessions are available at Glen Mills School or elsewhere).

RSO372 Offenders and Social Policy (3). Changing conceptions of how to deal with offenders including a history of prisons and prison reform. Analysis of conflicting goals in public policy, i.e., treatment and rehabilitation vs. punishment and deterrence. The prison as a total institution; racial discrimination in the administration of justice; treatment of high vs. low status offenders; probation, parole, halfway houses, etc.

RSO373 Social Deviance (3). Analytical study of deviance and social control. Survey of theories relating to deviance labeling, functionalist, symbolic interaction, differential association, and others. Importance of concept of deviance in regulating human behavior in organized society; effects of stigma on interaction processes.

RSO374 Non-Institutional treatment of Offenders (3). Critical examination and analysis of trends in the treatment of criminal offenders in the community with major focus on community treatment centers, halfway houses, furlough programs, drug treatment centers, and community responsibility in the treatment process.

RSO380 Dynamics of Social Work Practice I (3). Principles, practices, and procedures in social work, relating and integrating behavioral science knowledge to the individual's life situation through intra-familial, sociocultural, and institutional interactions. Identification of social
problems and human needs through case studies. Examination of the process involving both individual change and social action directed at improving society’s ability to meet current needs. **Prerequisite: RSO203.** A structured field experience is required with this course (RSO300).

**RSO 381 Dynamics of Social Work Practice II (3).** Emphasis on extending skills and effective communication in developing a model for social work practice derived from the function and purpose of the profession. Focus concepts of systems, techniques, and social networks with application to analyzing client systems, settings, situations, and resources. A general systems approach will be utilized in organizing the elements of the model. **Prerequisites: RSO300 and 380; or permission of instructor.** A structured field experience is required with this course (RSO490).

**RSO382 Normative Systems: Systems Knowledge and Change Strategies (3).** Power systems and the methods used to change them. Normative cultures and the development of student ability to read norms in areas critical to the efficiency of existing organizations. A skills course which emphasizes a systematic approach to evaluation and changing organizations. Films, lectures, seminars, and small-group task exercises help students understand the impact of norms in small group organizations and institutions. Specific change strategies are reviewed in detail so that the students may apply knowledge to existing organizations in bringing about changes.

**RSO384 Family and Crisis Intervention (3).** Analysis of the structure of family role performance, socialization, and social problems emerging from or associated with family matrix. Experience in a leader-led group utilizing a variety of encounter and sensitivity techniques. Emphasis on understanding humanistic values; the multi-method approach to problem solving; and the professional role in problem solving.

**RSO385 Gerontology (3).** Cross-cultural comparison of roles and role expectations of the aging. Social, physiological, and psychological changes associated with aging. Reinterpretation of human productivity in the older years. The elderly as a political bloc. Institutional and custodial care of the elderly—law, housing, nursing home administration, and other social issues that affect the lives of the aging in this country.

**RSO386 Social Legislation and Social Policy (3).** Welfare-related legislation in the U.S. and other countries. Implementing the welfare state through legislation at the national, regional, and local levels. History of welfare legislation; current issues in legislation; the limits of reform through law.

**RSO402 Seminar in Human Sexuality (3).** Role theory; biosocial aspects of sex-role playing; social significance of sexuality in the division of labor; and organizational and cultural aspects of sex-role emergence and change. A cross-cultural approach.

**RSO404 Social Movements and Social Change (3).** Sociological analysis of movements for social change. Alternative approaches and strategies for achieving planned societal change. Comparative analysis of alternative ideologies and strategies of social change.

**RSO406 Seminar in Globalization (3).** An interactive examination of the phenomenon of globalization. Holistic analysis of social problems on a world scale (e.g., population, ecology, resources, poverty, and war); of the ways in which the problems are interconnected and possible solutions. Also a consideration of the social consequences of mass immigration and cultural exchange.

**RSO409 Urbanization and Criminal Behavior (3).** A critical examination of the modernization and urbanization processes and their relations to criminal conduct. Differential effects of these processes on ethnic and cultural groups in today’s urban American society. The dynamic nature of both processes and their effect on diverse populations in the community.

**RSO412 Advanced Research Methods (3).** The strengths and weaknesses of a wide range of research methods and techniques. Students learn how to analyze problems, distinguish appropriate levels of resolution, and select indices for their units. Each student is required to present a research proposal, which will be subject to critical examination by fellows and professor.
RSO416 Analysis of the Ethnic Minority Offender (3). Study and evaluation of the social, psychological, and cultural aspects of the ethnic minority offender. Special emphasis given to crime prevention; community values and morals; law enforcement, adjudication, and corrections relationships.

RSO443 Practicum in Community Leadership and Development (Variable from 3-15). Prerequisites: 9 semester hours of sociology and permission of instructor. Three hours each week in a seminar on campus to note history, theory, and empirical findings relevant to community development and to compare experiences students bring back from the field. Twelve hours per week are in the field working with a private or public agency or organization engaged in community improvement. It is assumed that students in this course carry a heavy concern for community improvement and wish to look deeply into the goals, strategies, and leadership necessary to bring about continuing community development.

RSO460 and 461 Independent Study I and II (3). An opportunity for advanced students to develop a tutorial-type program in relation to one of the instructors in the field. Exploration with guidance of a facet(s) of sociology and related areas that a student has found to be of exceptional interest and value. Prerequisite: Permission of instructor.

RSO471 Seminar in Anthropology (3). Advanced studies in social and cultural anthropology, with special emphasis on theory and methods. Complementarities and contrasts between sociological, social anthropological, and cultural anthropological approaches.

RSO472 Seminar in Criminal Justice (3). Advanced studies in causes of various types of crime. Crimes against the person, crimes against public order, including political crimes and victimless crimes, and the crimes against property. Relationships between social and economic structure and patterns of crime in modern, urban, industrial society.

RSO473 Seminar in Social Policy (3). Analysis of selected social policy issues in sociology, anthropology, social welfare, and criminology. Social, economic, and political “costs” of alternative policies relating to environmental pollution, poverty, convicted offenders, etc. One purpose of the course is to help students integrate their experience as interns with their formal course learning and put this experience into broader perspective. Course normally taken concomitantly with internship.

RSO475 Seminar in Sociology (3). Advanced studies of selected topics in sociology, including theoretical and methodological issues. Especially for students planning to continue with graduate work in the field.

RSO480 Special Topics in Social Science (3) A course where faculty can offer materials in an area not covered by other courses in the catalog. This may be a trial run for a new course, or a special course offered based on student interest.

RSO490 and 491 Internship I and II (3). Permission of instructor required. Designed to evaluate the job performance and proficiency of social relations students in an actual job situation (paid or unpaid). The evaluation is carried out by an instructor in social relations in conjunction with personnel at the internship agency. Work may be in social agencies, prisons, rehabilitation centers, drug abuse centers, community action organizations, etc. The course may also be used to provide student credit for participation in ongoing research projects sponsored by the instructor, depending on the interest of the student and facilities available.

RSO492 Field Practicum Experience in Criminal Justice (3). Field experience with police, court, or correctional agency. Part-time field placement arranged to provide students without job experience in the criminal justice area with practical insight and experience in actual problems of police organizations or courts, including public defenders and prosecutors, or corrections, probation or parole programs. This course must be taken concurrently with RSO 473. The seminar is correlated with and serves as a companion offering to the field practicum experience.
**GEOGRAPHIC INFORMATION SCIENCE (BACHELOR OF SCIENCE)**

Geographic Information Science (GIScience), the interface between geography and computer technology is a professional need within the United States and internationally. GIS positions are available in the private sector and in all levels of government, municipal, state, and federal. A “Geographic Information System Specialist” utilizes information technology including mapping and database software, and integrates critical thinking for solid decision-making.

The Geographic Information Science program at Cheyney University is founded on a ten-course core emphasizing spatial analysis skills in an applied setting. Each course introduces new concepts and allows students to work in a GIS laboratory. By exposing students to analytical and statistical techniques, with a variety of software programs and technological environments, the GIScience program will enable students to apply skills in an array of professional positions. The program adopts a project-oriented approach. Students will benefit from group work in several courses. GIScience incorporates programming, database management, aerial photograph interpretation, computer system administration, and cartography to capture and manipulate geographic or spatial data.

The Department of Social and Behavioral Sciences manages a computer laboratory with 15 PCs running ArcGIS 9.2 in a Windows XP operating environment. Students use ArcView and several Arc extensions including Spatial Analyst and ArcIMS for classroom exercises. The lab operates a HP 2500C professional quality color printer, a HP 815mfp large format plotter and scanner, Trimble GeoXH GPS receivers and processing software.

**GEOGRAPHY**

**Note:** New students are not being accepted into the geography major at this time, but students may obtain a foundation in geography through current course offerings.

The Geography program is based on a core of required and elective courses designed to give students breadth in the field.

Courses are planned to develop in students an understanding of:

- Geographic thought and professional geographical literature;
- The distribution of spatial relationship of features of the earth and their relevance to human activities;
- The prudent development and utilization of the world’s resources; and
- Map making and map interpretation, as well as the application of geographical knowledge and tools through field work.

Geography courses are taught in the geography and cartography laboratories in the Duckrey Social Science Center. The geography laboratory is used primarily for map reading and map interpretation; the cartography laboratory is used in the compilation and preparation of maps.

**COURSE DESCRIPTIONS**

RGE111 World Geography (3) (Global Studies Course). The relationship of people to their physical and cultural environment. Climate, landforms, vegetation, water and soil, and selected phases of economic activity are emphasized.

RGE121 Physical Geography (3) (Global Studies Course). This course presents the basic concepts of geography, focusing on the interaction of physical processes and systems, including, hydrology, geology, meteorology, climatology, vegetation, soils, geothermal, and marine systems which characterize and shape the natural landscape.

RGE241 Fundamentals of Geographic Information Systems I (3) (Information Literacy Course). This course presents the basic concepts of geographic data management using geographic information systems. It introduces spatial data handling procedures, provides an overview of the uses of GIS and the major GIS
application areas. A 1-credit laboratory to be taken concurrently accompanies this course.

RGE242 Fundamentals of Geographic Information Systems Lab I (1) (Information Literacy Course). The course addresses fundamentals of geographic information science, projections, coordinate systems and the visual representation of spatial information, spatial data and basic spatial analysis and modeling. Students are instructed in the operations of a commercial desktop GIS (ArcGIS) which will include the display of data, operations on data tables, basic relational database operations and data capture.

RGE258 GIS - Geographic Information Systems and Critical Thinking (3) (Writing Intensive Course, Information Literacy Course). This course focuses on applying critical thinking skills to geography and using Geographic Information Systems (GIS) for spatial data interpretation. GIS enables digital storage and processing of spatial data, which permits more people to create new maps with new perspectives easily and rapidly. Each map carries its creator's perspective and a specific objective.

RGE300 Introduction to Urban and Regional Planning (3). Some fieldwork is required. An introduction to the concepts of both city planning and regional planning. The tools, processes, and utility of planning.

RGE310 World Regional Geography (3). Introductory survey of world geography designed for general education purposes. Essential characteristics and major problems of the following regions: Europe, the former Soviet Union, Orient, Pacific World, Middle East, Africa, Latin America, and Anglo-America.

RGE 311 Geography of the United States and Canada (3). The various economic regions of the United States. People's adjustment to their physical environment and the results of the adjustment in terms of population and distribution, land use, products, and trade within the United States and Canada and with other parts of the world.

RGE312 Geography of the Far East (3). The cultures and economies of the major countries of the Far East. Recent political changes which have brought about significant adjustments in both local and international economics.

RGE313 Geography in Latin America (3). The relations of Latin American countries with the rest of the world through an analysis of geographic, economic, and cultural factors.

RGE314 Geography of Europe (3). A geographic study of the topography, climate, soils, and other natural resources of Europe. Economic progress in terms of local and international significance.

RGE315 Geography of the Former USSR (3). Survey of the physical and economic geography of the former USSR. The natural resources, the ethnic composition of the population, and the political organization of the States of the former Soviet Union.

RGE316 Geography of Africa South of the Sahara (3). Three aspects of geography as related to Africa: topography, ecology, and natural-state boundaries. How geography influences the mode of living, cultural patterns, and the development of the modern African state.

RGE317 Geography of Australia and Oceania (3). Inter-relationships between cultural patterns and natural environments in Australia and the Pacific Islands.

RGE318 Geography of the Middle East (3). The regions of Mexico, Central America, and the West Indies. Regional similarities and differences in relation to human adjustment.

RGE320 Geography of Pennsylvania (3). Spatial analysis of the physical, economic, political, and social characteristics of Pennsylvania. The landforms, climate, soils, natural vegetation, population, agriculture, mining, and manufacturing. Internal and external relationships to place Pennsylvania in a world setting.

RGE 325 Geography of the Middle East (3). A survey of the physical and economic geography of the Turkish, Iranian, and Arab territories East and South of the Mediterranean. The natural resources, ethnic organizations of the population, and the political problems affecting the areas.

RGE341 Fundamentals of Geographical
Information Systems II (3) (Information Literacy Course). This course covers processes of creating spatial data, and attribute entry into tables and continues presentation of spatial analysis techniques in addition to those covered in GIS Fundamentals I. Grid and raster operations, as well as network applications will be covered in detail. A 1-credit laboratory to be taken concurrently accompanies this course. Prerequisite: RGE241.

RGE342 Fundamentals of GIS Lab II (1) (Information Literacy Course). This course covers the processes of creating spatial data, and entering attribute data and continues presentation of spatial analysis techniques. Grid and raster operations, as well as network applications using Arcview’s Spatial Analysis, Network Analyst and ArcGIS.

