Cheyney University of Pennsylvania

Undergraduate Catalog
2004-2006
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 change any provision or requirement in this catalog, including but not limited to academic requirements for graduation and tuition and fees, with out actual notice to individual students. However, every effort will be made to keep students advised of any changes. Information is available in the Office of the 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

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Cheyney, Pennsylvania 19319-0200
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# ACADEMIC CALENDAR

## WINTER 2005 SEMESTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Monday</td>
<td>Winter Semester Begins</td>
</tr>
<tr>
<td>24-25</td>
<td>Friday-Saturday</td>
<td>Christmas Holiday, School Closed</td>
</tr>
<tr>
<td>27</td>
<td>Monday</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>30</td>
<td>Thursday</td>
<td>IQ/Web Closes For Fall And Fall 2 Final Grades Input</td>
</tr>
</tbody>
</table>

### January 2005

<table>
<thead>
<tr>
<th>Date/Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Monday, Classes Resume For Winter Semester</td>
</tr>
<tr>
<td>5-7</td>
<td>Wednesday, Thursday, Friday, First Time Students, Transfers, Readmits</td>
</tr>
<tr>
<td>7</td>
<td>Friday, IQ/Web Open For Winter Semester Grade Input, Winter Semester Ends</td>
</tr>
<tr>
<td>8</td>
<td>Saturday, Business Office, Registrar’s Office, Financial Aid Office at Urban Site for Registration</td>
</tr>
</tbody>
</table>

## SPRING AND SPRING 1 2005 SEMESTERS

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Sunday</td>
<td>Week 1, Opening Conference, Spring And Spring1 Semesters Begin</td>
</tr>
<tr>
<td>10</td>
<td>Monday</td>
<td>IQ/Web Closed For Winter Semester Grade Input</td>
</tr>
<tr>
<td>14</td>
<td>Friday</td>
<td>M. L. King Holiday, School Closed</td>
</tr>
<tr>
<td>16</td>
<td>Sunday</td>
<td>Week 2, Classes Resume</td>
</tr>
<tr>
<td>17</td>
<td>Monday</td>
<td>Business Office, Registrar’s Office, Financial Aid Office at Urban Site for Registration</td>
</tr>
<tr>
<td>20</td>
<td>Thursday</td>
<td>Last Day To Drop, Add, or Enter Classes</td>
</tr>
<tr>
<td>23</td>
<td>Sunday</td>
<td>Week 3, Withdrawal From Class “WC” Period Begins</td>
</tr>
<tr>
<td>30</td>
<td>Sunday</td>
<td>Week 4, Intent to Graduate Forms for Spring 2005 Graduates Due In Registrar’s Office</td>
</tr>
<tr>
<td>31</td>
<td>Monday</td>
<td>Week 5, Section Schedule for Summer and Fall Semesters Due in the Registrar’s Office by Close of Business</td>
</tr>
</tbody>
</table>

### February 2005

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Sunday</td>
<td>Week 5, IQ/Web Opens For Spring Midterm and Spring 1 Final Grade Input</td>
</tr>
<tr>
<td>13</td>
<td>Sunday</td>
<td>Week 6, Section Schedule for Summer and Fall Semesters Due in the Registrar’s Office by Close of Business</td>
</tr>
<tr>
<td>18</td>
<td>Friday</td>
<td>No Class, Spring 1 Semester Ends</td>
</tr>
<tr>
<td>20</td>
<td>Sunday</td>
<td>Week 7, “I” Grades Turn To “F” Grades, No Classes</td>
</tr>
<tr>
<td>27</td>
<td>Sunday</td>
<td>Week 8, Mid Tem Exams Begin</td>
</tr>
</tbody>
</table>

### March 2005

<table>
<thead>
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<th>Event</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday</td>
<td>IQ/Web Opens For Spring Midterm and Spring 1 Final Grade Input</td>
</tr>
<tr>
<td>2</td>
<td>Wednesday</td>
<td>“I” Grades Due In the Registrar’s Office</td>
</tr>
<tr>
<td>3</td>
<td>Thursday</td>
<td>No Class, Spring 1 Semester Ends</td>
</tr>
<tr>
<td>4</td>
<td>Friday</td>
<td>“I” Grades Turn To “F” Grades, No Classes</td>
</tr>
<tr>
<td>6</td>
<td>Sunday</td>
<td>Week 9, Spring Break</td>
</tr>
</tbody>
</table>
SPRING 2005 SEMESTER

13 Sunday Week 10
14 Monday Classes Resume, Teacher Evaluation Period Begin
15 Tuesday Spring 2 Semester Begins
18 Friday IQ/Web Closed For Spring Midterm and Spring 1 Final Grade Input
20 Sunday Week 11
21 Monday Registration For Summer And Fall Semesters Begin
25 Friday Teacher Evaluation Period Ends
27 Sunday Week 12

April 2005
3 Sunday Week 13
6 Wednesday Honors and Awards Convocation
7 Thursday Withdrawal from class “WC” Period Ends
10 Sunday Week 14
12 Tuesday No Classes
13 Wednesday Classes Resume
17 Sunday Week 15
21 Thursday Final Exams Begin for Prospective May 2005 Graduates
     IQ/Web Opens for Prospective May 2005 Graduates Final Grade Input
24 Sunday Week 16
26 Tuesday Final Exams End for Prospective Graduate Final Grade Input, Last Day of Class
29 Friday Reading Day

May 2005
1 Sunday Week 17
2 Monday Final Exam Period for Non-Graduating Students Begins
3 Tuesday IQ/Web Opens for Spring and Spring 2 Final Grade Input
5 Thursday Rehearsal, Hooding, and Reception for Graduate Students
6 Friday Undergraduate Rehearsal and Reception
     Final Exam Period for Non-Graduating Students Ends
7 Saturday Commencement Exercises
     Spring and Spring 2 Semesters End

SUMMER SEMESTER I 2005

16 Monday Summer 1 Semester Begins
17 Tuesday Last Day to Add, Drop, or Enter Class for Summer 1
20 Friday IQ/Web closes for Spring and Spring 2 Final Grade Input
30 Monday Memorial Day Holiday, No Classes
31 Tuesday Classes Resume
I. GENERAL INFORMATION

How to Use This Catalog
Policy Statements
History
Mission Statement
Programs
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 Skills 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), January 2004 to 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.

We will continue to be a valuable resource contributing to the intellectual, social, economic, and cultural development of the Greater Philadelphia region, the Delaware Valley, and beyond.

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 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
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.
Students who are expelled, or who are academically suspended twice, are not eligible for readmission.

**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.

**Accepting an Offer of Admission**

Applicants who accept the offer of admission to Cheyney University are required to pay a non-refundable 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
EXPENSES AT CHEYNEY UNIVERSITY OF PENNSYLVANIA

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.

<table>
<thead>
<tr>
<th>Tuition and Fee Schedule</th>
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<tbody>
<tr>
<td><strong>Per Semester</strong></td>
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<tr>
<td><strong>Full Time (12 to 18 semester hours of credit)</strong></td>
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<tr>
<td>Tuition</td>
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<tr>
<td>Technology Tuition</td>
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<td><strong>Special Fees</strong></td>
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<td>Activity</td>
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<td>Health Center</td>
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<td>Student Center</td>
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<td>Educational Services</td>
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<td><strong>TOTAL FOR COMMUTERS</strong></td>
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<tr>
<td><strong>Room and Board Fees</strong></td>
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<td>Room (double occupancy)</td>
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<tr>
<td>Board (14 meal plan)</td>
</tr>
<tr>
<td><strong>TOTAL TUITION, FEES, ROOM AND BOARD</strong></td>
</tr>
<tr>
<td><strong>Part time (fewer than 12 semester hours), Summer and Wintersessions, and credits over 18 hours</strong></td>
</tr>
<tr>
<td>Tuition per semester hour</td>
</tr>
<tr>
<td>Technology Tuition</td>
</tr>
<tr>
<td><strong>Special Fees</strong></td>
</tr>
<tr>
<td>Activity</td>
</tr>
<tr>
<td>Health Center</td>
</tr>
<tr>
<td>Student Center</td>
</tr>
<tr>
<td>Educational Services</td>
</tr>
</tbody>
</table>

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 database. Unofficial transcripts are $3.00 each. Official transcripts are $7.50 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

Identification Cards
Identification cards are issued by the Department of Public Safety at the onset of a student’s academic career at Cheyney University. Coded stickers are placed on the front of the card to show the academic year in which the student is enrolled. The charge for replacement of a lost card is $15.00. Students can obtain identification cards from the Public Safety Office.

Housing Fee
A student, who accepts an assignment in any university residence hall at the beginning of the semester, is responsible for the payment of the room rent fee for the entire semester. A prorated refund on housing fees is made only when a student must withdraw due to illness or for reasons accepted by the president or the president’s designated official. Illness must be certified in writing by an attending physician and attested to by the university physician. Students who withdraw voluntarily for other reasons, or who are dismissed, forfeit the housing charges for the full semester.

Room Key Issuance
A key is issued to each resident student by the Office of Residence Life for each semester. Loss of a key requires a lock change and a key replacement. Students are assessed a $40.00 fee for this replacement service. Students must see their residence hall directors when a key is lost and a replacement is required.

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 $15.00 fee for vehicle registration that includes a decal, issued annually per vehicle. There is a $15.00 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 $50 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:

<table>
<thead>
<tr>
<th>Tuition and Fees</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st - 2nd week</td>
<td>90</td>
</tr>
<tr>
<td>3rd - 4th week</td>
<td>50</td>
</tr>
<tr>
<td>5th - 8th week</td>
<td>25</td>
</tr>
<tr>
<td>After 8 weeks</td>
<td>0</td>
</tr>
</tbody>
</table>

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
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.

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.

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.
**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.

The Class of 1947 Marcus Foster Memorial is a perpetual memorial to the late Marcus A. Foster that has been established by the Class of 1947. The accrued interest provides for a bond each year to be presented to a graduating senior at Philadelphia’s Simon Gratz High School who attends Cheyney University. For more information, please contact the Office of Financial Aid.

The Dora Cole Lewis Scholarship is made annually to a female resident of Philadelphia in good academic standing. For more information, please contact the Office of Financial Aid.

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.

The Class of 1953 Scholarship is awarded to education majors by the Class of 1953. For more information, please contact the Office of Financial Aid or the Office of Alumni and Constituent Relations.

The General Alumni Association W. McKinley Menchan and Katherine Russell Wilson Academic Scholarships are given periodically to incoming first-year students. Applicants must rank in the top 20 percent of their high school class and have a minimum combined SAT score of 900. School and community involvement are also considered. The award is renewable annually based on the student’s academic achievement.

**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 Office 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.

The Greater Philadelphia Region Alliance for Minority Participation (AMP) Scholarships are awarded to first-year students majoring in mathematics or science. Cheyney University is among eight other colleges and universities participating in the Philadelphia AMP scholarship program which is funded through the National Science Foundation. Funding is targeted to increase the number of baccalaureate degrees awarded to African-Americans, Hispanics and Native Americans in science and mathematics. The following support activities are provided: tutorial support and mentoring; stipends for the academic year; summer research opportunities; book allowances; travel to conferences, symposia and workshops; and participation in science fairs. For more information contact the Office of Financial Aid or the coordinator of AMP.

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

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.
V. STUDENT ORGANIZATIONS AND SERVICES

Student Organizations
Athletic Programs
Student Services
Health Services
Public Safety and Security
Parking and Transportation
Student Conduct
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 one's 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 Psi Omega, 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 Associate Provost for Student Affairs 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

The Cheyney University Health Center is on the first floor of Humphreys Hall, located on the main quadrangle. As partners in students’ health care, the Health Center strives to provide high quality medical treatment while encouraging students to be a responsible and knowledgeable health care consumer.

The Health Center is open Monday through Friday from 9:00 a.m. until 5:00 p.m. Summer hours may vary. The Certified Registered Nurse Practitioner will see students for common and minor problems. A physician is available to see students Monday through Friday. Hours are posted at the Health Center. The Health Center is a walk-in clinic; however, students may also schedule appointments to see the physician.

After-hour Emergencies

The Health Center has the ability to provide urgent care and evaluation for referral. 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.

Emergency services are available by a local ambulance transport service, to one of two hospitals. Each is approximately seven miles from campus. Arrangements for ambulance service should be made through the Office of Public Safety.

It is the responsibility of the student to arrange for transportation and payment to private physicians. Any expense incurred by the student is the responsibility of the individual student.
Transportation for non-emergency services can be arranged through the Health Center. There is a total charge of $15.00 for transportation to and from the student’s destination ($7.50 each way) that will be billed to his or her account by the Office of Public Safety. The Office of Public Safety will only transport within a certain radius of the university, depending on the available staff.

All Health Center services are confidential and are designed to encourage students to become active partners in their health care. 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 of Chester County Hospital. 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.

University policy requires that each student carry accident and medical (illness) insurance. Students will be requested to verify their understanding of the university policy regarding medical insurance coverage annually. Students who do not have their own insurance can enroll in any of a number of plans that are available to them through the university. Failure to update insurance information will result in a restriction in the central computer, which will prevent a student from completing the registration process. Cheyney University is not 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.

Boarding students 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.

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 there.

**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 Associate Provost for 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
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 seven days after the beginning of a semester. There is a charge of $5 for each class schedule change after registration, unless the change is administrative and approved by the Provost and Vice President for Academic and Student Affairs.

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 is as follows:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Minimum Semester Hours of Credit Required</th>
<th>Cumulative Semester Grade-Point Average Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>0 to 29</td>
<td>1.60</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30 to 59</td>
<td>1.75</td>
</tr>
<tr>
<td>Junior</td>
<td>60 to 91</td>
<td>1.85</td>
</tr>
<tr>
<td>Senior</td>
<td>92 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>

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

I 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 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.

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

AUD Course was audited - does not carry credit.

A student must repeat any required course in which a grade of "F" (Failing) was earned. Although not a requirement, students may repeat other courses for which "F" grades have been earned. To receive credit, repeat courses 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 the meeting of graduation requirements. Courses may not be repeated where a grade of "C" or better has been earned.

All matters relating to course work (including "NGR’s", incorrectly dropped courses, and withdrawal requests) 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 to ensure that all problems are resolved in the required period.

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, no grades will be entered into the student's record and the student must repeat all courses taken.

On-line Registration
The University uses on-line registration.

Cross Registration
Cheyney and West Chester universities have an agreement which allows cross registration. Cross registration is open to all full-time Cheyney students and requires prior written approval. For further information please contact your Academic Advisor or the Office of the Registrar.

Courses Taken at Other Institutions
Students wishing to attend another accredited institution while matriculating at Cheyney University must obtain written approval prior to registering for the course(s). Students must provide an official transcript upon completion of course work. For further information please contact your Academic Advisor or the Office of the Registrar.

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.

Mandatory Class Attendance
Students are required to attend every assigned meeting of all classes for which they’re registered. If there is an absence, the student must inform the instructor before the expected absence. The instructor will determine whether documentation justifying an absence is sufficient. Students should provide the needed documentation before the absence whenever possible. 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."
Dropping a Course

A student wishing to drop a course must secure the appropriate form from the Office of the Registrar or the university website. The form must be signed by the appropriate university officials. The completed form must then be returned to the Office of the Registrar. A student who stops attending a course without following this procedure may receive a failing grade. After the fourth 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>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 4 3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>2nd Course</td>
<td>B 3 3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>3rd Course</td>
<td>C 2 2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4th Course</td>
<td>D 1 3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>5th Course</td>
<td>F 0 2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>13</td>
<td>28</td>
<td></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.

Academic Probation and Suspension

Probation

Students whose cumulative averages fall below the minimum for maintaining class standing are placed on academic probation. While on academic probation, a student may not carry more than 12 credit hours per semester. To avoid being suspended, the student must earn the semester average necessary to meet required class standing (i.e., first-year - 1.60, sophomore - 1.75, juniors - 1.85, 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 encouraged to check their transcripts each semester.

Academic Suspension

Students whose cumulative grade-point average falls below the prescribed minimum for two successive semesters are suspended from the university for at least one semester. Notification of suspension is sent out by the Office of the Provost and Vice President of Academic and Student Affairs.

A student who has been suspended may attend all sessions of summer school. If the student raises the cumulative average to the required level, that student will automatically qualify for readmission in the fall. The student may inform the Office of the Registrar to update their records.

A suspended student must apply in writing to the director of admissions to be readmitted after sitting out one semester. Application must be made at least 30 days before the semester that the student wishes to re-enter. The Director of Admissions will notify the student in writing of the decision.
Students who are suspended from Cheyney University of Pennsylvania on two occasions are dismissed (i.e., expelled) from the University permanently. Students suspended from other colleges for academic reasons will not be considered for admission to Cheyney until after a full semester from the date of their suspension.

**Academic Integrity**

Integrity in taking examinations and writing papers and in all other academic work, 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.

**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 processed 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 before graduation.

**Applying for Graduation**

Senior students who expect to graduate, must register their intent in the offices of their academic departments no later than the first month of the final semester of study. At that time, the student must file her or his name the way it should appear on the diploma. 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**
- Completion of 75 credit hours or more in residence at Cheyney with a grade point average of 3.75 or higher. Life experience credit, credit by examination, and transfer credits may not be included in the 120 semester hours.
Magna Cum Laude - Completion of three years in residence at Cheyney with at least 60 credit hours of credits and a grade point average of 3.50 - 3.74.

Cum Laude - Completion of two years in residence at Cheyney with at least 60 credit hours of credits and a grade point average of 3.25 - 3.49.

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 students will be honored. One copy of a transcript is issued free of charge upon graduation. A charge of $7.50 is made for all subsequent copies of official transcripts and $3.00 for each unofficial transcript. This fee is waived for transcripts that are to be used for documented scholarships, induction, enlistment, or advancement in the armed forces.

Transcripts cannot be prepared during the last week of the semester or during the registration period. Persons applying to graduate schools or transferring to another institution should file requests for transcripts with the Office of the Registrar no later than one month before the end of the semester. 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.

No student who is indebted to the university may receive a transcript.

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

Library and Media Services
Guidance and Counseling
Act 101 Program
First-Year Studies Program
Academic Skills Center
Continuing Education
Testing
Cooperative Education
Military Science (U.S. Army ROTC)
Aerospace Studies (U.S. Air Force ROTC)
Technology Resources
Philadelphia Urban Education Site
Academic Enhancement Opportunities
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.

Library and Media Services

The University Library provides physical access to approximately 200,000 books and periodicals supplemented with virtual access to several million additional volumes, over 2500 journal titles in full text, online encyclopedias and a vast array of digital information resources related to medical, legal, career and other extracurricular needs.

Named in honor of the last principal of the Institute for Colored Youth and first president of Cheyney (1913 - 1951), the Leslie Pinckney Hill Library is located on the main campus, 25 miles east of Philadelphia, it houses the various book collections, hard copy periodicals, microforms, multimedia materials, computers, as well as the University Archives and special collections including rare documents, photographs, artwork and artifacts that attract scholars from around the world.

The special eBranch located at the Urban Education Site provides the Graduate Studies Department with virtual access to Library and Information resources and facilitates many of the services available to the university community located on main campus.

The Library participates in a number of networks and consortia including the Keystone Library Network (KLN), the Pennsylvania Library Consortium, Inc. (PALCCI), the Tri State College Library Cooperative (TCLC), and the Federal Depository Library Program (FDLP) that entitle members of the Cheyney University Community to share facilities and resources well beyond the physical limitations of the university.

Guidance and Counseling

The primary goal of the Department of Guidance and Counseling is to provide students with the assistance and information necessary for them to realize their academic, social, personal, and professional potential. To achieve this goal, the department strives to:

a) Provide personal, social, emotional, and career counseling, and to make referrals when deemed necessary.

b) Provide programming that focuses on the developmental, preventive, and remedial needs of students.

c) Help students move from vague, general goals, to well-defined, attainable goals.

d) Create and maintain a University environment that supports the total development of each student.

The reasons that individuals seek help from counselors or psychologists are as varied as people themselves. An individual's motives for seeking counseling might range from the wish to solve a particular problem, through the desire to enhance his or her personal development, and may involve a myriad of motives in-between.

College students, whether beginning or continuing, may experience frustrations and suffer anxieties, at some point, in pursuit of their education. The faculty members serving in the Department of Guidance and Counseling will make every effort to assist the students in the resolution of these and other crises.

Confidentiality

Counseling staff are guided by professional standards regarding confidentiality. Counseling will be adapted to each person's need to facilitate personal growth and educational development. Referrals to off-campus agencies will be made if necessary.

Act 101 Program

Highly motivated students who do not score well on the college entrance examinations are considered for admission to the university through the ACT 101 Program. These students must be residents of Pennsylvania and must meet certain state-mandated eligibility requirements.

The program may provide a pre-college summer experience, which is an intensive basic academic learning period for students who
might not otherwise successfully make the transition from high school to college.

The summer program offers a modified tuition plan to all students who are accepted. Specific questions regarding tuition should be addressed to the Director of the ACT 101 Program. ACT 101 provides credit in English, mathematics, reading and study skills. The program also monitors the progress of its students and provides counseling and tutoring to ensure that they achieve their potential.

**First-Year Studies 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 placed in 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 serve as these students’ primary academic advisors, with assistance from faculty members who are associated with the various departments in which the students pursue majors.

Developmental courses do not count toward graduation requirements. They include the following:

- ERE-001, Reading and Study Skills
- HEN-001, Grammar Review
- MAT-001, Basic Mathematics
- MAT-002, Elementary Algebra

**Academic Skills Center**

The Academic Skills Center 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.

**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.

Testing

The University is eligible to serve as an official site for administering standardized examinations such as the Scholastic Aptitude Test (SAT), the Law School Admissions Test (LSAT), the Graduate Record Examination (GRE), the Graduate Management Admissions Test (GMAT), the Test of English as a Foreign Language (TOEFL), the Automotive Service Examination (ASE) and PRAXIS. Computerized tutorial assistance for the PRAXIS is available in the Academic Skills Center.

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 For more information on 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; and 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 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.

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 701 Market 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 Scholars-in-Residence Program provides students with the opportunity to study with noted scholars from throughout the world who live on campus for an extended period of time and become part of the Cheyney academic family.

- The Junior Year 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 Humphreys Scholars Program, named on behalf of Cheyney University founder Richard Humphreys, is a renewable scholarship designated for entering first year students who have demonstrated financial need and academic ability. These scholars interact with local business and professional communities to prepare for career development and civic responsibility.

- The Talmadge Hayre Scholars Program, established in memory of Professor Talmadge Hayre, who served on the Cheyney University sciences faculty for over 30 years, provides a
renewable scholarship to an outstanding student majoring in the sciences. Hayre scholars are matched with medical school resources and/or scientific research corporations and agencies for internship and senior thesis projects.

- 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. Instructional Programs

Philosophical Statement

General Education

Orientation/Freshman Seminar

Academic Organization

School of Arts and Sciences

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

Department of Education

Department of Recreation, Health, and Physical Education
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 General Education Program or Core Curriculum is basic and integral to all baccalaureate degree programs. This common core program includes introductory courses in a broad range of disciplines which have been chosen to enhance the various major programs and provide a foundation for the undergraduate academic experience. The General Education requirements are as follows:

I. Language, Literature, and Humanities......21

   English.................................................6
      HEN 112, English I
      HEN 113, English II

   The following two courses may be determined to be required by pre-testing but do not count as credits toward graduation:
      HEN 011, Grammar Review
      ERE 011, Reading Study Skills

   Speech.................................................3
      HEN 114, Speech

   Humanities..........................................6
   Art.....................................................max 3
      HAR 111-HAR 431

   Music................................................max 3
      HMU 112-HMU 456

   Literature.........................................max 3
      HEN 211-HEN 316
      HEN 430- HEN 431

   Theater.............................................max 3

   Philosophy........................................max 3
      HPH 110, Critical Thinking
      HPH 110-HPH 401

   Foreign Languages..............................6
   Spanish............................................min 6
      HLS101- HLS102
   French.............................................min 6
      HLF 101-HLF 102

II. Social Sciences.................................9

   Sociology...........................................3
      RSW 201, Introduction to Sociology

   Social Science Elective..........................3
      Geography, RGE 111-RGE 470
      History, RHI 101-RHI 490
      Political Science, RPO 101-RPO 470
      Psychology, RPS 211-RPS 460
      Sociology, RSO 202-RSO 492

   African-American Heritage....................3
      Business, BEC 408
      English, HEN 430-HEN 431
      Music, HMU 302-HMU 303
      Art, HAR 202
      Geography, RGE 316

III. Natural and Physical Sciences...............12

   Mathematics.......................................3
      MAT104 Finite Math
      MAT111, Intermediate Algebra
      MAT112-499
The following two courses may be determined to be required by pre-testing but do not count as credits toward graduation:

- MAT 001, Basic Math
- MAT 002, Elementary Algebra

Introduction to Computer Usage: 3

- CIS 100, Basic Principles of Computing

- Bec 330, Computer Programming

- Education (substitution allowed for Education majors)

- ETR 310, Computer Literacy

Natural Science: 6

- SCH 111-SCH 499
- SPS 100, Natural Science I
- SPY 100-SPY 499

Biological Sciences: max 3

- SLF 100, Natural Science II
- SLF 110, Intro to Biology

IV. Health & Physical Education: 4

Health

- REC 111, Health

Physical Education

- REC 113-PHE 213 (max 2)

V. Freshman Seminar & Restricted Free Electives: 11

Freshman Seminar: 2

- GAC 100, Freshman Seminar (If deemed necessary)

Restricted Free Electives: 9

Courses outside of major in the areas of:

- Communication
- Humanities
- Fine Arts
- Mathematics
- Social and Behavioral Sciences
- Natural Sciences

Total: 57

* Specific courses within the core curriculum may be specified by the respective department.

