Cheyney University College Catalog
2010-2011

Cheyney University of Pennsylvania is an integral part of the fourteen-universities which comprise the Pennsylvania State System of Higher Education. The System is governed by the Board of Governors of the Commonwealth of Pennsylvania. Founded in 1837, Cheyney University of Pennsylvania is America’s first historically Black institution of higher education and the only historically Black institution that is part of the Pennsylvania State System of Higher Education.

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 University 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 from the University’s Public Safety Office.

The policies included in this catalog are not inclusive of all policies in effect at the university and represent a subset of those policies most appropriate for inclusion in this academic catalog. Also note that policies are revised to enhance campus procedures and services to faculty, students, and staff. The most recent versions of all university policies are posted on the University website. Please consult your dean or academic advisor if you have questions about policies and procedures that you feel may impact your matriculation at Cheyney University.

The provisions and requirements stated in the Cheyney University catalog are not considered an irrevocable contract between Cheyney University and the student. The University reserves the right to change any provision or requirement at any time. All students are responsible for adhering to the requirements, rules, regulations and procedures as specified in the University Catalog, Student Handbook, or other official means of communication. Every effort will be made to keep students advised of any changes via information available in the Office of the Provost and Vice President for Academic Affairs and Registrar’s Office. Revisions will also be made online in the Cheyney University catalog, as soon as reasonably possible.

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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CHEYNEY UNIVERSITY OF PENNSYLVANIA

Cheyney University, a proud member of the Pennsylvania State System of Higher Education, is a liberal arts, co-ed university. It is located on 275 acres in an area of southeastern Pennsylvania rich with early United States history. There are approximately 1,600 students (undergraduate and graduate). The University is conveniently located approximately 31 miles from Philadelphia, one of the largest cities in the United States. The City of Philadelphia and other urban areas provide students with the opportunity to enjoy activities found in any major city, such as cultural, athletic and social events. Moreover, Cheyney University is approximately two hours from New York City, and Washington, D.C.

Cheyney University is regionally accredited by The Middle States Commission on Higher Education.

History of Cheyney University of Pennsylvania

The institution known today as Cheyney University of Pennsylvania has a distinct and proud history marked by many challenges and achievements. Its distinguished 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 experienced challenges 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 house in several locations in and around Philadelphia, the Institute for Coloured Youth purchased a 275-acre farm from a Quaker, George Cheyney, at Cheyney Stations, 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 include the following:

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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, 1982-1986
- Douglas Covington, 1992-1995
- W. Clinton Pettus, 1996-2003
- Wallace C. Arnold (interim), 2004-2007
- Michelle Howard Vital, June 2007-Present

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

- 1883-1889 - the curriculum of the Institute for Coloured Youth was expanded to include the divisions of industrial arts and household economy.
- July 1914 – the school’s name was changed to Cheyney Training School for Teachers to more appropriately depict its purpose and the nature of its work.
- June 1918 – the University newspaper, The Cheyney Record, edited by Evangeline Rachel Hall and Laura Wheeler (Waring), was first published.
- September 1920 – Cheyney Training School for Teachers opened as a normal school with approval for its graduates to receive state certificates to teach in the public schools of Pennsylvania.
- June 1921 – the first class was graduated with the new state diplomas.
1921 – Senator Albert McDade of Delaware County sponsored Senate Bill 338, which authorized the Commonwealth of Pennsylvania to purchase the property at Cheyney under the direction of the State Board of Education, if satisfactory terms could be agreed upon.

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

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

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

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

March 28, 29, 30, 31, 1951 – Cheyney was visited by an evaluation team of the Middle States Association of Colleges and Secondary Schools and was fully accredited shortly afterwards.

1951 – the name of the school was changed to Cheyney State Teachers College.

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

1968 – Graduate programs began to be offered at the University.

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.

The Student Profile

The student body includes students from a variety of races, cultures, socio-economic status and nationalities. There are talented students at the University who come to pursue excellence in academics, athletic, and a variety of hands-on curriculum including graphic design, geographic information systems, and fine arts. These students receive educational instruction beyond the vision of Richard Humphreys. Graduates still become teachers, but Cheyney University graduates also enter careers such as journalism, medicine, business, science, law, fashion merchandising, communications media, and government service. The University offers both baccalaureate and a few select graduate degrees.

Many of our more than 10,000 alumni have become leaders, at the local, regional and national levels. Our alumni include journalist Ed Bradley of the CBS program “60 Minutes”; Robert W. Bogle, publisher and CEO of the Philadelphia Tribune, the oldest newspaper continuously owned and operated by an African American; Gladys Styles Johnston, former Chancellor of the University of Nebraska at Kearney; and Samuel J. Patterson, CEO of Shepard Patterson Systems and Information.
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:** With an attempt to hold 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.

**ADMISSION TO THE UNIVERSITY**

**UNDERGRADUATE ADMISSIONS REQUIREMENTS**

Applicants to undergraduate programs are evaluated using several criteria, including grade-point average, standardized test scores (SAT or ACT), class rank, previous academic curriculum, and other indicators of talent and potential. To be competitive, students are required to complete at least three years of Math; four years of English Language; three years of Sciences; and three years of Social Studies. Letters of recommendation and an essay are encouraged to help influence the admission’s decision.

Applicants must provide evidence of graduation or equivalent as determined by the Division of Professional Certification (GED).

An electronic application is available at CollegeNET.com.

The Office of Admissions ensures that all applicants are reviewed and evaluated fairly and equitably in accordance with University criteria for admission.

Requests for applications and other information regarding admissions should be directed to:

Office of Admissions  
Cheyney University  
P.O. Box 200  
Cheyney, PA 19319-2099  
(610) 399-2275  
(800) 243-9639  
Fax: (610) 399-2099  
admissions@cheyney.edu

University Graduate Admissions
Contact Information
Cheyney University Center City
The Mellon Center
701 Market Street, 3rd Floor
Philadelphia, PA 19106
Phone: (215) 560-3891
Fax: (215) 560-3893

Admission Requirements
Applications to graduate programs are evaluated using several criteria, in accordance with the requirements for the particular program. These include grade point average, standardized test scores (i.e., MAT, GRE, Praxis Aptitude Test), and letters of recommendation.

How to Apply
A candidate for admission as a first-year student adhere to the following procedures: (1) complete a Cheyney University application and forward it along with the application fee to Cheyney University Center City, (2) submit an official transcript from each college/university previously attended mailed directly to Cheyney University Center City, (3) submit two professional letters of recommendation, (4) submit one personal letter of recommendation, and (5) submit a 500 word essay detailing the applicant’s career goal and educational objectives.

Readmission
A student who withdraws from the University in good standing may re-apply to Cheyney University Center City for readmission.

Transfer Graduate Applicants
Anyone who has completed graduate level course work at another accredited institution with an overall academic average of “B” or better may apply for admission as a transfer student.

Overview
Current graduate offerings at Cheyney University of Pennsylvania include a Master of Arts in Teaching (MAT), a Master’s of Educational Leadership, a Master’s of Education in Elementary Education, a Master’s of Education in Special Education, a Master’s of Science in Special Education, and a Master’s of Public Administration (MPA). All programs are currently housed at our Center City location in Philadelphia. Classes are taught evenings and weekends and at selected cluster locations.

Philosophy
The Cheyney University faculty believes that a philosophy of education should be dynamic and that education programs of public schools and colleges must keep pace with the change and growth of an increasingly complex society. The welfare of the country depends on a diversified system of education, which while responding to changing needs, must preserve fundamental values. A major purpose of Cheyney’s graduate program is to help make this concept meaningful to men and women in their various professions.

Academic Advising
All formally admitted graduate students must work closely with their assigned program faculty advisor to develop a planned program of study. The plan of study will specify the courses that each student will complete in order to fulfill the requirements of the specific Master’s degree
program. If necessary, the plan of study will also specify appropriate course work and/or qualifying examinations.

Graduate students enrolled in a teacher certification program must work closely with the appropriate faculty advisor in selecting course work essential for the completion of the university and certification requirements of the respective program.

**Admission to Candidacy**

Admission to a graduate program does not assure admission to Masters Degree candidacy. Advancement to degree candidacy is based upon formal review of a student’s academic record by his/her assigned advisor and forwarded to the Department Chair and Teacher Education Committee (for Education candidates) or the Academic Affairs Council (for MPA candidates) for approval.

**Graduate Studies in Education**

**Master of Education (M. Ed.) in Educational Leadership** - The program is designed to prepare administrators who are particularly sensitive to the needs of urban schools. The program will further delineate the conceptual, technical and human skills deemed necessary in the preparation of competent educational administrators.

**Master of Education (M. Ed.) in Elementary Education** - The graduate studies elementary Education program serves a variety of educational needs: those of the potential teacher; the teacher seeking permanent certification, or a broader range of depth of competence in a special field; and those interested in continued professional growth or preparation for graduate study beyond the master’s degree level.

**Master of Education (M. Ed.) in Special Education** – This degree program in Special Education is primarily, though not exclusively, designed for students who have earned a Bachelor’s degree and have had partial or no special education training prior to admission. This degree corresponds to the generalist’s emphasis of the program. A full complement of courses will help students acquire the requisite competencies for teaching the five exceptionalities covered by mentally and/or physically handicapped certification: Mentally retarded, emotionally disturbed, physically handicapped, learning disabled, and brain-injured.

**The Master’s of Arts (MAT) in Teaching** - This degree program is tailored for students who do not possess an elementary education degree or for those teaching with emergency elementary education certificates to become certified elementary teachers. Upon completion of the program, candidates are eligible to apply for teacher certification from the Pennsylvania Department of Education (PDE).

**Certification Programs**

Principal
Advanced Level Special Education

*Note*: individuals seeking the present teacher’s or principal’s certification must complete the current certification programs by August 2012. Otherwise, applicants must matriculate in the new certification programs beginning January 2011.
Graduate Studies in Arts and Sciences

Master of Arts in Public Administration (MPA) – This program offers two degree tracks: a preprofessional Master of Public Administration, and an Executive Master of Public Administration (EMPA). Courses will emphasize methods that public administrators should use to address the needs of the nation’s changing

Undergraduate Admissions

How to Apply for Admission to the University

A candidate for admission as a first-year student must adhere to the following procedures:

1. Complete a Cheyney University application and forward it, along with the application fee for $20.00 (use money order, cashier’s check or certified check to the Office of Admissions. Note: personal checks are not accepted. Applicants are encouraged to apply electronically by accessing the University Web site at www.cheyney.edu and clicking on Apply to Cheyney. For printed application materials, please call the Office of Admissions. Cheyney University at 610.399.2275 or 1-800-CHEYNEY, email admissions@cheyney.edu.

2. Submit an official high school transcript (or evidence of equivalent preparation, e.g., GED), to the Office of Admissions.

3. Have official SAT or ACT scores forwarded to the Office of Admissions. Cheyney University’s SAT code is #2648 and the ACT code is #3696. SAT scores may be obtained by contacting the CollegeBoard at http://www.collegeboard.com. Cheyney ACT scores may be obtained by contacting www.act.org.

The university’s administration and director of admissions may waive any applicable fee as deemed appropriate and at their discretion. Examples include, but are not limited to open house events, college fairs, etc. Requests and documentation must be forwarded to the Office of Admissions by entities such as College Board, NCAC, and high school counselors.

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. Graduation is required from an approved secondary school or approval by the Credentials Evaluation Division of the Department of Education or Pennsylvania Homeschoolers Accreditation Agency.

Criminal Record Check of Students

All students applying for admissions to Cheyney University who have a criminal record for a felony (in-state and out-of-state) must complete and present to their Department Representatives an Act 34 Criminal Record Check (PA), Act 151 Pennsylvania Child Abuse History Clearance, and Act 114 Federal Criminal History Record (FBI Fingerprint Check).

Students interested in pursuing the B.A. in Music program will need to pass an audition. Interested students should contact the Music Department for additional information.

Any student interested in enrolling in the B.A. in Theatre Arts program must successfully pass an audition or interview. Contact the Theatre Department for additional information.
Applications are reviewed on a continuous basis upon receipt of all appropriate documents.

**Early Admission**

Academically talented high school juniors may begin their higher education studies by beginning their college work immediately upon completion of their junior year. Early-admitted students are considered regular first-year students. Early Admission applications should be submitted in accordance with deadlines recommended for freshmen. Upon successful completion of their first year at Cheyney University and appropriate requirements, the students will receive their high school diploma in addition to the credits earned at Cheyney University.

Criteria for Early Admission includes top ranking in their high school class and earn a superior result in the CEEB Scholastic Aptitude Test. The students must have written recommendations from their high school principal, guidance counselor and teachers. Each recommendation must include testament to the students’ ability to succeed doing college-level work on an early admissions basis. The high school principal must provide a written letter stating what requirements remain for completion of the high school program and what courses at Cheyney University are acceptable, including the minimum grade and number of credits required) in fulfilling those requirements, and upon completion of said requirements, the student will be awarded his/her high school diploma.

**Conditional Admissions**

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. Each year the University admits a limited number of conditionally admitted students.

**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 begins in which the student wishes to re-enroll.

Students applying for readmission who have attended any institution of higher learning since leaving Cheyney University must request those institutions to forward transcripts of their records to the Office of Admissions, Cheyney University, Cheyney, PA 19319.

Students dismissed for academic reasons are eligible for readmission after one semester of absence from the University. 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 grade point average to the mandated minimum for the student’s classification during the semester or summer session in which the student re-enrolls at the University.

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 admissions tests are required.

International Applicants

Admission requirements and procedures for foreign or international applicants are the same as those for first-year applicants. International applicants must also demonstrate proficiency in English or provide TOEFL (Test of English as a foreign language scores if required). A minimum score of 550 is required for the written exam, 80 for the Internet-based score, and at least 213 for the computer-based test.

International students are admitted for both fall and spring semesters. The application process must be complete in accordance with admission deadlines. Because of the timeframe for a student visa to be secured, international students are encouraged to complete the admissions process well in advance. All applicants are required to submit the application fee. In addition, international students must provide an affidavit of financial support, with supporting bank statements, and must be able to verify their ability to fully meet all educational and living expenses before any immigration documents can be issued in accordance with Student and Exchange Visitor Information System (SEVIS) requirements.

International students are required to carry adequate health insurance issued by a company authorized in the United States for the full period of enrollment. Please contact the Health Center for additional information directly at 610.399.2260.

Transfer Applicants

Transfer students must possess a minimum of 2.0 in order to transfer to Cheyney University. Credits are transferable, but grades are not. Completed course work at a regionally 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 along with SAT/ACT scores in accordance with applications submitted by freshmen students. All transfer applicants are required to submit a non-refundable $20 application fee (money order or cashier’s check). Transfer students who have completed 12 credits or more are not required to have taken the SAT or ACT standardized tests.

- Cheyney University does not limit the number of credits a student may transfer to the University, however, students must complete all graduation requirements.
- Cheyney University will consider all non-developmental transfer credits for which a letter grade of “C” or greater was earned.
- For students who have earned an associate degree from a Pennsylvania community college, Cheyney University will consider all non-developmental transfer credits for which a letter grade of “D” or greater was earned.
- For students who have attended another Pennsylvania state System of Higher Education institution, Cheyney University will consider all non-developmental transfer credits for
which a letter grade of “D” was earned, if the student has earned a gpa of 2.0 or higher at all institutions he/she has attended.

- Transfer students who apply for admission as Education majors must have earned a cumulative gpa of 2.8 or higher to receive a regular offer of admission to Cheyney University. Applicants who fall below this cumulative gpa requirement may be offered “Major Conditional” admission to the University. Major Conditional students are required to enroll as “Exploratory/Majors”, and are initially academically advised by a designee of the College of Education and not be the academic department. After the Major Conditional student has earned 12 credits or more with a gpa of 2.8 or higher, he/she may be permitted to declare an Education major and may be eligible to apply to the College of Education.

- Cheyney University converts Quarter Hour credits to Semester Hour credits by multiplying the Quarter Hours by .666. Resulting credit hours valued as a fraction or percentage, 2.33, 2.5, etc. may be used to meet requirements, however, students must still earn a total of 48 credits of Liberal Studies.

- Students may be exempted from ENGL 101 – College Writing I or ENGL 103 – College Writing II, if they transfer 63 or more credits.

As a participating member of the Pennsylvania Transfer and Articulation Center (PATRAC.org), Cheyney University actively strives to transfer and use towards graduation requirements, those courses completed in accordance with the 30-credit Transfer Framework. For additional information regarding this initiative, please refer to the following Web site: [http://patrac.org/Student/TransferCreditFramework/tabid/323/Default.aspx](http://patrac.org/Student/TransferCreditFramework/tabid/323/Default.aspx)

### Academic Passport and Student Transfer Policy

The Pennsylvania State System of Higher Education has adopted an Academic Passport Policy to maximize access to higher education for all Pennsylvanians. The goal is to facilitate transfer to PASSHE universities from Pennsylvania community colleges and other PASSHE universities.

Students 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 Pennsylvania State System of Higher Education University. 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 Pennsylvania 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. Specifications of this policy can be obtained from the Office of Admissions or the Office of the Registrar. Additional information is also available for the Academic Passport policy under Academic Policies. (BOG Policy 1990-06, Academic Degrees.)
The Academic Passport—The Academic Passport, described in detail in Section is a transfer program designed to promote and facilitate the transfer of students of Pennsylvania community colleges to State System of Higher Education universities, and to support the transfer of undergraduate credits earned by State System students to other System universities. Associate Degrees—Pursuant to Board Policy 1990-06, Academic Degrees - associate degrees indicate that the holder has developed proficiencies sufficient to prepare for upper division collegiate work or to enter directly into a specific occupation. Associate degrees are awarded only for completion of a coherent program of study designed for a specific purpose. They reflect satisfactory achievement of a minimum of 60 semester hours of credit, in two parts: a general education component and an area of concentration or major component.

- **Associate of Arts (A.A.)**—An Associate of Arts degree program is designed specifically for transfer into baccalaureate degree programs in the arts, humanities, social, or behavioral sciences fields, or in professional fields based upon these disciplines. Recipients of the A.A. degree normally complete a minimum of 60 credit hours.

- **Associate of Science (A.S.)**—An Associate of Science degree program is designed primarily for transfer into baccalaureate programs in one of the mathematical, biological, or physical sciences, or into one of the professional fields with these fields as its base. The A.S. degree also normally requires the successful completion of 60 semester hours of study.

Policy Statement: The policy of the Board of Governors of the State System of Higher Education encourages the seamless transfer of students between accredited Pennsylvania community colleges and System universities and between and among System universities. To that end, community college and System students who meet the established eligibility criteria shall be granted an Academic Passport, which shall provide entry to a System university and, pursuant to the guidelines below, ensure the transfer and acceptance of course credits.

Procedures and Criteria for the Academic Passport: the following sections outline the eligibility criteria for the Academic Passport and the procedures under which credits earned at one institution may be accepted by and applied to a degree program at the receiving institution.

1. **Students Transferring With an Associate Degree** Students are encouraged to complete an Associate of Arts (A.A.) or Associate of Science (A.S.) degree program prior to transfer. Students who earn the A.A. or A.S. degree in a transfer or college parallel program from an accredited public Pennsylvania community college and who apply in accordance with the established university time frame shall have an Academic Passport that provides entry into any university in the State System of Higher Education.

System universities will recognize and honor the Academic Passport by admitting such students and shall, consistent with G.5 (Guiding Principles) apply credit towards graduation for all college parallel course work completed for the associate degree.

Up to a maximum of 45 general education credits and liberal arts course credits earned at the two-year college shall be used to meet lower division university general education requirements, even if the receiving university does not offer the specific course being transferred or has not designated that course as general education. A course by course match shall not be required.
Capacity limits and/or higher admissions standards may apply to certain high demand academic programs.

Students transferring with an Associate of Arts or Associate of Science degree to a State System University must have a 2.0 minimum cumulative grade point average (GPA) in all course work presented for transfer from each institution attended.

Associate of Arts and Associate of Science degrees recognized for the Academic Passport must contain, as a minimum, 30 hours of liberal arts among the following fields of study: Composition/Communications, Humanities/Fine Art, Behavioral/Social Sciences, Biological/Physical Sciences, and Mathematics and Computer Science. Vocational, technical, and career courses shall not be used to satisfy general education requirements.

2. Intra-System Transfer Incumbent System university students who have attained a GPA of 2.0 or higher in a minimum of 12 credit hours of college level course work shall hold an Academic Passport enabling transfer to any other System university.

System universities shall recognize and honor the Passport held by incumbent students who apply within the established university time frame by providing admission upon transfer and shall, consistent with G.5 (Guiding Principles), apply credit towards graduation for all college course work completed at the sending university.

Up to a maximum of 45 general education credits and/or liberal arts course credits earned at the sending university shall be used to meet lower division university general education requirements, even if the receiving university does not offer the specific course being transferred or has not designated that course as general education. A course by course match shall not be required.

Capacity limits and/or higher admissions standards may apply to certain high demand academic programs.

Instruction through Distance Learning: With the prior approval of the student’s home institution, System students holding the Academic Passport shall be entitled to take any course offered through distance learning and listed in the catalogue at any other System university and have those credits and the grade earned accepted by their home institution. The home institution retains the right to determine the application of such credits towards the satisfaction of specific degree or major requirements.

Procedures and Criteria for Transferring without the Academic Passport
Pennsylvania community college students who have not completed the A.S. or A.A. degree may also apply to and be accepted for admission to a State System university. To facilitate the transfer of students with a minimum of 12 credit hours of college level course work, up to a maximum of 45 credits in courses which have been designated and credited as general education by an accredited Pennsylvania community college shall be used to meet lower division university general education requirements, even if the receiving university does not offer the specific course being transferred or has not designated that course as general education.

Students seeking to transfer course credits without the completed A.S. or A.A. degree must have a minimum cumulative GPA of 2.0 or greater in all course work presented for transfer for each institution attended. Cheyney University will evaluate the credits prior to enrollment.
Guiding Principles

1. Students seeking to transfer to a State System university and who are admissible shall receive an evaluation of credits prior to enrollment and payment of tuition and fees. (Application fees may still be required.)

2. Current or future mutually agreed upon institutional articulation agreements may provide for the transfer of credits in excess of the numbers contained in this policy. Transfer students who meet the conditions of published articulation agreements (i.e., 2+2) between the sending and receiving institutions shall not be required to take a higher number of credits for the baccalaureate degree than indigenous students of the receiving institution.

3. For students holding an Academic Passport, admission to a specific curriculum and acceptance of transfer credits in that curriculum at a participating university shall be determined by the university based upon the same established criteria required for indigenous students.

4. Students transferring from a Pennsylvania community college with an Academic Passport shall be entitled to the same rights and privileges accorded System students with junior status.

5. In the acceptance and application of credits for students holding an Academic Passport, the receiving university shall look first to apply as many credits as possible towards the satisfaction of lower division general education requirements. Next the receiving university shall look towards applying the credits remaining to satisfy requirements in the major. Lastly, credits may be applied to satisfy elective requirements. It is the intent of this policy that credits earned by a community college student as part of a qualifying degree program should be accepted and applied towards completion of the baccalaureate degree. It is recognized that in certain circumstances, such as a change in major or intended program of study, it may not be possible to apply all credits earned at the community college to the four-year degree; however, absent legitimate academic reasons, the intent of this policy is to make full and complete use of credits earned in a qualified A.A. or A.S. degree program.

6. When a student transfers from one State System university to another, the record of all successfully completed undergraduate credits taken by the student at a System university shall be placed on the transcript of the receiving institution. The credits shall be evaluated by the receiving institution to determine which shall apply to general education requirements, the major requirements of the program in which the student is enrolled, or electives. State System universities shall honor and accept credits earned at other State System institutions. It is recognized that given the specific requirements of some majors for certification or licensure and the fact that students often do change majors, it may not always be possible to apply all credits earned to the receiving institution’s degree program. The intent of this policy, however, is to maximize the acceptance and application of credits earned by a student at another System university.

7. Consistent with G.3 above, transfer students shall not be required to repeat or retake courses which they have already successfully completed at another accredited institution, as defined in this policy.
Implementation

1. The intent of this policy is to ensure that students transferring to System universities have the skills and competencies to succeed in upper level college work. Competency may also be demonstrated through examination, and each university should provide transfer students with the same opportunities as non-transfer students to demonstrate their competence.

2. System universities shall publish and promote all of their transfer programs, including the Academic Passport and other articulation agreements. They also shall offer transfer advisement and counseling to community college and university students interested in seeking admission to their institution. An office or person shall be designated at each System university to manage the articulation and transfer process internally and to provide the contact point for external communication. A student appeals process for transfer issues shall be developed at each System university and published in the university catalog and other relevant documents.

3. Coordination of curriculum matters shall be the responsibility of the Articulation Coordinating Council with representatives of the participating colleges and universities meeting on a regular basis to work cooperatively to continuously improve and enhance the articulation between State System universities and Pennsylvania community colleges.

4. The Articulation Coordinating Council shall convene a meeting of System university faculty representatives and community college faculty representatives for the purpose of enhancing and advancing the development of program to program articulation agreements, exploring agreement on a common core for general education, and to define more fully the distinctions between upper and lower division courses, and the assignment of course numbers. The discipline-based faculty groups also may consider programmatic implications associated with implementation of this policy.

It is recognized that much work remains to be done before Pennsylvania has an effective statewide articulation program. To that end, the Board of Governors directs the System universities to join with other publicly funded higher education institutions to (1) develop a statewide articulation program which would consider establishment of core to core general education and program to program agreements and (2) determine the applicability of Associate of Applied Science degree credits to baccalaureate degree programs as well as the feasibility of common course numbering, indexing, or other innovations designed to provide students with a more effective and efficient pathway through higher education.

Periodic Review Each State System University shall prepare an outcomes assessment report on the effectiveness of the Academic Passport to be used as a basis for any necessary revisions and improvements. Such reports shall be compiled by the Office of the Chancellor and presented to the Board of Governors one year following the adoption of this policy and biannually thereafter. Included in the assessment shall be an institutional review of transfer decisions, a survey of students who have transferred, and other relevant data (e.g., retention rates, grade point averages, and graduation rates).
Advanced Placement, CLEP, Dantes and IB credits

Cheyney University encourages potential students who have participated in any advanced standing programs to submit their scores for evaluation. Contact the Office of the Registrar for additional information.

Personal Campus Visits

Prospective students are encouraged to visit the campus at least one semester proceeding their anticipated semester of enrollment for a campus tour. Contact the Office of Admissions to schedule a visit to the University.

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.

Accepting an Offer of Admissions

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

Keystone Honors Academy

Admission to the Keystone Honors Academy at Cheyney University is competitive. Refer to the section regarding the Keystone Honors Academy under the Academic Program section of the catalog.

Certification Only Students

Students who are interested in pursuing teaching certification should refer to the appropriate department and program for additional details.

STUDENT ENHANCEMENT ACTIVITIES

While attending Cheyney University, students may participate in a variety of unique and challenging programs that enhance their academic development, develop their leadership skills, or provide hands on experiences in their chosen academic fields.

Military Science

Army ROTC: The Army ROTC program, not currently accepting new students, is a cross-enrollment arrangement between Cheyney University Pennsylvania and Widener University. One
of the largest programs of its kind in the area, it includes students from a variety of area institutions including Immaculata University, Neumann University, Villanova University and West Chester University. Students are trained to serve in the U.S. Army, U.S. Army Reserve or National Guard as a commissioned officer.

Credits for these courses are accepted as free elective credits at Cheyney University.

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. Even though 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.

For more information on Army ROTC scholarships and military science courses, call the ROTC Department at Widener University at 610-499-4098 or armyrotc@mail.widener.edu. Additional information is available on the St. Joseph University website at http://www.sju.edu/academics/cas/afrotc.

Continuing Education

Cheyney University offers credit and non-credit programs to serve the needs of the Cheyney community. Classes, seminars, or programs may be offered on the main campus, at the Philadelphia Center City location or through distance learning courses.

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 at the University 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: Continuing Education students; Part-time students; or 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 a maximum of 12 credits earned with a cumulative grade point average of 2.00 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.

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 forwarded to the Director of Admissions. No admission tests are required. Students can take up to 12 credits using a continuing non-degree application form. If they are required to take more credits they must fill out a regular application form and follow the procedure for general admission to the University. For further information, students may contact the Director of Admissions at 610-399-2275.

Cross Registration

The cross-registration agreement between Cheyney University and other universities in the State System of Higher Education enables students to enroll in courses not otherwise available to them. Cross-registration is open to all full-time Cheyney University students. Cross registration requires prior written approval, full-time enrollment at Cheyney University. Students can take a maximum of six (6) credits at West Chester University. Interested students should contact their academic advisors or department chairs for additional information.

Harrisburg Internship

The Harrisburg Internship Semester Program (THIS) is an undergraduate program in the Pennsylvania State Government sponsored by the Pennsylvania State System of Higher Education. It is intended to provide students the opportunity to explore the policy dimensions of their disciplines. Students spend a semester in Harrisburg 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 semester.

Internship/Cooperative Programs

Internships/Cooperative Programs provide students opportunities to work in their fields as part of course requirements and to gain experience prior to entering the workforce. Students may, or may not, earn academic credit for the experiences. All students are encouraged to seek internships, and they should contact the Director of Internships for more information on available internships.

State System Summer Study Abroad Honors Program

The purpose of the Summer Honors Program is to provide an opportunity for two honors students from each State System university to attend a special credit-bearing summer experience hosted
by one of the 14 universities of the State System of Higher Education. In existence since 1985, this program has been the peak undergraduate experience for many of the System’s most able students.

Each university is invited to select two academically outstanding students each summer to participate in this experience. The host university may, on a space available basis, select additional students to participate. Grades earned by students may be transferred back to the home institution under Board of Governors’ Policy.

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 Keystone Honors Academy coordinates this opportunity for students to gain sense of world perspectives and cultures. Students interested should contact the Dean of the Keystone Honors Academy.

**Study Abroad**

Study abroad opportunities are available for Cheyney University students. For more information, students should contact the chairperson in the Humanities and Communication Arts Department.

**Summer School**

Cheyney University offers two five-week summer sessions in various academic areas. Information about potential summer school offerings can be obtained from departmental chairs.

**Visiting Student Program**

The State System’s Visiting Student Program provides an opportunity for students enrolled in any of the Pennsylvania State System of Higher Education universities to enroll in courses available across the System, without loss of institutional residency, eligibility for honors or athletics, or credits toward graduation at the home institution. In order to participate, students must be matriculated at the home university with a minimum of 12 college-level credits and be in good academic standing. Students may take a maximum of 24 credits via the Visiting Student’s policy. The visiting student priority level for registration will be determined at each university. All credits and grades accrued at other PASSHE universities shall be accepted in full by the home university and thereafter treated as home university credits, and residency. It is the responsibility of the student to work with his/her academic advisor at the home institution regarding applicability of credits towards graduation requirements. Students are required to complete the Visiting Student Notification Form and submit it to the home institution prior to enrolling in courses at another PASSHE institution. The Visiting Student Program is designed for repeating courses, internships or practicum required for certification or licensure. For more information, students should contact the Registrar at the home institution.
Purposes

1. To facilitate undergraduate student enrollment at institutions of the Pennsylvania State System of Higher Education to take advantage of courses available across the System, without loss of institutional residency, eligibility for honors or athletics, or credits toward graduation at the home institution.

Standards

The student must be matriculated at the home university with a minimum of 12 college-level credits and be in good academic standing.

Students may take a maximum of 24 credits via the Visiting Student Policy.

The student who presents evidence of good standing at the home university will be allowed to register for courses at other PASSHE universities. The visiting student priority level for registration will be determined by each university.

All credits and grades accrued at other PASSHE universities shall be accepted in full by the home university and thereafter treated as home university credits, residency, and grades.

   a. It is the responsibility of the student to work with the student’s advisor at the home institution regarding applicability of credits towards graduation requirements at the home institution consistent with PASSHE procedures.

   b. It is the responsibility of the student to complete the Visiting Student Notification Form and submit to the home institution prior to enrolling in courses at another PASSHE institution.

   c. Students cannot use The Visiting Student Program to repeat courses.

   d. Students cannot use the Visiting Student Program for internship or practica that are required for licensure or certification without the express written permission of their appropriate university officials at the home university and placement availability at the requested institution.

The student shall register at, and pay tuition and fees to, the State System University visited. A student wishing to divide a course load between two institutions during the same term shall register and pay appropriate tuition and fees at both universities. 6. The Office of the Chancellor will work with universities to establish and publish procedures to identify visiting students such that financial aid, residency, eligibility for honors, eligibility of athletics and credits to graduation are assured.

Cheyney University Center City

Cheyney University is committed to access, opportunity and excellence. The Center City location furnishes an opportunity for the University to bring its credit and non-credit programs closer to the Philadelphia metropolitan area with its convenient downtown Philadelphia site. Courses and programs offered at this location provide the opportunity for persons of all ages to participate in education as a life-long learning process. Cheyney University is continuously
developing new programs for pre-college, undergraduate, graduate, post-graduate, non-traditional, and continuing education students. In addition, because the University is a Microsoft IT Academy, computer courses from basics to computer certifications at the highest level are available at this location. Persons interested in specific credit or noncredit course offerings should contact the Center City location at (215) 560-3891.

TUITION AND FINANCIAL AID

Expenses and Payment Procedures

Undergraduate Tuition and Fee Schedule (2010-2011)

Undergraduate full-time students at Cheyney University are defined as being enrolled in 12-18 credits per semester. Undergraduate part-time students are enrolled in 0-less than 12 credits per semester. Graduate full-time students are defined as carrying 9 – 12 credits in a semester. Graduate students carrying less than 9 credits in a semester are considered part-time students.

Tuition and Fees per Semester – Pennsylvania Resident ($242.00 per credit hour)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Total</th>
<th>Part-time</th>
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<tr>
<td>12-18 credits</td>
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<tr>
<td>Tuition</td>
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<td>$91.00</td>
<td>$182.00</td>
<td>$45.50</td>
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<tr>
<td>Student Activities Fee</td>
<td>$265.00</td>
<td>$265.00</td>
<td>$530.00</td>
<td>$132.50</td>
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<tr>
<td>Student Center Fee</td>
<td>$143.00</td>
<td>$143.00</td>
<td>$286.00</td>
<td>$71.50</td>
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<tr>
<td>C-net</td>
<td>$52.00</td>
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<tr>
<td>Board – 19 meal plan</td>
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<td>$1,858.00</td>
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<tr>
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<tr>
<td>Breakage Fee</td>
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<td>$125.00</td>
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(First Time Residents only)

Total On-Campus 1st Time Resident: $8,227.00 $8,102.00 $16,329.00
### Non Resident - DE, MD, NJ, NY ($484.00 per credit hour)

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<tr>
<th>Item</th>
<th>Commuter</th>
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<th>1st Time Resident</th>
<th>Per Credit Hour</th>
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</thead>
<tbody>
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<td>Health Services Fee</td>
<td>$91.00</td>
<td>$91.00</td>
<td>$182.00</td>
<td>$45.50</td>
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<tr>
<td>Student Activities Fee</td>
<td>$265.00</td>
<td>$265.00</td>
<td>$530.00</td>
<td>$132.50</td>
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<tr>
<td>Student Center Fee</td>
<td>$143.00</td>
<td>$143.00</td>
<td>$286.00</td>
<td>$71.50</td>
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<tr>
<td>C-net</td>
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<tr>
<td>Board – 19 meal plan</td>
<td>$1,858.00</td>
<td>$1,858.00</td>
<td>$3,716.00</td>
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<td></td>
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</tbody>
</table>

(First Time Residents only)

| Total On-Campus 1st Time Resident | $11,188.00 | $11,063.00 | $22,251.00 |

### Tuition and Fees per Semester – Other ($605.00 per credit hour)

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<tr>
<th>Item</th>
<th>Commuter</th>
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<th>Per Credit Hour</th>
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<tbody>
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<td>$175.00</td>
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<td>Educational Services Fee</td>
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<td>$580.00</td>
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<td>Health Services Fee</td>
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<td>$91.00</td>
<td>$182.00</td>
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<tr>
<td>Student Activities Fee</td>
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<tr>
<td>Student Center Fee</td>
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<tr>
<td>C-net</td>
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<td>Total Commuter</td>
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<td>$2,385.00</td>
<td>$4,770.00</td>
</tr>
</tbody>
</table>
All charges must be paid on or before the specified due date for each semester. Tuition bills are sent to students in July and December; each is one-half of the comprehensive tuition and fees. The following third-party tuition plans are accepted by the University. For additional information, contact Bursar Office.

**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.

Domicile is the place where one intends to reside either permanently or indefinitely and does in fact so reside.

Continuous residence in Pennsylvania for a period of 12 months prior to registration as a student at an institution of higher education in Pennsylvania creates a presumption of domicile. A student is presumed not to be a domiciliary if he/she has resided for a shorter period before attending an institution of higher education, but may rebut this presumption by clear and convincing evidence.

Students who are not United States citizens, and have nonimmigrant visas or lack a visa, are presumed not to be domiciled in Pennsylvania, but they may rebut this presumption by clear and convincing evidence.

A minor is presumed to have the domicile of his or her parents or guardian. The age of majority for establishing a domicile for tuition purposes is 22; however, a minor may prove financial emancipation and thereby prove Pennsylvania domicile through clear and convincing evidence.

A United States government employee or a member of the armed forces who was domiciled in Pennsylvania immediately preceding entry into government service and who has continuously maintained Pennsylvania as his or her declared legal residence shall be presumed to have a Pennsylvania domicile. Nonresidents stationed in Pennsylvania for military service shall be deemed Pennsylvania domiciliaries.

A student receiving a scholarship, loan, or grant dependent upon maintaining domicile in a state other than Pennsylvania is presumed to be domiciled in the state from which he/she is receiving financial aid.

The following factors may be considered as evidence of domiciliary intention but may be given such weight as the finder of fact given the circumstances of the case may assign to them:
Lease or purchase of a permanent, independent residence within Pennsylvania by the student.
Payment of appropriate state and local taxes. Special attention should be given to payment of Pennsylvania taxes on income earned during periods of temporary absence from Pennsylvania.
Transfer of bank accounts, stocks, automobiles, and other registered property to Pennsylvania from another state.
Procurement of a Pennsylvania driver’s license.
Procurement of a Pennsylvania motor vehicle registration.
Agreement for permanent, full-time employment in Pennsylvania.
Membership in social, civic, political, athletic, and religious organizations located in Pennsylvania.
Registration to vote in Pennsylvania.
A sworn statement by the student or his/her parents or guardian in the case of a minor declaring his/her intention to make Pennsylvania his/her residence either permanently or for an indefinite period of time.
A sworn statement from the parents or guardian of a minor setting forth facts to establish the minor’s financial independence and separate residence.

Each case shall be decided on the basis of all facts submitted, with qualitative rather than quantitative emphasis. No given number of factors is required for domicile, since the determination in each case is one of the subjective intention of the student to reside permanently or indefinitely in Pennsylvania.

Procedures for Reclassification Any student may challenge the university’s determination of his/her domicile and may appeal the university’s disposition of his/her challenge to the Office of the Chancellor. Challenges shall be made in accordance with the following-stated procedures:

Any student who is dissatisfied with the university’s determination of his/her classification may challenge it by filing a written petition with the university officer or committee designated by the university president to consider such challenges within 30 days after issuance of the determination. The petition shall contain a statement of reasons in support of the student’s claim of Pennsylvania domicile and any supporting documentation the student may wish to submit. Untimely petitions shall not be considered.

The university shall date stamp all petitions on the date of receipt.

The student shall also execute a data form, which shall be provided to the university by the Office of the Chancellor.

When a student’s petition is denied, the university officer or committee that considered it shall issue a written statement of the reasons for its decision and transmit it to the student’s last known address by means of first class mail. The date of mailing shall be set forth on the face of the written decision but failure to do so shall not invalidate the decision.

Appeals Any student who is dissatisfied with the decision made by such officer or committee in response to his/her petition, may appeal it by sending a written appeal to the Office of the Chancellor, State System of Higher Education, P.O. Box 809, 301 Market Street, Harrisburg, PA 17108. The written appeal must be received by the Office of the Chancellor within 30 days of the date the university’s decision was mailed to the student.
The written appeal shall set forth the reasons why the student feels the university’s decision is erroneous.

- The Office of the Chancellor shall notify the university of the appeal. Upon such notice, the university shall transmit to the chancellor or his/her designee, copies of the student’s data form and its statement of reasons. Additionally, the chancellor or his/her designee may require the student and the university officer or committee to meet to stipulate as to all undisputed facts.
- The student and the university may submit written arguments in support of their positions to the chancellor or his/her designee in accordance with such limitations as that office may prescribe.
- The chancellor or his/her designee shall issue a written decision granting or denying the student’s appeal and shall transmit it to the student and the university by first class mail.
- Within the State System of Higher Education the decision of the chancellor shall be final.

Effective Dates of Reclassification

- Any reclassification that occurs because a petition or appeal is granted shall be effective the date it is determined that the student became a Pennsylvania domiciliary. If a petition or appeal was filed while the student was not enrolled, the reclassification shall be effective the next semester or term in which the student is taking course work.
- Involuntary reclassifications made in accordance with § 153.7(2) shall be effective as of the date on which the university determines that the student has changed permanent residences and is no longer a Pennsylvania domiciliary. Students who change domiciles between semesters or terms shall be reclassified the next semester or term of enrollment.
- The chancellor may, for good cause and at his/her discretion, vary the effective dates of reclassifications.

Change of Domicile

A student who changes his or her domicile from Pennsylvania to another state shall promptly give notice to the university. A university may reclassify a student in the event it believes he or she is no longer a Pennsylvania domiciliary. The student may challenge such a determination under the procedures provided herein.

Additional Fees

Advance Registration Deposits

Students are charged an advanced registration fee. No part of the advance registration fee is refunded to students who do not report at the beginning of a semester.

A housing deposit (a payment required of all students who wish to reside in the residence) is required of all students who are offered housing. If that deposit is not paid by the due date, the offer of housing is rescinded. The housing deposit is posted to the student’s spring account. The housing deposit is waived for an exchange student.

Because the term of occupancy is for a full academic year, the housing fee (a charge for residing in the residence halls) is charged to a student’s fall and spring account, at the time a room assignment is made for the fall semester. If a student is entering the residence halls in the spring semester, the fee is charged to the student’s spring account only. Any time a student resides in the residence halls during a time period when the residence halls are officially closed,
a fee is charged. This fee is determined by the number of days the residence halls are closed, multiplied by the current per diem rate. The student must pay that charge at the Bursar’s Office prior to the stay. The only exception to this policy is for graduating seniors and ushers, on graduation eve. When a student checks into and out of his/her residence hall room, the room and its contents are inspected by a Housing and Residence Life staff member. Any damages to the room and/or its contents incurred during the term of occupancy, will be charged (Damage Charge – a charge assessed a student who has caused damage to his/her room and/or its contents) to the student based on current labor/replacement costs.

A $35 fee (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.

Financial Aid

Financial assistance is available to Cheyney University students through grants, scholarships, employment, and loans. The Office of Financial Aid is available to offer information and to answer any questions concerning the financial aid programs. All forms and applications are available on the financial aid website at www.cheyney.edu. The Cheyney University Office of Financial Aid is committed to a philosophy that supports access to education whenever possible for all students, regardless of the ability-to-pay.

Students who seek financial assistance must:

1. Complete the Free Application for Federal Student Aid (FAFSA)
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 enroll in more than six credit hours of developmental courses per semester.

Transfer students should note 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 University. Students should seek assistance from the Financial Aid Office upon transferring to Cheyney University. For additional information, contact the Financial Aid Office at financialaid@cheyney.edu or telephone the Office at 1-800-243-9639, Option 3, then Option 2 or call (610) 399-2302

The University FAFSA School Number is: 3317.
Scholarships & Awards

A number of scholarships are offered at Cheyney University including scholarships based on academic performance, athletic potential and financial need. Additional information regarding scholarships and awards is available on the Cheyney University website.

Federal Grant Programs

Federal Pell Grants
Federal Pell Grants are federally funded awards based on the financial need of the family. To apply for a Federal Pell Grant, complete the Free Application for Federal Student Aid (FAFSA), available online at www.fafsa.ed.gov, after January 1. Within four weeks, the student will receive a Student Aid Report (SAR). Eligibility of the Federal Pell Grant will be determined by the Cheyney University Office of Financial Aid. You will be notified of your award amount (if any) in your financial aid award package.

Academic Competitiveness Grant (ACG)
This grant is available to first and second year Pell Grant eligible students, who are U.S. citizens or eligible non-citizens, and who have successfully completed “a rigorous secondary school program of study.” To apply for the ACG, complete the FAFSA online and complete the questionnaire at the end of the application process. Your eligibility will be determined by the Cheyney University Office of Admission and communicated to you by the Office of Financial Aid. You will be notified if you are awarded the ACG in your financial aid award package.

National Science and Mathematics Access to Retain Talent (SMART ) Grant.
This grant is available to third and fourth year students who are U.S. Citizens or eligible non-citizens, have been awarded a Federal Pell Grant, and are majoring in fields of study relating to the sciences and mathematics. To apply for the National SMART grant complete the FAFSA. Your eligibility will then be determined by the Office of Financial Aid. You will be notified if you are awarded the National SMART Grant in your financial aid award package.

Federal Supplemental Educational Opportunity Grant (FSEOG ).
This program is for Cheyney University undergraduate students of exceptionally high financial need. To be eligible students must be eligible for a Federal Pell Grant and be enrolled at least half-time (6 credits). FSEOG awards at Cheyney University normally range from $500 to $2000 per academic year.

State Grant Programs
The Pennsylvania Higher Education Assistance Agency (PHEAA) provides State grants to support Pennsylvania residents enrolled in approved institutions of higher education. To apply for a Pennsylvania State Grant complete the Free Application for Federal Student Aid (FAFSA) by May 1. Grant awards will vary based on educational expenses, student’s family size, and family resources. Pennsylvania State Grants are subject to annual State budget allocations and will vary in value from year to year. A student’s State grant renewal depends on the student’s academic progress, continued need for financial assistance, and the availability of funds appropriated by the Pennsylvania General Assembly.

Cheyney University Student Employment

Federal Work-Study Program (FWS). This program provides funds for students who have financial need as determined by the FAFSA. At Cheyney University FWS awards are ten hours a week
paying minimum wage. Students in the Cheyney University FWS program are encouraged to seek community service assignments that align with their course of study. On a year-in-year-out basis Cheyney University places approximately ninety students in FWS positions. Open positions are posted outside the Office of Financial Aid and on-line at the Cheyney University Office of Financial Aid website.

Federal Loan Programs

Federal Direct Stafford Loan Program. This program enables students to borrow directly from the U.S. Department of Education. Cheyney University determines a student’s eligibility and originates the loan with the United States Department of Education. Students should complete A Master Promissory Note (MPN) online at www.studentloans.gov. First time college students must additionally complete Direct Lending Entrance Counseling also found on www.studentloans.gov. Student will need their FAFSA PIN from the FAFSA to sign the MPN. To be eligible, a student must complete the Free Application for Federal Student Aid (FAFSA) and be enrolled at least half-time (6 credits). The maximum loan for undergraduate students ranges from $5,500 to $7,500 per year, based on grade level. Federal Direct Stafford loans are either subsidized or unsubsidized. The government pays the interest on a subsidized loan while the student is enrolled. On the unsubsidized loan, the student is responsible for the interest while enrolled. Repayment on subsidized Stafford loans and unsubsidized Stafford loans begins six months after leaving school (either graduation, or withdraw). Various payment options exists that allow students to repay their loans using terms that best suit their career and family circumstances.

Federal Direct PLUS Loans

A Federal Direct PLUS is available to the parents of dependent undergraduate students. If interested, parents must apply for PLUS using the www.studentloans.gov website and using their PIN number. With credit approval, parents using PLUS are able to borrow all funds necessary to educate their student at Cheyney University. In most cases payments on PLUS debt begin immediately, but parents may choose to defer payment until after the student graduates.

Graduate Direct PLUS Loans

The Federal Graduate Direct PLUS program is available for graduate and professional students to use to support their education. Students should apply for Graduate PLUS, if interested, on www.studentloans.gov.

Cheyney University Satisfactory Academic Progress (SAP)

Every Summer the Cheyney University’s Office of Financial Aid tests students’ progress towards his/her college degree. In order to receive financial aid, students must meet or exceed the academic progress standard. Students must pass all three portions of the academic progress test as noted below:

Through review of his/her academic record The Cheyney University’s Office of Financial Aid must be able to find evidence that a student will graduate within twelve (12) full-time equivalent semesters, including Summer study.

Students must earn a minimum cumulative GPA of 1.5 after year one, 1.75 after year two, and 2.0 after years three and four of study. Note: the GPA requirements listed here are for
purposes of calculating Financial Aid only and thus, may differ from the minimum GPA requirements for only academic purposes.

Through a review of academic credit hours attempted on a student’s transcript, the student on a year-in-year-out basis earn at least 67% of credit hours attempted.

Students have the right to appeal SAP based on documented, one-time circumstances that interfered with his/her ability to progress towards a college degree. In most cases these extenuating circumstances that find approval on appeal revolve around documented medical circumstance and family circumstances. In especially difficult cases the Office may require that a student fulfill SAP probationary terms, such as mandatory study sessions, and/or required visits to the Cheyney University Academic Success Center. If required, students will be advised of probationary terms in writing from The Cheyney University Office of Financial Aid. Students experiencing difficulties with their study should note that the granting of multiple appeals is exceptionally rare and should not be expected.

2010-2011 Cheyney University Scholarships!

Cheyney University offers a number of scholarship opportunities and all students are invited to submit applications for scholarship support. Applications are reviewed based on merit and need is considered; awards are made on a competitive basis. Unless otherwise stated, Cheyney University Scholarships are annual awards, are not renewed and are contingent upon a students’ full-time enrollment at Cheyney University. Awards are made based on availability, and may include the following.

The Keystone Scholarship

The Keystone scholarship at Cheyney University is a competitively awarded scholarship for academically talented students who are admitted into the honors academy. Awards are made based on availability, and strength of students’ qualifications. The minimum criteria for consideration include:

- Cumulative grade point average of a 3.0 (average is a 3.5)
- Combined SAT scores of a 1000 (math + verbal)
- Completion of an essay and application (no fee)
- Admission into Cheyney University
- PA residency

To apply:

- Complete an application to Cheyney University (submit transcripts)
- Complete an application to the KHA

Students selected to receive the scholarship will be notified in writing.
The Scholarship Includes:

- In-state tuition scholarship (A full last dollar scholarship, adjusted according to Financial Aid)
- Room and board (double occupancy room and a 19 meal plan + flex points)
- A book voucher
- Fees associated with enrollment in the University
- A laptop computer

The scholarship may be renewed for up to four years for each semester when students meet the obligations of the Academy. Failure to comply with the obligations of the Academy may result in dismissal from the program and loss of the scholarship. All students must comply with all obligations in the KHA and the following:

- Maintain domicile in the state of Pennsylvania from the time of application through completion of your approved course of study and graduation from Cheyney University.

- Participate in community service and/or volunteer with the Keystone Honors Academy. Service learning courses satisfy this requirement. Students must have community service on file with the KHA office.

The Humphreys Scholarship

The Humphreys Scholarship is awarded competitively to a limited number of students and is available to those students who qualify for admission to the Keystone Honors Academy. Benefits include:

- $3,125 a semester applied to the cost of attendance at Cheyney.
- A book scholarship

Full scholarship amount may be increased at the same percentage as the cost of attendance (if there is a 2% tuition increase, the scholarship may be increased 2% as well).

The scholarship may be renewed for up to four years for each semester when students meet the obligations of the Academy. Failure to comply with the obligations may result in dismissal from the Academy and loss of the Scholarship.

Michelle and Geri Vital Scholarship Fund

Two $1,000 scholarships will be given annually while Dr. Michelle Howard-Vital is President of Cheyney University of Pennsylvania to students who demonstrate leadership potential, and are enrolled in a full-time, four-year undergraduate degree program at Cheyney University of Pennsylvania. To be eligible, graduating high school students must have a minimum 3.0 cumulative grade point average (on a 4.0 scale), and a minimum SAT score of a 900 (math+verbal) or, if a current college student, a cumulative grade point average of 3.0 to be eligible for the Michelle and Geri Vital Scholarship. The purpose of the award is intended to
eliminate a gap in funding for expenses that students may have to pay out-of-pocket or borrow in order to attend Cheyney. That is, the scholarship should never result in a cash refund for the scholarship recipient; awards may reduce loans. The Michelle and Geri Vital Scholarship is a one-time award. Apply using the CU General Scholarship Application, indicate “Vital Scholarship” on the form.

**Joyner Scholarship**
Scholarships awarded competitively to students who are enrolled in a full-time, four-year undergraduate degree program at Cheyney University of Pennsylvania. The purpose of the award is intended to eliminate a gap in funding for expenses that students may have to pay out-of-pocket or borrow in order to attend Cheyney. That is, the scholarship may reduce loans, but should never result in a cash refund for the scholarship recipient. The scholarship is a one-time award. Apply using the CU General Scholarship Application, indicate “Joyner Scholarship” on the form.

**Cheyney University Merit Scholarships**
Scholarships awarded competitively to high achieving students who are enrolled in a full-time, four-year undergraduate degree program at Cheyney University of Pennsylvania. Students must have a minimum cumulative grade point average of a 3.0 to be considered, no residency restrictions apply. The purpose of the award is intended to eliminate a gap in funding for expenses that students may have to pay out-of-pocket or borrow in order to attend Cheyney. That is, the scholarship may reduce loans, but should never result in a cash refund for the scholarship recipient. The scholarship is a one-time award. Apply using the CU General Scholarship Application, indicate “Merit Scholarship” on the form.

**PSECU Scholarship**
Scholarships awarded competitively to high achieving students who are enrolled in a full-time, four-year undergraduate degree program at Cheyney University of Pennsylvania, and who are members of PSECU. Students must have a minimum cumulative grade point average of a 3.0 to be considered. The scholarship is a one-time award. Apply using the CU General Scholarship Application, indicate “PSECU Scholarship” on the form. Awards may be made towards a students’ cost of attendance.

**Ed Bradley Scholarship**
The Ed Bradley Scholarship is named in honor of Ed Bradley, distinguished Cheyney University alumnus and former host of “60 Minutes.” One $760 scholarship will be awarded competitively to a high achieving student who is a mass communication major (with an interest in TV and/or journalism) is enrolled full-time, and making continuous progress in the four-year undergraduate degree program at Cheyney University of Pennsylvania. The scholarship is a one-time award. Apply using the CU General Scholarship Application, indicate “Ed Bradley Scholarship” on the form. One $760 award will be made for the 2010-2011 academic year, and awards may be made towards a students’ cost of attendance.

**Vaux Scholarship**
The Vaux Scholarship is competitively awarded high achieving students who are Graphic Design majors who are enrolled full-time, and making continuous progress in the four-year
undergraduate degree program at Cheyney University of Pennsylvania. Students must have a minimum cumulative grade point average of 3.0 to be considered. The scholarship is a onetime award. Apply using the CU General Scholarship Application, indicate “Vaux Scholarship” on the form. Awards may be made towards a students’ cost of attendance.

**Book Scholarships**
Scholarships awarded competitively to students who are enrolled in a full-time, four-year undergraduate degree program at Cheyney University of Pennsylvania. No residency restrictions apply. The purpose of the award is intended to assist students with the costs to buy the necessary books and supplies to attend Cheyney University. Two $1500 ($750 per a semester) scholarships will be awarded. The scholarship may reduce loans, and be applied to the student’s cost of attendance. The scholarship is a onetime award. Apply using the CU General Scholarship Application, indicate “Book Scholarship” on the form.

**University Refund Policy**

**Refund Policy**

**Description/Explanation of Item:**

Advance deposits credited toward the basic fee (tuition) and the technology tuition fee shall be non-refundable. Other amounts paid and credited toward the basic fee shall be refundable in full for students who withdraw for approved reasons prior to the first class day.

Students who reduce their credit hour load after the end of the drop period so as to qualify for billing as part-time students shall not be eligible for a refund of the amount paid which exceeds the part-time rate. After the drop period, refunds for the basic fee shall be made only for full semester withdrawal.

Full-time students who are concurrently enrolled in both the regular session and late-starting sessions will be treated as regular session students for the purposes of this policy. If the student drops a late-starting course prior to the beginning of the course, refund for the course will be provided in accordance with the university’s registration policy.

Full refund of tuition shall be granted to students of State System universities who are military reservists or members of the National Guard and are ordered to active military service by the President of the United States or the Governor of the Commonwealth of Pennsylvania.

University refund policies shall address the refund of university-based mandatory student fees. If university policies require the refund of mandatory student fees, the refund will be determined by the tuition refund schedule.

Refunds on student activity fees shall be within those regulations and procedures established by the student organization, as approved by the president. All approved student activity fee refunds will be determined by the tuition refund schedule.
The president may approve refunds of amounts paid and credited toward room and board, special fees, and other fees, in accordance with the university's refund policy. If special and other fees are to be refunded, the refund will be determined by the tuition refund schedule.

A student is eligible for consideration for a refund for any reason approved by the president or his/her designee.

The refunds for tuition will be based on the following schedule if applicable after the first full class day:

<table>
<thead>
<tr>
<th>Week</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Week</td>
<td>90 percent</td>
</tr>
<tr>
<td>Second Week</td>
<td>80 percent</td>
</tr>
<tr>
<td>Third Week</td>
<td>70 percent</td>
</tr>
<tr>
<td>Fourth Week</td>
<td>60 percent</td>
</tr>
<tr>
<td>Fifth Week</td>
<td>50 percent</td>
</tr>
<tr>
<td>After Fifth</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

Because all State System Universities do not follow identical summer session schedules, each University follows its own summer session refund schedule.

**NOTE: Please contact the Bursar for further information 610-399-2232**

Students who receive financial aid in excess of tuition and fees will receive a refund from Cheyney University. The Office of the Bursar automatically issues refunds for students that have a financial aid credit appearing on their student account, after tuition and fees have been paid. A REFUND WILL NOT BE ISSUED UNTIL THE FINANCIAL AID CREDIT APPEARS ON THE STUDENT ACCOUNT. For security purposes, refund information will not be given over the telephone. Students should check their accounts on PowerCampus Self-Service. Once “student refund” is displayed the student can expect to receive a refund. Refund checks not picked up within two weeks are mailed to the billing address on record.

The withdrawal date to be used to determine the percentage of refund will be the date the Registrar’s Office is officially notified in writing of the student’s intent to withdraw.

Exceptions: 1. The withdrawal date to determine the percentage refund for room fees will be the date of official check-out from the Residence Hall if later than the official withdrawal date. 2. The date of withdrawal for purposes of determining Board (Meal Plan) refunds will be the date of last use, if later than the official withdrawal date.

**Refund of Tuition and Fees – Withdrawals**

- By last day of first week of classes: 100 percent
- By last day of second week of classes: 80 percent
- By end of third week of classes: 60 percent
- By end of fourth week of classes: 50 percent
By end of fifth week of classes          40 percent
After the end of the fifth week of classes No refund

Full refund of tuition shall be granted to students of State System universities who are military reservists or members of the National Guard and are ordered to active military service by the President of the United States or the Governor of the Commonwealth of Pennsylvania. PASSHE Policy – 1983-19-A.

Refund of Activity Fees

Student activity fees are refunded according to the following schedule:

End of the First Week          90 percent
End of the Second Week         80 percent
End of the Third Week          70 percent
End of the Fourth Week         60 percent
End of the Fifth Week          50 percent
After the Fifth Week           No refund

Refund of Room and Board, Special and Other Fees

End of the First Week          90 percent
End of the Second Week         80 percent
End of the Third Week          70 percent
End of the Fourth Week         60 percent
End of the Fifth Week          50 percent
After the Fifth Week           No refund

Students who sign a promissory note to defer the payment of their tuition/fee balances are responsible for all unpaid charges after the above refund schedule has been applied.

Amounts expended from initial meal plan flex accounts will be deducted from the amount paid prior to applying the above refund schedule. Students who withdraw from the University are entitled to a refund of a portion of unused flex funds through the fifth week of classes. Any unused flex funds at the end of the fall semester will be carried forward to the spring semester provided that the student is enrolled at the University. Students who graduate in December or who do not return for the spring semester are not eligible for a refund of unused flex funds. All unused flex dollars are non-refundable at the end of the spring semester.
Applicable service and/or processing fees (application, credit card processing, late payment, etc.) are non-refundable.

Please refer to the Housing Contract for information concerning conditions of refund for the housing deposit and housing fees. In addition to information in the current Housing Contract, it should be noted that a backdated withdrawal from the Registrar does not backdate the student’s residency in the residence halls. Any refund of the housing fee is based on the date of official check-out from the residence hall.

ACADEMIC PROGRAMS

Degrees: Cheyney University offers the following degrees: A.S., B.A., B.S., MAT, M.Ed., M.P.A

Keystone Honors Academy

The Academy is a far-reaching program that seeks to foster intellectually enriching experiences for the entire campus community. Through extensive programmatic offerings, learning activities, innovative approaches to pedagogy, scholarships, special programs, and events, the Academy is a source of inspiration to all of our students to discover new intellectual interests and to foster lifelong learning.

Phone: 610-399-2386

Fax: 610-399-2297

Location: Emlen Hall, on the historic quadrangle

Mailing Address:
Keystone Honors Academy
Cheyney University of Pennsylvania
1837 University Circle
Cheyney, PA 19319

The Cheyney University Keystone Honors Academy strives to be a catalyst for university-wide activity intended to enhance the scholarly environment on the Cheyney campus. We are a learning community of high-achieving students and the Academy provides a wide array of services and programs which further enrich the academic experience for its members. The Academy encompasses academic, cultural, social, and professional experiences, and matches members with scholarships. This approach is consistent with national models for student success, and has proven to be effective in the CU KHA.

The graduation rate in the KHA is twice that of the national average for HBCUs!

Through a wide array of programs, the Keystone Honors Academy is designed to offer students the education, skills, and professional development that they need to be successful.