RGE351 Geospatial Data Models (3). This course covers the principles of database systems, object-oriented approaches to spatial entity modeling and data modeling. It provides the students with a working knowledge of entity-relationship data modeling. The course must also cover the evolution of the geo-relational data model and its subsequent evolution to the object-oriented data models of ArcGIS. Prerequisite: RGE241.

RGE410 GIS Applications in Social Science (3) (Writing Intensive Course). This course covers some typical GIS uses in urban planning and management applications. This course will emphasize problem definition, data identification, appropriate methodology, interpretation of results, and final problem write-up. Prerequisite: RGE 351.

RGE411 Environmental Conservation (3) (Writing Intensive Course, Information Literacy Course). Survey of human impact on the environment throughout the world. Particular emphasis upon population pressure, air and water pollution, land use changes, and destruction of soil and natural vegetation. Prerequisite: RGE 351.

RGE412 Economic Geography (3). A study of the spatial distribution and interrelations of economic factors and forces, and how they are affected by geographic factors.

RGE413 Urban Geography (3). An introduction to urban geography. The city as a geographic landscape. The land use pattern and spatial interaction of cities on a local, regional, and world basis. A great deal of field work and individual research is involved.

RGE414 Geographic Influences in American History (3). Geographic factors which have operated in the major events in American history. A survey of the historical problems and national policies as affected by geographic conditions.

RGE415 Political Geography (3) (Global Studies Course, Writing Intensive Course). The development and trends of present world political patterns. Spatial factors affecting the organization of the various political units of the world and patterns of political development.

RGE416 Introduction to Cartography (3) (Information Literacy Course). The compilation, understanding, and use of maps, and to a lesser degree, aerial photographs. This course develops the ability to complete maps and diagrams for the illustration of place location, aerial distribution, and statistical data.

RGE419 Urban Ecology Workshop (3). Enhancement of ecological awareness of the urban environment through the study and exchange of ideas on the operation and problems of the urban ecosystem. Guest speakers and field trips.

RGE420 Urban-Suburban Land Use and Ecology Workshop (3-6). Analysis of the basic patterns of urban and suburban land uses in relation to people’s modification of environment.

RGE431 Planning Techniques and Analysis I (3). Field work is required. Urban and regional socioeconomic structures and problems as factors in planning. Data collection, analysis, and development of a plan.

RGE432 Planning Techniques and Analysis II (3). Land and water resources in city and regional planning. Interaction of people and the environment. Environmental factors as planning parameters.

RGE434 Planning Programs (3). Analysis of a plan and some fieldwork are required. The historical development and administration of local, state,
and national planning programs. Consideration of future programs and their planning implications.

RGE436 Problems in Regional Planning (6). Planned individual projects including library, laboratory, and/or fieldwork.

RGE440 Reading in Geography (3). Advanced independent study and research within the areas of student interest.

RGE441 Special Topics and Problems in Geography (3). Studies in selected geographical topics and problems.

RGE460 Independent Study in Geography (3).

RGE461 GIS Application Development (3). Students will use this course to integrate and apply material learned throughout the GIScience curriculum. Students need to work independently or in small teams to define a research problem and conduct geographic analysis. Results will be presented to the class.

RGE470 Seminar in Geography (3). The nature of geography and its relation to other fields; the history of the discipline; the great ideas of geography; the leading professionals; and the unresolved issues. Seminar discussion of assigned topics and the presentation of geographic data—both oral and written.

RGE471 GIS Practicum Required (3). The practicum is an internship offering students an opportunity to gain practical experience with a local business or government agency actively using GIS in daily operations. The student will be involved in functional maintenance, creation and/or operation of the business/agency GIS.

RGE472 GIS Practicum Elective (3). The practicum is an internship offering students an opportunity to gain practical experience with a local business or government agency actively using GIS in daily operations. The student will be involved in functional maintenance, creation and/or operation of the business/agency GIS.

The Political Science program is designed to prepare students for many different careers in public and private sector organizations including careers in business, the law, state, local, and national governmental and non-profit agencies, journalism, political campaigns, interest groups, and graduate study.

Courses provide:
- An understanding of political forces, policies, institutions, and processes;
- A basic grounding in the concepts and tools of political and social analysis;
- A critical appreciation of major political, domestic, and international issues.

COURSE DESCRIPTIONS

RPO101 Introduction to Political Science (3). A survey of basic concepts and current trends in political science and its sub-fields of American politics, public administration, comparative government, international relations, and political theory.

RPO102 Introduction to World Politics (3) (Global Studies Course). This is an introductory course about world politics. The central purposes of the course are two-fold. First, the course is designed to acquaint students with the major trends, relationships, events, and dilemmas of contemporary world politics, which will have a significant impact on their lives and future. Secondly, the course will introduce the theories of international politics that have been developed by political scientists and other analysts of world politics.

RPO111 United States Government (3). Designed to give a broad, general knowledge of the workings of the American national government—the legislative, executive, and judicial branches.
of government. Stress is placed on the application of government in our daily lives as that concept relates to the theory of government.

RPO211 State and Local Governments (3). The functional operation of state and local governments with an analysis of their powers to tax and finance; enforce laws; regulate commerce and business, and promote the social and economic welfare.

RPO212 African Politics (3) (Global Studies Course). African politics from the periods of European colonization to independence and post independence. The development of political parties and sense of nationalism; the religion, economy, culture, and personalities that help to make up the entire spectrum of politics in the emerging nations of Africa.

RPO213 African Local Government Since Independence (3). A careful examination of how local government functions in African countries. Local geographical units, traditional leaders, state and local governments, and their relationship with the central or federal governments. Each region is studied in terms of structure, functions, and local politics that play a part in the building of new African nations.

RPO311 International Relations (3) (Writing Intensive Course). The current world situation determines the character of the political, diplomatic, and strategic emphasis of this course with respect to national states. The national interests of the dominant states and the aspirations of emerging peoples will be the major concern of the course. Prerequisite: RPO102.

RPO312 Classical and Medieval Political Theory (3). A critical study of Greek, Roman, and Medieval political thought from Plato and Aristotle through early modern times.

RPO313 Modern Political Theory (3). The liberal and authoritarian political philosophies in the Western World in the two centuries since the American and French Revolutions.


RPO315 Political Parties (3). The political party as a force in activating government, whether in the multiple party state, the two party states, or a single party state. Prerequisite: RPO111.

RPO316 American Constitutional Law (3). The role of the Supreme Court in the American political system viewed both historically and through analysis of leading cases. The nature and exercise of judicial review, federalism, and the separation of powers. Prerequisite: RPO 111.

RPO410 Trans-National Relations (3). An interdisciplinary study of interactions, organizations, and issues transcending national boundaries. Factors affecting the development of supra-state relations. Prerequisite: RPO 102.

RPO411 Civil Liberties and the Law (3). Civil liberties: an analysis of the leading American Constitutional decisions relating to economic rights, discrimination against minorities, political equality, and the rights of the accused.

RPO412 Politics and Black America (3) (African American Heritage Course). African-American participation in American politics. The nature of Black participation in policy making, the role of Black interest groups, the nature and place of Black leadership, and voting in the North, the South, and the Sub-community.

RPO413 Comparative Government (3). Systems of government in Europe: the United Kingdom, France, West Germany, and the former USSR. Prerequisite: RPO102.

RPO414 International Law (3). How the rule of law applies to states in the pursuit of their ethnic, economic, political, strategic, technological, and social aspirations. Prerequisite: RPO 102.

RPO415 the American Presidency (3). The development of the power, the influence, and the limitations of the American chief executive. Analysis of the office includes the selection of candidates, the role of the third party, and campaign financing. Prerequisite: RPO111.

RPO416 Current Political Issues (3) (Writing
Intensive Course). The major problems facing nations in their political, economical, and cultural relations. A list of topics is announced and agreed upon at the beginning of each term. Junior or Senior Standing recommended.

RPO417 The Politics of Non-Western Nations (3). The place of administration in modern government; legislative, judicial, and popular controls over administration and administrative organizations. Prerequisite: RPO 111.

RPO419 Principles of Public Administration II (3). Financial administration operations analysis, personnel administration, and methods of achieving line administrative objectives. Prerequisite: RPO111.

RPO430 International Organization (3). The development of international organizations with special reference to The Hague Court, the League of Nations System, and the United Nations. Elementary concepts of international law and the application of these principles to state activities in the light of present-day affairs. Prerequisite: RPO102.

RPO450 Special Topics in Political Science (3).

RPO460 Independent Study in Political Science (3). For students who wish to do independent research in some specialized areas of political science.

RPO470 Political Science Seminar (3) (Writing Intensive Course). Required of all political science majors in their junior or senior year. A common core of readings with oral and written reports by each student. Each student must submit, with the counsel of his or her departmental advisor, a paper involving original research as evidence of having mastered the requisites of a political science major.

Psychology (Bachelor of Arts)

Psychology is the study of human behavior and of the internal and external patterns that affect others and us. These factors are analyzed by psychologists using the scientific method. The findings from this research make the courses in psychology interesting, informative, and relevant.

You can use what you learn in psychology. Courses range from General Psychology, which is available as a part of the Common Core for all students, to Child Psychology, Educational Psychology, Social Psychology, Experimental Psychology, Statistics, Personality, Abnormal Psychology, internship experiences, etc. Each course provides options that help to make the Cheyney University student better rounded.

In addition to these options, we offer an exciting major that can prepare students for graduate education in any of the broad areas of psychology including: clinical, experimental, physiological, drug and alcohol counseling, marriage and family therapy, child development, educational psychology, industrial psychology, social work, and a number of additional areas.

A major in psychology can also be an asset in business, the health sciences, in effectively developing a family, and in the other helping professions. While it is possible to enter some of these fields with a bachelor of arts degree, we encourage our students to enroll in graduate study to open an even wider range of exciting psychology-related careers to them.

Course Descriptions

Note: All courses are not offered each academic year.

RPS211 Introduction to Psychology (3). Course presents a capsule view of the bio-social influences on human behavior as revealed through psychological investigations. Prerequisite to most psychology courses.

RPS212 Educational Psychology (3). Nature of the learner and the learning process with special reference to learning in a school setting. A critical look at the procedures of appraising pupil progress and instructional techniques teachers use in the classroom.

RPS217 Social Psychology (3). Individual conduct in a social context. Aspects of human personality which are modified by society in the formation and motivation of individual conduct and conviction. The method of social inquiry and experimentation demonstrated.

RPS221 Advanced Psychology (3). An extension
of RPS-211 for students who plan to major in psychology, or have a science-teaching, scientific, or liberal arts orientation. A more in-depth study of the areas of psychology. Prerequisite: RPS211.

RPS300 Psychology of Learning (3). A consideration of areas of learning; verbal, perceptual, motor, conditioning, trial and error, insight, and related matter. Emphasis on both human and animal learning. Opportunity for experimentation. Prerequisite: RPS211.

RPS308 Human Sexuality (3). Sexual anatomy, physiology, and behavior of both sexes, from conception through adulthood, is explored. The course will be taught by references to respected authorities in each three basic categories: biophysiological, psychoemotional, and sociocultural.

RPS313 Psychology of Adolescence (3). The physical, social, mental, and emotional problems of adolescence, their causes, and their effect upon the adolescent’s development. Objective bases for understanding and guidance of youth in educational, social, and personal growth. Prerequisite: RPS211.

RPS314 Abnormal Psychology (3). A systematic study of nature, etiologies, syndromes, therapies, and prognoses of mental deficiency, psychosomatic disorders, criminal and delinquent behavior, psychoneuroses, and psychoses. Case structures illustrating patterns of deviant behavior will be utilized. Prerequisite: RPS211.

RPS316 Human Growth and Development (3). Developmental process from prenatal period through senescence. Emphasis on behavioral changes taking place at various stages of development as functions of heredity and environment. Prerequisite: RPS211.

RPS318 Child Psychology (3). The physical, social, mental, and emotional aspects of child growth with emphasis on the behavior pattern at various levels of development. Verification of general principles of child development is encouraged through direct observation of young children. Prerequisite: RPS211.

RPS319 Personality (3) (Writing Intensive Course). How psychologists theorize about what makes us the unique people we are. Psychoanalytic, humanistic, and cognitive behavioral theories will be examined. Issues in the development of personality will be explored. Prerequisite: RPS211.

RPS320 Psychology of Small Group Behavior (3). An introduction to the theory and practice of small group structure and process, with consideration of relevant research. Cohesiveness, conformity, power, inter-group and intra-group conflict and cooperation are studied as aspects of group structure and process. Students observe and participate in small group processes. Prerequisite: RPS211.

RPS325, The Psychology of African American Experiences (3) (African American Heritage Course). The philosophical orientations and sociocultural concerns of black Americans from several psychological perspectives. Cognitive, affective, and psychomotor styles of black people. Research techniques to study this behavior, a review of the available research on black experiences, and a study of changes in the dynamics of relationships of black people in American society.

RPS330 Industrial Psychology (3). Principles, concepts, methods, and results in advertising and selling. Job and worker analysis, selection training, monotony fatigue, worker adjustment, accident prevention, morale, and labor-management problems. Prerequisite: RPS211.

RPS331 Statistics for Social and Behavioral Sciences I (3). The use of statistics as a tool for scientific investigation in social and behavioral sciences with special emphasis on descriptive and relational techniques. Prerequisite: MAT1002 or higher.

RPS332 Statistics for Behavioral and Social Sciences II (3). This course deals with inferential statistics, i.e., probability, sampling, “t” tests, hypothesis testing, and analysis of variance. Prerequisites: RPS331 or RSO351 or MAT205.

RPS403 Animal Psychology (3). The study of human and animal behavior in the natural setting. Evolutionary and genetic viewpoints involving these behaviors will be examined. Courtship and mating behavior, parental and other behaviors will be studied. Prerequisite: RPS
RPS405 Physiological Psychology (3). Physiological mechanism underlying behavior; neuro-anatomy, sensory, muscular, and glandular structures and functions in relation to learning, perception, motivation, and emotion. **Prerequisite:** RPS211.