Orientation/Freshman Seminar

Orientation and Freshman Seminar are academic requirements that all first-time, first-year students must take and satisfactorily complete in the first year. To complete the requirement, the student must participate in all mandatory activities and enroll in the course GAC 100, Freshman Seminar (2 credits). In this course, students are expected to reach an understanding of themselves and their potential, and to make responsible decisions to meet their personal, social, and other needs.

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
- Department of Guidance and Counseling
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 (Dr. Monayem Chowdhury, Chair), Communication and Modern Languages (Dr. Jacob Rayapati, Chair), Computer Science (Professor Susan Bentley, Chair), Fine Arts (Professor John Hamilton, Chair), Mathematical Sciences (Dr. Bernadette Carter, Interim Chair), Science and Allied Health (Dr. Warren Gooden, Chair) and Social and Behavioral Sciences (Dr. Janet Manspeaker, 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.
Business Administration

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 situations. 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, mathematics, social and behavioral 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.

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.

Curriculum Requirements:

<table>
<thead>
<tr>
<th>Component</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>57</td>
</tr>
<tr>
<td>Business Core Courses</td>
<td>39</td>
</tr>
<tr>
<td>Concentration Requirements</td>
<td>18</td>
</tr>
<tr>
<td>Business Electives</td>
<td>6</td>
</tr>
<tr>
<td>Total Credit Hour Requirements</td>
<td>120</td>
</tr>
</tbody>
</table>

General Education:

Business Administration students are required to take the following courses as part of the University-wide General Education:

- HPH 213 Ethics as a Humanities elective
- RPS 211 Introduction to Psychology as a Social Science elective
- MAT 111 Intermediate Algebra as a Mathematics requirement
- BCA 330 Management Information Systems/Computer Applications as a computer usage requirement

Business Core Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCA 111</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BCA 120</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BCA 210</td>
<td>Mgt. Concepts and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>BCA 211</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BCA 212</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BCA 214</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BCA 250</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>BCA 331</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>BAC 240</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BEC 201</td>
<td>Economics I (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>BEC 202</td>
<td>Economics II (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>BMG 334</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BCA 420</td>
<td>Business Policy Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration Requirements:

Accounting:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAA 233</td>
<td>Intermediate Accounting I</td>
</tr>
<tr>
<td>BAA 242</td>
<td>Intermediate Accounting II</td>
</tr>
<tr>
<td>BAA 355</td>
<td>Cost Accounting</td>
</tr>
<tr>
<td>BAA 467</td>
<td>Auditing</td>
</tr>
<tr>
<td>BAA 476</td>
<td>Advanced Accounting</td>
</tr>
<tr>
<td>BTA 221</td>
<td>Federal Income Tax</td>
</tr>
</tbody>
</table>
**Business Administration**

**Finance**
- BFA 220 Financial Management II
- BFA 333 Investments
- BFA 342 Financial Markets and Institutions
- BFA 455 Security Analyses and Portfolio Management
- Finance Elective
- Finance Elective

**Management**
- BMG 321 Organization Theory & Design
- BMG 323 Human Resources
- BMG 332 Organizational Behavior
- BMG 457 Organizational Development
- BMG 445 Labor Relations
- Management Elective
- Computer Science Elective

**Marketing**
- BMT 333 Consumer and Buyer Behavior
- BMT 455 Advertising
- BMT 468 Marketing Management
- BMT 467 Marketing Research
- Marketing Elective
- Marketing Elective

**Business Electives:**
Any course offered within the Business Administration Department. Computer courses can be substituted with prior approval.

**Course Descriptions:**

**General**

**BCA 101 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.

**BCA 214 Business Communications I (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.

**BCA 240 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:** MAT111.

**BCA 250 International Business (3)** Basis of trade, international business mechanism, economic, social, cultural, legal and technological forces in international business environment.


**BCA 331 Legal Environment of Business (3).** Introduction to the nature and development of law and the 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.

**BCA 420 Business Policy Seminar (3).** Capstone course. (Seniors only) Top management decision-making involved in strategic planning and overall company policy formulation and administration.

**BOA 460 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**

**BCA 111 Principles of Accounting I (3).** Introduction to basic accounting concepts. Assets and equities; the accounting cycle; adjustments; and procedural differences in accounting for individual proprietorships, partnerships, and corporations.

**BCA 120 Principles of Accounting II (3).** A continuation of BCA 111 with an emphasis on control of the enterprise. Manufacturing accounting; internal flows of financial data and
its uses for management planning and control; and financial analysis. **Prerequisite: BCA 111.**

**BAA 233 Intermediate Accounting I (3).** Offered: **Fall term.** Topics covered include accounting theory, the accounting cycle, the income statement, the balance sheet, statement of cash flows, cash receivables, payables and inventories. **Prerequisite: BCA 120.**

**BAA 242 Intermediate Accounting II (3).** A continuation of BAA 233. Topics include plant and equipment, intangibles, investments, long-term liabilities, leases, stockholders' equity and pension accounting. **Prerequisite: BAA 233.**

**BAA 355 Cost Accounting I (3).** Offered: **Fall term.** Topics include manufacturing accounting, cost-volume-profit relationships, job costing in services and manufacturing, budgeting, activity-based costing, standard costing, direct costing and absorption costing. **Prerequisite: BAA 242.**

**BAA 364 Cost Accounting II (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. **Prerequisites: BAA 242 and BAA 355.**

**BAA 467 Auditing (3).** Procedures of internal auditing and public accounting in verifying statements and supplementary data. The practicality and significance of the auditor's report is an integral part of the course. **Prerequisite: BAA 242.**

**BAA 476-Advanced Accounting (3).** Offered: **Spring term.** Topics covered include partnerships, home office-branch, consolidated financial statements, government accounts and non-profit accounting. **Prerequisite: BAA 242.**

**BTX 220 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: BCA 111.**

**BTX 221 Federal Income Tax: Individuals (3).** Offered: **Spring term.** Principles and procedures relating to the determination of taxable income of individuals. **Prerequisites: BAA 120.**

**BTX 333 Tax Planning for Business Organizations (3).** Tax laws and current tax practices pertaining to formation, division, reorganization, and liquidation of business. **Prerequisite: BTX 220.**

**Economics**

**BEC 201 Economics I - Macro (3).** The fundamentals of macroeconomics affecting our daily lives: inflation, unemployment, income and growth. **Prerequisite: MAT 111.**

**BEC 202 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 111.**

**BEC 300 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. **Prerequisites: BEC 201 and 202.**

**BEC 305 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.**

**BEC 310 Intermediate Macroeconomics (3).** An advanced treatment of income determination, unemployment, inflation, and monetary and fiscal policies. **Prerequisites: BEC 201.**

**BEC 311 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.**

**BEC 400 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.**

**BEC 407 International Economics (3).** Basis of trade, factor prices and income in an open economy, tariffs, foreign exchange markets,
balance of payment equilibrium and adjustment, international financial institutions and policy. **Prerequisites:** BEC 201 and 202. **Recommended:** BEC 310 and 311.

**BEC 416 Introduction to Econometrics (3).** Estimation of relationships in a single equation and simultaneous equation systems. Development of models and forecasting. **Prerequisite:** BAC 240.

**BEC 444 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**

**BSB 211 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.

**BSB 320 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.

**BSB 322 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.

**BSB 323 Small Firm Environment (3).** Environmental forces which affect small firm operations; relationships with competitors, government, and community agencies. **Prerequisite:** BCA 210.

**BSB 435 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**

**BCA 211 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:** MAT 111.

**BFA 220 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:** BCA 211.

**BFA 333 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 investments, and investment planning and strategies. **Prerequisite:** BCA 111 and 211. **Recommended:** BCA 120.

**BFA 342 Financial Markets and Institutions (3).** The role of the principal financial markets and their relationship to the economy through study of fund flows and analysis of financial institutions. **Prerequisite:** BEC 201. **Recommended:** BCA 211.

**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:** BFA 220.

**BFA 366 Real Estate Finance (3).** Sources and methods of obtaining funds for real estate investment; private and government financial institutions of real estate, legal, and tax considerations; the construction industry and cycles; and real estate investment policies and current practices. **Prerequisite:** BCA 111.

**BFA 367 Commercial Bank Management (3).** The structure, organization, administration, and regulation of commercial banks; sources and uses of funds; and portfolio policy. **Prerequisites:** BCA 211 and BEC 201.
BFA 369 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. Prerequisite: BEC 201 and BCA 211.

BFA 455 Security Analysis and Portfolio Management (3). Coverage includes risk-return analysis, the analysis of bonds and common stocks, options, portfolio theory, and selection. Prerequisite: BCA 211.

Management

BCA 210 Management Concepts and Strategies (3). Principles that form the basis of modern management methods, application of behavioral theory to management problems, introduction to quantitative methods as applied to managing business operations.


BMG 332 Organizational Behavior (3). Offered: Spring term. Study of the social science disciplines psychology, sociology, anthropology, as they contribute to understanding and predicting human behavior in organizations: learning, motivation, perception, attitudes and cognition. Prerequisite: BCA 210.

BMG 334 Operations Management (3). Introduction to design, planning, scheduling, and control of the organization at the operating levels charged with the production and physical distribution of goods or services. Relevance to all functional areas emphasized. Prerequisite: BCA 210 and MAT 111.

BMG 422 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). Offered: Spring term. 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: BCA 210.

BMG 457 Organizational Development (3). Problems of a manager in a changing organization. The problems of rapid growth, and the needs for development of organizations utilizing organization theory. Prerequisite: BCA 210.

Marketing

BCA 212 Principles of Marketing (3). Structure and processes of marketing; major marketing policies concerning the product, market distribution channels, field selling, advertising promotion, and pricing.

BMT 321 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: BCA 212

BMT 333 Consumer and 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: BCA 212.

BMT 342 Principles of Retailing (3). Offered: Fall term. An introduction to retailing, vital factors including classification of retail businesses, consumer behavior, store organization, store layout, store location, retailing, and racial minorities, etc. Prerequisite: BCA 212.

BMT 344 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. A sales demonstration incorporating visual aids is required of all students. **Prerequisite:** BCA 212.

**BMT 455 Advertising (3).** Offered: Fall term. An introduction to the principles and practices of advertising. The role of advertising in the marketing mix. Psychology of advertising, planning and creating the advertisement (copy, visualization, layout, printing techniques, and selection of the media). **Prerequisite:** BCA 212.

**BMT 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:** BCA 212.

**BMT 460 Marketing in Urban Areas (3).** Current marketing problems in urban areas: assessment of the 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.

**BMT 462 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:** BCA 212.

**BMT 467 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. **Prerequisite:** BCA 212 and BAC 240.

**BMT 468 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:** BCA 212.

**Office Information Systems**

**BOA 211 Keyboarding (3).** Designed to enable students to master the alphanumeric keyboard using alphanumeric software and to develop high-quality business documents. Introduction to word processing, spread sheets and simple data base are also covered.

**BOA 224 Notehand (3).** Basic principles of note taking, vocabulary building and proofreading. Applications in sentences and short paragraphs.

**BOA 321 Communications Technologies (3).** A technical overview of electronic communication systems including local area network management, Internet resources, and telecommunications and video technologies. Emphasis is on hands-on experience.

**BOA 323 Office Systems and Technologies (3).** An overview of organizational and end-user information systems (OEIS). Emphasizes methods used to implement information technologies in the workplace. Advances in information systems hardware and software with applications are discussed. Work flow and systems analysis methodology, work design, organizational change, systems implementation, and management issues are covered. Basic computer literacy is assumed.

**BOA 332 Office Systems - Planning and Design (3).** This course covers the planning stage of organizational and end-user development with emphasis on employee and work group interaction. Problem recognition skills are stressed as well as analysis of office systems through a group field-based project. A systems mode of thinking concerning organizational issues is emphasized throughout the course.

**BOA 442 Information and Media Management (3).** Students develop an understanding of the information life cycle, information value, and how information serves as a critical organizational asset.

**BOA 455 Office Systems - Implementation and Evaluation (3).** Theory and practice of organizational and end-user information systems implementation. Investigates implementation and evaluation issues building on skills learned in foundation courses. In addition to the study of
integration of hardware/software into the work environment, attention will be given to organizational dynamics such as addressing resistance to change and human factors such as workplace ergonomics.

**FASHION MERCHANDISING, DESIGN AND TEXTILES (BACHELOR OF SCIENCE)**

The Fashion Merchandising, Design and Textiles program provides students with the competencies necessary for success in careers within the textile and apparel industries. Students may select one of three areas of specializations within the program: Fashion Design, Fashion Merchandising, and Textile Merchandising and Design. The Fashion Design concentration focuses on the conceptualization, design and production of textiles and apparel products.

Fashion Merchandising focuses on the business aspects of buying and selling consumer products, visual communication, market trends and services to customers in expanding domestic and global markets.

The Textile Merchandising and Design concentration covers the production, distribution, and promotion of apparel products. Offered in cooperation with Philadelphia University, the Textile Technology broadens students knowledge through the combination of technical courses such as yarn, knitting, weaving, printing, product evaluation, dyeing and finishing with science and business courses.

The program aims to:

- Assist students in developing awareness of the magnitude of the apparel and textile industry, its place in the world, and its potential for technological global development;
- Provide learning experiences to develop the competencies that will prepare students to successfully engage in careers in apparel and apparel-related occupations;
- Incorporate the application of design principles, use of materials, economics, marketing, government policy and regulation, management of products and their delivery, and technological developments;
- Develop students' interest in and awareness of trends and practices in the apparel and textile industry as they relate to their chosen occupations;
- Engage students in course work that emphasis the business aspects of buying, visual communication, market trends, and customer service in both domestic and global markets;
- Provide state-of-the-art computer aided design (CAD) laboratories equipped with current apparel industry specific software for extensive use throughout the students course of study; and
- Provide laboratory experiences that will help students develop the skills necessary for productive functioning in chosen apparel and textiles occupations.

**Field Experience**

Students are provided an opportunity to participate in a University-sponsored field experience program which serves as practical education in the apparel industry. Approval for field experience is based upon the student's successful completion of a minimum of 75 credit hours in core and professional courses required for the selected major clothing and textiles. The candidate must have a cumulative grade point average of 2.0 and a junior level status. Six credit hours may be earned for field experience.

Off-campus field placements will be approved in accordance with a student's selected option of study in clothing and textiles: fashion design, fashion merchandising, or textile merchandising. The field experience will serve to increase the student's awareness of skills needed for apparel industry employment opportunities.
### General Education

**…57**

### Merchandising and Design Concentration Core Courses

**…30**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CHC-244</td>
<td>Fashion Industry</td>
<td>3</td>
</tr>
<tr>
<td>CHC-141</td>
<td>Apparel Principles</td>
<td>3</td>
</tr>
<tr>
<td>CHC-111</td>
<td>Introduction to Textiles</td>
<td>3</td>
</tr>
<tr>
<td>CHC-452</td>
<td>Social and Psychological Aspects of Clothing</td>
<td>3</td>
</tr>
<tr>
<td>CHC-355</td>
<td>Fashion Marketing and Management</td>
<td>3</td>
</tr>
<tr>
<td>CHC-252</td>
<td>Fundamentals of Design</td>
<td>3</td>
</tr>
<tr>
<td>CHC-344</td>
<td>Field Experience and Seminar</td>
<td>6</td>
</tr>
<tr>
<td>CHC-211</td>
<td>Apparel Construction</td>
<td>3</td>
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<tr>
<td>CHC-343</td>
<td>Presentation Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CHC-442</td>
<td>Recent Trends in Clothing</td>
<td>3</td>
</tr>
<tr>
<td>CHC-356</td>
<td>History of Costume</td>
<td>3</td>
</tr>
<tr>
<td>CHC-141</td>
<td>Apparel Principles</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specialization (See Concentration)**

**Free Electives (See Concentration)**

**SEMESTER HOUR TOTAL: …120**

### Fashion Merchandising Concentration

Through specialized courses, the fashion merchandising program prepares students for careers in production, distribution, and promotion of apparel products within the textile and apparel industry. Emphasis is placed on the business aspects of buying, visual communication, market strategies, techniques in marketing strategies, salesmanship, psychology of clothing, retail management and salesmanship, and customer service in both domestic and global markets.

**Concentration Requirements: …24**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CHC-243</td>
<td>Flat Pattern Design I</td>
<td>3</td>
</tr>
<tr>
<td>CHC-213</td>
<td>Advanced Apparel Construction</td>
<td>3</td>
</tr>
<tr>
<td>BCA-111</td>
<td>Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BMT-455</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>BSA-320</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>BCA-212</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BCA-342</td>
<td>Principles of Retailing</td>
<td>3</td>
</tr>
<tr>
<td>BCA-214</td>
<td>Business Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

**Free Electives: …9**

### Suggested Electives:

- CHC-213 Advanced Apparel Construction...3
- CHC-352 Creative Draping...................3
- BSB-320 Entrepreneurship..................3
- CHC-342 Tailoring............................3
- BMT-333 Consumer and Buyer Behavior.....3
- BMT-457 Marketing Research...............3
- BAC-215 Tax Planning for Business Organization...3
- BSB-211 Small Business Management........3

Qualified program graduates are prepared for a variety of entry level positions including retail executive trainee, fashion coordinator, assistant buyer, divisional merchandising manager, mall management assistant, fashion advertiser, assistant store manager, customer service representative, quality controller, and market researcher.

### Fashion Design Concentration

Students specializing in the fashion design field are provided opportunities to develop their individual skills and talents through designing apparel, draping, drafting patterns, and constructing apparel. Individual creativity and technical skills are stressed. Students learn the strategies and methods of developing and producing marketable apparel for the fashion retail trade.

**Concentration Requirements: …27**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHC-246</td>
<td>Fashion Design</td>
<td>3</td>
</tr>
<tr>
<td>CHC-243</td>
<td>Flat Pattern Design I</td>
<td>3</td>
</tr>
<tr>
<td>CHC-243</td>
<td>Flat Pattern Design II</td>
<td>3</td>
</tr>
<tr>
<td>CHC-352</td>
<td>Creative Draping</td>
<td>3</td>
</tr>
<tr>
<td>CAD for Apparel (Replaces Couturier Techniques)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BSA-455</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>CHC-354</td>
<td>Decorative Fabrics</td>
<td>3</td>
</tr>
<tr>
<td>CHC-213</td>
<td>Advanced Apparel Construction</td>
<td>3</td>
</tr>
<tr>
<td>CHC-342</td>
<td>Tailoring</td>
<td>3</td>
</tr>
</tbody>
</table>

**Free Electives: …6**

### CAD Arts and Fashion Laboratory and Apparel Laboratory

The University’s arts and fashion laboratory provides students experience with leading-edge CAD systems for designing and manufacturing of apparel and textiles. The laboratory includes 20...
workstations. CAD systems software enables designers such as those in apparel, engineering, interior design, architecture, or industrial design to draft designs. CAD for fashion typically falls under the first three listings, as well as CAM for manufacturing-related directions for producing a line of clothing or accessories. This also includes cost sheets and spec sheets.

The fully-equipped computer laboratory and the apparel development laboratory enable students to engage in hands-on experiences using computer systems identical to those found in the industry. Students who select to concentrate in Apparel Design offers student opportunities to gain competitive skills on through Gerber Technologies “Accu Mark” for computer-aided patternmaking, grading and marking and “Design Silhouette” for creative garment development and pattern development are the primary software programs. A full size digitizing table enables students to develop pattern designs for spreading and electronically moving over paper patterns and existing garments. Gerber continuously donates updated software.

COURSE DESCRIPTIONS

CHC-141 Apparel Principles (3). Principles of garment construction, fit, and alteration, with emphasis on ready-to-wear garments in the fashion industry.

CHC-211 Apparel Construction (3). Focus on the fundamental principles of garment construction, the interrelations of apparel assembly methods, equipment and its operation, practical skills, design, quality, and professional techniques and sewing processes used in apparel manufacturing. Students produce two garments and a sample book of various construction techniques.

CHC-213 Advanced Apparel Construction (3) As continuation of skill development in apparel production, well-structured and detailed garments are developed. Creativity is employed to make use of patterns, slopers, and pattern alteration.

CHC-241 Textiles in Today's World (3). The study of fibers, yams, fabric construction, coloring processes, with emphasis placed on finishing techniques and application of this information to judging textile performances in apparel. The proper use and care of textiles is covered. The course reviews the global impact of the technological development of the textile industry.

CHC-242 Advanced Textiles (3). Application and extension of basic information studied in CHE-111. Testing of fiber yams and fabrics, and study of fabric construction. Properties and uses of 20th Century textiles. Laboratory experiences with textiles construction and design. Prerequisite: CHE-111 or CHC-241

CHC-243 Flat Pattern Design I (3). Laboratory use of the flat pattern method to develop ability to create new patterns, to understand and appreciate the fundamental principles of construction and fitting. Basic slopers are developed, and students create a collections sample design techniques. Prerequisite: CHC-211 or CHC-241.

CHC-244 The Fashion Industry (3). An extensive survey of the apparel market and related industries, and a determination of trends, promotion methods, interrelationship with the fiber and fabric industries, fashion manufacturer, and fashion research. Field trips to fashion-related industrial establishments.

CHC-245 Clothing and Textiles Industry (3). A survey of the clothing and textiles industry, its organization, promotion methods, and the interrelationship of the major factors of industry and its markets.

CHC-246 Fashion Design (3). Three major areas of fashion are explored - men’s, women’s, and children’s. The role fashion plays in influencing product design by exploring the men's wear-students creatively work through problems faced by fashion designers.

CHC-247 CAD for Apparel (3). Application of computer software to develop patterns; produce plotted patterns; and develop pattern makers. Computer assisted design will include hand-on laboratory experiences through the use of the state-of-the-art Gerber Technology apparel design software. Storyboard production are required to increase students’ production and presentation skills. Prerequisite: CHE-252

CHC-251 Flat Pattern Design II (3). Laboratory
course is an extension of material and processes covered in the basic Flat Pattern course. Students design and construct one garment using an original pattern developed from personal measurements and one garment designed from a basic sloper. Computer-aided-design systems in a laboratory environment will enhance the practical experience. **Prerequisite: CHE-243.**

**CHC-252 Fundamentals of Design (3).** The elements and principles of design are explored. Students complete a variety of projects using a collection of media to express ideas. Elementary design in two and three dimensions using various media developing visual sensitivity.

**CHC-315 Clothing and Textile Problems (3).** This basic course enables the individual investigation in a specific field of clothing and textiles. Opportunity to correlate clothing and textiles with related fields.

**CHC-341 Clothing for the Family (3).** Family clothing problems from the standpoint of income, occupation, health, and lifestyle as well as aesthetic and psychological factors. Based on the needs of the students interested in the family clothing market in areas of design, production, or sales.

**CHC-342 Tailoring (3).** Use of a variety of industry standard tailoring systems, including techniques for men's clothing. Comparison of commercial and custom tailoring. **Prerequisites:** 211, and 213.

**CHC-343 Presentation Techniques (3).** Focus is on the evaluation, documentation, layout and formal presentation of the student's work. The importance of creative and effective communicative skills. A variety of graphic techniques created via computer and electronic preparation are emphasized.