- Students in the Academy place in prestigious graduate programs across the country, and often receive full scholarships.
• The KHA hosts nationally and internationally renowned speakers such as Cornel West, Nikki Giovanni and Michael Eric Dyson.
• Every year, students study abroad on full scholarships.
• Students in the KHA are published in Chicken Soup for the Teenage Soul and the Villanova Junior Law Review.
• Students in the KHA are involved in original research projects, participate in research internships, and present their research at national conferences.
• Students in the KHA place in prestigious internship programs, and often place as a result of their performance.
• Every year, students compete in the national Honda Campus All Star Challenge academic competition.
• Students enjoy cultural events, visits to historic sites, attend cultural performances, and participate in a number of social events and activities.
• Professional development and graduate school preparation programs are offered regularly in the KHA.
• With 250 members, enrollment in the academy continues to operate at 100% capacity every year.

Programs

The Keystone Honors Academy creates a creative learning community by offering a number of programs intended to enhance the scholarly environment on campus, and to provide students with professional growth and cultural awareness.

• Graduate Programming and Professional Development
• Cultural Events and Activities
• Curriculum
• Honda Campus All Star Challenge
• Emlen Living Learning Center and Programs
• Policies and Student Obligations

How to Apply

For students new to Cheyney University:

Apply to Cheyney University

Apply to the Keystone Honors Academy

Submit application materials to the “Honors Recruiter,” Office of Admissions, or to the Dean of the Honors Academy.

Students admitted into the Keystone Honors Academy will receive written notification.

For current Cheyney University Students:

Apply to the Keystone Honors Academy

Submit application materials to the Dean of the Honors Academy
Students admitted into the Keystone Honors Academy will receive written notification.

**Academic Majors and Minors**

Undergraduate Majors and Concentrations:

**Art (B.A.)**

**Biology (B.S.)**
- Concentration: Ecology/Environmental Biology
- Concentration: General Biology
- Concentration: Health Professions
- Concentration: Molecular Biology

**Business Administration (B.S.)**
- Concentration: Accounting
- Concentration: Finance
- Concentration: Management
- Concentration: Marketing

**Chemistry (B.S.)**

**Communications (B.A.)**
- Track: Print/Public Relations
- Track: Radio
- Track: Television

**Computer and Information Science – B.S. – currently not accepting new students**

**Early Childhood Education (B.S.)**

**Elementary Education (B.S.)**

**English (B.A.)**

**Fashion Merchandising and Management (B.S.)**

**General Science (B.S.)**

**Geographic Information Science (B.S.)**
Graphic Design (B.S.)
Hotel, Restaurant, and Tourism Management (B.S.)
Liberal Studies – Communication Arts (B.A.)
Mathematics – B.S. – currently not accepting new students
Music (B.A.)
Nanotechnology (A.S.)
Political Science (B.A.)
Psychology (B.A.)
Recreation and Leisure Management (B.S.)
Social Relations (B.A.)
  Concentration: Criminal Justice
  Concentration: Sociology
Social Science (B.A.)
Special Education (B.S.)
Theatre (B.A.)

Minors:
Art Minor
Communication Arts
English Minor
French Minor
Graphic Design Minor
Mathematics Minor
Psychology Minor
Recreation Minor
Spanish Minor
Graduate Majors and Graduate Level Programs

Certification in Elementary Education
Certification in Special Education
Certification – Principal Certification
Master of Arts in Teaching Elementary Education (MAT)
Master of Education in Educational Leadership (M.Ed.)
Master of Education in Elementary Education (M.Ed.)
Master of Education in Special Education (M.Ed.)
Master’s in Public Administration (M.P.A)

ACADEMIC DEPARTMENTS

Cheyney University has five academic departments with the various academic programs under each department.

The three departments under the Dean, School of Arts and Sciences are as follows:

   **Humanities and Communication Arts**: Communication and Modern Languages; Fine Arts; Music; Theatre Arts

   **Natural and Applied Sciences**: Mathematics and Computer Information Science; Science and Allied Health

   **Social and Behavioral Sciences**: Social Relations; Social Sciences; Geographic Information Science; Political Sciences; Psychology; Public Administration

There are two departments under the Dean, School of Education and Professional Studies which include the following programs:

   **Education and Leadership Studies**: Undergraduate Education; Graduate Education (Educational Leadership & MAT)

   **Recreation and Entrepreneurial Studies**: Business Administration; Recreation, Health and Physical Education; Consumer and Applied Science
General Education

The General Education (Gen Ed) program is a common set of courses that all students must satisfy prior to graduating from the university. The current GenEd program was created by faculty, implemented in the Fall of 2008, to provide a foundation to foster confident, competent, reflective, visionary leaders and responsible citizens. These goals were satisfied, in part, by creating a curriculum that promoted the six university-wide learning outcomes under which the university operates.

The University-Wide Student Learning Outcomes consist of six broad learning competencies to help students achieve the following:

- **Effective Communication Skills**
  - Display effective verbal, non-verbal and written forms of communication.
  - Prove appropriate reading, writing and speaking skills.
  - Demonstrate the ability to use technology that supports communication.

- **Scientific, Mathematical and Technological Abilities and Skills**
  - Demonstrate the ability to collect, organize, compute and interpret quantitative and qualitative data and/or information.
  - Show an ability to apply mathematics, science and technology to make decisions.

- **Critical Thinking, Problem-Solving, and Information Literacy**
  - Demonstrate the ability to think critically and analytically, and to solve problems using basic research, analysis and interpretation.
  - Display knowledge of the relationships among arts, sciences and technology.
  - Illustrate the ability to identify, locate, evaluate, and use informational tools for research purposes.

- **Personal, Social and Civic Responsibility**
  - Demonstrate ethical and cultural awareness and respect for diversity
  - Show appreciation for a global perspective
  - Apply appropriate modes of social interaction among peers, colleagues and community.
  - Express knowledge of self-management, health and wellness, and leadership.
African American Heritage

- Display knowledge of African and African American history, artistic or literary production and its impact.
- Demonstrate knowledge of and value for the history of Cheyney University and other Historically Black Colleges and Universities as important sites of education.

Cultural and Artistic Expression/Literacy

- Demonstrate engagement with and appreciation for global expressions of the arts and of other cultural elements.
- Show an understanding that all forms of art and culture are collaborative constructs which are distinctly rich and internationally distinct.

Curriculum Structure

The General Education curriculum is comprised of three types of requirements: core requirements; distribution requirements; and intensive requirements.

I. Core Requirements: 23 credits.

These core courses develop key competencies required of all students and introduce them to the general education program and the university. The core requirements must be taken by all undergraduates, regardless of major, unless they are transfer students with equivalent coursework from another undergraduate institution or they provide evidence of course mastery. Any exceptions to the mandatory completion of a core requirement will be listed below.

Students may not achieve junior status until they have completed all 23 credits of the core requirements.

Essential Skills (15 credits)

**HEN 112 English I** (3.0 credits). Students must complete Freshman English I unless, in its place, their advisor recommends taking English II (HEN 113) as their first composition course at the university. Students that supersede English I must take HEN 319 Advanced Composition to satisfy the 6 credits of composition required in the Gen Ed.

**HEN 113 English II** (3.0 credits). Students must complete Freshman English II or the equivalent in composition. Students may be required to complete HEN 319 if they supersede English I (HEN 112); see details stated above for HEN 112.

**HEN 114 Fundamentals of Speech** (3.0 credits). Speech is a theoretical and practical approach to the principles of effective oral communication, with emphasis placed on delivery, enunciation, critical listening, audience analysis, on research with diverse sources and technologies, and on the organization of several types of speaking.
situation. The course includes instructor and group analysis of each student’s ability to formulate a hypothesis and analyze pertinent information or presentation to specific audiences.

**EDU 110 Introduction to Interpretation and Analysis** (3.0 credits). Students must complete a college-level reading course in which students critically read and analyze difficult texts, and gain proficiency in interpreting, paraphrasing, and evaluating the written word.

**HPH 110 Critical Thinking** (3.0 credits). Students must complete a foundational course for the information literacy intensive courses. It is encouraged that students complete this course prior to enrolling in courses with an information literacy (I) intensive course.

**Mathematics** (3.0 credits). Mat 104 Survey of College Mathematics. Upon their advisors’ recommendation or degree program requirement, students may instead be required to complete MAT 111 Intermediate Algebra, MAT 150 Elementary Functions or MAT 160 Calculus I instead of MAT 105 to satisfy their Gen Ed requirement.

**African-American Experience** (3.0 credits). African-American Experience in Global Context (3.0 credits). This is a sophomore class in which the major themes of the general education program are explored in an interdisciplinary format. Transfer students who enter the university in their junior year do not need to take this class; however, alternative coursework, approved by the department that hosts the student’s degree program, must be completed to ensure 120 credits for graduation.

**Freshman Year Experience** (2.0 credits):

**GAC 101 Freshman Seminar I** (1.0 credit). Students must complete the first-half of a two course sequence that orients students to the university; these courses are not normally taken by transfer students. In the event that a transfer student does not have equivalent transfer credits, alternative coursework, approved by the department that hosts the student’s degree program, must be complete to ensure 120 credits for graduation.

**GAC 102 Freshman Seminar II** (1.0 credit). Students must complete the second-half of a two course sequence that orients students to the university; other stipulations are as stated above for GAC 101.

II. Distribution requirements: 28 credits

All students must take a specified number of credits in a variety of academic disciplines. The distribution requirements are intended to develop fluency with the different modes of learning practiced across the academy. Distribution courses must be courses outside the students’ major, unless this is deemed not feasible by their major department.
Natural Sciences (6.0 credits). Students must complete two courses or 6 credits in the natural sciences; the natural sciences include biology, physics, chemistry, and earth or space science. Students may take two courses in one of these subject areas or one course in two of these subject areas.

Humanities (6.0 credits). Students must complete two courses or 6 credits in the humanities; the humanities include literature, language, theater, music, visual arts, or philosophy. Students may take two courses in one of these subject areas or one course in two of these subject areas.

Social Science (6.0 credits). Students must complete two courses or 6 credits in the social sciences; the social sciences include psychology, sociology, history, economics, political science, and geography. Students may take two courses in one of these subject areas or one course in two of these subject areas.

Foreign Language (6.0 credits). Students must complete two courses or 6 credits in the same foreign language. Only Spanish and French are currently offered at the university; however, students may pursue additional languages at another institution of higher education or through distance education. All students must complete this requirement unless they can demonstrate intermediate level proficiency, which is the equivalent to the second year of college-level study.

Health and Wellness (3-4 credits). Students must complete REC 111 Health and Wellness and two creation courses; satisfactory recreation (REC) courses are numbered REC 113 through 211 and REC 213 through 216. Students may take a one credit service learning course instead of a second credit of recreation.

Service Learning (1.0 credit). Students may opt to complete one credit of service learning in place of their second recreation course. Service learning courses require the offering of discipline specific services to the surrounding community and specific attention to the impact of their service to the discipline.

III. Intensive Requirements

The purpose of the intensive requirements is to ensure that all students receive extensive and in-depth instruction in four areas deemed significant: writing (W), African American Heritage (A), global studies (G), or information literacy (I). Unlike the other requirements in the Gen Ed, these requirements are simultaneously satisfied while completing coursework either in the student’s major or general education program. Courses are not permanently associated with an intensive requirement and may be offered with or without the designation at the discretion of the department.

Writing (3 courses; or 9.0 credits). Students must complete three writing intensive courses. English I and II do not satisfy the writing intensive requirement and, appropriately, will not bare “W” designation. These courses are intended to provide additional experiences for the student to master their writing skills; this is
accomplished by limiting the enrollment to 20 students; explicitly attending to plagiarism, requiring at least 15 pages of writing, and opportunities to resubmit papers ---- among other criteria. A list of possible courses that may be offered with this designation can be seen here.

African American Heritage (1 course; or 3.0 credits). Students must complete a course that includes significant consideration of some aspect of African American history or experience. African American Experience in the Global Context (AAS 210) does not satisfy the African American Heritage intensive requirement.

School of Arts and Sciences

Mission Statement

The overall mission of the School of Arts and Sciences 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 every-changing society. The School of Arts and Sciences consists of three departments: Humanities and Communications; Natural and Applied Sciences; and Social and Behavioral Sciences.

Humanities and Communications Arts Department

Mission Statement

The Department of Humanities and Communication Arts offers bachelors degree programs in Fine Art, Graphic Design, Communications, English, Music, Theatre Arts, and Liberal Studies. The Department also offers minors in Art, Communications, English, French, Spanish, Philosophy, Voice, and Theatre.

Courses in the Department of Humanities and Communication Arts combine critical thinking and social awareness with practical skills in communication technology as well as oral, written, and artistic expression. The variety of majors and minors available in the department enables students to combine programs that qualify them for careers and graduate school, enhance the quality of their lives, and prepare them to become citizens of the global community.

The Department accomplishes the mission and goals of the university by supporting a broad liberal arts core and providing challenging and enriching degree programs. Students are guided and mentored through faculty advising, department-sponsored student organizations and performance groups, and a variety of internship opportunities.

Note that students must maintain a 2.5 cumulative grade point average. For extensive information on course offerings and requirements, refer to the university catalog.
**B.A. In Art**

**ART CURRICULUM WORKSHEET**

**Humanities & Communication Arts Department**

**Bachelor of Arts Degree**

**2010-2011 AY**

<table>
<thead>
<tr>
<th>NAME:</th>
<th>EMAIL:</th>
<th>PHONE:</th>
<th>ADVISOR:</th>
<th>ENTERED:</th>
<th>ANT. GRADUATION:</th>
<th>DATE LAST UPDATED:</th>
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**GENERAL EDUCATION**

<table>
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<th>COURSE NAME</th>
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<th>Sem</th>
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<td>Essential Skills (15 Credits)</td>
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<tr>
<td></td>
<td>HEN 112 English I</td>
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<td></td>
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<td>HEN 114 Speech</td>
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<td>EDU110 Intro. Interp. &amp; Analysis</td>
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<td></td>
<td>MAT ___ Survey of College Math (or higher)</td>
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<td>AAS210 A-A Experience in a Global Context</td>
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<tr>
<td></td>
<td>GAC 101 Freshmen Seminar I</td>
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<td>GAC 102 Freshmen Seminar II</td>
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<td>IAV311 Photography</td>
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**MAJOR COURSES**

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<td>HAR200 Art History I</td>
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<td>HAR202 African Art</td>
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<td>HAR211 Ceramics</td>
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<td></td>
<td>HAR220 Fundamentals of Drawing I</td>
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<td>HAR300 Figure Drawing I</td>
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<td>HAR304 Watercolor I</td>
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<td>HAR306 Oil Painting I</td>
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<td>HAR308 Sculpture I</td>
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<td>HAR310 Internship</td>
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<td>Total Major Credits</td>
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**II. DISTRIBUTION REQUIREMENTS (Can Not Be Major Courses)**

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<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td></td>
<td>African-American Experience (3 credits)</td>
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<td>HAR221 Fundamentals of Drawing II</td>
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<td>HAR305 Watercolor II</td>
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<td>HAR307 Oil Painting II</td>
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<td>HAR309 Sculpture II</td>
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<td>Total Major Electives Credits</td>
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**III. INTENSIVE COURSES**

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<th>CR</th>
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<tr>
<td></td>
<td>Total Elective Requirements</td>
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**FREE ELECTIVES (30 or more credits)**

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<th>COURSE NAME</th>
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<tr>
<td></td>
<td>Total Credits for Graduation</td>
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**TOTAL CREDITS FOR GRADUATION**

A 2.0 overall cumulative GPA is required for graduation.

**DEVELOPMENTAL/REMEDIAL COURSES+++;**

<table>
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<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td></td>
<td>ERE 001 Reading &amp; Study Skills</td>
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<tr>
<td></td>
<td>HEN 011 Elements of Writing</td>
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<td>MAT 001 Basic Math</td>
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<tr>
<td></td>
<td>MAT 002 Elementary Algebra</td>
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+++Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.

**++PASSHE Policy 1990-06-A holds that 48 credits of the total 120 must be upper level courses.**

**+++Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.**

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B.A. in Communication Arts The Communication Arts program offers a major or a minor to prepare students for careers in print/public relations, broadcast journalism or any other career where writing and speaking well are emphasized. Many graduates also go on to graduate education in teaching, law or public service. The program offers courses in theory and hands-on training. In addition, students are encouraged to specialize in a specific concentration outside the major. Internships are arranged for qualified students.
## GENERAL EDUCATION

### Essential Skills (15 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>HCA 111</td>
<td>Mass Communications in America</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>HEN 112</td>
<td>English I</td>
<td>3</td>
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<td>HEN 113</td>
<td>English II</td>
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<tr>
<td>HEN 114</td>
<td>Speech</td>
<td>3</td>
<td></td>
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<tr>
<td>EDU 110</td>
<td>Intro. Interp. &amp; Analysis</td>
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<tr>
<td>HPH 110</td>
<td>Critical Thinking</td>
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<td>MAT ____</td>
<td>Survey of College Math</td>
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<td>HCA 134</td>
<td>Fund. TV. Production I</td>
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<td>HCA 340</td>
<td>Technical Writing I</td>
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<td>HCA 415</td>
<td>Communication Theory</td>
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<td>HCA 113</td>
<td>Writing for Print Media</td>
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<td>HCA 212</td>
<td>Communications Law &amp; Ethics</td>
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<td>HCA 222</td>
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### Mathematics (3 credits)

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<tr>
<td>HCA 222</td>
<td>Workshop I (Radio, TV, or Print/PR)</td>
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<td>HCA 223</td>
<td>Workshop II (Radio, TV, or Print/PR)</td>
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<tr>
<td>HCA 224</td>
<td>Workshop III (Radio, TV, or Print/PR)</td>
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<tr>
<td>HCA 225</td>
<td>Workshop IV (Radio, TV, or Print/PR)</td>
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<tr>
<td>HCA 226</td>
<td>Workshop V (Radio, TV, or Print/PR)</td>
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### Humanities (6 credits)*

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<tr>
<td>GAC 101</td>
<td>Freshmen Seminar I</td>
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<td>GAC 102</td>
<td>Freshmen Seminar II</td>
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### African-American Experience (3 credits)

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<th>Name</th>
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<tbody>
<tr>
<td>HCA ____</td>
<td>Workshop I (Radio, TV, or Print/PR)</td>
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<td>HCA ____</td>
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<td>HCA ____</td>
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### Social Sciences (6 credits)**

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<td>Workshop VI (Radio, TV, or Print/PR)</td>
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<td>HCA ____</td>
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### Health & Wellness (4 credits)

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<td>REC ____</td>
<td>Physical Education</td>
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<td>Physical Education</td>
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### TOTAL CREDITS IN GENERAL EDUCATION: 51

## MAJOR COURSES

### REQUIRED MAJOR COURSES (33 credits)

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<td>HCA 112</td>
<td>Writing for Print Media</td>
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<td>HCA 124</td>
<td>Fund. Radio Production I</td>
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<td>HCA 134</td>
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<td>Communications Law &amp; Ethics</td>
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<td>Advanced Composition</td>
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<td>HCA 340</td>
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### TOTAL Major Elective Credits: 6

### FREE ELECTIVES (30 or more credits)

- Upper Level Free Elective 1++: 3
- Upper Level Free Elective 2++: 3
- Upper Level Free Elective 3++: 3
- Upper Level Free Elective 4++: 3
- Upper Level Free Elective 5++: 3
- Free Elective 1: 3
- Free Elective 2: 3
- Free Elective 3: 3
- Free Elective 4: 3
- Free Elective 5: 3

### TOTAL CREDITS FOR GRADUATION: 120

### A 2.0 overall cumulative GPA is required for graduation.
B.A. In English

The English major prepares students for a wide range of careers requiring language fluency and critical thinking skills. The program equips students for graduate study in Communication Arts, Education, Humanities, Law, Business, the Social Sciences and Print and Non-print Media.
### ENGLISH CURRICULUM WORKSHEET

**Humanities and Communication Arts Department**

**Bachelor of Arts Degree**

**2010-2011 AY**

#### NAME: __________________________

#### EMAIL: __________________________

#### PHONE: __________________________

#### ADVISOR: _________________________

#### ENTERED: _________________________

#### ANT. GRADUATION: _____________

#### DATE LAST UPDATED: ____________

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### GENERAL EDUCATION

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<tr>
<td><strong>I. CORE REQUIREMENTS</strong></td>
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<tr>
<td>Essential Skills (15 Credits)</td>
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<tr>
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<td>HPH 110 Critical Thinking</td>
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<td><strong>Mathematics (3 credits)</strong></td>
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<tr>
<td>MAT 110 Survey of College Math</td>
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<td>HEN 317 Shakespeare</td>
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<td><strong>African-American Experience (3 credits)</strong></td>
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<td>HEN 319 Modern English Grammar</td>
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### ENGLISH COURSES TO BE CONSIDERED FOR FREE ELECTIVES

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<td>HEN 350 Woman in Literature</td>
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<td>HEN 415 Introduction to Linguistics</td>
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<td>HEN 417 Modern Poetry</td>
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<td>HEN 419 Modern Fiction</td>
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<td>HEN 422 Chaucer</td>
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<td>HEN 426 Major American 20TH C Authors</td>
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<td>HEN 429 The Short Story</td>
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### ENGLISH TO BE CONSIDERED FOR FREE ELECTIVES

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<td><strong>Foreign Language (6 credits)</strong></td>
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<td>Foreign Language I</td>
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<td><strong>Social Sciences (6 credits)</strong></td>
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### TOTAL CREDITS IN GENERAL EDUCATION 51

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### III. INTENSIVE COURSES

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<td>A-A Heritage course (A)</td>
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### DEVELOPMENTAL/REMEDIAL COURSES

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<td>HEN 011 Elements of Writing</td>
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<td>MAT 001 Basic Math</td>
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<tr>
<td>MAT 002 Elementary Algebra</td>
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**Required Major Courses (39 credits)**

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<tbody>
<tr>
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<td>HEN 112 English I</td>
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<td>HEN 313 English Literature I</td>
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<tr>
<td>HEN 114 Speech</td>
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<td>HEN 314 English Literature II</td>
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<td>EDU 110 Intro. &amp; Analysis</td>
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<td>HEN 316 American Literature II</td>
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<td>HEN 317 Advanced Composition</td>
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<td>HEN 318 Shakespeare</td>
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### TOTAL CREDITS FOR GRADUATION 120

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**A 2.5 overall cumulative GPA is required for graduation.**
B.S. in Graphic Design

The Bachelor of Science in Graphic Design is a career entry degree program that also will serve as preparation for graduate study in graphic design or related disciplines. The purpose of the Graphic Design program is to enable students to “plan and execute the design of visual communication according to the needs of audiences and contexts for which communication is intended”. The program is designed to provide students with the knowledge, skills, and concepts essential to the professional life of a graphic designer. Students enrolled in the 120 hours Bachelor of Science Graphic Design degree program will pursue a four-year program consisting of general studies, courses that will provide a common body of knowledge and skills that constitute a basic foundation for work and continuing growth as a design professional and courses in graphic design. Students also will acquire a working knowledge of technologies and equipment applicable to graphic design throughout the degree program. The Bachelor of Science in Graphic Design program will provide students with experiences in progressively intensive studio projects and opportunities for independent study culminating in a senior capstone course and project.

The Bachelor of Science in Graphic Design program is an interdisciplinary and collaborative degree that will serve the needs of traditional and nontraditional students seeking to become proficient in graphic and web design to compete successfully in the expanding graphic design industry and related industries.

The goal of the program is to produce highly professional artists for industry, or entrepreneurial activities, and further study in graduate school.
### REQUIRED MAJOR COURSES (60 credits)

<table>
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<tr>
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<tr>
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<td>GRD110</td>
<td>Internet Literacy</td>
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<td>GRD205</td>
<td>Digital Image Manipulation</td>
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<td>HAR220</td>
<td>Fundamentals of Drawing I</td>
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<td>GRD301</td>
<td>Fundamentals of animation</td>
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<td>GRD310</td>
<td>Concept development</td>
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<td>GRD312</td>
<td>History of Graphic Design</td>
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<td>GRD314</td>
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<td>HAR320</td>
<td>Commercial Graphic Design</td>
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<td>GRD330</td>
<td>Introduction to Web Design</td>
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<td>GRD360</td>
<td>Motion Graphics</td>
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<td>GRD400</td>
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<td>GRD401</td>
<td>Human Computer Interface Design</td>
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<td>BCA212</td>
<td>Principles of Marketing</td>
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### TOTAL MAJOR ELECTIVES CREDITS

**60**

### FREE ELECTIVES (9 credits)

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<td>Upper Level Free Elective 2++</td>
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<tr>
<td>Free Elective 1</td>
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**Total Free Elective Requirements** **9**

### TOTAL CREDITS FOR GRADUATION

**120**

A 2.0 overall cumulative GPA is required for graduation.
B.A. in Liberal Studies

This 120 semester hours major in Liberal Studies program offers students the flexibility to build degree programs to their interests and affinities after completing the University’s core curriculum and liberal studies core. Students work with an adviser to combine internship experiences, experiential learning outcomes, online portfolios, and other related experiences to obtain a broad understanding of the liberal arts and to prepare for specific skills needed for desired careers. The program has a focus on the development of successful communication skills because excellent communication skills are the most desirable skills in the workforce, according to a 2008 report of the National Association of College and Employers (NACE).

Diverse Opportunities: Additionally, the Liberal Studies degree is geared for students who want to exercise more direction in their studies and customize degrees. Also, students who want to change majors might find the BA in Liberal Studies a good option because they are able to transfer in credits from other majors and institutions.

The BA in Liberal Studies degree program has been designed to accommodate both traditional and nontraditional students.
### Essential Skills (15 Credits)
- HEN Literature Elective 3
- HEN 112 English I 3
- HEN 113 English II 3
- HEN 114 Speech 3
- EDU110 Intro, Interp, & Analysis 3
- BEC _____ Economics Elective 3
- HPH110 Critical Thinking 3
- Total Major Credits 15

### Mathematics (3 credits)
- MAT ____ Survey of College Math (or higher) 3

### Communication Arts Core Courses (18 credits)
- HCA 111 Mass Communication in America 3
- HCA 113 Writing for Print Media 3
- HCA 212 Communication Law & Ethics 3
- HCA 222 Broadcast News Reporting 3
- HCA 415 Communication Theory 3
- HCA 450 Issues in News 3
- Total Communication Core Credits 18

### Approved Related Courses (6 credits)
- Upper-Level Related Elective 1 3
- Upper-Level Related Elective 2 3
- Upper-Level Related Elective 3 3
- Upper-Level Related Elective 4 3
- Upper-Level Free Elective 1++ 3
- Upper-Level Free Elective 2++ 3
- Upper-Level Free Elective 3++ 3
- Upper-Level Free Elective 4++ 3
- Upper-Level Free Elective 5++ 3
- Upper-Level Free Elective 6++ 3
- Upper-Level Free Elective 7++ 3
- Upper-Level Free Elective 8++ 3
- Upper-Level Free Elective 9++ 3
- Upper-Level Free Elective 10++ 3
- Total Elective Requirements 30

### Liberal Studies Core Courses (up to 39 credits)
- LIBERAL STUDIES CORE COURSES** (18 credits)
  - Upper-Level Related Elective 1 3
  - Upper-Level Related Elective 2 3
  - Total Approved Related Credits 6

### Liberal Studies Credits (39 credits)
- Humanities (6 credits)*
  - Humanities course I 3
  - Humanities course II 3

### Foreign Language (6 credits)**
- Foreign Language I 3
- Foreign Language II 3

### Social Sciences (6 credits)**
- Social Science Elective I 3
- Social Science Elective II 3

### Natural Science (6 credits)
- Natural Science Elective I 3
- Natural Science Elective II 3

### Health & Wellness (4 credits)
- REC 111 Health & Wellness 2
- REC Physical Education 1

### TOTAL CREDITS IN GENERAL EDUCATION 51

### TOTAL CREDITS FOR GRADUATION 120

A 2.0 overall cumulative GPA is required for graduation.

### Intensive Courses
- Writing Course (W)
- Global Course (G)
- A-A Heritage course (A)
- Information Literacy course (I)

### Developmental/Remedial Courses+++:
- ERE 001 Reading & Study Skills
- HEN 011 Elements of Writing
- MAT 001 Basic Math
- MAT 002 Elementary Algebra

+++Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.

---

* Satisfactory courses include literature, language, theater, music, arts, & philosophy.

** Must be in the same language.

***Courses include anthropology, economics, geography, history, political science, psychology, & sociology.

@Satisfactory courses include biology, chemistry, physics, earth, or space science.
The B.A. in Music focuses on the study of music within the context of a liberal arts curriculum. Students may select from concentrations in instrumental, piano and vocal performance. The program is designed to provide students with the opportunity to build on their skills within their musical discipline while expanding their knowledge in the areas of music history and music theory through. Fifty-one of the 120 hours are devoted to general studies which constitute a basic foundation for work and continuing growth. At the completion of the program, students may pursue careers in performance, studio teaching, or other professional endeavors as well as seek additional study leading to a graduate degree.

The Bachelor of Arts degree in Music program gives students:

- A knowledge of theory and construction of music;
- An understanding of the historical development and influence of music;
- The development of skills in musical performance;
- An appreciation of the creative aspects of music;
- The opportunity to work toward a career in music;
- A first-hand experience in sharing with others in music performance in the university’s various performing groups;
- Foundations for graduate study.

Students have a variety of performance opportunities which include applied lessons, recitals, choir, and band. (All music majors are required to perform in departmental performance groups, recitals and to attend other performance activities. Junior and Senior recitals in a performing area are required.)

Students interested in the Bachelor of Arts in music should contact the department office or music faculty advisors for further information. An audition on a principal instrument is required for admission.
## MUSIC CURRICULUM WORKSHEET
### Humanities and Communication Arts Department
### Bachelor of Arts Degree
### 2010-2011 AY

### NAME:  
### EMAIL:  
### PHONE:  
### ADVISOR:  
### ENTERED:  
### ANT. GRADUATION:  
### DATE LAST UPDATED:  

#### GENERAL EDUCATION

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### MAJOR COURSES

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### I. CORE REQUIREMENTS

**Essential Skills (15 Credits)**

- **HMU 201** Music Theory I± 3
- **HEN 112** English I 3
- **HEN 113** English II 3
- **HEN 114** Speech 3
- **EDU110** Intro. Interp. & Analysis 3
- **HPH110** Critical Thinking 3

**Mathematics (3 credits)**

- **MAT ____** Survey of College Math (or higher) 3

**Total Major Credits 24**

**MUSIC ELECTIVES I (3 credits; 1 course)**

- **AAS210** A-A Experience in a Global Context 3
- **GAC 101** Freshmen Seminar I 1
- **GAC 102** Freshmen Seminar II 1

**Freshmen Experience (2 credits)**

- **HEN 011** Elements of Writing 3
- **MAT 001** Basic Math 3

**Total Elective Requirements >30**

**TOTAL CREDITS IN GENERAL EDUCATION 51**

### II. DISTRIBUTION REQUIREMENTS (Can Not Be Major Courses)

**Humanities (6 credits)**

- **HTA 203** Acting for Beginners 3
- **Humanities Elective I** 3

**Foreign Language (6 credits)**

- **HTA 219** Woodwind Class 3
- **MAT 220** Percussion Class 3
- **MAT 314** Brass Class 3

**Total Required Music Credits 38**

**African-American Experience (3 credits)**

- **MAT ____** Applied Voice (HMU 411, 422, 435) 8
- **MAT ____** Instrumental (HMU 414, 455, 456) 8
- **MAT ____** Piano (HMU 412, 433, 434, 446) 8

**Foreign Language I** 3

**TOTAL CREDITS FOR GRADUATION 120**

### III. INTENSIVE COURSES

<table>
<thead>
<tr>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Writing Course (W)**

**Writing Course (W)**

**Writing Course (W)**

**Global Course (G)**

**A-A Heritage course (A)**

**Information Literacy course (I)**

### DEVELOPMENTAL/REMEDIAL COURSES+++:

<table>
<thead>
<tr>
<th>CR</th>
<th>Sens</th>
<th>Grade</th>
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<table>
<thead>
<tr>
<th>CR</th>
<th>Sens</th>
<th>Grade</th>
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### FREE ELECTIVES (30 or more credits)

<table>
<thead>
<tr>
<th>CR</th>
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<th>Grade</th>
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<thead>
<tr>
<th>CR</th>
<th>Sens</th>
<th>Grade</th>
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<tbody>
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</tbody>
</table>

### HEALTH & WELLNESS (4 credits)

- **REC 111** Health & Wellness 2
- **REC** Physical Education 1
- **REC** Physical Education 1

**TOTAL CREDITS IN GENERAL EDUCATION 51**

**TOTAL CREDITS FOR GRADUATION 120**

A 2.0 overall cumulative GPA is required for graduation.

+++Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.

|| CR | Sens | Grade |
|----|------|-------|
|    |      |       |

This course is a requirement for graduation.

+PASSHE Policy 1990-06-A holds that elective course selection is encouraged.

++PASSHE Policy 1990-06-A holds that 48 credits of the total 120 must be upper level courses.

---

* Satisfactory courses include literature, language, theater, music, arts, & philosophy.
* Satisfactory courses include biology, chemistry, physics, earth or space science.
* Satisfactory courses include anthropology, economics, geography, history, political sciences, psychology & sociology.
* This course requires demonstration of one or more competencies that students must display proficiency in
  or satisfy through successful completion of one or more require courses.

---

**Note:**

- All Core requirements must be complete before a student is considered a Junior.
- Students must participate in an ensemble each semester of enrollment as a requirement for the major.
B.A. in Theater 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 into Major

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.
### Theater Arts Curriculum Worksheet

**Humanities and Communication Arts Department**

**Bachelor of Arts Degree**

**2010-2011 AY**

### General Education

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td><strong>I. Core Requirements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Essential Skills (15 Credits)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HTA 107</td>
<td>History of Theatre I</td>
<td>3</td>
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<tr>
<td>HEN 112</td>
<td>English I</td>
<td>3</td>
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<tr>
<td>HEN 113</td>
<td>English II</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>HEN 114</td>
<td>Speech</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 110</td>
<td>Intro. Interp. &amp; Analysis</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPH 110</td>
<td>Critical Thinking</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics (3 credits)</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>MAT ____</td>
<td>Survey of College Math (or higher)</td>
<td>3</td>
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</tr>
<tr>
<td><strong>African-American Experience (3 credits)</strong></td>
<td></td>
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</tr>
<tr>
<td>AAS 210</td>
<td>A-A Experience in a Global Context</td>
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<tr>
<td><strong>Freshmen Experience (2 credits)</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>GAC 101</td>
<td>Freshmen Seminar I</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GAC 102</td>
<td>Freshmen Seminar II</td>
<td>1</td>
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</table>

**Note:** All Core requirements must be complete before a student is considered a Junior.

### Distribution Requirements (Can Not Be Major Courses)

**II. Distribution Requirements**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td><strong>Humanities (6 credits)</strong></td>
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</tr>
<tr>
<td>Humanities course I</td>
<td>3</td>
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<tr>
<td>Humanities course II</td>
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### Major Courses

**Required Major Courses (33 credits)**

<table>
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<th>Course Number</th>
<th>Course Name</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>HTA 107</td>
<td>History of Theatre I</td>
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<tr>
<td>HEN 112</td>
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<td>HEN 114</td>
<td>Speech</td>
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<tr>
<td>EDU 110</td>
<td>Intro. Interp. &amp; Analysis</td>
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<td>A-A Experience in a Global Context</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>GAC 101</td>
<td>Freshmen Seminar I</td>
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<tr>
<td>GAC 102</td>
<td>Freshmen Seminar II</td>
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</table>

**Total Major Credits:** 33

### Major Electives (6 credits)**

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<th>Course Name</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>HTA 455</td>
<td>Dramatic Criticism</td>
<td>3</td>
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<td>HTA 129</td>
<td>History of Theatre II</td>
<td>3</td>
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<tr>
<td>HTA 113</td>
<td>Movement I</td>
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<tr>
<td>HTA 144</td>
<td>Movement II</td>
<td>1</td>
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<tr>
<td>HTA 258</td>
<td>Make-up Techniques</td>
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</table>

**Total Major Elective Credits:** 6

**Total Major Course Requirements:** 39

### Free Electives (30 or more credits)

**III. Intensive Courses**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>REC 111</td>
<td>Health &amp; Wellness</td>
<td>2</td>
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<tr>
<td>REC</td>
<td>Physical Education</td>
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</tr>
</tbody>
</table>

**Total Elective Requirements:** 30

**Total Credits for Graduation:** 120

A 2.0 overall cumulative GPA is required for graduation.

---

**Note:**
- Satisfactory courses include literature, language, theater, music, arts, & philosophy.
- Courses include anthropology, economics, geography, history, political science, psychology & sociology.
- Satisfactory courses include biology, chemistry, physics, earth or space science.
- This course may have one or more prerequisites that students must display proficiency in or satisfy through successful completion of the prerequisite course(s).
- **Essentials** do not include language courses.
- **W** is a writing course.
- **I** is an information literacy course.
- **A** is an A-A Heritage course.
- **G** is a global course.

---

**DEVELOPMENTAL/REMEDIAL COURSES+++:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERE 001</td>
<td>Reading &amp; Study Skills</td>
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<tr>
<td>HEN 011</td>
<td>Elements of Writing</td>
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<tr>
<td>MAT 001</td>
<td>Basic Math</td>
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<tr>
<td>MAT 002</td>
<td>Elementary Algebra</td>
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</tbody>
</table>

++PASSHE Policy 1990-06-A holds that elective course selection is encouraged.

+++Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.
# Department of Natural and Applied Sciences

## B.S. Biology

### BIOLOGY (GENERAL BIOLOGY) CURRICULUM WORKSHEET

**Department of Natural and Applied Science**  
**Bachelor of Science Degree**  
**2010-2011 AY**

**NAME:**

**EMAIL:**

**PHONE:**

**ADVISOR:**

**ENTERED:**

**ANT. GRADUATION:**

**DATE LAST UPDATED:**

### GENERAL EDUCATION

**COURSE NUMBER** | **COURSE NAME** | **CR** | **Sem** | **Grade**
--- | --- | --- | --- | ---

#### I. CORE REQUIREMENTS

**Essential Skills (15 Credits)**

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CR</th>
<th>SEM</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>SLF110 General Biology I</td>
<td>4</td>
<td></td>
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<tr>
<td>HEN 112 English I</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>HEN 113 English II</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>HEN 114 Speech</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU110 Intro. Interp. &amp; Analysis</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPH110 Critical Thinking</td>
<td>3</td>
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**Mathematics (3 credits)**

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<th>SEM</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>SPY211 Physics I</td>
<td>4</td>
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<tr>
<td>MAT160 Calculus I</td>
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**Freshmen Experience (2 credits)**

<table>
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<th>COURSE NAME</th>
<th>CR</th>
<th>SEM</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>GAC 101 Freshmen Seminar I</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GAC 102 Freshmen Seminar II</td>
<td>1</td>
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</tbody>
</table>

**Note:** All Core requirements must be complete before a student is considered a Junior.

### II. DISTRIBUTION REQUIREMENTS (Can Not Be Major Courses)

**Required Major Courses (40 credits)**

#### Humanities (6 credits)*

- Humanities course I: 3
- Humanities course II: 3

*Courses include literature, language, theater, music, arts, & philosophy.

#### African-American Experience (3 credits)

- A-A Experience in a Global Context: 3

**Total Major Credits 40**

#### Foreign Language (6 credits)**

- Foreign Language I: 3
- Foreign Language II: 3

**Must be in same language.

#### Social Sciences (6 credits)**

- Social Science Elective I: 3
- Social Science Elective II: 3

**Courses include anthropology, economics, geography, history, political science, psychology & sociology.

#### Natural Science (6 credits)**

- Upper-Level Natural Science Elective I: 3
- Natural Science Elective I: 3

**Courses include biology, chemistry, physics, earth or space science.

#### Health & Wellness (4 credits)

- REC 111 Health & Wellness: 2
- REC Physical Education: 1

**Total Credits in General Education 52**

### III. INTENSIVE COURSES

<table>
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<tr>
<th>COURSE NAME</th>
<th>CR</th>
<th>SEM</th>
<th>GRADE</th>
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</thead>
<tbody>
<tr>
<td>REC 111 Health &amp; Wellness</td>
<td>2</td>
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<tr>
<td>REC Physical Education</td>
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</tbody>
</table>

**Total Elective Requirements 8**

**Total Credits for Graduation 120**

A 2.0 overall cumulative GPA is required for graduation.

---

**++PASSHE Policy 1990-06-A holds that 48 credits of the total 120 must be upper level courses.**

---

**+++Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.**

---

**+++PASSHE Policy 1990-06-A holds that elective course selection is encouraged.**
**GENERAL EDUCATION**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td><strong>Essential Skills (15 Credits)</strong></td>
<td>SLF110 General Biology I</td>
<td>4</td>
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<tr>
<td></td>
<td>HEN 112 English I</td>
<td>3</td>
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<tr>
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<tr>
<td></td>
<td>HEN 114 Speech</td>
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<td>EDU110 Intro. Interp. &amp; Analysis</td>
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<td></td>
<td>HPH110 Critical Thinking</td>
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<tr>
<td><strong>Mathematics (3 credits)</strong></td>
<td>MAT205 Statistics I±</td>
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<td>SLF212 Organic Chemistry I</td>
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<td>SCH110 General Chemistry I</td>
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<td>SCH112 General Chemistry II</td>
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<td>SCH211 Organic Chemistry I</td>
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<td>SCH212 Organic Chemistry II</td>
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<td>SES545 Environmental Sci Workshop</td>
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<td></td>
<td>MAT160 Calculus I±</td>
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<tr>
<td><strong>African-American Experience (3 credits)</strong></td>
<td>AAS210 A-A Experience in a Global Context</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Freshmen Experience (2 credits)</strong></td>
<td>GAC 101 Freshmen Seminar I</td>
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<tr>
<td></td>
<td>GAC 102 Freshmen Seminar II</td>
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</tbody>
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**II. DISTRIBUTION REQUIREMENTS (Can Not Be Major Courses)**

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<th>Grade</th>
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<tbody>
<tr>
<td><strong>Humanities (6 credits)</strong></td>
<td>Humanities course I</td>
<td>3</td>
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<tr>
<td></td>
<td>Humanities course II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Foreign Language (6 credits)</strong></td>
<td>Foreign Language I</td>
<td>3</td>
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<tr>
<td></td>
<td>Foreign Language II</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td><strong>Social Sciences (6 credits)</strong></td>
<td>Social Science Elective I</td>
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<tr>
<td></td>
<td>Social Science Elective II</td>
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</tr>
<tr>
<td><strong>Natural Science (6 credits)</strong></td>
<td>SPY211 Physics I</td>
<td>4</td>
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<tr>
<td></td>
<td>SPY212 Physics II</td>
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<tr>
<td><strong>Health &amp; Wellness (4 credits)</strong></td>
<td>REC 111 Health &amp; Wellness</td>
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<td></td>
<td>REC Physical Education</td>
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**III. INTENSIVE COURSES**

<table>
<thead>
<tr>
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<th>CR</th>
<th>Sem</th>
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<td>Writing Course (W)</td>
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<td>Writing Course (W)</td>
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<td>Global Course (G)</td>
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<td>A-A Heritage course (A)</td>
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**TOTAL CREDITS IN GENERAL EDUCATION**: 53

**TOTAL CREDITS FOR GRADUATION**: 120

**REQUIRED MAJOR COURSES (39 credits)**

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<td>SLF416</td>
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<td>MAT160</td>
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**TOTAL MAJOR Electives Credits**: 39

**FREE ELECTIVES (7 or more credits)**

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<td>Free Elective 2++</td>
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<td>Free Elective 3++</td>
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**TOTAL ELECTIVE Requirements**: 7

A 2.0 overall cumulative GPA is required for graduation.

**DEVELOPMENTAL/REMEDIAL COURSES++++**:

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<th>Grade</th>
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<tbody>
<tr>
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<td>HEN 011</td>
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<td>MAT 001</td>
<td>Basic Math</td>
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<td>MAT 002</td>
<td>Elementary Algebra</td>
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**A 2.0 overall cumulative GPA is required for graduation.**

**++**Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.

---

**Notes:**
- Satisfactory courses include literature, language, theater, music, arts, & philosophy.
- Must be in the same language.
- Satisfactory courses include biology, chemistry, physics, earth or space science.
- **Courses include anthropology, economics, geography, history, political science, psychology & sociology.**
- Total credits earned must be equal to or exceed the credits required for graduation.
- A 2.0 overall cumulative GPA is required for graduation.
- This course may have one or more prerequisites that students must display proficiency in or satisfy through successful completion of the pre-requisite course(s).

--

**BIOLOGY (ECOLOGY/ENVIRONMENTAL BIOLOGY) CURRICULUM WORKSHEET**

Department of Natural and Applied Science

Bachelor of Science Degree

2010-2011 AY
**BIOLOGY (HEALTH PROFESSIONS) CURRICULUM WORKSHEET**

**Department of Natural and Applied Science**

**Bachelor of Science Degree**

**2010-2011 AY**

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<th>Sem</th>
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<td>General Biology III</td>
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<td>EDU112</td>
<td>Intro. to College Math</td>
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<td>HPH110</td>
<td>Critical Thinking</td>
<td>3</td>
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<tr>
<td><strong>Mathematics (3 credits)</strong></td>
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<tr>
<td>MAT101</td>
<td>Survey of College Math (or higher)</td>
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<td><strong>African-American Experience (3 credits)</strong></td>
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<tr>
<td>AAS210</td>
<td>A-A Experience in a Global Context</td>
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<td><strong>Freshmen Experience (2 credits)</strong></td>
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<td>GAC102</td>
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*Note: All Core requirements must be complete before a student is considered a Junior.*

**II. DISTRIBUTION REQUIREMENTS (Can Not Be Major Courses)**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>COURSE NAME</th>
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<th>Grade</th>
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<tr>
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<tr>
<td>Humanities course I</td>
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<tr>
<td>Humanities course II</td>
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<td></td>
</tr>
</tbody>
</table>
| *Satisfactory courses include literature, language, theater, music, arts, & philosophy.*
| Social Sciences (6 credits)** | | | | |
| Social Science Elective I | 3 | | |
| Social Science Elective II | 3 | | |
| **Foreign Language (6 credits)** | | | | |
| Foreign Language I | 3 | | |
| Foreign Language II | 3 | | |
| **Natural Science (6 credits)** | | | | |
| S_ | Upper Level Science Elective I | 3 | | |
| SLF325 | Human Nutrition | 3 | | |
| **Health & Wellness (4 credits)** | | | | |
| REC111 | Health & Wellness | 2 | | |
| REC | Physical Education | 1 | | |

**III. INTENSIVE COURSES**

<table>
<thead>
<tr>
<th>COURSE</th>
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<tbody>
<tr>
<td>Writing Course (W)</td>
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<td>Writing Course (W)</td>
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<tr>
<td>Writing Course (W)</td>
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<tr>
<td>Global Course (G)</td>
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<td>A-A Heritage course (A)</td>
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<tr>
<td>Information Literacy course (I)</td>
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**TOTAL CREDITS IN GENERAL EDUCATION 51**

**TOTAL CREDITS FOR GRADUATION 120**

<table>
<thead>
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<th>DEVELOPMENTAL/REMEDIAL COURSES+++</th>
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<tr>
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<td>HEN111</td>
<td>Elements of Writing</td>
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<tr>
<td>MAT001</td>
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<tr>
<td>MAT002</td>
<td>Elementary Algebra</td>
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</tbody>
</table>

*++PASSHE Policy 1980-04-A holds that elective course selection is encouraged.
+++PASSHE Policy 1980-04-A holds that 48 credits of the total 120 must be upper level courses.
+++Credit earned for developmental/remedial courses do not count towards the 120 credits required for graduation.
### General Education

<table>
<thead>
<tr>
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<tr>
<td>HEN 114</td>
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<td>EDU 110</td>
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<td>GAC 102</td>
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**Note:** All Core requirements must be complete before a student is considered a Junior.

### Major Courses

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**Total Electives Credits:** 19

### Distribution Requirements (Can Not Be Major Courses)

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**Total Elective Requirements:** 6

### Intensive Courses

**TOTAL CREDITS IN GENERAL EDUCATION:** 54

### Total Credits for Graduation

A 2.0 overall cumulative GPA is required for graduation.

**TOTAL CREDITS FOR GRADUATION:** 120
## B.S. Chemistry

### CHEMISTRY CURRICULUM WORKSHEET

**Natural and Applied Sciences Department**

**Bachelor of Science Degree**

**2010-2011 AY**

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### GENERAL EDUCATION

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<td>HPH110</td>
<td>Critical Thinking</td>
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| Mathematics (3 credits) | | | |
| --- | --- | --- |
| MAT170 | Calculus II± | 4 | | |

### REQUIRED CHEMISTRY COURSES (33 credits)

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<td>SCH202</td>
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### REQUIRED RELATED COURSES (16 credits)

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### REQUIRED ELECTIVES (11 credits)

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<th>CR</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCH ____</td>
<td>Chemistry Elective</td>
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### DISTRIBUTION REQUIREMENTS (Can Not Be Major Courses)

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Humanities (6 credits)*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities course I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities course II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Foreign Language (6 credits)** | | | |
| --- | --- | --- |
| Foreign Language I | 3 | | |
| Foreign Language II | 3 | | |

| Social Sciences (6 credits)*** | | | |
| --- | --- | --- |
| Social Science Elective I | 3 | | |
| Social Science Elective II | 3 | | |

| Natural Science (6 credits)† | | | |
| --- | --- | --- |
| Natural Science Elective I | 3 | | |
| Natural Science Elective II | 3 | | |

| Health & Wellness (4 credits) | | | |
| --- | --- | --- |
| REC 111 | Health & Wellness | 2 | | |
| REC | Physical Education | 1 | | |

### TOTAL CREDITS IN GENERAL EDUCATION 52

### TOTAL CREDITS FOR GRADUATION 120

### A 2.0 overall cumulative GPA is required for graduation.

### DEVELOPMENTAL/REMEDIAL COURSES+++:

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERE 001</td>
<td>Reading &amp; Study Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEN 011</td>
<td>Elements of Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 001</td>
<td>Basic Math</td>
<td></td>
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<tr>
<td>MAT 002</td>
<td>Elementary Algebra</td>
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</table>

+++Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.
# B.S. Computer Information Science

## COMPUTER AND INFORMATION SCIENCE DEGREE CURRICULUM WORKSHEET

**Natural and Applied Sciences Department**  
**Bachelor of Science Degree**  
**2010-2011 AY**

### I. CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Skills (15 Credits)</strong></td>
<td></td>
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</tr>
<tr>
<td>CIS 101 Computer Programming I</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>CIS 102 Computer Programming II</td>
<td>3</td>
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</tr>
<tr>
<td>CIS 106 Computer Programming III</td>
<td>3</td>
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<tr>
<td>HEN 112 English I</td>
<td>3</td>
<td></td>
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<tr>
<td>HEN 113 English II</td>
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<td></td>
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</tr>
<tr>
<td>HEN 114 Speech</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>EDU 110 Intro. Interp. &amp; Analysis</td>
<td>3</td>
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<tr>
<td>HPH 110 Critical Thinking</td>
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<tr>
<td><strong>Mathematics (3 credits)</strong></td>
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</tr>
<tr>
<td>MAT 160 Calculus I</td>
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<tr>
<td><strong>African-American Experience (3 credits)</strong></td>
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<tr>
<td>AAS 210 A-A Experience in a Global Context</td>
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### II. DISTRIBUTION REQUIREMENTS (Can Not Be Major Courses)

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td><strong>Humanities (6 credits)</strong></td>
<td></td>
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<tr>
<td>CIS 215 Fundamental Structures of CS</td>
<td>3</td>
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<tr>
<td>CIS 301 Switching Theory</td>
<td>3</td>
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<tr>
<td>CIS 311 Systems Simulation Programs</td>
<td>3</td>
<td></td>
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<tr>
<td>CIS 330 Algorithms and Fortran</td>
<td>3</td>
<td></td>
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<tr>
<td>CIS 331 Theory of Computability</td>
<td>3</td>
<td></td>
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<td>CIS 402 Operations Analysis &amp; Modeling</td>
<td>3</td>
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<tr>
<td>CIS 411 Large Scale Info Processing System</td>
<td>3</td>
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<td>CIS 413 Software Engineering</td>
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<td>MAT 225 Probability &amp; Statistics</td>
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<td>MAT 331 Numerical Analysis</td>
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<td>MAT 461 Applied Mathematics</td>
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### III. INTENSIVE COURSES

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<td>MAT 202 Discrete Mathematics</td>
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<td>MAT 170 Calculus II</td>
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<td>MAT 203 Linear Algebra</td>
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<td>SPY 212 Physics II</td>
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<tr>
<td><strong>Total Required Related Credits</strong></td>
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### IV. GENERAL EDUCATION

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<thead>
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<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td><strong>Total Credits in General Education</strong></td>
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### V. FREE ELECTIVES

<table>
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<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td><strong>Total Free Elective Credits</strong></td>
<td>12</td>
<td></td>
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</tbody>
</table>

### VI. TOTAL CREDITS FOR GRADUATION

| TOTAL CREDITS FOR GRADUATION | 120 |

A 2.0 overall cumulative GPA is required for graduation.

### DEVELOPMENTAL/REMEDIAL COURSES

- **Writing Course (W)**
- **Reading Course (R)**
- **Information Literacy course (I)**

### Notes

- **Course include anthropology, economics, geography, history, political science, psychology & sociology.**
- **Social Science Elective I**
- **Social Science Elective II**
- **Natural Science (6 credits)**
- **Physical Education**
- **A-A Heritage course (A)**
- **A-A Experience in a Global Context**
- **Foreign Language (6 credits)**
- **Mathematics (3 credits)**
- **English I**
- **English II**
- **Speech**
- **Critical Thinking**
- **Calculus I**
- **Computer Programming I**
- **Computer Programming II**
- **Computer Programming III**
- **Fundamental Structures of CS**
- **Switching Theory**
- **Systems Simulation Programs**
- **Algorithms and Fortran**
- **Theory of Computability**
- **Operations Analysis & Modeling**
- **Large Scale Info Processing System**
- **Software Engineering**
- **Probability & Statistics**
- **Numerical Analysis**
- **Applied Mathematics**
- **Advanced Composition**
- **Discrete Mathematics**
- **Calculus II**
- **Linear Algebra**
- **Physics II**

### Extra Notes

- All Core requirements must be complete before a student is considered a Senior.
- Courses that require the completion of a pre-requisite course must display proficiency in or satisfy through successful completion of a corequisite course.
- Total Required Computer Science Credits 33
- Total Advanced Computer Science Electives (6 Credits) 6
- Total Required Related Credits 17
- Total Free Elective Credits 12
- Total Credits for Graduation 120

**Notes:

- Satisfactory course include literature, language, theater, music, arts, & philosophy.
- Must be in the same language.
- This course may have one or more prerequisites that students must display proficiency in or satisfy through successful completion of a corequisite course.
- Satisfactory courses include biology, chemistry, physics, earth or space science.
- PassHE Policy 1990-06-A holds that 48 credits of the total 120 must be upper level courses.
- Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.

---

**Total Credits In General Education**: 52

**Total Free Elective Credits**: 12

**Total Credits For Graduation**: 120

**A 2.0 overall cumulative GPA is required for graduation.**
## B.S. General Science

**GENERAL SCIENCE CURRICULUM WORKSHEET**

Department of Natural and Applied Sciences  
Bachelor of Science Degree  
2010-2011 AY

### NAME:  
EMAIL:  
PHONE:  
ADVISOR:  
ENTERED:  
ANT. GRADUATION:  
DATE LAST UPDATED:  

#### I. CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>SCH111</td>
<td>General Chemistry I</td>
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<td>SCH112</td>
<td>General Chemistry II</td>
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<td>SLF110</td>
<td>General Biology I</td>
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<td>SLF125</td>
<td>General Biology II</td>
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<td>SPY211</td>
<td>Physics I</td>
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<tr>
<td>SPY212</td>
<td>Physics II</td>
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**Total Major Credits:** 24

### Essential Skills (15 Credits)

<table>
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<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>SCH111</td>
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<td>SCH112</td>
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<td>SLF125</td>
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<tr>
<td>SPY211</td>
<td>Physics I</td>
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<td>SPY212</td>
<td>Physics II</td>
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</tbody>
</table>

**Total Major Credits:** 24

### Mathematics (3 credits)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>MAT ___</td>
<td>Survey of College Math (or higher)</td>
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### Environmental Science (3 credits)

<table>
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<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>AAS210</td>
<td>A-A Experience in a Global Context</td>
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### Freshmen Experience (2 credits)

<table>
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<tr>
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<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>GAC 101</td>
<td>Freshmen Seminar I</td>
<td>1</td>
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<td>GAC 102</td>
<td>Freshmen Seminar II</td>
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</table>

**Total General Science Credits:** 35

### II. DISTRIBUTION REQUIREMENTS (Can Not Be Major Courses)

#### Humanities (6 credits)*

<table>
<thead>
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<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities course I</td>
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<tr>
<td>Humanities course II</td>
<td></td>
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</tbody>
</table>

*Satisfactory courses include literature, language, theater, music, arts, & philosophy.

#### Foreign Language (6 credits)**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Foreign Language I</td>
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<tr>
<td>Foreign Language II</td>
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</tbody>
</table>

**Must be in the same language.

#### Social Sciences (6 credits)***

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science Elective I</td>
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<tr>
<td>Social Science Elective II</td>
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<td></td>
</tr>
</tbody>
</table>

***Courses include anthropology, economics, geography, history, political science, psychology & sociology.

#### Natural Science (6 credits)**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science Elective I</td>
<td></td>
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<tr>
<td>Natural Science Elective II</td>
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</tbody>
</table>

**Courses include biology, chemistry, physics, earth or space sciences.

#### Health & Wellness (4 credits)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CR</th>
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<tbody>
<tr>
<td>REC 111</td>
<td>Health &amp; Wellness</td>
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<tr>
<td>REC</td>
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<tr>
<td>REC</td>
<td>Physical Education</td>
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</table>

**TOTAL CREDITS IN GENERAL EDUCATION:** 51  

**TOTAL CREDITS FOR GRADUATION:** 120

### III. INTENSIVE COURSES

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>ERE 001</td>
<td>Reading &amp; Study Skills</td>
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<tr>
<td>HEN 011</td>
<td>Elements of Writing</td>
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<td>MAT 001</td>
<td>Basic Math</td>
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<tr>
<td>MAT 002</td>
<td>Elementary Algebra</td>
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</table>

**A 2.0 overall cumulative GPA is required for graduation.**

---

*PASSHE Policy 1986-06-A holds that elective course selection is encouraged.

**PASSHE Policy 1986-06-A holds that 48 credits of the total 120 must be upper level courses.
B.S. Mathematics

<table>
<thead>
<tr>
<th>COURSE NAME</th>
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<th>Sem</th>
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<tbody>
<tr>
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<td>HEN 112 English I</td>
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<tr>
<td>HEN 114 Speech</td>
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<td>EDU110 Intro. Interg. &amp; Analysis</td>
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<td>HPH110 Critical Thinking</td>
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<td>MAT 203 Linear Algebra I</td>
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<tr>
<td>MAT 225 Probability &amp; Statistics</td>
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<td>MAT 252 Introduction to Abstract Algebra</td>
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<td>MAT 255 Mathematical Statistics</td>
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<td>MAT 255 Mathematical Statistics</td>
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<td>MAT 303 Linear Algebra II</td>
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<td>MAT 331 Numerical Analysis</td>
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<td>MAT 360 History of Mathematics</td>
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<td>MAT 401 Intro to Real Analysis</td>
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<td>MAT 411 Intro. to Complex Variables</td>
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<td>MAT 451 Intro. to Topology</td>
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<tr>
<td>GAC 102 Freshmen Seminar II</td>
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<tr>
<td>MAT 160 Calculus I±</td>
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</tr>
<tr>
<td>MAT 160 Calculus I±</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 221 Differential Equations</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 160 Calculus I±</td>
<td>4</td>
<td></td>
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</tr>
<tr>
<td>MAT 221 Differential Equations</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>MAT 221 Differential Equations</td>
<td>3</td>
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</tr>
<tr>
<td>MAT 221 Differential Equations</td>
<td>3</td>
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</table>

**Advanced Math Electives (9 credits)**

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>MAT 303 Linear Algebra II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 331 Numerical Analysis</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 360 History of Mathematics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 401 Intro to Real Analysis</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 411 Intro. to Complex Variables</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 451 Intro. to Topology</td>
<td>3</td>
<td></td>
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<tr>
<td>MAT 499 Independent study Math</td>
<td>3</td>
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</tr>
</tbody>
</table>

**Total Advanced Math Electives Credits**: 9

**Total Related Credits**: 6

**Total Major Credits**: 44

**Total Elective Requirements**: 24

**Total Credits for Graduation**: 120
Department of Social and Behavioral Sciences

The Department of Social and Behavioral Sciences currently offers five undergraduate majors and one master’s degree program. The undergraduate majors are Social Relations, Psychology, Political Science, Geographic Information Science, and Social Science. Classes for our undergraduate majors meet in Duckrey Social Science building. Our Master’s in Public Administration offers evening courses at our Urban Center at 8th & Market Streets in Philadelphia.

The faculty members of the department include specialists in anthropology, criminal justice, law, geography, history, political science, psychology, and sociology. The faculty brings to the classroom years of experience as educators, practitioners, and researchers in national and local studies, policy analysis, and clinical and judicial practice. Our commitment to teaching and small classes provides the opportunity for each student to learn and to be known for what he or she has to share with others in the educational process.

The varied opportunities for involvement in presentations and activities are aided by an active psychology club and a chapter of the Psi Chi National Honor Society in Psychology. Geography has Gamma Theta Upsilon, which is an international honor society.

The courses taught in the department are designed to meet the needs of students who are majoring in these areas and to assist non-majors in their professional preparations.

It is essential that all students who are interested in taking a program of study in one of the areas administered by the department consult the departmental academic advisors early in their course work. This should preferably be done at the beginning of the freshman year. While the ultimate responsibility for meeting graduation requirements is the student’s, it is essential that students who intend to major in one of these areas ask to be assigned a major academic advisor during their first year and commit themselves to regular interaction with that advisor. The interaction between student and faculty member is crucial in the design of an appropriate individualized program of instruction providing for future career flexibility and satisfaction.