RPS408 Sensation and Perception (3). The physiological, social, and motivational factors involved in the sensory and perceptual processes. **Prerequisite:** RPS211.

RPS409 Introduction to Psychological Testing (3). The theory and practice of testing. Emphasis on the nature, use, limitations of typical tests of intelligence, achievement, special abilities, aptitudes, personality, and interests. **Prerequisite:** RPS211 and RPS331 or RSO351 or MAT205.

RPS410 Introduction to Experimental Psychology I (3) (Writing Intensive Course, Information Literacy Course). Scientific methodology as applied to experimental psychology. Basic procedure, terminology, and designs necessary in carrying out psychological experiments. **Prerequisite:** RPS211. It is strongly recommended that students first complete Statistics RPS 331 and RPS332.

RPS411 Advanced Experimental Psychology (3). An extension of RPS-410. Students design and conduct independent research projects using animals. Emphasis on the evaluation and thus the appreciation of psychological experimentation. **Prerequisite:** RPS410 (Minimum of C or better). It is strongly recommended that students first complete Statistics RPS 331 and RPS332.

RPS420 Introduction to Clinical Psychology (3) (Writing Intensive Course). Clinical psychology, its nature and types of problems. Diagnostic instruments, methods, and techniques; individual and group therapeutic theories, methods, and techniques. Professional roles and opportunities for clinical psychologists. **Prerequisite:** RPS211.

RPS445 Senior Seminar in Psychology (3) (Writing Intensive Course). Students are encouraged to develop a psychological problem and attempt its solution through utilization of scientific methods of problem solving. This course has as its primary objective the integration of theoretical concepts from a variety of fields of psychology. The student will be required to draw upon the content of various courses in psychology in order to develop new analyses, theories or optional solutions to significant issues within the field of psychology. **Prerequisites:** RPS211, 331, 332 and 410. Required of all majors during their senior year.

RPS460 Special Topics (3). Studies in selected psychological topics. May cover recent developments in a particular area of psychology. Course content varies by semester, and will be announced in the proceeding semester. **Prerequisite:** RPS211.

**History**

Note: New students are not being accepted into the history major at this time, but students may obtain a foundation in history through current course offerings.

The History program is designed to help students acquire a general knowledge and awareness of the past, as well as the ability to relate historical information and insight to the requirements of the profession or vocation, and to the obligations of citizenship. For students interested in graduate study in history, the program provides an introduction to the methods of analysis historians use, and the types of interpretation they give. The discipline also offers courses designed to meet the needs of students in other fields.

Courses are planned to:
- Develop a historical perspective and scholarship;
- Teach the skills of locating, gathering, and evaluating information;
- Encourage analytical thinking in the field of history;
- Awaken interest in, and develop a capacity for, responsible citizenship; and,
- Stimulate interest in the reading of history.

Suggested courses for students interested in acquiring a basic background in general history:

RHI 101, History of Civilization I
RHI 102, History of Civilization II
RHI 203, History of the World in the 20th Century
RHI 211, History of United States and PA I
RHI 212, History of United States and PA II
COURSE DESCRIPTIONS

RHI101 History of Civilization I (3). The social, political and cultural history of civilizations from their earliest beginning up to the sixteenth century. A world-oriented course covering Africa and Asian developments as well as those of the Western World.

RHI102 History of Civilization II (3). World history from the sixteenth century to the twentieth century; the Colombian Exchange, Absolutism, the Democratic and Industrial Revolutions, and Imperialism.

RHI201 History of Africa I—Earliest Time to 1800 (3). The myths regarding African history, the rise of early man, the ancient civilization, and the early kingdoms. The coming of the Moslems and the Europeans, and the impact of both on Africa.


RHI203 History of the World in the 20th Century (3). The emergence of modern states and the development of science and technology with their concomitant social problems. International rivalies and colonial expansion; economic, political, and social revolutions, and the implementation of international cooperation in relationship to current world problems.

RHI211 History of the United States and PA I (3). The United States, from the Old World background, to the Civil War with emphasis on national development. The problems of achieving independence, organizing the federal system of government, abolishing slavery, expanding the economy and territory of the nation, and settling sectional disputes which focus on the issue of states' rights.

RHI212 History of the United States and PA II (3). The History of the United States, from Reconstruction, to the present. The impact of the Industrial Revolution upon American society; the advancement of the United States to the status of a world power, and the role of the nation in World Wars I and II and the postwar world.

RHI216 African American History I (Earliest Time-1800) (3) (African American Heritage Course). A survey of the African background, including the emergence of man in Africa, and the rise of the world’s first cultures and civilizations; African exploration of the New world; the rise of the Atlantic slave trade and the decline of African culture; the impact of the slave trade on the life of the New World with particular emphasis on the U.S.; the myths surrounding slavery, slave revolts, the Abolition Movement, the coming of the Civil War, and the Reconstruction experiment.


RHI301 Colonial America (3). The colonial background of United States history; the diplomatic, economic, and social circumstances that contributed to the emergence of a distinctive American nationalism. Prerequisite: Sophomore standing.

RHI302 The United States in Civil War and Reconstruction (3). Sectional rivalry as a constant theme in the early national and antebellum periods of United States history; social and psychological conditions that created political crises in the Civil War and Reconstruction periods. Prerequisite: Sophomore standing.

RHI304 History of American Revolution—1763-1789 (3). Why the population of the thirteen colonies evolved from loyal British subjects in 1763 to rebels in 1775. The social, political, cultural, religious, economic, and geographic factors that influenced this development. The conflicting interpretations of this event. Prerequisite: Sophomore standing.

RHI 311 Recent History of the United States (3). The impact of modern industrialism upon the society, government, and foreign policy of the
United States. Laissez-faire, the Progressive Movement, the New Deal, and the Great Depression; domestic and international problems; the Second World War; the Cold War; and United States military commitments abroad. Prerequisite: Sophomore standing.

RHI321 Latin American History I (3). The development of Latin America, from the pre-Colombian period, to the middle of the nineteenth century. The Indian civilizations, the discovery and conquest by the Spanish and Portuguese; the colonial period and its institutions, and the Wars of Independence.

RHI322 Latin American History II (3). A continuation of RHI 321. Development of the independent republics of Latin America, their place in the contemporary world, and their contributions to Western civilization with emphasis upon their relationship with the United States.

RHI331 History of Europe from 1648-1815 (3). The important political, economic, and cultural developments in Europe, from the mid-seventeenth century, to the beginning to the nineteenth century. Absolutism and its opponents; the Scientific Revolution and the Enlightenment; the French Revolution; and the era of Napoleon. Prerequisite: Sophomore standing.

RHI332 History of Europe from 1815-1919 (3). A review of Europe during the French Revolution and Napoleonic Wars; the settlement of the Vienna Congress and the subsequent changes during the period of reaction and revolutionary turmoil; and the socioeconomic and political relations in Europe during the second half of the nineteenth century. The emergence of new states, diplomatic and military alliances and collisions, and the steps toward the First World War. Prerequisite: Sophomore standing.

RHI405 Diplomatic History of the United States (3). The development of American foreign policy from 1776 to the present. The transition from isolation to active participation with special emphasis on the Monroe Doctrine, dollar diplomacy, and the policy of containment. Prerequisite: Sophomore standing.

RHI433 History of Russia and the Soviet Union (3). A short introduction to the history of Czarist Russia followed by concentration on the 19th and 20th centuries, including the collapse of the Soviet Union. Prerequisite: Sophomore standing.

RHI441 History of the Middle East and North Africa (3). The Islamic Middle East and Northern Africa. A detailed study of Islam and its influence on the way of life of the people of the area; and the history of political developments in this complex of states. Prerequisite: Sophomore standing.

RHI442 History of the Far East (3). A survey of Asian history from earliest times, including geography, indigenous societies of South, Southeast, East, and Northeast Asia; imperialism and Communism.

RHI460 Independent Study in History (3). Independent research in specialized areas of history. Prerequisite: 12 hours of history.

RHI490 Special Topics in History (3). Studies in selected historical topics or problems.
Introduction

The School of Education is comprised of two departments: Department of Education and the Department of Recreation, Health, and Physical Education.

Teacher education is Cheyney University’s oldest program. It is responsible for promoting educational experiences for prospective teachers to develop the competence essential to successful teaching.

The conceptual framework, “The Educator as a Reflective Decision Maker, Collaborative Change Agent and Effective Practitioner” undergirds all professional education programs offered within the education department, and is rooted in the basic tenets of the University’s and the School of Education’s mission, goals and objectives.

Required coursework and field experiences contribute to the development of reflective educators who are able to make wise decisions when planning, implementing and evaluating instruction to promote learner growth and development.

Faculty members in the Education Department believe that educators who are prepared to make well-informed appropriate decisions when working with children and youth are more likely to promote their students’ learning, growth and development. As such, the education department has established the following as its goals:

1. To equip candidates with the skills, knowledge, and attitudes needed to think critically about pedagogy, subject matter, and the needs and backgrounds of all learners;

2. To prepare candidates who are able to choose appropriate content, adapt teaching approaches as needed, remain current to guide instructional decisions, and assess their effectiveness;

3. To prepare candidates who are empowered to make significant and creative decisions that impact the lives of children and youth; prepare teacher candidates who understand the theories underlying the education process;

4. To prepare candidates who understand the importance of attitudes in the education process; expose candidates to numerous opportunities to practice effective strategies; and

5. To develop in candidates the ability to make judgments about the performance of learners and about their own performance.
The Education Department offers four-year baccalaureate degree programs in early childhood, elementary, and special education. They are guided by the reflective approach to education, and focus on the development of candidates as reflective decision makers, collaborative change agents and effective practitioners.

**Requirements for Admission into Teacher Education**

Admission to the university does not ensure admission into the teacher education program. Students who seek to enter the program should possess good character, above average academic ability, and personalities suitable for working with children and youth.

In order to apply for formal admission into teacher education, students must have completed the following:

1. Declared a major in education;
2. Completed a minimum of forty-eight (48) semester hours credit in the common core program;
3. Completed 6 credit hours of college level math with a minimum grade of “C” or better;
4. Completed 6 credit hours of English courses including one composition and one literature with a minimum grade of “C” or better;
5. Completed 3 credit hours of English Literature with a minimum grade of “C” or better;
6. Acquired a cumulative grade point average of 3.0;
7. Passed Praxis I Academic Skills Assessment test in reading, writing and mathematics;
8. Submitted a well-written essay explaining why he/she has chosen to enter the profession of teaching that has been accepted by the Dean of Education; and

Failure to comply with these requirements will make it necessary for students to change their major to a choice other than teacher education.

**Application Procedure for Admission into Teacher Education**

1. Students who meet the above requirements may submit an application for admission into the teacher education program.
2. Application forms for admission into teacher education are made available to interested students by the Department Chair or his/her designee and should be made during the second semester of the sophomore year and no later than four (4) weeks prior to the end of that semester.
3. Completed applications are presented to the Teacher Education Committee for review and action. Each applicant is notified, in writing, by the Dean of the School of Education of the action taken by the committee. If a student receives notice of rejection, he/she is advised to consult his/her major advisor to determine how any deficiencies can be corrected.

Students who have not been admitted into Teacher Education are not permitted to register for any 300 or 400-level education courses in their major.
Student Teaching Requirements

To qualify for EDU 428: Student Teaching, a student must have:

1. Received acceptance into teacher education prior to student teaching;
2. Passed PRAXIS I and II assessment tests;
3. Maintained a 3.0 GPA;
4. Completed all education courses with a grade of “C” or better;
5. Cleared all “I” grades, “F” grades, and “NG” grades prior to student teaching;
6. Received clearance from the Teacher Education Committee and a medical clearance;
7. Applied for and received clearance on (1) Act 34 (criminal background check), (2) Act 151 (child abuse history clearance), and (3) an FBI fingerprint clearance at least one semester prior to student teaching; and
8. Filed a completed student teaching application form one semester prior to the anticipated student teaching semester.

Completed applications are presented to the Teacher Education Committee for review and action. Each applicant is notified, in writing, by the Dean of the School of Education of the action taken by the committee.

Pennsylvania Candidates for Teacher Certification Testing Requirements

All individuals seeking a teaching certificate in the state of Pennsylvania must have earned at least a baccalaureate degree, completed an approved teacher education program, and passed Praxis I and II certification tests. The Praxis Series: Professional Assessments for Beginning Teachers is a set of rigorous assessments that provide information for use by state departments of education to use when making licensing decisions.

The Praxis I test is required for entering a teacher training program, and Praxis II is used to determine licensure for exiting the teacher preparation program and entering the teaching profession. Praxis I and II are administered by the Educational Testing Service. Only Praxis I and II are required before one receives the Bachelor of Science degree.

The Pennsylvania Department of Education will only recognize Praxis Test scores for five years from the date that any test was taken. Established minimum scores are subject to change, and all candidates for certification must meet the qualifying score for all applicable tests at the time the Pennsylvania Bureau of Teacher Certification and Preparation receives an application.

Individuals applying for an initial certificate (Instructional I and Educational Specialist I) are required to take Praxis I. It can be taken by paper and pencil, PPST or by computer CBT. Any Computer-Based Academic Skills Assessments (CBT) taken prior to January 16, 2002 will not be acceptable as substitutions for the PPST tests.

All individuals seeking dual certification will be required to be tested in both areas of specialization. All persons who already hold a valid Pennsylvania Level I or II certificate and wish to add another area (including instructional, educational specialist, supervisory or administrative) to that certificate will be required to complete an approved program and take the appropriate subject assessment test(s).