**CHC-344 Field Experience and Seminar (6).** An approved experience in a cooperative program with business establishments, which merchandise textiles and textile products. The seminar gives attention to the study of the student's area of concentration. Guest lecturers with expertise in textiles and related fields. **Prerequisite: Junior standing.**

**CHC-345 Community Involvement and Independent Study (6).** Independent study classes. Students design and execute an individual problem in a chosen area related to clothing.

**CHC-356 History of Costume (3).** Costume through the ages to the present. Social, economic, and psychological conditions which influence the dress of each period. Designers and their influence on fashion from mass-produced to couturier costumes.

**CHC-351 Design Analysis (3).** The development of the use of design elements and principles as they apply to fabric and fashion. Analysis design samples and development of originals.

**CHC-352 Creative Draping (3).** Students use accurate designing techniques through the draping method. Each student completes a garment from an original design on commercial dress forms.

**CHC-353 Male-Female Apparel (3).** Elements and origin of design as they relate to contemporary apparel for men and women. Garments are produced for both women and men. Current techniques, equipment, and technology used in design and production are examined.

**CHC-354 Decorative Fabrics (3).** Historic and contemporary fabrics; analysis of designs and techniques of decorating fabrics. Contribution of decorative fabrics to the enrichment of human experience.

**CHC-355 Fashion Marketing and Management (3).** Production, distribution, and consumption of clothing and textiles. A student investigates product development, design coordination, costing, forecasting sales and inventory planning. Displays are created to promote sales.

**CHC-442 Recent Trends in Clothing (3).** A course planned to develop the student's awareness of and facility with current and future developments in the clothing area. Fashion cycles and individual research on specific items and materials. Legislation, which affects production and industry.

**CHC-452 Social and Psychological Aspects of**
Clothing (3). The social significance of clothing to an individual and the influence it has upon his or her behavior.

Note: In order to meet graduation requirements, students must maintain a GPA of "C" or better in all major courses.

**HOTEL, RESTAURANT, AND TOURISM MANAGEMENT (BACHELOR OF SCIENCE)**

The undergraduate degree program in hotel, restaurant, and tourism management is designed to prepare students for managerial positions in the hospitality industry. The program of study has been developed as a broad-based program of study and experiences in general and professional education. It is designed to provide learning experiences that will present students with the basic skills necessary to function at the management level in the hospitality industry. There is a course in field experiences that will increase students' awareness of job opportunities in their chosen field. Opportunities are also developed to provide students with a working knowledge of computer systems and sensitivity to the vast socio-economic, political, and technological changes, which characterize present-day life and to develop in students an understanding of these changes and their implications.

**General Education**

Students are required to take the following courses as part of the general education requirement:

- HPH 213 Ethics
- BCA 214, Business Communications I or
- IAM 268, Technical Writing

**Major Field Requirement Core Courses**

- HRM 111, Introduction to Service Management...3
- HRM 214, Menu Planning and Analysis.............3
- HRM 221, Hospitality Purchasing.....................3
- HRM 223, Travel and Tourism.........................3
- HRM 272, Food & Beverage Management............3
- HRM 310, Managing Hotel Operations...............3
- HRM 321, Hospitality Marketing and Sales.........3
- HRM 331, Quantity Food Production...............3
- HRM 333, Hospitality Law..............................3
- HRM 359, Event, Convention, and Meeting

**Major Core Electives**

Students may take any twelve (12) credit hours from the Department of Business Administration in addition to HRM courses to complete the twelve credits of core electives requirement. These electives will require advisor approval to allow a student to reinforce his/her studies in the specific area of interest. Highly recommended electives are as follows:

- BCA 111, Accounting I
- BCA 210, Accounting II
- BCA 210, Introduction to Management
- BCA 214, Business Communications I
- BEC 201, Economics
- BMG 321, Sales Management
- BMT 459, Retail Management

**COURSE DESCRIPTIONS**

**HRM 111, Introduction to Service Management (3).** This course is designed to provide complete guidelines of service basics: duties before guest arrival, initiating service, selling techniques, serving the meal, responsibilities to the guest, special amenities, handling unusual circumstances, and exceeding guest expectations. Additionally, this course explores major concepts in providing leadership and service in the hospitality industry.

**HRM 214, Menu Planning and Analysis (3).** Focuses on the development and analysis of menus to ensure profitability while remaining within equipment capabilities and design. Information and ideas to enhance sales and provide a perception of value will be evaluated.

**HRM 221, Hospitality Purchasing (3).** Describes the development and implementation of an effective food and non-food purchasing program, focusing on the role of the purchasing department and the buyer, the generation of purchasing specifications, and the use of forms and control techniques.

**HRM 223, Tourism and Travel (3).** Explains travel
agency operation drawing upon a wide range of basic disciplines to provide the fundamental knowledge and skills that are required to fulfill the demands placed upon those in management positions in the hospitality industry; includes basic ticketing, history of travel, airlines, steamships, cruises, rail and bus transportation, world travel areas, codes, and industry travel terms.

HRM 272, Food and Beverage Management (3). Provides a basic understanding of the principles of food production and service management, reviewing sanitation, menu planning, purchasing, storage, and beverage management. The food service manager is examined from the perspective of management and service concerns, maintaining the interrelationship of personnel and product and equipment to obtain maximum efficiency with minimum effort.

HRM 310, Managing Hotel Operations (3). Traces the flow of activities and functions performed in today's lodging operation with a comparison of manual, machine-assisted and computer-based methods for each front office function. Subjects addressed in the course include analysis of the components of a hotel: front of the house and back of the house operations, including basic procedures of front office personnel, the guest cycle, equipment and information systems, reservations, registration, room status, accounting, auditing, check-out, and housekeeping operations.

HRM 321, Hospitality Marketing and Sales (3). This course is an introduction to service marketing and its application to the hospitality industry. Basic marketing concepts and research methods will be presented. The design and delivery of a marketing plan based on customer service to achieve guest satisfaction and competitive distinctiveness will be emphasized.

HRM 331, Quantity Food Production (3). Studies the methods and techniques employed in the aspects of food selection, preparation, and service for quantity consumption. Also study the standardization of recipes and cost analysis. Course will include practical experience as well as theory.

HRM 333, Hospitality Law (3). Introduction to the nature and development of law and legal procedures as they apply to hospitality operations. The law of contracts: formation, operation and discharge, bailment and carriers. Special interest will be given to torts, negligence, dram shop acts, and operational responsibilities and procedures.

HRM 359, Event, Convention, and Meeting Planning (3). This course is an exploration of major concepts in event management and examines the number and variety of special events, festivals, celebrations, and fund-raisers sponsored by profit and not-for-profit organizations. Management practices and trends, and the motivations of individuals who attend events will be presented.

HRM 361, Catering (3). Preparation of foods in an aesthetically appealing manner and the creation of decorative food displays for special occasions. Will cover the transportation of food products ensuring the maintenance of appeal and wholesomeness.

HRM 362, Quantity Food and Restaurant Sanitation (3). Focuses on the importance of understanding of public health guidelines and policies, the role of the food service manager, food-born illnesses, food service sanitation procedures and methods, and how HACCP and safety responsibilities in the hospitality industry are established. Sanitation certification requirement.

HRM 461, Hospitality Cost Control (3). Hospitality Cost Control is designed to focus on five major elements of any food service operation. These elements are management and management functions, profit planning and the preliminary components of a control system, establishing control over food and beverage cost cycles, and the development of management's daily information system and follow up procedures.

HRM 462, Field Experiences (6). Prerequisite: senior standing in the HRM curriculum and a 2.5 GPA. Employment in hospitality setting for a minimum of 300 clock hours in an instructor approved learning situation and participation in a number of career preparation activities.

HRM 472, Hospitality Human Resources (3). This
course is designed to explore major concepts in human resources and provides a thorough look at training programs for non-management and management employees. The course focuses on the evaluation and development of pre-opening, on-going, and management training programs. Topics include job analysis and development, principles and concepts of learning, individualized and group training methods, and the use of audiovisual aids.

**HRM 488, Hospitality Financial Management (3).**
This course is an introduction to financial management in the hospitality industry. Specialized accounting for hotel revenue and expenses, periodic inventory for food and beverage areas, payroll, intangible assets, and general inventory including property and equipment are presented. Emphasis is placed on the analysis of financial information systems, statements and reports.

Note: In order to meet graduation requirements, students must maintain a grade of "C" or better in all major courses.
## DEPARTMENT OF BUSINESS ADMINISTRATION
### BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION
#### CURRICULUM GUIDE

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**GRADUATION REQUIREMENTS**

A minimum 2.0 grade point average and a minimum of 120 hours of credit, excluding any developmental courses, are required for graduation.
# DEPARTMENT OF BUSINESS ADMINISTRATION
## BACHELOR OF SCIENCE IN FASHION MERCHANDISING DESIGN AND TEXTILES
### MERCHANDISING CONCENTRATION
#### CURRICULUM GUIDE

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**GRADUATION REQUIREMENTS**

A MINIMUM 2.0 GRADE POINT AVERAGE AND A MINIMUM OF 120 HOURS OF CREDIT, EXCLUDING ANY DEVELOPMENTAL COURSES, ARE REQUIRED FOR GRADUATION.
# BUSINESS ADMINISTRATION

**DEPARTMENT OF BUSINESS ADMINISTRATION**

**BACHELOR OF SCIENCE IN HOTEL RESTAURANT AND TOURISM MANAGEMENT**

**CURRICULUM GUIDE**

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**GRADUATION REQUIREMENTS**

A MINIMUM 2.0 GRADE POINT AVERAGE AND A MINIMUM OF 120 HOURS OF CREDIT, EXCLUDING ANY DEVELOPMENTAL COURSES, ARE REQUIRED FOR GRADUATION.
The department offers bachelors degree programs in Communication Arts, English, French, Spanish, and Communication technology; and in cooperation with the Department of Education and Professional Services, a Bachelor of Science in English Secondary Education, French Secondary Education, and Spanish Secondary Education.

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 jobs and graduate schools. All departmental majors are required to maintain a 2.0 cumulative grade point average.

**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.

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<td>HCA 113 Print News Reporting</td>
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<td>HCA 122 Broadcast News Reporting</td>
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<td>HCA 123 Copy Edition</td>
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<td>HCA 125 History of Film</td>
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<td>HCA 211 Film as Art</td>
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<td>HCA 223 Magazine Article Writing</td>
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<td>HCA 226 Fund. of Radio &amp; TV Production</td>
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<td>HCA 319 Advanced Composition</td>
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<td>HCA 322 Writing and Producing Documentary Film</td>
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<td>HCA 324 Small Format Video Production</td>
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<td>HCA 423 Issues and Topics in Advertising and Public Relations</td>
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<td>IAC 120 Radio/TV Studio Operations</td>
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<td>IAC 210 Video Editing and Production</td>
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**SEMESTER HOUR TOTAL** | 120 |
HCA 116 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: HCA-113.

HCA 121 Basic Issues in the News (3). Topics of interest in areas that perennially make news: education, national and international affairs, economics, ecology, urban problems, science and technology, health, and religion. Prerequisite: HEN 112.

HCA 122 Broadcast News Reporting (3). News reporting style for broadcast media. Hands-on training and use of equipment. Prerequisite: HEN 112.

HCA 123 Copy Editing (3). Fitting the story to the style and format of a newspaper or magazine. Editing for accuracy, grammar, punctuation, and style. Prerequisite: HCA 112.

HCA 211 Film as Art (3) The study of terminology and techniques of film as an art form. Prerequisite: HEN 113.

HCA 212 Communication Law and Ethics (3) The study of ethical and moral responsibilities of communication systems and of professional communicators. Prerequisite: HEN 112.

HCA 223 Magazine Article Writing (3). An introduction to the magazine as a medium of information and entertainment. Types of magazines and their specific editorial requirements. Prerequisite: HEN 113 & HCA 113.

HCA 226 Fundamentals of Radio and TV Production (3). Study of production techniques used in both radio and television stations. Includes station visits. Prerequisite: HCA 111.

HCA 301, Mass Media Workshop I - Print Journalism (1). Experience in news-gathering, reporting and producing the university newspaper. Students should re-enroll for additional credit until graduation. Prerequisite: HCA 113.

HCA 302, Mass Media Workshop II - Radio Journalism (1). Experience in news-gathering, reporting and producing radio news and information. Students should re-enroll for additional credit until graduation. Prerequisite: HCA 121.

HCA 303, Mass Media Workshop III - Video Journalism (1). Hands on experience in gathering, reporting, and producing video news and information. Students should re-enroll for additional credit until graduation. Prerequisite: HCA 324 or IAC 210.

HCA 312 Feature Writing (3). Writing the human interest story for newspapers and magazines. Prerequisites: HEN-113 & HCA 113.

HCA 322 Writing and Producing the Documentary Film (3). The techniques of scripting, producing and editing the documentary film. Prerequisite: HEN 113.

HCA 324 Small Format Video Production (3). Creative problem-solving in field production. Students use ½ inch video cameras, lighting, sound, and editing equipment. Prerequisite: HEN 113.

HCA 326 Public Relations Management (3). Emphasizes designing public relations plans and developing written communication with employees, consumers, stockholders, and the media. Prerequisite: HCA 116.

HCA 423 Topics in Advertising and Public Relations (3). This course prepares students to design and implement promotional campaigns through the combined use of advertising and public relations techniques. Prerequisite: HCA 116.

HCA 460 Internship (3-15). Practical experience in working conditions, handled on an individual basis. Place, duration of internship, and academic credit to be decided by the departmental chairperson. Prerequisites: 2.75 cumulative grade point average and 90 credit hours towards degree requirements.

Communications Technology (Bachelor of Science)

This program is designed to provide both theoretical and practical learning experiences centered around electronic communications. Emphasis is placed on the development of skills
to apply the techniques to routine types of investigation, and to communicate the data acquired through these techniques to other personnel and to interact with non-technical personnel.

Upon completion of this Communication Technology Program, a graduate will be able to perform competently at the entry level in:

Telecommunications installations including:
5. Public, Commercial, and Corporate Cable and Closed Circuit TV.
8. Video Productions.
10. Electronic Drafting.
12. Technical Writing.

Program Length: The program is designed to enable a student, with the prerequisite academic skills, to complete 121 credit hours in four years.

General Education.................................................57

Professional Courses..............................................19
(Choose from the list below)
SPY 211 Physics I .........................................................4
MAT 112 Trigonometry ..................................................3
MAT 201 Calculus I .......................................................3
MAT 205 Statistics .........................................................3
IAM 268 Technical Writing ............................................3
BCC 210 Introduction to Management .............................3

Communication Technology Concentration...30
Choose from list below.
IAC 112 Introduction to Cable TV Technology ..................3
IAT 115 Electronic Communication Circuits .....................3
IAM 117 Principles of Fiber Optics .................................3
IAC 118 Principles of Cable Transmission I ....................3
IAC 119 Principles of Cable Transmission II ....................3
IAC 120 Radio & TV Studio Operation .............................3
IAC 121 Principles of Technical Operations I ...................3
IAC 122 Principles of Technical Operations II ..................3
IAT 123 Radio & TV Circuits ..........................................3
IAM 124 Principles of Microwave .................................3
IAC 210 Video Editing and Post-Production ......................3
IAC 211 Non-linear Video Editing and Post-Production ....3

Major Electives ......................................................15

Choose from list below.
IAM 116 Earth Station Technology ..................................3
ITE 221 Computer Assisted Drafting ...............................3
IAM 121 DC Circuit Analysis .........................................3
IAM 272 AC Circuit Analysis .........................................3
IAM 321 Robotics Electronics ........................................3
IAM 352 Intro. to Computers .........................................3
IAM 362 Electronic Devices ..........................................3
COP 491 Cooperative Education ..................................3
COP 492 Cooperative Education ..................................3

Total Credits .........................................................121

COURSE DESCRIPTIONS

IAC 112 Introduction to Cable Television Technology (3). This course is a study of decibels; signal level; noise; the TV signal; cable system requirements; coaxial cable transmission lines; cable TV amplifiers; the headend, antennas, propagation, and signal processing; powering the cable TV system; program orientation, the complete system; two-way transmission and special services; long-distance transmission; cable TV instrumentation and test equipment; proof-of-performance and system measurements; troubleshooting and component testing; advanced testing of amplifiers and passable components; system integrity and radiation; protection against lighting and power line surges; fiber optics; and communication satellites.

IAC 118 Principles of Cable Transmission-I (3). This is a study of the concept of characteristic impedance, standing waves, input impedance, attenuation, cable quality, voltage standing wave ratio (VSWR) physical characteristics, size and function, center conductors, shields, dielectrics and jackets.
IAC 120 Radio and TV Studio Operation (3). This course will provide both theoretical and operational learning experiences centered around the basic concepts of the facilities, and equipment relevant to the audio and video production studios, and radio and TV broadcast studios.

IAC 121 Principles of Technical Operations-I with Lab (4-3). This course is a study of the design and complete radio and TV broadcast systems which will include the studio, transmitter, transmission lines, antenna tower and antenna.

IAC 122 Principles of Technical Operations-II (4-3). This is a study of the complete cable FM, cable TV and earth station, distribution system, headend, feeder system, subscriber drop, passive devices and uplink equipment.

IAC 210 Video Editing and Post Production (3). This course centers around the operation of video editing and post-production studio equipment. Emphasis is placed on development of skills applied under close supervision of technical and production directors.

IAC 211 Non-linear Video Editing and Post-Production (3). This course uses computerized video editing and post-production equipment. Emphasis is placed on the development of skills in video productions and TV broadcast industries.

IAM 116 Earth Station Technology (4-5). This course provides both theoretical and laboratory learning experiences around the study of terrestrial and satellite reception, and broadcast antenna, and related installations. Emphasis is made on the development of skills in routine types of investigation and communicate the data acquired through those techniques to other technical personnel.

IAM 117 Principles of Fiber Optics with Lab (4-3). This course provides theoretical and laboratory learning experiences around optical energy, optical fibers, fiber optic light sources, fiber optic receivers, and fiber optic systems. Students will fabricate all the component parts together into an operational fiber optic link. Students will also construct a modulated source driver circuit, a fiber optic receiver circuit, and fabricate actual fiber optic links. This provides valuable design experiences and the observation of the link’s characteristics and parameters.

IAM 124 Principles of Microwave with Lab (4-3). This will provide theoretical and laboratory learning experiences centered around the basic concepts of transmission lines, microwave measurements, wave-guides, coaxial lines, microwave components, resonant cavities and filters, mixers and detectors, switching, antennas, and microwave electronic devices.

IAM 268 Technical Writing (3). This course is designed to provide learning experiences centered around forms and methods of technical exposition, description, definition, classification, and concepts in technical writing. Development of skill in report writing. Students are encouraged to develop special skills in reading, interpreting, and reorganizing technical reports.

IAM 272 AC Circuit Analysis (4-3). This course will provide theoretical and laboratory learning experiences in the basic concepts of AC circuit analysis. Emphasis is placed on the development of skills to apply the techniques to routine types of investigation and communicate the data acquired through those techniques to other technical personnel.

IAM 321 Robotics Electronics (4-3). This course provides learning experiences in the basic concepts of robotics electronics applications such as synthesis of electro-mechanical systems, robot computer requirements, interfacing the industrial computer with robot systems, and remote control robot.

IAM 352 Introduction to Microcomputers (4-3). This course provides learning experiences around the analysis of basic computer and microcomputer circuitry.

IAM 362 Electronic Devices (4-3). This course covers the basic concepts of solid state devices, including semi-conductors, digital devices, integrated circuits and micro-electronic communication systems.
IAP 121 DC Circuit Analysis (4-3). This course provides learning experiences around the basic concepts of DC circuit analysis.

IAT 123 Radio and Television Circuits with Lab (4-3). This course is centered around the analysis of AM, FM, and SSB radio receivers, color television familiarization, color television receiver controls and adjustments, color television setup procedure, cathode-ray tube installation and adjustment, and deflection-sync circuit familiarization.

ITE 221 Computer Aided Design and Drafting-I (CAD) (4-3). An introduction to Computer Aided Design (CAD) with the use of relevant software.

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.

General Education………………………………..57

Major Field Requirements………………………..27
(Must complete 9 courses)
HEN 211 World Literature I ……………….…………3
HEN 212 World Literature II …………………….….3
HEN 313 English Literature I ……………………..3
HEN 314 English Literature II ……………………..3
HEN 315 American Literature I ……………………3
HEN 316 American Literature II ……………………3
HEN 319 Advanced Composition …………………..3
HEN 428 Modern English Grammar ……………..3
HEN 430 African American Lit. I …………………..3
HEN 432 African American Lit. ……………………3
(All English courses have prerequisites. See course descriptions.)

Departmental Electives………………………..24
(Must complete 8 courses)
HTA 314 Speech for Stage ……………………..3
HEN 321 Shakespeare ………………………….3
HEN 326 Advanced Speech ……………………..3
HEN 415 Intro. to Linguistics …………………….3
HEN 417 Modern Poetry ………………………..3
HEN 419 Modern Fiction ………………………..3
HEN 421 Creative Writing ………………………3
HEN 424 Hist. of the English Language ………..3
HEN 426 Maj. Amer. Authors 20th Cent. ………3
HEN 429 The Short Story ………………………3
HEN 517 Native American Literature …………3

Free Electives ……………………………………..12
(Courses from any department with the adviser's approval.)
OR HEN 460 Internship …………………………..3-15
HEN 461 Independent Study ………………………3

TOTAL SEMESTER HOURS………………………..120

ENGLISH SECONDARY EDUCATION
(BACHELOR OF SCIENCE IN EDUCATION-ENGLISH)

General Education ……………………………….54
Including the following for 9 cr. (Core electives).
HEN 114 Fundamentals of Speech …………………3
HEN 211 World Literature-I ……………………..3
HEN 212 World Literature-II …………………….3
HEN 319 Advanced Composition (or)
HEN 421 Creative Writing ……………………..3

English Requirements …………………………….24
(Eight courses from the following list)
HEN 313 English Literature I ……………………..3
HEN 314 English Literature II ……………………3
HEN 315 American Literature I ……………………3
HEN 316 American Literature II …………………..3
HEN 430 African American Lit. I …………………..3
HEN 431 African American Lit. II …………………..3
HEN 428 Modern English Grammar ……………..3
HEN 429 Short Story ……………………………..3
HEN 417 Modern Poetry …………………………..3

English Electives ………………………………..12
(Choose from the list below.)
HEN 321 Shakespeare …………………………3
HEN 415 Intro. to Linguistics …………………….3
HEN 419 Modern Fiction ………………………3
HEN 424 History of the English Language ………3
HEN 426 Major American Authors ………………3
HEN 517 Native American Lit. ……………………3

Professional Education Requirements 41
(Choose from the list below.)
EDU 312 Education in American Society ………3
EDU 212 Educational Media ……………………..3
EDU 410 Foundations in Reading ………………3
Candidates for the Bachelor of Science in Education degree must seek simultaneous advisement from the Department of Communications and Modern Languages and the Department of Education and Professional Services. Before scheduling courses in the common program, students are required to consult with the Chairperson (or designee) of the Department of Education and Professional Services. Education requirements vary depending upon the specialization. Prior to student teaching, secondary education majors are required to complete two field experiences in a public school setting.

**COURSE DESCRIPTIONS**

**HEN 011 Elements of Writing (3).** A review of basic writing skills, with emphasis on writing complete and correct sentences in coherent paragraphs. Credits are not counted toward the minimum needed for graduation and are not transferable.