B.A. in Geographic Information Science

Geographic Information Science (GIScience), the interface between geography and computer technology is a professional need within the United States and internationally. GIS positions are available in the private sector and in all levels of government, municipal, state, and federal. A “Geographic Information System Specialist” utilizes information technology including mapping and database software, and integrates critical thinking for solid decision-making.

The Geographic Information Science program at Cheyney University is founded on a ten-course core emphasizing spatial analysis skills in an applied setting. Each course introduces new concepts and allows students to work in a GIS laboratory. By exposing students to analytical and statistical techniques, with a variety of software programs and technological environments, the GIScience program will enable students to apply skills in an array of professional positions. The program adopts a project-oriented approach. Students will benefit from group work in several courses. GIScience incorporates programming, database management, aerial photograph interpretation, computer system administration, and cartography to capture and manipulate geographic or spatial data.
The Department of Social and Behavioral Sciences manages a computer laboratory with 15 PCs running ArcGIS 9.2 in a Windows XP operating environment. Students use ArcView and several Arc extensions including Spatial Analyst and ArcIMS for classroom exercises. The lab operates a HP 2500C professional quality color printer, a HP 815mfp large format plotter and scanner, Trimble GeoXH GPS receivers and processing software. B.S. Geographic Information Science

---

### GEOGRAPHIC INFORMATION SCIENCE CURRICULUM WORKSHEET

**Social and Behavioral Sciences Department**

**Bachelor of Science Degree**

**2010-2011 AY**

**NAME:**

**EMAIL:**

**PHONE:**

**ADVISOR:**

**ENTERED:**

**ANT. GRADUATION:**

**DATE LAST UPDATED:**

---

#### GENERAL EDUCATION

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. CORE REQUIREMENTS</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Essential Skills (15 Credits)</td>
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<tr>
<td>HEN 111</td>
<td>World Geography (G)</td>
<td>3</td>
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</tr>
<tr>
<td>HEN 112</td>
<td>English I</td>
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<td>HEN 113</td>
<td>English II</td>
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<td>HEN 114</td>
<td>Speech</td>
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<tr>
<td>EDU 110</td>
<td>Intro. Interp. &amp; Analysis</td>
<td>3</td>
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<tr>
<td>HPH 111</td>
<td>Critical Thinking</td>
<td>3</td>
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<tr>
<td>Mathematics (3 credits)</td>
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<tr>
<td>MAT 101</td>
<td>Survey of College Math (or higher)</td>
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<tr>
<td>African-American Experience (3 credits)</td>
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<tr>
<td>AAS 201</td>
<td>A-A Experience in a Global Context</td>
<td>3</td>
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<tr>
<td>Freshmen Experience (2 credits)</td>
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<td>GAC 101</td>
<td>Freshmen Seminar I</td>
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<td>GAC 102</td>
<td>Freshmen Seminar II</td>
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</table>

Note: All Core requirements must be complete before a student is considered a Junior.

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#### MAJOR COURSES

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
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<td>REQUIRED MAJOR COURSES</td>
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<tr>
<td>RGE 111</td>
<td>World Geography (G)</td>
<td>3</td>
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<tr>
<td>RGE 258</td>
<td>GIS in Critical Thinking (W)</td>
<td>3</td>
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<tr>
<td>RGE 241</td>
<td>Fundamentals of GIS I</td>
<td>3</td>
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<tr>
<td>RGE 242</td>
<td>Fundamentals of GIS I Lab (I)</td>
<td>1</td>
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<tr>
<td>RGE 341</td>
<td>Fundamentals of GIS II</td>
<td>3</td>
<td></td>
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<tr>
<td>RGE 342</td>
<td>Fundamentals of GIS II Lab (I)</td>
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<tr>
<td>RGE 351</td>
<td>Geospatial Data Models</td>
<td>3</td>
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<tr>
<td>RGE 416</td>
<td>Intro to Cartography (I)</td>
<td>3</td>
<td></td>
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<tr>
<td>RGE 461</td>
<td>GIS Application Development</td>
<td>3</td>
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<tr>
<td>RGE 471</td>
<td>GIS Practicum I</td>
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</tbody>
</table>

**Total Major Courses Credits** 26

**REQUIRED MAJOR ELECTIVES (Select 1 course)**

- RGE 410 GIS Social Science Apps
- RGE 411 Environ Conservation

**REQUIRED RELATED COURSE ELECTIVES (Select 1 course)**

- RPS 331 Stats Psych & Ed I
- RSO 326 Social Statistics
- MAT 205 Elem Statistics

**REQUIRED APPLIED TECH ELECTIVES (Select 2 courses)**

- BOA 323 Office Systems and Technology
- BCA 330 Computer Programming/MIS
- HAR 320 Computer Applications in Graphic Design

**REQUIRED RELATED COURSES**

- RGE Geography Elective I (Upper Level 300+)
- RGE Geography Elective II (Upper Level 300+)
- RPO Political Science Elective (Upper Level 300+)
- RPS 332 Stats Psych & Ed II

**Total Related Courses Credits** 12

**FREE ELECTIVES**

- Free Elective 1
- Free Elective 2
- Free Elective 3
- Free Elective 4

**Total Free Electives Requirements** 10

**TOTAL CREDITS FOR GRADUATION** 120

---

+PASSHE Policy 1990-06-A holds that elective course selection is encouraged.

**A 2.0 overall cumulative GPA is required for graduation.**

---

**NAME:**

**EMAIL:**

**PHONE:**

**ADVISOR:**

**ENTERED:**

**ANT. GRADUATION:**

**DATE LAST UPDATED:**

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#### III. INTENSIVE COURSES

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<tr>
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<th></th>
<th>Sem</th>
<th>Grade</th>
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<tr>
<td>Writing Course (W)</td>
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<tr>
<td>Writing Course (W)</td>
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</tr>
<tr>
<td>Writing Course (W)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Global Course (G)</td>
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<td></td>
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</tr>
<tr>
<td>A-A Heritage course (A)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Literacy course (I)</td>
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</tr>
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</table>

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**TOTAL CREDITS IN GENERAL EDUCATION** 51

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#### III. INTENSIVE COURSES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Health &amp; Wellness (4 credits)</td>
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<tr>
<td>REC 111</td>
<td>Health &amp; Wellness</td>
<td>2</td>
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<tr>
<td>REC</td>
<td>Physical Education</td>
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<tr>
<td>REC</td>
<td>Physical Education</td>
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</table>

**TOTAL CREDITS IN GENERAL EDUCATION** 51

---

**A 2.0 overall cumulative GPA is required for graduation.**

---

**DEVELOPMENTAL/REMEDIAL COURSES+++:**

- ERE 001 Reading & Study Skills
- HEN 111 Elements of Writing
- MAT 001 Basic Math
- MAT 002 Elementary Algebra

+++PASSHE Policy 1990-06-A holds that elective course selection is encouraged.

---

**TOTAL CREDITS FOR GRADUATION** 120
B.A. in Political Science

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;
- A critical appreciation of major political domestic and international issues.
### Political Science Curriculum Worksheet

**General Education MAJOR COURSES**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>RPO 101</td>
<td>Intro to Political Science</td>
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<tr>
<td>RPO 102</td>
<td>Intro to World Politics</td>
<td>3</td>
<td></td>
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<tr>
<td>RPO 111</td>
<td>US Government</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>RPO 211</td>
<td>State &amp; Local Politics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RPO 311</td>
<td>International Relations (W)</td>
<td>3</td>
<td></td>
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<tr>
<td>RPO 418</td>
<td>Public Administration</td>
<td>3</td>
<td></td>
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<tr>
<td>RPO 470</td>
<td>Seminar in Political Science (W)</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>RSO 325</td>
<td>Basic Methods Social Research (I)</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>RSO 326</td>
<td>Social Statistics</td>
<td>3</td>
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</tr>
</tbody>
</table>

**Essential Skills (15 Credits)**

- RPO 101 Intro to Political Science 3
- HEN 112 English I 3
- HEN 113 English II 3
- HEN 114 Speech 3
- EDU 111 Intro. Interp. & Analysis 3
- HPH 110 Critical Thinking 3
- RPO 102 Intro to World Politics 3
- RPO 111 US Government 3
- RPO 211 State & Local Politics 3
- RPO 311 International Relations (W) 3
- RPO 418 Public Administration 3
- RPO 470 Seminar in Political Science (W) 3
- RSO 325 Basic Methods Social Research (I) 3
- RSO 326 Social Statistics 3

**Mathematics (3 credits)**

- RPO 315 A-A Experience in a Global Context 3

**Total Required Political Science Courses 27 credits**

**Humanities (6 credits)**

- Recommended free elective courses

- African-American Experience (3 credits)
- AAS 210 A-A Experience in a Global Context 3

**Total Major Credits 39 credits**

**II. DISTRIBUTION REQUIREMENTS (Can Not Be Major Courses)**

- Humanities (6 credits)*
  - Humanities course I 3
  - Humanities course II 3

**Total Elective Requirements 30 credits**

**III. INTENSIVE COURSES**

- Writing Course (W)
- RPO 311 Writing Course (W)
- RPO 470 Writing Course (W)
- RPO 102 Global Course (G)
- RPO 101 Writing Course (W)
- RPO 102 Global Course (G)
- RPO 325 Information Literacy course (I)

- Upper Level Free Elective 1++ 3
- Upper Level Free Elective 2++ 3
- Upper Level Free Elective 3++ 3
- Upper Level Free Elective 4++ 3
- Upper Level Free Elective 5++ 3
- Upper Level Free Elective 6++ 3
- Upper Level Free Elective 7++ 3
- Free Elective 3 3
- Free Elective 4 3
- Free Elective 5 3

**Total Credits for Graduation 120**

### Notes

- A 2.0 overall cumulative GPA is required for graduation.
- Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.
B.A. in Psychology

Psychology is the study of human behavior and of the internal and external patterns that affect others and us. These factors are analyzes by psychologists using the scientific method. The findings from this research make the courses in Psychology interesting, informative, and relevant. You can use what you learn in psychology. Courses range from General Psychology, which is available as a part of the common core for all students, to Child Psychology, Educational Psychology, Social Psychology, Experimental Psychology, Statistics, Personality, Abnormal Psychology, internship experiences, etc. Each course provides options that help to make the Cheyney University student better rounded.

In addition to these options, we offer an exciting major that can prepare students for graduate education in any of the broad areas of psychology including: clinical, experimental, physiological, drug and alcohol counseling, marriage and family therapy, child development, educational psychology, industrial psychology, social work, and a number of additional areas.

A major in psychology can also be an asset in business, the health sciences, in effectively developing a family, and in the other helping professions. While it is possible to enter some of these fields with a Bachelor of Arts degree, we encourage our students to enroll in graduate study to open an even wider range of exciting psychology-related careers to them.
# PSYCHOLOGY CURRICULUM WORKSHEET

Social and Behavioral Sciences Department
Bachelor of Arts Degree
2010-2011 AY

<table>
<thead>
<tr>
<th>NAME:</th>
<th>EMAIL:</th>
<th>PHONE:</th>
<th>ADVISOR:</th>
<th>ENTERED:</th>
<th>ANT. GRADUATION:</th>
<th>DATE LAST UPDATED:</th>
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</table>

## I. CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Number</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>RPS211 Introduction to Psychology</td>
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<td>HEN 112 English I</td>
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<tr>
<td>HEN 113 English II</td>
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<tr>
<td>HEN 114 Speech</td>
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<td>EDU110 Intro. Interp. &amp; Analysis</td>
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<td>HPH110 Critical Thinking</td>
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<td>RPS319 Personality (W)</td>
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## II. DISTRIBUTION REQUIREMENTS (Can Not Be Major Courses)

### Humanities (6 credits)*
- Humanities course I
- Humanities course II

### Foreign Language (6 credits)**
- Foreign Language I
- Foreign Language II

### Social Sciences (6 credits)***
- Social Science Elective I
- Social Science Elective II

### Health & Wellness (4 credits)
- REC 111 Health & Wellness
- REC Physical Education
- REC Physical Education

<table>
<thead>
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<th>Course Number</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<td>AAS210 A-A Experience in a Global Context</td>
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<tr>
<td>GAC 101 Freshmen Seminar I</td>
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<tr>
<td>GAC 102 Freshmen Seminar II</td>
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</tbody>
</table>

**Satisfactory courses include literature, language, theater, music arts, & philosophy.

***Courses include anthropology, economics, geography, history, political science, psychology & sociology.

## III. INTENSIVE COURSES

### Developmental/Remedial Courses+++

<table>
<thead>
<tr>
<th>Course Name</th>
<th>CR</th>
<th>Sem</th>
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<tbody>
<tr>
<td>ERE 001 Reading &amp; Study Skills</td>
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<tr>
<td>HEN 111 Elements of Writing</td>
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<tr>
<td>MAT 001 Basic Math</td>
<td>3</td>
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<tr>
<td>MAT 002 Elementary Algebra</td>
<td>3</td>
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</tr>
</tbody>
</table>

+++Must be completed before a student is considered a Junior.

### Writing Course (W; HEN 319 suggested)
- Writing Course (W) - Senior Seminar
- Writing Course (W) - Personality

### Critical Thinking
- Critical Thinking

### Information Literacy course (I)
- Information Literacy course (I)
- African-American Heritage

### Global Course (G)
- Global Course (G)

### Social Science Elective I
- Social Science Elective II

### African-American Experience (3 credits)
- AAS210 A-A Experience in a Global Context
- GAC 101 Freshmen Seminar I
- GAC 102 Freshmen Seminar II

### Total Credits in General Education | 51 |  |  |

### Total Credits for Graduation | 120 |  |  |

A 2.0 overall cumulative GPA is required for graduation.

---

**Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.**

---

++PASSHE Policy 1990-06-A holds that elective course selection is encouraged.

+++Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.

---

+PASSHE Policy 1990-06-A holds that elective course selection is encouraged.
B.A. in Social Relations (Criminal Justice/Sociology Concentrations)

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.
<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
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<tbody>
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<td></td>
<td><strong>REQUIRED MAJOR COURSES</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Essential Skills (15 Credits)</strong></td>
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<td>HEN 112</td>
<td>English I</td>
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<tr>
<td>HEN 113</td>
<td>English II</td>
<td>3</td>
<td></td>
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<tr>
<td>HEN 114</td>
<td>Speech</td>
<td>3</td>
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<tr>
<td>EDU 110</td>
<td>Intro. Interp. &amp; Analysis</td>
<td>3</td>
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<tr>
<td>HPH 110</td>
<td>Critical Thinking</td>
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<td><strong>Total Required Major Credits</strong></td>
<td>15</td>
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<tr>
<td></td>
<td><strong>Mathematics (3 credits)</strong></td>
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<tr>
<td>MAT ___</td>
<td>Survey of College Math (or higher)</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>African-American Experience (3 credits)</strong></td>
<td></td>
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<tr>
<td>AAS 210</td>
<td>A-A Experience in a Global Context</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Freshmen Experience (2 credits)</strong></td>
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<td>RSO 301</td>
<td>Social Stratification</td>
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<tr>
<td>GAC 101</td>
<td>Freshmen Seminar I</td>
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<td>GAC 102</td>
<td>Freshmen Seminar II</td>
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<td><strong>Total Concentration Credits</strong></td>
<td>12</td>
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<td></td>
<td><strong>II. DISTRIBUTION REQUIREMENTS (Can Not Be Major Courses)</strong></td>
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<tr>
<td></td>
<td><strong>Humanities (6 credits)</strong>*</td>
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<td></td>
<td>Humanities course I</td>
<td>3</td>
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<tr>
<td></td>
<td>Humanities course II</td>
<td>3</td>
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<tr>
<td></td>
<td>*Satisfactory courses include literature, language, theater, music arts, &amp; philosophy.</td>
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<tr>
<td></td>
<td><strong>Foreign Language (6 credits)</strong>**</td>
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<tr>
<td></td>
<td>Foreign Language I</td>
<td>3</td>
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<td></td>
<td>Foreign Language II</td>
<td>3</td>
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<tr>
<td></td>
<td>*Must be in the same language.</td>
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<tr>
<td></td>
<td><strong>Social Sciences (6 credits)</strong>***</td>
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<tr>
<td></td>
<td>RGE ___ Geography Elective</td>
<td>3</td>
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<td></td>
<td>RPS ___ Psychology Elective</td>
<td>3</td>
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<td></td>
<td><strong>Natural Science (6 credits)</strong></td>
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<td></td>
<td>S ___ Natural Science Elective I</td>
<td>3</td>
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<td></td>
<td>S ___ Natural Science Elective II</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td><strong>Health &amp; Wellness (4 credits)</strong></td>
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<td></td>
<td>REC 111 Health &amp; Wellness</td>
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<tr>
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<td>REC Physical Education</td>
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<tr>
<td></td>
<td>REC Physical Education</td>
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<td><strong>Total Credits in General Education</strong></td>
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<td><strong>III. INTENSIVE COURSES</strong></td>
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<tr>
<td></td>
<td><strong>Writing Course (W)</strong></td>
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<tr>
<td></td>
<td><strong>Writing Course (W)</strong></td>
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<td><strong>Writing Course (W)</strong></td>
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<tr>
<td></td>
<td>Global Course (G)</td>
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<tr>
<td></td>
<td>A-A Heritage course (A)</td>
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<tr>
<td></td>
<td>Information Literacy course (I)</td>
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<tr>
<td></td>
<td><strong>Total Free Elective Credits</strong></td>
<td>30</td>
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<td></td>
<td><strong>TOTAL CREDITS FOR GRADUATION</strong></td>
<td>120</td>
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</tbody>
</table>

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Note: All Core requirements must be complete before a student is considered a Junior.

---

**DEVELOPMENTAL/REMEDIAL COURSES+++:**

- **Writing Course (W)**
- **Writing Course (W)**
- **Writing Course (W)**
- **Global Course (G)**
- **A-A Heritage course (A)**
- **Information Literacy course (I)**

---

**FREE ELECTIVES (30 credits)**

- Free Elective 1
- Free Elective 2
- Free Elective 3
- Upper Level Free Elective 4
- Upper Level Free Elective 5
- Upper Level Free Elective 6
- Upper Level Free Elective 7
- Upper Level Free Elective 8
- Upper Level Free Elective 9
- Upper Level Free Elective 10

**TOTAL Free Elective Credits**

- 30

---

**A 2.0 overall cumulative GPA is required for graduation.**

---

Note: All Core requirements must be complete before a student is considered a Junior.
### B.A. in Social Science

#### SOCIAL SCIENCE CURRICULUM WORKSHEET

**Name of Department**  
Bachelor of Arts Degree  
2010-2011 AY

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<td>I. CORE REQUIREMENTS</td>
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<td>HEN 112</td>
<td>English II</td>
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<tr>
<td>HEN 113</td>
<td>English</td>
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<td>Speech</td>
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<td>3</td>
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<tr>
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<td>MAT</td>
<td>Survey of College Math (or higher)</td>
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<tr>
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<tr>
<td>Humanities (6 credits)*</td>
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<tr>
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<tr>
<td>Natural Science (6 credits)**</td>
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<td>Natural Science Elective I</td>
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<td>Natural Science Elective II</td>
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<tr>
<td>Health &amp; Wellness (4 credits)</td>
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<tr>
<td>REC 111</td>
<td>Health &amp; Wellness</td>
<td>2</td>
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<tr>
<td>REC</td>
<td>Physical Education</td>
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<tr>
<td>REC</td>
<td>Physical Education</td>
<td>1</td>
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</table>

**TOTAL CREDITS IN GENERAL EDUCATION**: 51

**TOTAL CREDITS FOR GRADUATION**: 105

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**III. INTENSIVE COURSES**

Only one "D" grade is allowed in major courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Writing Course (W)</td>
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<tr>
<td>Writing Course (W)</td>
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<tr>
<td>Writing Course (W)</td>
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<tr>
<td>Global Course (G)</td>
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<tr>
<td>A-A Heritage course (A)</td>
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<td>Information Literacy course (I)</td>
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**DEVELOPMENTAL/REMEDIAL COURSES+++**:  

<table>
<thead>
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<th>Course</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERE 001</td>
<td>Reading &amp; Study Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEN 011</td>
<td>Elements of Writing</td>
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</tr>
<tr>
<td>MAT 001</td>
<td>Basic Math</td>
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</tr>
<tr>
<td>MAT 002</td>
<td>Elementary Algebra</td>
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</tbody>
</table>

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+PASSHE Policy 1986-06-A holds that elective course selection is encouraged.

++PASSHE Policy 1986-06-A holds that 48 credits of the total 120 must be upper level courses.

+++Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.
Masters in Public Administration (MPA)

Cheyney University of Pennsylvania, the nation’s oldest African-American higher education institution, is offering a 36 credit-hour Master of Public Administration (MPA) degree program with two degree tracks: a pre-professional Master of Public Administration, and an Executive Master of Public Administration. This places Cheyney in a unique position to address the need to increase the number of senior-level Minorities in public administration. Courses will emphasize methods that public administrators should use to address the needs of the nation’s changing population.

Depending on previous administrative work experience, students may be admitted to either the Executive or the Pre-Professional track. Individuals with at least five years of management experience will be eligible for the Executive MPA degree program track. Cheyney University will offer weekend and evening courses to accommodate student needs, with on-line courses planned within two years.

Students enrolled in the Cheyney University MPA program with little or no management experience will pursue a pre-professional program consisting of 24 hours of core coursework, with up to 9 hours in electives, and 6 hours of an internship experience that includes an internship paper. These requirements correspond with the National Association of Schools of Public Administration and Public Policy (NASSPA) curriculum standards. All students, pre-professional and executive, will be required to spend at least one academic year completing the core requirements as outlined by NASSPA.

The Master's in Public Administration (MPA) program resides in Cheyney University’s School of Arts & Sciences, and is administered by the Department of Social & Behavioral Sciences in cooperation with the Dean of Graduate Studies. Classes are held evenings and Saturdays and are taught at the Cheyney University Urban Center at 8th and Market Streets in Philadelphia.

The MPA program at Cheyney is intended to offer maximum flexibility for a diverse body of students – some of whom may have just completed the Bachelor’s degree, others of whom may be experienced professionals seeking to enhance their skills. Courses may be offered in the traditional 15 week semester format, the accelerated 7½ week semester format, and also during the Summer semesters. Plans are also in place to offer some, or all, of the courses online. With this flexibility, it may be possible to acquire the MPA within 1 year, although for most students it will be more practical to get the degree in 1½ to 2 years. A full course load for graduate studies at Cheyney University is 9 credit hours per semester.

Admission Requirements:

1) Bachelor’s degree (or higher), with a cumulative GPA of 3.0 or higher, must submit official transcripts to Admissions office
2) GRE Scores must be submitted to Admissions office
3) A written essay to be evaluated by a committee of graduate faculty.
4) 3 letters of recommendation must be submitted to admissions office

Admission applications are reviewed by a committee of graduate faculty, who then make recommendation to the Dean of Graduate Studies. Students meeting all of the criteria above
will be granted regular admission status. Students failing to meet one or more of the criteria may be granted conditional admission – which will convert to regular admission once all criteria are met.

Students with a cumulative GPA slightly below 3.0 may be granted conditional admission upon the recommendation of the MPA faculty committee. Such students must register for XPA 500 – a writing intensive course designed to help students improve their written work. Upon the recommendation of the course instructor, students successfully completing XPA 500 will be granted regular admission to the program, provided all other criteria are satisfied.

Academic Performance:
Students in the MPA program are required to maintain a GPA of 3.0 or above to remain in good academic standing. A student whose GPA falls below 3.0 for two consecutive semesters will be reviewed by the MPA faculty committee and may be dismissed from the program.

MPA Program Objectives:
Providing current and future administrators with the necessary analytical problem-solving and critical thinking skills that will allow them to create and maintain public and private institutions that can best serve the Philadelphia region, the Commonwealth of Pennsylvania and the nation;

Developing competent professionals prepared for the challenges of the 21st Century, including new technological developments;

Sensitizing graduates to the needs of diverse international communities and an increasingly international workforce;

Enhancing communication among diverse peoples in a global society;

Promoting effective teaching practices to enable students to become engaged, lifelong learners in an ever-changing society.

Students who graduate from the Cheyney University MPA program will be able to meet the following general learning objectives.

Apply good management practices to the introduction of change and development within an organization;

Comprehend the fiscal and other relevant relationships among governmental entities;

Articulate and utilize ethical decision-making management procedures;

Understand public management within an international perspective;

Apply public administration principles to organizations;

Comprehend and utilize basic personnel management principles in a diverse workforce environment;

Utilize practical applications of theories of organizational behavior to public administration;
Write effective managerial documents;

Apply the analytical tools used in macro policy making to micro situations;

Present written and oral information in a professional manner

Demonstrate an understanding and utilization of the principles in public administration.

**General Program Requirements:**

During the first year of the Cheyney University MPA program, introductory intergovernmental and public policy courses introduce students to the theories and building blocks of public administration. These courses establish the governmental context in which public manager’s work. Required first year courses also focus on the technical aspects of public management, such as GIS and quantitative decision-making skills. The remaining semesters emphasize practical applications of administrative theories and approaches through the internship and specialized concentration courses. In lieu of an internship, Executive MPA students will complete a special project through the Independent Study/Project course that demonstrates their ability to perform at a management level. This course will be completed in lieu of an internship paper.

The final MPA degree program requirement is a comprehensive examination designed to assess the student’s competencies with regard to the program’s learning objectives. The comprehensive exam may be a combination of oral and written questions.

- 24 hours of core coursework (8 courses)
- 9 credit hours of elective courses (depending on experience);
- 6 credit hours for an internship (pre-professional students) or work experience (EMPA students) upon approval of the faculty;
- Successful completion of a comprehensive exit exam – demonstrating knowledge and master in core and elective areas.
- Obtain no less than 6 credit hours of their chosen concentration from Cheyney’s MPA program.
- MPA students may transfer up to 6 credit hours. Executive track MPA students will receive credit for no more than 12 hours in a combination of transfer and work experience credit.

**Comprehensive Exam (0):** Completion of a comprehensive examination testing the student’s knowledge of public administration principles.

**Program Sequence**

A full course load for graduate studies at Cheyney University ranges from 9 to 12 credit hours per semester. Therefore, full-time students can complete the MPA program within 1 ½ - 2 years, especially if they take courses over the summer. MPA students also may complete the sequence by taking advantage of both weekend and regular weekday classes. According to the NASPPA standards, public administration programs should offer courses that build skills in several areas, core curriculum components in public service and organizational management, the application of qualitative and quantitative techniques of analysis, and public policy. The recommended course sequence for full-time Cheyney University MPA students with the appropriate credit hours is as follows:

For those admitted conditionally - XPA 500 Effective Professional Communication
Curriculum Requirements for Master of Public Administration Degree

STUDENT’S NAME ________________________________________________
STUDENT I.D. # __________________________

HOME ADDRESS
_______________________________________________________________________________________

CITY ______________________________________ STATE _______________ ZIP CODE ____________

TELEPHONE _______________________________ E-MAIL ADDRESS _______________________________

DATE OF ENTRY INTO PROGRAM ____________________________________________________________

CORE REQUIREMENTS............................................................................................................. 18 CREDITS

___ XPA 501 INTRO TO PUBLIC MANAGEMENT (3)
___ XPA 502 ORGANIZATIONAL THEORY (3)
___ XPA 503 INTERGOVERNMENTAL RELATIONS (3)
___ XPA 504 PUBLIC POLICY (3)
___ XPA 505 PUBLIC BUDGETING (3)
___ XPA 506 PUBLIC PERSONNEL MANAGEMENT (3)
___ XPA 507 GIS FOR MANAGERS (3)
___ XPA 508 QUANTITATIVE DECISION MAKING (3)

___ XPA 500 EFFECTIVE PROFESSIONAL COMMUNICATION SKILLS (3)

This course may be required for students accepted into the program on conditional admission status.

ELECTIVE................................................................................................................................. 9 CREDITS (SELECT THREE)

___ XPA 511 THE CRIMINAL JUSTICE PROCESS (3)
___ XPA 512 LAW ENFORCEMENT MANAGEMENT (3)
___ XPA 513 ADMINISTRATIVE LAW (3)
___ XPA 514 COURT ADMINISTRATION AND MANAGEMENT (3)
___ XPA 520 COMMUNITY DEVELOPMENT SEMINAR (3)
___ XPA 521 SEMINAR IN GROUP AND ORGANIZATIONAL DYNAMICS (3)
___ XP A 523 MINORITY AND WOMEN ADMINISTRATORS (3)
___ XPA 524 MANAGING NON PROFIT HUMAN RESOURCES (3)
___ XPA 525 NON PROFIT FINANCES AND BUDGETING (3)
___ XPA 526 FUNDRAISING AND MARKETING FOR NON PROFIT ORGANIZATIONS (3)
___ XPA 530 POLITICS OF STATE AND LOCAL GOVERNMENT (3)
___ XPA 531 ETHNIC GROUPS AND DIVERSITY (3)
___ XPA 533 GOVERNMENT PROJECT MANAGEMENT (3)
___ XPA 534 EMERGENCY MANAGEMENT (3)
___ XPA 620 INDEPENDENT STUDY (3)

INTERNERSHIP REQUIREMENT.................................................................6 CREDITS

___ XPA 600 INTERNSHIP I (3)
___ XPA 610 INTERNSHIP II (3)

STUDENTS WHO HAVE SIGNIFICANT MANAGERIAL EXPERIENCE IN PUBLIC ADMINISTRATION MAY APPLY TO HAVE THEIR EXPERIENCE COUNTED TOWARDS THE SATISFACTION OF THE INTERNSHIP REQUIREMENT.

COMPREHENSIVE EXAM..................................................................................PASS/FAIL

TOTAL...........................................................................................................39 CREDITS

STUDENTS MAY TRANSFER A MAXIMUM OF SIX (6) CREDITS WHICH MUST HAVE BEEN EARNED WITHIN SIX YEARS PRIOR TO THE DATE ON WHICH THE DEGREE IS AWARDED. ATTACH REQUEST FOR TRANSFER CREDIT FORM FOR DEPARTMENT CHAIR APPROVAL.

APPROVALS:

DATE: ________________________________________________________________
GRADUATE

STUDENT’S SIGNATURE
DATE: ________________________________________________________________

SIGNATURE
DATE: ________________________________________________________________
ADVISOR’S

DATE: ________________________________________________________________
DEPARTMENT CHAIR’S SIGNATURE
Minors in the School of Arts and Sciences

The following minors are available to students at Cheyney University.
**Minor in Art:** HAR 111; HAR 202; Take one course from two of the three clusters – Drawing and Painting Cluster: HAR 220, HAR 221, HAR 300, HAR 301, HAR 304, HAR 305, HAR 306, HAR 307; Art History Cluster: HAR 200, HAR 201, HAR 205, HAR 313, HAR 331, HAR 312; Three Dimensional Art Cluster: HAR 308, HAR 309, HAR 211, HAR 212, HAR 302, HAR 303. Students must also take two electives selected from the Art courses at the 200 level or above.

**Minor in Communication Arts:** HCA 111, HCA 113, HCA 212; Choose three courses (9 credits) from the following: HCA 124, HCA 227, HCA 134, HCA 324, HCA 331, HCA 340, HCA 440, HCA 216, HCA 315, HCA 450.

**Minor in English:** HEN 211; HEN 212; HEN 315; HEN 316; HEN 313; HEN 314; HEN 319; one course of HEN 321 or HEN 420. Students who cannot complete both World Literature courses may use a 300 or 400 level English course as approved by the English advisor. Students minoring in English must take 18 credits in English at the 200, 300, or 400 level in addition to the General Education/Core courses involving English.

**Minor in French:** HLF 201; HLF 202; HLF 301; HLF 302; HLF 305; one course from HLF 304; HLF 405; HLF 406; HLF 408.

**Minor in Graphic Design:** GRD 100; GRD 205; HAR 220; take two courses (six credits) from two of the three clusters: Print Publishing – GRD 322; GRD 312; HAR 320; Web Design – GRD 314; GRD 315; GRD 330; Animation/Motion Graphics – GRD 301; GRD 360

**Minor in Mathematics:** MAT 160; MAT 170; MAT 260; MAT 202; MAT 203; MAT 221. All courses must be completed with a grade of “C” or better. Any 200 level MAT courses can be replaced by any other 200 level courses or above, except MAT 205.

**Minor in Psychology:** RPS 211; RPS 300; two Psychology electives courses at the 200 level or above; student must complete one course from two of the three clusters below:

- Social Cluster: RPS 317; RSP 320; RPS 325; RPS 330
- Clinical Cluster: RPS 314; RPS 319; RPS 420;
- Developmental Cluster: RPS 212; RPS 313; RPS 316; RPS 318

**Minor in Spanish:** HLS 201; HLS 202; HLS 301; HLS 303; HLS 306 and one course from HLS 304, HLS 311, HLS 405, HLS 406 or HLS 407.

**Education and Leadership Studies Department**

The Education and Leadership Studies Department offers four-year baccalaureate degree programs leading to teacher certification in early childhood, elementary, and special education; post-baccalaureate teacher certification programs in elementary education and special education; principal certification, and master’s degree programs in educational administration, elementary education, and special education.
The conceptual framework, “Reflective Decision Makers Who Are Collaborative and Effective Practitioners” undergirds all professional education programs offered within the education and leadership studies department, and is rooted in the basic tenets of the University’s and the School of Education and Professional Studies' 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 and Leadership Studies 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 department has established the following as its goals:

1. To equip candidates with the skills, knowledge, and attitudes needed to think critically about pedagogy, subject matter, and the needs and backgrounds of all learners;
2. To prepare candidates who are able to choose appropriate content, adapt teaching approaches as needed, remain current to guide instructional decisions, and assess their effectiveness;
3. To prepare candidates who are empowered to make significant and creative decisions that impact the lives of children and youth; prepare teacher candidates who understand the theories underlying the education process;
4. To prepare candidates who understand the importance of attitudes in the education process; expose candidates to numerous opportunities to practice effective strategies; and
5. To develop in candidates the ability to make judgments about the performance of learners and about their own performance.

Undergraduate Degree Program Offerings

B.S. Early Childhood Education

The Early Childhood Education Program is planned to develop candidates who are reflective decision-makers, collaborative change agents, and effective practitioners capable of making informed decisions about the learning environments in which children flourish emotionally, intellectually, socially, and physically. Students engage in designing and implementing developmentally appropriate activities for children. In addition, the students develop the competencies necessary to develop effective relationships with other teaching personnel, parents, and community agencies. They review research and current trends and practice strategies for administering child care services.

The early childhood program is designed to accommodate the age of the developing child: birth to two, and from five to eight years of age. The format provides an in-depth, coordinated study of the infant-toddler, preschooler, and early elementary school-age children.

Candidates for the B.S. Degree in Early Childhood Education are eligible to pursue certification in grades N-3 through the Pennsylvania teacher certification testing program.
# Early Childhood Education Curriculum Worksheet

**Department:** Education and Leadership Studies Department  
**Degree:** Bachelor of Science Degree  
**Year:** 2010-2011 AY

**Name:**  
**Email:**  
**Phone:**  
**Advisor:**  
**Entered:**  
**Ant. Graduation:**  
**Date Last Updated:** November 2010

**General Education**

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>HEN 114</td>
<td>Speech</td>
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<tr>
<td>EDU 110</td>
<td>Intro. Interp. &amp; Analysis</td>
<td>3</td>
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<tr>
<td>HPH 110</td>
<td>Critical Thinking</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Mathematics (3 credits)</td>
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<tr>
<td>MAT 105</td>
<td>Math for Teachers I</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>African-American Experience (3 credits)</td>
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<td>AAS 210</td>
<td>A-A Experience in a Global Context</td>
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<td>GAC 101</td>
<td>Freshmen Seminar I</td>
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<td>GAC 102</td>
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**Distribution Requirements (Can Not Be Major Courses)**

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<tbody>
<tr>
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<td>Foreign Language (6 credits)**</td>
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<td>Social Sciences (6 credits)***</td>
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**Total Credits in General Education:** 51

## Major Courses

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<td>ECE 300</td>
<td>Families, Schools and Community</td>
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<td>Introduction to Teaching</td>
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<td>EDU 213</td>
<td>Philosophical Foundations of Education</td>
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<td>EDU 309</td>
<td>Reading, Literacy and Language Dev I</td>
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<td>Language Arts including Children's Lit</td>
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<td>Educational Tests and Measurement</td>
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<td>EDU 440</td>
<td>Classroom Management</td>
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<td>ELE 300</td>
<td>Critical Skills In Math I</td>
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<td>ELE 310</td>
<td>Teaching Physical Sci in the Elem Sch</td>
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<tr>
<td>ELE 306</td>
<td>Music Methods (K-6)</td>
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<td>MAT 106</td>
<td>Math for Teachers II</td>
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<tr>
<td>MAT 111</td>
<td>Intermediate Algebra</td>
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<td>RSO 312</td>
<td>Marriage and Family</td>
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<td>SPE 121</td>
<td>Basic Concepts in Special Education</td>
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</table>

**Total Related Requirements:** 15

**Total Required Course Requirements:** 72

**Total Credits for Graduation:** 123

A 3.0 overall cumulative GPA is required for graduation.

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*Required courses must be complete before a student is considered a Junior.

**Satisfactory courses include literature, language, theater, music, arts, philosophy.

†Satisfactory courses include biology, chemistry, physics, earth or space science.

‡PASSHE Policy 1980-06-A holds that 48 credits of the total 120 must be upper level courses.

+++Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.

<table>
<thead>
<tr>
<th>Course Name</th>
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<th>Grade</th>
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<td>Writing Course (W)</td>
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<tr>
<td>Global Course (G)</td>
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<tr>
<td>A-A Heritage course (A)</td>
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<tr>
<td>Information Literacy course (I)</td>
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</tbody>
</table>

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±This course may have minor or no prerequisites, but students must display proficiency in or mastery through successful completion of the pre-requisite course(s).
B.S. Elementary Education

The Bachelor of Science degree in Elementary Education is planned for students who wish to become teachers at the elementary level. Coursework and field experiences focus on developing entry-level skills and knowledge needed to make informed decisions about the current and emerging diagnostic and instructional tools that are used in the elementary schools. Candidates for the B.S. degree in elementary education are eligible to pursue certification in grades K-6 through the Pennsylvania teacher certification testing program.
**ELEMENTARY EDUCATION CURRICULUM WORKSHEET**  
Education and Leadership Studies Department  
Bachelor of Science Degree  
2010-2011 AY

<table>
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<th>EMAIL:</th>
<th>PHONE:</th>
<th>ADVISOR:</th>
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### GENERAL EDUCATION

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<tr>
<td></td>
<td><strong>I. CORE REQUIREMENTS</strong></td>
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<tr>
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<td>Essential Skills (15 Credits)</td>
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<tr>
<td>EDU 211</td>
<td>Introduction to Teaching</td>
<td>3</td>
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<td>HEN 112</td>
<td>English I</td>
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<tr>
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<tr>
<td>EDU 110</td>
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<tr>
<td>HPH 110</td>
<td>Critical Thinking</td>
<td>3</td>
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<tr>
<td></td>
<td>Mathematics (3 credits)</td>
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<tr>
<td>MAT 105</td>
<td>Math for Teachers I</td>
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<td><strong>II. DISTRIBUTION REQUIREMENTS (Can Not Be Major Courses)</strong></td>
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<tr>
<td></td>
<td>Humanities (6 credits)*</td>
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<td>Humanities course II (Literature course)</td>
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<td></td>
<td><strong>Foreign Language (6 credits)</strong></td>
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<td></td>
<td>Foreign Language I</td>
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<td></td>
<td>Foreign Language II</td>
<td>3</td>
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<tr>
<td></td>
<td>Social Sciences (6 credits)**</td>
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<tr>
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<td>General Psychology</td>
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<td><strong>Health &amp; Wellness: Service Learning (4 credits)</strong></td>
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<td></td>
<td><strong>TOTAL CREDITS IN GENERAL EDUCATION</strong></td>
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<td></td>
<td><strong>III. INTENSIVE COURSES</strong></td>
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</tr>
<tr>
<td></td>
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<td>Global Course (G)</td>
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<td>A-A Heritage course (A)</td>
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<td></td>
<td>Information Literacy course (I)</td>
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**TOTAL CREDITS FOR GRADUATION: 129**

A 3.0 overall cumulative GPA is required for graduation.

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<th>DEVELOPMENTAL/REMEDIAL COURSES+++</th>
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<td>MAT 002</td>
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+++Credits earned for development/remedial courses do not count towards the 129 credits required for graduation.

**PASSHE Policy 1990-06-A holds that the elective course selection is encouraged.**

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- *Courses include literature, language, theater, music, arts, & philosophy.
- *Must be in the same language.
- **Courses include anthropology, economics, geography, history, political science, psychology, & sociology.
- ‡Courses include biology, chemistry, physics, earth or space science.
- ++Passing courses include history, literature, theater, music, arts, etc.
- +++Credits earned for developmental/remedial courses do not count towards the 129 credits required for graduation.
B.S. Special Education

The Bachelor of Science Degree in Special Education is a cumulative development program that provides an opportunity for students to demonstrate knowledge of and competence in applying the fundamental concepts of teaching students with cognitive, behavioral, and/or physical/health disabilities. A cumulative development program design provides an opportunity for students to complete a sequence of developmental levels in special education through which the transfer of knowledge and skills is made possible. Candidates for the B.S. Degree in Special Education are eligible to pursue certification in grades N-12 through the Pennsylvania teacher certification testing program.
### I. CORE REQUIREMENTS

<table>
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<tr>
<th>Course Name</th>
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<tr>
<td>Essential Skills (15 Credits)</td>
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<tr>
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<td>HEN 112 English I</td>
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<td>MAT 105 Math for Teachers I</td>
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<td>African-American Experience (3 credits)</td>
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<td>AAS 210 A-A Experience in a Global Context</td>
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Note: All Core requirements must be complete before a student is considered a Junior.

### II. DISTRIBUTION REQUIREMENTS (Can Not Be Major Courses)

<table>
<thead>
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<td>RPS 212 Educational Psychology</td>
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<td>Natural Science (6 credits)@</td>
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<td>SPH Physical Science Elective I</td>
<td>3</td>
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<tr>
<td>SLF Biological Science Elective I</td>
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</tr>
<tr>
<td>Health &amp; Wellness (4 credits)</td>
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<td>REC Physical Education</td>
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### III. INTENSIVE COURSES

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<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Course (W)</td>
<td></td>
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<tr>
<td>Writing Course (W)</td>
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<tr>
<td>Writing Course (W)</td>
<td></td>
</tr>
<tr>
<td>Global Course (G)</td>
<td></td>
</tr>
<tr>
<td>A-A Heritage course (A)</td>
<td></td>
</tr>
<tr>
<td>Information Literacy course (I)</td>
<td></td>
</tr>
</tbody>
</table>

### TOTAL CREDITS IN GENERAL EDUCATION

- Total Credits in General Education: 51
- Total Required Credits: 66
- Total Related Requirements: 9
- Total Required Course Requirements: 75
- Total Credits for Graduation: 126

A 3.0 overall cumulative GPA is required for graduation.
Note: The proposed amendments to teacher certification as adopted by the State Board of Education in May 2007 will change the scope of teaching certificates for teachers of prekindergarten through grade 4; and for all grade levels for special education teachers certified on or after January 1, 2013. The following summarizes the State Board of Education regulatory changes to Chapter 49 relating to PA Certification of Professional Personnel.

Certificates issued before January 1, 2013 will remain valid for the term and grade and age levels (early childhood Pre-K-3 ages 4-11; elementary K-6 ages 4-11; and special education Pre-K-12 up to age 21).

Certificates issued on or after January 1, 2013, the following grade and age limitations will be: early childhood P-K-4 ages 3-9; and special education Pre-K-8 and must also obtain a certificate in one of the following: early childhood PreK-4, elementary middle 4-8, or reading specialist PreK-12 ages 3-14.

Requirements for Admission into a Teacher Certification Program

Formal admission into a teacher certification program is the official acceptance procedure for undergraduate teacher certification programs. This process endorses program confidence in specific students to complete the degree and certification requirements successfully. Students must apply for admission into a teacher certification program within 48 credit hours of successful course work.

Students who seek to enter a teacher certification program should possess good character, above average academic ability, and dispositions suitable for working with children and youth. The university reserves the right to deny admission when deemed appropriate by the Teacher Education Committee.

In order to be approved for formal admission into a teacher certification program, students must complete an application to verify that they have met the following requirements:

1. Filed a declaration of major form in the Chairperson’s office and received a planned course of study (copy of declaration of major form is acceptable);
2. Copy of transcripts verifying that the student has completed a minimum of forty-eight (48) semester hours credit in the common core program; completed 6 credit hours of college level math with a minimum grade of “C” or better; completed 6 credit hours of English with a minimum grade of “C” or better; completed 3 credit hours of English Literature with a minimum grade of “C” or better; and acquired a minimum cumulative grade point average of 3.0
3. Passed Praxis I Academic Skills Assessment tests in reading, writing and mathematics;
4. Submitted a well-written essay explaining why he/she has chosen to enter the profession of teaching
5. Completed all criminal background clearances: (1) Act 34 Criminal Background Check, (2) Act 151 Child Abuse History Clearance, and (3) FBI Fingerprint

Application Procedure for Admission into Teacher Education

Applications can be secured in the Office of the Chairperson and should be forwarded to the academic advisor who, in turn, presents applications to the Teacher Education Committee for
review and action. Each applicant is notified, in writing, of the action taken by the committee. If a student receives notice of rejection, he/she is advised to consult with his/her major advisor to determine how any deficiencies can be corrected.

Undergraduate students who have not been admitted into teacher education are not permitted to register for any 300 or 400-level education courses in their major and should consult his/her academic advisor.

Completed applications are presented to the Teacher Education Committee for review and action. Each applicant is notified, in writing, by the Department Chair 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.

Failure to comply with these requirements will make it necessary for students to change their major to a choice other than teacher education.

**Student Teaching Requirements**

Student teaching is the culminating activity for all teacher education programs. It includes a minimum of twelve weeks full-time in the classroom with increasing teaching responsibilities to completely simulate the role of the teacher. For greater than half of the student teaching learning experience, students will assume full responsibility as demonstrated by effective methods for the planning and delivery of instruction in the classroom.

To qualify for Student Teaching, a student must have:

1. Received acceptance into teacher education prior to student teaching;
2. Passed PRAXIS I and II assessment tests;
3. Maintained a cumulative 3.0 GPA;
4. Completed all education courses with a grade of “C” or better;
5. Cleared all “I” grades, “F” grades, and “NG” grades prior to student teaching;
6. Received clearance from the Teacher Education Committee and a medical clearance;
7. Applied for and received clearance on (1) Act 34 (criminal background check), (2) Act 151 (child abuse history clearance), and (3) an FBI fingerprint clearance at least one semester prior to student teaching;
8. File a completed student teaching application form one semester prior to the anticipated student teaching semester.

**Teacher Certification Testing Requirements**

All individuals seeking a teaching certificate in the state of Pennsylvania must have earned at least a baccalaureate degree, completed an approved teacher education program, and passed Praxis I and II certification tests. The Praxis Series: Professional Assessments for Beginning Teachers is a set of rigorous assessments that provide information for use by state departments of education to use when making licensing decisions.
The Praxis I test is required for entering a teacher training program, and Praxis II is used to
determine licensure for exiting the teacher preparation program and entering the teaching
profession. Praxis I and II are administered by the Educational Testing Service.

The Pennsylvania Department of Education will only recognize Praxis Test scores for ten 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.

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). 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.

Teaching Certification

At the completion of program requirements, candidates should apply for teacher certification
through the University’s Teacher Certification Office. Application forms and information are
available in the University’s Teacher Certification Office, or on the Pennsylvania Department of
Education’s web site. Applications are signed by the Certifying Officer, and forwarded to the
Pennsylvania Department of Education. An applicant must be a citizen of the United States.

Post-baccalaureate Teacher Certification Programs

The post-baccalaureate teacher certification program has been planned for students who
possess a bachelor’s degree and want to become a certified teacher. Post-baccalaureate
teacher certification programs are available in elementary education and special
education for eligible applicants.

Admission Requirements for Post-Baccalaureate Certification Programs

The requirements for admission to Cheyney University as a post-baccalaureate student are:

1. A completed application to the University with a non-refundable $25.00
   application fee (personal checks not accepted)
2. A baccalaureate degree from a four-year college or university accredited by a
   regional accrediting association
3. Official transcripts from each college/university previously attended
4. An overall 3.0 grade point average on a 4.0 scale
5. Praxis I test score results

Three (3) letters of recommendation; one letter may be a personal letter of recommendations;
the other two must be from
1. academic/professional associates who are knowledgeable of the applicant’s ability, aptitude, and academic performance
2. A typed 500-word writing sample detailing the applicant’s career goals and educational objectives

Please note: Admission to the university as a post-baccalaureate student does not constitute admission to a graduate program.

Students pursuing post-baccalaureate teacher certification are encouraged to contact the Chair of the Education and Leadership Studies Department who will assign them to an academic advisor. The academic advisor will assist them with selecting course work essential for the completion of the requirements of the respective certification program.

All graduate-level course work completed while the student was classified as a post-baccalaureate student may be accepted toward the fulfillment of the requirements for a master’s degree program only if approval from the Teacher Education Committee has been obtained in advance. Typically, post-baccalaureate students may apply a maximum of six (6) semester hours of graduate credit towards a graduate program with a 3.0 or better GPA on a 4.0 scale.

Requirements for Post-Baccalaureate Admission into Teacher Education

Students who seek to enter a teacher certification program should possess good character, above average academic ability, and dispositions suitable for working with children and youth. The university reserves the right to deny admission when deemed appropriate by the Teacher Education Committee.

Formal admission into a teacher certification program is the official acceptance procedure for post-baccalaureate teacher certification programs. This process endorses program confidence in specific students to complete certification requirements successfully.

In order to be approved for formal admission into a post-baccalaureate teacher certification program, students must have met the following requirements:

1. Filed a declaration of major form in the Chairperson’s office and received a planned course of study;
2. Completed a baccalaureate degree program;
3. Acquired a minimum cumulative grade point average of 3.0;
4. Completed 6 credit hours of college level math with a minimum grade of “C” or better;
5. Completed 6 credit hours of English with a minimum grade of “C” or better;
6. Completed 3 credit hours of English Literature with a minimum grade of “C” or better;
7. Passed Praxis I Academic Skills Assessment test in reading, writing and mathematics;
8. Submitted a well-written essay explaining why he/she has chosen to enter the profession of teaching; and

9. Completed all criminal background clearances: (1) Act 34 Criminal Background Check, (2) Act 151 Child Abuse History Clearance, and (3) FBI Fingerprint

**Application Procedure for Post-Baccalaureate Admission into Teacher Education**

Completed applications should be forwarded to the academic advisor who, in turn, presents applicants to the Teacher Education Committee for review and action. Each applicant is notified, in writing, of the action taken by the committee. If a student receives notice of rejection, he/she is advised to consult with his/her major advisor to determine how any deficiencies can be corrected.

**Post-Baccalaureate Student Teaching Requirement**

Student teaching is the culminating activity for all post-baccalaureate teacher certification programs. It includes a minimum of twelve weeks full-time in the classroom with increasing teaching responsibilities to completely simulate the role of the teacher. For greater than half of the student teaching learning experience, students will assume full responsibility as demonstrated by effective methods for the planning and delivery of instruction in the classroom.

To qualify for Post-baccalaureate Student Teaching, a student must have:

- Received acceptance into a post-
- baccalaureate teacher certification
- program prior to student teaching;
- Passed PRAXIS I and II assessment tests;
- Maintained a cumulative 3.0 GPA;
- Completed all required courses with a grade of “C” or better;
- Cleared all “I” grades, “F” grades, and “NG” grades prior to student teaching;
- Applied for and received clearances on Act 34 (criminal background check), Act 151 (child abuse history clearance), and an FBI fingerprint clearance at least one semester prior to student teaching; and
- 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, of the action taken by the committee.
Admission to one graduate program does not automatically qualify the student for admission to another graduate program. The student must apply for formal admission to each specific graduate program desired.

Admission Requirements

Students must formally apply for admission and must be formally admitted to a master’s degree program prior to beginning a plan of study to complete the requirements for the master’s degree. Students seeking information about graduate programs should contact the Department Chair or the Dean of the School of Education and Professional Studies.

Students applying for admission to a Master’s Degree Program in Educational Administration, Elementary Education, and Special Education must meet the following requirements:

1. A completed application to the University with a non-refundable $25.00 application fee (personal checks not accepted)
2. Official transcripts from each college/university previously attended
3. An overall 3.0 grade point average on a 4.0 scale
4. Three (3) letters of recommendation; one letter may be a personal letter of recommendations; the other two must be from academic/professional associates who are knowledgeable of the applicant’s ability, aptitude, and academic performance
5. GRE or MAT test score results
6. A 500-word writing sample detailing the applicant’s career goals and educational objectives

Applicants will be notified relative to the status of their application for admission by the University after meeting all requirements.

After formal application for admission to Cheyney University has been completed, students are encouraged to contact the Chair of the Education and Leadership Studies Department who will assign them to an academic faculty advisor.

Philadelphia Federation of Teachers Courses

The Philadelphia Federation of Teachers (PFT) and the Educational Research and Dissemination (ER&D) courses are based on scientific research that has been translated for classroom application. ER&D reading and math courses increase subject-matter knowledge and teaching expertise as they examine how students acquire specific skill and knowledge. Educational leaders and teachers can utilize ER&D courses to improve classroom management skills and instructional strategies. PFT’s program is based on proven practices and meets the Elementary & Secondary Education Act’s criteria for high quality professional development.

Continuing Education

A student is permitted to enroll in selected graduate level courses that may not apply towards a Masters degree unless approved by the Teacher Education Committee. This
classification applies to students who had academic deficiencies in prerequisite
preparation. This classification is designed to assist students in addressing specific
deficiencies by completing appropriate course work at a satisfactory level (3.0 on a 4.0
scale).

Inactive Student Status

A graduate student or post-baccalaureate student who has been absent from his/her
respective program for more than two (2) consecutive semesters without an approved
Planned Educational Leave, or without Continuous Enrollment status will be reclassified as an
inactive student. Students must reapply to the University and respective graduate program
through the Office of Admissions. Students who leave the University with grade point
averages below 3.0 cannot be readmitted.

Statute of Limitation for Re-admission

The statute of limitation for re-admission is six (6) years. Students making application for re-
admission will be governed by the current catalog in effect at the time and not by the
catalog they initially applied under. All applicants must pay a non-refundable processing
fee in order to be readmitted to Cheyney University. All course work exceeding six years
from the time that application is made for graduation, will not apply. Such courses must be
reviewed by the Teacher Education Committee that will make a decision on the status of
specific courses. Courses exceeding six years will have to be taken over again, or if
applicable, another course will have to be considered as a substitute.

Intern Teacher Certification Program

Steps Necessary for Admission to a Teacher Intern Certification Program

1. The candidate must possess a minimum of a baccalaureate degree related to
   the area of certification requested. For example, an individual with a B. S. degree
   in chemistry seeks Elementary certification.

2. The candidate must be continuously enrolled in a Teacher Intern Program.
   (Continuously enrolled is defined by Cheyney University where the candidate is
   enrolled as being matriculated in consecutive semesters)

3. When the intern candidate has passed 3 courses worth of work with a 3.0 or
   better average and passed the Praxis I and II, Cheyney University can
   recommend that PDE issues an Intern certificate. Intern certification cannot be
   issued to individuals who currently possess an Instructional I or II certificate. This
   includes individuals from out of state who have a valid teaching certificate in
   that state, unless they hold a substandard license or certificate such as a
temporary or substitute certificate, or the New Jersey alternative route certificate
   which is not equivalent to a Pennsylvania Instructional I certificate. The applicant
   must hold the Intern Certificate, or Emergency Certificate, before entering the
classroom to teach.
Day-to-Day substitution is acceptable, but the candidate should note the following:

Day-to-day substitute work makes it difficult for the teacher intern faculty to supervise the candidate adequately, which is an integral part of the program. The Teacher Intern Programs are required to include appropriate student teaching or internship experiences equivalent to or exceeding the normally required 15 weeks of student teaching. For this reason, the Cheyney intern program will only recommend the intern Certificate for a long-term substitute or appointed position.

In summary, the intern Certificate is valid for three calendar years and not renewable. The candidate must have the Intern Certificate to enter the classroom as a day-to-day substitute. If the Intern Certificate expires before all course work and experiences are completed, the certificate cannot be renewed.

Requirements to Complete the Program

Cheyney University has been approved by the Pennsylvania Department of Education as a teacher preparation institution. Cheyney University will evaluate a prospective candidate’s credentials against the institution’s certification program criteria. The institutional coordinator/advisor then outlines to the candidate the number of credits which must be completed to be recommended for certification. The course work and experiences can vary depending on an individual's experiences and the intern program designed by the institution of higher education. The candidate must complete an induction program either on the Intern Certificate or after receiving the Instructional I Certificate. The completion of an induction program is necessary to gain an Instructional II Certificate.

Steps to Obtain Certification through the Pennsylvania Teacher Intern Program

- Enroll in an approved Teacher Intern/certification Program
- Pass the Praxis-I test
- Complete three (3) courses in teaching with a “B” or better average
- Apply for the intern certificate when firm offer of a job is extended. The intern certificate is a calendar year nonrenewable certificate
- Complete required coursework and pass Praxis I & II
- Apply for the Instructional I Certificate with PDE through Cheyney University
- Complete three years of successful teaching, 24 post-baccalaureate credits, and an Induction program
- Apply for the Instructional II Permanent Certificate with PDE through the school district
- Participate in a continuing education plan with the employing school district - every five years or complete Masters degree
Graduate Degree Program Offerings

Graduate degree programs offered in the Department of Education and Leadership Studies include the Master of Arts (MAT) in Teaching (Elementary Education); Master’s in Educational Administration; Master’s of Education in Elementary Education, and the Master’s of Education in Special Education. All programs are designed to advance students’ knowledge and skills in the effective identification, implementation and evaluation of sound pedagogy and educational practices and strategies. Admission applications are presented to the Teacher Education Committee for review and action.

Master of Arts (MAT) in Teaching (Elementary Education)

The Masters of Arts in Teaching (MAT) degree program is designed specifically for non-certified students who have a bachelor’s degree in an academic discipline and who wish to earn a teaching certificate at the elementary level. It is tailored for students without elementary education degrees or for those teaching with emergency elementary certificates to become certified elementary teachers. Upon completion of the program, students receive a master’s degree and are eligible to apply for teacher certification in Pennsylvania.

Students eligible for program acceptance must adhere to the following admission criteria:

Master of Arts in Teaching Program Entrance Requirements:

1. A completed application to Cheyney University with a non-refundable $25.00 application Fee
2. A baccalaureate degree from a four-year college or university accredited by a regional accrediting association; transcripts must indicate that the applicant has completed 6 credit hours of college level math with a minimum grade of “C” or better; completed 6 credit hours of English with a minimum grade of “C” or better; completed 3 credit hours of English Literature with a minimum grade of “C” or better; and acquired a minimum cumulative grade point average of 3.0 on a 4.0 scale
3. Minimum GRE score of 800 or minimum MAT score of 400;
4. Praxis 1 Academic Skills Assessment test results in reading, writing and mathematics;
5. Three (3) letters of recommendation; one letter may be from peers and two (2) letters must be from professionals
6. Submitted a well-written essay explaining why he/she has chosen to enter the profession of teaching
7. Completed all criminal background clearances: (1) Act 34 Criminal Background Check, (2) Act 151 Child Abuse History Clearance, and (3) FBI Fingerprint Clearance
Cheyney University of Pennsylvania  
Department of Education and Leadership Studies

“Reflective Decision Makers Who Are Collaborative and Effective Practitioners”

Curriculum Requirements for MAT Certification Program in Elementary Education

STUDENT’S NAME_________________________________________ STUDENT I.D. #____________________

HOME ADDRESS_______________________________________________________________________________________

CITY_________________________________________ STATE______________________ ZIP CODE_____________

TELEPHONE____________________________________ E-MAIL ADDRESS _________________________________

DATE OF ENTRY INTO PROGRAM________________________________________

PRAXIS I SCORES: READING_________ WRITING_________ MATH_________

PRAXIS II SCORES: __________________________

COURSE REQUIREMENTS…………………………………………………………………………………………………….. 33 CREDITS

COMPLETED

___ XEE 541: ISSUES IN CONTEMPORARY EDUCATION (3) _________

___ XMA 520: CURRICULUM, INSTRUCTION AND ASSESSMENT (3) _________

___ XMA 525: EDUCATION AND THE CULTURALLY DIVERSE STUDENT (3) _________

___ XMA 530: LITERACY AND READING IN THE CONTENT AREAS (3) _________

___ XMA 535: LANGUAGE ARTS AND SOCIAL STUDIES (3) _________

___ XMA 545: MATHEMATICS AND SCIENCE INSTRUCTION (3) _________

___ XMA 550: DEVELOPMENT OF A LEARNING COMMUNITY (3) _________

___ XMA 555: EDUCATIONAL ASSESSMENT AND EVALUATION (3) _________

___ XMA 560: PORTFOLIO/THESIS PROJECT (3) _________

___ XED 522: SEMINAR IN EDUCATION (6) _________
Students may transfer a maximum of six (6) credits. Attach request for transfer credit form for department chair approval.

6/09

I understand that if I do not complete the requirements of this program by December 31, 2012, I will be required to declare my major in early childhood education (Pre-K-Grade 4) due to the implementation of PA State Board of Education regulatory changes to Chapter 49 for teacher certification.

_____________________________________
Student's signature

Master of Arts in Teaching Program: Exit Requirements:

1. The completion of 33 hours of graduate course work;
2. Pass scores on the Praxis I and Praxis II tests
3. Successful completion of Student Teaching

Master of Education (M.Ed.) In Special Education

The master's degree program in special education is primarily, though not exclusively, designed for students who have earned a bachelor's degree and have had partial or no special education training prior to admission. A full complement of courses will help students acquire the requisite competencies for teaching five exceptionalities covered by mentally and/or physically handicapped certification: mentally retarded, emotionally disturbed, physically handicapped, learning disabled, and brain-injured.