No one may take a Praxis I Computerized PPST test more than once in any 60-day period. For anyone who does, the scores from your second or subsequent testing will not be reported and the test fees will not be refunded. However, the paper and pencil test could be taken during this time period, if required. All subject assessment tests are also administered through The Praxis Series.

It is the responsibility of the applicant to register for the proper subject assessment test, and to obtain information concerning passing scores. For more information about the Praxis Series, visit these sites: www.ets.org/teachingandlearning or www.teaching.state.pa.us.
The Early Childhood Education Program is planned to develop candidates who are reflective decision-makers, collaborative change agents, and effective practitioners capable of making informed decisions about the learning environments in which children flourish emotionally, intellectually, socially, and physically. Students engage in designing and implementing developmentally appropriate activities for children. In addition, the students develop the competencies necessary to develop effective relationships with other teaching personnel, parents, and community agencies. They review research and current trends and practice strategies for administering child care services.

The early childhood program is designed to accommodate the age of the developing child: birth to two, and from five to eight years of age. The format provides an in-depth, coordinated study of the infant-toddler, preschooler, and early elementary school-age children.

Candidates for the B.S. Degree in Early Childhood Education are eligible to pursue certification in grades N-3 through the Pennsylvania teacher certification testing program.

**Elementary Education (Bachelor of Science)**

The Bachelor of Science degree in Elementary Education is planned for students who wish to become teachers at the elementary level. Coursework and field experiences focus on developing entry-level skills and knowledge needed to make informed decisions about the current and emerging diagnostic and instructional tools that are used in the elementary schools. Candidates for the B.S. degree in elementary education are eligible to pursue certification in grades K-6 through the Pennsylvania teacher certification testing program.

**Special Education (Bachelor of Science)**

The Bachelor of Science Degree in Special Education is a cumulative development program that provides an opportunity for student to demonstrate knowledge of and competence in applying the fundamental concepts of teaching students with cognitive, behavioral, and/or physical/health disabilities. A cumulative development program design provides an opportunity for students to complete a sequence of developmental levels in special education through which the transfer of knowledge and skills is made possible. Candidates for the B.S. Degree in Special Education are eligible to pursue certification in grades N-12 through the Pennsylvania teacher certification testing program.

**Note:** The proposed amendments to teacher certification as adopted by the State Board of Education in May 2007 will change the scope of teaching certificates for teachers of prekindergarten through grade 4; and for all grade levels for special education teachers certified on or after January 1, 2013. The following summarizes the State Board of Education regulatory changes to Chapter 49 relating to PA Certification of Professional Personnel.

Certificates issued before January 1, 2013 will remain valid for the term and grade and age levels (early childhood Pre-K-3 ages 4-11; elementary K-6 ages 4-11; and special education Pre-K-12 up to age 21).

Certificates issued on or after January 1, 2013, the following grade and age limitations will be: early childhood P-K-4 ages 3-9; and special education Pre-K-8 and must also obtain a certificate in one of the following: early childhood PreK-4, elementary middle 4-8, or reading specialist PreK-12 ages 3-14.

**Course Descriptions**

**ECE121, Early Childhood Component I (3).** Allows for the study of the child from birth to two years of age. Students learn how to create appropriate learning environments for infants and toddlers based upon sound child development principles and techniques for administering and supervising infant-toddler programs. Current trends and research in infant-toddler education are also presented.
ECE122, Early Childhood Component II (3). An in-depth study of the child from two to five years of age focusing on social, emotional, and physical development. Topics discussed in the course include communication between parents and teachers, community resources available for the enrichment of the learning environment, and providing cross-cultural, non-sexist education. **Prerequisite:** ECE 121

ECE123, Early Childhood Component III (3). A continued in-depth study of the child from two to five years of age. Topics discussed in the course include effective procedures for setting goals in the preschool, techniques for fostering creativity in play and thought, developing reading and language skills, and designing lesson plans for young children. Current trends and research in each of these areas are reviewed. **Prerequisite:** ECE122

ECE131, Introduction to Early Childhood Education (3). The history of and study of primary issues and trends in education for young children. Topics reviewed in the course include early childhood delivery systems, the process of evaluating early childhood programs, and the socio-cultural aspects of educating young children.

ECE162, Contemporary Programs in Early Childhood (3). An introduction to the administration and supervision of early childhood programs. Contemporary issues concerned with the education of young children are discussed; candidates complete research in the field of early childhood education. Related field experiences provide opportunities for student participation in programs for young children.

ECE300, Families, Schools and the Community (3). This course explores approaches to working effectively with families and communities. Students develop problem-solving skills by exposing them to challenging situations that require them to negotiate sensitive issues. Opportunities are provided to work in schools and communities to develop valuable communication and interpersonal skills when dealing with families with very different backgrounds from their own. The application of research skills to develop a better understanding of families and communities, and to use information to develop family involvement activities and to create supplemental materials for classroom use is also emphasized.

ECE361, Teaching Methodology through Instructional Technology (3). The identification of a variety of teaching techniques and strategies for facilitating the teaching-learning process. Such strategies include simulation, microteaching, and peer teaching. A team approach is utilized, and field experiences are an integral aspect of this course.

EDU211, Introduction to Teaching (3). Introduction to the teaching profession for students who are considering teaching as a career choice. Students investigate the teaching profession in very specific ways by assessing the meaning of professional and profession; their motives and aptitudes for teaching; the challenges teachers face in striking a balance between emphasizing achievement and the improvement of society; the need for teachers to become involved in facilitating the growth and development of students; and the conditions and teacher behaviors that contribute to positive learning environments. The course concludes with a discussion of professional organizations and associations; integrity and ethical behavior; and communicating effectively with parents/guardians, business and industry, and other agencies and the community at large to support learning by all students.

EDU213, Philosophical Foundations in Education (3). This performance-based course provides an overview of the aims and organization of American education. Special attention is given to the historical, philosophical, political, social and cultural history of the education system in the United States. Course topics include legal and ethical and civil rights issues in education in America. Within our diverse society, the impact of racial, ethnic and cultural diversity of schools is a crucial area for examination. The connective relationship between the past history in education in American society and the influences on today's schools will be emphasized throughout the course. The use of critical thinking skills, engagement in reflection, and constructivist teaching act as common course structural threads. Online and offline experiences, materials and resources will be used by students to build their knowledge base and promote skill and attitude development.

EDU308, Reading, Literacy and Language
Development I (3). This performance-based course is designed as a basic course that introduces pre-service teachers to the fundamental processes, philosophies, beliefs, objectives, desired outcomes and professional standards involved in the teaching of reading. The importance of reading in all phases and in all areas of learning serves as an underlying course theme. The course addresses how literacy develops with special emphasis on the influence of the home, the school, the community and the wider society. Historical insight into the changing views of literacy will be examined. The impact of history as well as the influence of current research and theories on instructional materials and practice in reading is studied. Particular attention is given to the reading process. Insight into meeting the needs of all children including multicultural children and exceptional children is stressed. A crucial topic is the use of best practices in reading to create developmentally appropriate language learning environments.

EDU309. Reading, Literacy, and Language Development II (3). Reading/language arts instruction in accordance with the Pennsylvania Academic Standards including phonemic, morphemic, semantic, syntactic, and pragmatic systems of language; elements of the writing process including spelling, grammar, punctuation and handwriting; instructional technologies, and information management and library skills. Prerequisite: EDU 308.

EDU317, Language Arts including Children's Literature (3). Methods and materials to promote effective language skills of listening, speaking, writing, vocabulary development and reading. Techniques for challenging children and adolescents to read books for enjoyment and for broadening their horizons are evaluated. Critical analyses of children's and adolescents' books and their suitability for different levels of maturity are covered.

EDU320. Pre-professional Field Experiences in Education—Level I (1). Provides students with exploratory experiences in educational settings for children and youth.

EDU321. Pre-professional Field Experiences in Education—Level II (1). Provides candidates with the opportunity to teach individual children and youth in educational settings. Prerequisite: EDU 320.

EDU401, Educational Technology and Classroom Applications (3). A required three-credit hour course. Materials, devices, techniques and settings are presented in an overview of the field of instructional technology. Laboratory experiences are provided in the operation of instructional hardware. Educational Technology and Classroom Applications is a course designed to introduce education majors to the underlying principles of instruction and how instruction can be facilitated using technology. Throughout the semester, students will become acquainted with all aspects of instructional technology. Students will by necessity become proficient with the computer as a teacher’s tool as they use the computer for word processing, data base management, spreadsheet development and the use of graphic/presentation software in the development of lesson planning, utilization of communications software (e-mail) and web based instruction. At the completion of the course, students will have familiarity with the tools found in the instructional technology field and be able to integrate those technologies into their lesson plans and instruction. Students will also learn to use a Database to manage information - i.e., lists, names and addresses, schedules and inventories, as well as the implementation of graphic/presentation software in instruction.

EDU413, Educational Tests and Measurements (3). Assessing students’ understanding of content, adjusting instruction and providing feedback to students, parents, and other professionals including formal and informal assessments and evaluations; written and oral tests and demonstrations; individual and group projects and exhibitions; interpretation of individual and school-wide student data; and collaborative construction of rubrics.

EDU416, Pre-professional Field Experiences in Education—Level III (1). Provides candidates with an opportunity to teach small groups of children and youth in educational settings. Prerequisite: EDU 321.

EDU 428, Student Teaching including professional practicum (12). Student teaching provides a full semester of field-based experiences to further develop teaching competencies to plan, implement, and evaluate effective instructional strategies based on Pennsylvania Academic Standards. Support is provided by a university supervisor, a cooperating teacher, and public school/university faculty. Regularly scheduled
practicum sessions enable candidates to discuss important educational issues, employ problem-solving skills, reflect upon and analyze teaching and learning experiences, and explore career opportunities. **Prerequisites:** EDU 320, 321 and 416.

**EDU440, Classroom Management (3).** The principles of learning theory and how they apply to the psychosocial variables affecting children's adjustment in the classroom. The theories and methods of applied behavior analysis with emphasis on the procedures for strengthening existing desirable behaviors.

**ELE300, Critical Skills in Elementary Mathematics I**
This performance-based course focuses on an interdisciplinary approach to the teaching of mathematics at the elementary and middle school levels. The course emphasizes the foundations of teaching mathematics, mathematical processes and mathematics content of the structure of the real number system, sets, functions and logic; problem-solving, numeration systems, and algebraic concepts. Developmentally appropriate approaches to mathematics instruction using science as a tool are addressed. This first course in a two-component, mathematics curriculum series is required of all elementary education majors.

**ELE301, Critical Skills in Elementary Mathematics II**
Critical Skills in Elementary Mathematics II is a performance-based course that serves as the second of a two-course component that focuses on the teaching of mathematics in elementary and in middle schools. Critical skills in Elementary Mathematics II takes an interdisciplinary approach to the teaching of mathematics. Knowledge and skills in teaching are emphasized. Favorable dispositions and attitudes towards learning and teaching mathematics are fostered. This second course continues to present contemporary teaching and learning theories in mathematics education.

**ELE304, Teaching Social Studies and Citizenship Education in the Elementary School (3).** Teaching Social Studies, including Citizenship Education in the Elementary and Middle Levels is a performance-based course that focuses on content knowledge, skills and resources essential for teaching social studies in grades K-8. The course is designed to enable students to establish a clear understanding of the elements of social studies education as defined by the National Council for the Social Studies and the Pennsylvania Academic Standards. Key aspects of the development and implementation of standards-based social studies instruction are examined.

**ELE310, Teaching Physical Science in the Elementary School (3).** Teaching Physical Science in the Elementary School has been designed to prepare pre-service and in-service students to become competent, confident and committed teachers of science to elementary children. An emphasis is placed on understanding child development and its relationship to constructing scientific knowledge. Developing and demonstrating an understanding of subject matter, concepts, principles and themes for studying and teaching physical science in the elementary school are central to the course. The processes of science are explored as they relate to human society. The processes of science and the use of scientific inquiry skills are fostered through the use of instructional strategies that require the observation and application of best teaching practices in authentic settings. The role of active research, investigation, collaboration, authentic assessment and the integration of technology are important course elements. A constructivist approach to teaching and learning is used as a critical course connective link. Ways of managing science instruction and student learning safely and successfully in the elementary school are incorporated in this course.

**ELE320, Teaching Biological Science in the Elementary School (3).** This course has been purposely designed to prepare pre-service and in-service students to become competent, confident and committed teachers of science to elementary children. An emphasis is placed on understanding child development and its relationship to constructing scientific knowledge. Developing an understanding of subject matter, concepts, principles and themes for studying and teaching biological sciences in the elementary school are central to this course.

**ERE000, Basic Skills (3).** A performance-based course designed to develop and reinforce fundamental reading skills essential to the communication process involved in the acquisition and transfer of knowledge. This course provides individualized instruction in basic reading skills such as word recognition, comprehension, and fluency.
ERE001, Reading and Study Skills (3). This performance-based course has been designed to help students meet the rigorous academic demands of learning at the college level. In this course, the primary goal of instruction and practice is to develop and effectively improve the skills and abilities that college students need to comprehend reading material, reflect upon and retain content. Techniques and strategies for efficiently enhancing reading and study skills including vocabulary development, listening, note taking, time management, textbook usage and other study skills are addressed. Knowledge of relevant specialized vocabulary and terminology within a variety of disciplines will be explored and acquired. The use of critical thinking skills is emphasized throughout the course as the connective relationship between academic reading and writing are examined.

ERE102, Efficient Communications Techniques (3). This course is offered to deliver Praxis test preparation workshops for education students. Emphasis is placed on reading comprehension and process review and testing strategies, writing process review including sentence correction and essay construction, and mathematics content review and testing strategies from basic math to geometry.