**HEN 112 English I (3).** An introduction to the multi-paragraph essay. Sub-topics include the thesis statement, topic sentences, and types of essays such as narrative, descriptive, expository, compare-and-contrast, and persuasive. **Prerequisite: HEN 011 with a minimum grade of “C” or placement by examination.**

**HEN 113 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: HEN 112 with a minimum grade of “C”**.

**HEN 114 Fundamentals of Speech (3).** Principles and practices of oral communication, diction, audience analysis, critical listening, and delivery in a variety of speaking situations. **Prerequisite: HEN 111 English I with a minimum of “C”.**

**HEN 211 World Literature I (3).** Survey of literature from the ancient Greek to the Renaissance. **Prerequisite: HEN 113.**

**HEN 212 World Literature II (3).** Survey of literature from the Renaissance through the modern times. **Prerequisite: HEN 113.**

**HEN 313 English Literature I (3).** Survey of English literature from the Anglo-Saxon period through the Johnson Circle. **Prerequisite: HEN 113.**

**HEN 314 English Literature II (3).** English Literature from the Romantic Period to the 21st century. **Prerequisite: HEN 113.**

**HEN 315 American Literature I (3).** Introduction to the principal ideas and forms in American literature from colonial days to the Civil War. **Prerequisite: HEN 113.**

**HEN 316 American Literature II (3).** This course traces the evolving patterns of American writing after the Civil War to the present day. **Prerequisite: HEN 113.**

**HEN 317 Modern Poetry (3).** The structure and themes of English and American poetry in the 20th century. **Prerequisites: HEN 113.**

**HEN 318 Shakespeare (3).** Surveys the tragedies, comedies, and the historical plays of William Shakespeare. **Prerequisite HEN-113.**

**HEN 319 Advanced Composition (3).** Individualized writing in a wide range of contexts and styles. **Prerequisite: HEN-113.**

**HEN 321 Advanced Speech (3).** Oral reading, effective delivery of a variety of speech forms: radio, television, and stage techniques, vocal projection, enunciation, mood, and other speaking skills. **Prerequisite: HEN-113.**

**HEN 415 Introduction to Linguistics (3).** A survey of the methods of language analysis. **Prerequisite: HEN-113 and HEN-114.**

**HEN 417 Modern Poetry (3).** The structure and themes of English and American poetry in the 20th century. **Prerequisites: HEN 113.**
HEN 419 Modern Fiction (3), European writers of the 19th century and 20th century. Prerequisite: HEN 113.

HEN 421 Creative Writing (3) Provides a critical understanding of the process of literary creation. Prerequisite: HEN 113.

HEN 424 History of the English Language (3) Introduction to historical linguistics with emphasis on the development of English phonetics, morphology, syntax, and semantics. Prerequisite: HEN 113.

HEN 426 Major American Authors of the 20th Century (3). An intensive study of selected 20th Century American writers. Prerequisite: HEN 113.

HEN 429 The Short Story (3). The short story as a literary genre. Study of a variety of themes and styles. Prerequisite: HEN 113.

HEN 430 African American Literature I (3). A survey of the works of Black American authors from the ancient period to the Harlem Renaissance. The effects of the American milieu on selected works. Prerequisite: HEN 113.

HEN 431 African American Literature II (3). Harlem Renaissance to the present; drama, novel, essay, and film. Prerequisite: HEN 113.

HEN 460 Internship (3-15). Practical experience in working conditions, handled on an individual basis. Place, duration of internship and academic credit to be decided by the departmental chairperson. Prerequisite: 2.75 cumulative grade point average and 90 credit hours towards degree requirements.

HEN 461 Independent Study (3). Research project approved by departmental chair. The project may be in literature, linguistics or communication arts.

HEN 517 Native American Literature (3). A graduate course surveying the literature of Pre-Columbian natives of North America with special attention to the Lenape who were mistakenly called “Delaware Indians.” Undergraduates may be allowed to take this course with the permission of the instructor. Prerequisite HEN-113 and HEN-114.

MODERN LANGUAGES
(BACHELOR OF SCIENCE IN FRENCH OR SPANISH)

The modern languages program enables students to understand, speak, read, and write French or Spanish. The faculty provides students with insights into the ideas, customs and the culture and civilization of the people whose language they learn. These insights help them see the similarities and difference in values between their own culture and those of other countries. Placement in courses is determined by the department.

The four-year secondary school French curriculum leads to a bachelor of science in education degree and secondary certification. The program enables students to speak, understand, read, and write French fluently and provides them with a general background in French literature, culture, and civilization. Students also receive the professional and specialized preparation essential for the effective teaching of French.

General Education ............................................. 57

Major Field Requirements ................................. 24
(Students must take seven courses from the following.)

- HLF 201 Intermediate French III .................. 3
- HLF 202 Intermediate French III .................. 3
- HLF 202 Intermediate French IV .................. 3
- HLF 301 Advanced French Grammar ................ 3
- HLF 303 French Civilization & Culture ........... 3
- HLF 306 Advanced French Conversation I ....... 3
- HLF 311 Survey of French Literature I ........... 3
- HLF 312 Survey of French Literature II ......... 3

French Secondary Education Certification

EDU 312 Education in American Society .......... 3
EDU 212 Educational Media .......................... 3
ERE 412 Teaching Reading in the Secondary School ............................................ 3

Restricted Electives ................................. 12

- EDU 415 General Secondary Methods and Materials or Secondary Teaching Methods ........ 3
- EDU 313 Educational Tests and Measurements ... 3
- ESE 121 Basic Concepts in Special Education ... 3
- ETR 111 Professional Interactions I ............... 3
- EDU 215 and 315 Field Experiences II & II ...... 2
Candidates for the Bachelor of Science degree in French (Secondary School) must seek simultaneous advisement from the Department of Communications and Modern Languages as well as the Department of Education and Professional Services. Prior to student teaching, secondary education majors are required to complete two field experiences in a public school setting.

**COURSE DESCRIPTIONS**

**HLF French I (3).** Reading, speaking, writing, and understanding French. Priority given to oral-aural aspects of language teaching.

**HLF 102 French II (3).** Continuation of HLF 101 and preparing for a written exam. **Prerequisite:** HLF 101 or passing a placement test.

**HLF 103 Applied Conversational French II (3).** Emphasizes the development of aural-oral skills centered around situational videos involving travel throughout French-Speaking countries, and aspects of French life. **Prerequisite:** HLF 102.

**HLF 104 Applied Conversational French II (3).** Intense conversations and study conducted entirely in French. **Prerequisite:** HLF 102. **Continuation of HLF-103**

**HLF 201 Intermediate French III (4/3).** Review of grammatical principles, verbs, idioms; conversations and cultural reading. **Prerequisites:** HLF 101, HLF 102, and HLF 201.

**HLF 202 Intermediate French IV (4/3).** A review of French structures with increased emphasis upon French culture through film, readings and studies of French art and music. **Prerequisite:** HLF 201.

**HLF 301 Advanced French Grammar and Composition (3).** Difficult elements of grammar, syntax, and composition. **Prerequisite:** Two years of College French or equivalent.

**HLF 303 French Civilization and Culture (3).** Lectures and assignments in English for non-French majors. Study of the cultural characteristics of the French people and of the peoples of French-speaking countries.

**HLF 304 French Phonetics (3).** The phonetic system of the French language. **Prerequisite:** Two years of college French or the equivalent.

**HLF 306 Advanced French Conversation (3).** Develops oral fluency through presentation of oral reports on a variety of topics including personal experiences, plays, books, and news items. **Prerequisite:** HLF 202.

**HLF 311 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.

**HLF 312 Survey of French Literature II (3).** The literature of the 19th and 20th centuries with emphasis on modern writers. **Prerequisite:** HLF 311 or consent of the instructor.

**SPANISH SECONDARY EDUCATION CERTIFICATION**

The four-year Bachelor of Science in Education program with a concentration in Spanish qualifies students for certification in teaching Spanish in secondary schools. The program provides students not only with the necessary skills to use Spanish language fluently but also to appreciate Spanish and Spanish-American literature, culture, and civilization. This program also prepares the student to become an effective teacher.

**General Education** ............................................. 57

**Major Field Requirements** ................................. 24

(Take eight courses from the list below).

- HLF 301 Advanced Spanish Grammar and Composition ............................................. 3
- HLF 302 Intermediate Spanish IV …............................. 3
- HLF 303 Advanced Spanish Grammar and Composition ............................................. 3
HLS 303 Spanish Civilization and Culture...........3
HLS 304 Spanish Phonetics..................................3
HLS 306 Advanced Spanish Conversation I........3
HLS 311 Survey of Spanish Literature I.............3
HLS 312 Survey of Spanish Literature II.............3

Professional Education Requirements..................41

EDU 312 Education in American Society.............3
EDU 212 Educational Media ................................3
ERE 410 Foundations in Reading.......................3
ERE 412 Teaching Reading in the Secondary School..................................................3
HLS 421 Teaching Spanish..................................3
EDU 313 Educational Tests and Measurements........3
ERE 121 Basic Concepts in Special Education.....3
ETR Professional Interactions............................3
EDU 215 and 315 Field Experiences II & III.........2
ERE Effective Communication Techniques...........3
EDU 420 Student Teaching................................3

Restricted Electives...........................................9

HEN 415 Introduction to Linguistics..................3
RSO 202 Introduction to Anthropology.................3
RHI 211 Specialization: History of US..................3
HLS 405 Contemporary Spanish American Literature..................................................3

TOTAL HOURS..................................................131

Candidates for the Bachelor of Science degree in Spanish Secondary Education must seek simultaneous advisement from the Department of Communications and Modern Languages as well as the Department of Education and Professional Services. Prior to student teaching, secondary education majors are required to complete two field experiences in a public school setting.

COURSE DESCRIPTIONS

HLS 101 Spanish I (4/3). Basic elements of Spanish Language.

HLS 102 Spanish II (4/3). Emphasis is on fluency in conversation with native Spanish speakers. Community facilities where Spanish is the primary language are utilized. Prerequisite: HLS 101 and a written placement test.

HLS 104 Applied Conversational Spanish II (3).
Continuation of HLS 103. Intense study, conducted in Spanish. Prerequisite: HLS-103 or consent of instructor.

HLS 201 Intermediate Spanish III (4/3). Review of grammatical principles, verbs and idioms; conversation and cultural readings. Prerequisite: HLS 102.


HLS 301 Advanced Grammar and Composition (3). Difficult elements of grammar, syntax, and composition. Prerequisite: Two years of College Spanish or equivalent.

HLS 303 Spanish Civilization and Culture (3). The cultural characteristics of Spanish and Spanish-American peoples. Lectures and assignments in English for no-majors.

HLS 304 Spanish Phonetics (3). The phonetic system of the Spanish language. Prerequisite: Two years of college Spanish.

HLS 306 Advanced Spanish Conversation I (3).
Spoken Spanish, pronunciation, and fluency. Prerequisite: Two years of college Spanish or consent of instructor. Spoken Spanish and consent of instructor.

HLS 311 Survey of Spanish Literature I (3). Spanish literary masterpieces from the Poems de Mio Cid through the Golden Age. Prerequisites: Two years of college Spanish and a reading knowledge of the language.

HLS 312 Survey of Spanish Literature II (3). Spanish from the 18th century to the present. Prerequisites: Two years of College Spanish and a speaking knowledge of the language.

HLS 421 Teaching of Spanish (3). Methods of teaching Spanish in secondary schools. Prerequisite: Junior or senior status and admission to teacher education.
# Communications and Modern Languages

## Bachelor of Arts in Communication Arts

### Curriculum Guide

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<td>MAT 104 Finite Math</td>
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<td>HCA 111 Intro. To Mass Media</td>
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### Graduation Requirements

A minimum 2.0 grade point average and a minimum of 120 hours of credit, excluding any developmental courses, are required for graduation.


## DEPARTMENT OF COMMUNICATIONS AND MODERN LANGUAGES

**BACHELOR OF ARTS IN ENGLISH**

**CURRICULUM GUIDE**

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| **SOPHOMORE FALL** | | **SOPHOMORE SPRING** | |
| HLF/HLS FOREIGN LANGUAGE (1) | 3 | HEN 430 AFRO-AMERICAN LIT | 3 |
| HEN 211 WORLD LITERATURE I (or) | 3 | HEN 426 MAJOR AMERICAN AUTHORS | 3 |
| HEN 212 WORLD LITERATURE II | 3 | HUMANITIES ELECTIVE (2) | 3 |
| HEN 429 THE SHORT STORY | 3 | HLF/HLS FOREIGN LANGUAGE (2) | 3 |
| PHE 113 PHYSICAL ACTIVITY | 1 | HUMANITIES ELECTIVE (1) | |
| **TOTAL** | 16 | **TOTAL** | 15 |

| **JUNIOR FALL** | | **JUNIOR SPRING** | |
| HEN 313 ENGLISH LITERATURE I | 3 | HEN 517 NATIVE AMERICAN LITERATURE | 3 |
| HEN 315 AMERICAN LITERATURE I | 3 | HEN 314 ENGLISH LITERATURE II | 3 |
| HEN 321 SHAKESPEARE | 3 | HEN 316 AMERICAN LITERATURE II | 3 |
| HEN 326 ADVANCED SPEECH | 3 | HEN 421 CREATIVE WRITING | 3 |
| FREE ELECTIVE | 3 | FREE ELECTIVE | 3 |
| **TOTAL** | 15 | **TOTAL** | 15 |

| **SENIOR FALL** | | **SENIOR SPRING** | |
| HEN 415 INTRO. TO LINQUISTICS | 3 | HEN 319 ADVANCED COMPOSITION | 3 |
| HEN 417 MODERN POETRY | 3 | HEN 428 MODERN ENGLISH GRAMMAR | 3 |
| HEN 419 MODERN FICTION | 3 | HEN 431 AFRO-AMERICAN LIT. II | 3 |
| HEN 424 HISTORY OF ENGLISH LANG. FREE ELECTIVE (CORE) | 3 | FREE ELECTIVE (CORE) | 3 |
| **TOTAL** | 15 | **TOTAL** | 12 |

**GRADUATION REQUIREMENTS**

A minimum 2.0 grade point average and a minimum of 120 hours of credit, excluding any developmental courses, are required for graduation.
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.

Computer Science

CIS101, Computer Programming I (C) ..........................3
CIS102, Computer Programming II (C++) .........................3
CIS106, Computer Programming III (C++) ..........................3
CIS103, Information Structures .....................................3
CIS104, Computer Organization .....................................3
CIS105, Basic Assembler ............................................3
CIS201, Programming Languages .................................3
CIS211, Operating Systems ..........................................3
CIS231, Compiler Construction .....................................3
CIS321, Information Organization and Retrieval ..............3
CIS401, Topics in CIS ................................................3

Advanced Computer Science Electives ..........................6
(A minimum of 2 courses chosen from the following)
CIS215, Fundamental Structures of C.S. ..........................3
CIS301, Switching Theory ............................................3
CIS311, System Simulation Programs ...............................3
CIS330, Algorithms and FORTRAN .................................3
CIS331, Theory of Computability ..................................3
CIS402, Operations Analysis & Modeling .........................3
CIS411, Large Scale Info. Processing Systems ....................3
CIS413, Software Engineering .......................................3
MAT331, Numerical Analysis ........................................3
MAT341, Probability and Statistics ................................3
MAT361, Applied Mathematics ......................................3

Required and Related Courses .....................................61
HEN-319, Advanced Composition ..................................3
MAT-202, Foundations of Mathematics ..........................3
MAT-203, Linear Algebra ............................................3
MAT-205, Statistics ..................................................3
MAT-251, Calculus ....................................................4
SPY-212, Physics .....................................................4

Free Elective ............................................................2

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-dimensional arrays, classes, records, and file handling. **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: CIS103.**

**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 combinatorial 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.
# COMPUTER & INFORMATION SCIENCES
## BACHELOR OF ARTS IN COMPUTER & INFORMATION SCIENCES
### CURRICULUM GUIDE

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**GRADUATION REQUIREMENTS**

A minimum 2.0 grade point average and a minimum of 120 hours of credit, excluding any developmental courses, are required for graduation.
The Department of Fine Arts offers majors in art, music, music merchandising, 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. The department also offer minors in art, voice, and philosophy.

**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.)

**Art Major Concentration**

- **General Education** ........................................ 57
- **Major Field Requirements** .............................. 63

**Electives** .................................................. 18
- **Art History** ............................................... 6
- **Field Experience** ........................................... 3
- **Core** .......................................................... 45

For further details about specific course requirements, contact the department office.

**Art Minor Concentration**

Any student may take art as a minor. This consists of 18 semester hours of credit in Art. Courses should be selected in consultation with an Art advisor.

**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).** 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). Permission of Instructor**

Surveys major contributions from the Italian Renaissance to Contemporary European, and North American Art. Special emphasis placed on African American artists.

**HAR 202, African Art (3). Permission of Instructor**

A study of traditional and contemporary African art in two and three-dimensional media. The influence of African art on Western art.
HAR 211, Ceramics I (4.5:3). Permission of Instructor An introduction to basic hand forming techniques of pottery making and ceramic sculpture.

HAR 212, Ceramics II (4.5:3). Permission of Instructor Students explore wheel throwing, mold making, and other forms.

HAR 220, Fundamentals of Drawing (4.5:3). 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.

HAR 221, Fundamentals of Drawing II (4.5:3). Permission of Instructor This course is a continuation of principles and concepts begun in Fundamentals of Drawing I with additional problems in human figure, abstract, and non-representational drawing.

HAR 240, Landscape Painting (4.5:3). No prerequisite. 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.

HAR 300, Figure Drawing I (4.5:3). Permission of Instructor Drawing the human figure, dealing with action, proportion, and anatomy.

HAR 301, Figure Drawing II (4.5:3). Permission of Instructor The structure of the figure with application to picture making and imaginative interpretations.

HAR 302, Creative Print Making I (4.5:3). Permission of Instructor The art of visual expression with etching, lithography, the wood cut and linoleum block.

HAR 303, Creative Print Making II (4.5:3). Permission of Instructor Dry-point, acquaint etching, lithography, and the wood cut are further explored.

HAR 304, Watercolor Painting I (4.5:3) Permission of Instructor Watercolor sketching and painting dealing with still life and landscape composition.

HAR 305, Watercolor Painting II (4.5:3). Permission of Instructor A continuation of HAR 304, with figure compositions as an additional challenge.

HAR 306, Oil Painting I (4.5:3). Permission of Instructor 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.

HAR 307, Oil Painting II (4.5:3). Permission of Instructor 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, non-representational and figurative approaches, painting as exploration or process of transforming ideas and concepts into visual expression.

HAR 308, Sculpture I (4.5:3). 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.

HAR 309, Sculpture II (4.5:3). Permission of Instructor 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.

HAR 311, Instructional Techniques and Materials in Art (2:1). Permission of Instructor. The techniques of teaching art to young learners.

HAR 312, Modern Art (3). Permission of Instructor. The major western modern art movements from impressionism to contemporary developments.

HAR 320, Commercial Graphic Design (4:3). Permission of Instructor. An introduction to hand lettering, the use of rub-on letters, layout design, and illustration for commercial uses.

HAR 325, Art Therapy (3:3). Permission of Instructor. An introduction to the therapeutic use of art as an aid to recovery and rehabilitation from mental disorders.

HAR 330, Art for the Classroom (4.5:3), Formerly HAR 310. Prerequisites: HAR 111, 311. 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.

HAR 415, Portraiture (4.5:3). Permission of Instructor. Study of a wide variety of types of life, using a variety of media.

HAR 416, Advanced Portraiture (4.5:3). Permission of Instructor. Portraits will be painted with special attention given to composition.

HAR 420, Independent Studio Work in Art (4.5:3). Prerequisite: Permission of instructor. 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.

HAR 428 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:
HAR 428 - Total of 30 class hours (1 credit)
HAR429-Total of 60 class hours (2 credits)
HAR 430 - Total 90 class hours (3 credits)
HAR 431 - 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; and
- Foundations for graduate study.

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

Music Major Requirements

General Education ........................................57

Major Field Requirements .................................60

History of Music ............................................6
Musical Structure ..........................................12
Applied Music ..............................................30
Restricted Electives .......................................12

Free Electives ...............................................3

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

History of Music ............................................6
HMU 300 and 301, History of Music and Literature I and II ........................................6
Or HMU 112, Survey of Music .............................6
HMU 302 and 303, History of African American Music I and II ........................................3
Musical Structure ...........................................12
HMU 201 and 202, Music Theory I and II.............6
HMU 203, and 204, Solfeggio I and II ...............6
HMU 221 and 222, Keyboard Harmony I and II......9
HMU 311 and 325, Counterpoint I and II ..........6
HMU 403 and 410, Orchestration I and II ..........6

Applied Music ........................................32
(Permission of Instructor)
HMU 411, 422, 423, 435, 446, 447, and 448
(Voice).........................................................16
HMU 412, 433, 434, 449, 450, 451, 452, and 453
(Piano) .........................................................16
HMU 413, 444, 445, 454, 457, 458, 459, and 460
(organ) .........................................................16
HMU 414, 455, 456, 461, 462, 463, 464 and 465
(Instrumental) ...............................................16
HMU 114, 115, 335 Piano Class I, II and III.....9
HMU 212, 214 and HMU 336, Voice Class I, II and III
....................................................................9
HMU 215, 216, 217, 218, 315, 317, 416 Choir....8

Restrictive Electives ..................................12
(Choose four courses from the list below)

HPH 312, Philosophy of the Arts ..................3
HMU 309, Conducting (Instrumental) ..........3
HMU 314, Brass Instruments .........................3
HMU 316, Stringed Instruments ......................3
HMU 320, Conducting (Choral) ....................3
HMU 400, History of the Symphony or HMU 401
History of the Opera .....................................3
HMU 402, Aesthetics of Music .......................3
HMU 405, Independent Study .........................6
HMU 406 and 407, Ethnomusicology I and II.....6
HMU 408, Acoustics ......................................3
HMU 412 Applied Piano ..................................2

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

Free Electives ..............................................3

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.

HMU 112, Survey of Music (3). A brief survey of historical development of the various aspects of music and their stylistic characteristics.

HMU 114, Piano Class I (3). Beginning and intermediate instruction in small groups with ample opportunities for individual development.

HMU 115, Piano Class II (3). A continuation of Piano I; group instruction on the intermediate level. Prerequisite: Piano I or equivalent.

HMU 200, Fundamentals of Music (3). Basic technique and principles of music; development of tonal, rhythmic, and harmonic structure.

HMU 201, Music Theory I (3). Elementary harmonic techniques utilized in chord structure. Basic skills in keyboard harmony and melodic dictation.

HMU 202, Music Theory II (3). A continuation of Music Theory I; course stresses advanced diatonic and chromatic harmonic techniques. Prerequisite: HMU 201 or equivalent.

HMU 203, 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.

HMU 204, Solfeggio and Dictation II (3). A continuation of Solfeggio and Dictation I stressing advanced interval modulations and progressions. Prerequisite: HMU 203 or equivalent.

HMU 205, Fundamentals of Music II (3). The continuation of Fundamentals I.

HMU 212, Voice Class (3). Develops techniques of vocal production; solo and ensemble approaches utilized in the various aspects of singing. Prerequisite: Permission of instructor.

HMU 214, 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 215, 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.
HMU 219, Woodwind Class (3). Basic training in techniques of playing woodwind instruments. Individual and group instructions. **Prerequisite: Permission of instructor.**

HMU 220, Percussion Class (3). Basic training in techniques of playing percussion instruments. Individual and group instructions. **Prerequisite: Permission of instructor.**

HMU 221, 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.**

HMU 222, Keyboard Harmony II (3). A continuation of Keyboard Harmony I at the intermediate level. **Prerequisite: HMU 221 or permission of instructor.**

HMU 300, 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; and investigation of stylistic characteristics. **Prerequisite: HMU 112 or its equivalent. Offered: Fall term (odd numbered years).**

HMU 301, 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: HMU 300 or equivalent.**

HMU 302, History of African American Music I (3). 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. **Prerequisite: Permission of instructor.**

HMU 303, History of African American Music II (3). 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. **Prerequisite: Permission of instructor.**

HMU 304, 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. **Prerequisite: Permission of instructor.**

HMU 305, 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. **Prerequisite: Permission of instructor.**

HMU 306, 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: HMU 200, some keyboard skill.**

HMU 307, 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. **Prerequisite: Permission of instructor.**

HMU 308, 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: HMU 200, some keyboard skill.**

HMU 309, Conducting Instrumental (3). Basic training in the techniques of instrumental conducting; instrumental ensemble used for practical experiences. **Prerequisite: Permission of instructor.**

HMU 311, 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.**

HMU 314, Brass Class (3). Basic training in the techniques of playing brass instruments; individual techniques involved in performance. **Prerequisite: Permission of instructor.**
*HMU 315, University Choir (1)  
Continuation of HMU 218

HMU 316, String Class (3). Basic training in the playing of stringed instruments; stresses fundamental techniques involved in performance. **Prerequisite:** Permission of instructor.

*HMU 317, University Choir (1)  
Continuation of HMU 315

HMU 318, 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).

HMU 319, 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.

HMU 320, Choral Conducting (3). **Prerequisite:** Permission of instructor. Basic training in the techniques of conducting choral music and choral ensembles used for practical experiences.

HMU 321, 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.

HMU 322, 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.

HMU 323, 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.

HMU 324, 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.

HMU 325, Counterpoint II (3-3). A continuation of HMU 311. An investigation of the Canon and Fugue. **Prerequisite:** HMU 311 or permission of instructor.