In keeping with the philosophy on which the undergraduate special education program was founded, the content of the graduate program will comprise three areas of teaching competencies: (1) teaching psychosocial skills to help children successfully adapt to interpersonal relations and organized situations; (2) teaching developmental skills needed for semi and fully independent living, and (3) generalists training intended to prepare students for teaching in self-contained classes and resource rooms.

The program is designed to encompass three major areas of competency development for teaching exceptional children—teaching psychosocial skills, developmental skills, and cognitive skills. These three areas cover knowledge and performance skills required for teaching children from infancy and pre-school years through the twelfth grade. Students are prepared to teach five categories of exceptional children—the mentally retarded, emotionally disturbed, physically handicapped, learning disabled, and brain injured.

36 Semester Hours

Professional Core.................. 9 semester hours
Concentration...................... 21 semester hours
Cheyney University of Pennsylvania
Department of Education and Leadership Studies

“The Educator as a Reflective Decision Maker, Collaborative Change Agent, and Effective Practitioner”

Curriculum Requirements for Master of Education Degree in Special Education

STUDENT'S NAME_________________________________________________ STUDENT I.D. #_____________________

HOME ADDRESS_______________________________________________________________________________________

CITY ____________________________ STATE_______________________ ZIP CODE_____________

TELEPHONE ____________________________ E-MAIL ADDRESS ________________________________

DATE OF ENTRY INTO PROGRAM_______________________________________________________

PROFESSIONAL CORE REQUIREMENTS..............................................................................................9 CREDITS

___ XEF 500 ELEMENTS OF RESEARCH (3)
___ XSH 520 SEMINAR IN HUMANITIES (3)
___ XPS 500 PROBLEMS IN HUMAN GROWTH AND DEVELOPMENT (3)
(OR)

CONCENTRATION......................................................................................................................... 18 CREDITS

___ XSE 507 INTRODUCTORY CONSIDERATIONS FOR TEACHING PSYCHOSOCIAL, DEVELOPMENTAL AND COGNITIVE SKILLS (3)
___ XSE 514 BEHAVIOR MODIFICATION
___ XSE 515 COGNITIVE SKILLS
___ XSE 516 PRINCIPLES AND PRACTICES OF DIAGNOSTIC TEACHING (3)
__XSE 517 CURRICULUM DESIGN AND DEVELOPMENT (3)  
__XSE 518 INTERVENTION APPROACHES (3)  

__XEE 524 ELEMENTARY/MIDDLE SCHOOL CURRICULUM (3)  
__XEE 525 SUPERVISION IN ELEMENTARY/MIDDLE SCHOOLS (3)  
__XEE 506 CURRENT PRACTICES IN READING (3)  

SUPPORT COURSES AND  
ELECTIVES................................................................................................................. 9 CREDITS (TO BE APPROVED BY THE CHAIR/ADVISOR)  
SUGGESTED COURSES:  
__XEE 504 SEMINAR IN EDUCATIONAL MEDIA (3)  
__XEE 507 SEMINAR IN INNOVATIVE TEACHING (3)  
__XEE 508 CHILDREN’S LITERATURE AND LITERARY EXPRESSION (3)'  
__XEE 509 STRATEGIES/TECHNIQUES IN ELEMENTARY/MIDDLE SCHOOL SOCIAL STUDIES (3)  
__XEA 514 ORGANIZATION AND ADMINISTRATION OF PUBLIC SCHOOLS (3)  
__XEF 518 INTERGROUP EDUCATION (3)  
__XEE 523 DIAGNOSTIC AND REMEDIAL READING (3)  
__XEE 541 ISSUES IN CONTEMPORARY EDUCATION (3)  
__XED 542 SCHOOL LAW (3)  
__XEE 511 ADVANCED EDUCATIONAL MEASUREMENT AND ASSESSMENT (3)  

RESEARCH...................................................................................................................... 3 CREDITS  
__XEF 601 SEMINAR THESIS* (3)  
*PREREQUISITES: ELEMENTS OF RESEARCH AND CANDIDACY  

TOTAL.................................................................................................................................. 39 CREDITS  

STUDENTS MAY TRANSFER A MAXIMUM OF SIX (6) CREDITS. ATTACH REQUEST FOR TRANSFER CREDIT FORM FOR DEPARTMENT CHAIR APPROVAL.  

APPROVALS:  

DATE: ____________________________  
GRADUATE STUDENT’S SIGNATURE  

DATE: ____________________________  
ADVISOR’S SIGNATURE  

DATE: ____________________________  
DEPARTMENT CHAIR’S SIGNATURE  

Students who enroll in XEE 523 may use it toward the Support Course requirement or the Concentration, but not both.
Disclaimer: No Candidates will be admitted into the current Early Childhood, Elementary, Special Education or Principal Certification program after Fall 2010, as they must be able to complete all existing certification requirements by August 2012. The present teacher and principal certificate programs will be replaced by new certificate programs in January 2011. Chapter 49-2 states that candidates graduating on or after January 1, 2013 must meet the requirements of a new certification program.

Cheyney University of Pennsylvania
Department of Education and Leadership Studies

“Reflective Decision-makers Who Are Collaborative and Effective Practitioners”

Curriculum Requirements for Master of Education Degree in Educational Leadership

STUDENT'S NAME_________________________________________________ STUDENT I.D. #______________________

HOME ADDRESS_______________________________________________________________________________________

CITY_____________________________________________STATE_________________________ ZIP CODE________

TELEPHONE____________________________________ E-MAIL ADDRESS __________________________________

DATE OF ENTRY INTO PROGRAM ____________________________________________

PROFESSIONAL CORE REQUIREMENTS.................................................................................................9 CREDITS

____ XEF 500 ELEMENTS OF RESEARCH (3)
____ XPS 500 HUMAN GROWTH AND DEVELOPMENT (3) (OR)
    XEF 519 SOCIO-PSYCHOLOGICAL VALUES VS TEACHING AND LEARNING (3)
____ XEF 501 PHILOSOPHY OF EDUCATION (3)

CONCENTRATION........................................................................................................................................21 CREDITS

____ XEA 506 ADMINISTRATIVE THEORY (3)
____ XEA 515 SCHOOL AND COMMUNITY RELATIONS (3)
____ XED 542 SCHOOL LAW (3)
____ XEA 501 SCHOOL FINANCE (3)
____ XEA 525 SUPERVISION OF INSTRUCTION (3)
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<td>ADMINISTRATIVE INTERNSHIP</td>
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<td><strong>ELECTIVE</strong></td>
<td><strong>3 CREDITS (SELECT ONE)</strong></td>
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<tr>
<td>XEA 500</td>
<td>PERSONNEL SERVICES IN EDUCATIONAL ADMINISTRATION</td>
<td>3</td>
</tr>
<tr>
<td>XEA 506</td>
<td>CURRENT PRACTICES IN READING</td>
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<tr>
<td>XEA 507</td>
<td>COMPUTER CONCEPTS AND TECHNIQUES</td>
<td>3</td>
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<tr>
<td>XEA 508</td>
<td>PROBLEMS IN URBAN EDUCATIONAL ADMINISTRATION</td>
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<tr>
<td>XEA 509</td>
<td>DYNAMICS OF EDUCATIONAL CHANGE</td>
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<td>XEA 510</td>
<td>ADMINISTRATION OF SPECIAL AND EARLY CHILDHOOD EDUCATION</td>
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<td>XEA 514</td>
<td>ORGANIZATION AND ADMINISTRATION OF PUBLIC SCHOOLS</td>
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<tr>
<td>XEA 520</td>
<td>TECHNIQUES FOR SUCCESSFUL WOMEN ADMINISTRATORS</td>
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<td>XEA 524</td>
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<td><strong>3 CREDITS</strong></td>
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<tr>
<td>XEF 601</td>
<td>THESIS SEMINAR *</td>
<td>3</td>
</tr>
</tbody>
</table>

*PREREQUISITES: ELEMENTS OF RESEARCH*

**TOTAL**: 36 CREDITS

STUDENTS MAY TRANSFER A MAXIMUM OF SIX (6) CREDITS WHICH MUST HAVE BEEN EARNED WITHIN SIX YEARS PRIOR TO THE DATE ON WHICH THE DEGREE IS AWARDED. ATTACH REQUEST FOR TRANSFER CREDIT FORM FOR DEPARTMENT CHAIR APPROVAL.

**APPROVALS:**

<table>
<thead>
<tr>
<th>Date:</th>
<th>___________________________</th>
<th>Graduate Student's Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
<td>___________________________</td>
<td>Advisor's Signature</td>
</tr>
<tr>
<td>Date:</td>
<td>___________________________</td>
<td>Department Chair's Signature</td>
</tr>
</tbody>
</table>
Curriculum Requirements for the Master of Education Degree Program in Elementary Education

STUDENT’S NAME_________________________________________ STUDENT I.D. #________________________

HOME ADDRESS
_______________________________________________________________________________________
CITY ___________________________ STATE ___________________________ ZIP CODE______________

TELEPHONE ___________________________ E-MAIL ADDRESS ________________________________

DATE OF ENTRY INTO PROGRAM ________________________________

PROFESSIONAL CORE
REQUIREMENTS..................................................................................................................9 CREDITS

____ XEF 500 ELEMENTS OF RESEARCH (3)
____ XSH 520 SEMINAR IN HUMANITIES (3)
____ XPS 500 PROBLEMS IN HUMAN GROWTH AND DEVELOPMENT (3)
(OR)
____ XSE 507 INTRODUCTORY CONSIDERATIONS FOR TEACHING PSYCHOSOCIAL, DEVELOPMENTAL
AND COGNITIVE SKILLS (3)

CONCENTRATION............................................................................................................... 18 CREDITS

____ XEE 511 ADVANCED EDUCATIONAL MEASUREMENTS AND ASSESSMENT (3)
____ XEE 516 METHODS AND TECHNIQUES IN ELEMENTARY/MIDDLE SCHOOL MATHEMATICS (3)
____ XEE 517 METHODS AND TECHNIQUES IN ELEMENTARY/MIDDLE SCHOOL SCIENCE (3)
____ XEE 524 ELEMENTARY/MIDDLE SCHOOL CURRICULUM (3)
____ XEE 521 METHODS OF TEACHING READING IN THE ELEMENTARY SCHOOL (3)
____ XEE 523 DIAGNOSTICs REMEDIAL READING (3)
SUPPORT COURSES AND ELECTIVE........................................6 CREDITS (TO BE APPROVED BY THE CHAIR/ADVISOR)

RECOMMENDED SUPPORT COURSES AND ELECTIVES:

___XEE 509 SOCIAL SCIENCE IN ELEMENTARY SCHOOL (3)

___XEE 504 SEMINAR IN EDUCATIONAL MEDIA (3)
___XEE 507 SEMINAR IN INNOVATIVE TEACHING (3)
___XEE 508 CHILDREN’S LITERATURE (3)
___XEA 514 ORGANIZATION AND ADMINISTRATION OF PUBLIC SCHOOLS (3)
___XEA 542 SCHOOL LAW (3)
___XEE 541 CONTEMPORARY ISSUES IN EDUCATION (3)

RESEARCH............................................................................................................3 CREDITS

___XEF 601 SEMINAR THESIS* (3)
      *PREREQUISITES: ELEMENTS OF RESEARCH AND CANDIDACY

TOTAL......................................................................................................................36 CREDITS

STUDENTS MAY TRANSFER A MAXIMUM OF SIX (6) CREDITS WHICH MUST HAVE BEEN EARNED WITHIN SIX YEARS PRIOR TO THE DATE ON WHICH THE DEGREE IS AWARDED. TRANSFER OF CREDIT FORM FOR DEPARTMENT CHAIR APPROVAL IS REQUIRED.

Certification in Elementary Education

Cheyney University of Pennsylvania
Department of Education and Leadership Studies

"Reflective Decision-makers Who Are Collaborative and Effective Practitioners"
Curriculum Requirements for Certification in Elementary Education

STUDENT’S NAME_________________________________________________________ STUDENT I.D. #________________________

HOME ADDRESS_____________________________________________________________________________________________________

CITY________________________________________ STATE________________________ ZIP CODE_____________

TELEPHONE______________________________ E-MAIL ADDRESS__________________________________________________________

DATE OF ENTRY INTO PROGRAM____________________________________________________________

CERTIFICATION REQUIREMENTS ..........................................................................................................................33

CREDITS

___ XPS 500 PROBLEMS IN HUMAN GROWTH AND DEVELOPMENT (3)
___ XEE 501 BASIC CONCEPTS IN MATH (3)
___ XEE 504 SEMINAR IN EDUCATIONAL MEDIA (3)
___ XEE 508 CHILDREN’S LITERATURE (3)
___ XEE 509 SOCIAL SCIENCE IN ELEMENTARY SCHOOL (3)
___ XEE 511 ADVANCED EDUCATIONAL MEASUREMENTS AND ASSESSMENT (3)
___ XEE 516 METHODS AND TECHNIQUES IN ELEMENTARY/MIDDLE SCHOOL MATHEMATICS (3)
___ XEE 517 METHODS AND TECHNIQUES IN ELEMENTARY/MIDDLE SCHOOL SCIENCE (3)
___ XEE 521 METHODS OF TEACHING READING IN THE ELEMENTARY SCHOOL (3)
___ XEE 522 SEMINAR IN EDUCATION (STUDENT TEACHING) (3)
___ XEE 541 CONTEMPORARY ISSUES IN EDUCATION (3)

STUDENTS MAY TRANSFER A MAXIMUM OF SIX (6) CREDITS WHICH MUST HAVE BEEN EARNED WITHIN SIX YEARS PRIOR TO THE DATE ON WHICH THE DEGREE IS AWARDED. TRANSFER OF CREDIT FORM FOR DEPARTMENT CHAIR APPROVAL IS REQUIRED.

Certification – Principal Certification

Cheyney University of Pennsylvania
Department of Education and Leadership Studies
“Reflective Decision-makers Who Are Collaborative and Effective Practitioners”

Curriculum Requirements for Principal Certification

STUDENT’S NAME_________________________________________________ STUDENT I.D. # ____________________________

HOME ADDRESS
___________________________________________________________________________

CITY _______________________________ STATE ______________________ ZIP CODE _______

TELEPHONE _______________________________ E-MAIL ADDRESS ____________________________

DATE OF ENTRY INTO PROGRAM _______________________________________________

CONCENTRATION……………………………………………………………………………21 CREDITS

___ XEA 501 SCHOOL FINANCE (3)
___ XEA 506 ADMINISTRATIVE THEORY (3)
___ XEA 515 SCHOOL AND COMMUNITY RELATIONS (3)
___ XED 542 SCHOOL LAW (3)
___ XEA 525 SUPERVISION OF INSTRUCTION (3)
___ XEA 526 PRINCIPLES AND PRACTICES IN CURRICULUM DEVELOPMENT (3)
___ XEA 603 INTERNSHIP (3)

ELECTIVE………………………………………………………………………………3 CREDITS (SELECT ONE)

___ XED 542 SCHOOL LAW (3)
___ XEA 500 PERSONNEL SERVICES IN EDUCATIONAL ADMINISTRATION (3)
___ XEF 501 PHILOSOPHY OF EDUCATION (3)
___ XEA 507 COMPUTER CONCEPTS AND TECHNIQUES (3)
___ XEA 508 PROBLEMS IN URBAN EDUCATIONAL ADMINISTRATION (3)
___ XEA 509 DYNAMICS OF EDUCATIONAL CHANGE (3)
___ XEA 510 ADMINISTRATION OF SPECIAL AND EARLY CHILDHOOD EDUCATION (3)
___ XEA 514 ORGANIZATION AND ADMINISTRATION OF PUBLIC SCHOOLS (3)
___ XEA 520 TECHNIQUES FOR SUCCESSFUL WOMEN ADMINISTRATORS (3)
___ XEA 524 SECONDARY SCHOOL CURRICULUM AND SUPERVISION (3)
___ XEE 506 CURRENT PRACTICES IN READING (3)
TOTAL..............................................................................................................24 CREDITS

STUDENTS MAY TRANSFER A MAXIMUM OF SIX (6) CREDITS WHICH MUST HAVE BEEN EARNED WITHIN SIX YEARS PRIOR TO THE DATE ON WHICH THE DEGREE IS AWARDED. ATTACH REQUEST FOR TRANSFER CREDIT FORM FOR DEPARTMENT CHAIR APPROVAL.

DOCUMENTATION MUST BE PRESENTED TO VALIDATE THAT THE STUDENT HAS HAD FIVE YEARS OF TEACHING EXPERIENCE

APPROVALS:

DATE: ________________________________ ________________________________
SIGNATURE
DATE: ________________________________ ________________________________
GRADUATE STUDENT’S SIGNATURE
DATE: ________________________________ ________________________________
ADVISOR’S SIGNATURE
DATE: ________________________________ ________________________________
DEPARTMENT CHAIR’S SIGNATURE

JUNE 2009

Note:  Documentation must be placed in the student’s folder to validate that the student has had five years of teaching experience.

Certification in Special Education

Cheyney University of Pennsylvania
Department of Education and Leadership Studies

“Reflective Decision Makers Who Are Collaborative and Effective Practitioners"
Curriculum Requirements for Certification in Special Education

STUDENT’S NAME_________________________________________ STUDENT I.D. #________________________

HOME ADDRESS
_______________________________________________________________________________________

CITY_____________________________________STATE_______________________ ZIP CODE_____________

TELEPHONE_____________________________ E-MAIL ADDRESS ________________________________

DATE OF ENTRY INTO PROGRAM ________________________________

Praxis I Scores: Reading _______ Writing _______ math _______

CONCENTRATION…………………………………………………………………………………….. 30 CREDITS

____XSE 507 INTRODUCTORY CONSIDERATIONS FOR TEACHING PSYCHOSOCIAL, DEVELOPMENTAL
AND COGNITIVE SKILLS (3)

____XSE 514 PROBLEMS AND METHODS IN BEHAVIOR MODIFICATION IN CLASSROOMS (3)

____XSE 515 INSTRUCTIONAL STRATEGIES AND CURRICULUM ADAPTATIONS FOR TEACHING
COGNITIVE SKILLS (3)

____XSE 516 INTRODUCTION TO PRINCIPLES AND PRACTICES OF DIAGNOSTIC TEACHING (3)

____XSE 517 CURRICULUM DESIGN AND INSTRUCTIONAL PROGRAMMING FOR
TEACHING DEVELOPMENTAL SKILLS (3)

____XSE 518 INTERVENTION APPROACHES TO DISTURBING CLASSROOM BEHAVIOR (3)

____XEE 516 METHODS AND TECHNIQUES OF ELEMENTARY AND MIDDLE SCHOOL MATHEMATICS (3)

____XEE 521 METHODS OF TEACHING READING IN THE ELEMENTARY AND MIDDLE SCHOOL (3)

____XSE 524 INTERNSHIP (6) (STUDENT TEACHING COURSE)

Students may transfer a maximum of six (6) credits which must have been earned within
six years prior to the date on which certification is awarded. Transfer of credit form
for department chair approval is required.

Approvals:

DATE: ________________________________________________________

GRADUATE STUDENT’S SIGNATURE

DATE: ________________________________________________________

ADVISOR’S SIGNATURE

DATE: ________________________________________________________

DEPARTMENT CHAIR’S SIGNATURE

06/09
Professional Studies Department

A world of global dimensions, increasing population, complexity, and interdependence, requires individuals that are also growing and advancing in capabilities for serving the world’s communities and meeting societal needs. A primary need of all societal members is a purposive leisure experience. The Department of Professional Studies is specifically designed to facilitate this experience. The mission of this department is to provide the student with a full range and understanding of the nature of living the highest possible quality of life. The union of mind body and spirit allows individuals to reach their highest level of excellence. The Department of Professional Studies provides a wide range of programs emphasizing different kinds of human support services. In addition to emphasizing human needs, the four programs include Business Administration, Fashion Merchandizing and Management, Hotel, Restaurant, and Tourism and Recreation and Leisure, which are interrelated in nature. The purpose is also to present the student with analysis of different types of activities, and to examine the skills involved in designing and implementing the entrepreneurial nature of the various programs. We specifically address community development and advocacy. The obvious manifestation of the community development process is the partnership opportunity and potential.

Business Administration Program

The Business Administration program promotes academic excellence and the development of the student as a professional leader. The primary aim is to equip graduating students to become successful business professionals, business owners or to pursue graduate studies. The instructional philosophy stresses the demonstrative use of acquired knowledge and skills in business-related situation. The teaching strategy is to challenge students utilizing up-to-date techniques and personal counseling.

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

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.

BS in Business Administration

The BS in Business Administration promotes academic excellence and the development of the student as a professional leader. The primary aim is to equip graduating students to be able to function successfully in employment, own business, or further 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.

BS in Business Administration with concentrations as follows:

- Management
- Marketing
- Finance*

*Finance can be taken through cross registration with West Chester University, located within four miles of Cheyney University campus.
### BUSINESS ADMINISTRATION (ACCOUNTING) CURRICULUM WORKSHEET

**Professional Studies Department**  
**Bachelor of Science Degree**  
**2010-2011 AY**

**NAME:**  
**EMAIL:**  
**PHONE:**  
**ADVISOR:**  
**ENTERED:**  
**ANT. GRADUATION:**  
**DATE LAST UPDATED:**

#### GENERAL EDUCATION

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Skills (15 Credits)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCA 111 Principles of Accounting I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEN 112 English I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEN 113 English II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEN 114 Speech</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 110 Intro, Interp. &amp; Analysis</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPH 111 Critical Thinking</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics (3 credits)</strong></td>
<td></td>
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</tr>
<tr>
<td>MAT 101 Survey of College Math (or higher)</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>African-American Experience (3 credits)</strong></td>
<td></td>
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<tr>
<td>AAS 101 A-A Experience in a Global Context</td>
<td>3</td>
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</tr>
<tr>
<td><strong>Freshmen Experience (2 credits)</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>GAC 101 Freshmen Seminar I</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>GAC 102 Freshmen Seminar II</td>
<td>1</td>
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</tbody>
</table>

Note: All Core requirements must be complete before a student is considered a Junior.

#### MAJOR COURSES

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
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<tbody>
<tr>
<td><strong>REQUIRED MAJOR COURSES (36 credits)</strong></td>
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<tr>
<td>BCA 111 Principles of Accounting I</td>
<td>3</td>
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<tr>
<td>BCA 120 Principles of Accounting II</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>BCA 210 Intro To Management</td>
<td>3</td>
<td></td>
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<tr>
<td>BCA 211 Financial Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCA 212 Marketing I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCA 214 Business Communications</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCA 240 Business Statistics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCA 250 International Business (G)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAA 330 Computer Programming/MIS</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCA 331 Business Law</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMG 334 Operations Management</td>
<td>3</td>
<td></td>
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<tr>
<td>BCA 420 Business Policy Seminar</td>
<td>3</td>
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<tr>
<td><strong>Total Major Credits</strong></td>
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#### CONCENTRATION REQUIREMENTS (18 credits)

<table>
<thead>
<tr>
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<th>CR</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAA 233 Intermediate Accounting I</td>
<td>3</td>
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<tr>
<td>BAA 242 Intermediate Accounting II</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>BAA 355 Cost Accounting I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAA 467 Auditing (W)</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>BAA 476 Advanced Accounting</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>STX 221 Federal Income Tax - Individual</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td><strong>Total Concentration Credits</strong></td>
<td>18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### BUSINESS ELECTIVES (6 credits; select any 2 courses)

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>STX 220 Federal Income Tax - Corporate</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STX 333 Tax Planning for Business Organizations</td>
<td>3</td>
<td></td>
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<tr>
<td>BAA 364 Cost Accounting II</td>
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</tr>
<tr>
<td>BCA 301 Mutual Fund Accounting (W)</td>
<td>3</td>
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<td><strong>Total Business Electives Credits</strong></td>
<td>6</td>
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#### TOTAL CREDITS IN GENERAL EDUCATION

**51**

### III. INTENSIVE COURSES

<table>
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<tr>
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<td>Writing Course (W)</td>
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</tr>
<tr>
<td>Writing Course (W)</td>
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<tr>
<td>Global Course (G)</td>
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<tr>
<td>A-A Heritage course (A)</td>
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</tr>
<tr>
<td>Information Literacy course (I)</td>
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</tr>
</tbody>
</table>

Note: This course may have one or more prerequisites that students must display proficiency in or satisfy through successful completion of the pre-requisite courses.

A 2.0 overall cumulative GPA is required for graduation.

<table>
<thead>
<tr>
<th>CR</th>
<th>SEM</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERE 001 Reading &amp; Study Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEN 011 Elements of Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 001 Basic Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 002 Elementary Algebra</td>
<td></td>
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</tr>
</tbody>
</table>

+PASSHE Policy 1990-06-A holds that elective course selection is encouraged.
+PASSHE Policy 1990-06-A holds that 48 credits of the total 120 must be upper level courses.
++Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.

### DEVELOPMENTAL/REMEDIAL COURSES

<table>
<thead>
<tr>
<th>CR</th>
<th>SEM</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERE 001 Reading &amp; Study Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEN 011 Elements of Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 001 Basic Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 002 Elementary Algebra</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A 2.0 overall cumulative GPA is required for graduation.

### TOTAL CREDITS FOR GRADUATION

**120**
### BUSINESS ADMINISTRATION (FINANCE) CURRICULUM WORKSHEET

**Professional Studies Department**  
**Bachelor of Science Degree**  
**2010-2011 AY**

<table>
<thead>
<tr>
<th>NAME:</th>
<th>ADVISOR:</th>
<th>ENTERED:</th>
<th>ANT. GRADUATION:</th>
<th>DATE LAST UPDATED:</th>
</tr>
</thead>
</table>

#### GENERAL EDUCATION

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Essential Skills (15 Credits)**

- BCA 111 Principles of Accounting I 3
- HEN 112 English I 3
- HEN 113 English II 3
- HEN 114 Speech 3
- EDU110 Intro. Interp. & Analysis 3
- HPH110 Critical Thinking 3

**Mathematics (3 credits)**

- BCA 331 Business Law 3
- MAT 001 Basic Math 3
- MAT 002 Elementary Algebra 3

**African-American Experience (3 credits)**

- AAS210 A-A Experience in a Global Context 3

**Total Required Credits** 36

**Freshmen Experience (2 credits)**

- GAC 101 Freshmen Seminar I 1
- GAC 102 Freshmen Seminar II 1

**Concentration Requirements (18 Credits)**

- BFA 220 Financial Management II 3
- BFA 333 Investments 3
- BFA 342 Financial Markets and Institutions 3
- BFA 369 International Financial Management 3
- BEC 201 Economics I 3
- BEC 202 Economics II 3
- S___ Natural Science Elective I 3
- S___ Natural Science Elective II 3

**Total Concentration Requirement Credits** 18

**Total Business Electives Credits** 6

**Health & Wellness (4 credits)**

- REC 111 Health & Wellness 2
- REC Physical Education 1

**Total Elective Requirements** 9

**Total Credits in General Education** 51

**Total Credits for Graduation** 120

A 2.0 overall cumulative GPA is required for graduation.

**II. DISTRIBUTION REQUIREMENTS (Can Not Be Major Courses)**

**Humanities (6 credits)***

- Humanities course I 3
- Humanities course II 3

**Foreign Language (6 credits)**

- Foreign Language I 3
- Foreign Language II 3

**Social Sciences (6 credits)***

- BEC 201 Economics I 3
- BEC 202 Economics II 3
- Natural Science Elective I 3
- Natural Science Elective II 3

**Free Electives (9 credits)**

- Upper Level Free Elective 1 3
- Upper Level Free Elective 2 3
- Free Elective 1 3

**Total Elective Requirements** 9

**TOTAL CREDITS IN GENERAL EDUCATION** 51

---

*Must be in the same language.

**TOTAL CREDITS FOR GRADUATION** 120

A 2.0 overall cumulative GPA is required for graduation.

---

*Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.

---

This course may have one or more prerequisites that students must display proficiency in or satisfy through successful completion of the pre-requisite courses.

---

+++PassHE Policy 1990-06-A holds that 48 credits of the total 120 must be upper level courses.

---

+++Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.
## BUSINESS ADMINISTRATION (MANAGEMENT) CURRICULUM WORKSHEET

### Bachelor of Science Degree

**2010-2011 AY**

**Professional Studies Department**

### I. CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Essential Skills (15 Credits)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCA 111</td>
<td>Accounting I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEN 112</td>
<td>English I</td>
<td>3</td>
<td></td>
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<tr>
<td>HEN 113</td>
<td>English II</td>
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<td>HEN 114</td>
<td>Speech</td>
<td>3</td>
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</tr>
<tr>
<td>EDU 110</td>
<td>Intro. Interp. &amp; Analysis</td>
<td>3</td>
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<tr>
<td>HPH 110</td>
<td>Critical Thinking</td>
<td>3</td>
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<tr>
<td>MAT ____</td>
<td>Mathematics (3 credits)</td>
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<tr>
<td>BCA 240</td>
<td>Business Statistics</td>
<td>3</td>
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<tr>
<td>BCA 250</td>
<td>International Business (G)</td>
<td>3</td>
<td></td>
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<tr>
<td>BCA 330</td>
<td>Computer Programming/MIS (I)</td>
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<td>BCA 331</td>
<td>Business Law</td>
<td>3</td>
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<td>BCA 420</td>
<td>Business Seminar</td>
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<td>AAS 210</td>
<td>A-A Experience in a Global Context</td>
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<td>**Freshmen Experience (2 credits)</td>
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<tr>
<td>GAC 101</td>
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<tr>
<td>GAC 102</td>
<td>Freshmen Seminar II</td>
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</table>

**Note:** All Core requirements must be complete before a student is considered a Junior.

**II. DISTRIBUTION REQUIREMENTS (Can Not Be Major Courses)**

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Humanities I</td>
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<tr>
<td>Humanities course I</td>
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<tr>
<td>HPH 213 Ethics</td>
<td>3</td>
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</tr>
</tbody>
</table>

**Foreign Language (6 credits)**

- Foreign Language I
- Foreign Language II

**Social Sciences (6 credits)**

- Social Science Elective I
- BEC 201 Economics I

**Natural Science (6 credits)**

- Natural Science Elective I
- Natural Science Elective II

**Health & Wellness (4 credits)**

- REC 111 Health & Wellness
- REC Physical Education

**III. INTENSIVE COURSES**

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Writing Course (W)</td>
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</tr>
<tr>
<td>Writing Course (W)</td>
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<td></td>
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<tr>
<td>Writing Course (W)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Global Course (G)</td>
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<tr>
<td>A-A Heritage course (A)</td>
<td></td>
<td></td>
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<tr>
<td>Information Literacy course (I)</td>
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</tbody>
</table>

**TOTAL CREDITS IN GENERAL EDUCATION:** 51

**TOTAL CREDITS FOR GRADUATION:** 120

A 2.0 overall cumulative GPA is required for graduation.

**DEVELOPMENTAL/REMEDIAL COURSES+++:**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERE 001</td>
<td>Reading &amp; Study Skills</td>
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<td></td>
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<tr>
<td>HEN 011</td>
<td>Elements of Writing</td>
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<tr>
<td>MAT 001</td>
<td>Basic Math</td>
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<tr>
<td>MAT 002</td>
<td>Elementary Algebra</td>
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</tbody>
</table>

**+++Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.**
### BUSINESS ADMINISTRATION (MARKETING) CURRICULUM WORKSHEET

**Professional Studies Department**  
**Bachelor of Science Degree**  
**2010-2011 AY**

**NAME:**  
**EMAIL:**  
**PHONE:**  
**ADVISOR:**  
**ENTERED:**  
**ANT. GRADUATION:**  
**DATE LAST UPDATED:**

#### GENERAL EDUCATION

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
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<th>Sem</th>
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#### MAJOR COURSES

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</table>

### I. CORE REQUIREMENTS

**Essential Skills (15 Credits)**

- BCA 101 Intro To Business 3
- BCA 111 Principles of Accounting I 3
- BCA 120 Principles of Accounting II 3
- BCA 210 Intro to Management 3
- BCA 211 Financial Management 3
- BCA 214 Business Communication 3
- BCA 240 Business Statistics 3
- BCA 330 Computer Programming 3
- BCA 250 International Business (G) 3
- BCA 420 Business Policy Seminar (W) 3
- BMT 333 Buyer Behavior 3
- BMT 455 Advertising 3
- BMT 468 Marketing Management 3

**Total Required Major Credits 39**

### II. DISTRIBUTION REQUIREMENTS (Can Not Be Major Courses)

**Humanities (6 credits)**

- HPH 213 Ethics 3
- Humanities course I 3

**Total Required Marketing Credits 15**

#### REQUIRED ELECTIVES (2 courses, 6 credits)

- BSB 320 Entrepreneurship 3
- BSB 322 Small Firm Financial Mgmt. 3
- REC 337 Therapeutic Recreation II 3
- HRM 421 Hospitality Mgmt.& Gaming 3
- BMT 457 Marketing Research 3
- BMT 321 Sales Management 3
- BMT 342 Principles of Retailing 3
- BMT 344 Principles of Salesmanship 3
- BMT 459 Retail Management 3
- BMT 460 Marketing in Urban Areas 3

**Total Required Elective Credits 6**

**Total Required Credits 60**

### III. INTENSIVE COURSES

- Writing Course (W)
- Writing Course (W)
- Writing Course (W)
- Writing Course (W)
- Global Course (G)
- A-A Heritage course (A)
- Information Literacy course (I)

Minimum of “C” grade is required in all BMT courses. A 2.0 overall cumulative GPA is required for graduation.

### DEVELOPMENTAL/REMEDIAL COURSES

- ERE 001 Reading & Study Skills
- HEN 011 Elements of Writing
- MAT 001 Basic Math
- MAT 002 Elementary Algebra

+++Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.

+++Courses include anthropology, economics, geography, history, political science, psychology & sociology.

+++Satisfactory courses include biology, chemistry, physics, earth or space science.

+++Courses include ethnology, language, theater, music, art, & philosophy.

+++Satisfactory courses include literature, language, theater, art, music, & philosophy.

+++Writing Course (W)

+++Satisfactory courses include literature, language, theater, art, music, & philosophy.

===PASSHE Policy 1990-06-A holds that elective course selection is encouraged.

+++PASSHE Policy 1990-06-A holds that 48 credits of the total 120 must be upper level courses.

+++Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.

+++Minimum of “C” grade is required in all BMT courses.

A 2.0 overall cumulative GPA is required for graduation.

**TOTAL CREDITS FOR GRADUATION 120**

**TOTAL CREDITS IN GENERAL EDUCATION 51**

**TOTAL FREE ELECTIVE REQUIREMENTS 9**
B.S. in Fashion Merchandising and Management

Fashion Merchandising and Management majors study the high-energy field of the global apparel industry. Through an extensive 120 credit curriculum, students are introduced to the fast-paced marketplace of fashion from New York to China. Intensive core courses in the Fashion merchandising and Management Program prepare majors to become apparel buyers, fashion merchandisers, apparel and textile managers, fashion coordinators and directors, fashion consultants and fashion industry entrepreneurs. To ensure success in the highly competitive managerial field of fashion, the FMM program requires all majors to earn a “C” or higher in each FMM course and maintain a 2.5 GPA in all major-related coursework. To receive the bachelors degree, FMM majors must complete 51 credit hours of specific General Education courses (including courses with the following designations: (W) Writing Intensive; (A) African-American Heritage (in addition to AAS 210); (G) Global and (I) Information Literacy; 54 credit hours of FMM core courses and FMM required electives, 6 credit hours of specific business courses and 9 credits of recommended free electives.

Students majoring in Fashion merchandising and Management (FMM) will complete four levels of instruction towards the Bachelors of Science degree.

**Level 1** - FMM majors take FMM 101: Global Textiles and Apparel Production and FMM 102G: Global Apparel Retailing. The next level is Level 2 where students move to introductory fashion merchandising and fashion management courses.

**Level 2** - FMM majors take core courses FMM 201: Fashion Merchandising I and FMM 202: Fashion Management I. Additionally, on Level 2, FMM majors are required to take core courses FMM 203: History of Apparel I & FMM 204: History of Apparel II, plus FMM 205: Visual Merchandising and FMM 206: Fashion Marketing. Two FMM electives are to be completed at this stage.

**Level 3** – The focus of the curriculum will shift to grooming the student for a leadership, managerial role in the fashion industry. FMM majors are required to complete FMM 301: Fashion Merchandising II and FMM 32: Fashion Management II in preparation to take the core course that prepares students to become apparel buyers and analysts. The course is FMM 305: Merchandise Buying and Planning. Two more of the four required FMM electives are to be completed at this stage. Lastly, on Level 3, the student will complete FMM 306: Professional Development, which is taken prior to the student beginning a required internship in the apparel industry.

**Level 4** - FMM majors are readied to enter either the apparel industry or graduate school. Three core courses are required to prepare the FMM major to make the decision to begin a career or enter a master’s degree program. The three courses are FMM 401: Fashion Research and Theories, FMM 405: Fashion Entrepreneurship and FMM 406: Apparel Industry Internship. The internship course is offered during the Summer semesters only.

**FMM Program and the Walmart Scholarship**

On an annual basis, Walmart offers two $5,000 scholarships to Fashion Merchandising and Management majors. The two recipients become Walmart Scholars for a year. Junior and senior FMM Majors who are in good academic standing will be considered for the scholarship. The recipients are announced at the Annual FMM Fall Open House.
FMM Special Events and Student Organization

On a recurring basis, the Fashion Merchandising and Management [FMM] offers these four special events:

- The Annual FMM Fall Open House on the first Tuesday in December. Keynote speakers have been executives from Walmart, Saks Fifth Avenue, Bloomingdale’s, H & M and BET (Black Entertainment Television).

- The biennial FMM Fashion Show takes place during the Fall semester of each even-numbered year. The event is competitive and FMM majors enrolled in the elective course FMM 402: Fashion Direction and Styling serve as the show’s coordinators and fashion stylists. Major apparel retailers furnish the clothing featured in the show. The gender of the models alternates each show. The next fashion show is set for Fall 2010 and will feature male models.

- The biennial FMM Fashion Entrepreneurship Expo takes place during the Spring semester of each even-numbered year. The event is competitive and FMM majors enrolled in the core course FMM 405: Fashion Entrepreneurship create and exhibit fashion-oriented business plans for a panel of judges. The campus community is invited to participate as honorary judges as well. The next FMM Fashion Entrepreneurship Expo is set for Spring 2010 and will feature the business theme, “2010: Fashion Trends for a New Decade”.

- The FMM Program has a student organization of the International Council of Shopping Centers [ICSC].

How to Apply

All applicants to this program must be accepted by and agree to attend Cheyney University of Pennsylvania. The FMM Program accepts students on a continuing basis. Accepted students must make an appointment to meet with the FMM Program Coordinator.
# Fashion Merchandising and Management Curriculum Worksheet

**Professional Studies Department**

**Bachelor of Science Degree**  
**2010-2011 AY**

## I. Core Requirements

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CR</th>
<th>SEM</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Skills (15 Credits)</td>
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</tr>
<tr>
<td>FMM 101 Global Textiles and Apparel Production</td>
<td>3</td>
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<tr>
<td>FMM 102 Global Apparel Retailing (G)</td>
<td>3</td>
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<tr>
<td>FMM 201 Fashion Merchandising I</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>FMM 202 Fashion Management I</td>
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</tr>
<tr>
<td>FMM 203 History of Apparel I</td>
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<td>FMM 204 History of Apparel II</td>
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<tr>
<td>FMM 205 Visual Merchandising</td>
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<td>FMM 206 Fashion Marketing</td>
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<tr>
<td>FMM 301 Fashion Merchandising II</td>
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<td>FMM 302 Fashion Management II</td>
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<tr>
<td>FMM 305 Merchandise Buying and Planning</td>
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<td>FMM 306 Professional Development</td>
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<tr>
<td>FMM 401 Fashion Research and Theories</td>
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<tr>
<td>FMM 405 Fashion Entrepreneurship</td>
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<tr>
<td>FMM 406 Apparel Industry Internship</td>
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## II. Distribution Requirements (Can Not Be Major Courses)

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CR</th>
<th>SEM</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>Humanities (6 credits)*</td>
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</tr>
<tr>
<td>Humanities course I</td>
<td>3</td>
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<tr>
<td>Humanities course II</td>
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</tr>
<tr>
<td>Foreign Language (6 credits)**</td>
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</tr>
<tr>
<td>Foreign Language I</td>
<td>3</td>
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<tr>
<td>Foreign Language II</td>
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<tr>
<td>Social Sciences (6 credits)***</td>
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<tr>
<td>Social Science Elective I</td>
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<tr>
<td>Social Science Elective II</td>
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<tr>
<td>Natural Science (6 credits)@</td>
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<td>Natural Science Elective I</td>
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<td>African-American Experience (3 credits)</td>
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<tr>
<td>A-A Experience in a Global Context</td>
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<td>Freshmen Experience (2 credits)</td>
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<tr>
<td>GAC 101 Freshmen Seminar I</td>
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<tr>
<td>GAC 102 Freshmen Seminar II</td>
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</tbody>
</table>

* Satisfactory courses include literature, language, theater, music, arts, & philosophy.

** Must be in the same language.

*** Courses include anthropology, economics, geography, history, political science, psychology & sociology.

@ Satisfactory courses include biology, chemistry, physics, earth or space sciences.

## III. Intensive Courses

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CR</th>
<th>SEM</th>
<th>GRADE</th>
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</thead>
<tbody>
<tr>
<td>Writing Course (W)</td>
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<tr>
<td>Writing Course (W)</td>
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<tr>
<td>Global Course (G)</td>
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<tr>
<td>A-A Heritage course (A)</td>
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<tr>
<td>Information Literacy course (I)</td>
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## TOTAL CREDITS IN GENERAL EDUCATION

51

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A 2.0 overall cumulative GPA is required for graduation.

## FREE ELECTIVES (9 credits)

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CR</th>
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<tbody>
<tr>
<td>Health &amp; Wellness</td>
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<tr>
<td>REC 111 Health &amp; Wellness</td>
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<td>REC 111 Physical Education</td>
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<tr>
<td>REC 111 Physical Education</td>
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</tr>
</tbody>
</table>

TOTAL FREE ELECTIVE CREDITS 9

TOTAL CREDITS FOR GRADUATION 120

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++PASSHE Policy 1990-06-A holds that elective course selection is encouraged.

+++ Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.

---

**Note:** All Core requirements must be completed before a student is considered a Junior.
The Hotel, Restaurant and Tourism Management program is designed to prepare confident, reflective, visionary leaders, and responsible citizens who strive in an intellectually challenging, and socially enriching environment. The purpose of the Hotel, Restaurant, and Tourism curriculum is to provide students with a cutting-edge educational experience focused on scholarly resource, a top-notch internship/externship program, preparation for further study in graduate level course work, and hands on learning environment.

This accredited program is equipped with food science labs, a sensory lab, and opportunities to conduct food and service training, and an experimental kitchen for product testing. The Cheyney Grille our student managed restaurant amalgamates our hands on curriculum and science based program. Direct experience includes: role playing, sensitivity exercises, laboratory field experiments, simulations, simulators and, problem solving activities.

Our dedication to research and our personal commitment to students make our teaching second to none. The research taking place in our labs offers students a competitive edge with in their chosen disciplines as future Hospitality professionals.

The Bachelor of Science in Hotel, Restaurant and Tourism Management is an interdisciplinary and collaborative degree that will serve the needs of traditional and non-traditional students seeking to become proficient in an ever growing global society.

Our curriculum will prepare you for entry level management positions in the hospitality industry allowing students to take advantage of a truly unique and exceptional educational experience.
### HOTEL, RESTAURANT, AND TOURISM MANAGEMENT CURRICULUM WORKSHEET

**Department of Professional Studies**  
**Bachelor of Science Degree**  
**2010-2011 AY**

<table>
<thead>
<tr>
<th>NAME:</th>
<th>ADVISOR:</th>
<th>EMAIL:</th>
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#### GENERAL EDUCATION

<table>
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<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
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<th>Grade</th>
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#### MAJOR COURSES

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CR</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
</table>

**REQUIRED MAJOR COURSES (51 credits)**

1. **Essential Skills (15 Credits)**
   - HRM 111 Introduction to Service Management 3
   - HRM 214 Menu Planning/Sanitation 3
   - HRM 221 Hospitality Purchasing 3
   - HRM 223 Travel & Tourism 3
   - HRM 310 Managing Hotel Operations 3
   - HRM 321 Hospitality Sales & Marketing 3
   - HRM 331 Quantity Food Production 3
   - HRM 333 Hospitality Law 3
   - MAT 359 Event, Convention & Meeting Planning 3
   - HRM 361 Catering 3
   - HRM 421 Hospitality Management & Gaming 3
   - HRM 461 Hospitality Cost Control 3
   - HRM 462 Field Experience/Internship I 3
   - HRM 463 Internship II 3
   - HRM 472 Hospitality Human Resources 3
   - HRM 488 Hospitality Financial Management 3
   - HRM 499 Senior Seminar 3

**Total Major Electives Credits 51**

#### II. DISTRIBUTION REQUIREMENTS (Can Not Be Major Courses)

**Humanities (6 credits)**

- Humanities course I 3
- Humanities course II 3

Satisfactory courses include literature, language, theater, music, arts, & philosophy.

**Foreign Language (6 credits)**

- Foreign Language I 3
- Foreign Language II 3

Must be in the same language.

**Social Sciences (6 credits)**

- Social Science Elective I 3
- Social Science Elective II 3

Courses include anthropology, economics, geography, history, political science, psychology & sociology.

**Natural Science (6 credits)**

- Natural Science Elective I 3
- Natural Science Elective II 3

Satisfactory courses include biology, chemistry, physics, earth or space science.

**Health & Wellness (4 credits)**

- Health & Wellness 2
- Physical Education 1

**Total Credits in General Education 51**

#### III. INTENSIVE COURSES

<table>
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<tr>
<th>Writing Course (W)</th>
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**TOTAL CREDITS FOR GRADUATION 120**

A 2.0 overall cumulative GPA is required for graduation.

**NOTES:**

1. No D's are permitted in any HRM, FMM, REC, and BCA courses.
2. Course code key:
   - A: African-American Experience
   - E: Essential Skills
   - F: Mathematics
   - H: Humanities
   - R: Required Related Courses
   - W: Writing Course
   - E: Elective Course
   - C: Core Courses
   - D: Distribution Courses

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1. **General Education (15 credits)**
2. **Essential Skills (15 credits)**
3. **Mathematics (3 credits)**
4. **African-American Experience (3 credits)**
5. **Freshmen Experience (2 credits)**
6. **Freshmen Seminar I**
7. **Freshmen Seminar II**
8. **Total Major Electives Credits 51**
9. **Total Required Related Credits 9**
10. **Total Elective Requirements 9**

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**TOTAL CREDITS IN GENERAL EDUCATION 51**
As we move forward into the 21st century, the global nature of the world citizens opens new perspectives, interests and opportunities in business, hotel, restaurant and travel and tourism, sports and leisure. This explosion of opportunities is ideal for the department of Professional Studies. We are proud to take advantage of this rising phenomenon and global focus and must capitalize on it through designing curricula that aligns with the skills and experiences needed to compete in modern society.

An internship is available in the department. The requirements are as follows:

1. Application within the first month of the senior year.
2. Approval of application by department chair person.
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.
### I. CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
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</table>
| **Essential Skills (15 Credits)**
  - REC 316 Leisure in Modern Society | 3 |
  - REC 310 Safety Education, First Aid, & CPR | 3 |
  - REC 324 Recreation & Sport Marketing | 3 |
  - REC 327 Outdoor Recreation | 3 |
  - REC 319 Leadership I | 3 |
  - REC 321 Organization & Administration | 3 |
  - REC 323 Sport Law (W) | 3 |
  - REC 326 Sport & Society | 3 |
  - REC 317 Recreation Programs | 3 |
  - REC 320 Recreation Management (W) | 3 |
  - REC 322 Leadership II | 3 |
  - REC 338 Philosophy of Recreation (I) | 3 |
  - REC 339 Research Tech. In Recreation (W) | 3 |
  - REC 401 Field Experience | 3 |
  - REC 402 Internship | 12 |

**Total Credits:** 54

### II. DISTRIBUTION REQUIREMENTS (Can Not Be Major Courses)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Credits</th>
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</table>
| Humanities (6 credits)**
  - Humanities course | 3 |
  - Humanities course II | 3 |
| Social Sciences (6 credits)***
  - Social Science Elective I | 3 |
  - Social Science Elective II | 3 |
| Natural Science (6 credits)**
  - Natural Science Elective I | 3 |
  - Natural Science Elective II | 3 |
| Health & Wellness (4 credits)
  - REC 111 Health & Wellness | 2 |
  - REC 213-15 Swimming Elective | 1 |
  - REC Physical Education | 1 |

**Total Credits:** 6

### III. INTENSIVE COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Writing Course (W) - REC 339 suggested</td>
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<tr>
<td>Writing Course (W) - REC 323 suggested</td>
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<tr>
<td>Global Course (G) - REC 320 suggested</td>
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<tr>
<td>Information Literacy course (I)</td>
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</tbody>
</table>

**Total Credits:** 54

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### MAJOR COURSES

**REQUIRED MAJOR COURSES (54 credits)**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
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</table>
| **Essential Skills (15 Credits)**
  - REC 316 Leisure in Modern Society | 3 |
  - REC 310 Safety Education, First Aid, & CPR | 3 |
  - REC 324 Recreation & Sport Marketing | 3 |
  - REC 327 Outdoor Recreation | 3 |
  - REC 319 Leadership I | 3 |
  - REC 321 Organization & Administration | 3 |
  - REC 323 Sport Law (W) | 3 |
  - REC 326 Sport & Society | 3 |
  - REC 317 Recreation Programs | 3 |
  - REC 320 Recreation Management (W) | 3 |
  - REC 322 Leadership II | 3 |
  - REC 338 Philosophy of Recreation (I) | 3 |
  - REC 339 Research Tech. In Recreation (W) | 3 |
  - REC 401 Field Experience | 3 |
  - REC 402 Internship | 12 |

**Total Major Elective Credits Needed:** 6

**TOTAL CREDITS IN GENERAL EDUCATION:** 51

**TOTAL CREDITS FOR GRADUATION:** 120

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### FREE ELECTIVES

**FREE ELECTIVES** (9 Credits)

- Upper-Level Free Elective 1++ | 3 |
- Free Elective 1 | 3 |
- Free Elective 2 | 3 |

**Total Free Elective Credits:** 9

**TOTAL CREDITS FOR GRADUATION:** 120

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A 2.0 overall cumulative GPA is required for graduation.

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### DEVELOPMENTAL/REMEDIAL COURSES+++:

**DEVELOPMENTAL/REMEDIAL COURSES+++:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ERE 001 Reading &amp; Study Skills</td>
<td></td>
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<tr>
<td>HEN 011 Elements of Writing</td>
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<tr>
<td>MAT 001 Basic Math</td>
<td></td>
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<tr>
<td>MAT 002 Elementary Algebra</td>
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</tbody>
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+++Credits earned for developmental/remedial courses do not count towards the 120 credits required for graduation.
Minor in Recreation Requirements: REC 310; REC 320; REC 317; REC 335; REC 316; REC 323.

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 interest and knowledge.

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

Health and Physical Education

A service area non-degree program offering courses in health and physical education which are required of all students.* Courses provide a varied program in health and in sports activities relate to lifelong interests.

(*Approval of the department chair allows disabled students to attend class as an administrative assistant, or take an academic course within the department to meet the physical education requirements. Veterans are exempt from physical education requirements but also receive no credit. They are not exempt from the health requirement.

COURSE DESCRIPTIONS

AAS210 African American Experience in Global Context 3.0 credits. The course is a sophomore level interdisciplinary course in which the major themes of the general education program are explored in an interdisciplinary format. This course considers the thematic connections between the experiences and intellectual thought of African Americans and other peoples from across the globe and examines African American history in the context of world peoples of African descent. This course does not satisfy the African American Heritage or Global Studies General Education requirement. Prerequisite: None. (Core General Education Course).

BAA 233 Intermediate Accounting I 3.0 credits. Topics covered include accounting theory, the accounting cycle, the income statement, the balance sheet, the statement of cash flows, cash, receivables, payables, and inventories. Prerequisite: BCA120 with a grade of C or better. Offered: Fall Term.

BAA 242 Intermediate Accounting II 3.0 credits. A continuation of BAA 233. Topics include plant and equipment, intangibles, investments, long-term liabilities, leases, stockholders’ equity and pension accounting. Prerequisite: BAA 233 with a grade of C or better. Offered: Spring term.

BAA 355 Cost Accounting 3.0 credits. 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: BCA 120. Offered: Fall term.
**BAA 467 Auditing** 3.0 credits. 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: BCA 120.

**BAA 476 Advanced Accounting** 3.0 credits. Topics covered include partnerships, home office-branch, consolidated financial statements, government accounts and non-profit accounting. Prerequisite: BCA 120. Offered: Spring term.

**BCA101 Introduction to Business Environment** 3.0 credits. 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. Prerequisite: None.

**BCA111 Principles of Accounting I** 3.0 credits. Introduction to basic accounting concepts. Assets and equities; the accounting cycle; adjustments; and procedural differences in accounting for individual, proprietorships, partnerships, and corporations. Prerequisite: None.

**BCA 120 Principles of Accounting II** 3.0 credits. 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.

**BCA 210 Introduction to Management** 3.0 credits. Principles that form the basis of modern management methods; behavioral and quantitative methods of management; classical roots of management thought and theory; application of modern concepts of behavioral theory to management problems; introduction to current quantitative methods as applied to managing modern operations. Prerequisite: None.

**BCA 211 Financial Management** 3.0 credits. The theory and practice of business finance. Among topics covered are capital budgeting, working capital management, capital structure, dividend policy, and the decision-making process. Prerequisite: MAT 111.

**BCA 212 Marketing I** 3.0 credits. Structure and processes of marketing; major marketing policies concerning the product, market, distribution channels, field selling; advertising promotion, and pricing. Prerequisite: None.

**BCA 214 Business Communication** 3.0 credits. Focus on the practical side of communications as it applies to the business setting and focuses on writing as a process. Instruction for producing well designed business documents, preparing effective multi-media presentations, and participating productively in a number of business settings. Course reflects current management concepts, organizational trends, international business and ethics based on extensive research in office systems, information management, technology, communications, and administrative procedures. Prerequisite: None.

**BCA 240 Business Statistics** 3.0 credits. Topics include data structure, graphical description of data, numerical descriptive measures, probability, sampling, inference and estimation. Computer software will be utilized. Co/Prerequisite: MAT104 with a minimum grade of D or better.
BCA 250 International Business 3.0 credits. Basis of trade, international business mechanism, economic, social, cultural, legal, and technological forces in international business environment. Prerequisite: None.

BCA 301 Mutual Fund Accounting 3.0 credits. This course is an introduction to the basics of mutual fund accounting. It covers topics such as capital share transactions and provides a thorough understanding of the process necessary for the valuation of securities such as equities, bonds, convertible bonds, tax-exempt bonds, and money market securities. The effect of federal taxation on transactions is also covered. Prerequisite: BCA 111, BCA 120.

BCA 330 Computer Programming Management Information Systems 3.0 credits. An overview of current microcomputer office technology and future trends in business. The course provides an understanding of how microcomputers improve office/management productivity through appropriate application. Includes integration of discipline specific software. Prerequisite: None.

BCA 331 Business Law 3.0 credits. 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. Prerequisite: None.

BCA420 Business Policy Seminar 3.0 credits. Capstone course. Top management decision-making involved in strategic planning and overall company policy formulation and administration. Prerequisite: Senior standing.

BEC 201 Economics I 3.0 credits. The fundamentals of macroeconomics affecting our daily lives: inflation, unemployment; and growth and income. Prerequisite: MAT 104. (Social Science General Education Course).

BEC 202 Economics II 3.0 credits. The subject from the micro-economic approach: business enterprise, demand and supply, market price formation, costs, competition and monopoly, and government and business. Prerequisite: MAT 104. (Social Science General Education Course).

BEC 300 Public Finance 3.0 credits. Taxation and spending policies of state and local governments, the federal government, fiscal policy as tool of welfare policy, fiscal policy, and inflation or recession. Theoretical and empirical problems are discussed. Prerequisite: BEC 201.

BEC 305 Money and Banking 3.0 credits. 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 Macroeconomics 3.0 credits. An Advanced treatment of income determination, unemployment, inflation, and monetary and fiscal policies. Prerequisite: BEC 201.

BEC 311 Intermediate Micro 3.0 credits. 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 3.0 credits. 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. Prerequisite: BEC 201, BEC 202.


**BEC 416 Intro Econometrics** 3.0 credits. Estimation of relationships in a single equation and simultaneous equation systems. Development of models and forecasting. Prerequisite: None.

**BEC 444 Economics of Black Community Dev** 3.0 credits. 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. Prerequisite: BEC 201.

**BFA120 Personal Financial Management** 3.0 credits. This course is a freshman level elective course which will provide students with the knowledge they need to become financially astute. This course will introduce students to the practical aspects of money management, including discussion of insurance, savings and investment options. Prerequisite: None.

**BFA220 Financial Management II** 3.0 credits. The analysis of financial decisions and the formulation of financial policy are stressed. The subjects covered include intermediate and long-term sources of funds, the cost of capital, and capital structure. Prerequisite: MAT 111.

**BFA 333 Investments** 3.0 credits. 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: MAT 111, MAT 211, and BCA 120 recommended.

**BFA 342 Financial Markets and Institutions** 3.0 credits. 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 Corp Finance & Control** 3.0 credits. 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** 3.0 credits. Sources and methods of obtaining funds for real estate investment; private and governmental financial institutions of real estate, legal, and tax considerations; the construction industry and cycles; and real estate investment policies and current practices. Prerequisite: BCA 120.

**BFA 367 Commercial Bank Mgmt** 3.0 credits. The structure, organization, administration, and regulation of commercial banks; sources and uses of funds; and portfolio policy. Prerequisite: BCA 211 and BEC 201.

**BFA 369 International Financial Management** 3.0 credits. Financial constraints of the international environment and their effect on standard concepts of financial management. Study of international currency flow and international banking practices. Prerequisites: BCA 211.
**BFA 455 Security Analysis** 3.0 credits. Coverage includes risk-return analysis, the analysis of bonds and common stocks, options, portfolio theory, and selection. *Prerequisite:* BFA 211.

**BMG 321 Organization Theory and Design** 3.0 credits. The study of the theories and concepts of organizing and designing organizations. *Prerequisite:* None.


**BMG 332 Organizational Behavior** 3.0 credits. Study of the social science disciplines – psychology, sociology, anthropology, social psychology, as they contribute to understanding and predicting human behavior in organizations – learning, motivation, perception, attitudes, cognition, and their implications for management. *Prerequisite:* MAT 104. *Offered:* Spring term.

**BMG 334 Operation Management** 3.0 credits. 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. MAT 111.

**BMG 422 Mgt Seminar** 3.0 credits. Management concepts as they relate to contemporary problems. An independent research project is required. Restricted to seniors. *Prerequisite:* nine credit hours in management.

**BMG 445 Management Labor Relations** 3.0 credits. Describes the relationship between management and the labor force, both where that relationship is governed by a collective bargaining agreement and where it is not. Includes development of the social and legal status of trade unions, organizing, negotiations, strikes, grievance procedure, and union security. *Prerequisite:* BCA210.

**BMG 457 Organizational Development** 3.0 credits. Problems of a manager in a changing organization. The problems of rapid growth, and the needs for development of organizations utilizing organization theory. *Prerequisite:* None.

**BMT 321 Sales Management** 3.0 credits. 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 salesperson, sales planning and analysis, and social responsibilities. *Prerequisite:* BCA 212.

**BMT 333 Buyer Behavior** 3.0 credits. 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** 3.0 credits. 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. *Offered:* Fall term.

**BMT 344 Principles of Salesmanship** 3.0 credits. Techniques of successful selling. The psychological steps of the selling process and developing skills needed in creative selling. A sales demonstrating incorporation visual aids is required of all students. *Prerequisite:* BCA 212. *Offered:* Fall term.
BMT 455 Advertising 3.0 credits. 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 3.0 credits. Critical analysis of retailing strategy and management. The trade, area, store layout, merchandise assortment, promotion, pricing, and cost. Prerequisite: BCA 212. Offered: Spring term.

BMT 460 Marketing in Urban Areas 3.0 credits. 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 a focus on the minority consumer and the minority entrepreneur. Prerequisite: BCA 212.

BMT 467 Marketing Research 3.0 credits. 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.

BMT 468 Marketing Management 3.0 credits. 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. Offered: Spring term.

BOA 460 Business Internship 3.0 – 6.0 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.

BOA 323 Office Sys & Tech 3.0 credits. Overview of office systems and technologies – within an organizational and environmental context. Improvement of productivity and the management of these resources through appropriate application of major technologies and techniques that support information creation through distribution are covered. Prerequisite: None.

BSB 211 Small Firm Management 3.0 credits. Problems peculiar to small companies in retailing, manufacturing, and the service industries. Emphasis on management of an existing business and on its relations with financial and legal institutions. Case studies used extensively. Prerequisite: BCA 210.

BSB 320 Entrepreneurship 3.0 credits. 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 Finance Mngmnt Sm Firm 3.0 credits. Methods for raising capital funds, cost controls, and cash management. Diversification possibilities through expansion or merger with other companies. Prerequisite: BCA 211.
BSB 323 Environ of Small Firm 3.0 credits. Environmental forces which affect small firm operations; relationships with competitors, government, and community agencies. Prerequisites; BCA 210.

BSB 435 Seminar Small Firm 3.0 credits. Opportunities to work in the field and to develop a full and complete business plan. Prerequisite; six credit hours of Entrepreneurship courses.

BTX 220 Fe Income Tx (Corp) 3.0 credits. Procedures relating to the determination of taxable income and reporting qualifications for corporations, partnership, sub-chapters, estates, and trusts. Prerequisite: None. Offered: Fall term.

BTX 221 Federal Income Tax (Individual) 3.0 credits. Principles and procedures relating to the determination of taxable income of individuals. Prerequisite: BCA 120. Offered: Spring term.

BTX 333 Tax Planning for Business 3.0 credits. Tax laws and current tax practices pertaining to formation, division, reorganization, and liquidation of business. Prerequisite: BTX 220.