FCS 211, Child and Adolescent Development, (3). A course that introduces candidates who are preparing to become teachers to the study of child development beginning with conception and ending with early adolescence. Within this chronological framework, information on the different domains of development is included. Through appropriate learning experiences, candidates acquire knowledge that will enable them to understand how children learn and how they move through periods of growth with specific developmental tasks that serve as milestones for development. This course also examines important issues related to raising healthy children and building positive parent-child relationships including how to promote safe and healthy learning environments.

SPE121, Basic Concepts in Special Education (3). An introductory course that provides an understanding of the three basic domains in special education: psychological, developmental and cognitive. In each of these domains, basic concepts and considerations are discussed including definitions, characteristics and classifications. The historical milestones of special education, modern trends and educational offerings are also presented.

SPE211, Assessment in Special Education (3). This course focuses on the principles and procedures for evaluating and developing the psychosocial skills, developmental skills, and cognitive skills of individuals with disabilities. Informal and formal assessment techniques and instruments are presented and applied to the various setting in which students may be placed.

SPE221, Self-Concept Development (3). Explores the dynamics of school achievement and psychosocial relationships. Procedures for enhancing children's self-concept in the classroom are presented, and interrelationships between self-concept and exceptional conditions in children are examined.

SPE222, Perceptual Motor Skills Development (3). An in-depth analysis of perceptual-motor skills development as the foundation for learning. Fine and gross motor skill, visual, auditory, kinesthetic, and tactile skill development are discussed. A review of effective prosthetic devices and procedures is presented.

SPE311, Therapeutic Communication Skills (3). This course stresses facilitative communication with students. Barriers to communication and different communication styles are explored. Application of principles and techniques in simulated and actual classroom situations are presented.

SPE312, Language and Social Development (3). Provides an in-depth analysis of language and social skill development. Basic linguistic input and output are discussed in detail while the rudimentary social skills of exceptional children and youth are highlighted.

SPE342, Curriculum Planning (3). An in-depth analysis of each developmental skill area. Emphasis is placed upon the sequence of goals, objectives, and competencies of each skill area.

SPE451, Applied Behavior Analysis II (3). Examines selected psychosocial behavior of individuals with disabilities who are severely dysfunctional and require advanced intervention procedures. The last section of this level is devoted to presenting an overview of current and experimental models of instruction that children in psychosocial skill development
receive. **Prerequisite:** Restricted to special education majors.

**SPE452, Instructional Models for Teaching Developmental Skills (3).** Focuses on current experimental models of teaching developmental skills. General curricula and the teaching of music and art are explored and developed.

**SPE453, Educational Strategies for Teaching Cognitive Skills (3).** Presents the various teaching strategies utilized in educational settings for individuals with disabilities. The effective implementation of a format for curriculum development is discussed. Curricula for the various developmental levels of individuals with disabilities and methods for dealing with various learning needs are presented. This course focuses on current experimental models of teaching developmental skills. General curricula are explored and developed. Included are various teaching strategies and methods that are utilized in educational settings for individuals with special needs.

**CALL ME MISTER PROGRAM**

**Call Me Mister** is a teacher leadership program initiative that provides participants with the tools necessary to succeed as pre-service teachers. The mission of the program is to increase the pool of available teachers from a broader, more diverse background, particularly among the lowest-performing elementary schools.

Cheyney University is a part of this national initiative designed to encourage more African-American males to dedicate their lives to becoming role-models in the field of education. The program named **MISTER** (Mentors Instructing Students Towards Effective Role Models) is supported by the Pennsylvania Department of Education.

The program provides undergraduate and graduate level scholarships which include full tuition, textbooks, stipends, laptops, workshops and Praxis I preparation. It also provides packages for the MISTER scholars to attend national, regional, and local educational conferences that will enhance their knowledge, network and skills within the field of education.

For additional information, call 610-399-2413 or contact the Program Director at hjean@cheyney.edu. The program is open to all students who are enrolled in the teacher preparation program at Cheyney University.


**Recreation and Leisure Management (Bachelor of Science)**

The liberal arts recreation program, leading to the degree of Bachelor of Science, educates students as generalists in the field, preparing them for the job opportunities in any recreation setting. The program provides:

- The understanding of concepts of leisure philosophies of recreation and the development of personal professional philosophy of recreation;
- A knowledge of the nature and history of the recreation movement, its origin and current trends;
- The knowledge of public, voluntary, institutional, industrial, and commercial recreation and their program areas;
- Opportunities to demonstrate competence, academic knowledge, and physical skills for eminent leadership in recreation; and
- Training for professionals capable of presenting and evaluation challenging recreational opportunities and educational experiences so that people may be enriched through enjoyable and productive leisure.

Students choosing to major in recreation should discuss their program with the department advisor in their freshman year. Since some courses are given only in the fall and others only in the spring, detailed outlines of program requirements should be obtained from the department and followed closely for all four years.

**Health and Physical Education**

A service area non-degree program offering courses in health and physical education which are required of all students.* Courses provide a varied program in health and in sports activities relate to lifelong interests.

*Approval of the department chair allows disabled students to attend class as an administrative assistant, or take an academic course within the department to meet the physical education requirements. Veterans are exempt from physical education requirements but also receive no credit. They are not exempt from the health requirement.

**COURSE DESCRIPTIONS**

**REC 111 Health** (one semester)..............................3
**REC 213, 214 or 215 Swimming**...............................1
**REC 113 to 137, Lifetime Activities Team and Individual Sports (any two, semesters)..................2
**REC 314 Methods in Health and Physical Education required of all elementary education majors)......................................................................2
Other courses offered by the department may make up an area of concentration (18 semester hours), or may be taken by other students to broaden their interests and knowledge.
REC 120 Golf and Volleyball
REC 123 Football, Track and Wrestling
REC 125 Field Hockey and Basketball
REC 127 Volleyball and Basketball
REC 128 Softball, Track and Wrestling
REC 130 Softball and Basketball
REC 132 Tennis
REC 133 Tennis and Basketball
REC 136 Football and Volleyball
REC 137 Soccer and Volleyball
REC 210 Principles of Officiating (3)
REC 211 Scientific Principles of Coaching (3)

REC 210 Principles of Officiating (3). A laboratory course. Motivational techniques, procedures, and practices associated with sport officiating. Knowledge of roles and the proper execution of mechanics. The importance of maintaining a grasp of overall responsibilities, capabilities, and motivations related to specific sports contents.

REC 211 Scientific Principles of Coaching (3). Understanding and being able to cope with the varied experiences would include: ordering equipment, preparing schedules, recruiting, scouting, planning practices, planning travel, interviewing, writing resumes, raising funds, and planning budgets.

REC 213 Beginning Swimming (1). For the non-swimmer or the swimmer with limited skills. Basic skills fundamental to swimming: body and breath control, rhythmic breathing, propulsion, floating, kick and arm strokes. Safety habits.

REC 214 Intermediate Swimming (1). To develop and improve skills and to introduce different styles of swimming, the American crawl, side, breast, and back strokes. Safety procedures.

REC 215 Advanced Swimming (1). A review of styles of swimming, skills, water safety procedures, and advanced life saving.

REC 216 Advanced Beginner’s Swimming (1). For the beginning swimmer with some basic skills in the water. A continuation of beginning skills on an advanced level.

REC 310 Safety Education (3). Offered: Spring term. The organization and administration of safety procedures relevant to recreation areas. Methods of imparting safety education to the recreationist.

REC 314 Methods of Health and Physical Education (2). Required for elementary education majors. Materials, methods, and techniques essential for the teaching of health and physical education.

REC 315 Gender, Equity and Diversity in Sport (3). This course is designed to explore and analyze gender roles, equity, sexual orientation and diversity in the sports world. Personal and social values in contemporary sports will be discussed. The course will introduce federal and state laws that affect sports in the areas of sex, race, and discrimination.

REC 316 Leisure in Modern Society (3). Offered: Spring term. History and development of the recreation movement and (1) the nature of the recreation experience and its important to the individual, (2) the influence of leisure on society, and (3) philosophies of recreation.

REC 317 Recreation Programs (3). Prerequisites: REC 316. Offered: Spring term. Research of recreational settings and programs offered. Criteria for evaluation for use in student visits to various recreation settings in the community.

REC 318 Facility Management (3). Prerequisite: REC 310 and 316. The latest design concepts related to recreation and park facilities including commercial and public facilities. Design and maintenance as they relate to each other and to programs and administration. Principles of planning areas and facilities for recreation and parks are explored. In addition to the design and construction of specific recreation facilities, approaches to standards and planning will be discussed.

REC 319 Leadership I (3). Offered: Fall term. Leadership and its responsibilities in the various program areas. Techniques, methods, procedures, and skills of a leader in recreation.

REC 320 Recreation Management (3)* Prerequisites: REC 310 and 321. Offered: Spring term. Administrative practices and legal aspects of recreational services; principles of planning and operation of recreation area and facilities; financial and business procedures; practices and evaluation.
REC 321 Camp Organization and Management (3). Offered: Fall term. The organization and administration of camp operations. The philosophies of different types of camps, programming problems, and personnel.

REC 322 Leadership II. (3)* Offered: Spring term. Prerequisites: REC 310, 316 and 319. Material learned in Leadership I is applied in this laboratory course which gives students a “leadership” experience within lifetime activity areas.

REC 323 - Law In Sport And Physical Activity (3). Offered: Fall term. Students will become aware of the rights of participants, athletes, coaches, managers, teachers, referees and others engaged in amateur or professional sport.

REC 324 Sport Marketing (3). Offered: Spring term. Emphasis is on introduction to sport marketing fundamentals, case analysis, and the application of the principles of sport marketing as applied to the sport business industry.

REC 325 Creative and Cultural Activities (3) Offered: Fall term. Prerequisites: REC 310 and 316. The creative and cultural areas of recreation through participation and group presentation in arts and crafts, dance, dramatics, and music. Organizational procedures though group dynamics, available resources and practical experience.

REC 326 Sport & Society (3). Offered: Fall term. Prerequisites: REC 310 and 316. A laboratory course. Beginning skills, motivational techniques, procedures, and practices associated with recreational program area of games and sports. Various forms of recreation with concentration on indoor activities.

REC 327 Outdoor Recreation (3)*. Offered: Spring term. Prerequisites: REC 310, 316, 317. The meaningful relationship of recreation to the protection of the environment. Recreational activities best carried on out-of-doors and which have a direct relationship or dependence of nature.

REC 328 Philosophy Of Recreation(3) Offered: Spring term: Contemporary and controversial issues are studied and analyzed in terms of traditional philosophies from the perspective of axiology, metaphysics, epistemology and logic. Additionally, a critical examination of historical and contemporary leisure and recreation literature is undertaken.

REC 329 Research & Tech. In Recreation  (3) Offered: Spring term: The course examines and emphasizes the practical microcomputer applications and technological capabilities specifically used in the education field stressing fiscal management, facility design and research in recreation, sports management, health and physical education.

REC 333 First Aid & CPR (3). Offered: Fall term. Standard first aid procedures and methods in line with the latest Red Cross techniques. Textbook theory combined with practical application.

REC 335 Therapeutic Recreation I (3). Offered: Fall term. Theoretical rationale for the development of therapeutic recreation services for the physically disabled, mentally ill, mentally retarded, socially deviant, and geriatric groups. Leadership and development of programs.

REC 336 Individualized Fitness (3) Offered: Fall & Spring Semester. A wellness lifestyle concept will be examined. Fitness components, strength, cardiovascular, endurance, flexibility, exercise, and weight control, body composition, management, pilates and yoga.

REC 337 Therapeutic Recreation II (3). Offered: Spring term: Prerequisites: REC 310, 316, 335. The development of a practical approach in presenting therapeutic recreation activities in institutions, present and future. Involves students in leadership roles with special populations.

REC 338 Philosophy Of Recreation(3) Offered: Spring term: The course examines and emphasizes the practical microcomputer applications and technological capabilities specifically used in the education field stressing fiscal management, facility design and research in recreation, sports management, health and physical education.

REC 401 Recreation Field Experience (3). Offered: Fall term: Completion of all electives and at least two of three other required courses in area of concentration. Along with student teaching, a field experience provides opportunity for practical application of classroom theory in recreation field work. The student, the instructor, and the agency involved in the field experience share responsibilities.

REC 402 Internship (Majors) (35-40) and 1 hr. seminar - 12)* Prerequisite: REC 401. Placement in a recreation setting under the supervision of a recreation professional. A weekly seminar involves the agency supervisor, Faculty
representative, and the student for lecture, discussion, and evaluation. **Prerequisites for Internship: REC 402.**

1. Application within the first month of the senior year.
2. Approval of application by department chairperson.
3. A 2.25 GPA in major courses with no grade lower than a “C” in major requirements and a 2.00 GPA overall average.
4. Completion of the curriculum of study. (No other course work may be taken in conjunction with REC 402.
5. A student may accept payment in this placement or for any work in connection with it.
IX. Graduate Studies
IX. Graduate Studies

Current Graduate offerings at Cheyney University include a Master of Arts in Teaching (MAT) a Master's in Educational Leadership, a Master’s of Education in Elementary Education, a Master’s of Education in Special Education, a Master’s of Science in Special Education, and a Master’s in Public Administration (MPA). All programs are currently housed at our Urban Site at 8th and Market Streets in Center City Philadelphia. Classes are taught evenings and weekends and at selected cluster locations.

Philosophy

The Cheyney University faculty believes that a philosophy of education should be dynamic and that educational programs of public schools and colleges must keep pace with the change and growth of an increasingly complex society. The welfare of the country depends on a diversified system of education which, while responding to changing needs, must preserve fundamental values. A major purpose of Cheyney’s graduate program is to help make this concept meaningful to men and women in their various professions.