HMU 335, 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.

HMU 336, 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.

HMU 400, 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.
HMU 401, 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.

HMU 402, 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.

HMU 403, 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.

HMU 405, 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.

HMU 406, 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.

HMU 407, 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: HMU 406 or permission of instructor.

HMU 408, 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.

HMU 409, Electronic Music (3). Music composed from or altered by electric apparatus (Moog, Synthesizer, Prepared Tapes, Simulators).

HMU 410, Orchestration II (3-3) A continuation of HMU-403. Advanced compositional techniques. Prerequisite: HMU 402 or permission of instructor.


*HMU 412, Applied Music (Piano) (2). Private studio lessons with assigned faculty member.

*HMU 413, Applied Music (Organ) (2). Private studio lessons with assigned faculty member.


HMU 415, 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.

*HMU 416, University Choir (1) Continuation of HMU 317

HMU 417, 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: HMU 406 and HMU 407.

*HMU 418, University Choir (1) Continuation of HMU 416

*HMU 422, Applied Music (Voice) (2). Continuation of HMU 411.

*HMU 423, Applied Music (Voice) (2). Continuation of HMU 422.

*HMU 433, Applied Music (Piano) (2). Continuation of HMU 412.

*HMU 434, Applied Music (Piano) (2). Continuation of HMU 433.

*HMU 435, Applied Music (Voice) (2). Continuation of HMU 423.
*HMU 436, Applied Music (Voice) (2).
Continuation of HMU 435.

*HMU 444, Applied Music (Organ) (2).
Continuation of HMU 445.

*HMU 445, Applied Music (Organ) (2).
Continuation of HMU 444.

*HMU 446, Applied Music (Voice) (2).
Continuation of HMU 436.

*HMU 447, Applied Music (Voice) (2).
Continuation of HMU 446.

*HMU 448, Applied Music (Voice) (2).
Continuation of HMU 447.

*HMU 449, Applied Music (Piano) (2).
Continuation of HMU 450.

*HMU 450, Applied Music (Piano) (2).
Continuation of HMU 449.

*HMU 451, Applied Music (Piano) (2).
Continuation of HMU 450.

*HMU 452, Applied Music (Organ) (2).
Continuation of HMU 451.

*HMU 453, Applied Music (Organ) (2).
Continuation of HMU 452.

*HMU 454, Applied Music (Organ) (2).
Continuation of HMU 453.

*HMU 455, Applied Music (Instrumental) (2).
Continuation of HMU 454.

*HMU 456, Applied Music (Instrumental) (2).
Continuation of HMU 455.

*HMU 457, Applied Music (Organ) (2).
Continuation of HMU 456.

*HMU 458, Applied Music (Organ) (2).
Continuation of HMU 457.

*HMU 459, Applied Music (Organ) (2).
Continuation of HMU 458.

*HMU 460, Applied Music (Organ) (2).
Continuation of HMU 459.

*HMU 461, Applied Music (Instrumental) (2).
Continuation of HMU 460.

*HMU 462, Applied Music (Instrumental) (2).
Continuation of HMU 461.

*HMU 463, Applied Music (Instrumental) (2).
Continuation of HMU 462.

*HMU 464, Applied Music (Instrumental) (2).
Continuation of HMU 463.

*HMU 465, Applied Music (Instrumental) (2).
Continuation of HMU 464.

*Additional fee required for non-music majors.

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
- Theater/Black Drama

General Education ........................................ 57

Major Field Requirements:
HTA 107, History of the Theater I .................... 3
HTA 129, History of the Theater II .................... 3
HTA 203, Acting for Beginners ........................ 3
HTA 301, Fundamentals of Play Directing .......... 3
HTA 224, The Art of Staging .......................... 3
HTA 235, Creative Uses of Light ...................... 3
HTA 246, Costume Design .............................. 3
HEN 321, Shakespeare .................................. 3
HTA 411, Modern Drama ................................ 3
HTA 445, Dramatic Criticism .......................... 3
HTA 314, Speech for the Stage ......................... 3
HTA 113, Movement I ................................... 1
HTA 144, Movement II ................................... 1

Total Major Field Requirements ....................... 35

Required Related Courses:
Philosophy of the Arts ................................. 3
HTA 159, Theater Practice I ......................... 1
HTA 160, Theater Practice II ......................... 1
HTA 250, Theater Practice III ......................... 1
HTA 269, Theater Practice IV ......................... 1
HTA 379, Theater Practice V ......................... 1
HTA 380, Theater Practice VI ......................... 1

Total ................................................... 9 credit hours

Area of Concentration .................................. 18

Education, English, Communications, or Black Drama

Free Elective ............................................. 1

SEMESTER HOUR TOTAL ...................... 120 credit hours

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

HEN 321, 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.

HTA 107 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.

HTA 113, 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.

HTA 144, Movement II (1). Prerequisite: HTA 113. Advances technique and further work in improvisation. Survey and study of styles of movement.

HTA 203, Acting for Beginners (3). Acting as the organic interrelation of self and environment. Release of the actor’s individuality through improvisational exercises in relaxational and physical freedom; uses of the senses; observation; justification action; handling of objects; speaking and listening. Beginning work on dialogue and text.

HTA 224, 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.

**HTA 235, 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.

**HTA 246, 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.

**HTA 314, 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.

**HTA 411, 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 dramatists.

**General Theater Courses**

**HEN 325, 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.

**HTA 159, Theater Practice I (1).** A laboratory for performance encompassing all work required to prepare and present a play.

**HTA 160, Theater Practice II (1).** Continuation of Theater Practice I.

**HTA 160, Theater Practice III (1).** Continuation of Theater Practice II.

**HTA 269, Theater Practice IV (1).** Continuation of Theater Practice III.

**HTA 379, Theater Practice V (1).** Continuation of Theater Practice IV.

**HTA 380, Theater Practice VI (1).** Continuation of Theater Practice V.

**HTA 258, 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.

**HTA 317, Play Production (3).** Study of physical plant, organization, and production problems of the educational, community, and professional theaters.

**HTA 422, 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.

**HTA 433, Honors Tutorial in Theater (3).** Prerequisite: Permission of department. 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.

**HTA 444, 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.

**HTA 455, Dramatic Criticism (3).** History, method and theories of dramatic criticism from Aristotle to the present.

**HTA 466, Directed Study in Theater Arts (3-12).** Prerequisite: Permission of instructor. Independent study of problems in particular areas of theatrical concern.

**Theater Education Courses**

**HTA 321, 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.

**HTA 477, 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.

**HTA 488, 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**

**HTA 332, Black Community Theaters (3).** A study of black community theaters' contribution to American drama.

**HTA 344, 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.

**HTA 356, The Maturation of Black Drama: The 1950's (3).** 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 Peter, Lorraine Hansberry, Alice Childress, William Branch, and Loften Mitchell.

**HTA 351, Toward the Liberation of Black Drama: The 1960's (3).** The 1960'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 Tumer 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.

**HTA 372, Black Revolutionary Drama (3).** 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.

**HTA 462, 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.

**HTA 473, 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, Lonne 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, Kngsley Bass, Jr., and Richard Wesley will be studied as a drama of revolt.

**HTA 478, 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.

**HTA 491, 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.
# DEPARTMENT OF FINE ARTS
## BACHELOR OF ARTS IN FINE ARTS
### CURRICULUM GUIDE

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**GRADUATION REQUIREMENTS**
A minimum 2.0 grade point average and a minimum of 120 hours of credit, excluding any developmental courses, are required for graduation.
## DEPARTMENT OF FINE ARTS
### BACHELOR OF ARTS IN MUSIC CONCENTRATION: VOICE
#### CURRICULUM GUIDE

### GRADUATION REQUIREMENTS
A minimum 2.0 grade point average and a minimum of 120 hours of credit, excluding any developmental courses, are required for graduation.

### COURSE CREDIT

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<th>Fall</th>
<th>Credit</th>
<th>Spring</th>
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<tr>
<td>HMU 300 HISTORY OF MUSIC &amp; LIT</td>
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<td>HMU 302 HIST. OF AFR. AMER. MUS.</td>
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# DEPARTMENT OF FINE ARTS
## BACHELOR OF ARTS IN THEATER ARTS
### CURRICULUM GUIDE

## GRADUATION REQUIREMENTS

A MINIMUM 2.0 GRADE POINT AVERAGE AND A MINIMUM OF 120 HOURS OF CREDIT, EXCLUDING ANY DEVELOPMENTAL COURSES, ARE REQUIRED FOR GRADUATION.

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</table>
The Mathematical Sciences Department offers two 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 state certification to teach mathematics on the middle, junior high, or senior high school levels.

Students in 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)

Curriculum Requirements:
General Education ...........................................58
Related Requirement ......................................11
Major Requirements ......................................38
Math Electives .............................................13
Total Credit Hour Requirements ..................120
MAT 251, 301, 351 – Calculus II, III, IV ..........11
MAT 202, Discrete Mathematics .....................3
MAT 203, Linear Algebra I .............................3
MAT 255, Mathematics Statistics ..................3
MAT 252, Introduction to Abstract Algebra ....3
MAT 361, History of Mathematics .................3
MAT 272, Elementary Number Theory ..........3
MAT 321, Differential Equations ..................3
MAT 331, Numerical Analysis ......................3
MAT 250, Probability ..................................3

Advanced Mathematics Electives
(Minimum of three courses) .........................9
MAT 253, Linear Algebra II .........................3
MAT 255, Mathematical Statistics II .............3
MAT 351 Advanced Calculus .......................3
MAT 361, Applied Mathematics ....................3
MAT 401, Introduction to Real Analysis ..........3
MAT 411, Introduction to Complex Variables ...3
MAT 451, Introduction to Topology ..............3
MAT 499, Independent Study .......................3

Required Related Courses
CIS 331, Theory of Computability .................3
SPY 211 and 212, Physics I and II ...............8
CIS 101 and 102, Computer Programming I and II .................................................3

Electives ..................................................9

Literature ................................................6
Free Elective ............................................3

Semester Hour Total: ..................................120

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.

Mathematics/Secondary Education Certification (Bachelor of Science)

The mathematics education curriculum offers a concentration in education and psychology courses necessary for attaining secondary certification in mathematics.
Curriculum Requirements:

MAT 170, 260, - Calculus II, III, .........................8  
MAT 202, Foundations of Mathematics..................3  
MAT 203, Linear Algebra I ................................3  
MAT 225, Probability & Statistics.......................3  
MAT 252, Introduction to Abstract Algebra ............3  
MAT 361, History of Mathematics........................3  
MAT 362, Modern Geometry ................................3  
MAT 335, Elementary Number Theory ....................3  
MAT 221, Differential Equations ..........................3  
MAT 380, Topics in Secondary Mathematics .............3  

Related Courses..............................................3  
RPS 211, Introduction to Psychology .....................3  

Professional Education Requirements  
EDU 212, Educational Technology........................3  
MAT 350, Methods in Secondary School Mathematics ....3  
MAT 418, Student Teaching and Practicum ...............12  
RPS 212, Educational Psychology .........................3  
RPS 315, Adolescent Psychology .........................3  
ETR 111, Professional Interaction .........................3  
EDU 313, Test & Measurement ............................3  

SEMESTER HOUR TOTAL: .....................................120  

Note: Any mathematics courses taken prior to Calculus I do not count as credit toward graduation requirements for the Bachelor of Science in mathematics. All MAT or CIS courses must have a grade of “C” or better in secondary education.

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.

MAT 002, 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.

MAT 104, Survey of College Mathematics (formally Finite Math) (3). Prerequisite: MAT 002 with a minimum grade of “C” or placement by examination. MAT 104, Survey of College Mathematics Sets, number theory, real number system, algebraic techniques, plane geometry, and an introduction to probability and statistics.

MAT 105, Mathematics for Teachers I (formally Survey of Mathematics I) (3). Prerequisite: MAT 001 with a minimum grade of “C” or placement by examination.  
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.

MAT 106, Mathematics for Teachers II (Formally Survey of Mathematics II) (3). Prerequisite: MAT 105.  
This course is a continuation of MAT 105, and provides more topics relevant to teaching Elementary Education. 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.

MAT 111, Intermediate Algebra (3). Prerequisite: MAT 001, MAT 002, or Permission of Professor  
Solving and graphing linear equations and inequalities, systems of linear equations, factoring, rational expressions, exponents and radicals, and solving and graphing quadratic equations.

MAT 130, Algebra for Business (3). Prerequisite: MAT 111.  
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.
MAT 140, Calculus for Business (3).
Prerequisite: MAT 111 and 130.
Limit and continuity, differentiation and integration with abundant applications from the behavioral sciences, the business area, and the social sciences.

MAT 150, Elementary Functions (4).
Prerequisite: MAT 111.
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.

MAT 160, Calculus I (4).
Prerequisite: MAT 150.
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.

MAT 170, Calculus II (4).
Prerequisite: MAT 160.
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.

MAT 202, Discrete Mathematics (formerly Foundations of Mathematics) (3).
Prerequisite: MAT 150.
Set theory, mapping and functions, mathematical induction, logic and logic circuits, relations on sets, permutations, combinations, graph theory, and theory of equations.

MAT 203, Linear Algebra I (3).
Prerequisite: MAT 202
Linear equations and matrices, real vector spaces, inner product spaces, linear transformations and matrices, and determinants.

MAT 205, Elementary Statistics (3).
Prerequisite: MAT 111.
Topics covered include: organization of data, measure of central tendency and dispersion, probability, probability and distributions, sampling distributions, estimation, chi-square distribution, and correlation.

MAT 221, Differential Equations (3).
Prerequisite: MAT 170.

MAT 225, Probability and Statistics (3).
Prerequisite: MAT.
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.

MAT 252, Introduction to Abstract Algebra (3).
Prerequisite: MAT 202.
Ideas of sets, relations and mappings, operations and group theory leading to the fundamental theory of group homorphism, properties of rings, integral domains and fields, including the integers and the rational numbers and polynomials.

MAT 255, Mathematical Statistics II (3).
Prerequisite: MAT 341.
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.

MAT 260, Calculus III (4).
Prerequisite: MAT 170.
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.
MAT303, Linear Algebra II (3).
**Prerequisite:** MAT203
Linear dependence and sub-spaces, Eigen values and Eigen vectors, orthogonality of vectors and matrices, complex scalars, and solving large linear systems.

MAT331, Numerical Analysis (3).
**Prerequisites:** MAT321 and CIS101.

MAT335, Elementary Number Theory (3).
**Prerequisites:** MAT202, MAT170.
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.

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.

MAT351, Advanced Calculus (3).
**Prerequisite:** MAT260
A rigorous treatment of the calculus of a single real variable. Topics in several real variables and an introduction to Lebesque integration.

MAT361, History of Mathematics (3).
**Prerequisite:** MAT201, 202, 203, 260, 262.
The historical development of mathematics from classical civilization in Egypt, Babylon, and Greece; men, topics, and problems.

MAT362, Modern Geometry (3).
**Prerequisite:** MAT202
An overview of geometry in the light of modern trends with attention to axiomatic structure, including an introduction to hyperbolic and elliptical geometry.

MAT380, Topics in Secondary Mathematics (3).
**Prerequisites:** MAT350.
Typical topics are remedial programs, low achiever programs, materials for mathematics education, methodology in mathematics education, modern mathematics and the computer, theories of mathematics education, and analysis of research in mathematics education.

MAT401, Introduction to Real Analysis (3).
**Prerequisites:** MAT301 and 321.
A rigorous development of the methods of the calculus, including limits, continuity, derivatives, sequences, and Reimann Integral, series of functions, and uniform convergence.

MAT411, Introduction to Complex Variables (3).
**Prerequisites:** MAT203 and 351.
The complex numbers, elementary functions and their mappings, boundary value problems, contour mapping, Cauchy's theorem, residues, and power series.

MAT 418, Student Teaching and Professional Practicum (12).
**Prerequisite:** Permission of advisor.
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.

MAT451, Introduction to Topology (3).
**Prerequisites:** MAT262 and 401.
Basic notions of point-set topology, surfaces, invariants, topological spaces, equivalence, connectedness, completeness, and separation. Introduction to differential topology.

MAT461, Applied Mathematics (3).
**Prerequisite:** MAT301.
Principles and basic styles of thought in solving physical problems with mathematical methods. Specific content depends upon the students.

MAT499, Independent Study (3).
**Prerequisite:** Permission of advisor.
Directed study of a project selected from a specified area of the field. Details and documentation required.
# DEPARTMENT OF MATHEMATICAL SCIENCES
## BACHELOR OF SCIENCE IN MATHEMATICS/SECONDARY EDUCATION CURRICULUM GUIDE

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**GRADUATION REQUIREMENTS**
A minimum 3.0 grade point average and a minimum of 120 hours of credit, excluding any developmental courses, are required for graduation.
## DEPARTMENT OF MATHEMATICAL SCIENCES
### BACHELOR OF ARTS IN MATHEMATICS
#### CURRICULUM GUIDE

<table>
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**GRADUATION REQUIREMENTS**
A minimum 2.0 grade point average and a minimum of 120 hours of credit, excluding any developmental courses, all courses in the major must have a minimum grade of C are required for graduation.
The department consists of biological and physical sciences. The major fields of study lead to degrees in biology, biology/secondary education, chemistry, medical technology, a dual degree in biology and chemistry, general science, general science/secondary education, and chemistry/secondary education.

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 every day 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.

**BIOLOGY (BACHELOR OF ARTS)**

An undergraduate degree in biology prepares students to enter professional schools of dentistry, medicine, physical therapy, veterinary medicine, and graduate school in biological sciences, nursing, pharmaceutical, microbiology, and research in biomedical and biotechnology.

**General Education**.............................................. 57

**Major Field Requirements**.................................. 47

SLF 110 and 125, General Biology I and II..8
SLF 312, Principles of Genetics..............................4
SLF 412, Biology Seminar........................................1
SLF 422, Molecular Biology ....................................4

*Restricted Biology Electives.................................16

Free Biology Electives..............................................8
**Restricted Related Electives.................................6

*At least one course must be taken from each of the following areas: physiology, botany, zoology, and developmental biology.

**Courses may be taken in chemistry, math, physics, psychology, or geology.

**Required Related Courses**................................. 30

SCH 111 and 112, General Chemistry I and II .....8
SCH 211 and 212, Organic Chemistry I and II .....8
SCH 340, Biochemistry I...........................................3
SPH 211 and SPH 212, Physics I & II.........................8
MAT 201, Calculus I..................................................3

**SEMESTER HOUR TOTAL:**......................................120

**BIOLOGY SECONDARY EDUCATION CERTIFICATION (BACHELOR OF SCIENCE)**

Students graduating with a Bachelor of Science degree in biology secondary education are qualified to enter areas of education and health care.

In addition to receiving preparation for a career in biology, students also receive the professional
and specialized preparation essential for the effective teaching of biology in the secondary schools.

**General Education** ..............................................57

**Major Field Requirements** ...................................33

SLF 110 and 125, General Biology I and II............8
SLF 311, Microbiology.............................................4
SLF 312, Principles of Genetics..............................4
SLF 412, Biology Seminar........................................1
SLF 418, Ecology......................................................4
*Restricted Biology Electives................................12

*At least one course has to be taken in Botany, Zoology, and Physiology

**Professional Education Courses**
(See requirements under secondary education.)

**Required Related Courses** ..................................30

SCH 111 and 112, General Chemistry I and II......8
SCH 211 and 212, Organic Chemistry I and II ......8
SPH 211 and SPH 212, Physics I and II....................8
MAT 112, Trigonometry.............................................3

Earth Science Elective.............................................3

**SEMESTER HOUR TOTAL:**......................................128

**Biology/Chemistry Dual Degree:**
(BACHELOR OF ARTS)

Students receive preparation for pursuing advanced degrees in the field of chemistry and biology.

**General Education** ..............................................57

**Major Field Requirements** ...................................50

SCH 111 and 112, General Chemistry I and II.....8
SCH 201 and 202, Analytical Chemistry I and II....8
SCH 211 and 212, Organic Chemistry I and II.....8
SCH 411 and 412, Physical Chemistry I and II.....8
SCH 420, Seminar in Chemistry.........................1
SLF 110 and 125, General Biology.........................8
SLF 420, Seminar in Biology....................................1
Free electives in Chemistry....................................8

Free electives in Biology........................................12

**Required Related Courses** ..................................17

SPY 211 and 212, Physics I & II..............................8
MAT 201 and 251, Calculus I & II............................6
MAT 321, Differential Equations.............................3

**SEMESTER HOUR TOTAL:**......................................150

**Medical Technology (Bachelor of Science)**

Students receive intensive training in the areas of science, such as chemistry, biology, microbiology, and immunology that are essential for gaining admission in a clinical program designed to complete the student's training for certification as a clinical laboratory scientist or a medical technologist. Students spend three years at Cheyney University completing the pre-medical technology requirements, and one year completing the clinical laboratory requirements in an accredited medical technology program usually at an accredited area hospital.

**General Education** ..............................................57

**Major Field Requirements** ...................................47

SLF 110 and 125, General Biology I and II............8
SLF 312, Principles of Genetics..............................4
SLF 314, Microbiology.............................................4
SCH 340, Biochemistry I.........................................3
SCH 430, Chemical Instrumentation.....................4
SCH 320 and 321, Human Anatomy
& Physiology I & II.................................................8
SLF 421, Parasitology.............................................4
SLF 430, Immunology.............................................4

**Required Related Electives** ............................... 30

SCH 111 and 112, General Chemistry I and II.....8
SCH 211 and 212, Organic Chemistry I and II.....8
SPY 211 and 212, Physics I and II.........................8
MAT 201, Calculus I...............................................3
MAT 205, Statistics.................................................3

**Clinical Component (External)**
(Minimum Hours)................................................. 22

**SEMESTER HOUR TOTAL:**......................................136
COURSE DESCRIPTIONS

SLF 100, Biological Science (3-4). Basic principles of biology, the scientific method, chemical and physical properties of protoplasm are investigated.

SLF 104, Orientation in Medical Technology (1). This course is designed to acquaint students with medical technology and related fields using practical demonstrations of simple clinical procedures, guest lectures, film strips, and short papers by the enrolled students. The course is also designed to promote students computer literacy and use of the Internet and library services.

SLF 110, General Biology I (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.

SLF 120, Introduction to Molecular-Cellular Biology (4-6). Prerequisites: SLF 110 and 125. 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.

SLF 125, General Biology II (4-6). Prerequisite: SLF 110. 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 are studied.

SLF 216, Plant Physiology (4-6). Prerequisites: SLF 110 and 125. This course investigates the characteristics and mechanisms of ion accumulation by plants, plant 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 herbicides, auxins, and hormones, and use of economic plants will be covered. Photosynthesis, metabolic pathways, metabolism, germination, and dormancy will be included.

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, and treatment of disease, and the epidemiological approach to health care problems. A third facet of the course deals with the determination of medical costs and appraises the efficiency of community health care education.

SLF 224, Vascular Plants (4-6). Prerequisites: SLF 110 and 125. An introduction to vascular plants including the ecology, taxonomy, anatomy, and physiology of mosses, ferns and seed plants.

SLF 240, Comparative Chordate Anatomy (4-6). Prerequisites: SLF 110 and 125. The evolutionary and are investigated. 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.

SLF 250, Invertebrate Zoology (4-6). Prerequisites: SLF 110 and 125. A detailed study of invertebrate animals is undertaken. Anatomy, physiology, and phylogenetic relationships are emphasized.

SLF 308, 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.

SLF 310, 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. Possible alternatives are investigated, and the notion of how to improve urban health care services is examined.

**SLF 311, Microbiology (4-6). Prerequisites: SLF 110 and 125.** 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.

**SLF 312, Principles of Genetics (4-6). Prerequisites: SLF 110 and 125.** An introductory course dealing with the principles and mechanisms of inheritance in plants and animals.

**SLF 314, Microbiology for Majors (4-6). Prerequisites: SLF 110 and 125.** The organisms responsible for disease, the body responses, and external methods used for combating infections will be studied. Methods of isolation and identifying pathogenic organisms, and antibody production will be discussed. Intensive course work in Immunology will be covered.

**SLF 315, Vertebrate Histology (4-6). Prerequisites: SLF 110 and 125.** This course will cover a study of microscopic structure of tissues comprising the organ systems of animals including man. Also, cellular organization of organelle components are correlated with ultra structure micrographs. Course lectures are supported by an introduction to micro slide preparation and cryostat techniques.