CIS 100 Basic Principles of Computers 3.0 credits. 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. Prerequisite: None.

CIS 101 Computer Programming I 3.0 credits. 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: CIS 100.

CIS 102 Computer Programming II 3.0 credits. 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: CIS 101.

CIS 103 Information Structures 3.0 credits. 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. Prerequisite CIS 106.

CIS 104 Computer Organization 3.0 credits. Assembly language macros include the use of input/out 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: CIS 106.

CIS 105 Basic Assembler Language 3.0 credits. 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. Prerequisite: CIS 101.

CIS 106 Computer Programming III 3.0 credits. 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: CIS 102.

CIS 201 Programming Languages 3.0 credits. 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. Prerequisite: CIS 103.

CIS 211 Computer Operating Systems 3.0 credits. 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. Prerequisite: CIS 103.

CIS 215 Fund Struct of Computer Science I 3.0 credits. 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.
Prerequisite: CIS 105.

CIS 231 Compiler Construction 3.0 credits. 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. Prerequisite: CIS 103.

CIS 311 System Simulation 3.0 credits. 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: CIS 211.

CIS 321 Information Organ and Retrieve 3.0 credits. 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: CIS 102.**

**CIS 330 Algorithms & Fortran** 3.0 credits. 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. **Prerequisite: CIS 103.**

**CIS 331 Theory of Computability** 3.0 credits. 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. **Prerequisite: CIS 101.**

**CIS 401 Topic Computer and Information Science** 3.0 credits. A seminar course which includes topics that are determined by students and instructors. This course may be taken more than once if topics are different. **Prerequisite: None.**

**CIS 403 Topics Java** 3.0 credits. Seminar in which topics are determined by students and instructors. **Prerequisite: None.**

**CIS 413 Software Eng Using Ada** 3.0 credits. 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 cooperative creation and elementary management). The course will consist primarily of working on the cooperative creation and modification of software systems. **Prerequisite: CIS 103.**

**ECE 121 Early Childhood Component I** 3.0 credits. Early Childhood Component I allows for the study of the child from birth to two years old. Students learn how to create appropriate learning environments for infants and toddlers based upon sound child development principles, and techniques for administering and supervising infant-toddler programs. Current trends and research in infant-toddler education are also presented. Participation in related field experiences is required. **Prerequisite: None.**

**ECE 122 Early Childhood Component II** 3.0 credits. Early Childhood Component II is an in-depth study of the child from two to five years of age focusing on social, emotional, and physical development. Topics discussed in the course include communication between parents and teachers, community resources available for the enrichment of the learning environment, and providing cross-cultural, non-sexist education. **Prerequisite: ECE 121.**

**ECE 123 Early Childhood Component III** 3.0 credits. Early Childhood Component III is a continued in-depth study of the child from two to five years of age. Topics discussed in the course include effective procedures for setting goals in the preschool, techniques for fostering creativity in play and thought, developing reading and language skills, and designing lesson
plans for young children. Current trends and research in each of these areas are reviewed. Prerequisite: None.

**ECE 131 Early Childhood Education** 3.0 credits. Introduction to Early Childhood Education addresses the history, primary issues, and trends in early 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. Prerequisite: None.

**ECE 162 Contemporary Programs in Early Childhood** 3.0 credits. 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. Prerequisite: None.

**ECE 300 Family, School, and the Community** 3.0 credits. This course explores approaches to working effectively with families and communities. Students develop problem-solving skills by exposing them to challenging situations that require them to negotiate sensitive issues. Opportunities are provided to work in schools and communities to develop valuable communication and interpersonal skills when dealing with families with very different backgrounds from their own. The application of research skills to develop a better understanding of families and communities and to use information to develop family involvement activities and to create supplemental materials for classroom use is also emphasized. Prerequisite: None.

**EDU 110 Introductory Interpretation and Analysis** 3.0 credits. This course serves as a college-level reading course in which students critically read and analyze difficult texts, and gain proficiency in interpreting, paraphrasing, and evaluating the written word. Prerequisite: None.

**EDU 211 Introduction to Teaching** 3.0 credits. 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. Prerequisite: None.

**EDU 213 Philosophical Foundations of Education** 3.0 credits. 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. Prerequisite: None.

**EDU 308 Reading Literacy and Language Development I** 3.0 credits. The 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, 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. Prerequisite: None.

**EDU 309 Reading Literacy and Language Development II** 3.0 credits. Reading/language arts instruction in accordance with the Pennsylvania Academic Standards including phonemic, morphemic, semantic, syntactic, and pragmatic systems of language; elements of the writing process including spelling, grammar, punctuation and handwriting; instructional technologies, and information management and library skills. Prerequisite: EDU 308.

**EDU 317 Children’s Literature** 3.0 credits. 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 analysis of children’s and adolescents’ books and their suitability for different levels of maturity are covered. Prerequisite: None.

**EDU 320 Pre-Professional Field Experience in Education I** 3.0 credits. Provides candidates with exploratory experiences in a setting for young children. Prerequisite: None.

**EDU 321 Pre-Professional Field Experience in Education II** 1.0 credit. Provides candidates with the opportunity to teach individual children in a school setting. Hours: 1. Prerequisite: EDU 320.

**EDU 401 Educational Technology and Classroom Application** 3.0 cr. A required three-credit hour course. Materials, devices, techniques and settings are presented in an overview of the field of instructional technology. Laboratory experiences are provided in the operation of instructional hardware. Educational Technology and Classroom Applications is a course designed to introduce education majors to the underlying principles of instruction and how instruction can be facilitated using technology. Throughout the semester, students will
become acquainted with all aspects of instructional technology. Students will by necessity become proficient with the computer as a teacher’s tool as they use the computer for word processing, data base management, spreadsheet development and the use of graphic/presentation software in the development of lesson planning, utilization of communications software (e-mail) and web based instruction. At the completion of the course, students will have familiarity with the tools found in the instructional technology field and be able to integrate those technologies into their lesson plans and instruction. Students will also learn to use a Database to manage information i.e., lists, names and addresses, schedules and inventories, as well as the implementation of graphic/presentation software in instruction. 

Prerequisite: None.

EDU 413 Educational Tests and Measures 3.0 credits. 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. Prerequisite: None.

EDU 416 Pre-Professional Experience in Education III 3.0 credits. Provides candidates with an opportunity to teach small groups of children and youth in educational settings. Prerequisite: EDU 321.

EDU 428 Student Teaching Elementary Education 12.0 credits. 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. Prerequisite: EDU 320, EDU 321, EDU 416.

EDU 440 Classroom Management 3.0 credits. 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. Prerequisite: None.

EDU 901 Differentiated Instruction 3.0 credits. This course will provide the Educator with the understanding and simple strategies to present both content and methods that accommodate individual difference in the classroom. Participants will be able to 1) Analyze the role of a teacher in a differentiated classroom 2) Articulate and support rationales for a differentiated classroom 3) Reflect on one’s own growth in addressing academic diversity in the classroom, and 4) develop a short term goal for implementation in the classroom that addresses the academic needs of a diverse group. Prerequisite: None. *Note: regular graduate students are not permitted enrollment in this course.
EDU 902 School Home Connections 3.0 credits. The primary function of this course is to help school staff understand how they can assist parents to better support their children as learners. Strategies include helping classroom practitioners develop learning partnerships with parents by assigning more productive and inclusive homework, explaining classroom work and grading systems, correcting student work and providing timely feedback to students and parents. Prerequisite: None. *Note: regular graduate students are not permitted enrollment in this course.

EDU 903 Managing Anti-Social Behavior 3.0 credits. This course is intended to provide educators with instructional tools to change practice and promote student achievement through ongoing professional development. Participants will examine research-based information that is essential to professional practice through the (ATF) ER&D managing Anti-Social behavior Program. This course will offer non-threatening, nonjudgmental learning environment, providing opportunities for thoughtful discussion about teaching and learning with colleagues and researchers; blending theory and practice into meaningful (learning activities) strategies that promote social skill development and academic progress. The anti-social actions of a small but powerful percentage of students in school not only put their own academic success at risk, but also threaten the environment of the rest of the class. This course will present research on students who have emotional and behavioral problems and who are easily provoked. Participants will learn about strategies to reduce and/or prevent the occurrence of disruptive outbreaks. Prerequisite: None. *Note: regular graduate students are not permitted enrollment in this course.

EDU 904 Instructional Strategies that Work 3.0 credits. This course provides practical applications of instructional strategies outlined in the research base on effective instruction and proven to support student learning, if implemented systematically and routinely in the classroom. Focal points of this course are cognitive strategies that foster critical thinking and the transferability of acquired skills. Course participants will learn how to evaluate scoring guides for student tasks. These strategies are applicable in K-12 settings and are applicable to students with special needs.

The course content includes a 30-year synthesis of the research consensus on instructional strategies proven to have the greatest effects as well as help students improve their met cognitive skills. Prerequisite: None. *Note: regular graduate students are not permitted enrollment in this course.

EDU 905 Foundations of Effective Teaching I 3.0 credits. This course will focus on effective classroom management strategies for teachers in grades K-12. Foundations of Effective Teaching, presents a synthesis of research on the fundamental aspects of teaching and learning. It is aptly named, because as defined by Webster, a foundation is the basis on which a thing stands, or is supported; an underlying support. This research identifies the myriad of specific, core teachers behaviors, often performed unconsciously that support good teaching. It helps teachers become aware of the complexities of teaching, reflect on their own practices, and move their use of effective strategies of the conscious level.
Classroom management is what a teacher does to organize and manage students, space, time and materials at the beginning of the year and throughout the year to create an orderly flow of activities and seemingly automatically functioning classroom. It represents a combination of organizational and management skills, techniques and practices which teaches use to establish a classroom environment in which good instruction and learning can take place. Students tend to be disruptive and off-task, and the teacher spends more time trying to control students than teach. Prerequisite: None. *Note: regular graduate students are not permitted enrollment in this course.

**EDU 906 Building Academic Success** 3.0 credits. This course addresses the challenges teachers are facing to raise the performance levels of all students while also closing the achievement gap. Students' learning needs have become increasingly diversified. Therefore, this course explores ways to equalize student status, both cognitively and socially, in order to raise student achievement. Evidence of departmental support was provided. Prerequisite: None. *Note: regular graduate students are not permitted enrollment in this course.

**EDU 907 Reading Comprehensive Instruction** 3.0 credits. This course focuses on the research and exemplary practices that help students acquire strong reading comprehension skills. It provides participants with a synthesis of the research base on reading comprehension instruction and vocabulary development. Participants examine, discuss and evaluate the appropriate application of a range of instructional strategies from explicit to implicit teaching of comprehension skills. Strategies are presented for increasing student comprehensive of both narrative and expository text-including content area textbooks. In addition, approaches are presented to help students monitor their own comprehension and apply appropriate “fix-up” strategies and examples of student work are embedded in each unit.

This course is appropriate for all K-12 teachers who need to help increase their students’ comprehension of text – whether that text is a literature selection or a subject area textbook. Prerequisite: None. *Note: regular graduate students are not permitted enrollment in this course.

**EDU 908 Beginning Reading Instruction** 3.0 credits. This course focuses on how children learn to read and the best ways to teach beginning reading from kindergarten to the end of second grade. Because the course contains considerable information on how students develop basic decoding skills, it is also useful to teachers and paraprofessionals working with older students who are still having difficulty with decoding and fluency.

The course presents a synthesis of the research consensus for beginning reading instruction. In addition, the most effective strategies for teaching beginning reading are provided with an emphasis on helping students develop phonemic awareness, fluency, vocabulary and comprehension. Throughout the course participants will use a double-entry journal to record both the research content that is presented and the training strategies that presenters use. Opportunities for reflection will be provided at the end of each session by completing a written reflection. By the end of the course, every participant will be expected to share a strategy learned and implemented in his or her classroom. Prerequisite: None. *Note: regular graduate students are not permitted enrollment in this course.
EDU 909 Foundations of Effective Teaching II 3.0 credits. This course will focus on effective classroom management strategies for teachers in grades K-12. Foundations of Effective Teaching presents a synthesis of research on the fundamental aspects of teaching and learning. It is aptly named, because as defined by Webster, a foundation is the basis on which a thing stands, or is supported; an underlying support. This research identifies the myriad of specific, core teachers behaviors, often performed unconsciously, that support good teaching. It helps teachers become aware of the complexities of teaching, reflect on their own practice, and move their use of effective strategies to the conscious level.

Classroom management is what a teacher does to organize and manage students, space, time, and materials at the beginning of the year and throughout the year to create an orderly flow of activities and seemingly automatically functioning classroom. It represents a combination of organizational and

ELE 300 Critical Skills in Elementary Math I 3.0 credits. 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. Prerequisite: None.

ELE 301 Critical Skills in Elementary Math II 3.0 credits. Critical Skills in Elementary Mathematics II is a performance-based course that serves as the second of a two-course component that focuses on the teaching of mathematics in elementary and in middle schools. Critical skills in Elementary Mathematics II takes an interdisciplinary approach to the teaching of mathematics. Knowledge and skills in teaching are emphasized. Favorable dispositions and attitudes towards learning and teaching mathematics are fostered. This second course continues to present contemporary teaching and learning theories in mathematics education. Prerequisite: None.

ELE 304 Social Sciences Citizenship Elementary School 3.0 credits. Teaching Social Studies, including Citizenship Education in the Elementary Level is a performance-based course that focuses on content knowledge, skills and resources essential for teaching social studies in grades K-8. The course is designed to enable students to establish a clear understanding of the elements of social studies education as defined by the National Council for the Social studies and the Pennsylvania Academic Standards. Key aspects of the development and implementation of standards-based social studies instruction are examined. Prerequisite: None.

ELE 310 Teaching Physical Science in Elementary School 3.0 credits. Teaching Physical Science in the Elementary School has been designed to prepare pre-service and in-service students to become competent, confident and committed teachers of science to elementary children. An emphasis is placed on understanding child development and its relationship to constructing scientific knowledge. Developing and demonstrating an
understanding of subject matter, concepts, principles and themes for studying and teaching physical science in the elementary school are central to the course. The processes of science are explored as they relate to human society. The processes of science and the use of scientific inquiry skills are fostered through the use of instructional strategies that require the observation and application of best teaching practices in authentic settings. The role of active research, investigation, collaboration, authentic assessment and the integration of technology are important course elements. A constructivist approach to teaching and learning is used as a critical course connective link. Ways of managing science instruction and student learning safely and successfully in the elementary school are incorporated in this course. Prerequisite: None.

**ELE 320 Teaching Biological Science in Elementary School** 3.0 credits. 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. Prerequisite: None.

**ERE 001 Reading Study Skills** 3.0 credits. This performance-based course has been designed to help students meet the rigorous academic demands of learning at the college level. In this course, the primary goal of instruction and practice is to develop and effectively improve the skills and abilities that college students need to comprehend reading material, reflect upon and retain content. Techniques and strategies for efficiently enhancing reading and study skills including vocabulary development, listening, note taking, time management, textbook usage and other study skills are addressed. Knowledge of relevant specialized vocabulary and terminology within a variety of disciplines will be explored and acquired. The use of critical thinking skills is emphasized throughout the course as the connective relationship between academic reading and writing are examined. This is a remedial course. Credits are not applicable to the 120 credits required for graduation. Prerequisite: None.

**ERE 102 Effective Communication Technologies** 3.0 credits. 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. Prerequisite: None.

**FCS 211 Child and Adolescent Development** 3.0 credits. A course that introduces candidates who are preparing to become teachers to the study of child development beginning with conception and ending with early adolescence. Within this chronological framework, information on the different domains of development is included. Through appropriate learning experiences, candidates acquire knowledge that will enable them to understand how children learn and how they move through periods of growth with specific developmental tasks that serve as milestones for development. This course also examines important issues related to raising healthy children and building positive parent-child
relationships including how to promote safe and health learning environments. Prerequisite: None.

**FMM 101 Global Textiles and Apparel Production** 3.0 credits This course is an overview of the global fashion industry. An introduction to the international marketplace with an emphasis on textile production from fiber to fabric production and apparel production from concept to wholesale and distribution will be presented. Prerequisite: None.

**FMM 102 Global Apparel Retailing** 3.0 credits. This course is an introduction to the principles of retailing apparel in the global fashion marketplace. In particular, the following principles will be discussed: organization and planning, human resources, buying, marketing and merchandising. Prerequisite: None. (Global Studies General Education Course)

**FMM 201 Fashion Merchandising I** 3.0 credits. This course is an introduction to the principles of retailing apparel in the global fashion marketplace. In particular, the following principles will be discussed: organization and planning, human resources, buying, marketing, and merchandising division of the global apparel industry. In addition to studying merchandise, the student will be introduced to the people, markets, media, policies and procedures that govern the largest division of the fashion industry. Prerequisite: FMM majors only.

**FMM 202 Fashion Management I** 3.0 credits. This course will cover the management side of the fashion industry from the perspectives of major retailers. As well as focusing on profit and loss, the student will explore issues related to consumer relations, law, government, personnel and ethics. Prerequisite: FMM majors only.

**FMM 203 History of Apparel I** 3.0 credits. This course is a survey of the history of cultural apparel from the continents of Africa, South America, Asia, Europe, and North America. Prerequisite: FMM majors only.

**FMM 204 History of Apparel II** 3.0 credits. This course is a survey of the history of modern American adornment and apparel from 1900 to the present. Special emphasis will be placed on the major fashion designers who have influenced the look of contemporary RTW and couture. Prerequisite: None.

**FMM 205 Visual Merchandising** 3.0 credits. This course is an applied class in the theories, concepts, and practices of the visual merchandiser for apparel retailing. Creative assignments, in-class workshops and projects serve as the major forms of instruction. Prerequisite: None.

**FMM 206 Fashion Marketing** 3.0 credits. This course familiarizes the student with the basics of marketing then professes intro the specific goals and challenges of the apparel retailer as it relates to marketing fashion goods and services in the global marketplace. Prerequisite: Majors in Fashion Merchandising and management or Business Administration only.

**FMM 301 Fashion Merchandising II** 3.0 credits. This course will cover the menswear and children’s wear markets in the global apparel industry. Besides the merchandise, the student will
be introduced to the people, markets, media, policies and procedures that govern these growing divisions of the fashion industry. Prerequisite: FMM 201 and FMM major

**FMM 302 Fashion Management II** 3.0 credits. This course will cover the management side of the fashion industry from the perspective of the small apparel retailer (chains and boutiques). As well as focusing on profit and loss, the student will explore issues related to customer relations, government, law, personnel and ethics. Prerequisite: FMM 202 and FMM major.

**FMM 303 Specialty Merchandising: Footwear and Accessories** 3.0 credits. This course explores the specialty markets of footwear and accessories by examining the retail mix employed by major retailers and small businesses. In addition, students research existing lines and brands, track current fashion trends, and build forecasting skills. Prerequisite: FMM 201 and FMM major.

**FMM 304 Specialty Merchandising: Home Textiles** 3.0 credits. This course is a comprehensive introduction to the home-related textiles market. Students analyze the reasons for the market's continued growth, including socio-economic, cultural, and technological factors that have influenced its expansion. Prerequisite: FMM 201 and FMM majors.

**FMM 305 Merchandise Buying and Planning** 3.0 credits. This course is an in-depth study of the apparel buyer's role in the fashion industry. Students will learn the principles, procedures, resources and calculations needed by apparel buyers to generate profitable business plans season-after-season. Prerequisite: FMM major, FMM 202, BCC 111.

**FMM 306 Professional Development** 3.0 credits. This course is an extensive workshop in professional skill-set building and career preparation. Students will engage in in-depth discussions, exercises related to internship and job application, and mock interviewing. Prerequisite: Juniors and Seniors.

**FMM 307 Fashion Creativity and Big Ideas** 3.0 credits. This course is an exercise in the practice of “thinking outside the box”. Students are encouraged to brainstorm and freely create “Big Ideas” that may someday be utilized in the fashion world. A semester project will be completed. Prerequisite: Juniors and Seniors.

**FMM 308 Fashion Merchandising Seminar** 3.0 credits. This course is a semester-long focus on one aspect or timely issue related to the fashion industry. Prerequisite: FMM Level 3 or 4.

**FMM 401 Fashion Research and Theories** 3.0 credits. This course is an introduction to the methodologies and theories within fashion research. Students will study and incorporate fashion theories and concepts in an applied research assignment. Prerequisite: FMM major, RSO 201; RPS 211.

**FMM 402 Fashion Direction and Styling** 3.0 credits. This course is an applied workshop in the concepts and techniques utilized by fashion directors and stylists in forecasting fashion trends and servicing private clients. Students will learn how to analyze fashion collections and clothing
lines and determine which styles, silhouettes, and colors are most likely to be accepted by the targeted consumer(s). Prerequisite: FMM 204; FMM 206, FMM major.

FMM 403 Apparel Industry Analysis 3.0 credits. This course is a survey of recent trends and news in the fashion industry. Students learn how to investigate and discuss the major shifts and changes in the apparel and textile industries that will have an effect on the industry as well as its consumers.

FMM 404 Apparel Industry Technologies 3.0 credits. This course is an overview of the technological advances, equipment, and software utilized by apparel industry professionals. Prerequisite: FMM Levels 3 or 4 only.

FMM 405 Fashion Entrepreneurship 3.0 credits. This course is a detailed assessment of the student’s abilities to run an apparel-related business or department. Students will have two assignments: (a) create a mock business plan and (b) engage in a simulation of business activity. Prerequisite: FMM Level 3 or 4.

FMM 406 Apparel Industry Internship 3.0 credits. This course is an applied test of the student’s ability to function in a “real world” business environment. Students participate in off-campus internship with apparel-related companies. Bi-weekly reports and monthly examinations determine the student’s level of professionalism and preparedness. Prerequisite: FMM 306, FMM Levels 3 and 4 only.

FMM 407 Individual Supervised Project 3.0 credits. This course is an individual exercise in the completion of a semester-long project. After instructor approval of the student’s project and objectives, the student finishes the project from beginning-to-end under the supervision of the instruction. Prerequisite: FMM Level 4 and permission of instructor.

FMM 500 Apparel Industry Study Tour 3.0 credits. This course is an off-campus tour of the global apparel industry. Students have the opportunity to travel to a domestic or international location to study the fashion industry within its various environments. Students also have the opportunity to meet fashion merchandisers, apparel retail managers, fashion designers, and apparel industry leaders. Prerequisite: FMM major or by permission of the FMM program coordinator.

GAC 101 Freshman Seminar 1.0 credit. In this course you will learn what defines a “master student” and the skills necessary to become one. Becoming a “master student” will enable you to succeed at Cheyney University and in the world at large. At the end of this process you will have increased your self-awareness, critical thinking skills and communication ability. You will also possess a greater knowledge of various study skills and techniques. Lastly, you should have a defined career goal and course of study. Prerequisite: None.

GAC 102 Freshman Seminar II 1.0 credit. In this course you will learn what defines a “master student” and the skills necessary to become one. Becoming a “master student” will enable you to succeed at Cheyney University and in the world at large. At the end of this
process you will have increased your self-awareness, critical thinking skills and communication ability. You will also possess a greater knowledge of various study skills and techniques. Lastly, you should have a defined career goal and course of study. Prerequisite: None.

GRD 100 Basic Design 3.0 credits. This course will examine the materials and processes of 2D design in conjunction with the principles which influence form and function. Design is explored in hands on applications using variety of media including traditional materials and the computer. Basic design is a foundational course for all areas in art and design and presents the fundamental building blocks of 2D composition and design. Prerequisite: None. (Humanities General Education Course).

GRD 110 Internet Literacy 3.0 credits. This course is an introduction to the key components, definitions, common applications, and information resources of the internet. It teaches the skills of accessing and navigating through information. All the basic requirements for understanding and utilizing the internet business, education, and entertainment are covered, and an overview of the basics of building simple web sites is presented. Prerequisite: None. (Humanities General Education Course).

GRD 205 Digital Image Manipulation 3.0 credits. This course evaluates photographic image digitizing and manipulation of software and hardware. It introduces the potential of the computer as a tool in the photographic process. Students will learn the techniques of retouching and manipulating photographic images. Prerequisite: None. (Humanities General Education Course).

GRD 301 Fundamentals of Animation 3.0 credits. This course covers the history and evolution of animation, as well as the theory and principles behind it. The basic skills of cell animation will be explored through the mechanics of pencil roughs, cell composition, ink and paint. Students will practice timing, rhythm and movement while exploring their design implications. Digital technology and basic computer animation software will be introduced through demonstration and practice. Graphic designers in today's industry are required to know animation for web application, gaming applications, advertising and other projects they will be required to create by their employers. This course gives students the background they need to create animations and be more attractive to their prospective employers. Prerequisite: None.

GRD 310 Concept Development 3.0 credits. In this course, students are introduced to media production by identifying the components of good production design, emphasizing the importance of problem solving, planning and design functionality. The process of creative team dynamics is explored along with its principles and practices. Production planning, software, word processors and desktop publishing software will be used to develop a pre-production file. The purpose of the course is to give students a deeper exploration of production planning, desktop publishing, media production, including an overview of design elements. Prerequisite: None.

GRD 312 History of Graphic Design 3.0 credits. In this course, students are introduced to the artistic trends and developing technologies that have influenced creative work throughout the 19th, 20th, and 21st century Europe and America. The course focuses on the relationship
between design and art, the artist role and influence on Western Culture and Society. The course reveals a saga of creative innovators, breakthrough technologies and important design innovations. Prerequisite: None.

**GRD 314 Computer Graphics I** 3.0 credits. This course covers the fundamental concepts for creating a multimedia web page. The course guides the student through the fundamental principles of design, drawing, industry designed software and their application in practice. Students are given intensive grounding in the design experience from which they will be able to make informed choices about further education and employment. Prerequisite: None.

**GRD 315 Computer Graphics II** 3.0 credits. This course examines the theory, technology, and preparation needed for a publication layout, print separation, print production, and a print bureau file. The focus will include a typographical design, design layout, scanning and importing files, file choice, and color. Logos and other symbolic images will be examined in historic and contemporary context. The course guides the student through the fundamental principles of design, drawing, industry designed software and their application in practice. Students are given intensive grounding in the design experience from which they will be able to make informed choices about further education and employment. Prerequisite: None.

**GRD 322 Desktop Publishing** 3.0 credits. This course introduces the student to the theory and operation of electronic publishing technology, emphasizing the integration of software programs such as page layout, word processing and graphics. Prerequisite: None.

**GRD 330 Introduction to Website Design** 3.0 credits. This course will develop the scripting skills necessary for web page design and introduce students to the basics of HTML. Students will work with various web design software such as FrontPage and Dreamweaver. Designing for the web is a crucial skill needed by graphic designers today. Prerequisite: None.

**GRD 360 Motion Graphics** 3.0 credits. This course focuses on the use of advanced graphic display techniques in multi-media enhanced web design, including animation. All designers working in today’s market need to understand moving images for applications in multimedia products such as games and web pages. Prerequisites: None.

**GRD 400 Senior Capstone Project** 3.0 credits. In this course, students design, develop, and implement a long-term project that demonstrates an in-depth understanding, both conceptually and technically, of an aspect of multimedia communications. Students meet on a regular basis with an advisor, and produce a digital and physical portfolio as part of their final presentation. Final presentations will culminate with a senior show production showcasing the students’ creative efforts. Prerequisite: None.

**GRD 401 Human computer Interface Design** 3.0 credits. This course is about the impact of interface design and interaction between people and computers. It is often regarded as the intersection of computer science, behavioral sciences, design and other fields of study. Interaction between users and computers occurs at the user interface, which includes both hardware and software. Students will look at the current technologies that will make existing hardware and software obsolete, design new ideas that will allow more user friendly interactions with computers, and design specific interfaces that target particular audiences. Prerequisite: None.
GRD 410 Internship 3.0 credits. In this course, students will locate internship opportunities and obtain placement just as they would find any professional career opportunity. The internship consists of 120 hours in a professional graphic design environment. Prerequisite: None.

GRD 420 Advanced Website Design 3.0 credits. This course develops student skills in website design at an advanced level. With this knowledge, students will be able to design, set up, and maintain websites at the corporate or institute level. Prerequisite: None.

HAR 111 Elements of Art 3.0 credits. 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. Prerequisite: None. (Humanities and Writing Intensive General Education Course)

HAR 200 Art History I 3.0 credits. Surveys major contributions from the Italian Renaissance to contemporary European, and North American arts. Special emphasis is placed on African American artists. Prerequisite: HAR 111. (Humanities and Global Studies General Education Course)

HAR 201 Art History II 3.0 credits. Students will learn the contributions of the major art periods from the Renaissance to the present. This course considers art history from the Western perspective, charting the development of art in Europe, with some focus on Asia, and Australia. Students will gain appreciation and insight of art, artists, ad history as viewed by the artists who created lasting works of art, documenting historical events, social injustice, technological advances, the disparity of war and many others. We will review the context in which the art was created as well as the art itself, with opportunities for fieldwork and art making within and without the classroom. Students are encouraged to visit local museums as part of their coursework. Prerequisite: None. (Humanities and Global Studies General Education Course)

HAR 202 African Art 3.0 credits. A study of traditional and contemporary African art in two and three-dimensional media. The influence of African art on Western art. Prerequisite: HAR 111. (Humanities General Education Course).

HAR 205 Egyptian Art 3.0 credits. This course gives the student the opportunity to explore the art of Ancient Egypt and Ancient Nubia in a more detailed fashion than is possible in an African Art class. This course will survey Egyptian Art dating from pre-Nile cultures through Dynastic Egypt. The Roman Empire, the Christian and Islamic periods, and to contemporary Egyptian artists. Special attention will be given to Nubian and Kushitic cultures and their accomplishments in the ancient world. Prerequisite: None. (Humanities General Education Course).

HAR 211 Ceramics I 3.0 credits. An introduction to basic hand forging techniques of pottery making and ceramic sculpture. Prerequisite: HAR 111. (Humanities General Education Course).

HAR 212 Ceramics II 3.0 credits. Students explore wheel throwing, mold making, and other forms. Prerequisite: HAR 211. (Humanities General Education Course).

HAR 220 Fundamentals of Drawing I 3.0 credits. 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 critique 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. Prerequisite: None. (Humanities General Education Course).

**HAR 221 Fundamentals of Drawing II** 3.0 credits. 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. Prerequisite: HAR 220 or equivalent. (Humanities General Education Course).

**HAR 300 Figure Drawing I** 3.0 credits. Drawing the human figure, dealing with action, proportion, and anatomy. Prerequisite: HAR 220.

**HAR 302 Printmaking I** 3.0 credits. The art of visual expression with etching, lithography, the wood cut and linoleum block. Prerequisite: HAR 220.

**HAR 304 Watercolor I** 3.0 credits. Watercolor sketching and painting dealing with still life and landscape composition. Prerequisite: None.

**HAR 305 Watercolor II** 3.0 credits. A continuation of HAR 304, with figure compositions as an additional challenge. Prerequisite: HAR 220, HAR 304.

**HAR 306 Oil Painting I** 3.0 credits. This is a beginning level course in techniques of oil painting, designed for students. Prerequisite: Permission of Instructor.

**HAR 307 Oil Painting II** 3.0 credits. 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. Prerequisite: HAR 306 or equivalent.

**HAR 308 Sculpture I** 3.0 credits. 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. Prerequisite: None.

**HAR 309 Sculpture II** 3.0 credits. This course is a further exploration of concepts and processes begun in HAR 308 – Sculpture I, and additional techniques and processes, such as mold-making and casting, fabrication and assemblage. Assignments in various materials. Prerequisite: HAR 308 or equivalent.

**HAR 310 Art for Classroom** 3.0 credits. 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. Prerequisite: HAR 111.

**HAR 312 Modern Art** 3.0 credits. The major western modern art movements from impressionism to contemporary developments. Prerequisite: None.

**HAR 313 African Art** 3.0 credits. This course serves as an introduction to the historical and social forces that shaped the works of American artist of African ancestry from the Colonial period to the present. The course will examine the roots, main currents, forms, styles, content, aesthetics, and ideological dimensions of African-American art, as well as the extent to which
the latter has captured the spirit of the black experience. Prerequisite: None. (African American Heritage General Education Course).

**HAR 320 Commercial Graphic Design I** 3.0 credits. An introduction to hand lettering, the use of rub-on-letters, layout design, and illustration for commercial uses. Prerequisite: HAR 220 or permission of instructor.

**HAR 325 Introduction to Art Therapy** 3.0 credits. An introduction to the therapeutic use of art as an aid to recovery and rehabilitation from mental disorders. Prerequisite: HAR 111, HAR 220, and either HAR 305 or HAR 306, and either HAR 308 or permission of instructor.

**HAR 330 Art for the Classroom** 3.0 credits. 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. Prerequisite: HAR 111, HAR 311.

**HAR 331 Arts of Western Africa** 3.0 credits. Course will be an in depth investigation into the Arts of Western Africa. The traditional arts of tribes such as the Dagon, the Ashanti, the Yoruba, the Fon, the Mande, the Senufo and others will be examined. We will compare and contrast West African religions, cosmology and world view as they are expressed through sculpture, textiles, masks, masquerades, metalwork, other visual arts and performing arts. Prerequisite: None.

**HAR 415 Portraiture** 3.0 credits. Study of a wide variety of types of life, using a variety of media. Prerequisite: HAR 111, HAR 220.

**HAR 416 Advanced Portraiture** 3.0 credits. Portraits will be painted with special attention given to composition. Prerequisite: HAR 220, HAR 415.

**HAR 430 Field Experience – Art III** 3.0 credits. may earn credit designing and producing art works in the service of the community working with professional artists, working on-the-job situations with the following format: Total 90 class hours. Prerequisite: None.

**HCA 111 Mass Communication in America** 3.0 credits. This course is designed to give students a look at the entire spectrum of the mass communications industry and its supporting elements. It will help students to make intelligent decisions about which, if any, area of communications they may wish to work in following graduation. Prerequisite: HEN 112. (Humanities General Education Course).

**HCA 113 Writing for Print Media** 3.0 credits. This course is designed to help students begin to develop their skills in reporting and writing the news. The basic skills are not only demanded by the newspaper industry, but also in radio, television, advertising and public relations. Prerequisite: HEN 112. (Humanities General Education Course).

**HCA 116 Fundamentals of Public Relations** 3.0 credits. A survey of the public relations industry, emphasizing communication with employees, consumers, and stockholders, as well as relations with the media. Prerequisite: HCA 111.

**HCA 124 Fundamentals of Radio Production I** 3.0 credits. Emphasis will be placed on learning the production process as it applies to radio production in a studio environment. This course will focus on developing familiarity and professionalism with radio production equipment. The course will also consist of “hands-on” demonstrations of studio equipment and operation
techniques. Students will be required to create and develop basic programming that displays their production skills. Students will also be required to complete assigned projects by scheduling or reserving studio times (outside of the regular class schedule). Prerequisite: HEN 112, HCA 111. (Humanities General Education Course).

HCA 125 History of Film 3.0 credits. This course familiarizes students with the genesis and evolution of films. Students also learn basic filmmaking terminology/vocabulary and use such terms to analyze the films viewed. Students study camera angle, shot composition, acting, directing, mise en scene, and other film elements to understand film as a genre. Prerequisite: HEN 113. (Humanities General Education Course).

HCA 126 Public Reltns Mngt 3.0 credits. Emphasizes designing public relations plans and developing written communication with employees, consumers, stockholders, and the media. Prerequisite: HCA 116.

HCA 134 Fundamentals of TV Production 3.0 credits. Emphasis will be placed on learning the production process as it applies to television production in a studio environment. This course will focus on developing familiarity with television studio equipment and professionalism. The course will also consist of “hands-on” demonstrations of studio equipment and operation techniques, including directing, technical directing, camera and audio operation, and productions. Students will be required to create and develop programming that displays their production skills. Students will also be required to complete assigned projects by scheduling or reserving studio time (outside of the regular class schedule). Prerequisite: HEN 112. (Humanities General Education Course).

HCA 201 Print Workshop I 1.0 credit. Experience in news gathering reporting and producing the university newspaper. Students may re-enroll until graduation. Prerequisite: HEN 112. (Humanities General Education Course).

HCA 202 Print Workshop II 1.0 credit. Experience in news gathering, reporting and producing the university newspaper. Students may re-enroll until graduation. Prerequisite: HCA 113. (Humanities General Education Course).

HCA 203 Print Workshop III 1.0 credit. Experience in news gathering, reporting and producing the university paper. Students may re-enroll until graduation. Prerequisite: HCA 113. (Humanities General Education Course).

HCA 204 Print Workshop IV 1.0 credit. Experience in news gathering, reporting and producing the university paper. Students may re-enroll until graduation. Prerequisite: HCA 113. (Humanities General Education Course).

HCA 205 Print Workshop V 1.0 credit. Experience in news gathering, reporting and producing the university paper. Students may re-enroll until graduation. Prerequisite: HCA 113. (Humanities General Education Course).

HCA 206 Print Workshop VI 1.0 credit. Experience in news gathering, reporting and producing the university paper. Students may re-enroll until graduation. Prerequisite: HCA 113. (Humanities General Education Course).
HCA 207 Print Workshop VII 1.0 credit. Experience in news gathering, reporting and producing the university paper. Students may re-enroll until graduation. Prerequisite: HCA 113. (Humanities General Education Course).

HCA 211 Mass Media Aesthetics Criticism 3.0 credits. The study of terminology and techniques of film as an art form. Prerequisite: HEN 113. (Humanities General Education Course).

HCA 212 Mass Communication Law and Ethics 3.0 credits. Communication Law and Ethics focuses both on laws related to mass communication and on the ethical and moral responsibilities of communication systems and of professional communicators. Students view film clips and read case studies. Prerequisite: HEN 113. (Humanities General Education Course).

HCA 216 Fundamentals of Public Relations 3.0 credits. A survey of the public relations industry, emphasizing, communication with employees, consumers, and stockholders, as well as relations with the media. Prerequisite: HCA 111, HEN 113. (Humanities General Education Course).

HCA 220 Copy Editing 3.0 credits. This course discusses fitting the story to the style and format of a newspaper or magazine. Editing for accuracy, grammar, punctuation, and style are also covered. Prerequisite: HEN 113. (Humanities General Education Course).

HCA 222 Broadcast News Reporting 3.0 credits. Students are introduced to and they practice the common characteristics of good broadcast news writing style and delivery. Students are encouraged to be reflective decision makers. Prerequisite: HEN 113, HCA 111. (Humanities General Education Course).

HCA 226 Fundamentals of Radio and TV 3.0 credits. Study of production techniques used in both radio and television stations. Includes station visits. Prerequisite: HCA 111.

HCA 227 Fundamentals of Radio Production II 3.0 credits. Featuring post production editing with professional quality results and operations in a radio station environment. Prerequisite: HEN 112. (Humanities General Education Course).

HCA 302 Radio Workshop II 1.0 credit. 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 Video Workshop III 1.0 credit. Hands on experience in gathering, reporting, and producing video news and information. Students should re-enroll for additional credit until graduation. Prerequisite: HCA 113.

HCA 312 Writing the Feature Story 3.0 credits. Writing the human interest story for newspapers and magazines. Prerequisite: HEN 113, HCA 113.

HCA 315 Public Relations Management 3.0 credits. This course emphasizes designing public relations plans and developing written communication with employees, consumers, stockholders and the media. Prerequisite: 216.

HCA 316 Radio Workshop III 1.0 credit. Experiences in news-gathering, reporting and producing radio news and information. Prerequisite: HCA 302.
HCA 317 Radio Workshop IV 1.0 credit. Advanced Radio Journalism—experience in news-gathering, reporting and producing radio news and information. Prerequisite: HCA 316.

HCA 318 Radio Workshop V 1.0 credit. Experience in news-gathering, reporting and producing radio news and information. Prerequisite: HCA 317.

HCA 319 Radio Workshop VI 1.0 credit. Advanced Radio Journalism—experience in news-gathering, reporting and producing radio news and information. Prerequisite: HCA 318.

HCA 320 Radio Workshop VII 1.0 credits. Experience in news-gathering, reporting and producing radio news and information. Prerequisite: HCA 319.

HCA 324 Small Format Video Production 3.0 credits. Students learn field production skills and creative problem solving techniques in remote ENG/EFP productions. Emphasis is placed on in-camera editing to facilitate post-production. Prerequisite: HCA 111.

HCA 326 Video Workshop III 1.0 credit. Hands on experience in gathering, reporting, and producing video news and information. Prerequisite: HCA 111.

HCA 327 Video Workshop IV 1.0 credit. Hands on experience in gathering, reporting, and producing video news and information. Prerequisite: HCA 326.

HCA 328 Video Workshop V 1.0 credit. Advanced Video Journalism—hands on experience in gathering, reporting and producing video news and information. Prerequisite: HCA 327.

HCA 329 Video Workshop VI 1.0 credit. Advanced Video Journalism—hands on experience in gathering, reporting and producing video news and information. Prerequisite: HCA 328.

HCA 330 Video Workshop VII 1.0 credit. Advanced Video Journalism—hands on experience in gathering, reporting and producing video news and information. Prerequisite: HCA 329.

HCA 331 Non-Linear Video Editing 3.0 credits. This course will focus on planning, organizing, coordinating, scripting, ENG and film-style shooting, continuity, non-linear editing features and techniques. Emphasis will be placed on learning the production process as it applies to editing and post-production. Chapters from the television production handbook that will be highlighted are as follows: working the camera, lighting in the field, postproduction editing, producing, single camera directing, post-production, EN and EFP. The course will consist of hands-on demonstrations in remote locations and editing productions. Students will be required to create a video production that displays editing skills. Students will also be required to complete assigned projects by scheduling or reserving equipment and editing times (outside of the regular class schedule). Prerequisite: HCA 111.

HCA 335 Advanced Radio Production 3.0 credits. This course is a continuation of production, performance and programming skills, emphasizing long format programming. Prerequisite: HCA 227.

HCA 340 Technical Writing I 3.0 credits. Creation of a variety of workplace documents that help a specific audience accomplish a task, solve a problem or understand a subject. Prerequisite: HEN 113.
HCA 413 Issues and Topics in Broadcasting 3.0 credits. A survey of specific theories of communication and their applications in print, broadcast, film and everyday life. Students will demonstrate their ability to apply theoretical concepts to real world examples in the media and their lives. They will do so in class discussions, on tests, in their journals and in their responses to research assignments. This course encourages students to make connections between ideas in the text and everyday example of communication in the media and their lives. Prerequisite: HEN113.

HCA 423 Issues and Topics in Advertising Publications 3.0 credits. This course is an in-depth look at the overlapping of advertising and public relations activities as they apply to the support of the marketing efforts of organizations around the world. Prerequisite: HCA 216.

HCA 424 Writing and Producing the Documentary 3.0 credits. Techniques of script writing, filming, editing and marketing documentary films are covered in this course. Prerequisite: HCA 324, HCA 331.

HCA 434 Multi-Track Audio Recording 3.0 credits. This course is a continuation of BCA 335, focusing on the advanced skills required for music recording in a sound studio environment. Prerequisite: HCA 335.

HCA 440 Technical Writing II 3.0 credits. A continuation of HCA 340, this course focuses on designing lengthier documents, creating websites, and making oral presentations. Prerequisite: HCA 340.

HCA 450 Issues in the News 3.0 credits. A senior capstone course. Students complete guided research to gain a solid grounding in areas that perennially make news: education, national and international affairs, economics, ecology, urban problems, science and technology, health and religion. Students gain experience in news fathering and news writing. Students will gain the background for understanding current events and share that information by broadcasting on Cheyney radio. Prerequisite: Completion of a minimum of 89 credits.

HCA 460 Communications Internship I 3.0 credits. Students are encouraged to sign up for one or two 3-credit supervised internship experiences. Arrangements are made through Career Counseling and the departmental adviser. Prerequisite: Completion of 90 or more credits and a cumulative GPA of 2.75 or higher.

HCA 461 Communications Internship II 3.0 credits. Communication Internship II. Prerequisite: Completion of 90 or more credits and a cumulative GPA of 2.75 or higher.

HEN 011 Elements of Writing 3.0 credits. Students review basic grammar concepts in the context of college-level writing. This writing will include thesis development, paragraph organization, coherent and cohesive practices in essay construction, and analyzing various types of writing situations by focusing on their audience and purpose. Credits are not transferable and are not applicable toward the 120 credits required for graduation. Prerequisite: None.

HEN 112 Freshman English I 3.0 credits. An introduction to college-level formats and research-based writing including thesis development, organizational strategies, and structure of arguments focused on purpose and audience. Students will learn to research topics and integrate research into their essays, using appropriate documentation and citations. Students will
organize a portfolio of their writing that reflects writing practices they have learned with a minimum grade of “C” or placement by examination. **Prerequisite:** None.

**HEN 113 English II** 3.0 credits. 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.

**HEN 113HON English II** 3.0 credits. Honors English II meets the objectives of HEN 113 and also introduces students to complex primary texts that influence contemporary perspectives. Students will develop critical reading, writing, and thinking skills, with an emphasis on written discourse, by writing analytical responses to these texts and using them as frames for academic inquiry. This course invites students to be active, critical readers, to read with purpose, and to use writing as a way to solve problems and to re-envision the world through the lens of writers who have helped to shape modern thought. **Prerequisite:** HEN 112; enrolled in the Keystone Honors Program.

**HEN 114 Speech** 3.0 credits. Speech is a theoretical and practical approach to the principles of effective oral communication, with emphasis placed on delivery, enunciation, critical listening, audience analysis, on research with diverse sources and technologies, and on the organization of several types of speaking situations. The course includes instructor and group analysis of each student’s ability to formulate a hypothesis and analyze pertinent information for presentation to specific audiences. **Prerequisite:** HEN 112.

**HEN 211 World Literature I** 3.0 credits. World Literature I is a survey of multicultural literature from ancient times to the European Renaissance. Each semester selections are made from ancient Egyptian poetry, the Bible, Classical Greek literature, poetry in early China, an epic from India’s Heroic Age, early Islamic literature and the beginnings of Western literature. The course gives the student a more inclusive world view through a comparative study of the themes of world literature. The course includes an original research project. **Prerequisite:** HEN 113, or HEN 112 and permission of instructor. (Humanities General Education Course).

**HEN 212 World Literature II** 3.0 credits. World Literature II is a comparative survey of literature from the European Renaissance to the modern age. The multicultural writers come from Europe, Africa and Asia, examine a variety of subjects and have diverse concerns. Each writer was selected because each has in some way brought to the world a new perspective of “a new lens”. Each literary work will be read to locate important ideas and to find the significant center of the work within its own cultural context. The course includes an original research project. **Prerequisite:** HEN 113, or HEN 112 and permission of instructor. (Humanities General Education Course).

**HEN 313 English Literature I** 3.0 credits. Students will gain knowledge and understanding of key literary movements, concepts, and works in British literature from the Middle Ages, the Early Modern Period, and the Restoration and the Eighteenth century by reading poems, letters, essays, and novels. Students will undertake heavy reading and writing-intensive activities which will help them learn critical reading strategies and reading comprehension so that they can appreciate British literary art. Students will also write two research-based papers that closely examine particular works, characters, devices, themes and contexts. **Prerequisite:** HEN 113.

**HEN 314 English Literature II** 3.0 credits. Students will gain knowledge and understanding of key literary concepts, works, and movements in British literature from the Romantic, Victorian,
and Modern periods by reading poems, essays, short stories, and novels. Students will undertake heavy reading and writing-intensive activities which will help them learn critical reading strategies and reading comprehension so that they can appreciate British literary art and its contribution to American literature and art. Students will also write two research-based papers that closely examine particular works, characters, devices, themes, and contexts. Prerequisite: HEN 113.

HEN 315 American Literature I 3.0 credits. This course is a survey of American literature from colonialism to the Civil War. Specifically, this course employs literary elements (such as theme, symbolism, and imagery), literary criticism, and contextual information to better understand both the literature written during this period and the American character. Prerequisite: HEN 113.

HEN 316 American Literature II 3.0 credits. This course is a survey of American literature from the Civil War to the present. Specifically, this course employs literary elements (such as theme, symbolism, and imagery), literary criticism, and contextual information to better understand both the literature written during this time period and the American character. Prerequisite: HEN 113.

HEN 319 Advanced Composition 3.0 credits. An investigation of rhetorical argumentation in the academic disciplines and the professional world. Students will write analytical responses to social, cultural, and political readings and will write papers supporting arguments in their own disciplines using MLA or APA style. The final project and paper will be an investigation of the writing culture in their own majors using primary and secondary sources. Prerequisite: HEN 113. (Writing Intensive General Education).

HEN 321 Shakespeare 3.0 credits. Study of selected poems and plays of William Shakespeare. Attention will be given to the social and historical context of the works, to the Shakespearean theatre, and to interpretations of Shakespeare on film. Prerequisite: HEN 113.

HEN 326 Advanced Speech 3.0 credits. Builds on the basic speech course to develop proficiency in public and professional communication. Students will analyze arguments in public speeches and debates and will prepare and present arguments in public speeches and debates and will prepare and present arguments grounded in reasoning and information. This course includes effective delivery for radio and television, and group presentations using multimedia. Prerequisite: HEN 114.

HEN 350 Women in Literature 3.0 credits. This course exposes students to the works and impact of important women authors. Students will read and analyze themes, tropes, symbols, genres, characters, and literary criticism as they engage with literature written by and for women. Prerequisite: HEN 113.

HEN 415 Introduction to Linguistics 3.0 credits. Modern English Grammar. An introduction to the scientific and social study of language systems. Topics include morphology (word structure), syntax (sentence structure), semantics (the meanings of words and expressions), and pragmatics (language use). Additional topics may include the biological bases of human language, language acquisition, dialects, cultural and political aspects of language, and language change. Prerequisite: HEN 113.

HEN 417 Modern Poetry 3.0 credits. Explores structure, tropes, symbols, and themes of English and American poetry in the 20th century. Students will situate modern and contemporary poetry within social, political, psychological, and historical changes in the 20th century by
reading and responding to primary sources and will demonstrate understanding of modern and contemporary aesthetics through classroom presentations and research-based papers.  
Prerequisite: HEN 113. (Writing Intensive General Education Course).

HEN 419 Modern Fiction 3.0 credits. This course is a study of contemporary American fiction through analysis of the fictional strategies selected by each author. The class will focus on writers whose work reflects America of the new millennium from the invaders of cyberspace to those crossing even newer frontiers. Prerequisite: HEN 113.

HEN 420 Literary Criticism 3.0 credits. This course is designed for English and Communication majors and is necessary for those who wish to peruse further literary study as post-graduates or professionals. Through intensive reading, presenting, and writing, students will learn how to analyze literature using several contemporary theories. These theories are commonplace and expected tools of analysis among literary scholars. Students will gain fundamental understanding of contemporary literary movements and theories as well as an understanding how these theories relate, merge and complement one another. In short, students will learn how to understand and use literary theory and will learn how to write literary criticism. Prerequisite: HEN 112, HEN 113, one 300 or 400 level literature course.

HEN 421 Creative Writing 3.0 credits. This course explores the myriad choices and devices employed by writers in the creation of their works. Critical readings are used to promote a greater appreciation of the arts in general and literature in particular. Students are asked to write a series of poems, stories, and plays in order to experience the processes they study. Workshops and peer reviews of student work will be conducted throughout the course to provide students with critical feedback on their writing and to emphasize revision. Prerequisite: HEN 113.

HEN 422 Chaucer 3.0 credits. Students will read The Canterbury Tales and some selected poems from Geoffrey Chaucer in contemporary English and will be introduced to Middle English as well. In addition students will learn about political, social, and cultural contexts during Chaucer’s time. Students will be required to read some Middle English within a presentation and will write two literary analysis papers. Prerequisite: HEN 113 and one literature course.

HEN 424 History of English 3.0 credits. History of the English Language is an introduction to the major periods in the history of English. Each period is placed in a socio-historical context with the important linguistic changes in each period noted. For each period, the student will analyze literary texts and will recognize that English is a changing language. The course challenges the student to do high level research and oral reporting both on the history of English and on sociolinguistic processes. Prerequisite: HEN 113.

HEN 426 Major 20th Century Authors 3.0 credits. Major twentieth century authors and their writings, unique in its themes, its tone, and literary forms, display a sharp break from earlier or Nineteenth-century fiction writers. This course is an intensive reading, writing, thinking experience designed to analyze the work and explore the themes of major writers of the twentieth century, thereby improving our own abilities to read closely and thoroughly, write and think. Course objectives are to expand our knowledge and appreciation of the style and structure of literary works, and to examine their didactic, aesthetic and entertainment values in terms of the cultural relativity of world literature. Prerequisite: HEN 113.
HEN 428 Modern English Grammar 3.0 credits. Study of history and limitations of traditional and structural grammar and an examination of transformational generative grammar. Emphasis on the application of techniques to the teaching of English. Prerequisite: HEN 113.

HEN 429 Short Story 3.0 credits. Students will read a wide range of short stories and novellas from different periods and cultures. Students will examine how each story is structured, but will also look at the story’s cultural context; when it was written, where it was written, and surmise why it was written. Prerequisite: HEN 113.

HEN 430 African-American Literature I 3.0 credits. This course covers the social context of African literary development from ancient times to the American Civil War. Students are introduced to the cultural patterns and historical experiences that produced early autobiographies, narratives, poetry, and essays. Prerequisite: HEN 113.

HEN 431 African American Literature II 3.0 credits. This course covers the social context of African American literary development from the American Civil War to the present. Students are introduced to the cultural patterns and historical experiences that produced autobiographies, narratives, poetry and essays as well as twentieth century novels, plays and poetry. Prerequisite: HEN 113.

HEN 432 Senior Seminar 3.0 credits. Review and practice in the fundamentals of written English, in literary history and in critical reading and writing. Prerequisite: None.

HEN 439 Techniques and Methods Discussion 3.0 credits. The principles, techniques, and methods of different forms of oral discourse, formal and informal group discussion, interview debate, seminar symposium, panel, etc. Prerequisite: None.

HEN 462 Internship II 3.0 credits. This course is offered to students who are academically talented in writing and communication. In the course, advanced students are trained to act as peer tutors to incoming freshmen and assist them with composition skills and other areas leading to successful scholarship. Students can take the course three consecutive semesters for credit and experience and then qualify to work as Writing Fellows in the Academic Success Center. This course may be repeated for credit. Prerequisite: 90 credits and cumulative GPA of 2.5 or higher.

HLF 101 French I 3.0 credits. French I introduce students to the basic elements of the French language, focusing on the development of communicative skills. It also includes an overview of the cultures of the countries in which the language is spoken. All four language skills, listening, speaking, reading, and writing will be employed in an interactive manner to enable students to express themselves in French. Prerequisite: None. (Foreign Language General Education Course).

HLF 102 Elementary French II 3.0 credits. French II is a continuation of French I, and will build on the students’ knowledge of basic elements of the language. All four language skills, listening, speaking, reading, and writing will be employed to enable students to express themselves. More elements of the cultures of the countries in which the language is spoken, particularly those outside of Europe, will be introduced as an integral part of the course, and current events will be discussed. Prerequisite: HLF 101 or placement exam. (Foreign Language General Education Course).

HLF 201 Intermediate French III 3.0 credits. French III is designed to take students beyond the level of language acquisition achieved at the elementary levels, and to enable them to communicate in some real life situations. Strong emphasis is placed on both written and oral
language production, as well as comprehension of more complex written material. French III moves students beyond a reproduction of simple structures, to the production of complex structures so that they will be able to communicate more comfortably with native speakers. Prerequisite: HLF 102 or permission of instructor. (Foreign Language and Humanities General Education Course).

HLF 202 Intermediate French IV 3.0 credits. IV is a continuation of French III, and builds on the skills developed as to the production of complex structures. It places students in situations where they are required to use the target language exclusively. Mystery of all four language skills, listening, speaking, reading and writing is emphasized and accomplished through a variety of instructional methods and media. Students at this level will be able to communicate with a native speaker with ease. They are also introduced to the study of literature through the reading of stories and poems, as well as excerpts of novels and plays of well known French and francophone writers. Students will engage in more advanced readings and research on the cultures and societies of the countries in which the language is spoken using both print and electronic media. Prerequisite: HLF 201 or permission of instructor. (Foreign Language and Humanities General Education Course).

HLF 301 Adv French Grammar & Composition 3.0 credits. This course presents the more complex elements of grammar, syntax and composition. Students will read and respond appropriately to a variety of complex texts and authentic materials written in the target language with the native speaker in mind and geared towards providing information and completing tasks necessary for everyday functioning in a French speaking environment. The student will express him/herself in writing using grammatically correct complex structures and a variety of writing styles in a variety of situations. Prerequisite: HLF 202.

HLF 302 Advanced French Conversation 3.0 credits. This course serves to develop linguistic fluency in students so that they can communicate effectively in the target language using the spoken word. Students will be taught to use culturally appropriate language in everyday life including formal and informal settings with native speakers, will produce linguistically correct phraseology and use correct pronunciation, intonation, accentuation and rhythm. Special emphasis will be placed on linguistic differences existing between various francophone cultures. Prerequisite: HLF 202.

HLF 304 French Phonetics 3.0 credits. This course is designed to familiarize students with and instruct them in the sound system and oral language production of the target language. Emphasis is placed on correct diction, pronunciation rhythm and intonation. The International Phonetic Alphabet will also be used for the transcription of sounds. Instructional methods will include listening to and analyzing pre-recorded materials, pronunciation drills, presentations, dialogs and transcriptions. Methods of assessment will include evaluation of oral production through readings and presentations, and tests and quizzes of transcriptions. Prerequisite: Two years of college French or the equivalent.

HLF 305 French Civ Cul 3.0 credits. This course presents the history, culture, products and practices of the francophone and peoples, as well as their art and literature; and examines their social interactions. Contemporary culture and the relationships between these countries and with others will also be explored. Language will be studies as a function of and as influenced by all of these social elements. Prerequisite: HLF 202.

HLF 405 Mod Fr Drama 3.0 credits. History of the avant-garde environment. Existentialist drama and the new avant-garde. Prerequisite: HLF 301 or consent of the instructor.
Prerequisite: None.

HLF 408 Fr Lit Out Fr 3.0 credits. French Literature. Prerequisite: None.

HLS 101 Elementary Spanish I 3.0 credits. This course introduces students to the basic elements of the Spanish language, focusing on the development of communicative skills in the language as it is spoken by native speakers. Emphasis is placed on all four language skills: speaking, listening, reading, and writing. An overview of the cultures of Spanish speaking peoples of the world is an integral part of the coursework. Prerequisite: None. (Foreign Language General Education Course).

HLS 102 Spanish II 3.0 credits. This course is a continuation of Spanish I, and will build upon the knowledge acquired in Spanish I. More emphasis is placed on assisting the students to apply their skills in the language. Prerequisite: HLS 101. (Foreign Language General Education Course).

HLS 201 Intermediate Spanish III 3.0 credits. This course will review grammatical principles, verbs and idioms. The focus of the course will be to improve readings and writing skills. Students will be exposed to a diverse selection of literary readings and fine arts. Prerequisite: HLS 102. (Foreign Language and Humanities General Education Course).

HLS 202 Intermediate Spanish IV 3.0 credits. This course will expand and increase writing and reading in the language through in-depth understanding of grammatical structures and concepts. Cultural readings will be part of the coursework. Prerequisite: HLS 102 or permission of instructor. (Foreign Language and Humanities General Education Course).

HLF 301 Adv Sp Comp & Gr 3.0 credits. An intensive workshop course in which students will write different types of compositions including, but not limited to, description, narration, comparison and contrast, analysis, synthesis, and argumentation. In this workshop, grammar is seen as more than a set of rules. Grammar is studied as a practical tool to express thoughts, feelings, and perspectives. As the students write, they will refer to direct, concise grammatical examples in a state-of-the-art dictionary that will lead them step by step, to write correctly in a foreign language. Some basic research is required to support students' theses in their papers. Prerequisite: HLS 202 or permission of instructor.

HLS 303 Sp Civ Cult 3.0 credits. Spanish Civilization and Cultures will survey the rise of the cultures of Spain and Latin America from the formation of the civilization and cultures to the present time. Discussions will be centered on history, politics, customs, literature, art music and all other aspects of Hispanic cultures. Class materials will be presented using a timeline. All lectures and assignments will be in Spanish. Prerequisite: HLS 301.

HLS 304 Span Phonetics 3.0 credits. This course is designed to teach students the phonetic system of the Spanish language. Prerequisite: HLS 301.

HLS 306 Adv Conv Span I 3.0 credits. Advanced Spanish Conversation is designed to assist students practice the oral communication skills they need as educated professionals, community leaders and future teachers. Students will engage in dialogues, panels and will prepare short speeches to present them in class. They will receive immediate feedback from peers and faculty evaluators. Prerequisite: HLS 202, permission of instructor.
HLS 311 Surv Sp Lit I 3.0 credits. An introductory course comprising significant works from the Poems of Mio Cid through the Golden Age. Students will learn to recognize major literary movements by identifying their characteristic features in selected genres written throughout these times. Accordingly, students will analyze epic poetry, prose models, and drama written by Spanish authors. Works will be interpreted in the light of historical, political, social and/or economic contexts. Prerequisite: HLS 301.

HLS 405 Cont Sp Am Lit 3.0 credits. An intensive study of 20th and 21st Century Spanish American Literature with a focus on the novel and short story. Prerequisite: HLS 301 or permission of instructor.

HLS 406 Latin Am Novel 3.0 credits. The study of the novel in Spanish America from its beginning through the novel of the Mexican Revolution. Prerequisite: HLS 301 or permission of instructor.

HLS 407 Cont Span Lit 3.0 credits. The Literature of Spain from the 1989 to the present with an emphasis on the novel and drama. Prerequisite: HLS 301 or permission of instructor.

HUM 101 Band I 1.0 credit. Band I. Prerequisite: None. (Humanities General Education Course)

HUM 102 Band II 1.0 credit. Band II. Prerequisite: None. (Humanities General Education Course).

HMU 112 Survey of Music 3.0 credits. A brief survey of historical development of the various aspects of music and their stylistic characteristics. Prerequisite: None. (Humanities and Global Studies General Education Course).

HMU 114 Piano Class I 3.0 credits. Beginning and intermediate instruction in small groups with ample opportunities for individual development. Prerequisite: None. (Humanities General Education Course).