Another major purpose of graduate studies is to develop students who posses intelligence, vigor, and determination into men and women who will render effective service in improving community living. Students are provided with programs of study that enhance professional skills, promote broad education in the liberal traditions, and emphasize the development of advanced research capabilities.

Qualified students are admitted without regard to race, religion, sex, national origin, ancestry, age, marital status or disability.

Conceptual Framework

The Conceptual Framework for the School of Education and Graduate Studies programs at Cheyney University, “The Educator As A Reflective Decision Maker, Collaborative Change Agent, and Effective Practitioner” focuses upon developing educators who can make wise decisions in educational settings. The framework is rooted in the basic tenets underlying the School of Education’s mission, goals, and purpose.

Students must formally apply for admission to a graduate program and must be formally admitted to the graduate program prior to beginning a plan of study to complete the requirements for the master’s degree. Students seeking information about admission to graduate studies should contact the Department Chair or the Dean of the School of Education.

Admission Requirements

Applicants to graduate programs are evaluated using several criteria, in accordance with the requirements for the particular program. These include grade point average, standardized test scores (i.e., MAT, GRE, Praxis Aptitude Test), and letters of recommendations. The Office of Admissions ensures that all applications are reviewed and evaluated fairly and equitably in accordance with University criteria for admission.

The first responsibility of the Cheyney University of Pennsylvania, as a State System of Higher Education institution, is to serve citizens of the Commonwealth of Pennsylvania. However, the University recognizes that exposure to other customs and cultures are essential components of a broad-based education. Therefore, Cheyney actively recruits and welcomes students from other states and the international community.

HOW TO APPLY

First-Year Graduate Applicants

A candidate for admission as a first-year student must adhere to the following procedures:

a.) complete a Cheyney University application and forward it, along
with the application fee (i.e., a $25 money order, cashier’s check, or certified check - personal checks are not accepted), to the Office of Admissions.

b.) Submit an official transcript from each college/university previously attended to the Office of Admissions.

c.) Have two academic/professional associates, who are knowledgeable of the applicant's ability, aptitude, and academic performance submit their recommendations to the Office of Admissions.

d.) Have a third person submit a personal letter of recommendation.

e.) Submit a 500 word essay detailing his/her career goals and educational objectives.

Applications are reviewed on a continuous basis upon receipt of all required documents. The University may require other tests or additional evidence of ability for admission to a specialized curriculum.

Conditional Acceptance
Applicants who fail to meet full admission requirements, but show potential for academic success at the graduate level, may be admitted on a conditional basis. These applicants are required to follow all stipulations as set forth by the academic department.

Readmission
A student who withdraws from the University in good standing may apply to the Office of Admission for readmission. The application for readmission must be submitted to the Office of Admissions at least 30 days before the term in which the student wishes to re-enroll. The application must also be signed by the applicant’s academic advisor. Students dismissed for academic reasons are not eligible for readmission.

Part-time, Non-Degree Graduate Applicants
Qualified individuals who have an undergraduate degree may apply to take courses on a part-time, non-degree basis. Applications for non-degree courses must be obtained from the Director of Admissions.

Transfer Graduate Applicants
Anyone who has completed graduate level course work at another accredited institution with an overall academic average of "B" or better may apply for admission as a transfer student. Applicants must submit official transcripts from the institution previously attended. Graduate applicants are allowed a maximum of six (6) transferrable credits.

Transfer Credit
To receive transfer credits, the applicant must, at the time of admission, submit official transcripts of all previous course work. An evaluation of six (6) graduate-level courses taken at a previous institution with an earned grade of "B" or better will be made by the chairperson of the department in which the applicant wishes to enroll. In addition, the institution must be a member of a regional accrediting organization recognized by the Council for Higher Education Accreditation (CHEA). Students transferring from an institution(s) that is not in an articulation agreement with Cheyney University may be required provide course descriptions along with their official transcript(s).

International Students
Admission requirements and procedures for Foreign or international applicants are the same as those for other applicants. International applicants must demonstrate proficiency in English or provide TOEFL scores, if required. In addition, international students must provide an affidavit of support.

Accepting an Offer of Admission
Applicants who accept the offer of admission to Cheyney University are required to pay a nonrefundable deposit.

Application Violation Policy
Applicants who misrepresent, alter, or withhold prior academic credentials may have their acceptances revoked. If the
misrepresentation, alteration, or omission is discovered or occurs after enrollment, the student may be charged with violation of policy and dismissed from the university.

**Statute of Limitation**

The statute of limitation for re-admission is six (6) years. Students making application for re-admission will be governed by the current catalog in effect at the time of readmission application and not by the catalog they initially applied under. All applicants must pay a $25.00 non-refundable processing fee in order to be readmitted to Cheyney University. All course work exceeding six years from the time that application is made for graduation, will not apply. Courses exceeding six years will have to be taken over.

**Academic Advising**

All formally admitted graduate students must work closely with their assigned program faculty advisor to develop a planned program of study. The plan of study will specify the courses that each student will complete in order to fulfill the requirements of the specific Master’s degree program. If necessary, the plan of study will also specify appropriate coursework and/or qualifying examinations.

Graduate students enrolled in a teacher certification program must work closely with the appropriate faculty advisor in selecting coursework essential for the completion of the university and certification requirements of the respective program.

**Academic Course Load**

The normal academic course load for graduate students is 6-9 semester hours per academic term. Nine (9) semester hours of graduate course work per academic term is considered the maximum load for full-time graduate status. Students who enroll in less than nine (9) semester hours of course work per academic semester are classified as part-time graduate students.

**Grade Point Average**

A grade point average (GPA) of 3.25 with a Graduate Record Examination Score (GRE) of less than 800 or Miller Analogies Score (MAT) of less than 30 is required for admission to candidacy. This is also acceptable for admission to candidacy; a GPA of 3.0 with a GRE of 800 or more or an MAT of 30 or more.

**Time Limits for Completing Graduate Program Requirements**

All requirements for a master's degree shall be completed within a six-year (6) period. This time limit requirement means that no more than six (6) years may elapse between the start of the term for the earliest dated course approved for the plan of study and the date the application for graduation is formally approved. Graduate students should check with their academic advisor to discuss the specific time limit requirements of the respective Master's degree program, since some programs may have more stringent requirements.

If the student is unable to complete all graduate program requirements (generally course work) within the time limits specified by the Master's degree program, the student must make a formal petition to the Academic Affairs Council for an extension of the time limit or for the substitution of other appropriate course work. Petitions to extend the time limit for completing requirements for the degree must also be approved by the Dean.

All credits required for a degree, whether earned at Cheyney University or transferred from another institution, must have been earned within six (6) years prior to the date in which the Masters degree is awarded.
Admission to Candidacy

Admission to a graduate program does not assure admission to Masters Degree candidacy. Advancement to degree candidacy is based upon a formal review of a student's academic record by his/her assigned advisor and forwarded to the Department Chair and Academic Affairs Council for approval.

Advancement to candidacy is required prior to enrollment in practicum courses, student teaching or other culminating experiences required for graduation. The University reserves the right to deny candidacy when deemed appropriate by the Academic Affairs Council. All students pursuing a master's degree must apply for candidacy within their first 12 credit hours of successful graduate level course work.

The steps to file for Admission to Candidacy are as follows:

1. Submit a Declaration of Intent (Candidacy Form) to Academic Affairs Council.
2. A maximum of twelve (12) credits earned at Cheyney University (one course must be a core course)
3. A scholarly paper (must follow APA guidelines) must be at least ten typed written pages
4. A planned curriculum, approved by the academic advisor, which the applicant will follow to complete degree requirements

Thesis

A student prepares a preliminary thesis proposal that needs to be endorsed by the thesis committee, consisting of the thesis advisor as chairperson and two other graduate faculty members. After endorsement, he/she may proceed with its preparation. A thesis should demonstrate the ability to write logically and creatively and to select, organize, and develop a rationale within a hypothesis from which defensible conclusions can be deduced. A student must then defend the thesis before the thesis committee. When it has been approved, two copies of the thesis, each signed by the thesis committee, must be submitted to the Dean of the School of Education no later than three weeks prior to graduation. Failure to meet this three weeks time limit will result in postponement of graduation.

Graduate Academic Standing

Graduate students, both Masters Degree candidates and certification students, must maintain a grade point average (GPA) of 3.0 (on a 4.0 scale) to stay in good academic standing.

Poor academic standing will occur if: (1) the GPA falls below 3.0; (2) two (2) C grades are earned; (3) a grade of "D" is earned. Students who earn three (3) grades of "C" are officially dismissed from the University.

Students must maintain a 3.0 GPA to be in good academic standing. If a student's GA falls below 3.0 for two consecutive semesters it is grounds for dismissal from the program.

Change of Educational Objective

The acceptance of a student to graduate studies at the University is based upon the educational objective indicated on the application for admission. Students desiring a change in graduate objective to a program different from that indicated on the original application must reapply to the new program.

Repeat of Course With Forgiveness

Graduate students may be permitted to repeat one course that was taken at Cheyney University for graduate credit (i.e., applied towards a master's degree) one
time only by petition to and approval of the Academic Affairs Council and the Dean of School of Education. Upon approval, the petition will be sent to the Office of The Registrar. Although both grades will remain on the transcript, only the new grade will be used in computing the student’s graduate grade point average.

**Appeals and Grievances**

A graduate student who experiences difficulties arising from course evaluation, judgment of performance, Masters degree requirements, advancement to candidacy, general regulations, and/or grievance situations should first discuss the issues with his/her academic advisor. If the student wishes to challenge any decision, the student may appeal through the appropriate University appeals process.

**Transfer Credits**

Graduate credit from another accredited college or university may be applied toward the fulfillment of requirements in the student’s graduate program at Cheyney University, if accepted by the Department Chair or the faculty advisor of the respective master’s degree program.

A maximum of six (6) semester hours of credit from another college or university may be accepted toward a Master’s degree program, and all such credits must satisfy the time limit requirements specified by the graduate program.

**Application for Graduation**

Graduate students, who anticipate graduation, must register their intent in the offices of their academic departments no later than the first month of the final semester of study. Degrees will be issued as the student’s name appears in the academic record. The number of hours to be completed should be checked by the Chairperson and/or the academic advisor. The Office of the Registrar verifies the completion of degree requirements. Students are expected to participate in commencement exercises. Anyone unable to participate in commencement must submit a written explanation to the Provost and Vice President for Academic Affairs for approval.

Graduate students are eligible to participate in the Commencement Ceremonies held once a year at Cheyney University only if all degree requirements including culminating experiences (thesis, project, or comprehensive examination) have been completed prior to the date of commencement. All academic and financial obligations must be satisfied before graduation.

**Financial Aid Programs For Graduate Students**

A variety of financial aid programs are available for graduate students at Cheyney University. Graduate students wishing information on financial aid programs should contact the Financial Aid Office for specific programs and their eligibility requirements. A partial listing of financial aid programs available for graduate students is as follows:

**GRADUATE ASSISTANTSHIPS (GA)**

Depending upon the graduate program, graduate teaching assistantships and graduate research assistantships may be available to eligible graduate students. Some of the assistantships are on a stipend basis, while others are for course credit, which may be applicable to the student’s plan of study. Graduate students should contact the Dean, the Chair and/or his/her academic advisor for details regarding graduate assistantships.
**SCHOLARSHIPS AND LOANS**

Scholarships and loans are awarded on the basis of merit and/or financial need, in addition to other criteria specified by the donor(s) of each scholarship and loan. Interested students are urged to contact the Financial Aid Office at 610-399-2302.

**AMS Program**

Academic management services- short term low interest loan available to eligible applicants at the Business Office.

**GRADUATE PROGRAMS**

Cheyney University of Pennsylvania offers a program of study leading to a Master's degree in the following disciplines:

- Educational Leadership (M.Ed.)
- Elementary Education (M.Ed.)
- Special Education (M.Ed. & M.S.)
- Master of Arts in Teaching (MAT)
- Master of Public Administration (MPA)

**Master of Education in Educational Leadership (M.Ed.)**

The program is designed to prepare administrators who are particularly sensitive to the needs of urban schools. The program will further delineate the conceptual, technical and human skills deemed necessary in the preparation of competent educational administrators.

Requirements for M.Ed. in Educational Leadership:

- **Professional Core** - 9 semester hours
- **Concentration** - 21 semester hours
- **Electives** - 3 semester hours

**Requirements for Principal Certification:**

A person prepared as a school administrator may be eligible for certification as a Principal K-12 if the applicant:

- Has completed an approved program of graduate study preparing him/her to direct, operate, supervise, and administer the organizational and general educational activities of a school. (Preparation completed out-of-state must meet Pennsylvania standards for certification).
- Is recommended for certification as a principal by the authorized certification officer of the institution where such education was obtained, or holds a comparable certificate from another state (for out-of-state graduates only).
- Provides verification of the completion of five years of satisfactory professional school experience on a state-issued certificate appropriate for the assignment.
- Has provided evidence of satisfactory achievement on assessments prescribed by the Department under Section 49.18(a).
- Is able to meet all other requirements provided by law.

**Master of Arts in Teaching (MAT)**

The Masters of Arts in Teaching (MAT) degree is tailored for students who do not possess an elementary education degree or for those teaching with emergency elementary education certificates to become certified elementary teachers. Upon completion of the program, candidates are eligible to apply for teacher certification from the Pennsylvania Department of Education (PDE).

Requirements for MAT Degree in Teaching:
• Complete 27 hours for Certification  
• Complete 33 semester hours for degree  
• Maintain GPA of 3.0  
• Pass Praxis I and II  
• Complete and Defend Research Project

Students eligible for program acceptance must adhere to graduate student admissions criteria.

Master of Education in Elementary Education (M.Ed.)