**SLF 316, Vertebrate Embryology (4-6). Prerequisites: SLF 110 and 125 and/or by permission of instructor.** 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.

**SLF 317, General Cytology (4-6). Prerequisites: SLF 110 and 125.** A detailed study of the fine structure of the cell and various tissues throughout the body.

**SLF 320, Human Anatomy and Physiology I (4-6). Prerequisites: SLF 110 and 125.** The cell as a protoplasmic unit, the metabolic systems, and the care of the human body.

**SLF 321, Human Anatomy and Physiology II (4-6). Prerequisites: SLF 110 and 125.** The structure and functions of the skeletal, muscular, nervous, digestive, respiratory, endocrine, and glandular systems, including such external features as hair and skin, are discussed.

**SLF 411, Materials and Techniques in the Biological Sciences for Teachers (4-6). Prerequisites: Senior status or permission of instructor.** The course includes a history of biology education, classroom management, and teaching strategies including constructivist pedagogy. Demonstrations, laboratory work, rules for safety in the laboratory and classroom are discussed. The impact of Science and Technology in Society are explored. 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.

**SLF 412, Seminar in Biology (1). Prerequisite: Senior or junior year status.** 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.

**SLF 413, Entomology (4-6). Prerequisites: SLF 110 and 125.** Students are introduced 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.
SLF 414, Protozoology (4-6). Prerequisites: SLF 110 and 125. 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.

SLF 415, Radiation Biology (4-6). Prerequisites: SLF 110 and 125; SPY 211 and 212; SCH 211 and 212. 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.

SLF 416, Histological Techniques (4-6). Prerequisites: SPY 211 and 212. 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.

SLF 418, Ecology (4-6). Prerequisites: SLF 110 and 125. 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).

SLF 419, General Physiology I (4-6). Prerequisites: SLF 110 and 125. Function and related structure, primarily on the cellular level. Biological processes are explained in terms of chemical and physical principles. Appropriate laboratory exercises accompany each topic.

SLF 420, General Physiology II (4-6). Prerequisite: SLF 419. The fundamental mechanisms of animal regulatory systems and homeostasis are emphasized. Similarities and differences of structure and function in organ systems are emphasized. Appropriate laboratory exercises accompany each topic.

SLF 421, Parasitology (4-6). Prerequisites: SLF 110 and 125. 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.

SLF 422, Molecular Biology (4-6). Prerequisites: SLF 110, 125 and SCH 340. A study of the molecular and macromolecular basis of life. Discussion of basic cell structure and function of the genes are investigated to provide an understanding of cellular control. Topics include reproduction, protein synthesis, metabolic processes, molecular biosynthesis and DNA replication. Laboratory includes isolation of cell components and microscopy.

SLF 424, Molecular Biology (4-6). Prerequisites: SLF 110, 125 and SCH 340. A study of the molecular and macromolecular basis of life. Discussion of basic cell structure and function of the genes are investigated to provide an understanding of cellular control. Topics include reproduction, protein synthesis, metabolic processes, molecular biosynthesis and DNA replication. Laboratory includes isolation of cell components and microscopy.

SLF 430, 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.

SLF 460, Independent Study in Biology (4-6) Prerequisites: SLF 110, 125, 312, SCH 111, 112, 201 and 202. Intensive study of a selected biological subject, including a scientific paper on the subject material is required.

SLF 480, Directed Study-Research (4-6). Prerequisite: Junior or senior status. 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.

SLF 490, Honors Program in Biological Sciences (4-6). Prerequisite: Senior standing (Biology major) or permission of the instructor. Supervised research thesis and advanced course work with intensive individual or group study in one of the biological sciences. Hours are to be arranged. Students selected by examination and by the Biology faculty.
**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, and environmental and pollution control companies.

**General Education** ..............................................57

**Major Field Requirements** .................................41

SCH 111 and 112, General Chemistry I and II ......8
SCH 201 and 202, Analytical Chemistry I and II...8
SCH 211 and 212, Organic Chemistry I and II .....8
SCH 411 and SCH 412, Physical Chemistry I and II...8
SPY 211 and SPY 212, Physics I & II.................8
MAT 201 and 251 Calculus I & II......................8
SCH 340, Biochemistry I and II.....................6

**SEMESTER HOUR TOTAL:......................................120**

**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 Education** ..............................................57

**Professional Education Courses** (See Secondary Education).............................32

**Major Field Requirements** .................................51

SCH 111 and 112, General Chemistry I and II......8
SCH 201 and 202, Analytical Chemistry I and II...8
SCH 211 and 212, Organic Chemistry I and II ......8
SCH 411 and 412, Physical Chemistry I and II .....8
SPY 211 and SPY 212, Physics I & II.................8
MAT 201 and 251 Calculus I & II......................8
SCH 340, Biochemistry I and II.....................6

**SEMESTER HOUR TOTAL:......................................128**

**GENERAL SCIENCE (BACHELOR OF ARTS)**

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

**General Education** ..............................................57

**Major Field Requirements** .................................45

SCH 111 and 112, General Chemistry I and II ......8
SLF 110 and 111, Biology I and II....................8
SPY 211A and 212B, Physics I and II...............8
Earth and space science-3 courses ...................9
Environmental science-2 courses .....................6
Mathematics-2 courses .................................6
Electives ...............................................................23
(chemistry, biology, physics, earth and space science, environmental science).

**SEMESTER HOUR TOTAL:......................................120**

**GENERAL SCIENCE SECONDARY EDUCATION CERTIFICATION (BACHELOR OF SCIENCE)**

**General Education** ..............................................57

**Professional Education Courses** (See requirements under secondary education.).............................32

**Major Field Requirements** .................................45

SCH 111 and 112, General Chemistry I and II ......8
SLF 110 and 111, General Biology I and II ...........8
SPY 211A and 212B, Physics I and II................8
Earth & space sciences-2 courses ........................15
Environmental science-2 courses .....................6
Mathematics through Calculus .........................6

**SEMESTER HOUR TOTAL:......................................128**
COURSE DESCRIPTIONS

Physical Sciences

SPH 100, Physical Science (3). Various disciplines of the physical sciences are included in this course. Emphasis is placed on understanding the use of the scientific method.

SCH 111, General Chemistry I (4-6). The basic principles of chemistry, including modern atomic structure, bonding, chemical equations, solubility, and descriptive inorganic chemistry is covered in depth.

SCH 112, General Chemistry II (4-6). Prerequisite: SCH 111. A continuation of SCH-111. Solutions, ionic equilibria, nuclear chemistry, electrochemistry, and descriptive chemistry not considered in Inorganic I are briefly discussed.

SCH 201, Analytical Chemistry I (4-6). Prerequisites: SCH 111 and 112. The fundamental theory underlying analytical chemistry with laboratory practice in the separation and identification of the common metallic and non-metallic ions using semi-micro techniques. Six hours each week.

SCH 202, Analytical Chemistry II (4-6). Prerequisite: SCH 201. A study of principles underlying gravimetric and volumetric determinations and instrumental analysis.

SCH 211, Organic Chemistry I (4-6). Prerequisites: SCH 111 and 112. Organic chemical formulas, bonding in organic compounds, nomenclature, resonance tautomerism, stereochemistry, spectroscopy of organic compounds, organic acids and bases of carbon, oxygen, and nitrogen are discussed.

SCH 212, Organic Chemistry II (4-6). Prerequisites: SCH 211. Classes of organic reactions, functional group reactions as they fit these classes, substitutions at saturated carbon and carbonyl groups, addition to multiple bonds; elimination, aromatic substitution, molecular rearrangement, and oxidation and reduction reactions are studied.

SCH 310, Advanced Organic Chemistry (3). Prerequisites: SCH 211 and 212. Advanced selected topics from the literature and the classes of compound not included in Organic Chemistry I and II.

SCH 320, History of Chemistry (3). Library research, lectures, reports, and essays on the history of chemistry are involved.

SCH 330, Qualitative Organic Analysis (4-6). Prerequisites: SCH 211 and 212. The identification of organic compounds with major emphasis on degradative techniques and spectroscopic methods as applied to structure determinations.

SCH 340, Biochemistry I (3). Prerequisites: SCH 211 and 212. The chemistry of biological compounds as they relate to men: proteins, enzymes, carbohydrates, lipids, and nucleic acids; biological oxidations and human metabolism.

SCH 341, Biochemistry II (3). Prerequisites: SCH 340. A continuation of Biochemistry I encompassing topics in enzyme kinetics, bioenergetics, metabolism, biosynthesis, nucleic acids and their expression, and cellular architecture and trafficking of signals will be studied.

SCH 342, Biochemistry Lab (2). Prerequisites: SCH 340. The course involves the study of biochemical wet techniques, data analysis, and the latest in biochemical techniques and instrumentation.

SCH 400, Organic Preparations (4-6). Prerequisites: SCH 211 and 212. Training will be conducted in design and execution of advanced experiments in the preparation of organic compounds.

SCH 411, Physical Chemistry I (4-6). Prerequisites: SPY 211 and 212; MAT 201 and 251. The laws of thermodynamics presented and applied to gases, solutions, systems in chemical or phase equilibrium and electrochemistry.
**SCH 412, Physical Chemistry II (4-6). Prerequisites: SCH 411 and MAT 321.** The theory of quantum chemistry and its application to atomic and molecular orbital, chemical bonding and structure will be presented. Chemical kinetics are also introduced.

**SCH 420, 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.

**SCH 430, Chemical Instrumentation (4-6). Prerequisites: SCH 211 and 212; SPY 211 and 212.** 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. Interpretation of data and principles of operation are emphasized.

**SCH 499 Independent Study (4-6).** Independent literature, and laboratory research is required followed by a presentation.

**Physics**

**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] Prerequisites: MAT 111 and 112.** The course involves a non-calculus introduction to the classical theories of mechanics, heat, and sound.

**SPH 212, Physics II (4-6). [Non-calculus based] Prerequisites: SPY 211.** The course involves a non-calculus introduction to the classical theories of electricity, magnetism, and optics.

**SPY 211, Calculus Based Physics I (4-6). Prerequisites: MAT 201 and 251.** A calculus introduction to the classical theories of mechanics, heat, and sound.

**SPY 212, Calculus Based Physics II (4-6). Prerequisite: SPY 211.** A calculus introduction to the classical theories of electricity, magnetism, and optics.

**SPY 301, Mechanics I (3). Prerequisites: SPY 211; MAT 201 and 251.** Matrix algebra, gradient, divergence, curl, Stokes' Theorem, dynamics of particles and rigid bodies, and oscillations of a particle.

**SPY 302, Mechanics II (3). Prerequisite: SPY 301.** The course involves general motion of a particle, the two-body problem, special relativity, and Lagrange's equations of motion.

**SPY 311, Electricity and Magnetism I (3). Prerequisites: MAT 251 and 325; SPY 211, 212 and 301.** A study of electromagnetic theory, utilizing vector calculus in relation to electromagnetic phenomena such as electrostatic, magnetism, current, induction, and radiation will be introduced in the course. Maxwell's equations are developed, along with some of their consequences.

**SPY 312, Electricity and Magnetism II (3). Prerequisite: SPY 311.** Continuation of SPY 311.

**SPY 313, Intermediate Physics Laboratory I (3-1). Prerequisites: SPY 211 and 212; MAT 201 and 251.** To acquaint students with methods and techniques of physical measurements. Would normally accompany SPY 311.

**SPY 314, Intermediate Physics Laboratory II (3-1). Prerequisite: SPY 313.** Continuation of SPY 313.

**SPY 320, Optics (3-5). Prerequisites: MAT 251 and SPY 212.** The study of light. The course covers not only geometric optics, including reflection and refraction and their use in optical instruments.

**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 410, Thermodynamics (3). Prerequisites: SPY 211 and 212; MAT 201. 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.

SPY 499, Independent Study (4).

Earth and Space Science

SES 200, Astronomy (3). Modern theories of the origin and structure for the universe are detailed. A major focus on the origin and components of the solar system. Modern instruments and new techniques for exploring space and celestial objects are examined.

SES 210, Meteorology (3). Prerequisite: SPH 111. 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). Prerequisite: SES 210. A brief course in the climatic patterns illustrating their relationships to the concepts studied in meteorology.

SES 311, Physical Geology (4). Prerequisite: SCH 111. 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.

SES 312, Historical Geology (3). Prerequisite: SES 311. The history of land forms, their origins, and the orderly sequence of physical and biological events as recorded in the rocks of the earth.

SES 320, Principles of Oceanography (3). Prerequisite: SCH 111. 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.

SES 331, Geochemistry (3). Prerequisites: SCH 111 and 112. 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.

Environmental Science

SCH 200, Environmental Science (3). Environmental issues relating to the chemical properties of air, water, and soil are investigated. Introduction to the application of chemical principles to pollution processes.

SCH 300, Air Pollution (3). Prerequisite: SCH 111. 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.

SCH 301, Water Pollution (3). Prerequisites: SLF 110 and SCH 111. Pollution indicators in fresh water, estuarine, and salt water environments. Effects of pollutants on aquatic environment from system level to the species level.

SCH 311, Waste Water Treatment (3). Prerequisites: SCH 201 and 211. Physical, biological, and chemical treatments of industrial and household wastes are studied. Use of modern instrumentation in waste water disposal will be studied.
### Bachelor of Arts in Chemistry

#### Curriculum Guide

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| HEN 114 SPEECH | 3 | SCH 212 ORGANIC CHEMISTRY II | 4 |
| SCH 211 ORGANIC CHEMISTRY I | 4 | MAT 251 CALCULUS II | 4 |
| MAT 210 CALCULUS I | 4 | SPY 212 PHYSICS II | 4 |
| SPY 211 PHYSICS I | 4 | SOCIAL SCIENCES ELECTIVE | 3 |
| HUMANITIES ELECTIVE | 3 | **TOTAL** | 15 |
| **TOTAL** | 18 | **TOTAL** | 15 |

| **JUNIOR FALL** | | **JUNIOR SPRING** | |
| FOREIGN LANGUAGE I | 3 | FOREIGN LANGUAGE II | 3 |
| SCH 201 ANALYTICAL CHEMISTRY I | 4 | SCH 202 ANALYTICAL CHEMISTRY II | 4 |
| COMPUTER COURSE | 3 | CHEMISTRY ELECTIVE | 4 |
| CHEMISTRY ELECTIVE | 3 | SCIENCE ELECTIVE | 4 |
| MAT 321 DIFF. EQUATION MAT 301 | 3 | **TOTAL** | 15 |
| CALCULUS III | 3 | **TOTAL** | 15 |
| **TOTAL** | 17 | **TOTAL** | 15 |

| **SENIOR FALL** | | **SENIOR SPRING** | |
| SCH 411 PHYSICAL CHEMISTRY I | 4 | SCH 412 PHYSICAL CHEMISTRY II | 4 |
| FREE ELECTIVE | 3 | SCIENCE ELECTIVE | 3 |
| AFRICAN AMERICAN HERITAGE COURSE | 3 | SOCIAL SCIENCES ELECTIVE | 3 |
| REC 111 HEALTH | 2 | SCH 420 CHEMISTRY SEMINAR | 1 |
| **TOTAL** | 12 | HUMANITIES ELECTIVE | 3 |
| **TOTAL** | 14 | **TOTAL** | 14 |

#### Graduation Requirements

A minimum 2.0 grade point average and a minimum of 120 hours of credit, excluding any developmental courses, are required for graduation.
# DEPARTMENT OF SCIENCE AND ALLIED HEALTH

**BACHELOR OF ARTS IN PRE-MEDICAL, PRE-DENISTRY, PRE-PODIATRY, PRE-GRADUATE STUDY AND BIOMEDICAL RESEARCH**

## CURRICULUM GUIDE

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**GRADUATION REQUIREMENTS**

A MINIMUM 2.0 GRADE POINT AVERAGE AND A MINIMUM OF 120 HOURS OF CREDIT, EXCLUDING ANY DEVELOPMENTAL COURSES, ARE REQUIRED FOR GRADUATION.
# Bachelor of Arts in Medical Technology

## Curriculum Guide

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## Graduation Requirements

A minimum 2.0 grade point average and a minimum of 120 hours of credit, excluding any developmental courses, are required for graduation.
DEPARTMENT OF SCIENCE AND ALLIED HEALTH  
BACHELOR OF ARTS IN PRE-NURSING PROGRAM  
CURRICULUM GUIDE

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**GRADUATION REQUIREMENTS**

A MINIMUM 2.0 GRADE POINT AVERAGE AND A MINIMUM OF 120 HOURS OF CREDIT, EXCLUDING ANY DEVELOPMENTAL COURSES, ARE REQUIRED FOR GRADUATION.
### DEPARTMENT OF SCIENCE AND ALLIED HEALTH

**BACHELOR OF SCIENCE IN CHEMISTRY SECONDARY EDUCATION**

**CURRICULUM GUIDE**

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BACHELOR OF SCIENCE IN BIOLOGY/SECONDARY EDUCATION
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# DEPARTMENT OF SCIENCE AND ALLIED HEALTH

**BACHELOR OF SCIENCE IN GENERAL SCIENCE/SECONDARY EDUCATION CURRICULUM GUIDE**

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BACHELOR OF ARTS IN GENERAL SCIENCE  
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**GRADUATION REQUIREMENTS**

A MINIMUM 2.0 GRADE POINT AVERAGE AND A MINIMUM OF 120 HOURS OF CREDIT, EXCLUDING ANY DEVELOPMENTAL COURSES, ARE REQUIRED FOR GRADUATION.
The Department of Social and Behavioral Sciences offers a variety of major programs designed to meet the special needs of individual students and to provide a broad background in the social and behavioral sciences. Classes meet in the James H. Duckrey Behavioral and Social Sciences Center adjacent to the Leslie Pinckney Hill Library.

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. Both Political Science and Social Relations are initiating active clubs.

There are degree programs in geographic information systems, political science, psychology, and social relations (criminal justice and sociology). In addition, students may earn a bachelor of arts degree in the social sciences.

Education students may earn a bachelor of sciences in education specializing in the above fields as well as in history - REMOVE? CHECK WITH EDUCATION!!!

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.
Concentrations in anthropology and social welfare have been temporarily deactivated. Students wishing to prepare themselves for possible employment or graduate training in these areas should discuss their plans with advisors appropriate professors in the department.

UNIVERSITY CORE REQUIREMENTS

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<td>Psychology</td>
<td>6</td>
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<tr>
<td>Political Science</td>
<td>6</td>
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</tbody>
</table>

Total Non-Major Requirements: 24

Major Core Requirements

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RSW 201, Introduction to Sociology (core)</td>
<td>3</td>
</tr>
<tr>
<td>RSW 202, Introduction to Social and Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>RSO 250, Basic Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>RSO 351, Social Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Senior Seminar (RSO 472 or 475)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Major Core Requirements: 12

Based on area of concentration, students are required to take all courses in one of the two tracks below. Courses from the second track may be taken as electives.

Sociology Concentration

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RSO 301, Social Stratification</td>
<td>3</td>
</tr>
<tr>
<td>RSO 303, Early Social Thought</td>
<td>3</td>
</tr>
<tr>
<td>RSO 233, Marriage &amp; Family</td>
<td>3</td>
</tr>
<tr>
<td>RSO 220, Intergroup &amp; Ethnic Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL: 12

Criminal Justice Concentration

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RSO 204, Intro. to Criminology</td>
<td>3</td>
</tr>
<tr>
<td>RSO 210, Law and Society</td>
<td>3</td>
</tr>
<tr>
<td>RSO 370, Crime and the Social Order</td>
<td>3</td>
</tr>
<tr>
<td>RSO 374, Non-Institutional Treatment of Offenders</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL: 12

Social Relations Electives: 12

Total Department Credits: 48

Free Electives: 12

Total Credits Required for Graduation: 120

COURSE DESCRIPTIONS

RSW 201, Introduction to Sociology (3). Prerequisite for all other sociology courses. 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.

RSW 202, 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.

RSW 203, Introduction to Social Welfare (3). Prerequisite: Completion of 30 semester hours. 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.

RSO 204, 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.

RSO 219, 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 220, 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.

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.

RSO 231, 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.

RSO 233, Marriage and the Family (3). Cross cultural analysis of the family as a social and cultural institution. Selection, marital harmony, kinship terms, descent, family ceremonial, child care, and dissolution of the marriage relationship. Contemporary trends.

RSO 250, Basic Research Methods (3). Offered: Fall term. Introduction to non-statistical research procedures, research design, and methods of data collection, including the interview and questionnaire, and sampling evaluation of research studies.

RSO 300, 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.

RSO 301, Social Stratification (3). 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.

RSO 302, 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.

RSO 303, Early Social Thought (3). 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.

RSO 308, 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.

RSO 310, 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.

RSO 315, 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.
RSO 321, 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.

RSO 322, 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.

RSO 323, 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.

RSO 324, 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.


RSO 336, 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.

RSO 338, 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.

RSO 340, 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.

RSO 344, 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.

RSO 350, 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.

RSO 351, Social Statistics (3). 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.

RSO 359, 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.

RSO 362, 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.

RSO 365, 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.
RSO 366, Peoples and Cultures of Africa (3). The people of Africa, their ethnic and tribal divisions, and their cultural behavior.

RSO 367, 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.

RSO 368, 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.

RSO 369, 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.

RSO 370, 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.

RSO 371, 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).

RSO 372, 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.

RSO 373, 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.

RSO 374, 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.

RSO 380, Dynamics of Social Work Practice I (3). Prerequisite: RSO 203. 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. A structured field experience is required with this course (RSO 300).

RSO 381, Dynamics of Social Work Practice II (3). Prerequisites: RSO 300 and 380; or permission of instructor. 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. A structured field experience is required (RSO 490).
RSO 382, 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.

RSO 384, 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.

RSO 385, 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.

RSO 386, 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.

RSO 402, 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.


RSO 406, Macroanalysis (3). Holistic analysis of social problems on a world scale (e.g., population, ecology, resources, poverty, and war) of the easy in which the problems are interconnected and of possible solutions. Political-economic causes of war; political, economic, and military relations with western Europe and Japan, socialist countries, and the third world; disparity between have and have not nations; global hunger; balance of global power.

RSO 409, 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.

RSO 412, 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.

RSO 414, Computer Methods (3). Basic data analysis and computer applications in the social sciences. The computer as a research tool: basic characteristics of high-speed computers and statistical computer programs generally available; intermediary language with which the researcher communicates with the computer.

RSO 416, 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.
RSO 443, Practicum in Community Leadership and Development (15-6). 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.

RSO 460 and 461, Independent Study I and II (3). Prerequisite: Permission of instructor. 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.

RSO 471, 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.

RSO 472, 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.

RSO 473, Senior 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.

RSO 475, 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.

RSO 490 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.

RSO 492, 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.

Note: 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 8.2 in a Windows 2000 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 and receivers and processing software.

General Education.................................57
  English..............................................6
  Speech..............................................3
  Humanities......................................6
  African American Heritage ................3
  Foreign Languages............................6
  Computer Usage ............................3
  Natural Science
    Physical Science ..........................3
    Biological Science ........................3
  Intermediate Algebra MAT111 ............3
  Introduction to Sociology .................3
  Social Science Elective:
    Anthropology or Psychology ............3
  Freshman Seminar ..........................2
  Health ........................................2
  Physical Activity ..........................2
  Total University Core ....................48

Restricted Free Electives ..................9
  Political Science ..........................3
  History ......................................3
  Communications ..........................3

Core Courses..................................29
  RGE 111, World Geography ..................3
  RGE 258, GIS in Critical Thinking .......3
  RGE 241, Fundamentals of GIS I ..........3
  RGE 242, Fundamentals of GIS I Lab ......1
  RGE 341, Fundamentals of GIS II ........3
  RGE 342, Fundamentals of GIS II Lab ....1
  RGE 351, Geospatial Data Models .......3
  RGE 416, Intro to Cartography ..........3
  RGE 441, GIS Appli. in Social Science, or
    RGE 411, Environmental Conservation .3
  RGE 461, GIS Application Develop .......3
  RGE 471, GIS Practicum I .................3

Geography ........................................6
  Students should take two of the following courses
    RGE 412, Economic Geography
    RGE 415, Political Geography
    RGE 420, Urban-Suburban Land Use
    RGE 413, Urban Geography
    RGE 472 GIS Practicum II
    RGE 441, GIS Appli. in Social Science or
    RGE 411, Environmental Conservation

Non-Major Required ............................12
  Students should take four of the following courses
    CIS 101, Computer Programming I
    CIS 102, Computer Programming II
    CIS 103, Information Structures
    CIS 211, Computer Operating Systems
    MAT 201, Calculus I
    MAT 262, Modern Geometry
    MAT 451, Topology
    MAT 160, Calculus I
    MAT 362, Modern Geometry – Prerequisite MAT 202
    MAT 451, Topology – Prerequisite MAT 262 and 401

Applications Technology .....................6
  Students should take two of the following courses
    BCA 330, MIS/Computer Applications
    BOA 323, Office Systems and Technology
    BOA 402, Information Management
    BOA 332, Office System Applications

Statistics .......................................6
  Select one
    RSO 351, Social Statistics
    RPS 231, Stat. Psych. & Ed I
    MAT 205, Statistics I
    and
    RPS 232, Stat. Psych. & Ed. II

Free Elective ..................................4
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

RGE 111, World Geography (3). The relationship of people to their physical and cultural environment. Climate, landforms, vegetation, water and soil, and selected phases of economic activity are emphasized.