HMU 115 Piano Class II 3.0 credits. A continuation of Piano I; group instruction on the intermediate level. Prerequisite: Piano I or equivalent. (Humanities General Education Course).

HMU 200 Fundamentals of Music 3.0 credits. Basic technique and principles of music; development of tonal, rhythmic, and harmonic structure. Prerequisite: None. (Humanities General Education Course).

HMU 201 Music Theory I 3.0 credits. Elementary harmonic techniques utilized in chord structure. Basic skills in keyboard harmony and melodic dictation. Prerequisite: None.

HMU 202 Music Theory II 3.0 credits. 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 3.0 credits. 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 3.0 credits. A continuation of Solfeggio and Dictation I stressing advanced interval modulations and progressions. Prerequisite: HMU 203 or equivalent.

HMU 207 Band IV 1.0 credit. Band IV. Prerequisite: None. (Humanities General Education Course).

HMU 212 Voice I 3.0 credits. Develop techniques of vocal production; solo and ensemble approaches utilized in the various aspects of singing. Prerequisite: permission of instructor. (Humanities General Education Course).

HMU 214 Voice II 3.0 credits. 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. (Humanities General Education Course).

HMU 215 Choir 1.0 credit. 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. Students may earn a maximum of four semester hours for four years of participation. Prerequisite: None. (Humanities General Education Course).

HMU 216 Choir 1.0 credit. 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. Students may earn a maximum of four semester hours for four years of participation. Prerequisite: None. (Humanities General Education Course).

HMU 217 Choir 1.0 credit. 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. Students may earn a maximum of four semester hours for four years of participation. Prerequisite: None. (Humanities General Education Course).

HMU 218 Choir 1.0 credit. 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. Students may earn a maximum of four semester hours for four years of participation. Prerequisite: None. (Humanities General Education Course).

HMU 219 Woodwind Class 3.0 credits. Basic training in techniques of playing woodwind instruments. Individual and group instructions. Prerequisite: permission of instructor. (Humanities General Education Course).

HMU 220 Percussion Class 3.0 credits. Basic training in techniques of playing percussion instruments. Individual and group instruction. (Humanities General Education Course).

HMU 221 Keyboard Harmony I 3.0 credits. Laboratory practices in harmonic progressions at the keyboard, utilizing melodic and rhythmic figurations. Prerequisite: HMU 207, HMU 208. (Humanities General Education Course)

HMU 300 Music Literature I 3.0 credits. 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.

HMU 301 History of Music Literature II 3.0 credits. 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** 3.0 credits. 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: None. (African American Heritage General Education Course).

**HMU 303 History of African American Music II** 3.0 credits. 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: HMU 302 or equivalent. (African American Heritage General Education Course).

**HMU 304 History of Jazz I** 3.0 credits. 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 idios of jazz, ragtime, and blues. Prerequisite: None.

**HMU 305 History of Jazz II** 3.0 credits. A continuation of History of Jazz I with special emphasis placed on Swing, Bebop, Progressive, Electronic Music and Hard Rock. Prerequisite: None.

**HMU 306 Music Methods for K-6** 3.0 credits. A developmental and sequential study of the materials and methods used in the teaching of music grades in K-6. Prerequisite: 200.

**HMU 309 Instrum Conducting** 3.0 credits. Basic training in the techniques of instrumental conducting; instrumental ensemble used for practical experiences. Prerequisite: permission of instructor.

**HMU 311 Counterpoint** 2.0 credits. 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 313 Band VI** 1.0 credit. Band VI. Prerequisite: None.

**HMU 314 Brass Class** 3.0 credits. Basic training in the techniques of playing brass instruments; individual techniques involved in performance. Prerequisite: None.

**HMU 315 Choir** 1.0 credit. 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. Students may earn a maximum of four semester hours for four years of participation. Prerequisite: None.

**HMU 316 String Class** 3.0 credits. Basic training in the playing of stringed instruments; stresses fundamental techniques involved in performance. Prerequisite: None.

**HMU 317 Choir** 1.0 credit. 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. Prerequisite: None.
**HMU 318 College Band I** 1.0 credit. 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. Prerequisite: None.

**HMU 320 Choral Conducting** 3.0 credits. Basic training in the techniques of conducting choral music and choral ensembles used for practical experiences. Prerequisite: permission of instructor.

**HMU 321 History of Spirituals and Gospel Music** 3.0 credits. 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** 3.0 credits. This course will demonstrate the technical aspects of music composition. Minute details of composition will be investigated by analyzing examples in music literature. Prerequisite: None.

**HMU 323 Music Merchandising** 3.0 credits. This course is structured to prepare the student to make reasonable and informed choices in selecting a career within the music industry. Prerequisite: None.

**HMU 336 Voice III** 3.0 credits. 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 401 History of Opera** 3.0 credits. 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 411 Applied Music Voice I** 1.0 credits. Private studio lessons with assigned faculty members. Prerequisite: None.

**HMU 412 Applied Music Piano I** 2.0 credits. Studio lessons with assigned faculty members. Prerequisite: None.

**HMU 414 Applied Music Instrument I** 1.0 credits. Private studio lessons with assigned faculty member. Prerequisite: None.

**HMU 416 Choir** 1.0 credit. 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. Students may earn a maximum of four semester hours for four years of participation. Prerequisite: None.

**HMU 418 Choir** 1.0 credit. 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. Students may earn a maximum of four semester hours for four years of participation. Prerequisite: None.
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<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisite</th>
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<tr>
<td>HMU 419 Band VII</td>
<td>1.0</td>
<td>1.0 credit. Band. Prerequisite: None.</td>
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<tr>
<td>HMU 420 Band VIII</td>
<td>1.0</td>
<td>1.0 credit. Band. Prerequisite: None.</td>
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<tr>
<td>HMU 422 Applied Music Voice II</td>
<td>2.0</td>
<td>2.0 credits. Continuation of HMU 411. Prerequisite: None.</td>
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<tr>
<td>HMU 423 Applied Music Voice III</td>
<td>2.0</td>
<td>2.0 credits. Continuation of HMU 422. Prerequisite: None.</td>
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<tr>
<td>HMU 433 Applied Piano II</td>
<td>2.0</td>
<td>2.0 credits. Continuation of HMU 412. Prerequisite: None.</td>
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<tr>
<td>HMU 434 Applied Piano III</td>
<td>2.0</td>
<td>2.0 credits. Continuation of HMU 433. Prerequisite: None.</td>
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<tr>
<td>HMU 435 Applied Music Voice IV</td>
<td>2.0</td>
<td>2.0 credits. Continuation of HMU 433. Prerequisite: None.</td>
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<tr>
<td>HMU 436 Applied Music Voice V</td>
<td>2.0</td>
<td>2.0 credits. A continuation of HMU 435. Prerequisite: None.</td>
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<tr>
<td>HMU 437 Applied Music Voice VI</td>
<td>2.0</td>
<td>2.0 credits. A continuation of HMU 436. Prerequisite: None.</td>
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<tr>
<td>HMU 438 Applied Music Voice VII</td>
<td>2.0</td>
<td>2.0 credits. A continuation of HMU 437. Prerequisite: None.</td>
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<tr>
<td>HMU 439 Applied Music Voice VIII</td>
<td>2.0</td>
<td>2.0 credits. A continuation of HMU 438. Prerequisite: None.</td>
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<tr>
<td>HMU 440 Applied Music Instrument II</td>
<td>2.0</td>
<td>2.0 credits. Continuation of HMU 414. Prerequisite: None.</td>
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<tr>
<td>HMU 441 Applied Music Instrument III</td>
<td>2.0</td>
<td>2.0 credits. Continuation of HMU 440. Prerequisite: None.</td>
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<td>HPH 110 Critical Thinking</td>
<td>3.0</td>
<td>3.0 credits. This course is designed to develop skills in critical thinking. This includes</td>
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<td>such areas as analyzing and evaluating claims, arguments, and explanations; constructing</td>
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<td>cogent arguments, and argumentative essays; solving problems and making decisions. Attention</td>
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<td>will be given to everyday contexts such as advertising news media, textbooks, law, science,</td>
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<td>morality, claims of the paranormal, etc. Emphasis will be on practical application of useful</td>
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<td>principles and procedures more than on mastery of theoretical considerations. The course</td>
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<td>will follow a laboratory approach rather than a lecture format. Prerequisite: None. (Humanities</td>
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<td>General Education Course).</td>
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<tr>
<td>HPH 211 Introduction to Philosophy</td>
<td>3.0</td>
<td>3.0 credits. Introductory study of philosophical concerns: human knowledge, the world,</td>
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<td>morals, and politics. Lectures, readings, and classroom discussions will be used to develop</td>
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<td>philosophic interest and skills. Prerequisite: None. (Humanities and Writing Intensive</td>
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<td>General Education Course).</td>
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</tbody>
</table>
HPH 213 Ethics 3.0 credits. A study of philosophic issues concerning morality such as moral obligation and responsibility, right, wrong, and values, persons and acts, types of meaning and justification of normative claims; and representative normative issues in ethics. Prerequisite: HPH 110. (Humanities and Writing Intensive General Education Course).

HPH 219 Philosophy of Religion 3.0 credits. A philosophical examination of the basic concepts of the existence of God; the nature of religious belief; the relation of faith to reason; the problem of evil and suffering; the emotional and institutional aspects of religion; time and eternity and the destiny of man; freedom of the will. Prerequisite: None. (Humanities and Writing Intensive General Education Course).

HPH 311 Existentialism 3.0 credits. The origins and development of existentialism; its treatment of knowledge, existence and being and its significance to the present-day world. The contemporary literary and psychological ramifications of existentialism as found in Jaspers, Camus, Marcel, Kafka, and Sartre will be examined. (Writing Intensive General Education Course).

HPH 312 Philosophy of Arts 3.0 credits. The use of language in the description, interpretation, and evaluation of literature, music, and the fine arts in general; an analysis of the ways value judgments on aesthetic objects are made and supported. Prerequisite: None. (Writing Intensive General Education Course).

HPH 313 Greek Philosophy 3.0 credits. A study of classical Greek philosophy through a critical examination of selected writings of Plato and Aristotle, their treatment of universals, the structure of knowledge and related topics and their historic position and influence. Prerequisite: None.

HPH 314 Modern Philosophy 3.0 credits. A study of philosophical movements from Descartes through Nietzsche; Rationalism, Empiricism, Idealism, Positivism, and their contributions to philosophy and modern science. Prerequisite: None.

HPH 315 Contemporary Philosophy 3.0 credits. A study of major movements in contemporary philosophic thought; chief representatives Materialism, Pragmatism, Idealism, Neo-Realism, Analytic Philosophy and Existentialism. Prerequisite: None.

HPH 317 Social & Political Philosophy 3.0 credits. A study of philosophic issues concerning social and political life: the basis of political authority; the claims of the individual and the community, and the concept of justice. Prerequisite: None. (Writing Intensive General Education Course).

HPH 401 Special Topics in Philosophy 3.0 credits. Seminar study of a selected problem or an intensive study of the thought of one major philosopher. May be taken for credit more than once. Prerequisite: three credits in Philosophy and permission of instructor. (Writing Intensive General Education Course).

HRM 111 Introduction to Service Management 3.0 credits. This introductory course examines the organizational aspects of the industrial and scientific segments of the hospitality industry. Aspects of food service, spa management, history, hotel management, and human resources will be explored. Prerequisite: None.
**HRM 214 Menu Planning and Analysis** 3.0 credits. The course was designed to focus 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. These efforts will enhance the students operated restaurant. **Prerequisite:** None.

**HRM 221 Hospitality Purchasing** 3.0 credits. Students are engaged in distinguishing food service purchasing, computer programs, and HACCP flow-thru. Storage and evaluation of fresh, frozen, dry, and canned food stuffs are discussed by sensitivity exercises and problem solving activities. **Prerequisite:** None.

**HRM 223 Travel and Tourism** 3.0 credits. 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. **Prerequisite:** None.

**HRM 310 Manage Hotel Operations** 3.0 credits. This course introduces students to the challenging environment of a property operations management within the context of lodging. Problem solving and decision making skills collaborate analytical tools. Elements of housekeeping, managerial, engineering, financial, and legal issues are explored with case studies and assigned readings incorporating current hospitality issues. **Prerequisite:** None.

**HRM 321 Hospitality Market and Sales** 3.0 credits. This course displays the reciprocal relationship between the customer and hospitality marketing practices. A full scope of sales and event management are addressed along with the development of elements necessary to the outcomes of the negotiation process and contracts which are customary in the hospitality industry. **Prerequisite:** None.

**HRM 331 Quantity Food Production** 3.0 credits. Management principles and concepts are presented through lecture, problem-based learning, projects, and operation of the program restaurant. The class focuses on menu planning principles, food service operation, standardization, food production planning, sanitation, and service. The laboratory allows students a practical experience in the management and operation of a food service operation. The lab creates an awareness of the importance of teamwork, planning, organization, and supervision in food service operations. **Prerequisite:** None.

**HRM 333 Hospitality Law** 3.0 credits. Students are provided with an integrated presentation of the legal aspects of hospitality management. Employment discrimination, contractual concepts, federal cases, state cases, and statutes will be explored. Simulations, role playing, simulators, and problem solving exercises will consolidate the overall concept of law within the hospitality industry. **Prerequisite:** None.

**HRM 359 Event, Convention and Meeting Planning** 3.0 credits. This course is designed to allow students hands-on comprehension in the art of trade shows and exhibitions. An emphasis is placed on all aspects pertaining to marketing, audiovisual, pre-planning, and orchestrating a profitable event within the hospitality industry. Field trips to pre-selected hotels and convention centers will connect theory and hands-on learning practices. **Prerequisite:** None.
**HRM 361 Catering** 3.0 credits. Emphasis is placed on the development, management, and presentation of food styling. Students will work collaboratively to plan and create functions and buffets. An integrated curriculum combining theoretical and practical instruction emphasizes the scientific methods of the preparation and processing of food and beverage in a laboratory environment. **Prerequisite:** None.

**HRM 421 Hospitality Management and Gaming** 3.0 credits. This course is focused on the management of Casino Operation. It is designed for students to explore the history of the gaming industry and how it is rapidly growing throughout the United States. Apply managerial skills, utilizing gaming regulation, staffing resources, marketing strategies, accounting concepts, and much more will be stressed. **Prerequisite:** None.

**HRM 461 Hospitality Cost Control** 3.0 credits. This upper-level course integrates problem-solving and laboratory experiments. Emphasis is placed on profit planning, food service concepts, labor, and income statements. The various concepts allow students to use technology to explore a variety of issues impacting hospitality financial management. **Prerequisite:** None.

**HRM 462 Field Experience** 6.0 credits. This introductory work-experience course assimilates course work, hands on learning, and reinforces techniques learned in theory. Students are exposed to a detailed on-campus field experience while having access to off-campus intern opportunities resulting in a broader understanding of the hospitality industry. It includes day, evening, and weekend shifts. **Prerequisite:** None.

**HRM 463 Internship – Hotel, Restaurant and Tourism Management Program** 3.0 credits. This course is designed to provide juniors and seniors students with a development approach to on-the-job experiences in hospitality facility/settings under a qualified supervisor. It also provides students, in a hospitality industry, with decision making and managerial learning experiences. Internships are designed to prepare students for the ever changing responsibilities in the hospitality industry. The experiences allow students to gain valuable experiences and increase competitiveness in the industry. Students will demonstrate skills and competencies to perform as effective leaders in the industry. **Prerequisite:** None.

**HRM 472 Hospitality Human Resource** 3.0 credits. This upper-level course allows students to develop managerial knowledge with in human resources. Sensitivity exercises and problem-solving activities include: orientation, training, recruiting, testing, interviewing, terminations, union relations, and human resource management. **Prerequisite:** None.

**HRM 488 Hospitality Financial Management** 3.0 credits. This course familiarizes the student’s foundation in food, beverage, and operational controls. Income statements and analysis’s combined with current technology explores a variety of issues that impact our current global financial climate within the hospitality industry. **Prerequisite:** None.

**HRM 499 Senior Seminar in Hotel, Rest & Tour** 3.0 credits. This work-experience course is designed to provide students with hands on experience within the hospitality industry. Theoretical knowledge and demonstration of practical skills allow students to obtain a broader apprehension of the demands and expectations of hospitality professional. A directed senior
HTA 107 History of Theatre I 3.0 credits. Survey of dramatic and theatrical history form the Greeks to the present. Extensive readings in the dramatic literature of the various periods. Prerequisite: None. (Humanities General Education Course).

HTA 113 Movement I 3.0 credits. Basic dance technique is done to increase the flexibility, range, and strength of the actor’s body. Exploration of the medium is done through improvisation; use of rhythm, dynamics, space, and gesture. The body becomes a dramatic agent. Prerequisite: None. (Humanities General Education Course).

HTA 129 History of Theatre II 3.0 credits. Survey of dramatic and theatrical history from the Greeks to the present. Extensive readings in the dramatic literature of the various periods. Prerequisite: None. (Humanities General Education Course).

HTA 144 Movement II 3.0 credits. Advanced techniques and further work in improvisation. Survey and study of styles of movement. Prerequisite: HTA 113. (Humanities General Education Course).

HTA 159 Theater Practicum I 1.0 credit. A laboratory for performance encompassing all work required to prepare and present a play. Prerequisite: None. (Humanities General Education Course).

HTA 160 Theater Practicum II 1.0 credit. Continuation of Theater Practice I. Prerequisite: None. (Humanities General Education Course).

HTA 203 Acting for Beginners 3.0 credits. Acting as the organic interrelation of self and environment. Release of the actor’s individuality through improvisational exercises in relaxation and physical freedom; uses of the sense: observation; justification action; handling of objects; speaking and listening, beginning work on dialogue and text. Prerequisite: None. (Humanities General Education Course).

HTA 224 Art of Staging 3.0 credits. The course will assist the student in learning how to stage artistically satisfying productions in various kinds of settings, particularly non-traditional performance space. Prerequisite: None.

HTA 235 Creative Uses Light 3.0 credits. 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. Prerequisite: None. (Humanities General Education Course).

HTA 246 Costume Design 3.0 credits. 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, form, materials, and construction; sewing and cutting work, work on costumes for production. Prerequisite: None. (Humanities General Education Course).

HTA 250 Theater Practicum III 1.0 credit. Continuation of Theater Practice II. Prerequisite: None. (Humanities General Education Course).
HTA 258 Make-up Techniques 1.0 credit. 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. Prerequisite: None. (Humanities General Education Course).

HTA 269 Theater Practicum IV 1.0 credit. Continuation of Theater Practice III. Prerequisite: None. (Humanities General Education Course).

HTA 301 Fundamentals of Play Directing 3.0 credits. This course will introduce the principles and practices of directing techniques and workshop experience in all phases of theatrical production: script analysis, blocking, lighting design, and acting techniques. A laboratory for creating artistic stage pictures and truthful scenes on stage. Prerequisite: None.

HTA 314 Speech for Stage 3.0 credits. 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. Prerequisite: None.

HTA 317 Play Production 3.0 credits. Study of physical plant, organization, and production problems of the educational, community, and professional theaters. Prerequisite: None.

HTA 356 Black Drama in 50's 3.0 credits. The 1950's witnessed a coming of age of Black Drama. The old images were discarded in favor of psychologically and emotionally credible presentations. This course will examine primarily the contributions of Louis Peterson, Lorraine Hansberry, Alice Childress, William Branch, and Loften Mitchell. Prerequisite: None. (African American Heritage General Education Course).

HTA 361 Black Drama in the 60's 3.0 credits. The 1960's sounded the death knoll for the stereotypes and found the black dramatist exploring a myriad of subjects of interest to him/her. Ossie Davis, Lorraine Hansberry, Adrienne Kennedy, Douglas Turner Ward, Lonnie Elder, Edgar White, and Charles Gordone have made contributions which have had and are having far-reaching implications on the stage. This course will study these contributions. Prerequisite: None.

HTA 372 Black Revolutionary Drama 3.0 credits. 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 university. Prerequisite: None. (African American Heritage General Education Course).

HTA 379 Theater Practicum V 1.0 credit. Continuation of Theater Practice IV. Prerequisite: None.

HTA 380 Theater Practicum VI 1.0 credit. Continuation of Theater Practice V. Prerequisite: None.
HTA 411 Modern Drama 3.0 credits. Survey covering the principal playwrights, movements, and trends in European and American drama from Ibsen to the present day. Students are required to read, study, and analyze works of major dramatics. Prerequisite: None.

HTA 444 Theatre Workshop 3.0 credits. 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. Prerequisite: None.

HTA 455 Dramatic Criticism 3.0 credits. History, method and theories of dramatic criticism from Aristotle to the present. Prerequisite: None. (Writing Intensive General Education Course).

HTA 473 Contemporary Black Drama 3.0 credits. This course will examine black drama since 1950. The ‘50s 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 ‘60s produced dramas by Ossie Davis, Adrienne Kennedy, Douglas Turner 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, Kingsley Bass, Jr., and Richard Wesley will be studied as a drama of revolt. Prerequisite: None.

IAC 211 Non-Linear Video Editing/Post Productions 3.0 credits. This course centers around the use of computerized video editing and post-production equipment. Emphasis is placed on development of skills that are applicable in video productions and TV broadcast industries. Prerequisite: None.

IAV 311 Photography – 3.0 credits. Black and white photography, processing, image manipulation, enlarging, studio techniques, negative and print corrections. The history and development of the camera will be studied. Picture composition and lighting will be presented. Students must supply their own camera and film. The basic camera used is the SLR 53mm. Digital photography and computer technology will be demonstrated. Prerequisite: None.

MAT 001 Basic Math 3.0 credits. Terminology and operations associated with the whole numbers, integers, fractions, decimals, percent, ratios, rates and proportions, problem-solving, and introduction to algebra. Credits are not transferable and are not applicable toward the 120 credits required for graduation. Prerequisite: None.

MAT 002 Elementary Algebra 3.0 credits. 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. Credits are not transferable and are not applicable toward the 120 credits required for graduation. Prerequisite: None.

MAT 104 Survey of College Mathematics 3.0 credits. Sets, number theory, real number system, algebraic techniques, plane geometry, and an introduction to probability and statistics. Prerequisite: None. (Mathematics General Education Course).

Mat 105 Mathematics for Teachers I 3.0 credits. This course examines the mathematics content on which elementary and special education teachers of mathematics at any level need to know in order to teach K-8 mathematics and to address the curriculum standards in elementary school mathematics. The course surveys many relevant topics including sets and logic, number systems, structure of algorithms, number theory, properties of integers, rational
numbers and real numbers and introduction to geometry and measurement. A great emphasis is placed on problem solving and reasoning within each of these topics. This is a required course for all elementary and special education majors. **Prerequisite:** None. **(Mathematics General Education Course).**

**MAT 106 Mathematics for Teachers II** 3.0 credits. 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. This is a required course for all Elementary Education majors. **Prerequisite:** MAT 105. **(Mathematics General Education Course).**

**MAT 111 Intermediate Algebra** 3.0 credits. Solving and graphing linear equations and inequalities, systems of linear equations, factoring, rational expressions, exponents and radicals, and solving and graphing quadratic equations. **Prerequisite:** MAT 104. **(Mathematics General Education Course).**

**MAT 150 Elementary Functions** 4.0 credits. This course covers a review of the prerequisite skills from algebra that are required for success in Calculus. It is assumed that students taking this course have successfully completed an elementary and intermediate level algebra course. Course topics include: Functions, polynomial, rational, exponential, logarithmic, trigonometric, graphs, trigonometric identities, equations and formulas. **Prerequisite:** MAT 111. **(Mathematics General Education Course).**

**MAT 160 Calculus I** 4.0 credits. Review of topics from elementary functions. Limits of functions and continuity are introduced. Differentiation of algebraic functions, implicit differentiation, extrema, curve sketching and other applications; integration of algebraic functions and applications of the integral. **Prerequisite:** MAT 150. **(Mathematics General Education Course).**

**MAT 170 Calculus II** 4.0 credits. Derivatives and integrals of transcendental and inverse functions, applications of integrals, techniques of integration, improper integrals, infinite sequences and series, Taylor polynomials and series, parametric equations, and polar coordinates. **Prerequisite:** MAT 160.

**MAT 202 Discrete Math** 3.0 credits. Set theory, mapping and functions, mathematical induction, logic and logic circuits, relations on sets, permutations, combinations, graph theory, and theory of equations. **Prerequisite:** None.

**MAT 203 Linear Algebra I** 3.0 credits. Linear equations and matrices, real vector spaces, inner product spaces, linear transformations and matrices, and determinants. **Prerequisite:** MAT 160.

**MAT 205 Elementary Statistics** 3.0 credits. Topics covered include: organization of data, measure of central tendency and dispersion, probability, probability and distributions, sampling distributions, estimation, chi-square distribution, and correlation. **Prerequisite:** MAT 111.

**MAT 221 Differential Equations** 3.0 credits. Introduction to differential equations, first order differential equations and applications. Differential equations with variable coefficients Laplace transform, and systems of linear differential equations. **Prerequisite:** MAT 170.
MAT 225 Probability and Statistics I 3.0 credits. Designed for mathematics education majors, this course provides a rigorous study of probability, distribution theory and the basics of statistical inference. Topics include probability, expectation, discrete and continuous distributions, descriptive statistics and both estimation and hypothesis testing for one and two sample problems. Prerequisite: MAT 170.

MAT 252 Introduction to Abstract Algebra 3.0 credits. Ideas of sets, relations and mappings, operations and group theory leading to the fundamental theory of group homomorphism, properties of rings, integral domains and fields, including the integers and the rational numbers of polynomials. Prerequisite: MAT 202.

MAT 255 Statistics II 3.0 credits. Probability, random variables and probability distributions, mathematical expectation, special probability distributions and probability densities. Functions of random variables, sample distributions, point estimation, interval estimation, hypothesis testing theory and applications. Stochastic processes. Prerequisite: MAT 225.

MAT 260 Calculus III 4.0 credits. Vectors in plane and in space, functions of more than one variable, vector values functions, partial derivatives, maxima and minima, multiple integration, topics from vector analysis such as Green’s theorem, surface integrals, divergence theorem, and Stoke’s theorem. Hours: 4. Prerequisite: MAT 170.

MAT 303 Linear Algebra II 3.0 credits. Vector spaces; linear independence, bases and dimension; inner product spaces and orthogonality; diagonalization, eigenvalues and eigenvectors; canonical forms; linear functions; dual spaces; linear operators on inner product spaces. Prerequisite: MAT 203.


MAT 335 Elementary Number Theory 3.0 credits. Selected topics in number theory and types of proofs of use to mathematics, education, and computer sciences majors; a study of divisibility, the division algorithm, Euclid’s algorithm, prime numbers, congruence, number theoretic functions, Fermat and Wilson theorems, and quadratic reciprocity, Encryption. Prerequisite: MAT 170, MAT 203.

MAT 360 History of Mathematics 3.0 credits. The historical development of mathematics from classical civilization in Egypt, Babylon, and Greece; the people, the topics and the problems. The development of mathematics through Calculus. Prerequisite: MAT 170, MAT 202.

MAT 361 Applied Mathematics 3.0 credits. The historical development of mathematics from classical civilization in Babylon, Egypt and Greece; the people, the topics, and the problems. The development of Mathematics through Calculus.

MAT 362 Modern Geometry 3.0 credits. An overview of geometry in the light of modern trends with special attention to axiomatic structure, including and introduction to hyperbolic and elliptical geometry. Prerequisite: MAT 202.
MAT 401 Intro Real Analysis 3.0 credits. A rigorous development of the methods of the calculus, including the topology of the real line, limits, continuity, derivatives, sequences, and series of numbers, sequences and series of functions, uniform convergence and the Riemann Integral. Prerequisite: MAT 260.

MAT 411 Introduction to Complex Variables 3.0 credits. The complex numbers, elementary functions and their mappings, boundary value problems, contour mapping, Cauchy’s theorem, residues, and power series. Prerequisite: MAT 260.

MAT 418 Student Teaching and Professional Practicum 12.0 credits. Students spend 30 clock hours a week during the entire seventh or eighth semester in observation of teaching, in supervised teaching, and in seminar, where they are introduced to a teacher’s responsibilities in the classroom and in the community. Prerequisite: permission of instructor.

MAT 451 Intro Topology 3.0 credits. Basic notions of point-set topology, surfaces, invariants, topological spaces, equivalence, connectedness, completeness, and separation. Introduction to differential topology. Prerequisite: MAT 362, MAT 401.

MAT 499 Independent Study Math 3.0 credits. Directed study of a project selected from a specified area of the field. Details and documentation required. Prerequisite: permission of instructor.

NFT 211 Mat, Saf, Hlth, Iss & Eq Bs to NanoFab 3.0 credits. This course provides an overview of basic nanofabrication processing equipment and materials handling procedures with a focus on safety, environment, and health issues. Topics covered include cleanroom operation, environmental, safety, and health issues, vacuum pump systems operation, environmental safety and health issues (covering direct drive mechanical, roots blowers, turbomolecular, and dry mechanical systems); thermal-processing equipment operation, safety, environmental, and health issues (covering horizontal, vertical, rapid thermal annealing tool); chemical vapor deposition system operation, safety, environmental, and health issues (covering direct drive mechanical, roots blowers, turbomolecular, and dry mechanical systems); thermal-processing equipment operation, safety, environmental, and health issues (covering horizontal, vertical, rapid thermal annealing tool); vacuum deposition/etching system operation, safety, environment, and health issues (covering microwave and RF power supplies and tuners, heating and cooling units, vacuum gauges, valves, and process controllers). Specific materials handling issues includes those arising from using deionization water; solvents; cleansers; organic materials, ion implementation sources, wafer sources, photo resists, developers, metal dielectrics, and toxics, flammable, corrosive and high purity gases as well as packaging materials. Prerequisite: SPH 211.

NFT 212 Basic Nanofabrication Process 3.0 credits. The course provides an overview of basic processing steps used in all applications of nanofabrication. Both top-down and bottom-up nanofabrication are included. The majority of the course details a step-by-step description of the equipment and processes needed to fabricate devices and structures such as biochips, CMOS transistors, power devices, microelectromechanical (MEM) devices, and opto-electronic structures. Students learn the similarities and differences in both the equipment and process flows needed in fabricating all of these various structures. Prerequisite: SPH 211.

NFT 213 Thin Film Utilization in Nanofabrication 3.0 credits. This course covers thin film deposition and etching practices in nanofabrication. The deposition techniques addressed in the first part of the course include atmospheric, low pressure, and plasma enhanced chemical
vapor deposition and sputtering, thermal evaporation, and beam evaporation physical vapor deposition. Also included are self-assembling molecule based techniques. Materials considered include organics, dielectrics (e.g., nitrides, oxides), polysilicon (doped and undoped), metals (e.g., aluminum, tungsten, copper), adhesion promoters and diffusion barriers. The second part of the course focuses on etching processes and emphasizes reactive ion etching (single wafer, batch), high-ion-density reactors, ion beam etching and wet chemical etching. Students receive hands-on experience in depositing and etching dielectric, semiconductor, and metal materials using state-of-the-art tools and experience practicing the steps critical to micro- and nanofabrication of structures used in a variety of fields from biotechnology and the biomedical fields to microelectronics. Prerequisite: SPH 211.

NFT 214 Lithography in Nanofabrication 3.0 credits. This course covers all aspects of lithography from design and mask fabrication to pattern transfer and inspection. The course is divided into three major sections. The first section describes the lithographic process from substrate preparation to exposure. The second section examines the processes from development through inspection (both before and after pattern transfer). This section introduces optical masks, aligners, steppers and scanners. In addition, critical dimension (CD) control and profile control of photo resists are investigated. The last section discusses advances in optical lithographic techniques such as phase shifting masks and illumination schemes as well as molecular ruler, e-beam, x-ray, EUY, and ion beam lithography. Prerequisite: SPH 211.

NFT 215 Materials Modification in Nanofabrication 3.0 credits. This course covers in detail the processing steps used in modifying material properties in nanofabrication. Included are chemical reaction, growth and annealing processes. The impact of thermal processing on defects, gettering, and impurities and overall electrical, mechanical, optical, and chemical properties are studied. The student grows and measure gate and field oxides, implants and activates source and drain regions, and evaluates thermal budget requirements using state-of-the-art tools. Included also are other modification technologies such as ion implantation, diffusion and chemical surface preparation and treatment. Substrate preparation, processing such as slicing, etching, polishing and epitaxial growth are also covered. Prerequisite: SPH 211.

NFT 216 Characterization, Pack & Testing in Nanofabrication 3.0 credits. This course examines a variety of measurements and techniques essential for controlling micro-and nanofabrication processes. Monitoring techniques such as residual gas analysis (RGA), optical emission spectroscopy (OES) and end point detection are discussed. Characterization techniques such as scanning electron microscopy x-ray photoelectron spectroscopy, atomic probe methods advanced optical microscopy; optical thin film measurements, ellipsometry, and resistivity/conductivity measurements are introduced and tied to process control. Basic measurements for yield analysis and process control are also stressed. These include breakdown measurements, junction testing, and capacitance-voltage and current collage characterization. In addition, the characteristic of some simple bio-chip structures and MEMs devices are obtained and discussed. The student learns about the manufacturing issues involved in inter connects, materials compatibility and final device assembly. Aluminum refractory metals and plastic fabrication techniques and characterization are discussed in detail along with topics such as diffuser barriers, contact, resistance, electric migration, corrosion and adhesion. The importance of planarization techniques such as deposition/etch bond and chemical/mechanical polishing are emphasized. Lastly, procedures such as die separation, bonding and sealing and final test for both conventional ICs and MEMs and biomedical devices are examined. Prerequisite: SPH 211.
REC 111 Health and Wellness 2.0 credits. 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. Prerequisite: None. (Core General Education Course).

REC 113 Tennis and Volleyball 1.0 credit. The various physical education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. Prerequisite: None. (Health and Wellness General Education Course).

REC 114 Weight Training and Jogging 1.0 credit. The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. Prerequisite: None. (Health and Wellness General Education Course).

REC 116 Archery, Badminton, Basketball 1.0 credit. The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. Prerequisite: None. (Health and Wellness General Education Course).

REC 118 Tennis and Badminton 1.0 credit. The various physical education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. Prerequisite: None. (Health and Wellness General Education Course).

REC 119 Archery and Volleyball 1.0 credit. The various physical education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. Prerequisite: None. (Health and Wellness General Education Course).

REC 120 Golf and Volleyball 1.0 credit. The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. Prerequisite: None. (Health and Wellness General Education Course).

REC 121 Dance, Mod, Flk, Square, Afro Am 1.0 credit. The various physical education Sports activity classes provides a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. Prerequisite: None. (Health and Wellness General Education Course).

REC 123 Football, Track and Wrestling 1.0 credit. The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. Prerequisite: None. (Health and Wellness General Education Course).

REC 125 Field Hockey and Basketball 1.0 credit. The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. Prerequisite: None. (Health and Wellness General Education Course).
REC 127 Volleyball and Basketball 1.0 credit. The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. Prerequisite: None. (Health and Wellness General Education Course).

REC 128 Softball, Track and Wrestling 1.0 credit. The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. Prerequisite: None. (Health and Wellness General Education Course).

REC 130 Softball and Basketball 1.0 credit. The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. Prerequisite: None. (Health and Wellness General Education Course).

REC 132 Tennis 1.0 credit. The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. Prerequisite: None. (Health and Wellness General Education Course).

REC 133 Tennis and Basketball 1.0 credit. The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. Prerequisite: None. (Health and Wellness General Education Course).

REC 136 Football and Volleyball 1.0 credit. The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. Prerequisite: None. (Health and Wellness General Education Course).

REC 137 Soccer and Volleyball 1.0 credit. The various physical Education sports activity classes provide a general knowledge of each activity. Students will learn fundamental skills and technical aspects of each activity. Prerequisite: None. (Health and Wellness General Education Course).

REC 210 Officiating 3.0 credits. A laboratory course. Motivational techniques; procedures, and practices associated with sport officiating. Knowledge of roles and the proper execution of mechanics. The importance of maintain a grasp of overall responsibilities, capabilities, and motivations related to specific sports contents. Prerequisite: None.

REC 211 Principles of Coaching 3.0 credits. 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. Prerequisite: None.

REC 213 Beginning Swimming 1.0 credit. 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. Prerequisite: None. (Health and Wellness General Education Course).
REC 214 Intermediate Swimming 1.0 credit. To develop and improve skills and to introduce different styles of swimming, the American crawl, side, breast, and back strokes. Safety procedures. Prerequisite: None. (Health and Wellness General Education Course).

REC 215 Advanced Swimming 1.0 credit. A review of styles of swimming, skills, water safety procedures and advanced life saving. Prerequisite: None. (Health and Wellness General Education Course).

REC 216 Advanced Beginning Swimming 1.0 credit. For the beginning swimmer with some basic skills in the water. A continuation of beginning skills on an advanced level. Prerequisite: None. (Health and Wellness General Education Course).

REC 310 Safety Education 3.0 credits. The organization and administration of safety procedures relevant to recreation areas. Methods of imparting safety education to the recreationist. Prerequisite: None. Offered: Spring term.

REC 314 Methods of Teaching Health and Physical Education 2.0 credits. Required for elementary education majors. Materials, methods, and techniques essential for the teaching of health and physical education. Prerequisite: None.

REC 315 Diversity in Sports 3.0 credits. 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. Prerequisite: None.

REC 316 Leisure in Modern Society 3.0 credits. History and development of the recreation movement and (1) the nature of the recreation experience and it’s important to the individual, (2) the influence of leisure on society, and (3) philosophies of recreation. Prerequisite: None. Offered: Fall term.

REC 317 Recreation Programs 3.0 credits. Research of recreational settings and programs offered. Criteria for evaluation for use in student visits to various recreation settings in the community. Prerequisite: None. Offered: Spring term.

REC 318 Facility Management 3.0 credits. 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. Prerequisite: None.

REC 319 Leadership I 3.0 credits. Leadership and its responsibilities in the various program areas. Techniques, methods, procedures, and skills of a leader in recreation. Prerequisite: None. Offered: Fall term.

REC 320 Recreation Management 3.0 credits. 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. Prerequisite: None. Offered: Spring term.

**REC 321 Organization and Administration** 3.0 credits. The organization and administration of camp operations. The philosophies of different types of camps, programming problems, and personnel. Prerequisite: None. Offered: Fall term.

**REC 322 Leadership II** 3.0 credits. Material learned in Leadership I is applied in this laboratory course which gives students a “leadership” experience within lifetime activity areas. Prerequisite: None. Offered: Spring term.

**REC 323 Law in Sport and Physical Education** 3.0 credits. Students will become aware of the rights of participants, athletes, coaches, managers, teachers, referees and others engaged in amateur or professional sport. Prerequisite: None. Offered: Fall term.

**REC 324 Sport Marketing** 3.0 credits. 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. Prerequisite: None. Offered: Spring term.

**REC 325 Creative and Cultural Activities** 3.0 credits. The creative and cultural areas of recreation through participation and group presentation in arts and crafts, dance, dramatics, and music. Organizational procedures through group dynamics, available resources and practical experience. Prerequisite: None. Offered: Fall term.

**REC 326 Sport and Society** 3.0 credits. A laboratory course. Beginning skills, motivational techniques, procedures, and practices associated. Prerequisite: None. Offered: Fall term.

**REC 327 Outdoor Recreation** 3.0 credits. 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. Prerequisite: None. Offered: Spring term.

**REC 333 First Aid and CPR** 3.0 credits. Standard first aid procedures and methods in line with the latest Red Cross techniques. Textbook theory combined with practical application. Prerequisite: None. Offered: Fall term.

**REC 335 Therapeutic Recreation I** 3.0 credits. 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 programs. Prerequisite: None. Offered: Fall term.

**REC 336 Individualized Fitness** 3.0 credits. A wellness lifestyle concept will be examined. Fitness components, strength, cardiovascular, endurance, flexibility, exercise and weight control, body composition, management, Pilates and yoga. Prerequisite: None. Offered: Fall and Spring terms.

**REC 337 Inclusive and Special Recreation** 3.0 credits. The development of a practical approach in presenting therapeutic recreation activities in institutions, present and future. Involves students in leadership roles with special populations. Prerequisite: None. Offered: Spring term.
REC 338 Philosophy of Recreation 3.0 credits. A philosophical examination of the concepts, beliefs, issues and selected writings of individuals with previous experiences in recreation. Lectures, reading, and classroom discussion will be used to develop theories and philosophies. Prerequisite: None.

REC 339 Research and Techniques in Recreation 3.0 credits. 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 creation, sports management, health and physical education. Prerequisite: None.

REC 401 Field Experience 3.0 credits. 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. Prerequisite: None.

REC 402 Internship 12.0 credits. 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. Prerequisite: REC 401.

RGE 111 World Geography 3.0 credits. The relationship of people to their physical and cultural environment. Climate, landforms, vegetation, water and soil, and selected phases of economic activity are emphasized. Prerequisite: None. (Global Studies and Social Science General Education Course).

RGE 121 Physical Geography 3.0 credits. This course presents the basic concepts of geography, focusing on the interaction of physical processes and systems, including hydrology, meteorology, climatology, vegetation, soils, geothermal, and marine systems which characterize and shape the natural landscape. Prerequisite: None. (Global Studies and Social Science General Education Course).

RGE 241 Fundamentals of GIS (1) 3.0 credits. 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 one-credit laboratory to be taken concurrently accompanies this course. Prerequisite: None. Corequisite: RGE 242. (Intensive General Education Course).

RGE 242 Fundamentals of GIS Lab I 1.0 credit. 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. Prerequisite: None. Corequisite: RGE 241.

RGE 258 GIS in Critical Thinking 3.0 credits. 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. Prerequisite: None. (Social Science and Writing Intensive General Education Course).

RGE 311 Geography of US and Canada 3.0 credits. 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. Prerequisite: None.

RGE 341 Fundamentals of GIS II 3.0 credits. 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 one credit laboratory to be taken concurrently accompanies this course: Prerequisite: None. Prerequisite: RGE 342. (Intensive General Education Course).

RGE 342 Fundamentals of GIS Lab II 1.0 credits. 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. Prerequisite: None. Corequisite: RGE 341.

RGE 351 Geospatial Data Models 3.0 credits. This course covers the principles of database systems, object-oriented approaches to spatial entity modeling and data modeling. It provides the students with a working knowledge of entity-relationship data modeling. The course must also cover the evolution of the geo-relational data model and its subsequent evolution to the object-oriented data models of ArcGIS. Prerequisite: RGE 241.

RGE 358 GIS in Critical Thinking 3.0 credits. 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. Prerequisite: None.

RGE 410 GIS Applications in Social Science 3.0 credits. This course covers some typical GIS uses in urban planning and management applications. This course will emphasize problem definition, data identification, appropriate methodology, interpretation of results, and final problem write-up. (Writing Intensive General Education Course).

RGE 411 Environ Conser 3.0 credits. Survey of human impact on the environment throughout the world. Particular emphasis upon population pressure, air and water pollution, land use changes, and destruction of soil and natural vegetation. Prerequisite: None.

RGE 413 Urban Geography 3.0 credits. 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. Prerequisite: None.

RGE 415 Political Geography 3.0 credits. 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. Prerequisite: None. (Global Studies and Writing Intensive General Education Course).

RGE 416 Cartography 3.0 credits. 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. Prerequisite: None. (Intensive General Education Course).

RGE 461 GIS Application Development 3.0 credits. 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. Prerequisite: RGE 410.

RGE 471 GIS Practicum 3.0 credits. 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. Prerequisite: RGE 410.

RHI 101 History of Civilization I 3.0 credits. 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. Prerequisite: None. (Social Science General Education Course).

RHI 102 History of Civilization II 3.0 credits. World History from the sixteenth century to the twentieth century; the Colombian Exchange, Absolutism, the Democratic and Industrial Revolutions, and Imperialism. Prerequisite: None. (Social Science General Education Course).

RHI 201 History of Africa I 3.0 credits. The myths regarding African history, the rise of early man, the ancient civilization, and the early kingdoms. The coming of Moslems and the Europeans, and the impact of both on Africa. Prerequisite: None. (Social Science General Education Course).

RHI 202 History of Africa II 3.0 credits. A continuation of RHI 201 on a regional approach. The roles and myths of external influence, the slave trade, scramble for Africa, 19th Century African empires, Islam and Christianity, colonialism, and nationalism in the development of African history. Prerequisite: None. (Social Science General Education Course).

RHI 203 History of World – 20th Century 3.0 credits. 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. Prerequisite: None. (Social Science General Education Course).

RHI 211 History of US and PA I 3.0 credits. 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 national, and settling sectional disputes which focus on the issue of states’ rights. Prerequisite: None. (Social Science General Education Course).
RHI 212 History of US and PA II 3.0 credits. 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. Prerequisite: None. (Social Science General Education Course).

RHI 216 African American History I 3.0 credits. A survey of the African background, including the emergency 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. Prerequisite: None. (African American and Social Science General Education Course).


RHI 302 Civil War and Reconstruction 3.0 credits. Sectional rivalry as a constant theme in the early national and antebellum periods of United States history; social and psychological conditions that created political crises in the Civil War and Reconstruction periods. Prerequisite: Sophomore standing.

RHI 490 Special Topics in History 3.0 credits. Studies in selected historical topics or problems. Prerequisite: None.

ROC 101 Military Science I 1.0 credit. This introductory course is a study of organization and history of ROTC, the role of the Army in national security, and ethics. Prerequisite: None.

ROC 102 M S 102 1.0 credit. Introduction to ROTC II continues the study of the organization and history of ROTC and the evolution of military leadership. Students are introduced to land navigation and a continued study of the organization and role of the Army. Prerequisite: None.

ROC 201 Military Science 201 1.0 credit. 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. Prerequisite: ROC101 or ROC102 or approval of the professor of Military Science.

ROC 202 Mil Science 202 1.0 credit. 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. Prerequisites: None.

ROC 301 Military Science 301 6.0 credits. Advanced Military Leadership provides 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. The course provides a practical approach to methods and techniques of
communication and instruction. This course must be taken at Widener or Villanova University.

Prerequisite: Army ROTC advanced standing or approval of the professor of Military Science.

**ROC 302 Military Science 302** 6.0 credits. A continuation of the study of Advanced Military Leadership. This course must be taken at Widener or Villanova University. Prerequisite: Army ROTC advanced standing or approval of the professor of Military Science.

**ROC 401 Military Science 401** 4.0 credits. A 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. This course must be taken at Widener or Villanova University. Prerequisite: Army ROTC advanced course standing or approval of the professor of Military Science.

**ROC 402 Military Science 402** 4.0 credits. 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. This course must be taken at Widener or Villanova University. Prerequisite: Army ROTC advanced course standing or approval of the professor of Military Science.

**RPO 101 Intro to Political Science** 3.0 credits. 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 OR Distance Learning version of RPO 101 to be offered as an “On-Line” course in which more than 80% of the instruction will be completed outside of the classroom. Prerequisite: None. (Social Science General Education Course).

**RPO 102 Intro to World Politics** 3.0 credits. 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. Prerequisite: None. (Global Studies and Social Science General Education Course).

**RPO 111 US Government** 3.0 credits. 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. Prerequisite: None. (Social Science General Education Course).

**RPO 211 State and Local** 3.0 credits. 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. Prerequisite: None. (Social Science General Education Course).
RPO 212 African Politics 3.0 credits. 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. Prerequisite: None. (Global Studies and Social Science General Education Course).

RPO 311 International Relations 3.0 credits. The current world situation determines the character of the political, diplomatic, and strategic emphasis of this course with respect to national states. The national interests of the dominant states and the aspirations of emerging peoples will be the major concern of the course. Prerequisite: None. (Writing Intensive General Education Course).

RPO 312 Class Med Theory 3.0 credits. A critical study of Greek, Roman, and Medieval political thought form Plato and Aristotle through early modern times. Prerequisite: None.

RPO 313 Modern Political Theory 3.0 credits. The liberal and authoritarian political philosophies in their Western World in the two centuries since the American and French Revolution. Prerequisite: None.

RPO 314 American Political Theory 3.0 credits. 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 Roosevelts. Prerequisite: None.

RPO 315 Political Parties 3.0 credits The political party as a force in activating government, whether in the multiple party states, the two party states, or a single party state. Prerequisite: None.

RPO 316 American Constitutional Law 3.0 credits. 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, a separation of powers. Prerequisite: None.

RPO 410 Trans-national Relations 3.0 credits. An interdisciplinary study of interactions, organizations, and issues transcending national boundaries. Factors affecting the development of supra-state relations. Prerequisite: None.

RPO 411 Civil Liberties and Law 3.0 credits. 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. Prerequisite: None.

RPO 412 Politics in Black American 3.0 credits. 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. Prerequisite: None. (African American General Education Course).

RPO 413 Comparative Government 3.0 credits. Systems of government in Europe: the United Kingdom, France, West Germany, and the former USSR. Prerequisite: None.
RPO 414 International Law 3.0 credits. How the rule of law applies to states in the pursuit of their ethnic, economic, political, strategic, technological, and social aspirations. Prerequisite: RPO 102.

RPO 415 American Presidency 3.0 credits. The development of the power, the influence, and the limitations of the American chief executive. Analysis of the office includes the selection of candidates, the role of the third party, and campaign financing. Prerequisite: None.

RPO 416 Current Political Issues 3.0 credits. 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. Prerequisite: None. (Writing Intensive General Education Course).

RPO 418 Public Administration I 3.0 credits. This course is an introduction to basic elements of Public Administration, such as financial administration, operations analysis, personnel administration, and methods of achieving administrative objectives. Prerequisite: RPO 111.

RPO 450 Special Topics in Political Science 3.0 credits. This course will be offered periodically to cover current events, new ideas and theories, and/or topics in Political Science that are not covered in other courses. Or it may be based on a special interest area of a faculty member that is not adequately covered in other Political Science offerings. Prerequisite: RPO 101.

RPO 470 Political Science Seminar 3.0 credits. 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. Prerequisite: None. (Writing Intensive General Education Course).

RPS 211 Introduction to Psychology 3.0 credits. Course presents a capsule view of the bio-social influences on human behavior as revealed through psychological investigations. Prerequisite to all psychology courses. Prerequisite: None. (Social Science General Education Course).

RPS 212 Educational Psychology 3.0 credits. 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. Prerequisite: RPS 211. (Social Science General Education Course).

RPS 217 Social Psychology 3.0 credits. 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 demonstration. Prerequisite: RPS 211. (Social Science General Education Course).

RPS 221 Advanced Psychology 3.0 credits. An extension of RPS 211 for students who plan to major in psychology, or have a science-teaching, scientific, or liberal arts orientation. A more in-depth study of the areas of psychology. Prerequisite: RPS 211. (Social Science General Education Course).
RPS 231 Stat Psych & Ed 3.0 credits. The use of statistics as a tool for scientific investigation in social and behavioral sciences with special emphasis on descriptive and relational techniques. Prerequisite: RPS 211.

RPS 232 Stat Psych & Ed II 3.0 credits. This course deals with inferential statistics, i.e. probability, sampling, “t” tests, hypothesis testing and analysis of variance. Prerequisites: RPS 231 or RSO 351 or MAT 205.

RPS 300 Theories of Learning 3.0 credits. 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. Prerequisite: RPS 211. (Social Science General Education Course).

RPS 308 Human Sexual Function and Dysfunction 3.0 credits. Sexual anatomy, physiology, and behavior of both sexes, from conception through adulthood, are explored. The course will be taught by references to respected authorities in each of the three basic categories: biophysical, psychomotional, and sociocultural. Prerequisite: RPS 211. (Social Science General Education Course).

RPS 313 Psychology of Adolescence 3.0 credits. The physical, social, mental, and emotional problems of adolescence, their causes, and their effect upon the adolescent’s development. Object bases for understanding and guidance of youth in educational, social and personal growth. Prerequisite: RPS 211.

RPS 314 Abnormal Psychology 3.0 credits. A systematic study of nature, etiologies, syndromes, therapies, and prognosis of mental deficiency, psychosomatic disorders, criminal and delinquent behavior, psychoneuroses, and psychoses. Case studies illustrating patterns of deviant behavior will be utilized. Prerequisite: RPS 211. (Social Science General Education Course).

RPS 316 Human Growth and Development 3.0 credits. Developmental process from prenatal period through senescence. Emphasis on behavioral changes taking place at various stages of development as functions of heredity and environment. Prerequisite: RPS 211. (Social Science General Education Course).

RPS 318 Child Psychology 3.0 credits. The physical, social, mental, and emotional aspects of child growth with emphasis on the behavior pattern at various levels of development. Verification of general principles of child development is encouraged through direct observation of young children. Prerequisite: RPS 211. (Social Science General Education Course).

RPS 319 Personality 3.0 credits. How psychologists theorize about what makes us the unique people we are. Psychoanalytic, humanistic, and cognitive behavioral theories will be examined. Issues in the development of personality will be explored. Prerequisite: RPS 211. (Social Science and Writing Intensive General Education Course.)

RPS 320 Psychology of Small Group Behavior 3.0 credits. An introduction to the theory and practice of small group structure and process, with consideration of relevant research. Cohesiveness, conformity, power, inter-group and intro-group conflict and cooperation are
studies as aspects of group structure and process. Students observe and participate in small group processes. **Prerequisite:** RPS 211. *(Social Science General Education Course)*.

**RPS 325 Psychology of the Black Experience** 3.0 credits. 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. **Prerequisite:** RPS 211. *(African American and Social Science General Education Course)*.

**RPS 330 Industrial Psychology** 3.0 credits. Principles, concepts, methods, and results in advertising and selling. Job and worker analysis, selection training, monotony fatigue, worker adjustment, accident prevention, morale, and labor-management problems. **Prerequisite:** RPS 211. *(Social Science General Education Course)*.

**RPS 331 Statistics of Psychology and Education** 3.0 credits. The use of statistics as a tool for scientific investigation in social and behavioral sciences with special emphasis on descriptive and relational techniques. **Prerequisite:** RPS 211. *(Social Science General Education Course)*.

**RPS 332 Statistics of Psychology and Education II** 3.0 credits. This course deals with inferential statistics, i.e. probability, sampling, “t” tests, hypothesis testing, and analysis of variance. **Prerequisite:** RPS 231 or RSO 351 or MAT 205.

**RPS 405 Physiological Psychology** 3.0 credits. Physiological mechanism underlying behavior; neuro-anatomy, sensory, muscular, and glandular structures and functions in relation to learning, perception, motivation, and emotion. **Prerequisite:** RPS 211.

**RPS 408 Sensation Perception** 3.0 credits. The physiological, social, and motivational factors involved in the sensory and perceptual processes. **Prerequisite:** RPS 211.

**RPS 409 Introduction to Psychological Testing** 3.0 credits. The theory and practice of testing. Emphasis on the nature, use, limitations of typical tests of intelligence, achievement, special abilities, aptitudes, personality, and interest. It is strongly recommended to take a statistics course prior to taking this course. **Prerequisite:** RPS 211.

**RPS 410 Experimental Psychology (I)** 3.0 credits. Scientific methodology as applied to experimental psychology. Basic procedure, terminology, and designs necessary in varying out psychological experiments. **Prerequisites:** RPS 211. *(Intensive General Education Course)*.

**RPS 411 Advanced Experimental Psychology (I)** 3.0 credits. 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. It is strongly suggested that RPS 231 and RPS 232 be taken prior to enrolling in this course. **Prerequisites:** RPS 211, RPS 410. *(Intensive General Education Course)*.

**RPS 420 Clinical Psychology** 3.0 credits. Clinical psychology, its nature and types of problems. Diagnostic instruments, methods, and techniques; individual and group therapeutic theories, methods, and techniques. Professional roles and opportunities for clinical psychologists. **Prerequisite:** RPS 211. *(Writing Intensive General Education Course)*.
RPS 445 Senior Seminar in Psychology 3.0 credits. Students are encouraged to develop a psychological problem and attempt its solution through utilization of scientific methods of problem solving. This course has as its primary objective the integration of theoretical concepts from a variety of fields of psychology. The student will be required to draw upon the content of various courses in psychology in order to develop new analyses, theories or optional solutions to significant issues within the field of psychology. Prerequisites: RPS 211, RPS 231, RPS 232, RPS 410. (Writing Intensive General Education Course).

RPS 460 Special Topics 3.0 credits. Studies in selected psychological topics. May cover recent developments in a particular area of psychology. Course content varies by semester, and will be announced in the proceeding semester. Prerequisite: RPS 211.

RSO 201 Introduction to Sociology 3.0 credits. 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. Prerequisite: None. (Social Science General Education Course).

RSO 202 Introduction to Social and Cultural Anthropology 3.0 credits. History and contemporary practice of social and cultural anthropology, the ethnographic method, cross-cultural comparisons of customers 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. Prerequisite: RSO 201. (Social Science General Education Course).

RSO 203 Introduction to Social Welfare 3.0 credits. Prerequisite: Completion of 30 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. Prerequisite: RSO 201.

RSO 204 Introduction to Criminology 3.0 credits. 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. Prerequisite: RSO 201. (Social Science General Education Course).

RSO 219 Introduction to Law and Society 3.0 credits. 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. Prerequisite: RSO 201. (Social Science General Education Course).

RSO 230 Social Problems 3.0 credits. 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. Prerequisite: RSO 201. (Social Science General Education Course).
RSO 231 Urban and Suburban Social Trends 3.0 credits. A sociological analysis of the modern metropolitan area, its patterns of organization and institutions, and the forces that produce distinctive urban and suburban cultures. Prerequisite: RSO 201. (Social Science General Education Course).

RSO 300 Community Involvement 3 or 6 credits. Practicum. 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. Prerequisite: RSO 201.

RSO 301 Social Stratification 3.0 credits. 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. Prerequisite: RSO 201. (Global Studies and Writing Intensive General Education Course).

RSO 303 Early Social Thought 3.0 credits. 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. Prerequisite: RSO 201. (Writing Intensive General Education Course).

RSO 304 Intergroup Ethnic Relations 3.0 credits. 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. Prerequisite: RSO 201.

RSO 310 Social Organizational Dynamics 3.0 credits. 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. Prerequisite: RSO 201.

RSO 312 Sociology of Marriage and Family 3.0 credits. Cross cultural analysis of the family as a social and cultural institution. Selection, marital harmony, kinship terms, descent, family ceremonials, child care, and dissolution of the marriage relationship. Contemporary trends. Prerequisite: RSO 201.

RSO 315 Sociology of Poverty 3.0 credits. 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. Prerequisite: RSO 201.

RSO 325 Basic Methods of Social Research 3.0 credits. Introduction to non-statistical research procedures, research design, and methods of data collection, including the interview and questionnaire, and sampling evaluation of research studies. Prerequisite: RSO 201.

RSO 326 Social Statistics 3.0 credits. 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 correlations; evaluation of statistical data. Prerequisite: RSO 201.
RSO 350 Cult Language and Society 3.0 credits. 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. Prerequisite: RSO 201. (Social Science General Education Course).

RSO 351 Social Statistics 3.0 credits. 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. Prerequisite: RSO 201.

RSO 366 Peoples and Cultures of Africa 3.0 credits. The people of Africa, their ethnic and triad divisions, and their cultural behavior. Prerequisite: RSO 201. (Social Science General Education Course).

RSO 370 Crime and Social Order 3.0 credits. 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 economics and political institutions and crime; and crime and social stratification. Prerequisite: RSO 201.

RSO 371 Juvenile Offenders 3.0 credits. 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). Prerequisite: RSO 201.

RSO 372 Offender and Social Policy 3.0 credits. 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. Prerequisite: RSO 201.

RSO 373 Social Deviance 3.0 credits. 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. Prerequisite: RSO 201.

RSO 374 Non-Institutional Treatment Offenders 3.0 credits. 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. Prerequisite: RSO 201.

RSO 380 Dynamics of the Social Welfare System 3.0 credits. Principles, practices, and procedures in social work, relating and integrating behavioral science knowledge to the individual’s life situation through intro-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. Prerequisite: RSO 201. Corequisite: RSO 300.
RSO 381 Social Institution Management 3.0 credits. Emphasis is 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 structure field experience is required. Prerequisite: RSO 201. Corequisite: RSO 490.

RSO 384 Family and Crisis Intervention 3.0 credits. 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. Prerequisite: RSO 201.

RSO 386 Society, Legislation and Politics 3.0 credits. 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. Prerequisite: RSO 201.

RSO 404 Social Movements and Change 3.0 credits. Sociological analysis of movements for social change. Alternative approaches and strategies for achieving planned societal change. Comparative analysis of alternative ideologies and strategies of social change. Prerequisite: RSO 201.

RSO 409 Urbanization and Crime Behavior 3.0 credits. 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. Prerequisite: RSO 201.

RSO 410 Analysis of Ethnic Minority Offender 3.0 credits. 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. Prerequisite: RSO 201.

RSO 416 Analys Eth Min Offender 3.0 credits. 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. Prerequisite: RSO 201.

RSO 472 Seminar Criminal Justice 3.0 credits. 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. Prerequisite: RSO 201.

RSO 475 Seminar Sociology 3.0 credits. Advanced studies of selected topics in sociology, including theoretical and methodological issues. Especially for students planning to continue with graduate work in the field. Prerequisite: RSO 201.
RSO 490 Internship I 3.0 credits. 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. Prerequisite: permission of instructor, RSO 201.

RSO 491 Internship II 3.0 credits. 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. Prerequisite: permission of instructor, RSO 201.

SCH 101 Introductory Chemistry 3.0 credits. Physical phenomena, energy and energy changes, periodicity, chemical compounds and behaviors, mole and mole concepts, chemical reactions and reaction types, light and light properties, bonding, and bonding types, molecular geometry, and gases. Prerequisite: One year of high school chemistry. (Natural Science General Education Course).

SCH 111 General Chemistry I 4.0 credits. The basic principles of chemistry, including modern atomic structure and bonding, chemical equations, solubility, and descriptive inorganic chemistry. Prerequisite: None. (Natural Science General Education Course).

SCH 112 General Chemistry II 4.0 credits. A continuation of SCH 111. Solutions, ionic equilibria, nuclear chemistry, electro-chemistry, and descriptive chemistry not considered in Inorganic I are briefly discussed. Prerequisite: SCH 111.

SCH 200 Environmental Science 3.0 credits. Environmental issues relating to the chemical properties of air, water, and soil. Introduction to the application of chemical principles to pollution processes. Prerequisite: None. (Natural Science General Education Course).