The graduate studies elementary Education program serves a variety of educational needs: those of the potential teacher; the teacher seeking permanent certification, or a broader range of depth of competence in a special field; and those interested in continued professional growth or preparation for graduate study beyond the master's degree level.

Liberal arts studies may be combined with professional courses to produce better elementary school teachers. With increased understanding of research methods, developmental processes, and social problems, an elementary school teacher is able to evaluate educational trends and issues and to assume leadership in a given school and in his or her profession.

Through a study of cognitive, affective and psycho-motor development, teachers are helped in the overall program to seek ways to enable children to develop positive self concepts.

Requirements for M.Ed. in Elementary Education:

• Professional Core - 9 semester hours  
• Concentration - 21 to 24 semester hours  
• Electives - 3 semester hours

Stress is placed on a teacher's skill in developing approaches that work and the ability to explain why they work. With this objective, students' awareness and understanding of current research regarding their professional concerns is checked regularly.

Master of Science in Special Education (M.S.)

The Special Education program is a graduate level discipline which extends the teaching philosophy and fundamental approach developed at the undergraduate level. It contains intensive instruction and supports a humanistic quality which is related to the teaching of exceptional children. The program is designed to prepare students to gain the skills required for teaching the five specified exceptionalities associated with the mentally and/or physically handicapped certificate. The program is designed to encompass three major areas of competency development for teaching exceptional children. The three areas cited below cover knowledge and performance skills required for teaching children from infancy and pre-school years through the twelfth grade. Students are prepared to teach five categories of exceptional children who are labeled mentally retarded, emotionally disturbed, physically handicapped, learning disabled, and brain injured.

Requirements for M.S. Degree in Special Education:

• Professional Core - 9 semester hours  
• Concentration - 21 semester hours  
• Electives - 3 semester hours

Master of Education in Special Education (M.Ed.)

The Master of Education Program is primarily, though not exclusively, designed for students who have earned a Bachelor's degree and have had partial or no special education training prior to admission. This
degree corresponds to the generalist's emphasis of the program. A full complement of courses will help students acquire the requisite competencies for teaching the five exceptionalities covered by mentally and/or physically handicapped certification: Mentally retarded, emotionally disturbed, physically handicapped, learning disabled, and brain-injured.

In keeping with the philosophy on which the undergraduate special education program was founded, the content of the graduate program will comprise three areas of teaching competencies: (1) teaching psychosocial skills to help children successfully adapt to interpersonal relations and organized situations; (2) teaching developmental skills needed for semi and fully independent living, and (3) generalists training intended to prepare students for teaching in self-contained classes and resource rooms.

Requirement for program completion:
36 semester hours of graduate study, including a research project.

Program Design

The program is designed to encompass three major areas of competency development for teaching exceptional children. The three areas cited below cover knowledge and performance skills required for teaching children from infancy and preschool years through the twelfth grade. Students are prepared to teach five categories of exceptional children who are labeled, mentally retarded, emotionally disturbed, physically handicapped, learning disabled, and brain-injured. The areas parallel the three tracks into which the degree program in special education has been subdivided.

(1) Teaching psychosocial skills - to assist students in the development of skills associated with the successful adaptation of children to school and community life and for restructuring children's inappropriate responses regarding learning and interpersonal situations. The following competencies will be addressed: basic concepts related to the psychosocial behavior etiology and characteristic behavior patterns of pupils in special education; methods of identifying and assessing psychosocial patterns and needs; curriculum techniques and procedures for teaching psychosocial skills; communication processes utilized with children and youth; identifying and developing adequate self concepts in pupils; behavior modification procedures in the classroom; and an overview of instructional models for teaching psychosocial skills to children and youth.

(2) Teaching developmental skills - to address students' concepts and methods for helping children to acquire the development skills needed for optimum growth and life adjustment. The knowledge and performance competencies covered are: basic concepts in teaching developmental skills; assessment procedures for identifying the instructional needs in developmental skills; teaching perception skills; teaching motor skills; helping children to learn basic communication skills and patterns; teaching basic skills of social interaction; teaching basic cognitive skills; and an overview of instructional models for teaching learning and cognitive skills to the developmentally young.

(3) Teaching cognitive skills - to help students acquire the skills for teaching the intellectual and academic competencies that are important for independent living in the community. The content areas include: basic concepts and understanding associated with teaching higher functioning pupils; assessment procedures for identifying instructional needs; curriculum design for teaching children learning and cognitive skills; the importance of developmental sequence and its application to the competency levels of individuals; prescriptive teaching; experience-based career education; curriculum approaches to teaching learning and cognitive skills;
and specific teaching strategies.

Requirements for M.Ed. in Special Education:

- **Professional Core** - 9 semester hours
- **Concentration** - 21 semester hours
- **Electives** - 3 semester hours

Master of Public Administration (MPA)

Cheyney University of Pennsylvania, the nation’s oldest African-American higher education institution, is offering a 36 credit-hour Master of Public Administration (MPA) degree program with two degree tracks: a pre-professional Master of Public Administration, and an Executive Master of Public Administration (EMPA). This places Cheyney in a unique position to address the need to increase the number of senior-level Minorities in public administration. Courses will emphasize methods that public administrators should use to address the needs of the nation’s changing population.

Depending on previous administrative work experience, students may be admitted to either the Executive or the Pre-Professional track. Individuals with at least five years of management experience will be eligible for the Executive MPA degree program track. Cheyney University will offer weekend and evening courses to accommodate student needs, with on-line courses planned within two years.

Students enrolled in the Cheyney University MPA program with little or no management experience will pursue a pre-professional program consisting of 24 hours of core coursework, with up to 9 hours in electives, and 6 hours of an internship experience that includes an internship paper. These requirements correspond with the National Association of Schools of Public Administration and Public Policy (NASSPA) curriculum standards. All students, pre-professional and executive, will be required to spend at least one academic year completing the core requirements as outlined by NASSPA.

The Master’s in Public Administration (MPA) program resides in Cheyney University’s School of Arts & Sciences, and is administered by the Department of Social & Behavioral Sciences in cooperation with the Dean of Graduate Studies. Classes are held evenings and Saturdays and are taught at the Cheyney University Urban Center at 8th and Market Streets in Philadelphia.

Cheyney’s MPA program offers three areas of concentration:

1) **State & Local Government Administration**
2) **Non-Profit Administration**
3) **Criminal Justice Administration**

The program also offers an “Executive Track” for students who are already working in the field of Public Administration.

The MPA program at Cheyney is intended to offer maximum flexibility for a diverse body of students – some of whom may have just completed the Bachelor’s degree, others of whom may be experienced professionals seeking to enhance their skills. Courses may be offered in the traditional 15 week semester format, the accelerated 7½ week semester format, and also during the Summer semesters. Plans are also in place to offer some, or all, of the courses online. With this flexibility, it may be possible to acquire the MPA within 1 year, although for most students it will be more practical to get the degree in 1½ to 2 years. A full course load for graduate studies at Cheyney University is 9 credit hours per semester.

ADMISSION REQUIREMENTS:

1) Bachelor’s degree (or higher), with a cumulative GPA of 3.0 or higher.
   a. must submit official transcripts to Admissions office

2) GRE Scores
1. must be submitted to Admissions office

3) A written essay to be evaluated by a committee of graduate faculty.

4) 3 letters of recommendation
   a. must be submitted to Admissions office

Admission applications are reviewed by a committee of graduate faculty, who then make recommendation to the Dean of Graduate Studies. Students meeting all of the criteria above will be granted regular admission status. Students failing to meet one or more of the criteria may be granted conditional admission – which will convert to regular admission once all criteria are met.

Students with a cumulative GPA slightly below 3.0 may be granted conditional admission upon the recommendation of the MPA faculty committee. Such students must register for XPA 500 – a writing intensive course designed to help students improve their written work. Upon the recommendation of the course instructor, students successfully completing XPA 500 will be granted regular admission to the program, provided all other criteria are satisfied.

ACADEMIC PERFORMANCE:
Students in the MPA program are required to maintain a GPA of 3.0 or above to remain in good academic standing. A student whose GPA falls below 3.0 for two consecutive semesters will be reviewed by the MPA faculty committee and may be dismissed from the program.

MPA PROGRAM OBJECTIVES:
- Providing current and future administrators with the necessary analytical problem-solving and critical thinking skills that will allow them to create and maintain public and private institutions that can best serve the Philadelphia region, the Commonwealth of Pennsylvania and the nation;
- Developing competent professionals prepared for the challenges of the 21st Century, including new technological developments;
- Sensitizing graduates to the needs of diverse international communities and an increasingly international workforce;
- Enhancing communication among diverse peoples in a global society;
- Promoting effective teaching practices to enable students to become engaged, lifelong learners in an ever-changing society.

Students who graduate from the Cheyney University MPA program will be able to meet the following general learning objectives.

- Apply good management practices to the introduction of change and development within an organization;
- Comprehend the fiscal and other relevant relationships among governmental entities;
- Articulate and utilize ethical decision-making management procedures;
- Understand public management within an international perspective;
- Apply public administration principles to organizations;
- Comprehend and utilize basic personnel management principles in a diverse workforce environment;
- Utilize practical applications of theories of organizational behavior to public administration;
- Write effective managerial documents;
- Apply the analytical tools used in macro policy making to micro situations;
- Present written and oral information in a professional manner;
- Demonstrate an understanding and utilization of the principles in public administration.

GENERAL PROGRAM REQUIREMENTS:
During the first year of the Cheyney University MPA program, introductory intergovernmental and public policy courses introduce students to the theories and building blocks of public administration. These courses establish the governmental context in which public managers work. Required first year courses also focus on the technical aspects of public management, such as GIS and quantitative decision-making skills. The remaining semesters emphasize practical applications of administrative theories and approaches through the internship and specialized concentration courses. In lieu of an internship, Executive MPA students will complete a special project through the Independent Study/Project course that demonstrates their ability to perform at a management level. This course will be completed in lieu of an internship paper.

The final MPA degree program requirement is a comprehensive examination designed to assess the student’s competencies with regard to the program’s learning objectives. The comprehensive exam may be a combination of oral and written questions.

1) 24 hours of core coursework (8 courses)
2) 9 credit hours of elective courses (depending on experience);
3) 6 credit hours for an internship (pre-professional students) or work experience (EMPA students) upon approval of the faculty;
4) Successful completion of a comprehensive exit exam - demonstrating knowledge and mastery in core and elective areas.
5) Obtain no less than 6 credit hours of their chosen concentration from Cheyney’s MPA program;
6) MPA students may transfer up to 6 credit hours. Executive track MPA students will receive credit for no more than 12 hours in a combination of transfer and work experience credit.

**Comprehensive Exam (0):** Completion of a comprehensive examination testing the student’s knowledge of public administration principles.

**PROGRAM SEQUENCE**

A full course load for graduate studies at Cheyney University ranges from 9 to 12 credit hours per semester. Therefore, full-time students can complete the MPA program within 1 ½ - 2 years, especially if they take courses over the summer. MPA students also may complete the sequence by taking advantage of both weekend and regular weekday classes. According to the NASPPA standards, public administration programs should offer courses that build skills in several areas, core curriculum components in public service and organizational management, the application of qualitative and quantitative techniques of analysis, and public policy. The recommended course sequence for full-time Cheyney University MPA students with the appropriate credit hours is as follows:

For those admitted conditionally **XPA 500 Effective Professional Communication Skills** may be required.

**Recommended First Semester Course Schedule**

XPA501 Introduction to Public Management (3)
XPA502 Organizational Theory (3)
XPA503 Intergovernmental Relations (3) or Intergovernmental Relations (3)

**Recommended Second Semester Course Schedule**

XPA505 Public Budgeting (3)
XPA506 Public Personnel Management (3)
XPA507 Quantitative Decision-Making for Public Managers (3)

**Recommended Third Semester Course Schedule**
XPA508 Geographical Information Systems for Managers (3)
XPA504 Public Policy (3)
XPA600 Master of Public Administration Internship I (3)
Elective (3)

**Recommended Fourth Semester Course Schedule**

XPA610 Master of Public Administration Internship II (3)
Electives (3-9)
Comprehensive exam (0)
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X. DIRECTORIES AND MAPS

Buildings and Grounds

Cheyney University's 275-acre campus looks out on open fields and wooded hills in one of Pennsylvania's most scenic areas. Yet the campus is less than an hour away from Philadelphia.

Seven stone buildings form Cheyney's elm-edged Quadrangle: Biddle, Burleigh, Browne, Dudley, Emlen and Humphreys Halls, and the Carnegie Business Administration Building.

1. **Biddle Hall** (1938), an administration building, is named for James G. Biddle who served on the Cheyney Board from 1912 until his death in 1947. When the Commonwealth purchased Cheyney, he became Chairman of the Board of Trustees appointed by the governor. It houses the Department of Education, the Accreditation Office, the Center for the Advancement of Teaching, Learning and Assessment, and the Art Gallery.

2. **Burleigh Hall** (1928), is named in honor of Harry T. Burleigh, a composer, and one of Pennsylvania's outstanding musicians. Originally a dormitory for men, it is now the "One-Stop Shop" for students. It houses the Offices of: Admissions, Business/Bursar, Career Services, Financial Aid, Registrar, Housing/Residence Life, and International Student Advising.

3. **Browne Hall** (1938), built as a Home Economics Center, is named for Hugh E. Browne, who ably headed Cheyney from 1903 to 1913.

4. **Dudley Center for the Performing Arts** (1931), formerly named Pennsylvania Hall, was originally the gymnasium and later used by the music department. It was recently renovated for use by the drama classes and student production. The building was rededicated in April 1996.

5. **Carnegie Building** (1909) is named for Andrew Carnegie; in 1962 the classroom section was added. Originally used as a library and gymnasium, it has been renovated and houses the Business Administration Department.