RGE 121, Physical Geography (3). 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.

RGE 241, Fundamentals of Geographic Information Systems I (3). 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.

RGE 242, Fundamentals of Geographic Information Systems Lab I (1). 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.

RGE 258, GIS – Geographic Information Systems and Critical Thinking (3). 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.

RGE 300, 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.

RGE 310, 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.

**RGE 312, 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.

**RGE 313, 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.

**RGE 314, 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.

**RGE 315, 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.

**RGE 316, 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.

**RGE 317, Geography of Australia and Oceania (3).** Inter-relationships between cultural patterns and natural environments in Australia and the Pacific Islands.

**RGE 319, Geography of Middle America (3).** The regions of Mexico, Central America, and the West Indies. Regional similarities and differences in relation to human adjustment.

**RGE 320, 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.

**RGE 341, Fundamentals of Geographical Information Systems II (3).** Prerequisite: RGE 241. 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.

**RGE 342, Fundamentals of GIS Lab II (1).** 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.

**REG 351, Geospatial Data Models (3).** Prerequisite: RGE 341. 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.

**RGE 411, Environmental Conservation (3).** Prerequisite: RGE 351. 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.

**RGE 412, Economic Geography (3).** A study of the spatial distribution and interrelations of economic factors and forces, and how they are affected by geographic factors.

**RGE 413, 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.

RGE 414, 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.

RGE 415, Political Geography (3). 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.

RGE 416, Introduction to Cartography (3). 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.

RGE 419, 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.

RGE 420, 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.

RGE 431, 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.

RGE 432, 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.

RGE 434, 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.

RGE 436, Problems in Regional Planning (6). Planned individual projects including library, laboratory, and/or fieldwork.

RGE 440, Reading in Geography (3). Advanced independent study and research within the areas of student interest.

RGE 441, Special Topics and Problems in Geography (3). Studies in selected geographical topics and problems.

RGE 460, Independent Study in Geography (3).

RGE 461, 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.

RGE 470, 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.

RGE 471, 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.

RGE 472, 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.

**Political Science (Bachelor of Arts)**

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.

The department offers courses designed to meet the needs of all Cheyney students. Political science courses provide valuable preparation for understanding and participating in the U.S. and global political systems. Political science courses are also a significant feature of a liberal arts education. Students acquire skills in writing, communications, and analysis, which prepare them to think independently.

Courses provide:
- An understanding of political forces, policies, institutions, and processes;
- A basic grounding in the concepts and tools of political and social analysis; and
- A critical appreciation of the major tendencies and issues.

General Education Requirements ...............57

English .................................................6
Speech .................................................3
Humanities .........................................6
African American Heritage ......................3
Foreign Languages ................................6
Computer Usage or Literacy .....................3
Natural Science
  Physical Science ................................3
  Biological Science ...............................3
Finite Mathematics ................................3
Freshman Seminar ................................2
Health .................................................2
Physical Activity .................................2
Introduction to Sociology .......................3
Social Science Elective:
  Introduction to Political Science ...........3

Restricted Free Electives .........................9
  GIS & Critical Thinking or
  Critical Thinking ........................................3

Each student must take two
  of the following courses ......................6
  RGE 111 World Geography
  RHI 203 History of the World 20th Century
  RHI 211 History of the U.S. and PA I
  RHI 211 History of the U.S. and PA II
  RSW 202 Intro. to Social & Cultural Anthropology
  RPS 211 Introduction to Psychology

Major Field Requirements

Political Science Core ..............................12
Students are required to take all of the following political science courses:
  RPO 102, Introduction to World Politics .......3
  RPO 111, United States Government ............3
  RPO 211, State and Local Government .........3
  RPO 470, Political Science Seminar ............3

Further Major Field Requirements ..............15
Students must take at least one course in each of the areas listed (15 credits):
  International Relations (RPO 311) ............3
  Comparative Government (RPO 413) ............3
  Public Administration (RPO 418) ...............3
  American Government and Politics (RPO 315, RPO 316, RPO 411, RPO 412, or RPO 415) .........3
Political Theory ....................................3
  (RPO 312, RPO 313, or RPO 314)

Restricted Department Electives ...............9
Each student must take three additional upper level RPO courses.
  RPO .................................................3
  RPO .................................................3
  RPO .................................................3

Required Related Courses .......................18
  RSO 250 Basic Research Methods ..............3
  RSO 351 Social Statistics .........................3
Upper Level Social Science & Humanities courses selected with Advisor’s approval.
  Political Geography & Internship recommended.
  Social Science/Humanities Elective ............3
  Social Science/Humanities Elective ............3
  Social Science/Humanities Elective ............3
  Social Science/Humanities Elective ............3

Unrestricted Free Electives ......................9
  Free Elective .......................................3
  Free Elective .......................................3
  Free Elective .......................................3

Political Science Requirements ..................63
SEMESTER HOUR TOTAL: ..........................120
COURSE DESCRIPTIONS

**RPO 101, 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.

**RPO 102, Introduction to World Politics (3).** 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.

**RPO 111, 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.

**RPO 211, 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.

**RPO 212, African Politics (3).** 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.

**RPO 213, 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.

**RPO 311, International Relations (3).** Prerequisite: RPO 102. 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.

**RPO 312, Classical and Medieval Political Theory (3).** A critical study of Greek, Roman, and Medieval political thought from Plato and Aristotle through early modern times.

**RPO 313, Modern Political Theory (3).** The liberal and authoritarian political philosophies in the Western World in the two centuries since the American and French Revolutions.

**RPO 314, American Political Theory (3).** The two principal components of American political thought: the individualistic, decentralized component exemplified by Jefferson, Taney, Cleveland, and Eisenhower, and the nationalistic, centralist thread exemplified by Hamilton, Marshall, Lincoln, and the two Roosevelt’s.

**RPO 315, Political Parties (3).** Prerequisite: RPO 111. The political party as a force in activating government, whether in the multiple party state, the two party states, or a single party state.

**RPO 316, American Constitutional Law (3).** Prerequisite: RPO 111. 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.

**RPO 410, Trans—National Relations (3).** Prerequisite: RPO 102. An interdisciplinary study of interactions, organizations, and issues transcending national boundaries. Factors affecting the development of supra-state relations.

**RPO 411, 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.
RPO 412, Politics and Black America (3). 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.

RPO 413, Comparative Government (3). Prerequisite: RPO 102. Systems of government in Europe: the United Kingdom, France, West Germany, and the former USSR.

RPO 414, International Law (3). Prerequisite: RPO 102. How the rule of law applies to states in the pursuit of their ethnic, economic, political, strategic, technological, and social aspirations.

RPO 415, the American Presidency (3). Prerequisite: RPO 111. 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.

RPO 416, Current Political Issues (3). 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.

RPO 417, The Politics of Non-Western Nations (3). Prerequisite: RPO 111. The place of administration in modern government; legislative, judicial, and popular controls over administration and administrative organizations.

RPO 419, Principles of Public Administration II (3). Prerequisite: RPO 111. Financial administration operations analysis, personnel administration, and methods of achieving line administrative objectives.

RPO 430, International Organization (3). Prerequisite: RPO 102. 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.

RPO 450, Special Topics in Political Science (3).

RPO 460, Independent Study in Political Science (3). For students who wish to do independent research in some specialized areas of political science.

RPO 470, Political Science Seminar (3). Required of all political science majors in their 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, Human Sexuality, Motivation, 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, forensic, 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.
General Education

English ...................................................... 6
Speech .................................................. 3
Humanities ................................................ 6
African American Heritage ...................... 3
Foreign Languages ..................................... 6
Computer Literacy or Usage ...................... 3
Natural Science
   Physical Science ................................... 3
   Biological Science ................................. 3
Finite Math (MAT 104) or Intermediate
   Algebra (MAT 111), or higher ................. 3
Introduction to Sociology ......................... 3
Social Science Elective:
   Intro. to Psychology (RPS 211) ............ 3
Freshman Seminar .................................. 2
Health .................................................. 2
Physical Activity ..................................... 2
Total University Core ............................... 48

Restricted Free Electives (non major) ........ 9

Total General Education Core .................. 57

Courses for Psychology Major

Psychology Courses .................................. 33
Each student must take all of the following:
RPS 231, Statistics for Social and Behavioral
   Sciences I ........................................... 3
RPS 232, Statistics for Social and Behavioral
   Sciences II ......................................... 3
RPS 300, Psychology of Learning ................ 3
RPS 315, Intro. to Psychological Testing .... 3
RPS 410, Intro. to Experimental Psych ........ 3
RPS 411, Advanced Experimental Psych ...... 3
RPS 445, Senior Seminar .......................... 3

Each student must take at least one course in
each of the following areas:

PHYSIOLOGICAL ELECTIVE ......................... 3
   RPS 405, Physiological Psychology
   RPS 408, Sensation and Perception
SOCIAL PSYCHOLOGY ELECTIVE .................. 3
   RPS 320 Psychology of Small Group Behavior
   RPS 325 Psychology of the Black Experience
   RPS 317 Social Psychology
   RPS 330 Industrial Psychology
DEVELOPMENTAL ELECTIVE ......................... 3
   RPS 318 Child Psychology
   RPS 317 Adolescent Psychology

RPS 316 Human Growth and Development
   Psychology of Adulthood and Aging

CLINICAL ELECTIVE ................................. 3
   RPS 314 Abnormal Psychology
   RPS 420 Clinical Psychology
   RPS 319 Personality
   RPS 415 Motivation

Psychology Courses .................................. 33

Concomitant Requirements ........................ 21
Each Psychology major must take:
   Writing Course (Advanced Comp. or alt.) .... 3
   HPH 110 or RGE 258 Critical Thinking ........ 3
   HPH Intro. Philosophy, Logic or Ethics ....... 3
   Business or Economics Elective ............... 3

Social Science Electives ............................ 9
   (3 of the four areas below):
   Anthropology course ............................. 3
   Political Science course ........................ 3
   Adv. Sociology or Criminal Justice .......... 3
   History or Geography ............................ 3

Free Electives ......................................... 9

Total Credits for Psychology Major ............ 120

Only one “D” is permitted in psychology courses
for the major.

COURSE DESCRIPTIONS

Note: All courses are not offered each academic year.

RPS-211 Introduction to Psychology (3).
Prerequisite to all psychology courses.
Course presents a capsule view of the bio-social
influences on human behavior as revealed
through psychological investigations.

RPS-212 Educational Psychology (3).
Prerequisite: RPS-211.
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.
RPS-221 Advanced Psychology (3). Prerequisite: RPS-211. 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.

RPS-231 Statistics for Social and Behavioral Sciences I (3). Prerequisite: RPS-211. The use of statistics as a tool for scientific investigation in social and behavioral sciences with special emphasis on descriptive and relational techniques.

RPS-232 Statistics for Behavioral and Social Sciences II (3). Prerequisites: RPS-211 and 231. This course deals with inferential statistics, i.e., probability, sampling, “t” tests, hypothesis testing, and analysis of variance.

RPS-300 Psychology of Learning (3). Prerequisite: RPS-211. 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.

RPS-308 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.

RPS 313, Psychology of Adolescence (3). Prerequisite: RPS 211. The physical, social, mental, and emotional problems of adolescence, their causes, and their effect upon the adolescent's development. Objective bases from understanding and guidance of youth in educational, social, and personal growth.

RPS-314 Abnormal Psychology (3). Prerequisite: RPS-211. 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.

RPS-315 Introduction to Psychological Testing (3). Prerequisite: RPS-211. Note: It is strongly recommended to take a statistics course prior to taking this course. The theory and practice of testing. Emphasis on the nature, use, limitations of typical tests of intelligence, achievement, special abilities, aptitudes, personality, and interests.

RPS-316 Human Growth and Development (3). Prerequisite: RPS-211. Developmental process from prenatal period through senescence. Emphasis on behavioral changes taking place at various stages of development as functions of heredity and environment.

RPS-317 Social Psychology (3). Prerequisite: RPS-211. 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.

RPS-318 Child Psychology (3). Prerequisite: RPS-211. 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.

RPS-319 Personality (3). Prerequisite: RPS-211. 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.

RPS-320 Psychology of Small Group Behavior (3). Prerequisite: RPS-211. 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.
RPS-325, The Psychology of Black Experiences (3). Prerequisite: RPS-211. 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.

RPS-330 Industrial Psychology (3). Prerequisite: RPS-211. 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.

RPS-403 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.

RPS-405 Physiological Psychology (3). Prerequisite: RPS-211. Physiological mechanism underlying behavior; neuro-anatomy, sensory, muscular, and glandular structures and functions in relation to learning, perception, motivation, and emotion.

RPS-408 Sensation and Perception (3). Prerequisite: RPS-211. The physiological, social, and motivational factors involved in the sensory and perceptual processes.

RPS-410 Introduction to Experimental Psychology I (3). Prerequisites: RPS-211, 231, and 232. Scientific methodology as applied to experimental psychology. Basic procedure, terminology, and designs necessary in carrying out psychological experiments.

RPS-411, Advanced Experimental Psychology (3). Prerequisites: RPS-211, 231, and 410. 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.

RPS-420, Introduction to Clinical Psychology (3). Prerequisites: RPS-211. 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.

RPS-445 Senior Seminar in Psychology (3). Prerequisites: RPS-211, 231, 232, and 410. Required of all majors (at least three hours). 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.

RPS 460, Special Topics (3). Prerequisite: RPS 211. 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.

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 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

RHI 101, 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.

RHI 102, 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.

RHI 201, 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.


RHI 203, 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 rivalries and colonial expansion; economic, political, and social revolutions, and the implementation of international cooperation in relationship to current world problems.

RHI 211, 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.

RHI 212, 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.

RHI 216, African American History I (Earliest Time-1800) (3). 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.


RHI 301, Colonial America (3). Prerequisite: Sophomore standing. The colonial background of United States history; the diplomatic, economic, and social circumstances that contributed to the emergence of a distinctive American nationalism.
RHI 302, The United States in Civil War and Reconstruction (3). Prerequisite: Sophomore standing. 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.

RHI 304, History of American Revolution—1763-1789 (3). Prerequisite: Sophomore standing. 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.

RHI 311, Recent History of the United States (3). Prerequisite: Sophomore standing. 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.

RHI 321, 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.

RHI 322, 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.

RHI 331, History of Europe from 1648-1815 (3). Prerequisite: Sophomore standing. 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.

RHI 332, History of Europe from 1815-1919 (3). Prerequisite: Sophomore standing. 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.

RHI 405, Diplomatic History of the United States (3). Prerequisite: Sophomore standing. 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.

RHI 433, History of Russia and the Soviet Union (3). Prerequisite: Sophomore standing. 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.

RHI 441, History of the Middle East and North Africa (3). Prerequisite: Sophomore standing. 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.

RHI 442, 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.

RHI 460, Independent Study in History (3). Prerequisite: 12 hours of history. Independent research in specialized areas of history.

RHI 490, Special Topics in History (3). Studies in selected historical topics or problems.

SOCIAL SCIENCES (BACHELOR OF ARTS)

The Bachelor of Arts Program in Social Sciences enables students to become familiar with several different approaches to the study of society and
its problems. Majors in this program are able to pursue special interests in geography, history, political science, psychology, criminal justice, sociology, and anthropology.

The program is designed to provide a broad background for varying employment opportunities and for specialized work on the graduate level.

This major allows a broad exposure to the social sciences, with concentrations in two areas of particular interest.

**General Education**

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<th>Category</th>
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<tbody>
<tr>
<td>English</td>
<td>6</td>
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<td>Speech</td>
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<tr>
<td>Humanities</td>
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<td>Finite Mathematics MAT 104</td>
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<td>Introduction to Sociology</td>
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<td>Social Science Elective:</td>
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<tr>
<td>World Geography RGE 111</td>
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<td>Freshman Seminar</td>
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<td>Health</td>
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<td>Physical Activity</td>
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**Total University Core**

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**Restricted Free Electives**

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<td>Electives not in areas of concentration:</td>
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**Total University Core**

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<th>Credits</th>
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<td>57</td>
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**Major Field Requirements**

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<th>Credits</th>
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<td>24</td>
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Each student must take all of the following Social Science courses:

- RPO 211, State and Local Government .......... 3
- RHI 211 or 212, History of U.S. & PA .......... 3
- RSO 219, Law and Society ...................... 3
- RSO 250 or RPS 410 Research Methods .......... 3
- RPS 231 or RSO 351 Statistics ................ 3
- RPS 211, General Psychology ................... 3
- RGE 413, Urban Geography ...................... 3
- RHI 216 or 217 African Amer. History .......... 3

**Required Concentrations and Related Courses:**

Each student selects concentrations of fifteen and twelve credit hours in two of the following areas:

- African American Studies
- Criminal Justice
- Anthropology
- Sociology
- Geography
- History
- Political Science
- Psychology

The student must take a senior seminar in one area of concentration. NOTE: FORTY PERCENT OF ALL COURSES MUST BE UPPER LEVEL COURSES (48 CREDITS).

**First Concentration**

<table>
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<th>Credits</th>
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**Second Concentration**

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<th>Credits</th>
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<td>12</td>
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**Social Science Electives**

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<th>Credits</th>
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**Unrestricted Free Electives**

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**SEMESTER HOURS TOTAL**

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### DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES
### BACHELOR OF SCIENCE IN GEOGRAPHIC INFORMATION SCIENCE
### CURRICULUM GUIDE

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### GRADUATION REQUIREMENTS
A minimum 2.0 grade point average and a minimum of 120 hours of credit, excluding any developmental courses, are required for graduation.
### DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES

**BACHELOR OF ARTS IN POLITICAL SCIENCE**

**CURRICULUM GUIDE**

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**GRADUATION REQUIREMENTS**

A MINIMUM 2.0 GRADE POINT AVERAGE AND A MINIMUM OF 120 HOURS OF CREDIT, EXCLUDING ANY DEVELOPMENTAL COURSES, ARE REQUIRED FOR GRADUATION.
# Bachelor of Arts in Psychology

## Curriculum Guide

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## Graduation Requirements
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## BACHELOR OF ARTS IN SOCIAL RELATIONS
### CONCENTRATION IN CRIMINAL JUSTICE
#### CURRICULUM GUIDE

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**GRADUATION REQUIREMENTS**
A minimum 2.0 grade point average and a minimum of 120 hours of credit, excluding any developmental courses, are required for graduation.
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SOCIAL AND BEHAVIORAL SCIENCES DEPARTMENT
BACHELOR OF ARTS IN SOCIAL SCIENCE
CURRICULUM GUIDE

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GRADUATION REQUIREMENTS
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Introduction
The School of Education is comprised of three departments: Department of Education (Dr. S. Jean Wilson, Chair), Department of Guidance and Counseling (Mr. William Hegamin, Chair), and the Department of Recreation, Health, and Physical Education (Dr. Gregory Smith, Chair).

Mission Statement
The School of Education is a professional school which prepares educators for practice, and as such is concerned with the development and transmission of high standards of competent practice in all its programs. The school’s intention is to equip educators with the skills needed to make and effectively implement intelligent, professional judgments and decisions. Through learning experiences, students require the skills to make core decisions on their careers and their lives. The School of Education views students as decision makers who will carefully consider, evaluate and make appropriate learning and life choices.

Faculty in the School of Education believe that the conditions of learning are multidimensional—concerned not only with content, but the way in which content is experienced by the student and eventually by the student’s client. The school’s mission is driven by knowledge about people and the experiences, which will facilitate life-long learning and growth. The activities, experiences and conditions that the school adopts must be constantly and publicly evaluated to ensure that there is a balance achieved in meeting the needs of students and those whom they will serve.

The School of Education educates leaders thoughtfully and thoroughly who can fully serve a diverse community because they are responsible, knowledgeable and compassionate. Through the preparation of professionals, it affirms its commitment to contributing and participating in the advancement of a democratic society.
The education department offers four-year baccalaureate degree programs in early childhood, elementary, special education and family and consumer sciences.

Professional education program offerings within the education department are guided by the reflective approach to education, and focus on the development of candidates as reflective decision makers. The conceptual framework, “The Educator as a Reflective Decision Maker, Collaborative Change Agent and Effective Practitioner” undergirds all professional education programs offered with 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 teacher 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 teacher 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 teacher 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 teacher candidates who understand the importance of teacher attitudes in the education process; expose teacher candidates to numerous opportunities to practice effective teaching strategies; and

5. To develop in teacher candidates the ability to make judgments about the performance of learners and about their own performance.

The Teacher Education Program is Cheyney's oldest program. It is responsible for promoting opportunities for prospective teachers to develop the competence essential to successful teaching. Responding to the varying needs of surrounding school districts, the program provides students with opportunities for personal and professional decision-making, leading to creative solutions to educational problems posed by constant change, and the knowledge and professional training necessary to advance learning and teaching in the subject fields.

Requirements for Admission into Teacher Education

Admission to the university does not ensure admission into the teacher education program. Prior to formal admission into teacher education, students are required to pass Praxis I in reading, writing, and mathematics administered by the Educational Testing Service. In addition, a student must have done 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 composition with a minimum grade of “C” or better;

5. Completed 3 credits hours of English Literature with a minimum grade of “C” or better;

6. Completed Speech and Philosophical Foundations of Education with a grade of “C” or better;

7. Acquired a cumulative grade point average of 3.0;

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 level education course.

Student Teaching Requirements

To qualify for EDU 420: Student Teaching, a student must have:

1. Received acceptance into teacher education prior to student teaching;

2. Passed PRAXIS I and II Tests;

3. Maintained a 3.0 GPA;

4. Achieved at least a “C” or better in each methods course and field experiences;

5. Completed all education courses with a grade of “C” or better;

6. 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.

7. Cleared all “I” grades, “F” grades, and “NG” prior to student teaching;

8. Received clearance from the Teacher Education Committee and a medical clearance;

9. Applied for and received clearance on a criminal background check and a child abuse history clearance at least one semester prior to student teaching.

Pennsylvania Candidates for Teacher Certification Testing Requirements
(Effective September 1, 2002)
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 three categories of assessments in the Praxis series are **Praxis I: Academic Skills Assessments, Praxis II: Subject Assessments, and Praxis III: Classroom Performance Assessments**. Praxis I is required for entering a teacher training program. Praxis II is used to determine licensure for exiting the teacher preparation program and entering the teaching profession, and Praxis III occurs during the first year of teaching. 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. A bachelor of science degree will only be awarded to students who have successfully completed all program requirements.

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.

**Education (Bachelor of Science)**

**General Education Requirements ..........57**

**Early Childhood Education (Bachelor of Science)**

The early childhood education program is planned to develop teachers who are decision-makers 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 N-8 through the Pennsylvania teacher certification testing program.

**Family and Consumer Sciences Education (Bachelor Of Science)**

The B.S. Degree in family and consumer sciences education is a field of study comprised of integrated subject matter centered on the family as a social system. The program requires candidates to demonstrate knowledge of and competence in teaching the fundamental concepts of family and consumer sciences necessary for the teacher at the K-12 level. The curriculum is planned to develop competence in the content areas unique to the discipline of family and consumer sciences education: career, community and family connections, consumer and family resource management, parenting and child development, family and interpersonal relationships; and food, nutrition, and wellness. Professional education courses provide candidates with participation in field experiences and student teaching under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. The program also provides students with the knowledge and competencies that foster professionalism in school and community settings. Candidates for the B.S. degree in family and consumer sciences education are eligible to pursue certification in grades K-12 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 Family and Consumer Sciences Education are eligible to pursue Pennsylvania teacher certification testing program.

**Special Education Concentration................18**

**Course Descriptions**

**CHV 314, Nutrition (3).** Nutritional needs of individuals and families across the lifespan; food science including chemical interactions and energy; impact of malnutrition and nutrition-related diseases on the individual and family.