SCH 201 Analytical Chemistry I 4.0 credits. The fundamental theory underlying modern analytical chemistry and laboratory practice in quantitative and qualitative analysis of the organic and inorganic compounds. Six hours each week the separation and identification of the common metallic and non-metallic ions using semi-micro techniques. Six hours each week. Prerequisite: SCH 111, SCH 112, SCH 211, SPY 211, SPY 212.

SCH 202 Analytical Chemistry II 4.0 credits. A study of fundamental principles underlying modern chemical instrumentation, separation and spectral interpretation with laboratory practice in quantitative and qualitative trace analysis of organic and inorganic compounds by utilizing modern analytical instruments. Prerequisite: SCH 201.

SCH 211 Organic Chemistry I 4.0 credits. Organic chemical formulas, bonding in organic compounds, nomenclature, resonance and tautomerism, stereochemistry, spectroscopy of organic compounds, organic acids and bases of carbon, oxygen, and nitrogen. Prerequisite: SCH 111, SCH 112.
SCH 212 Organic Chemistry II 4.0 credits. Classes or organic reactions; functional group reactions as they fit these classes; substitution at saturated carbon and carbonyl; addition to multiple bonds; elimination reactions; aromatic substitution; molecular rearrangements; oxidation and reduction. Prerequisites: SCH 211, SCH 212.

SCH 340 Biochemistry I 3.0 credits. This course is the first part of the Biochemistry course series: Biochem I, II, and Lab. Students will be introduced to the detailed information of structures and functions of different classes of biomolecules, including carbohydrates, proteins, lipids and nucleic acids. Students will also focus on learning the generally applied biochemical procedures on characterizing and purifying biomolecules, as well as diversified functions of different classes of proteins. Prerequisites: SCH 211, SCH 212.

SCH 341 Biochemistry II 3.0 credits. This course is the second part of the Biochemistry series: Biochem I, II and Lab. Students will be introduced to diversified functions of different classes of proteins, kinetic analysis of enzyme activities, regulatory strategies of enzymatic activities, catalytic mechanisms of some well-characterized enzymes, the major metabolic pathways of energy exchange in cells, molecular pathways of signal transduction through G proteins, and diversified structural and functional features of immunoglobulins. Prerequisite: SCH 340.

SCH 342 Biochemistry Lab 2.0 credits. The course explores the basic laboratory techniques commonly utilized in practicing experimental biochemistry. Attention will be given on both the theory and practice of experimental applications. Prerequisite: SCH 341.

SCH 411 Physical Chemistry I 4.0 credits. The laws of thermodynamics presented and applied to gases, solutions, systems in chemical or phase equilibrium and electrochemistry. Prerequisites: SPY 211, SPY 212.

SCH 412 Physical Chemistry II 4.0 credits. The theory of quantum chemistry and its application to atomic and molecular orbital, chemical bonding and structure. Chemical kinetics are also introduced. Prerequisite: MAT160.

SCH 420 Seminar in Chemistry 1.0 credits. A survey of chemical literature. Trends in modern chemical research and investigation. Students are required to prepare and report on assigned topics. Prerequisite: None.

SCH 430 Chemistry Instrumentation 3.0 credits. Theories and applications of instrumentational methods of ultra-violet, infrared and visible spectroscopy, nuclear magnetic resonance spectroscopy, polarimetry, chromatography, potentiometric titrimetry, polarography, and related physical-chemical methods are introduced. Inter-preparation of data and principles of operation are emphasized. Prerequisite: SCH 112.

SCH 445 Inorganic Chemistry 4.0 credits. Metals; their behavior and roles in the biological system; Acid-Base Concepts; hard and soft, Atomic Structure; Ionic Solids; Chemical Bonding; Molecular Structure; Symmetry and Solution Chemistry. Prerequisites: SCH 111, SCH 112, MAT 160, MAT 170, MAT 260, SPY 211, SPY 212, SCH 411, SCH 412.

SCH 499 Independent Study in Chemistry 4.0 credits. This course provides students with research experience. Students will conduct research on a project designed specifically for them.
and will be supervised by a faculty member. A paper and presentation of experimental results is required. Prerequisite: None.

**SES 200 Astronomy** 3.0 credits. 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. Prerequisite: None. *(Natural Science General Education Course).*

**SES 210 Meteorology** 3.0 credits. Introduction to fundamental concepts in meteorology; air masses, air motion, winds, storms, effects of weather, clouds and cloud seeing, interpreting and making weather maps, and forecasting. Open to prospective elementary and secondary science teachers and liberal arts students. Prerequisite: None. *(Natural Science General Education Course).*

**SES 545 Environ Sci Workshop** 1.0 credits. This capstone course allows for in-depth discussions of current environmental issues. The discussions are designed to not only involve the scientific concerns of a particular issue but to also take into account the political, social and economic considerations which will impact final policy decisions. Participants will be required to write short 3-4 page overviews for at least 10 topics during the course. Prerequisite: None.

**SLF 100 Biological Science** 3.0 credits. This course is an overview of biological principles and recent biological advanced that impact society, such as genetic engineering, stem cell research, global warming, and bioterrorism. This course is designed so that individuals with limited science background can better understand and evaluate issues that influence their everyday lives. Prerequisite: None. *(Natural Science General Education Course).*

**SLF 101 Astrobiology II** 3.0 This course is the second part in the exploration in the field of study known as astrobiology. Students will explore diverse concepts in Chemistry, Physics, Biology, Earth and Space Science, and Engineering. Research experiences and long-term, independent experiments will enable students to be active participants in the real processes of Science research and discovery. Through a series of lectures, inquiry-based activities, and projects students will investigate the origin of life on earth and the search for life on other planets. *(Natural Science General Education Course).*

**SLF 110 General Biology I** 4.0 credits. 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. Prerequisite: None. *(Natural Science General Education Course).*

**SLF 125 General Biology II** 4.0 credits. An in-depth study of evolution and taxonomy of organisms, description of monera and protista, anatomy and physiology of the organ systems of animals, especially vertebrates, anatomy, and physiology of higher plants, and ecological relationships between organisms. Prerequisite: SLF 110.

**SLF 216 Plant Physiology** 4.0 credits. A study of the characteristics and mechanisms of ion accumulation by plants; nutrition, behavior in soils and solutions, and nutrition requirements of plants. Water movement in soils and plants, and the environmental effects of soil-plant water relationships; plant responses to water deficit and methods of altering soil-plant water balance will be studied. Study of herbicidic, auxins, and hormones, and use of economics plants will be
covered. Photosynthesis, metabolic pathways, metabolism, germination, and dormancy will be included. **Prerequisites:** SLF 110, SLF 125.

**SLF 224 Vascular Plants** 4.0 credits. An introduction to vascular plants including the ecology, taxonomy, anatomy, and physiology of mosses, ferns and seed plants. **Prerequisites:** SLF 110, SLF 125.

**SLF 240 Comparative Chordate Anatomy** 4.0 credits. Investigates the evolutionary and embryonic causes of variations and similarities seen in Chordate Anatomical Systems. The Chordate Systems studies are: Skeletal, muscular, digestive, respiratory, excretory, reproductive, circulatory, nervous and endocrine. Patterns of ontogeny and phylogeny are uncovered to indicate the fundamental principles of biological and taxonomic relationships. **Prerequisites:** SLF 110, SLF 125.

**SLF 250 Invertebrate Zoology** 4.0 credits. A detailed study of the invertebrate animals. Anatomy, physiology, and phylogenetic relationships are emphasized. **Prerequisites:** SLF 110, SLF 125.

**SLF 311 Microbiology** 4.0 credits. A general microbiology course that covers topics of control of microbial growth, sterilization and disinfection, history of microbiology, viruses, food microbiology, industrial microbiology, immunology, genetic engineering, and microbes that cause human diseases. **Prerequisites:** SLF 110, SLF 125.

**SLF 312 Genetics** 4.0 credits. An introductory course dealing with the principles and mechanisms of inheritance in plants and animals. **Prerequisites:** SLF 110, SLF 125.

**SLF 314 Microbio Majors** 3.0 credits. The organisms responsible for disease, the body responses, and external methods used for combating infections, including methods of isolation and identification of pathogenic organisms is investigated. Effects of antigens on the organism and antibody production are studied along with intensive course work in Immunology. **Prerequisite:** SLF 110, SLF 125.

**SLF 315 Vertebrate Histology** 4.0 credits. A study of microscopic structure of tissues comprising the organ systems of animals including man is introduced to students. Cellular organization of organelle components are correlated with ultra structure micrographs. Course lectures are supported by an introduction to microscopic slide preparation and other histologic techniques. **Prerequisites:** SLF 110, SLF 125.

**SLF 316 Vertebrate Embryology** 4.0 credits. This course investigates the principles of development and cell differentiation in animals from the molecular, descriptive, and biochemical points of view. Emphasis is given to the embryonic development of the amphibian, the bird and mammals. The laboratory includes both experimental and descriptive development of embryos. **Prerequisites:** SLF 110, SLF 125.

**SLF 317 General Cytology** 4.0 credits. This course involves a detailed study of the fine structure of the cell and the various tissues throughout the animal body at the molecular levels. It also includes study of different types of cell such as prokaryotes and eukaryotes with emphasis on the functions of different cell compartments. **Prerequisites:** SLF 110, SLF 125.
SLF 320 Human Anatomy and Physiology I Major 4.0 credits. This course is the study of the structure and function of the human body. It includes basic human biochemistry, the study of cells and tissues, the integument, skeletal, muscular, nervous and endocrine systems. The purpose of this course is to provide students with basic concepts of human biology that will enable them to make better decisions concerning personal and community health. Prerequisites: SLF 110, SLF 125.

SLF 321 Human Anatomy and Physiology II Major 4.0 credits. This course is the study of the structure and function of the human body. It includes the study of the cardiovascular, respiratory, urinary, and reproductive systems. The purpose of this course is to provide students with basic concepts of human biology that will enable them to make better decisions concerning personal and community health. Prerequisite: SLF 320.

SLF 325 Human Nutrition 3.0 credits. This course is designed for students majoring in the sciences and considering careers in the pre-professional sciences, biomedical, and academic areas. This course serves as a primary step in understanding the interaction between the nutrients and health. This course is not designed to be an introduction to dietetics, but focuses more on the biological roles of nutrients. The course will place special emphasis on the application of nutrition principles in everyday life by exploring the health consequences of nutrition practices. Prerequisite: SLF 110.

SLF 331 Marine Biology 4.0 credits. This course serves as the foundation for more specialized courses in aquatic science and is designed to help improve the student’s skills of observation, data collection, and analysis. The students will be presented with a basic understanding of marine biology as they investigate the uniqueness of the marine environment and the adaptations of life forms to an aquatic existence. Prerequisites: SLF 110, SLF 125, SCH 111.

SLF 332 Ichthyology 4.0 credits. This course presents the student with a basic understanding of fish and serves as the foundation for more specialized courses in fishery science. Course objectives are accomplished through the examination of the uniqueness of fish taxonomy and their physiological adaptations to an aquatic environment. Prerequisites: SLF 110, SLF 125.

SLF 333 Marine Plant Life 4.0 credits. An introduction to marine plants which includes their ecology and taxonomy. Emphasis will also be placed on the anatomical and physiological adaptations of these plants which allow them to successfully survive in both fresh and salt water. Prerequisite: None.

SLF 335 Introduction to Aquaculture 4.0 credits. This is an introductory course which will provide the student with an understanding of the basic principles of aquaculture and will include opportunities for the student to participate in the culture of aquatic organisms. The course will include segments based on chemistry, biology and genetics and will seek to integrate all of these disciplines. Also included will be discussions on marketing and seafood safety. This course will provide the basis for students to be involved in more detailed aquaculture coursework and research both here at the university and at other sites. Prerequisite: None.

SLF 412 Seminar in Biology 1.0 credit. A survey by the students of biological literature and its trends in modern biological research, including a research paper and an oral report on a given biological topic. Prerequisite: Junior or senior status.
SLF 418 Ecology 4.0 credits. The relationships among living organisms and between these organisms and their environments. (Graduate students taking this course for credit are required to do a special project in addition to above). Prerequisites: SLF 110, SLF 125.

SLF 419 General Physiology I 4.0 credits. This course presents physiological principles in accordance with the accepted and current body of physiological knowledge. Emphasis is placed on the functional mechanisms of the membrane, muscular nervous, and endocrine systems, and how they maintain homeostasis. Prerequisites: SLF 110, SLF 125.

SLF 420 General Physiology II 4.0 credits. This course presents physiological principles in accordance with the accepted and current body of physiological knowledge. Emphasis is placed on the functional mechanisms of the cardiovascular, respiratory, digestive, urinary, and reproductive systems, and how they maintain homeostasis. Prerequisite: SLF 419.

SLF 421 Parasitology 4.0 credits. A course designed to acquaint students with the protozoan, helminthic, and arthropod parasites important to man’s welfare. The laboratory emphasizes the taxonomy and morphology of important parasites as well as important vectors. Pathological aspects of parasitic diseases will be emphasized. Prerequisites: SLF 110, SLF 125.

SLF 422 Molecular Biology 4.0 credits. A study of the molecular and macro-molecular basis of life. Discussion includes detailed studies of chromosomal structures and functions. DNA replication and recombinant DNA technology, processes of transcription and translation, mechanism and regulation of gene expression, highly integrated cellular signal transduction pathways, apoptosis, and oncogenesis. Hands-on experiences Lab sessions on fundamental techniques used in biology studies. Prerequisites: SLF 110, SLF 125, SCH 340.

SLF 430 Immunology 4.0 credits. The course integrates molecular, cellular, and biochemical events in the immune system response to foreign invasion. Studies involve innate and specific immune systems, cells and tissues involved in the immune system, immunoglobulin structure and function, genetic expression of antibodies, the nature of antigen-antibody interactions, mechanisms of B cell and T cell development, and activation, hypersensitivity, and autoimmunity. Prerequisites: SLF 110, SLF 125, SCH 340.

SLF 460 Independent Study in Biology 4.0 credits. Intensive study of a selected biological subject, including a scientific paper on the subject material. Prerequisites: SLF 110, SLF 125, SLF 312, SCH 111, SCH 112, SCH 201, SCH 202.

SLF 470 Research Methods 4.0 credits. This course will be designed to foster and support students’ curiosity regarding the world in which they live and to give them the tools to explore and understand their world using scientific methods and principles. Students will be challenged to find science and technology in the news and to understand scientifically derived information. They will gain specific skills in finding information, synthesizing it, developing research questions, and presenting their ideas clearly in written and oral form. Prerequisites: None.

SLF 480 Direct Studies (Biotechnology) 4.0 credits. Through seminars and research, individual programs are developed with each student. A student is required to acquire knowledge in fields such as anatomy, physiology, biochemistry, surgical (animal) procedure, pathology, genetics, and embryology, which will complement the student’s research interest.
Students are guided in their study by the preceptorial method, lectures, and discussions. 
*Prerequisite: Junior or senior status.*

**SPE 121 Basic Concepts of Special Education** 3.0 credits. 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. *Prerequisite: None.*

**SPE 221 Self Concept Development** 3.0 credits. 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. *Prerequisite: None.*

**SPE 222 Percep-motor Skills** 3.0 credits. 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. *Prerequisite: None.*

**SPE 311 Therapeutic Communication Process** 3.0 credits. 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. *Prerequisite: None.*

**SPE 312 Language and Social Development** 3.0 credits. 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. *Prerequisite: None.*

**SPE 342 Curriculum Planning Development Skills** 3.0 credits. An in-depth analysis of each developmental skill area. Emphasis is placed upon the sequence of goals, objectives, and competencies of each skill area. *Prerequisite: None.*

**SPE 452 Instr Models** 3.0 credits. Instructional Models for Teaching Developmental Skills focuses on current and experimental models of teaching developmental skills. General curricula and the teaching of music and art are explored and developed. *Prerequisite: special education majors.*

**SPE 453 Ed Strategies of Cognitive Skills** 3.0 credits. 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. *Prerequisite: None.*
SPH 100 Physical Science 3.0 credits. Various disciplines of the physical sciences are included in this course. Emphasis on scientific method and reasoning. Topics from physics, chemistry, astronomy and geology. Prerequisite: None. (Natural Science General Education Course).

SPH 101 Astrobiology I 3.0 credits. This course will explore the field of study known as astrobiology. Through a series of lectures, inquiry-based activities, and assigned projects, students will investigate the origin of life on earth and the search for life on other planets. Students will explore diverse concepts in Chemistry, Physics, Biology, Earth and Space Science, and Engineering. Research experiences and long-term, independent experiments will enable students to be active participants in the real processes of science research and discovery. (Natural Science General Education Course). Prerequisite: None.

SPH 211 Physics I (Non-Calculus) 4.0 credits. A non-calculus based introduction to the classical theories of mechanics, heat, and sound. The course utilizes traditional laboratory, microcomputer based laboratory and problem based discussions in class meetings to facilitate constructivist learning of the students. Prerequisite: MAT 111.

SPH 212 Physics II (Non-Calculus) 4.0 credits. A non-calculus based introduction to the classical theories of electricity, magnetism, and optics. The course utilizes traditional laboratory, microcomputer based laboratory and problem based discussions in class meetings to facilitate constructivist learning of the students. Prerequisite: SPH 211.

SPY 211 Physics I 4.0 credits. A calculus based introduction to the classical theories of electricity, magnetism, and optics. The course utilizes traditional laboratory, microcomputer based laboratory and problem based discussions in class meetings to facilitate constructivist learning of the students. Prerequisite: MAT 160.

SPY 212 Physics II 4.0 credits. A calculus based introduction to the classical theories of electricity, magnetism, and optics. The course utilizes traditional laboratory, microcomputer based laboratory and problem based discussions in class meetings to facilitate constructivist learning of the students. Prerequisite: SPY 211.

XEA 500 Personnel Education Administration 3.0 credits. Concepts, practices, and skills related to the principal’s involvement in personnel affairs. Personnel policies, recruitment, selection, orientation, evaluation, development, security, compensation, motivation, professional negotiations, and grievance procedures as they relate to achieving organizational purposes are included. Prerequisite: None.

XEA 501 School Finance 3.0 credits. The school administrator’s tasks relating to funds and facilities. Concepts and practices of budget development and administration, local school funding, and state and federal aid. Plant utilization operation and maintenance, enrollment projections, site and architect selection, financing and the development of educational specifications. Prerequisite: None.

XEA 506 Administrative Theory 3.0 credits. Major conceptual frameworks advanced by organization theorists with emphasis upon roles, tasks, and processes of Educational Leadership. Hypothesis, concepts, and practices dealing with organization, motivation, and leadership theories. Prerequisite: None.
XEA 507 Computer Concepts and Techniques 3.0 credits. An introduction to computing concepts and basic information processing; management skills for educators through practice; common data/information processing; management tools skills covered include text editors, word processing, HTML for text and Web pages; database management systems for factual data, and spreadsheet software. Other issues related to information technology are also discussed. Prerequisite: None.

XEA 508 Problems in Urban Education Administration 3.0 credits. Problems in educational administration and supervision in an urban setting; contemporary issues involving public school staff, parent and student groups, and the more promising approaches to school administration in urban areas; values, attitudes, and aspirations of economically and educationally disadvantaged populations in metropolitan environments. Prerequisite: None.

XEA 509 Dynamics of Educational Change 3.0 credits. Each participant identifies a real problem in his/her educational setting, the solution to which requires some sort of change taking place. Participants evaluate various change models, select one model, relate it to the problem at hand, and design a plan for implementing change in the classroom, school, or district. Prerequisite: None.

XEA 510 Administration of Special and Early Childhood Education 3.0 credits. Recent revisions in educational policies and theories, as well as research and legislation, in early childhood education and special education require that principals have additional competencies since the principal will assume responsibility for the education of the total school-age population within the school’s geographic boundaries and possibly for some of the population in the contiguous areas. For these reasons, it is necessary that the principal develop skills, knowledge, and attitudes which will help him/her perform the duties required in the operation of programs for all. Prerequisite: None.

XEA 514 Organization and Administration of Public School 3.0 credits. The origin, development, and organizational patterns of the public school; the role of the principal – its evolution, current administrative and supervisory practices, and functional relationship to the total educational structure. Prerequisite: None.

XEA 515 School and Community Relations 3.0 credits. Issues and problems in school-community relations that have significant administrative implications. Public relations principles and practices, community analysis, public participation in educational affairs, and professional accountability. Prerequisite: None.

XEA 520 Techniques for Successful Women Administrators 3.0 credits. Designed for men and women, an examination of issues and problems which have implications for the selection of women administrators and for their success in administrative positions. Prerequisite: None.

XEA 524 Secondary School Supervisor/Curriculum 3.0 credits. Secondary school curriculum development and principles and techniques for the improvement of the teaching-learning process. Curriculum construction and strategies and the enhancement of teaching skills. Prerequisite: None.
XEA 525 Supervision Instruction 3.0 credits. A role model and field experience-oriented course for developing an understanding of the process, patterns, and products of competent supervision of instruction in schools. Prerequisite: None.

XEA 526 Principles and Practicum of Curriculum Development 3.0 credits. This course is designed for persons who aspire to be school administrators and supervisors. It will attempt to clarify the meaning and concepts of curriculum theory. Contemporary curricular problems will be analyzed from the perspectives of existing societal forces, educational change agents, and school administrators. The course will also analyze the various forces and beliefs that tend to oppose change, therefore, making schools and their educational programs more conservative. Prerequisite: None.

XEA 542 School Law 3.0 credits. The fundamental legal principles within which public education functions: constitutional law, statutory law, and case law. The case study approach is the dominant method of inquiry. Students develop the ability to study legal problems through reference to the school code, appropriate legal summaries, and research of court decisions. Prerequisite: None.

XEA 603 Internship 3.0 credits. Quasi-administrative tasks under the supervision of both college staff and public school administrators in selected educational settings. Performance criteria developed from the role model are the bases of evaluation. A seminar provides unified sharing of experience and the further building of relevant technical skills. Prerequisite: None.

XEA 605 Administrative Field Work Experience 3.0 – 6.0 credits. Credit granted toward a master’s degree in educational administration to those who qualify under the procedures prescribed by the Department of Education and Leadership Studies. The amount of credit is determined by an assessment of competencies required of the applicant by the department and a select panel of judges. Prerequisite: Administrative experience.

XEA 609 Dynamics of Educational Change: Field Application 3.0 credits. A continuation of XEA 509 with participants implementing plans for change developed in that course. Field supervision is provided on an individual basis. Prerequisite: XEA 509.

XED 522 Seminar in Education Field I 6.0 credits. 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. Prerequisite: None.

XED 523 Seminar in Education Field II 3.0 credits. Student Teaching Prerequisite: None.

XED 542 School Law 3.0 credits. The fundamental legal principles within which public education functions: constitutional law, statutory law, and case law. The case study approach is the dominant method of inquiry. Students develop the ability to study legal problems through reference to the school code, appropriate legal summaries, and research of court decisions. Prerequisite: None.
XEE 501 Basic Concepts in Math 3.0 credits. An overview of the basic concepts and functions in upper elementary and middle school classrooms (e.g., set theory, rational numbers, prime numbers, decimals, percent, geometry, algebraic expressions, etc.) Prerequisite: None.

XEE 504 Seminar Education Media 3.0 credits. Research in educational media with limited experiments in production. Preparation of an intensive study of selected media is required. Prerequisite: None.

XEE 506 Curriculum Reading Instruction 3.0 credits. Significant research, leading theories, and methods of teaching reading in the elementary school. To help in-service teachers recognize and deal appropriately with the wide range of individual differences in reading which are exhibited by elementary pupils. Techniques and materials essential to the teaching of elementary grade reading skills in content subjects. Prerequisite: A course in the teaching of reading at the elementary/middle school level.

XEE507 Seminar in Innovative Teaching 3.0 credits. Recent trends in methods, techniques, and organizational patterns likely to characterize the elementary/middle school of tomorrow. Factors that have influenced the growth of these trends, along with a detailed study and evaluation of their extent nationally. Prerequisite: None.

XEE 508 Children’s Literature 3.0 credits. Sources and types of literary materials for children. Principles for material selection. Methods of developing literary standards. Students participate in storytelling and dramatization. Prerequisite: None.

XEE 509 Social Science in Elementary School 3.0 credits. A study of the pertinent and timely issues relating to the social studies, such as the interdependence of man, his culture, and political structures; similarities and differences in temperate cultures; how the study of one group’s inferences can be made from another. Prerequisite: None.

XEE 511 Advanced Educational Measurements 3.0 credits. This course focuses on the measurement, assessment and evaluation techniques. Students will discuss various measures of assessing students and programs, and will be required to evaluate test scores, students and programs. Prerequisite: None.

XEE 516 Methods and Techniques Elementary Math – matrc 3.0 credits. For students not majoring in mathematics. The nature of the number system, the application of the fundamental processes, extension of the number system, approximate nature of measurements, graphs, tables and equations; the language of algebra; formulas; the meaning of mathematical proof and geometric reasons; elementary concepts of statistics; metric system and other topics of current interest. Stress is placed on variety in methodology. In-depth study of the metric system is included. Prerequisite: None.

XEE 517 Science in Elementary School 3.0 credits. Interdisciplinary units and problems for each grade level. Emphasis on developing resourcefulness, gathering data, and using the scientific method to solve the problems. Strengthens student competence in teaching science. Prerequisite: None.

XEE 520 Clinical Experience in Education 3.0 credits. An apprenticeship in an appropriate educational setting that begins in an observatory mode briefly ascends into a more
complex assignment with more responsibilities. The classroom supervisor along with the college supervisor monitors, coaches, sets expectations, and assesses outcomes.  Prerequisite: None.

**XEE 521 Methods in Teaching Reading in Elementary and Middle School** 3.0 credits. Research-based instruction that effectively prepares students to deliver a balanced, comprehensive program of instruction in reading, writing and related language arts. A balanced approach to reading/language arts instruction includes explicit instruction in basic reading skills and comprehension strategies for all students’ w/varied reading levels and language backgrounds. Prerequisite: None.

**XEE 523 Diagnostics Remedial Reading** 3.0 credits. Children’s reading problems, remedial exercises, case reports, research on latest trends and developments. Prerequisite: None.

**XEE 524 Elementary Education Curriculum** 3.0 credits. Elementary education curricula, including those of cities and suburbs mandated by various states, including Pennsylvania. Emphasis on current research and standards of the learned/professional societies. Prerequisite: None.

**XEE 525 Supervisor in Elementary Education** 3.0 credits. By examining all aspects and degrees of supervision, students develop an understanding of the complexities and responsibilities involved in their leadership role. Prerequisite: None.

**XEE 541 Contemporary Issues in Education** 3.0 credits. A study of timely best practices that continually have an impact on teacher education. Also, the agencies that control teacher education will be explored. Prerequisite: None.

**XEF 500 Elements in Research** 3.0 credits. Meaning and objectives of research and research methodology. Trends and issues in educational research. Applications for educational practice. Prerequisite: None.

**XEF 501 Philosophy of Education** 3.0 credits. An analysis of educational concepts and the contributions to the foundations of educational policy and practice. Prerequisite: None.

**XEF 502 Urban Education** 3.0 credits. Problems associated with education in metropolitan areas. Course designed to prepare more teachers for concerns of inner-city lifestyles by building better understanding and promoting appropriated and innovative teaching techniques. Prerequisite: None.

**XEF 503 Psych Statistics** 3.0 credits. Fundamental principles and techniques of measurement. Descriptive statistics, correlation, probability theory, tests of significance and their interpretation, chi-square, z and t. Prerequisite: XEF 500.

**XEF 511 Advance Measurements** 3.0 credits. Advanced evaluative techniques to support instruction, research, and record keeping and assessment of students. Prerequisite: XEA 511 and consent of instructor.

**XEF 518 Intergroup Education** 3.0 credits. An introductory course designed to make the curriculum more effective in urban society. The nature of prejudice, attitude change, skills and techniques for fostering school and community action projects. Current literature and selected
readings considered as a basis for expanding knowledge and approaches to practical problems. **Prerequisite:** None.

**XEF 519 Soc-psy Tchg-Img** 3.0 credits. The education and psychology of disadvantaged children- the economically poor, the academically unmotivated, the socially or vocationally depressed; students’ personal characteristics and sociological foundations in conjunction with the emotive values in literature and the socio-psychological values in the curriculum and the teaching-learning process. **Prerequisite:** None.

**XEF 526 Intmtnl Ed Stds** 3.0 credits. World political and social institutions including education; structure and functions of ideologies; similarities and differences of educational systems and how these have influenced the development of our own institution. Knowledge of global educational experiments, issues, and experiences expand the capacity for critical analysis of one’s own system. **Prerequisites:** None.

**XEF 599 Independent Study** 3.0 credits. Directed study pertaining to a special field of interest approved by the student’s faculty advisor. In addition, this course may address the refinement of the student’s research project or thesis. **Prerequisite:** Approval of Instructor.

**XEF 600 Seminar: Research Project** 3.0 credits. With the approval and guidance of the instructor/advisor, the student will engage in a research project which has applications for educational practice. Number of credits to be pre-approved by the advisor. **Prerequisite:** XEF 500.

**XEF 601 Thesis, Seminar** 3.0 credits. Students develop a study involving research on a significant problem. The study involves an approved research procedure and culminates in a thesis. The subject of the student’s thesis must have the prior approval of an advisor and/or a special graduate committee. Students must continue to enroll for thesis until the research requirement has been satisfied. **Prerequisite:** XEF 500.

**XHU 520 Seminars in Humanities** 3.0 **Prerequisite:** None.

**XMA 520 Curriculum and Instruction Elem/Special Education** 3.0 credits. This course will center around public schools curriculum frameworks, with emphasis on the fundamental principles of curriculum development. It will attempt to clarify the meaning and concepts curriculum theory, with a specific focus on constructivism. Contemporary curricular problems will be analyzed from the perspective of existing societal forces, educational change agents and school administrators. The course will also analyze the various forces and beliefs that tend to oppose change therefore, making schools and their educational programs more conservative. Emphasis will be placed on individual differences, types of learning styles and various strategies, which are used to individualize instruction. Students will work on projects which can be applied to their own teaching assignment. **Prerequisite:** None.

**XMA 525 Educ and Cult Diverse Student** 3.0 credits. This course focuses on how children, adolescents and adults grow, develop and learn. Emphasis will be on the growth and development of humans and the psychology of learning. In addition, it will focus on ways to identify their own values, prejudices, and goals; to examine their thoughts and/or misconceptions about culturally diverse communities. It is designed to help teachers create
school climates that celebrate diversity and meet the needs of students of different races, ethnicities, gender, and ability levels. Prerequisite: None.

XMA 530 Literacy Dev (Inst Stra for Diverse Lm) 3.0 credits. This course focuses on teaching reading in the elementary/middle schools. It examines how literacy develops through the influence of the home, school and larger society. It presents a historical overview of the changing views of literacy and its impact on instruction, to more current and significant research theories and practices in Reading Education. Participants will examine such topics as technology in reading instruction and learning; teaching students from various cultural and linguistic backgrounds; and students with special challenges will be discussed. The course offers multiple methods of instruction, along with principles to help teachers choose among options for specific students and situations. Class participants will engage in discussion and assignments geared towards the use of authentic literature, integration of instruction in the language arts and across curriculum, holistic instruction, active involvement of students in learning activities, and use of alternative assessment measures. Prerequisite: None.

XMA 535 Language Arts/Social Studies: Content Lvl 1 3.0 credits. This course reflects a cross-discipline emphasis in teaching children’s literature and the language arts via an integrated, thematic curriculum approach. Additional, it combines a detailed examination of the content and methodology for teaching social studies K-8. Throughout this course students will be responsible for designing lessons, units and project plans as well as a variety of methods for evaluating and assessing student performance using both formal and informal interviews and assessment procedures. Prerequisite: None.

XMA 540 Educational Technology and Instructional Design. 3.0 credits. This course focuses on how to use technology to enhance teaching, learning and assessment. It also includes how to design lessons and units using technology. The course emphasizes the combination of human and non-human resources employed in a systematic way in the design, implementation, and evaluation of the total process of learning and teaching. Several areas included in the course are visual literacy, multi-media application, outdoor laboratories, computers, simulation, and games. All are presented within the broad context of instructional technology as a practical and effective means of improving teaching and learning. Prerequisite: None.

XMA 545 Science & Mathematics Cont Lvl II 3.0 credits. This course covers the content and methodology of elementary school science. Emphasis is on the development of a classroom science program that will further the child’s ability to solve problems logically, objectively, independently, and creatively. Students in this class will develop the knowledge, skills and attitudes necessary for teaching science using activity-based methods. Additionally, this course will focus on recent developments in the teaching and learning of elementary school mathematics. Emphasis will be placed on evaluation of mathematical learning, instruction and programs. The use of technology and how to integrate its use appropriately in an elementary science and mathematics program will also be emphasized. Prerequisite: None.

XMA 550 Development Learning Community 3.0 credits. This course focuses on how to best teach music, art, drama and physical education at the early childhood, elementary and middle levels. The students will design curriculum units and lesson plans to demonstrate how to teach. Analyzes a wide spectrum of human relations within the broad area of urban public schools. Common professional problems are discussed. Prerequisite: None.
XMA 555 Education Assessment and Evaluation 3.0 credits. This is an introductory course designed to provide students with an understanding of the role of assessment and evaluation as utilized in educational settings. Emphasis will be placed on assessment of students, teachers, instructional practices, and schools. Opportunities for reviewing and interpreting evaluation tools and data will be provided. The social, political and cultural perspectives of assessment and changing paradigms will be among the topics investigated. A critical aspect of this course is that students will be given opportunities in teams, and individually, to critique and develop educational assessment measures/instruments. **Prerequisite:** None.

XMA 560 Final Portfolio 3.0 credits. Under the auspices of a university professor, students will conduct an action-research based inquiry and reflective analysis of an identified topic that will be framed as a qualitative research question, written presentation of research project that has been formally approved and accepted by the student’s research advisor and/or committee. The project involving a significant problem should demonstrate a student’s proficiency. Continuous enrollment is required until the research requirement is satisfied. **Prerequisite:** None.

XMA 565 Independent Study 3.0 credits. Directed study pertaining to a special field of interest approved by the student’s program advisor. In addition, this course may address the refinement of the student’s research project or thesis. **Prerequisite:** None.

XPA 500 Effective Profession Comm Skills 3.0 credits. The ability to communicate effectively is one of the most important skills for professional success. This course is designed to improve a student’s ability to use written, graphic, oral and other communication techniques. Students will build and develop communication skills needed to express and conceptualize ideas in their respective professions. The course will emphasize written and oral communication skills. Topics will include instruction in report writing, grant writing, and other specialized professional communication skills necessary. **Prerequisite:** None.

XPA 501 Introduction to Public Management – 3.0 credits. This introductory course covers the historical development of public administration theories and principles. Emphasis is placed on writing and analysis for public management. **Prerequisite:** None.

XPA 502 Organizational Theory 3.0 credits. This course explores organizational development as it applies to the public sector. There is a special emphasis on the application of organizational theories in the public sector and public management organizational issues. The course includes extensive analysis and interpretation of these theories. **Prerequisite:** None.

XPA 503 Intergovernmental Relations 3.0 credits. This course examines issues involved in the management of fiscal and policy relations at all levels of government. Special emphasis is placed on state, local and border relations and the implementation of public policy. **Prerequisite:** None.

XPA 504 Public Policy 3.0 credits. This course explores various public policy issues, including implementation and analysis. Specific public policies such as education, transportation, diversity, etc. will be examined. **Prerequisite:** None.

XPA 505 Public Budgeting 3.0 credits. This course introduces students to practical applications of the theories of budgeting within public organizations. Various types of budgeting practices will also be examined. **Prerequisite:** None.
XPA 506 Public Personnel Management 3.0 credits. This course is an introduction to the principles of managing human resources in the public sector. Special emphasis is placed on affirmative action, and the role of administrative law in personnel management. Prerequisite: None.

XPA 507 Geographical Info Sci (GIS) for Managers 3.0 credits. This course introduces students to the theoretical and practical use of GIS in the public sector with special emphasis on the organizational and public policy applications. Prerequisite: None.

XPA 508 Quantitative Decision making for Manag 3.0 credits. Application of statistics and research methodology used by managers within the public sector, special emphasis on methods used in program evaluation and human resources management. Prerequisite: None.

XPA 511 Criminal Justice Process 3.0 credits. This course is an in-depth survey of the various aspects of the Criminal Justice/Law Enforcement enterprise as it exists in America today. The course will include an analysis of the evolution of the modern criminal justice and court institutions in the United States and will make comparison with other modern systems. Consideration will be given to how individuals move through the system with particular attention to the procedural details necessary to administration. The course will also focus on contemporary controversies in crime and justice such as race, ethnicity, and national security policies. Prerequisite: None.

XPA 512 Law Enforcement Management 3.0 credits. This course builds on the Criminal Justice Process course by focusing on management issues in law enforcement. It will begin with a survey of management styles and best practices in administering police agencies. Consideration will be given to basic management techniques and how they apply to law enforcement administration, as well as to those elements that are unique to law enforcement. The course will deal in part with issues such as police ethics and maintaining morale, along with other issues common in the field. Prerequisite: XPA 511.

XPA 513 Administrative Law 3.0 credits. This course is an examination of the case decisions, regulations, constitutional impacts and related actions of national, state, local and intergovernmental government agencies. The course also examines the process of producing law, and its application. Special emphasis is placed on the comparative nature of administrative law in order to provide a global perspective. Prerequisite: None.

XPA 520 Community Development Seminar 3.0 credits. This course is an overview of local and international community development issues, and the role of community based organizations. Special emphasis is placed on the politics of managing these types of organizations. Prerequisites: None.

XPA 521 Seminar in Group Organizational Dynamics 3.0 credits. This course is the study of the structure of small and large groups. Emphasis is placed on individual behavior and group processes, current theoretical views, significant research and the application of these to non-profit organizations, community interactions, and social change. The course will highlight the structure of non-profit organizations. Prerequisite: None.

XPA 523 Minority/Women Administrators 3.0 credits. Public Administrators operate in an increasingly diverse world both nationally and internationally. Therefore, it is important that they
have an understanding of the important contributions that minorities and women can bring to their organizations. In addition, if organizations are to flourish and be healthy, administrators must address the issues and concerns of these groups. This course examines the issues, problems, and opportunities that influence the selection, evaluation, and promotion of minorities and women in public and non-profit organizations. It also examines their opportunities for successful management. **Prerequisite:** None.

**XPA 524 Managing Non-profit Human Resources** 3.0 credits. This course will introduce students to the issues particular to managing personnel (paid and volunteer) and boards of directors in the non-profit sector. The course addresses issues concerning managing diversity, managing supervisors, and the technical issues of human resource management. **Prerequisite:** None.

**XPA 525 Non-Profit Finances and Budgeting** 3.0 credits. This course shall focus on budgeting and basic non-profit accounting skills, finance, investment decision-making, analysis and planning, cost effectiveness, present value analysis, cash flow analysis, generating earned income, managing endowments, figts and grants, and tax planning. **Prerequisite:** None.

**XPA 526 Fundraising and Marketing for Non-profit** 3.0 credits. Non-profit organizations are typically dependent upon the generosity of foundations, the government, and/or individual citizens in order to provide services. Special attention will be given to: the history, theory and practice of philanthropy. Unrelated business income, charitable trusts, related tax law, grant writing, direct mail, one-on-one solicitation, use of the Internet, as well as tapping the talents (and resources) of the board of directors of the organization. **Prerequisite:** None.

**XPA 530 Politics of State and Local Government** 3.0 credits. This course is an examination of state and local governmental structures, functions, administration and policy. The place and role of state and local governments within the federal system is explored; as well as the limitations of governments in the procurement, development and allocation of resources to meet the public and private demands placed on state governments. **Prerequisite:** None.

**XPA 531 Ethnic Groups and Diversity** 3.0 credits. In this course students study how various ethnic groups have shaped and influenced the political and social structures within the United States and selected international communities. Special attention is given to ethnic diversity among elected and administrative officials. **Prerequisite:** None.

**XPA 533 Government Project Management** 3.0 credits. This course serves as a first course in project management and introduces students to the basic principles of project management, as they apply to public projects. Students are also introduced to the international standards of the field. **Prerequisite:** None.

**XPA 534 Emergency Management** 3.0 credits. This course introduces issues involved in governmental management of natural and manmade disasters. Topics include the planning, and prevention of disasters, organizing community, county, state, national and international responses, fiscal issues, and post disaster activities. Special emphasis will be placed on public policy involving disaster response. **Prerequisite:** None.

**XPA 600 Public Administration Internship I** 3.0 credits. The MPA program internship class is a two semester course designed to provide pre-professional students with practical work experience within the field of public management. These advanced courses consist of
completing a work assignment in a public or non-profit agency and the completion of an internship paper that demonstrates the student’s ability in practical application of public administration theories. An internship is required for all pre-professional track students. The purpose of the internship is to: 1) provide students with the opportunity to obtain practical applications of public administration theories and 2) demonstrate understanding and utilization of the principles in public administration. The final project for students completing an internship is a defense of an internship paper that analyzes public administration theories as they relate to the internship. Prerequisite: None.

**XPA 610 Public Administration Internship II** 3.0 credits. The MPA program internship class is a two semester course designed to provide pre-professional students with practical work experience within the field of public management. These advanced courses consist of completing a work assignment in a public or non-profit agency and the completion of an internship paper that demonstrates the student’s ability in practical application of public administration theories. An internship is required for all pre-professional track students. The purpose of the internship is to: 1) provide students with the opportunity to obtain practical applications of public administration theories and 2) demonstrate understanding and utilization of the principles in public administration. The final project for students completing an internship is a defense of an internship paper that analyzes public administration theories as they relate to the internship. Prerequisite: None.

**XPA 620 Independent Study** 3.0 credits. Study in an area of special interest not treated in course currently offered. Work performed under the direction of an instructor chosen by the student on a topic approved by the MPA coordinator and MPA faculty before the beginning of the semester that the student registers for the course. Prerequisite: None.

**XPS 500 Problems in Human Growth and Development** 3.0 credits. Developmental process from pre-natal through senescence. Emphasis on behavioral changes taking place at various stages of development as functions of heredity and environment. Prerequisite: None.

**XSE 507 Intro Consdrtns Tchg** 3.0 credits. A comprehensive survey of psychosocial, cognitive, and developmental characteristics for education and training will be presented. Definitions and classifications of psychosocial patterns of behavior, learning and cognitive relationships, and growth and developmental trends will be discussed. Prerequisite: None.

**XSE 510 Current Trends and Research** 3.0 credits. Designed to bring into focus certain problems and issues in the psychology and education of exceptional children. These issues and problems represent the reality of the very areas of conflict confronting special educators. Attempts will be made to alert students to the divergences, the arguments, and the data surrounding them. Prerequisite: None.

**XSE 512 Administration of Special Education** 3.0 credits. This course is designed to inform and sensitize pre-service and in-service administrators to the needs, nature and function of the management of Special Education, with emphasis on the coordination of the education of exceptional children with that of all other children. Focus will be on the scope of events and developments affecting the provision of programs for exceptional children. Prerequisite: None.

**XSE 514 Behav Modification in Education** 3.0 credits. The basic concepts, principles, and procedures of behavior modification will be covered. The procedures of behavior modification will be covered. The procedures of both operant conditioning and respondent conditioning will
be applied to hanging commonly occurring behaviors in special classes (high incidence) and to relatively unusual behaviors (low incidence). Special emphasis will be placed on developing competence for planning and implementing behavior programs for individual students and for the class as a whole. The course will be applied to the disturbing behavior of various exceptionalities. Prerequisite: None.

**XSE 515 Strat Adapt Cog Skills** 3.0 credits. Designed to provide a curriculum focus for meeting the needs of “regular” and mainstreamed exceptional youngsters on a day-to-day basis in the regular classroom. Content emphasizes specific techniques and strategies effective in adapting the curriculum to the handicapped student in the mainstream. Educational implications associated with characteristics of handicapped students will be analyzed. Prerequisite: None.

**XSE 516 Prin Prac Diag Tchg** 3.0 credits. The rationale and theoretical foundations of diagnostic teaching will be examined. Stress will be placed on competencies for diagnosing the educational needs of children with learning and behavioral difficulties and for developing and validating individualized prescriptions derived from diagnostic results. Standardized and informal assessment instruments will be studied; the conditions and procedures of assessment will be explored. Students will be expected to administer assessment instruments to school children with learning and behavior problems, to analyze and interpret the findings, and to develop conclusions and prescriptions for instruction. Prerequisite: None.

**XSE 517 Curriculum Design Development Skills** 3.0 credits. An in-depth analysis of the normal sequences of social, emotional, language and communication, motor and perceptual motor development relating those developmental processes and patterns to curriculum planning. Curriculum design will be reviewed with emphasis on the sequence of goals, objectives, and competencies, as well as methods, materials, techniques, activities for implementation and evaluation. Prerequisite: None.

**XSE 518 Interv Proc Dist Beh** 3.0 credits. The theoretical foundations and applications of psych-educational approaches to the improvement of classroom behavior will be explored. Students will investigate an ecology of influences affecting the behavior of children and youth. Major stress will be placed on intervention theories and approaches with special application to classroom cases and incidents. Prerequisite: None.

**XSE 519 Educational Models and management Systems for Teaching Developmental Skills** 3.0 credits. Current and experimental models for teaching developmental skills will be reviewed. Methodologies and technologies utilized in scheduling procedures, organization of educational environments, and the selection of materials and equipment will be discussed. The interdisciplinary team role and function, as well as its organization and management will be reviewed. Prerequisite: None.

**XSE 521 Internship in Special Education I** 3.0 credits. A field-based course, designed to allow students to develop competency in understanding, administering, and interpreting educational assessment materials that evaluate abilities crucial to learning. Included will be opportunities for the application of assessment data to the development of individual educational programs with major attention to asst other staff in assessing and programming for exceptional children. Prerequisite: None.
XSE 524 Internship in Special Education IV 3.0 credits. This course is a practicum experience in which a student assumes responsibility for providing an educational program to serve the varied needs of the diverse population of exceptional children. Particular emphasis will focus on student competencies to manage a classroom of exceptional children, conduct effective assessment, and promote skills needed by exceptional children for effective living. Prerequisite: None.

XSH 520 Seminar in Humanities 3.0 credits. An integrated course in the humanities to offer the student the opportunity to approach the area of humanities by and through the “image of man” that a particular area of humanistic studies presents. Through the use of this critical category of the “image of man”, the student will be encouraged to investigate through research and discovery the significant motifs which arise from his encounter with the world of experience presented through the humanities. An extensive and intensive study of works of literature, philosophy, religious thought, art and music from ancient times to the present will form the course content. As an interdisciplinary course, the seminar will not only emphasize the particular student’s encounter with a particular aspect of humanistic studies, but will also attempt to point out the significance of the meeting within the area of humanistic studies themselves. Prerequisite: None.

ACADEMIC POLICIES

Academic Amnesty

Former Cheyney University students that are readmitted to the institution may be eligible for academic amnesty. To be eligible for academic amnesty, or grade deletion, the applicant must satisfy the following criteria:

- The student has been away for the university for 3 or more years since the time of departure
- The student has not previously been granted academic amnesty at the host institution
- The student has formally requested academic amnesty at the time of reapplying to the university.

If academic amnesty is granted, the following stipulations are contingent on the process:

- It is a one-time irrevocable request.
- Academic Amnesty is applied to all courses; even those with passing grades
- The grades will remain on the student’s permanent record.
- The grades will remain on the students transcript with the original grade and an asterisk (*)
- Students will receive full credit for courses completed pre-amnesty
The corresponding quality points will not be used to calculate the students cumulative grade point average.

Course passed with a “C” or better completed pre-amnesty can be used to satisfy general education requirements.

Courses passed with a “C” or better completed pre-amnesty may be used to satisfy major requirements at the discretion of the individual departments.

Only the host institution is bound to acknowledge academic amnesty.

Readmitted students must meet the University, departmental, or certification requirements that are in place the year in which they return.

**Academic Appeals**

Students may refer problems relating to academic regulations to the Academic Affairs Advisory Council. Written appeals to the Council must be addressed to the Provost and Vice President for Academic and Student Affairs. Contact the Provost’s Office for further information: 610-399-2271

**Academic Calendar 2010-2011**

August 30, 2010 Fall Semester 2010 begins

September 6, 2010 Labor Day

September 16, 2010 4th Annual Student Convocation at 1:30PM

September 20, 2010 Anticipation for Graduation for Fall Graduation Due in Office of the Registrar

October 1, 2010 Last Day to “WC” for Fall 1

October 7, 2010 No Classes

October 8, 2010 No Classes

October 8 – 10, 2010 Homecoming Weekend

October 9, 2010 Homecoming

October 11, 2010 Classes Resume

October 13, 2010 Anticipation for May graduation due in the Office of Registrar

October 18, 2010 Midterm Exams Begin

October 20, 2010 Fall 1 Semester Ends
October 22, 2010  Midterm Exams End

October 27, 2010  Fall2 Semester Begins

October 28, 2010  Last Day to add, drop or enter class for Fall2

November 3, 2010  "I" grade due for UnGrd Students

November 3, 2010  "I" grade due for Graduate Students

November 5, 2010  "I" grade turn to "F" grade for Graduate Students

November 5, 2010  "I" grade turn to "F" grade for UnGrd Students

November 5, 2010  Founder’s Day

November 8, 2010  Registration for Upcoming Semesters begins for Spring 2011

November 15, 2010  "WC" Period Ends

November 25 – 26, 2010  Thanksgiving (School Closed)

December 10, 2010  Last Day of Classes (Fall Semester)

December 13 – 17, 2010  Final Exams

December 17, 2010  Fall & Fall2 Semesters End

December 24, 2010  School Closed-Christmas Holiday

Spring Semester:

January 13, 2011  New Students Report to Campus

January 14, 2011  New Students Report to Campus

January 15, 2011  Returning Students Report to Campus

January 16, 2011  Returning Students Report to Campus

January 17, 2011  Martin Luther King Holiday-No Classes

January 18, 2011  Classes Begin Spring & Spring1

January 23, 2011  Last Day to Drop Class

January 24, 2011  Last Day to Add Class

January 25, 2011  "WC" period begins
February 21, 2011 Last Day for “WC” for Spring1
March 7 – 11, 2011 Spring Break-No Classes
March 14, 2011 Midterm Exam Begins
March 16, 2011 Spring1 Ends
March 17, 2011 Spring2 Begins
March 18, 2011 Midterm Ends
March 18, 2011 Last Day to Add, Drop or Enter Class for Spring2
March 28, 2011 Registration for Upcoming Semesters (Summer, Fall 2011)
March 30, 2011 “I” grade due in office of Registrar for Ungrd Students
March 30, 2011 “I” grade due for Graduate Students
April 1, 2011 “I” grade turn to “F” grade for Graduate Student
April 1, 2011 “I” grade turn to “F” grade for Ungrd Students
April 7, 2011 Honors & Awards Convocation
April 11, 2011 “WC” Period Ends
April 25, 2011 Final Exam period for Prospective Graduates
April 28, 2011 Final Exams End for Prospective Graduates
April 28, 2011 Last Day to enter grades for Prospective Graduates @12AM
April 29, 2011 Last Day of Class
May 2 – 6, 2011 Final Exams for Continuing Students Begin
May 6, 2011 Graduate Rehearsal Hooding & Reception
May 6, 2011 Final Exams End Continuing Students
May 6, 2011, Spring & Spring2 Semesters End
May 7, 2011 Commencement Time TBA
May 23, 2011 Last Day to Clear Financially for Summer1
May 23, 2011 Students Not Cleared for Summer School 1 will be dropped from their Summer classes at the close of business.
May 23, 2011 Summer1 Begins

May 24, 2011 Last Day for students to ADD, DROP or ENTER Class

May 25, 2011 "WC" period Begins for Summer1

May 30, 2011 Memorial Day Holiday- No Classes

May 31, 2011 Classes Resume

June 10, 2011 Last Day to receive "WC" for Summer1

June 23, 2011 Summer I Semester Exams End

June 23, 2011 Summer1 Semesters End

**Academic Classification and Standing**

Classification is based on the number of semester hours completed with passing grades. Academic Classification is as follows:

- **First Year** = Minimum semester hours of credit required, 0-29.9. Required Cumulative GPA required is 2.0
- **Sophomore** = Minimum semester hours of credit required, 30-59.9. Required Cumulative GPA 2.0
- **Junior** = Minimum semester hours of credit required, 60-89.9. Required Cumulative GPA of 2.0
- **Senior** = Minimum semester hour of credit required, 90 and above. Required Cumulative GPA 2.0

**Academic Standing Chart**

- **Good Standing** – An undergraduate is considered to be in Good Academic Standing if the student’s cumulative GPA is greater than or equal to 2.0. Graduate students must have a minimum of 3.00 GPA to be in Good Standing.
- **Notification** – An undergraduate who fails to obtain a cumulative GPA of less than 2.0 will be placed on notification.
- **Warning** – An undergraduate who is or has previously been on Notification and has a cumulative GPA less than 2.0 will be placed on Academic “Warning”.
- **Probation** – An undergraduate who is or has previously been on Academic Warning and has a cumulative GPA less than 2.0 will be placed on Academic “Probation”.
- **Dismissal** – An undergraduate who is or has previously been on Academic Probation and has a cumulative GPA less than 2.0 will be dismissed from the University.
Academic Excellence Policy

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

Academic Forgiveness (Undergraduates)

Academic readiness and situational factors may affect the academic performance of undergraduate students, especially first-time students, in the university setting. For a variety of reasons, including poor performance, students separate from the university and involve themselves in work and other life experiences. At present, students with a history of poor performance who choose to return to Cheyney University after years of separation often face obstacles created by their previous academic record.

- This policy applies to any student who seeks readmission to Cheyney University after having been separated from the university for at least four years.
- Students must apply to the Undergraduates Exceptions Committee for Academic Forgiveness during the first semester of attendance after readmission.
- If granted, the student will start the rest of his/her program of study with a 0.00 GPA.
- Academic forgiveness may only be applied once to a student’s academic record.
- A student who receives Academic Forgiveness must take at least 24 additional credits of graded coursework at CU before a degree will be granted.
- The GPA calculations and individual course grades earned during the previous period of attendance will remain part of the permanent transcript record.
- A notation will be made on the transcript indicating that the Academic Forgiveness Policy was applied and that the calculation of the overall GPA is based solely on grades earned after readmission to the university.
- Students would keep credits earned previously in courses for which a final grade of “C” or better was recorded. As is the case for transfer credits from other institutions, credits toward a degree will not be granted for courses in which a grade less than “C” was earned during the previous period of enrollment at Cheyney University.
- This policy does not replace or alter the “10-year” rule and so students must be aware that courses in the major taken over 10 years prior to re-entry may be judged to be not applicable toward a degree.

Academic Policies for Graduate and Post-Baccalaureate Students

Academic Advising

All formally admitted graduate students must work closely with their assigned program faculty advisor to follow a planned program of study. The plan of study will specify the
courses that each student will need to complete in order to fulfill the requirements of the specific master’s degree program. If necessary, the plan of study will also specify appropriate course work needed to address and remedy any deficiencies identified in prerequisite preparation. All advancements in graduate standing will be based upon satisfactory progress through the plan of study.

**Academic Course Load**

The normal academic course load for graduate and post-baccalaureate students is 6-9 semester hours per academic term not per academic session. Nine (9) semester hours of graduate course work per academic term is considered the maximum load for full-time graduate or post-baccalaureate status. Students who enroll in less than nine (9) semester hours of course work per academic semester are classified as part-time graduate students.

It is strongly recommended that all graduate and post-baccalaureate students assess carefully their personal and professional circumstances and discuss their circumstances regularly with their respective faculty advisor.

**Statute of Limitation for Completing Graduate Program Requirements**

All requirements for a master’s degree shall be completed within a six-year (6) period. This time limit requirement means that no more than six (6) years may elapse between the start of the term for the earliest dated course approved for the plan of study and the date the application for graduation is formally approved.

If the student is unable to complete all graduate program requirements (generally course work) within the time limits specified by the Master’s degree program, the student must make a formal petition to the Teacher Education Committee for an extension of the time limit or for the substitution of other appropriate course work.

All credits required for a degree, whether earned at Cheyney University or transferred from another institution, must have been earned within six (6) years prior to the date in which the Masters degree is awarded.

**Course Withdrawal**

Students must adhere to the drop/add course policies established by the University; this includes changes in course and section enrollment and attendance.

Graduate students planning to drop or withdraw from a course are free to withdraw from a course without penalty by filing an official course withdrawal form during the period indicated on the university’s academic calendar. When this procedure has been followed correctly, all courses dropped will appear on the official transcript as “WC” (withdrawn).

Please note: Failure to follow this procedure will result in a failing grade of “F” for the course.
Graduate Academic Standing

Graduate students, both Masters’ Degree candidates and post-baccalaureate teacher certification students, must maintain a grade point average (GPA) of 3.0 (on a 4.0 scale) to stay in good academic standing.

Poor academic standing will occur if: (1) the GPA falls below 3.0; (2) two (2) C grades are earned; or (3) a grade of “D” is earned. Students who earn three (3) grades of “C” are officially dismissed from the University and the graduate program.

Unauthorized Leave of Absence

A former student returning to the University after an absence of more than two (2) consecutive semesters must submit an application for re-admission to the Master’s degree program.

All graduate-level courses taken by the student prior to the leave will have to be reassessed when designing a new planned program of study. Previous course work may or may not be accepted automatically for credit in the new planned program of graduate study.

Appeals and Grievances

A graduate student who experiences difficulties arising from course evaluation, judgment of performance, Master’s degree requirements, general regulations, and/or grievance situations should discuss the issues first with his/her academic advisor. If the student wishes to challenge any decision, the student must appeal to, in sequential order to: the appropriate department chair, the academic dean, the Teacher Education Committee, and, finally, the Provost and Vice President for Academic Affairs.

Credit Unit Requirements

Most master’s degree programs at Cheyney University require a minimum of 36 semester hours. A minimum of 26 semester hours shall be completed in residence at Cheyney University. No more than 6 semester hours of credits can be used as transfer credits. Each graduate student should discuss with the faculty advisor his/her respective master’s degree program regarding the details of the credit hour requirements.

Transfer Credits

Graduate credit from another accredited college or university may be applied toward the fulfillment of requirements in the student’s graduate program at Cheyney University, if accepted by the faculty advisor and/or Chair of the respective master’s degree program.

A maximum of six (6) semester hours of credit from another college or university or from continuing education may be accepted toward a master’s degree program, and all such credits must satisfy the time limit requirements specified by the graduate program.
Intent to Graduate Application Form

Candidates for the master’s degree must file an Intent to Graduate Form with the academic adviser no later than the end of the second week of instruction in the semester in which they expect to complete all degree requirements. Candidates planning to graduate in May must file their application for graduation in January.

Graduate students are eligible to participate in the commencement ceremonies held each May at Cheyney University only if all degree requirements including culminating experiences (thesis, project, or comprehensive examination) have been completed prior to the date of commencement.

Financial Aid Programs for Graduate Students

A variety of financial aid programs are available for graduate students at Cheyney University. Graduate students wishing information on financial aid programs should contact the Financial Aid Office for specific programs and their eligibility requirements. A partial listing of financial aid programs available for graduate students is as follows:

Student Loans

Various long-term, low-interest student loans are available to eligible applicants.

Other Available Assistance Programs

Other assistance programs such as Aid to Families and Dependent Children (AFDC), Food Stamps, Social Security and Veterans Benefits may also be available to eligible students. Interested parties should contact local agency offices for information and assistance about these programs.

Academic Warning, Probation, and Dismissal Policy

Undergraduate students must meet the following minimum GPA requirements for continuing enrollment in good standing. A cumulative GPA of 2.00 or higher is required of all students by the end of their second fulltime semester or at the completion of 24 semester hours for part-time students at Cheyney University.

Students earning a GPA lower than 2.00 at the completion of their first semester will receive a LETTER OF NOTIFICATION indicating the student is not meeting university standards and calling attention to the support services that the student may use to remediate academic difficulties.

Students whose academic standings do not meet the minimum standards will be notified of their standing each semester listed on their student transcript.

Academic Warning: If, at the completion of the second semester or any subsequent semester, a student’s cumulative GPA falls below 2.00, he or she will receive an Academic Warning for the following semester. Part-time students will be evaluated every 12 credits beginning with the completion of 24 credits and will receive an Academic Warning whenever this evaluation shows
their GPA to have fallen below 2.0. A student is allowed only one semester of Academic Warning.

In an Academic Warning semester, the student:

- Is required to see his/her faculty advisor and to use University Support Services, such as the Advising Center, to remediate academic difficulties.
- May lose eligibility to receive Financial Aid in the 5th semester or beyond
- May register for no more than 15 credits for the subsequent semester. With permission of the Department Chair of the Student’s program or the Advising Center, a student may register for more credits.

**Academic Probation:** Should the cumulative GPA of any student who has received an Academic Warning fall below 2.00, the student will be placed on Academic Probation for the subsequent semester. A part-time student who has received an Academic Warning must bring his or her cumulative GPA up to 2.00 or higher within 12 credits attempted, or be placed on Academic Probation.

During the semester of ACADEMIC PROBATION the student:

- Is not considered to be in good academic standing.
- Is prohibited from participating in any intercollegiate activities or leadership positions in student organizations.
- Is required to see his/her faculty advisor and to use University Support Services, such as the Advising center, to remediate academic difficulties.
- May lose eligibility to receive Financial Aid in the 5th semester or beyond.
- May register for no more than 15 credits for the subsequent semester. With permission of the Department Chair of the student’s program or the Advising Center, a student may register for more credits.

No exception to the conditions of Academic Probation may be made without prior approval of the Undergraduate Exceptions Committee. Students may use Summer session grades to return to good standing directly or as the basis for an Undergraduate Exceptions Committee appeal.