6. **Emlen Hall** (1904), named in honor of John T. Emlen, a Quaker philanthropist, has been renovated and now houses the Keystone Honors Academy Living & Learning Center.

7. **Humphreys Hall** (1903), is named for Cheyney's founder Richard Humphreys, a Quaker who was born in 1750 and died in 1832. The Public Safety Department occupies the Humphreys Annex, which was constructed in 1971. Renovations are planned for a Computer Science and GIS Technology Program.

8. **Marcus A. Foster Student Alumni Center** (1970) is named in honor of a Cheyney alumnus (1947), a renowned educator, who was assassinated while serving with distinction as superintendent of the Oakland, California schools. An addition to the center was completed in 1975 to accommodate Student Activities, administrative offices, stores, lounges, and an auditorium. Offices have relocated while renovations are being made.

9. **Waring Hall** (1960), is named for Laura Wheeler Waring, a noted portrait painter, who was a Cheyney faculty member from 1907 to 1948. The main floor, which was originally a dining hall, now serves as an adjunct to the Student Center. The lower floor serves as the University Storeroom and Receiving Center. Renovations are planned for the future.

10. **Marian Anderson Music Center** (1970), is named for the world famous contralto that performed at Cheyney and attended the building dedication.

11. **Cope Hall** (1962), is named for Alfred Cope, one of the early Quaker supporters for Cheyney, who served on the Board of Managers from 1842 to 1875. It houses the
gymnasium, auditorium and locker facilities. A recent addition completed in 1988 houses the offices of faculty and staff of the Recreation and Athletic Departments.

12. **Bailey Hall** (1967), is named for Joshua Longstreth Bailey who from 1851 until his death in 1916 gave freely of his time, energy, and circumstances to Cheyney. The building houses the Departments of Communications and Modern Languages and Fine Arts.

13. **George Washington Carver Science Center** (1970), is named in honor of the world famous agricultural chemist and inventor. The building houses the Charles R. Drew Amphitheater (named for the distinguished physician), and the Marie G. Gould Planetarium (named for a member of Cheyney’s science faculty 1920-1960). The Center houses well-equipped laboratories, and faculty and administrative offices.

14. **Raleigh Ellis Power Plant** (1950), is named in honor of an alumnus and long-time institutional management superintendent for the University (1936-1982).

15. **Garage Service Center**.

16. **Vaux Hall** (1960), the industrial arts center, is named for George Vaux, Sr. and William S. Vaux, Quaker supporters of the University and donors of the Vaux scholarships offered to home economics and industrial arts students. Logan Annex, an addition to the building constructed in 1974, is named for Leander G. Logan, Associate Professor Emeritus, who taught Industrial Arts from 1926-1966. Vaux-Logan currently houses the Technology Program, the University’s Telecommunications Center which was completed in 1996, the radio station, and the Computer Support Center. Vaux-Logan also houses the Academic Success Center, and the Athletic Academic Coordinator Office. The Departments of Guidance & Counseling and First Year Experience will relocate to Vaux-Logan in the near future.

17. **Evangeline Rachel Hall Plaza** (2003), is named in honor of Miss Hall who taught at Cheyney from 1905 to 1947, first as a teacher of mathematics and later as director of Cheyney’s laboratory school.

18. **Coppin Hall** (1938), originally a laboratory school, was named in honor of Fanny Jackson Coppin, who was born a slave, became one of the first black women to graduate from Oberlin College, and served with eminence as Cheyney’s head from 1869-1902.

19. **Harriet Ross Tubman Hall** (1969) is named for the resolute and courageous “conductor” on the Underground Railroad who led hundreds of escaped slaves to freedom. Tubman Hall houses 300 women.

20. **Stanley R. Yamall Hall** (1965), a residence hall, is named for a Quaker educator who began his service to Cheyney in 1906 as a member of the Richard Humphreys Foundation and continued to serve, first on the Board of Managers, later on the Board of Trustees, for 57 years.

21. **Katherine Robinson Hall** (1964), is named for Professor Emerita, who was an outstanding teacher of English, Director of Dramatics, and Dean of Women. Robinson Hall houses 200 students. Renovations are planned.

22. **Ada S. Georges Dining Hall** (1975), is named for Mrs. Georges (Class of 1911), who served the University as a dietitian for 30 years. Designed by Walter R. Livingston, Jr. (Class of 1943), this building with its two large student dining rooms and four dining rooms for faculty, is equipped to provide efficient service in pleasant surroundings.

23. **Martin Luther King Hall** (1971), is named for the martyred civil rights leader and winner of the Nobel Peace Prize. King Hall houses 300.

24. **Sojourner Truth Hall** (1975), is named for Isabella Baumfree, who was freed by the New York State Emancipation Act of 1827, adopted the name Sojourner Truth, and became a famous traveling preacher and abolitionist. Truth Hall houses 300 women.

25. **Melrose House** (1805), is a notable example of early Pennsylvania architecture. At one time the President’s Residence, it is planned to use the structure as the University Hospitality Center after it is renovated.
26. Leslie Pinckney Hill Library (1975), named for Dr. Hill, who was Cheyney's president from 1913 to 1951, is a beautiful three-level building nearly four times the size of the library it replaced. Among its treasures are portraits by Laura Wheeler Waring and a painting by Henry Ossawa Tanner, "Christ and Nicodemus," commissioned by and on the permanent loan from the Richard Humphreys Foundation.

27. James Henry Duckrey Social Science Center (1975), is named for Dr. Duckrey, Cheyney's president from 1951 to 1965. The largest building on the campus, it is built around an interior courtyard. It houses the Departments of Social and Behavioral Sciences, Mathematical Sciences, and Computer and Information Sciences.

28. Harris-Turner Hall (1975), is named for two former Cheyney home economics division teachers, Alice M. Harris and Irene Turner. Faculty and staff offices, classrooms and laboratories for Fashion Merchandising, Design and Textiles, Hotel, Restaurant, and Tourism Management, Athletic Coaches are located in this building.

29. Wade Wilson Administration Center (1979), is named for the president emeritus of the University. An alumnus and former classroom professor, he was president from 1968 to 1981. University administration and fiscal affairs offices are located in this building.

30. McKnight-Rodgers Hall (1977), is named for Dr. Lancess McKnight, the University physician for nearly four decades, and for Mrs. Mildred Rogers, R.N., who retired after 25 years of service as head nurse. The building houses the Student Health Center.

31. Jones-Hilton Maintenance Center (1976), named for Raymond A. Jones and Arthur Hilton, both long term and faithful employees in the maintenance area.

32. Cope Annex (1978), This facility is an adjunct to Cope Hall and includes offices for coaching staff as well as a weight room, trainer's facility and locker rooms.
University Location

Cheyney is approximately 24 miles west of center city Philadelphia International Airport: 22 miles from Walt Whitman Bridge; 11 miles from the Downingtown Interchange of the Pennsylvania Turnpike; 14 miles from the Valley Forge Interchange of the Pennsylvania Turnpike; 15 miles from Wilmington; 110 miles from New York City; and 140 miles from Washington, D.C.

How to Reach Cheyney

By Air

From Philadelphia International Airport, a limousine service can be hired to transport you to campus. Hotel accommodations are available at the following area hotels: the Holiday Inn West Chester, the Ramada Inn or the Best Western in Concordville.

By Bus or Elevated Train

From Philadelphia City Hall, take the elevated (EL) train to 69th Street Terminal, then Septa Bus (120) to Cheyney.

By Car

From Philadelphia, take Baltimore Avenue and then Route 1, drive seven miles west of Media to Markham's Corner; turn right at the stop light for three miles to Cheyney.

Or: Route 3 (West Chester Pike), drive 13 miles west of 69th street, then turn left on Route 926; cross Route 352; take next left for 1.5 miles to Cheyney.

Or: I-95 South to Exit 322 West (West Chester), left to Route 1 North, left onto Cheyney Road for approximately 3 miles to the campus (there are two campus entrances about a mile apart).

From New York and East, take New Jersey Turnpike. At Exit 6 change to Pennsylvania Turnpike, exit at Valley Forge, take Route 202 south to 926, then turn left. Drive 2.2 miles, cross bridge over creek, and turn right. Drive 1 mile, Cheyney's entrance is on the left-hand side.

From Washington and South, take I-95 North through Wilmington to Route 202 north, drive 12 miles north. Look for Cheyney's sign. At route 926 turn right. Drive 2.2 miles, cross bridge over creek, and turn right. Drive 1 mile.

By Train

From Philadelphia's Suburban Station or 30th Street Station, take the Media-Elwyn suburban line to Elwyn then transfer to SEPTA Bus. The bus makes stops at the campus. (For details call Southeastern Pennsylvania Transportation Authority at 215-580-7800)

From New York and Washington, Change at the 30th Street Station to the upper level and take the Media-West Chester suburban line. (See directions above.)
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Cheyney University Administrative Officers

President
Michelle R. Howard-Vital, Ph.D.

Provost and Vice President for Academic and Student Affairs
Ivan Banks, Ph.D.

Vice President for Finance and Administration
Interim, Irene M. Mozer, Ph.D.

Vice President for Institutional Advancement
Sulayman Clark, Ph.D.

Interim Associate Provost for Student Services
vacant

Dean, School of Arts and Sciences
M. Bernadette Carter, Ed.D.

Dean, School of Education
vacant

Director, Keystone Honors Academy
Tara E. Kent, Ph.D.

Dean, University Library
Lut Nero, Ph.D.

Executive Associate to the President
Eric R. Almonte, J.D.

Assistant to the President for Internal Relations
Barbara Simmons, J.D.
Faculty Listing

Abdulkadir Aden, 2005
Assistant Professor: University Library
Public Services Documents Librarian
B.S., Lincoln University of PA
M.A., Indiana University of PA
M.L.S. Clarion University of PA

Monaayem Chowdhury, 1981
Professor: Business Administration (Economics)
B.A. (Honors) Dhaka University
M.P.A., Karachi University
M.A., Williams College
Ph.D., Temple University

Beatrice B. Johnson, 1974
Professor: Communication Arts & Modern Languages (English)
B.S., M.Ed., Cheyney State College
Ph.D., University of Pittsburgh

Adeedoyin Adeyiga, 2004
Assistant Professor: Science & Allied Health
Ph.D., Virginia Commonwealth University

Marietta Dantonio-Fyer, 2000
Assistant Professor: Fine Arts
B.S., Art Education, Kutztown University
M.Ed., Education, Marywood University
Wayne Edge, 2005
Associate Professor: Social & Behavioral Science
B.S., Ohio State University
M.S., University of New Mexico
Ph.D., University of Delaware

Rita Johnson-Ray, 1999
Associate Professor: Social & Behavioral Sciences (Psychology)
B.A., Psy.M., Psy.D., Rutgers University

Michael Adighibe, 1984
Associate Professor: Business Administration (Accounting)
B.B.A., B.A., Saginaw Valley State College
M.B.A., M.A., Mankato State University

Joel Keener, 2003
Assistant Professor: Fine Arts
B.S., Art, Skidmore College
M.F.A., University of Pennsylvania

Ayodele Aina, 1993
Professor: Mathematical Sciences
B.A., University of Ife, Nigeria
M.Ed., Temple University

Ph.D., Temple University

Vanessa Brantley, 2005
Assistant Professor: Business Administration (Fashion Merchandising)
B.F.A., Pratt Institute
M.S., University of Georgia
Ph.D., Florida State University

Marilyn J. Guidry, 2001
Assistant Professor: Social & Behavioral Sciences (GIS)
B.A., Shippensburg University
M.P.H., West Chester University
M.A., University of Toledo

M.S., Ph.D., University of Cincinnati

Beth J. MullaneY, 1997
Associate Professor: University Library Information Systems Librarian
B.S., M.L.S., Ph.D., University of Pittsburgh

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Associate Professor: Social & Behavioral Sciences (Geography)
B.S., M.A., Indiana University of PA
M.Ed., West Chester University

James Remming, 1981
Associate Professor: Education Department
B.S., M.Ed., Cheyney State College

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B.A., Cheyney University
Ph.D., Howard University

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B.M.E., Jackson State University
M.A., Ohio State University

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B.S., Fisk University
M.S., Bowling Green State University
Ed.D., Temple University

Ph.D., Temple University

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Ph.D., Temple University

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M.S., University of Pennsylvania

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Ph.D., University of Delaware

M.S., Ph.D., Cornell University

B.A., B.A., University of Ife, Nigeria
M.A., Villanova University

Ph.D., Temple University

B.S., Penn State University
B.A., M.A., University of Georgia
B.A., M.A., University of Virginia

Ph.D., University of Cincinnati

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Ph.D., Florida State University

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Ph.D., Temple University

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Ph.D., Indiana University of Pennsylvania

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Ph.D., Courant Inst of Mathematical Science

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Technical Services Librarian
B.A., Peking University
M.A., University of Missouri
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B.A., Rutgers University  
M.A., Immaculata College

Stuart J. Richman, 1966  
Instructor: Communications Arts & Modern Languages (English)  
B.A., Brooklyn College  
M.A., Kent State University

James Saxon, 1994  
Associate Professor: Social & Behavioral Sciences  
B.A., Georgetown University  
M.A., Ph.D., Catholic University

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Associate Professor: Fine Arts (Philosophy)  
B.A., Oberlin College  
M.A., Ph.D., Temple University

Deanna W. Shelton, 1976  
Assistant Professor: Business Administration  
B.S., Howard University  
M.P.A., American University  
ChFC, The American College

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Professor: Recreation, Health, & Physical Education  
B.S., Tennessee State University  
M.Ed., Ed.D., Temple University

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M.A., West Chester University

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M.Ed., West Chester State College  
Ed.D., Temple University

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Ed.D., Temple University