**CHV 413, Management for Home and Community Living (3).** This course emphasizes concepts and generalizations concerned with the decision-making process, behavior patterns, values, and goals in various family situations. During an intern period, students gain practical experience in applying management concepts while working in community settings.

**CHV 313, Contemporary Family Relations (3).** Impact of the family system on individuals and society; appreciation for diversity among individuals and families; roles and responsibilities; communication skills that contribute to positive relation.

**CHV 321, International Foods I (3).** A course that emphasizes various ways of preparing foods uncommon to our society, but are favorites among people in other societies. Lectures are designed to develop a better understanding of the socio-economic factors underlying the nutritional status of people throughout the world and implications for improvement.
**CHV 111, Textiles (3).** A first-level course designed to provide a fundamental introduction to the general concepts and principles of the textile industry. This course provides basic information needed by students who are preparing for careers in the clothing and textile industry as well as information needed by consumers and future home economists that need guidance in the ability to identify, select, and care for natural and man-made fibers. Information concerning federal laws and regulations governing the sale of fashion products sold in the U.S. is researched and reviewed.

**CHV 113, Introduction to the Family and Consumer Sciences Profession (3).** History and philosophy of family and consumer sciences and the role of professional organizations; use of technical, interpretive, and reflective systems of action to address the basic principles of family and consumer sciences; technological skills necessary to manage a home or work in an FCS-related occupation.

**CHV 311, Child and Adolescent Development (3).** A course designed to provide candidates with a basic understanding of the principles and strategies to foster human growth and development; external support systems; development and administration of educational programs, practices, and resources related to the needs and interests of children and youth. The 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, and professional practices and standards related to working with children and youth.

**CHV 316, Consumer Education and Family Resource Management (3).** Management of individual and family resources across the lifespan; financial planning and management; relationship of the environment to family and consumer resources; consumer rights and responsibilities; impact of technology on individual and family resources; and interrelationships of families and consumers and the economic system.

**CHV 318, Current Trends and Recent Developments in Family and Consumer Sciences Education (3).** A seminar designed to analyze and interpret the sociological and economical changes that have occurred in our society and how these changes have affected the family and consumer sciences education curriculum.

**CHV 319, Family and Consumer Sciences Related Occupations (3).** A course designed to orient students to the fundamental principles of organizing and implementing family and consumer science-related occupations programs at the secondary and adult levels.

**CHV 323, Nutrition in Early Childhood (3).** A course that addresses the nutritional needs of children from the neonatal stage of development through adolescence.

**CHV 411, Methods for the Teaching of Family and Consumer Sciences Education (3).** Planning, implementing, and adapting effective instructional strategies based on subject matter and models of family and consumer science curricula; students and the community, and Pennsylvania Academic Standards; knowledge of extra-curricular experiences such as advisory committees, community organizations and agencies, and business and industry partnerships.

**CHV 414, Environment for Living (3).** A one-semester course that applies the principles of art to the selection of housing, planning of space, furniture and equipment selection, use of accessories and exterior planning. The course is supplemented with field trips to museums, housing developments and retail establishments.

**ECE 121, 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 area also presented.

**ECE 122, 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.
ECE 123, 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.

ECE 124, Early Childhood Component IV (3). Provides advanced study of the child from two to five years of age. Topics discussed in the course include reading readiness, principles and activities; knowledge of children’s books and storytelling skills; activities which develop skills of diagnosing and prescribing for children with special needs, and using computers with children. At the conclusion of the course, candidates are taught how to develop an integrated curriculum.

ECE 131, 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.

ECE 162, 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.

ECE 361, Teaching Methodology through Instructional Technology (3). The identification of a variety of teaching techniques and strategies for facilitating the teaching-learning process of young children with the use of instructional technology.

EDU 115, Pre-professional Field Experiences in Education—Level I (1). Provides students with exploratory experiences in educational settings for children and youth.

EDU 212, Educational Media (3). Resources employed in a systematic way in the design, implementation, and evaluation of the process of learning and teaching. This course includes research in educational media with limited experiments in productions. Areas included in the course are visual literacy, multi-media application, computers, simulations, and games. All are presented as a practical and effective means of improving teaching and learning.

EDU 215, Pre-professional Field Experiences in Education—Level II (1). Provides candidates with the opportunity to teach individual children and youth in educational settings.

EDU 312, 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.

EDU 313, 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.

EDU 315, 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.

EDU 316, Curriculum, Instruction and Assessment Using Technology (3). This course is a study of curriculum issues, instructional strategies and assessment techniques in the teaching and learning process. Major emphasis is on the characteristics of students, the theory and practice of curriculum offering, the various teaching and learning styles and school and the community as they relate to curriculum design, instruction, assessment and classroom management. It will also center around the Philadelphia Public Schools curriculum frameworks with emphasis on the fundamental principles of curriculum development through constructivism. It focuses on the development of knowledge and skills in the uses of multimedia and other instructional technologies in the classrooms. Diversity issues are also infused throughout the course.

EDU 317, Child and Adolescent 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.

EDU 318, Problems in the Elementary School (3). This performance-based course provides an overview of critical issues and problems in the elementary school. Problems and issues emphasized include classroom management, learning theories, curriculum patterns, and innovations and trends that are characteristic of today’s elementary school. Problems of administration and supervision that impact upon teacher performance and instruction are addressed. Consideration is given to the impact of federal funding on the elementary school. The relationship of the schools to parents and the community is explored. Pre-professional experiences including visits by school administrators and teachers, and visits to public and private schools.

EDU 336, Methods for the Teaching of Mathematics (K-8) (3). Mathematics instruction at the elementary and middle school levels in accordance with the Pennsylvania Academic Standards including pre-number concepts, number sense, whole numbers, fractional numbers, measurement, algebra, estimation, probability statistics, reasoning, and problem solving; use of developmentally appropriate manipulative, calculators, computers, and emergent technologies.

EDU 337, Methods for the Teaching of Science (K-8) (3). Science instruction at the elementary and middle school levels in accordance with the Pennsylvania Academic Standards including integrated concepts and processes of earth/space, life and physical sciences; current instructional technologies, hands-on science activities and direct and inquiry teaching strategies; scientific, societal, environmental and ethical problems and issues.

EDU 338, Methods for the Teaching of Social Studies and Citizenship (K-8). Citizenship education instruction in accordance with the Pennsylvania Academic Standards including; economics, communication, transportation, industrialization, technology, and agriculture; geography including location, place, region, human and environmental interaction; world, national, state, and local history; and political science, government, social organizations and civic responsibilities.

EDU 410, Pre-professional Semester (3). An intensive field based course to provide candidates with an opportunity to observe and teach children and youth in educational settings. Emphasis is placed on planning, implementing and evaluating instructional strategies and materials to meet the learning needs and reading levels of diverse learners, and monitoring students’ understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting educational strategies.
EDU 415, General Secondary Methods and Materials (3). This course is designed to assist students in secondary education programs develop knowledge and an understanding of educational theory and methodology. The course is an alternative to specific content area methods courses and is structured to develop competence in the utilization of effective approaches, methods, and strategies to facilitate teaching and learning experiences in their respective disciplines. This course includes a field experience in selected school settings.

EDU 420, 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.

EDU 460, Independent Study (3). Team teaching makes it necessary for EDU 317, 336, 337, 338, and ERE 411 to be taken during the same semester. The development of units and lesson plans in elementary school mathematics, science, and social sciences, along with a study of methods and materials related to these subjects is presented. Students are provided with the opportunity to spend at least one day each week in a public school conducting supervised lessons and activities. Prerequisites: A grade of “C” or better in EDU 317, 336, 337, 338 and ERE 411.

ERE 000, 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.

ERE 001, 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 is 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. Online and offline experiences, materials and resources are used to promote personal literacy development and the development of reading and study skills.

ERE 002, 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.

ERE 410, 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. All pre-service teachers are expected to apply this
content knowledge during field experiences in a school setting.

ERE 411, 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: ERE 410: Reading, Literacy and Language Development I.**

ERE 412, Teaching Reading in the Secondary School (3). This course is designed to enable pre-service and in-service teachers to continue developmental reading instructions for their students. Emphasis is placed on common reading skills, technical vocabulary, and specialized reading skills that are required by the various content areas of the secondary school curriculum. **Prerequisite: ERE 410**

ERE 414, Introduction to Diagnostic Reading (3). This course examines the concept and uses of diagnostic and evaluative techniques and procedures in the learning process particularly as they relate to reading instruction in a variety of school and clinical settings. **Prerequisite: ERE 410 and 411**

ESE 121, 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.

ESE 211, Assessment in Special Education (3). 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.

ESE 221, 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.

ESE 222, 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.

ESE 311, 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.

ESE 312, 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.

ESE 341, 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. Teaching and maintaining new behaviors and decreasing undesirable behaviors are demonstrated.

ESE 342, 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.

ESE 413, Independent Study in Learning Difficulties (3). Restricted to special education majors, this course provides an opportunity for students to conduct independent research in learning difficulties.
ESE 420, Independent Study in Behavior Problems (3). Restricted to special education majors, this course provides an opportunity for students to conduct independent research in behavior problems.

ESE 451, 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.

ESE 452, 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.

ESE 453, Instructional Models for Teaching Developmental and 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.

ETR 111, Introduction to Specializations in Education (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.

ETR 310, Computer Literacy (3). This course is designed to provide students with experience using personal computers. Candidates learn to use the Disk Operating System (DOS), software applications, and materials for basic programming. Skills are acquired to create spreadsheets for expense budgets and grade computations, and manage information through a series of databases. These fundamental processes are applied to elicit computer usage as it relates to students and educators.

ETR 421 (EDU), Professional Standards and Educational Issues (3). This course emphasizes that the teaching profession is affected by various legal codes, standards of professional conduct, and current developments. It is designed to acquaint candidates with the basis of exemplary professional conduct, and assist them in becoming a credit to the discipline of education. Among the areas that are covered are ethical imperatives in the child behavior change process, teaching of values, professional conduct, collective bargaining agreements, academic freedom, sexism, malpractice concerns, and multi-cultural education. Students contribute to the course through the sharing process. Resource persons are utilized when appropriate.

ELE 300, 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.

**ELE 301, 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 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.

**ELE 304, Teaching Social Studies and Citizenship Education in the Elementary and Middle Levels**

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 design enables 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.

**ELE 310, Teaching Physical Science in the Elementary School**

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, and 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.

**ELE 320, Teaching Biological Science in the Elementary School**

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.

**ECE 300, Families, Schools and the Community**

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 community, and to use information to develop family involvement activities and to create supplemental materials for classroom use is also emphasized.

**EDU 401, Educational Technology and Classroom Applications**

This is 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 an entry-level 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. In addition, this course is designed to provide students with experience with the computers. During the semester students will learn Word Processor, which allows you to write reports, lesson plans, examinations and reflections, spread sheets, which provides the ability to calculate and manipulate information that would normally use a calculator, financial forecasts, income and expense budgets and grade computations. 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. The class is designed for the effective use of educational technology in developing and utilizing lesson plans.
# Bachelor of Science in Early Childhood Education

**Curriculum Guide**

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## DEPARTMENT OF EDUCATION
### BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION
#### CURRICULUM GUIDE

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## DEPARTMENT OF EDUCATION
### BACHELOR OF SCIENCE IN FAMILY AND CONSUMER SCIENCES
#### CURRICULUM GUIDE

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DEPARTMENT OF EDUCATION
BACHELOR OF SCIENCE IN SPECIAL EDUCATION
CURRICULUM GUIDE

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| **SOPHOMORE FALL**            |        | **SOPHOMORE SPRING**          |        |
| HAR 111 ELEMENTS OF ART       | 3      | RPO 111 U. S. GOVERNMENT      | 3      |
| OR HMU 112 SURVEY OF MUSIC    | 2      | ESE 222 PERCEPTUAL-MOTOR SKILLS | 3   |
| REC 111 HEALTH                | 2      | EDU 312 EDUCATION IN AMERICAN SOCIETY | 3 |
| ETR 111 PROFESSIONAL INTERACTIONS IN EDUCATION | 3  | RPS 212 EDUCATIONAL PSYCHOLOGY | 3   |
| _____ AFRO-AMERICAN HERITAGE COURSE | 3 | CHV 311 CHILD AND ADOLESCENT DEVELOPMENT | 3 |
| ESE 121 BASIC CONCEPTS IN SPECIAL EDUCATION | 3  | REC ___ PHYS. EDUCATION II    | 1      |
| ESE 221 SELF-CONCEPT          | 3      | **TOTAL**                    | 16     |
| **TOTAL**                     | 17     | **TOTAL**                    | 16     |

| **JUNIOR FALL**               |        | **JUNIOR SPRING**             |        |
| ESE 342 CURRICULUM PLANNING AND ASSESSMENT IN SPECIAL EDUCATION | 3 | ESE 311 THERAPEUTIC COMMUNICATION PROCESSES | 3 |
| HEN 314 ENGLISH LITERATURE II | 3      | ESE 312 LANGUAGE AND SOCIAL DEVELOPMENT | 3   |
| _____ FOREIGN LANG. I         | 3      | _____ FOREIGN LANGUAGE II     | 3      |
| ERE 410 FOUNDATIONS OF READING | 3 | ERE 414 DIAGNOSTIC READING    | 3      |
| ELE 300 CRITICAL SKILLS IN THE TEACHING OF MATHEMATICS IN THE ELEMENTARY SCHOOL | 3  | ELE 310 TEACHING PHYSICAL SCIENCE IN THE ELEMENTARY SCHOOL | 3 |
| EDU 115 FIELD EXPERIENCE I   | 1      | EDU 215 FIELD EXPERIENCE II   | 1      |
| **TOTAL**                     | 16     | **TOTAL**                    | 16     |

| **SENIOR FALL**               |        | **SENIOR SPRING**             |        |
| ESE 451 INSTRUCTIONAL MODELS  | 3      | ETR 420 STUDENT TEACHING      | 12     |
| ESE 453 EDUCATIONAL STRATEGIES FOR TEACHING COGNITIVE SKILLS | 3  | ESE 341 APPLIED BEHAVIOR ANALYSIS | 3   |
| ESE 401 EDUCATIONAL TECHNOLOGY AND CLASSROOM APPLICATIONS | 3  | EDU 401 EDUCATIONAL TECHNOLOGY AND CLASSROOM APPLICATIONS | 3 |
| EDU 315 FIELD EXPERIENCE III  | 1      | EDU 315 FIELD EXPERIENCE III  | 1      |
| **TOTAL**                     | 13     | **TOTAL**                    | 12     |
Recreation, Health and Physical Education

DEPARTMENT OF RECREATION, HEALTH AND PHYSICAL EDUCATION

G. SMITH, CHAIRPERSON
PROFESSORS: E. ATKINSON, J. B. FLYNN, N. THORPE
ASSOCIATE PROFESSOR: W. SHIELDS

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.

General Education..........................................................57

Freshman and Sophomore Year
Recreation Courses..........................................................16

REC 310 Safety Education..................................................3
REC 315 Gender, Equity, and Diversity in Sport........................................3
REC 316 Recreation & Leisure.................................................3
REC 333 First Aid & CPR.....................................................3
REC 327 Outdoor Recreation..................................................3
REC 324 Sport Marketing.....................................................3
REC 213, 214 & 215 Swimming..............................................1
REC 210 Principles of Officiating.............................................3
REC 211 Scientific Principles of Coaching...................................3

Junior and Senior Year Recreation Courses..................................39

REC 335 Therapeutic Recreation I.............................................3
REC 319 Leadership I..........................................................3
REC 321 Organization & Administration of Recreation.................................3
REC 320 Recreation Management.............................................3
REC 338 Philosophy of Recreation...........................................3
REC 322 Leadership II...........................................................3
REC 323 Sport Law...............................................................3
REC 326 Sport & Society.........................................................3
REC 318 Facility Management..................................................3
REC 325 Creative & Cultural Activities.........................................3
REC 337 Therapeutic Recreation II.............................................3
REC 339 Computers and Research in Recreation.....................................3
REC 401 Field Experience.....................................................3
REC 402 Internship...............................................................12

SEMESTER HOUR TOTAL.......................................................120

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.

*Courses provide a varied program in health and in sports activities relate to lifelong interests.

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(*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.

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.

COURSE DESCRIPTIONS

REC 111 Health & Wellness (2) Required for all students. Personal and community problems. Emphasis on problems in adult life, the environment, use of drugs, tobacco, alcohol, sexually transmitted disease, communicable disease, and sex education.

REC 113 through 137 and 213 through 216, Physical Education (1). Student’s choice of any two activity course offerings from the following:

REC 113 Tennis and Volleyball
REC 114 Weight Training, Jogging and Circuit Training
REC 116 Archery, Badminton, and Basketball
REC 118 Tennis and Badminton
REC 119 Archery and Volleyball
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 effect sports in the areas of sex, race, and discrimination.

**REC 316 Leisure in Modern Society (3). Offered: Fall 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 312. 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 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 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 339 Research & Tech. In Recreation (3) 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).  
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.
# Recreation, Health, and Physical Education

## Bachelor of Science in Recreation and Leisure Management

### Curriculum Guide

#### Graduation Requirements

A minimum 2.0 grade point average and a minimum of 120 hours, excluding any developmental courses are required for graduation.

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<td>REC 320 Sport &amp; Leisure Mgt.</td>
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<td>REC 338 Philosophy Of Recreation</td>
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<td>REC 322 Leadership II</td>
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<td>REC 401 Field Experience</td>
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<td>REC Recreation Elective *</td>
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IX. DIRECTORIES AND MAPS

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  Campus Map
  University Location
  Governing Boards
  Administrative Officers
  Faculty Listing
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Buildings And Grounds

Cheyney'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. Renovations are planned to house the Offices of President and Senior staff as well as a display area.

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, renovations are planned to house a new Student Services Center.

3. **Browne Hall** (1938), built as a Home Economics Center, is named for Hugh E. Browne, who ably headed Cheyney from 1903 to 1913. It houses the Academic Excellence Center.

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 and 1962), will be renovated to house the Education Department.

6. **Emlen Hall** (1904), named in honor of John T. Emlen, a Quaker philanthropist, will be renovated to house 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. Currently, the student Health Center is located on the first floor with offices located on the upper floors. The Public Safety Department occupies the Humphreys Annex, which was constructed in 1971. Renovations are planned for a Computer Science and GPS Technology Center.

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 (1975) further accommodates Student Activities, administrative offices, stores, lounges, and an auditorium.

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.

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. Yarnall 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), 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 contains a World Cultures Center, a tiered lecture hall seating 500, classrooms with closed circuit television, laboratories, and seminar rooms.

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 School of Education, HRIM and Textile Management 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 administrative offices are located on the upper floors, while the Business Office and Office of Registrar are located on the ground floor.

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 Admissions Office and the Office of Financial Aid.

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 Comer, 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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Dr. Khalil Yazdi, Vice Chancellor for Information Technology
Dr. Michael K. Becker, Executive Deputy Chancellor
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Lynette Brown-Sow
Lorna D. Horsey
The Honorable Vincent Hughes
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Samuel Patterson
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The Honorable Robert Wonderling
Cheyney University Administrative Officers

Interim President
Wallace C. Arnold

Provost and Vice President for Academic and Student Affairs
Kenoye K. Eke, Ph.D.

Vice President for Finance and Administration
George Banks, CPA, CMA

Vice President for Institutional Advancement
M. Starita Boyce, Ph.D.

Executive Dean, Urban Site
George Calhoun, Jr., Ph.D.

Associate Provost for Student Services
Jacqueline W. Gray, Ed.D.

Interim Dean, School of Arts and Sciences
Steven Hughes, Ph.D.

Dean, School of Education
Cathine Garner-Gilchrist, Ph.D.

Dean, Keystone Honors Academy
Dr. John Williams, Ph.D.

Dean, University Library
Dr. Lut Nero, Ph.D.

Executive Associate to the President
Tara E. Kent, Ph.D.

Assistant to the President for Internal Relations
Anton Andrew, Esq.
Faculty Listing

Michael Adighibe, 1984
Associate Professor: Business Administration
(Accounting)
B.A., B.A., Saginaw Valley State College
M.B.A., M.A., Mankato State University

Biko Agogino, 2003
Associate Professor: Social & Behavioral Sciences (Social Relations)
B.S., University of Calabar
M. Phil., University of Cambridge
Ph.D., University of Edinburgh

Ayodele Aina, 1993
Professor: Mathematical Sciences
B.A., University of Ife, Nigeria
M.Ed., Ed.D., Temple University

George E. Allen, 1999
Assistant Professor: Fine Arts (Music)
B.M.Ed., West Chester University
M.M.Ed., D.M.Ed., Temple University

Thomas J. Anderson, 1972
Associate Professor: Science & Allied Health (Biology)
B.S., California State College
M.Ed., Temple University
M.S., Purdue University

Sakkar A-A-Eva, 1993
Assistant Professor: Science & Allied Health (Physics)
B.A., M.S. University of Dhaika
M.S., Ph.D., University of California, Los Angeles

Gary Balmer, 1969
Associate Professor: Social & Behavioral Sciences (Geography)
B.S., M.A., Indiana University of PA
M.Ed., West Chester University

Sebronnee Barnes, 1999
Assistant Professor: Fine Arts (Music)
B.M.E., Jackson State University
M.A., Ph.D., Ohio State University

Susan Alemian Bentley, 1980
Associate Professor: Computer & Information Sciences
B.S., Tufts University
M.S., West Chester University

Mark Bank Jr., 1970
Professor: Social & Behavioral Sciences (Criminal Justice)
B.A., Tulane University;
M.A., Temple University
J.D., Delaware Law School
LL.M., New York University School of Law

Nola C. Bye, 1972
Assistant Professor: Mathematical Sciences
B.S., Alcorn A&M College
M.A., Depauw University

Emestine P. Burks, 1976
Associate Professor: Business Administration (Office Systems Management)
B.S., North Carolina A&T State University
M.S., North Carolina Central University

Bradley Buchner, 1997
Assistant Professor: Social & Behavioral Sciences (Sociology)
B.A. Saginaw Valley State College University Center, Michigan
Ph.D., M.A., University of North Carolina at Chapel Hill

Elaine Carter, 1972
Associate Professor: Guidance & Counseling
B.S., Central State University
M.Ed., Antioch Graduate School

M. Bernadette Carter, 1976
Associate Professor: Mathematical Sciences
B.S., Cheyney State College
M.S., Villanova University

Thomas E. Chaddock, 1974
Professor: Social & Behavioral Sciences (Psychology)
B.S., Denison University
M.S., Ph.D., Florida State University

Muhammad B. Chaudhry, 1993
Associate Professor: Mathematical Sciences
B.S., M.S., Punjab University, Pakistan
M.S., D.Sc., Hiroshima University, Japan

Monayem Chowdhrhy, 1981
Professor: Business Administration (Economics)
B.A. (Honors) Dhaka University
M.P.A., Karachi University
M.A., Williams College
Ph.D., Temple University

Marietta Dantonio-Fyer, 2000
Assistant Professor: Fine Arts
B.S., Art Education, Kutztown University
M.Ed., Education, Marywood University

Eric D. Dulin, 1996
University Archivist: University Library
B.A., Fayetteville State University
M.A., Temple University
M.S.L.S., Clarion University of PA

Jann Ellis-Scruggs, 1999
Assistant Professor: Fine Arts (Theater Arts)
B.A., Cheyney University
M.A., Villanova University

Teresita Fernandez-Vina, 1990
Assistant Professor: Communication Arts & Modern Languages
B.A., Glassboro State College
M.Ed., Temple University

James Flemming, 1981
Associate Professor: Education Department
B.S., M.Ed., Cheyney State College

Julius B. Fynn, 1969
Professor: Recreation, Health, & Physical Education
B.S., Fisk University
M.S., Bowling Green State University
D.Ed., Temple University

Karen Humbert, 1974
Instructor: University Library
B.S., Cedar College
M.S., Drexel University

Ruth Ellen Johnson, 1977
Associate Professor: Business Administration
B.S., M.Ed., Ed.D., Temple University

Beatrice B. Johnson, 1979
Professor: Communication Arts & Modern Languages (English)
B.S., M.Ed., Cheyney State College
Ph.D., University of Pittsburgh

Rita Johnson-Ray, 1999
Assistant Professor: Social & Behavioral Sciences (Psychology)
B.A., Psy.M., Psy.D., Rutgers University
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