**Academic Dismissal:** A student dismissed from the University following a semester of Academic Probation may seek readmission only under unusual circumstances. Although it is unlikely that a student would be readmitted following academic dismissal, in special situations the student may petition the Appeals Committee to consider a request for readmission and waiver of academic policy under the following conditions:

- Petition for readmission must include a clear statement and evidence indicating the student’s potential for academic success.
- If the petition is approved, the student shall be re-admitted on Academic Probation for one semester and must comply with all standing restrictions of Academic Probation in addition to and requirements imposed by the Undergraduate Exceptions Committee.
- If, by the beginning of the following semester in which the student is under Academic Probation, the student’s cumulative GPA has not reached a 2.00, the student will be dismissed from the University. Under policy of the University, dismissal is effective immediately before the beginning of the next regular semester. If a student under
Academic Probation earns the GPA required for good standing, but then again falls below the required minimum GPA, the student will automatically be dismissed.

Students suspended/dismissed 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/dismissal.

To avoid being dismissal, the student must earn the semester average necessary to meet required class standing (i.e., Freshmen – twenty nine (29) credits and a 2.0 GPA; Sophomores – thirty (30) credits and a 2.0 GPA; Juniors – sixty (60) credits and a 2.0 GPA; and Seniors – ninety (90) credits and above with a 2.00 GPA).

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.

**Act 48**

In an effort to continue to meet your professional education certification needs, the Registrar’s Office serves as a reporting agency for credit course work completed here at Cheyney.

The submission of credit course work is required by law.

On November 23, 1999, Governor Tom Ridge signed into effect a bill referred to as Act 48. Signed as House Bill 8, this law requires anyone maintaining an active Pennsylvania professional educator certificate to participate in furthering their education through continued course work. This law applies to all Pennsylvania educators holding Pennsylvania public school certification, including Instructional I and II, Education Specialist I and II, Administrative, Supervisory, Letters of Eligibility, and all vocational certificates.

All professional educators must obtain six credits of college study; six credits of continuing professional education courses; 180 hours (6/6/180) of continuing professional education programs, activities or professional experiences; or any combination of credits or hours equivalent to 180 hours every five years to maintain active status. One credit equals 30 hours of professional experience.

Each professional educator has five years to complete and submit the required course work to the Pennsylvania Department of Education (PDE). The initial deadline for those who were already certified when the law came into effect is June 30, 2005.

Course work completed for a master's degree program or Level II certification can be submitted to PDE for Act 48 requirements as well. Act 48 does not eliminate Level II certification. Cheyney serves as a reporting agency for credit courses completed at our university. Only courses that a professional requests are submitted to PDE for Act 48 use.

**Add/Drop Policy**

- Courses may be added to the students’ schedule via PowerCampus Self Service until the day as specified on the Academic Calendar.
• Drop period will extend to the 6th calendar day in a typical semester and add period will extend to the 7th calendar day. Drop day occurs after 8.5% of the class days (excluding exams) and add day is after 10% of the class days; adjusted to the whole number.

• Courses which are dropped during this time period will not appear on your transcript and can be dropped using PowerCampus Self Service online.

• Administrative Add/Drop period is after the close of the regularly scheduled add/drop period (refer to the Academic Calendar for the semester). It extends to the end of the third week of classes. During the administrative add/drop period, only a student advisor, with the consent of the student and professor of record, for adding courses has the ability to add/drop eligible courses through PowerCampus Self Service.

The administrative add/drop period is typically the last opportunity for a student to modify his/her course schedule without being considered a special case and requiring approval from his/her Dean.

**Administrative Drop Add Period**

After the close of the regularly scheduled add/drop period (refer to the Academic Calendar for the semester specific course), the administrative add/drop period will extend to the end of the third week of classes. During the administrative add/drop period, only a student’s advisor with the consent of the student and professor of record, has the ability to add/drop eligible courses through I.Q. Web or the registration management system.

The administrative add/drop period is typically the last opportunity for a student to modify their course schedule without being considered a special case and requiring approval from their Dean.

**Allegations of Research Misconduct**

The purpose of this policy is to provide the members of this academic community with a framework for reporting suspected incidents of misconduct, as well as investigating and adjudicating cases of misconduct in a fair, prompt, and consistent manner. The policy is intended to promote the principles of professional integrity, to prevent research misconduct and to ensure that instances of misconduct are discovered, investigated, and censured as necessary. It is also intended that any such action be in accordance with applicable federal and state law as well as the Collective Bargaining Agreement (CBA) between the Association of Pennsylvania State College and Universities Faculties (APSCUF), or any other applicable CBA, and the Pennsylvania State System of Higher Education (PASSHE). In the event of a conflict between this policy and federal and state law, federal and state law shall control. In the event that there is a conflict between these policies and an applicable CBA, the CBA will take precedence, provided that it does not conflict with federal or state law. B. Scope This policy is intended to vary out this institution’s responsibilities for all research including, but not limited to, federal, state, local and private grant opportunities. This policy applies to allegations of research misconduct (fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results) involving:
1. A person who, at the time of the alleged research misconduct, was employed by, was an agent of, or was affiliated by contract or agreement, or as a student with Cheyney University. This includes faculty, administrators, staff, graduate students, and undergraduate students. It applies to all individuals engaged in the research enterprise.

2. This includes any research proposed, performed, reviewed, or reported, or any research record generated from that research, regardless of whether an application or proposal for funds resulted in a grant, contract, cooperative agreement, or other form of support.

3. This policy and the associated procedures do not apply to authorship or collaboration disputes and apply only to allegations of research misconduct.

**Athletic Eligibility**

The information on the form will be verified by the NCAA Compliance Member or the Registrar.

The following information will be verified:

- Semester hours earned
- GPA for the semester hours
- Current Cumulative hours earned
- Current Cumulative GPA

**Audit Policy**

Students who are interested in a particular subject matter, but who do not want to take a course for credit may sign up to audit a course in which space is available. While no credit is given for the audited course, the audited course does count as part of the 18 credits which a student may be permitted to take during a given semester. If a student is a part-time student, the audited course would have to be paid for as part of the course load.

Students who audit a course need not take examinations or do required projects, but may otherwise participate in class activities. Students who sign up to audit a course may not switch to taking the course for credit after the add/drop period is ended, nor may students switch from taking a course for credit to auditing the course. Students who audit a course may not later take a CLEP or challenge examination in order to receive credit for that course. A student who audits a course is expected to attend the course regularly.

All audited courses will be identified as such on the student’s grade report and transcript. Work taken on an audit basis will not be graded and will not count toward the fulfillment of requirements for a degree to be awarded by Cheyney. Since credits attempted and quality points will not be awarded for audited courses, they will not affect the student’s grade-point average in any way. Auditors will pay normal tuition and such other fees as may be required for the course.
To audit an undergraduate course, a person must be admitted to the university and have met course prerequisites. Students wishing to audit a course for which they registered should obtain a Course Audit Form from the office of the department offering the course. Students must first register for the course before filing a course audit form. All audit processing, including revocation of previously requested audit classification, must be completed during the regular drop/add period. Copies of the completed form are returned to the Registrar’s Office, to the department chairperson, and to the student. Audit students have the same privileges as other students in all coursework. There is no limit on the number of courses which may be audited.

Registrations for the auditing of graduate courses will be considered tentative until the close of regular registration. If the registration of regular students fills the class quota or if regular registrants occupy all facilities, the students who have registered for auditing will be withdrawn. The students would register “not-for-credit” and would pay the full fee. The students would not be required to take examinations, would be allowed to take the course only with the approval of the instructor, and would not be given a grade in the course. Once the student had enrolled “not-for-credit”, he/she could not change his/her mind partway through the course unless through special action by the Graduate Council. The student could take the course for credit at a later date, subject to the recommendation of the department offering the course and the approval of the Graduate Council.

Challenging Courses by Examination

Departments may establish challenge examinations for specific departmental courses. The challenge examination would test mastery of the departmentally designated course material. Departments should notify the Provost’s Office of courses for which challenge examinations may be offered, at the beginning of each academic year.

Students who feel they have already mastered the material in a Cheyney course may “challenge the course by examination,” taking a test on the course material, rather than enrolling for the course itself. Students may challenge any course for which the examination is available if they have not received a grade for the course and if the course has not been waived due to demonstrated competency or advanced placement.

Instructions, fee information, and approval forms can be obtained from the departmental office. The examination is given at the convenience of the instructor. The grade earned, with appropriate credit, is entered into the student’s record and calculated into the GPA, whether a passing grade is earned or not.

Class Attendance and Grading Policy

Only students whose names appear on the official class roster after notification from the Office of the Registrar of “Cleared Class Lists” are eligible to remain in courses and receive grades.

Course Repeat Policy

Undergraduate students will be limited to a maximum total of six repeats.

• A single course can be repeated a maximum of three times.
• The most recent grade (regardless of whether it is higher or lower) will be the grade used for the GPA calculation.

Graduate Students:
The Universities will employ a common standard for individual course repeats as outlined below:

• Graduate students can repeat a single course for grade improvement only once.

• Graduate students will be limited to a maximum total of two repeats across the program

• The most recent grade (regardless of whether it is higher or lower) will be the grade used for the GPA calculation.

Note: For Post Baccalaureate students, the Course Repeat Policy will be the same as the one for Graduate Students. That is, Post Baccalaureate students can repeat a single course for grade improvement only once with a limit to a maximum total of two repeats during the Post Baccalaureate career. Universities can set policies that allow fewer repeats but cannot have policies that exceed the maximum.

Cross registration with West Chester University

Only full-time students in good academic standing are eligible to utilize “Cross Registration,” (an agreement between Cheyney and West Chester Universities), during the fall and spring semesters.

Students may enroll for a maximum of six (6) credits at the host institution, (West Chester University) if he/she is registered at the home institution, (Cheyney University) as a full-time student, (minimum of twelve credits).

Students wanting to satisfy general education or major department requirements with courses taken at the host institution must obtain written approval from the appropriate offices at their home institution. West Chester University requires authorization for general education requirements from the academic advisement center and for major curriculum requirements their appropriate department chairperson. Cheyney University requires written approval from the student’s academic advisor, area dean and the Office of the Registrar before this process can move forward.

Cheyney and West Chester Universities provide the opportunity for students to enroll concurrently at both institutions. The following procedures have been established between the two institutions to govern the “cross registration” process of students. These procedures must be followed to ensure proper enrollment and awarding of credits between the two universities.

PROCEDURES:

Cheyney University students enrolling for credit at West Chester must be registered for a minimum of twelve (12) credits at Cheyney University.

A maximum of six (6) credits may be taken at West Chester University in any one semester. Pre-approval must be granted by the student’s academic advisor, department chair, area dean, and the registrar.
Students may not repeat a course previously taken at the home institution.

Students must provide an official transcript from West Chester University to the Office of the Registrar at Cheyney University to receive official credit.

Grades/credits earned at West Chester University via cross registration will not be calculated into the grade point average at Cheyney University, but will be treated as transfer credits.

Cross registration is not available at the graduate level or during the summer sessions.

The total credits carried must not exceed eighteen (18), nor may they be less than 12 at the home institution.

NOTE: It is the student’s responsibility to provide copies of this entire document to the Offices of the Registrar, Bursar, and Financial Aid at Cheyney University.

Dean’s List

To be eligible for 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.

Declaration/Change of Major

Any student may request a change, but individual academic departments often have special criteria that must be satisfied before approval for change of major is granted. Students should check the college and department requirements carefully before making such a request. All changes of major, minor or academic advisor made during the Fall or Spring semester Drop/Add periods are made effective as of the beginning of that semester. Requests for a change of major, minor or academic advisor, that are completed after a Drop/Add period, will be processed but not take effect until the beginning of the following Fall or Spring semester. A student who changes into a new major/minor, adds an additional major/minor, or re-renters a previous major/minor program must comply with all course and degree requirements that are in force on the effective date of the change, addition, or re-entry.

Students who wish to add a major, track/concentration, or minor in the College of Business should go to see the chair of the department that administers that major, track/concentration, or minor.

To change advisors for a major, track/concentration, or minor in the College of Business, students should see the chair of the department that administers that major, track/concentration, or minor.

To delete with no additions a major, track/concentration, minor, or advisor in the College of Business, students should go to the specific department chair in question.

A student that wishes to declare or change majors must complete a form titled “Declaration/Change of Major Form. The student must be in direct contact with their assigned advisor, retain and complete the form in its entirety and either returns the form to the department secretary or their advisor for processing.
Forms are housed in the Registrar’s office and maintained in each department.

The department secretary or advisor checks the form for correctness and ensures that the completed form is signed with the proper signatures listed.

The department secretary or advisor then brings or mails the form to the Office of the Registrar for the updates to shows on the student account.

**Developmental/Remedial 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.

Note: although Developmental courses count in the cumulative GPA and toward full or part-time status, these credits do not count toward graduation requirements. Students need to adjust the minimum number of graduation credits required accordingly.

**Domicile Regulations**

Student Domicile Regulations as determined by the Board of Governors of the State System of Higher Education

507.1 GENERAL PROVISIONS
1. Definitions
   - University. The term “university” shall mean any of the fourteen universities now constituting the Pennsylvania State System of Higher Education, as enumerated at 24 P.S. Sections 20-2001 et seq., and such other universities as may hereinafter be admitted to the State System of Higher Education in accordance with law.
   - Domicile. The term “domicile” shall mean the place where one intends to reside permanently or indefinitely and does, in fact, so reside.
   - Student. The term “student” shall mean any individual enrolled in any program, course, or course of study in a university.
   - Tuition Fee. The term “tuition fee” shall mean the instructional fee established by the Board of Governors for Pennsylvania residents attending the universities, and the tuition assessed residents of other states attending the universities.
   - Clear and Convincing Evidence. The term “clear and convincing evidence” shall mean evidence sufficient to convince a reasonable mind that a fact sought to be proved is more likely than not true.
507.2 CLASSIFICATION
1. The universities shall, subject to the provisions of these regulations, determine the residential classification of all students. Students who are domiciled in Pennsylvania shall be assessed the tuition fee applicable to Pennsylvania residents, and all other students shall be assessed the tuition fee applicable to non-residents.

507.3 DETERMINATION OF DOMICILE
Domicile is the place where one intends to reside either permanently or indefinitely and does, in fact, so reside. The presumptions and forms of evidence set forth hereafter shall be considered by the universities in making their determinations.

- Continuous residence in Pennsylvania for a period of 12 months prior to registration as a student at an institution of higher education in Pennsylvania creates a presumption of domicile. A student is presumed not to be a domiciliary if he/she has resided for a shorter period before attending an institution of higher education, but may rebut this presumption by clear and convincing evidence.

- Students who are not United States citizens, and have nonimmigrant visas or lack a visa, are presumed not to be domiciled in Pennsylvania, but they may rebut this presumption by clear and convincing evidence.

- A minor is presumed to have the domicile of his or her parents or guardian. The age of majority for establishing a domicile for tuition purposes is 22. However, a minor may prove financial emancipation and thereby prove Pennsylvania domicile through clear and convincing evidence.

- A United States government employee or a member of the armed forces who was domiciled in Pennsylvania immediately preceding entry into government service and who has continuously maintained Pennsylvania as his or her declared legal residence shall be presumed to have a Pennsylvania domicile. Nonresidents stationed in Pennsylvania for military service shall be deemed Pennsylvania domiciliaries.

- A student receiving a scholarship, loan or grant, dependent upon maintaining domicile in a state other than Pennsylvania, is presumed to be domiciled in the state from which he/she is receiving financial aid.

6. Evidence
a. The following factors may be considered as evidence of domiciliary intention but may be given such weight as the finder of fact, given the circumstances of the case may assign to them:

- Lease or purchase of a permanent, independent residence within Pennsylvania by the student.

- Payment of appropriate state and local taxes. Special attention should be given to payment of Pennsylvania taxes on income earned during periods of temporary absence from Pennsylvania.
• Transfer of bank accounts, stocks, automobiles, and other registered property to Pennsylvania from another state.

• Procurement of a Pennsylvania driver's license.

• Procurement of a Pennsylvania motor vehicle registration.

• Agreement for permanent, full-time employment in Pennsylvania.

• Membership in social, civic, political, athletic, and religious organizations located in Pennsylvania.

• Registration to vote in Pennsylvania.

• A sworn statement by the student. Or his/her parents or guardian in the case of a minor. Declaring his/her intention to make Pennsylvania his/her residence either permanently or for an indefinite period of time.

• A sworn statement from the parents or guardian of a minor setting forth facts to establish the minor's financial independence and separate residence.

• Each case shall be decided on the basis of all facts submitted, with qualitative rather than quantitative emphasis. No given number of factors is required for domicile. Since the determination in each case is one of the subjective intention of the student to reside permanently or indefinitely in Pennsylvania.

507.4 PROCEDURES FOR RECLASSIFICATION
Any student may challenge the university's determination of his/her domicile. Challenges shall be made in accordance with the following-stated procedures:

• Any student who is dissatisfied with the university's determination of his/her classification may challenge it by filing a written petition with the university officer or committee designated by the university president to consider such challenges within thirty days after issuance of the determination. The petition shall contain a statement of reasons in support of the student's claim of Pennsylvania domicile and any supporting documentation the student may wish to submit. Untimely petitions shall not be considered.

• The university shall date stamp all petitions on the date of receipt.

• The student shall also execute a data from which shall be provided the university by the Office of the Chancellor.

• When a student's petition is denied, the university officer or committee which considered it shall issue a written statement of the reasons for its decision and transmit it to the student's last known address by means of first class mail. The date of mailing shall be set forth on the face of the written decision, but failure to do so shall not invalidate the decision.
507.5 APPEALS
Any student who is dissatisfied with the decision made by such officer or committee in response to his/her petition, may appeal it by sending a written appeal to the Office of the Chancellor of the State System of Higher Education, Dixon University Center, 2986 North Second Street, Harrisburg, PA 17110.

The written appeal must be received by the Office of the Chancellor within thirty days of the date the university's decision was mailed to the student. The written appeal shall set forth the reasons why the student feels the university's decision is erroneous.

The Office of the Chancellor shall notify the University of the Appeal. Upon such notice, the university shall transmit to the Chancellor, or his/her designee, copies of the student's data form and its statement of reasons, additionally, the Chancellor or his designee may require the student and the university officer or committee to meet to stipulate as to all undisputed facts.

The student and the university may submit written arguments in support of their positions to the Chancellor or his/her designee in accordance with such limitations as that office may prescribe.

The Chancellor or his/her designee shall issue a written decision granting or denying the student's appeal and shall transmit it to the student and the university by first class mail.

Within the State System of Higher Education the decision of the Chancellor shall be final.

507.6 EFFECTIVE DATES OF RECLASSIFICATION

Any reclassification which occurs because a petition or appeal is granted shall be effective the date it is determined that the student became a Pennsylvania domiciliary. If a petition or appeal was filed while the student was not enrolled, the reclassification shall be effective the next semester or term in which the student is taking course work.

Involuntary reclassification made in accordance with Section157.7 (2) shall be effective as of the date on which the university determines that the student has changed permanent residences and is no longer a Pennsylvania domiciliary. Students who change domiciles between semesters or terms shall be reclassified the next semester or term of enrollment.

The Chancellor may, for good cause and at his/her discretion, vary the effective dates of reclassifications.

507.7 CHANGE OF DOMICILE

A student who changes his or her domicile from Pennsylvania to another state shall promptly give notice to the university.

A university may reclassify a student in the event it believes he or she is no longer a Pennsylvania domiciliary. The student may challenge such a determination under the procedure provided herein.

Dual Enrollment

These are courses taken by non-degree students. Once the student take a specific course at Cheyney University the list is then sent to John Mckeever (jwmckeever@phila.k12.pa.us) who
then prepare course codes and return the information back to faculty. The faculty member then
emails grades to John and cc: Edith (epaige@phia.k12.pa.us) &
Suzette(swight2@phia.k12.pa.us) one week following final exams for each semester. Once this is
complete the forms are then sent to the Office of the Registrar. Once verified, transcripts will be
sent to the students address.

**Early Participation in the Graduation Ceremony**

Participating Student - A student may apply for permission to participate in the graduation
ceremony if he/she is within six credit hours of completing academic requirements.

An application to participate in the commencement exercises is available in the various
departments on campus or at the Office of the Registrar. This form must be accompanied by
an approved Anticipation of Graduation form, and the student must keep in contact with
his/her advisor for any follow up information needed.

**Enrollment Verification**

Cheyney University is a member of the National Student Loan Clearinghouse (NSLC)
Enrollment Verification program. Students may request an Enrollment Verification 24/7. The
NSLC document is accepted by most insurance companies and businesses as proof of
enrollment. Additional information is available on the Office of the Registrar website or at

To have a Verification of Attendance form completed by the University, submit the
Verification of Attendance form to the Office of the Registrar. Submit the company form or
make the request in writing.

The request must include the following pertinent information.

- Student’s Name
- Student’s Social Security Number
- Parent’s Name (if applicable)
- Parent’s Social Security Number (if applicable)
- Period of enrollment in question
- Name of Receiver
- Receiver’s contact information (may include fax number)

Verification requests will be processed with forty-eight (48) hours and mailed or faxed to the
receiver. Verification information will not be forwarded to parents or given to the student.

The Office of the Registrar assumes all responsibility for providing information directly to the
receiver. Verification requests must be submitted in writing.

The verification process via the phone requires the requestor to supply the student’s name,
date of birth and social security number. Information is only verified; additional information is
not disseminated.
Excessive Credits

A full-time semester for undergraduate students is 12–18 credits; for graduate students it is 6–12 credits. Undergraduate and graduate students wishing to enroll in additional credits must obtain approval from the college dean. Approval is based on review of various criteria, such as current grade point average, total courses, and specific conditions. Applications for Approval of Excess Credit must be completed and submitted through the Provost Office.

Family Education Rights and Privacy Act (FERPA)

FERPA is the acronym for the federal statute titled the Family Educational Rights and Privacy Act [20 U.S.C. §1029(f) and 20 U.S.C. §1232(g)], and is also commonly known as the “Buckley Amendment.” This statute protects the privacy of a student’s educational record and prohibits the release of student information to third parties, including the student's parents, absent the student’s consent, unless such information is defined as “directory information” or the requestor is a statutorily designated individual.

The Family Educational Rights and Privacy Act of 1974, as amended, is a federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

Cheyney University accords all rights under the law to students who are in attendance at the University, and in certain instances to the parents of dependent students, as defined in Section 152 of the Internal Revenue Code of 1954. Basically, a dependent student is a student whose parent(s) provides more than half of his/her support. Generally, the University does not provide information to parents because of this act. However, exceptions are made if:

- The student gives his or her parents written consent if the student is independent; or
- The parents provide a certified copy of their most recent Federal Income Tax Form reflecting dependency status of the son/daughter which must be on file in the Office of the Registrar.

No one outside the institution shall have access to, nor will the institution disclose, any information from students’ education records without the students’ written consent except to personnel within the institution who have an educational need, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, a valid subpoena, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the act. Within the Cheyney University community, only those members, individually or collectively, acting on the student's educational interest are allowed access to student education records. These members include, without limitation, personnel in the offices of the Registrar, Bursar, Financial Aid, Admissions, and academic personnel within the limitations of their need to know.

At its discretion the institution may provide directory information in accordance with the provisions of the act to: Directory information - the student’s name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degree and award received, most recent previous educational agency or institution attended by the
student, e-mail address, and other information as defined by university policy that is not contradictory to the statute. Although a university may release this information, it is not required to do so.

The student must come to the Office of the Registrar and fill out the form that allows their parent(s) to obtain basic academic information on the student.

Students may withhold directory information by submitting a "Request to Prevent Disclosure of Directory Information" form to the Office of the Registrar within 15 calendar days after the beginning of each fall semester. If a student places this hold on their account it will remain in effect until otherwise notified.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if the decisions of the hearing panels are unacceptable. The University Registrar at Cheyney University has been designated by the institution to coordinate the inspection and review procedures for student education records, which include admissions, personal, and academic. Students wishing to review their education records must make written requests to the Office of the Registrar listing the item or items of interest. Only records covered by the act will be made available within 45 days of the request. Students may have copies made of their records with certain exceptions, or a copy of the academic record for which a financial hold exists. These copies will be made at the students' expense. Education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute, records of the law enforcement unit, employment records, or alumni records. Health records, however, may be reviewed by physicians of the students' choosing.

Students may not inspect and review the following as outlined by the act: financial information submitted by their parents, confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the Office of the Registrar. If the decisions are in agreement with the students' requests, the appropriate records will be amended. If not, the students will be notified within a reasonable amount of time that the records will not be amended, and they will be informed by the Office of the Registrar of their right to a formal hearing. Student requests for a formal hearing must be made in writing to the associate vice president for academic affairs who, within a reasonable period of time after receiving such request, will inform students of the date, place, and time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students' expense. The hearing panels which will adjudicate such challenges will be the individuals designated by the University.
Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. Their education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the student. If the decisions are unsatisfactory to the student, the student may place within the education record statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education records, maintained as part of the students’ records, and released whenever the records in question are disclosed. Students who believe adjudications of their challenges were unfair or not in keeping with the provisions of the act may request, in writing, assistance from the president of the institution to aid them in filing complaints with Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

Revisions and clarifications will be published as experience with the law and the institution’s policy warrants. This policy has been adopted in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232(g), and the regulations promulgated there under at 34 C.F.R. 99.1 et seq., and that reference should be made to that statute and regulations for additional information. Please contact the Office of the Registrar with any questions.

Additional information and resources related to FERPA can be found on the Office of the Registrar – Cheyney University and PASSHE websites.

Parents of all students eighteen (18) years of age or older will not be provided with disciplinary information except as permitted by Family Educational Rights and Privacy Act (FERPA). Therefore, a student will be expected to notify his or her parent(s) or guardians of the charges. Parent(s) or guardians may request a conference with the Vice President for Student Affairs and Student Life, with the written approval of the student and in his/her presence. Absent such permission and due to federal regulations, which dictate the privacy of a student’s educational record, Cheyney University administrators will not discuss the matter, nor will parents receive notification.

Final Examination Policy

The final examination week is part of the regular academic program and must be incorporated into each instructor’s course plan for the semester. Final examinations are not the only legitimate type of terminating activity, and therefore the instructor may choose an appropriate activity that conforms to course objectives.

The terminating activity shall take place only at the time and location assigned by the Registrar Office. Unless granted an excused absence, the faculty member responsible for the course must be present for the full examination period to direct the terminating activity. Faculty members may require student attendance at the terminating activity.

Faculty members who do not schedule or do not attend the terminating activity for a course may be subject to disciplinary action commensurate with unexcused absences. Block finals must be held as scheduled.
Financial Clearance

Students are to complete their university financial obligations prior to their arrival on campus to begin the academic year. Students are not guaranteed university housing without meeting these obligations. The university cannot assume liability for students who do not meet their financial obligations. The implementation of this policy will ensure uniform protocol for handling such cases. This policy applies to the entire Cheyney University student population.

Full/Part-Time Definition

Undergraduate students enrolled in 12 – 18 credits are full-time students; for graduate students it is 6-12 credits. Undergraduate and graduate students wishing to enroll in additional credits must obtain approval from the college dean. Approval is based on review of various criteria, such as current grade point average, total courses, and specific conditions. Applications for Approval of Excess Credit must be completed and submitted to the Provost’s Office.

Governor’s Institute Academy

Cheyney University has been chosen to be a data collection point for the Governors Institute Academy. When the courses have been completed at other institutions, the Student Information is forwarded to Cheyney.

The forms are received in the Office of the Registrar, the information is placed in Power Campus, the records are then created manually, once the system is updated the transcripts mailed to each individual student and the information is submitted to PDE (www.pde.state.pa.us)

Grade Appeal

I. Introduction

This grade appeal policy provides a process for redress of grievance between a student and a faculty member concerning a final grade in a course taken at Cheyney University. Two important points to be kept in mind concerning the application of this policy are: (1) all uses of the word “grade” in this policy refer to the final grade in a course; (2) the Grade Appeal Board (GAB) may consider approving changes only to P (pass) and W (withdraw). Any requests for changes to specific letter grades, therefore -- a change from a D to a C, for example -- would not be considered by the GAB.

Consistent with the position of the AAUP (American Association of University Professors), students should have protection through orderly procedures against unsubstantiated academic evaluation. Students who believe that their final course grade reflects unsubstantiated academic evaluation may initiate and pursue a grade change appeal in accordance with provisions of this document. Students shall not suffer academic recrimination because of participation in this procedure. At the same time, all academic rights and privileges of faculty members are to be honored in this process, and changes in final course grades are to be made only when there is clear evidence of unsubstantiated academic evaluation.

All grade change appeals shall be initiated in a timely fashion. If a grade change appeal is not resolved during the preliminary steps of this procedure, and the student wishes to pursue further an appeal for a change of grade, the student may file a Grade Appeal Petition (see Section III.C.). This petition must be filed not later than the end of the ninth week of the next regular semester.
II. Preliminary Steps
In both the preliminary steps outlined here and in the step involving the Grade Appeal Committee, the only issue under consideration will be whether or not the student can present evidence that his or her final grade reflects unsubstantiated academic evaluation by the faculty member. In pursuing a grade change appeal, the student will proceed as follows:

1. The student shall first discuss the matter with the faculty member directly involved in an attempt to resolve the matter.
2. If there is no resolution with the faculty member, the student shall discuss the matter with the chairperson of the faculty member’s department, or, if the department chairperson is the person who have the grade, with the dean of the respective college, who shall attempt to resolve the matter after consideration of the evidence.
3. If there is no resolution through the department chairperson, the student shall discuss the matter with the dean of the respective college, who shall attempt to resolve the matter after consideration of the evidence.

III. Grade Changes Appeal Conditions and Procedures
1. At the beginning of each academic year there will be established a Grade Appeal Committee. This board will consist of five tenured faculty members – one chosen from each of the five colleges of the University in an election to be conducted by the Senate Office – and two non-voting student members to be chosen by SGCA. The board will elect its own chairperson, who must be a faculty member, and set its own operating procedures (within the guidelines stated here and in Section IV). A copy of the procedures adopted will be submitted to the University Senate for information. These procedures will be taken to APSCUF meet and discuss for approval. The chairperson will be a voting member of the board. At least four favorable votes must be received for approval of a grade change appeal. This board should be so constituted that at least two faculty members will continue serving from one year to the next.
2. Possible Grade Change Actions - During the preliminary steps (Part II above), a grade change, if made, can be made through regular University channels. The grade assigned is at the discretion of the faculty member who assigned the original grade. If the faculty member has not agreed to a grade change during the preliminary steps and the student has appealed to the GAB, the only grades to which the GAB can consider approving changes are P (pass) and W (withdraw). Even after the appeal has reached the GAB, if the faculty member decides that a grade change is in order, the faculty member may effect said change through the usual University channels. Here, too, the grade assigned is determined by the faculty member. At this point, the student may choose to withdraw, or continue, the appeal. The student may withdraw a grade appeal petition at any time by notifying the chairperson of the GAB in writing. The chairperson of the board would then notify all parties involved.
3. If no resolution has been reached with the faculty member through the mediation of the department chairperson or the college dean, or the Ombudsperson, and the student wishes to pursue further a grade change appeal, the student shall complete a Grade Appeal Petition. This petition is to be secured from and then submitted to the Office of the Vice President for Academic Affairs. It will be forwarded from that office to the chairperson of the Academic Appeals Committee. Notification of the formal appeal will be given by the Vice President for Academic Affairs to the faculty member, who is requested by the GAB to submit a written response. The Grade Appeal Board will not
consider nor hear complaints that it deems unsubstantiated after review of the petition. The petition shall contain:

a. The names of the student and the faculty member involved in the appeal.
b. A list of the names of those contacted in the student's attempts to resolve the issue (see Section II.), and a statement from the appropriate college dean that the conflict remains unresolved.
c. A clear, concise statement describing the grounds for the appeal.
d. A statement of the resolution requested.

4. If a hearing is deemed necessary, the GAB chairperson shall notify the student and the faculty member of its time and location. The hearing shall be scheduled for the next regularly scheduled meeting of the GAB unless circumstances warrant otherwise. In the event of a hearing, the GAB chairperson shall:

a. Provide the student and the faculty member with a copy of the GAB's rules and procedures for the hearing process.
b. Notify the faculty member, department chairperson, and dean that each may submit a written statement outlining issues of the case from his/her perspective. All statements and materials must be submitted by all parties involved to the committee chairperson no later than six (6) class days prior to the hearing.
c. Provide GAB members with copies of submitted statements and materials no later than three (3) class days prior to the hearing.

5. After considering the appeal, the chairperson of the GAB will forward its decision to the Vice President for Academic Affairs. The Vice President for Academic Affairs will notify all parties involved (student, faculty member, department chairperson, and dean) of the decision to reject the appeal or to schedule a hearing within five (5) class days of the consideration.

6. The decision of the committee is final.

IV. Hearing Process
The following procedures should be followed by the GAB:

1. The student and the faculty member have the right to be present during the information gathering portion of any hearing, and both will be given the opportunity to present their cases. The presence of any witnesses supportive of either party shall be the responsibility of the student and/or the faculty member.

2. Following the presentations of all parties involved, the GAB will meet in closed session to decide on the merits of the petition. Decisions will be forwarded within fifteen (15) class days to the Vice President for Academic Affairs.

3. In its deliberations, the GAB may consult with appropriate sources of information and/or expertise if such consultation is deemed necessary for the decision-making process. All such sources, along with the reasons for consultation, shall be recorded in the GAB’s final report on the appeal. The faculty member and the student shall each receive a copy of the final report.

4. If circumstances warrant, the GAB chairperson may alter the timelines contained in this document.

5. The Vice President of Academic Affairs will notify all parties involved (student, faculty member, department chairperson, and dean) of the decision. If the decision includes a change of a grade, the Vice President for Academic Affairs will direct the registrar to make the change and so notify the student and faculty member.

6. The decision of the committee is final.
V Evaluation of Policy

1. At the end of each of the first two academic years following implementation of this policy, the GAB will submit to the president of the Senate and the president of APSCUF-CU a written report of the year’s activities.

2. During the third academic year under this policy, the Senate Academic Standards and Policy Committee will recommend either to continue the policy unchanged, to revise it, or to discontinue it. This recommendation is to be approved by both the University Senate and APSCUF.

Grades

The grade definitions for grades used at Cheyney University are as follows:

- A (excellent) 90-100 is worth 4 quality points
- B (above average) 80-89 is worth 3 quality points
- C (average) 70-79 is worth 2 quality points
- D (below average) 60-69 is worth 1 quality point
- F (failure) 59–below is worth 0 points.
- I grade (Incomplete) has no point value – An “I” grade will be considered as a failure until the condition has been removed. A grade of “I” indicates that the student has not satisfied all requirements of a given course. All deficiencies must be removed by the end of the tenth week of the next regular semester. Failure to meet this requirement automatically changes the “I” to “F”.
- IP grade (Departmentally-designated self-paced courses) has no point value. Credits may be earned by completion of the required assignments through consecutive enrollment. Interruption will result in the IP converting to an F.
- AW (Administrative Withdrawal). The AW symbol is used for administrative withdrawals. It does not carry any weight toward the GPA calculation.
- CR (not calculated in the GPA) accepted transfer credits
- [] symbol designates a repeated course
- WC (official withdraw from a course). The WC hours count as hours attempted.
- W (withdraw from the university). This symbol is used when a student is permitted to withdraw from the University. The “W” grade carries no weight in the GPA calculation.
- AUD (audit). This symbol indicates the course has been audited, which does not carry credit nor GPA quality.
Grade Changes

If an Instructor request for a grade change, documentation and reasoning to support a grade change must be submitted. The instructor must then file out the form “Request Grade Change” which is housed in the Registrar’s office and maintained in each department.

The instructor completes the form and attaches a copy of their grade book, class attendance or other supporting documentation

The form is then sent to the Department Chair, Area Dean and Provost for signature approval.

Once the form is completed, it is sent to the Office of The Registrar for recording and filed in the students file.

Grade Point Average Calculation

The four-point system is used in computing the grade-point average of all students. Under this system, a student receive

- 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”
- “O” 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 (GPA) 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</td>
<td>3</td>
<td>4X3 = 12 quality points (qp)</td>
</tr>
<tr>
<td>2nd Course</td>
<td>B 3</td>
<td>3</td>
<td>3X3 = 9</td>
</tr>
<tr>
<td>3rd Course</td>
<td>C 2</td>
<td>2</td>
<td>2X2 = 4</td>
</tr>
<tr>
<td>4th Course</td>
<td>D 1</td>
<td>3</td>
<td>1X3 = 3</td>
</tr>
<tr>
<td>5th Course</td>
<td>F 0</td>
<td>2</td>
<td>0X2 = 0</td>
</tr>
</tbody>
</table>

Total Attempted Credits: 13; Total Quality Points = 28

Divide 28 by 13 = 2.15 (the grade point average for the semester is 2.15).
The most recent grade (regardless of whether it is higher or lower) will be the grade used for the GPA calculation.

The GPA is “sealed” at the time of baccalaureate graduation. If a student returns for post-baccalaureate or for second degree work, then a new GPA is started.

This policy does not extend to students completing an associate’s degree and continuing on at Cheyney University for a baccalaureate degree.

**Mid-Term Grades:** Mid-Term grades are issued only during the fall and spring semesters to undergraduate students. Grades are “S” for Satisfactory progressing or “U” for unsatisfactory progress.

Mid-term grades are used as a mid-term marker to assess progress of each undergraduate student for advisement and planning.

Students access their personal progress reports online using their personal identification numbers (PIN).

**Graduation Policy**

The policy for graduation is: the Office of the Registrar verifies student graduation eligibility. In order for the verification to take place, the following policy must be instituted:

- The student applies through his/her department for graduation
- The advisor and the dean verify that the student has completed all required departmental and general education courses; signs off on the Anticipation of Graduation form, and forwards the completed form to the Office of the Registrar no later than the date listed on the Academic Calendar.
- Once the Anticipation of Graduation form is received in the Office of the Registrar, the student’s name is recorded on the “Prospective Graduation List”. The student is then flagged in the system as “applied”. Each student’s file is review.
- A minimum GPA of 2.0 and 120 credits are required for graduation unless the student’s major requires a higher GPA and/or additional credits.
- All requirements for the student’s program have been successfully completed.

Commencement exercises occur once a year, in the Spring. All Academic and University requirements must be met.

Degrees are awarded three (3) times per year:

- May
- August
December

Undergraduates - Students who have participated in Commencement exercises, must contact their advisor, update and submit an anticipation of graduation application upon completion of required course work.

Graduate Students - who have completed all required course work and received the appropriate grades. These students must complete anticipation for graduation at least 90 days prior to graduating

Graduation Requirements

Students enrolled in degree programs are required to successfully complete all requirements specified by the major and the General Education program.

Students must have a cumulative grade point average of at least a 2.00 as well as a minimum GPA in the major. Students who are enrolled in programs that required higher minimum GPAs in the major and/or overall, must meet those specified GPA requirements. All program requirements must be successfully completed.

To receive a Bachelor of Arts or Bachelor of Science degree from Cheyney University, the student must earn a minimum of 120 credits. Some programs may require more than the 120 credits; refer to program requirements for additional information. Students who have successfully completed ERE 001, HEN 011, MAT 001 and/or MAT 002 must increase the minimum number of credits required for graduation accordingly.

PASSHE policy 1990-06-A requires 48 of the minimum of 120 credits required for graduation be at the upper level.

PASSHE policy 1990-06-A holds that elective course selection is encouraged.

Students meeting all of the requirements of two majors with less than 150 credit hours can obtain a double-major. In the case of a double major, if the two majors involve multiple degree designations (e.g., BA in English and B.S. in Psychology), the student will have the option to select the degree designation that appears on the transcript and diploma.

To complete simultaneous degrees, undergraduate students must complete a minimum of 150 credits. Students meeting all of the requirements of two majors with less than 150 credit hours can obtain a double-major. In the case of a double major, if the two majors involve multiple degree designations (e.g., B.A. in English and B.S. in Psychology), the student will have the option to select the degree designation that appears on the transcript and diploma.

To complete simultaneous degrees at the graduate level, students must complete at least 12 hours beyond the minimal credit requirements for the degree program with the most required credits.

All first baccalaureate degree students will take at least 30 of their last 45 credits at Cheyney University and at least 50% of their major credits from Cheyney University.
Graduate students must complete at least 2/3 of the credits meeting program requirements at Cheyney University.

Doctoral residency requirements are determined at the program level.

NOTE: that these set the minimum number of credits that must be taken “in residence” and that the university can limit the number of hours that will be allowed to transfer into a graduate program.

NOTE: That collaborative programs will be identified such that residency requirements can be met consistent with what is specified within the collaborative agreement (including formal articulation agreements).

NOTE: that “residency” does not mean “on campus” but rather that the credits are awarded by the institution awarding the degree.

Any restriction(s) on a student’s account will prohibit that student from participating in the graduation exercises.

Requests for replacement diplomas may be done by submitting written notification to the Office of the Registrar. The student must include his/her name, Social Security Number, date of graduation, type of degree and the address where the degree is to be mailed. Payment must be submitted to the Business Office prior to the diploma being ordered. The fee for a replacement degree is $25.00 (2008). It takes approximately ten to twelve weeks for replacement diplomas to be received from the supplier. The University mails the diploma to the student via certified mail within forty-eight (48) hours or two working days.

Graduation with Honors Policy

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 University 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 required 120 semester hours.

**Magna Cum Laude** – Completion of three years in residence at Cheyney University with at least 60 credit hours and a grade point average of 3.50 – 3.74.

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

Incomplete Grade Policy

“‖ Grade Policy
  o In order for a student to receive an “‖” grade the professor of record must complete the “‖” form and submit it to the office of the Registrar
  o An “‖” grade is entered into the system as the final grade. “‖” grade stands for “Incomplete”. The Professor of record may give an “‖” grade to any student who has not completed the requirement course work to satisfy the course.
Removal of “I” Grade Policy
- The student who has received “incomplete” grades for their coursework must make an arrangement with the instructor outlining what is required to complete the course. The professor must complete and submit an "I" Grade change form to the Office of the Registrar with student’s appropriate grade.

Undergraduate:
At the end of the 10th week of the next subsequent regular semester.

Graduate:
At the end of 4th week of the next subsequent regular semester

Undergraduates,
If the “I” grade change form is not received by the end of the tenth (10th) week of the next subsequent regular semester the “I” grade is permanently recorded as an “F” grade on the student’s transcript.

Graduates students,
If the form is not received by the end of the 4th week of the next subsequent regular semester the “I” grade is permanently recorded as an “F” grade.

Independent Study
Independent Study (IS) is a course of study specific in nature, content, and level that is not provided as a regular course offering of study at the university. An independent study course would be designed by a faculty member with possible input from the student in question. The independent study would be subject to the approval of the chair of the department in which the course of study is undertaken. The option of offering a course by independent study within a particular academic department must have been previously approved through the university curricular process. A student wishing to pursue a course by independent study should contact a faculty member interested in offering such a course or the department chair in the department in which the independent study would be taken.

Individualized Instruction
For undergraduate students, individualized instruction is only available for those who have passed at least 30 credits.

For graduate students, individualized instruction is only available after approval of degree candidacy.

If a student is interested or if it is mandatory that a student takes a class that is not offered for a specific year and term and is a required course in the student’s program of study, that student initiates the request with the appropriate department chair. The course instructor, the appropriate department chair and the appropriate dean must all approve the course to be taught by individualized instruction.
A student may take only one course by individualized instruction per semester. The student may not repeat any course by individualized instruction for which the student originally received a grade of “D” or “F”.

Students enrolled in individualized instruction courses may expect to meet with the instructor for at least five contact hours per credit offered. Examinations and other work will be comparable to the requirements of the course when regularly offered.

During the first week of classes, faculty members must distribute to their students a written course guide that contains at least the course requirements and the grading procedures. This information can be distributed separately or as part of such items as course outlines or syllabi. Any subsequent changes to this information must be given to the class in writing.

After the form is completed it must be approved by the Department Chairperson, Area Dean, and Provost.

Once approved the form is sent to the Office of The Registrar for processing

Individualized Instruction cannot be approved if the course is being offered during the semester of the request.

The Individualized Instruction Form is housed in The Office of the Provost

Major/Minor Requirement

Dual majors and major/minor must be approved and guided by the chairperson of each department. Students must complete all requirements for each major and minor.

Name and Address Change Policies

Name Changes: A student is recognized officially by the name entered on the Admissions Application.

To request a name change: Students must submit their request in writing accompanied by supporting documentation. For example, a student who marries after enrolling must provide official documentation such as a “Marriage License”, a copy of the License and the request are placed in the student’s official file.

Address Changes: This form is maintained in the Office of the Registrar at the window and on the Cheyney University website (www.cheyney.edu); this form is available to all students, past or present.

Students wishing to have their address changed in Power Campus will need to complete this form.

Once the student completes all information on the form it is submitted to the Office of the Registrar for processing
Pass/Fail Grading

Students having completed at least 30 credits of college-level work with at least a 2.75 GPA may take one course per semester on a pass/fail basis provided that no more than 18 credits of the undergraduate program (exclusive of Physical Education) are taken on that basis. Only courses permitted in General Education under "electives" can be taken pass/fail. Pass/fail is also an option for "free electives" or "Arts and Sciences electives" if the student's major program includes these areas. Students should be careful in selecting courses by this procedure because courses that are prescribed in the major program including the specified electives under the major, concentration, or concomitant courses cannot be taken pass/fail. The pass/fail option is available to students for summer and regular semesters. To exercise the pass/fail option, a student must submit the pass/fail form by the end of the drop/add period that begins each academic session. The student may change his or her mind about taking a course pass/fail, but must notify the Registrar in writing that he or she wishes to select the normal grading system for a specific course before the first meeting of the class. Faculty members do not know which students, if any, are taking their courses pass/fail until it is time to report the final grades in the course. A grade of pass is awarded for course work that would normally receive a grade of “A”, “B”, or “C”. A notation of “no credit” is awarded for course work that would normally constitute a grade of “D”. A grade of “fail” is awarded for course work that would normally receive a grade of “F”. A pass/fail grade will not be computed in a student’s semester or cumulative GPA, but credit for the course in the case of a “pass” will count toward the credits needed for graduation. Any student who withdraws from a course he or she is taking on a pass/fail basis after the last day to withdraw from a course without the possibility of penalty shall receive a grade of “W”.

Posthumous Degrees

In the event of the death of a Cheyney University undergraduate student, the University may grant the degree/diploma posthumously to the family of that student, upon the recommendation of the department, if the student was in good academic standing and had earned at least 90 credits (in senior standing).

In the event of the death of a Cheyney University graduate student, the department in which the student is enrolled may recommend to the appropriate Dean that a diploma be awarded. Such recommendations may be made if the student was enrolled in the last semester of the program at the time of death. The Dean will review the student’s current progress and past record to determine whether the student was in good academic and professional standing at the time of death. The Dean may recommend to the Provost that a student who was in good academic and professional standing be awarded a graduate degree posthumously.

Registration

Only Accepted students may roster (register) for courses. The registration process is Electronic; course registration is on-line via Self-Service. Additional registration information is available on the Office of the Registrar’s website and Self-Service.

Rostering First Time Students

All first time students are to have their rosters no later than the Friday before the first day of class.
The Department of Guidance and Counseling creates a class schedule for each new student using their SAT and Placement Test scores and each roster is entered into in Power Campus by the Guidance and Counseling department.

The Office of the Registrar is directly involved with the IT department to create a method to improving the first time student registration process every year.

All returning students must see their Academic Advisor to have their schedules prepared. One the schedules have been prepared, the students schedule their classes using Self-Service.

For the courses that require prerequisites that were approved to be overridden by the professor, they will be entered by the Office of the Registrar. No courses will be entered that require prerequisites unless proof is shown that the prerequisite has been met or overridden.

Self Service Policy

Students and Faculty can use Power Campus Self Service to access and update the information on record in the Power Campus Database.

Faculty: Using the web browser, faculty can search course sections, course catalog setup courses to keep record of course activities, update personal information, review students list, enter grades and advise students. All information for Faculty is located in the user guide for Faculty located in the Office of the Registrar and on the Cheyney Website (www.cheyney.edu).

Students: Using the web browser, students can search course sections, course catalog, view class information, update personal information, register for class, view grades, view unofficial transcripts also view financial information. All information for Students is located in the user guide for Students located in the Office of the Registrar and on the Cheyney Website (www.cheyney.edu).

All training & troubleshooting for Self-Service is provided by the Office of the Registrar

Additional information, including login instructions is available on the Office of the Registrar website.

Late Registration Fees

A late registration fee of $10.00 is charged an undergraduate and graduate student who completes registration after the official registration date.

Subpoenas

Student records are protected by the federal privacy laws and specific statutory protocols must be followed.

If student records are subpoenaed the following action is taken:

- A letter is sent immediately to the student at his/her last known address with a copy of the subpoena. Notification is mandatory under the Family Education Rights Privacy Act (FERPA). This must be done before complying with a subpoena.
- University Legal Counsel in Harrisburg, PA is contacted for further direction.
If student records are requested via a signed authorization by the student:
  ● No notification is necessary since the student signed a release.
  ● University Legal Counsel in Harrisburg, PA is contacted for further direction.

**Substitution of Courses**

Undergraduate students: A maximum of fifteen (15) credits will be allowed for course substitutions for undergraduate students. All substitutions must be approved by the advisor and department chair.

Graduate students: A maximum of six (6) credits will be allowed for course substitutions for graduate students. All substitutions must be approved by the advisor and department chair.

**Ten Year Rule**

Cheyney University welcomes the return to higher education of students who for various reasons did not complete their degrees. Such students should be aware that courses taken in their major discipline ten years or more prior to the resumption of study perhaps might not be counted toward graduation because such courses may no longer be considered current or may no longer be required for the degree. The Registrar, in consultation with the appropriate department chair, will determine the acceptability of these credits.

**Transcript Request Policy**

The requestor must submit the request for a transcript in writing to the Office of the Registrar. The required information may be faxed to (610)-399-2385, mailed to Cheyney University, Attn: Office of the Registrar, 1837 University Circle, P.O. Box 200, Cheyney, PA 19319, or e-mailed to the Office of the Registrar at registrar@cheyney.edu.

The Requestor must be the student/former student unless written authorization has been given by student/former student.

The required information is as follows:

  ● Name student attended under
  ● Current name if it has changed
  ● Current telephone number and/or email address
  ● Social Security Number
  ● The year of graduation or last semester attended
  ● Complete destination address
  ● Student’s signature
The Office of the Registrar must have a written request for transcript and notification of payment in order to process. If one of the requirements is missing, the request will be filed until the missing information is received. The file is checked daily for seven (7) days. On the seventh (7) day, the Business Office is contacted as well as a check is made on the payment history in PowerCampus.

Payment for the transcript(s) may be made by calling the business office at (610)-399-2224, 2232 or on-line using Cheyney website (www.cheyney.edu) if paying by credit card. You may also include a money order for the appropriate fees with the request. Cheyney University does not accept personal checks.

Regular mail transcripts leave the Office of the Registrar within 48 hours after receiving the request and the payment. Overnight and 2\nd day transcripts are mailed from the Office the same day the request and payment are received, if received before 2:00 PM.

Transcripts returned to the Office are logged and filed in the appropriate student folders.

Cost:
- Official Transcripts - $10.00 each, effective November 1, 2005
- Unofficial Transcripts - $5.00 each, effective November 1, 2005
- Overnight delivery - $16.50 plus the cost of the transcript(s)
- Two (2) day delivery - $4.80 plus the cost of the transcript(s)
- Same day pick-up - $10.00 plus the cost of the transcript(s)

Note: Only unofficial transcripts may be faxed.

Transfer of Credits

Only transfer credits submitted on official transcripts are considered for transfer to Cheyney University. Only courses with grades of “C” or better are considered for evaluation. All potential transfer courses must be completed at a college or university accredited by the Middle States Association of Colleges and Schools or from a regional accrediting organization recognized by the Council for Higher education (CHEA).

Any course that is equivalent to a Cheyney University course is given the University appropriate credit hours and course id (e.g. SPAN 101 Elementary Spanish - 2 credit hours, is equivalent to HLS 101 Spanish and will be awarded three credits).

Courses that are not equivalent to those offered at Cheyney University will be posted with the course id from the other college/university. Students will receive credit for each course taken as long as those courses are not remedial (numbered below 100), grades are below a “C” or unless the school falls under the Consortium Agreement, which “D” grades are accepted.
The Office of the Registrar verifies that students from other colleges and universities who are enrolled and/or approved to take courses at Cheyney University.

Transfer Credit Evaluations: The Transfer Evaluation Form is in The Office of the Registrar and may be picked up by any department member. This form is also located online and also housed in each department.

- This Form is completed by the student advisor based on a student’s Declared Major. Once the transferred students has submitted descriptions of courses taken at the other university, this information is used to determine the equivalents at Cheyney. This form must have the Department Chairperson, and advisors signature and be forwarded to the Office of The Registrar for processing.

- The form indicates the Cheyney University equivalent courses and number for transfer credit

- This form may not be completed or submitted by the student

Permission to Study at another College or University

Application for Host Institution Attendance Form (or taking a course at another college/university)

This form is maintained in the Office of the Registrar and on line located on the Cheyney University website (www.cheyney.edu)

Students wishing to register for a course(s) at another institution during the summer or winter semesters, must come to The Office of The Registrar to get this form or download form from the Cheyney University website

This form must be completed including approval signature prior to registering for course at the other institution. Approval signatures are required from the academic advisor, department chairperson, area Dean and the Provost.

The following conditions must be met:

1. The college at which the student wishes to study must be a regionally accredited institution of higher education.
2. The student must be currently enrolled and eligible for registration at Cheyney University the next semester.
3. Thirty (30) semester hours of the last forty-five (45) semester hours of credit required for graduation must be completed at this institution. A minimum of thirty (30) semester hours must be taken at Cheyney University. Grades earned in courses taken at another institution will not be included in determining a student’s GPA since only grades earned at Cheyney University affect this average. However, a minimum grade of “C” must be earned at the other institution for the credit to be accepted at Cheyney University.

An official transcript must be received by the Office of the Registrar. Only earned grades of “C” or better are accepted, the student will receive a final transcript grade of “CR” = credit

The approved form is filed in the student’s permanent file
Completed coursework, from another institution, prior to requesting and receiving authorization will not be accepted.

Veterans Affairs

The Veterans Affair Certifying Officials in the Office of the Registrar provides assistance to those eligible student Veterans, Active Servicepersons, Dependents, Reservists, and National Guard Members with their questions and paperwork. The Veteran student must contact the Department of Veteran Affairs to complete an application that will determine their eligibility for educational benefits. Once that has been completed, the VA Certifying Officials in the Office of the Registrar will be able to certify your enrollment status (total amount of credits registered for that semester) using the VA ONCE (Veteran Affairs website). Once certification has occurred the Veteran will be notified via email by the VA and the Veteran student can move forward with obtaining their benefits from the Department of Veteran Affairs. Cheyney University of Pennsylvania is an approved educational institution for education and training under the Veterans Educational Assistance Act (GI Bill) and the Dependent’s Act. Information regarding eligibility, entitlement and types of training authorized may be obtained from the Veterans Administration Regional Office by calling the toll-free number 1 888 442-4551 (This is a 24 hour automated line where you can confirm when the last check was sent, the date it was processed, the date benefits were certified, the time left on entitlement, and the last date you can use entitlement) or by accessing the website www.gibill.va.gov The VA Certifying Officials at Cheyney University are committed to assisting qualified veterans, dependents of veterans, and the dependants of disabled veterans with their educational benefits.

- Chapter 30: Montgomery GI Bill - Active Duty
- Chapter 31: Vocational Rehabilitation Program
- Chapter 32: Veterans Educational Assistance Program (VEAP)
- Chapter 33: Post 9/11 GI Bill
- Chapter 35: Dependents Educational Assistance Program (DEA)
- Chapter 1606: Montgomery GI Bill - Selected Reserve
- Chapter 1607: Reserve Educational Assistance Program (REAP) - Reservists or
- National Guardsman called to active duty on or after September 11, 2001

Active Duty Policy

Cheyney provides two options for students who are currently enrolled but called to active military duty before the end of the semester:

Option 1
The student may choose to do a total semester withdrawal from all classes and, under an SSHE policy, receive a full refund for tuition and fees; any university room and dining hall contract fees would be refunded on a prorated basis for the actual services the student has received up to the date of the withdrawal. This option requires that the student withdraw from every course and receive no grade for any course taken that semester. Any student who has elected to use this option shall be granted readmission for the next semester in which the student wishes to return to Cheyney. The student’s academic standing at the time of readmission shall remain as it was prior to the call to active military duty.
**Option 2**

If a substantial part of the semester has been completed by the time the student is called for active military duty, the student may meet with each instructor to determine an appropriate grade. Since assignment of grades is the responsibility of the instructor, he/she may assign whatever grade is appropriate. If the appropriate grade is an “incomplete,” Cheyney will extend the deadline by which the incomplete must be removed to 180 days from the time the student returns from active duty. Any university room and dining hall contract fees would be refunded on a prorated basis for the actual services the student has received up to the date of leaving the University for Active Duty. Undergraduate students must contact the Bursar Office to complete the necessary paperwork to start the process for refunds; graduate students must notify the Graduate Studies Office. Any student who has elected to use Option 2 who wishes to return to Cheyney must contact the Admission’s Office to have his/her status reactivated.

**Withdrawal Policy**

**Administrative Withdrawal Policy**

Students that have not attended at least one class by the third week of classes, and have not contacted the instructor by that time are subject to an administrative withdrawal. An administrative withdrawal will result in an “AW” appearing on the student transcript. Only the students Professor of Record may initiate the “AW” policy by completing and submitting the proper form.

**Withdrawal from a Class (WC)**

The WC period starts the day after the add/drop period ends and before the end of the tenth class week or the equivalent in summer sessions. A student may WC from a class up to the stated date on the Academic Calendar, unless written permission comes from the Provost’s Office. When a student WC’s from a class, the class will appear on his/her transcript with a WC in the final grade field. This does not affect their grade point average (GPA).

In order to WC from a class, the student must pay $5.00 per class, obtain the appropriate signatures and submit the form to the Office of the Registrar for processing. WC forms are processed upon receipt in the Office of the Registrar.

Students who fail to WC from a course can expect a grade of “F” and are financially responsible for the fee of the course.

Students will be permitted to withdraw from a course and receive a grade of “WC” up to the end of the tenth week of the semester. After the tenth week of the semester and through the last day of classes, students who withdraw will receive a grade consistent with university policy which will be determined by the instructor. Withdrawal periods will be prorated for summer and intersession terms. “WC” counts in the attempted courses.

**Withdrawal from the University**

In order to withdraw from the University, the student must obtain and submit the completed “withdraw from the University Form” from the Office of the Provost.
The Provost notifies the Office of the Registrar of the decision in writing.

Students receive a grade of “W” when they Withdraw from the semester. The “W” grade carries no weight and does not affect the GPA.

A student who withdraws from the University is allowed to return to the University with proper notification.

Any student dropping out of the university prior to the end of any academic term must officially withdraw. This is accomplished by completing formal withdrawal forms available in the Registrar’s Office. Failure to follow this procedure when withdrawing from the university may result in failing grades in all courses being taken at the time of withdrawal. The date the Registrar is notified in writing, with the student’s original signature, is the official date of withdrawal.

By applying to the Appeals Committee a student may claim extenuating circumstances. The Appeals Committee may then award the student a grade of “W” for all courses being taken when withdrawing from the university.

### DBE Supportive Services Center

The Disadvantaged Business Enterprises (DBE) Supportive Services Center, a shared initiative of Cheyney University of Pennsylvania and the Pennsylvania Department of Transportation (PENNDOT), is the administrator of the DBE Supportive Services Program for Pennsylvania.

**Mission**

The mission of the Center focuses on building services that will enable DBEs to acquire the proficiency, expertise and experience necessary to compete, on an equal basis, with non-DBEs for federally assisted PENNDOT contracts and subcontracts.

**DBE Services**

Certified DBEs desiring to participate in PENNDOT’s highway construction program are eligible to receive all services from the DBE Supportive Services Center at no charge. These services are available via telephone, mail, facsimile, E-mail, Internet, face-to-face and on-site visits.

**DBE Supportive Services Center**

Cheyney University of Pennsylvania  
P.O.Box 527  
Cheyney, PA 19319-0200  
Toll free: 877-PENNDBE (877-736-6323)  
Fax: 610-399-2118  
Visit us online at: [www.penndbe.com](http://www.penndbe.com)
STUDENT LIFE

STUDENT ORGANIZATIONS AND SERVICES

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

The Marcus Foster Student Center is the primary student services facility, and it houses the fitness center, billiard tables, the snack bar, meeting rooms, the Office of Student Activities, and student government offices. However, student service activities are, and will be, also located in the Ada Georges building which contains the student cafeteria and a large room used for student celebrations. http://www.cheyney.edu/student-activities/

THE STUDENT CODE OF CONDUCT

(The Student Code of Conduct, Cheyney University of Pennsylvania 2008-2010)

Cheyney University of Pennsylvania strives to maintain an intellectual atmosphere that is designed to foster and support students’ educational objectives and which protects the health, safety, and welfare of all members of the university community. Moreover, Cheyney University works in collaboration with numerous stakeholders to nurture responsible, conscientious, and contributing citizens. To enforce these standards, Cheyney University has adopted the Student Code of Conduct.

The Student Code of Conduct is Cheyney University of Pennsylvania’s formal policy pertaining to the adjudication of violations of the standards of behavior and conduct expected of students enrolled at the university. Every student is expected to uphold high standards of conduct in their day-to-day contact with all members of the university community. Additionally, students must observe all established policies, procedures, rules, and regulations, which govern the institution, as well as all local, state, and federal laws. Reasonable efforts are made to foster the personal, educational, and social development of those students who are found in violation of the Student Code of Conduct.

The Office of Student Activities is responsible for providing oversight of the process for protecting students’ rights to live and learn in a safe, orderly, caring, and crime-free environment. On-campus resident students may also be subject to disciplinary action by the Office of Housing and Residence Life.

Standards of Behavior and Conduct

The following represent those standards of behavior and conduct, which are considered violations of the Student Code of Conduct. These acts, and in some cases, the failure to act,
necessitates disciplinary attention and will subject students to disciplinary action through the student judicial process. The policies and rules outlined herein are not exclusive; students are advised that they are subject to additional policies and rules by Cheyney University of Pennsylvania.

Students who participate in the Residence Life program are reminded that, in addition to the policies and rules identified in the Student Code of Conduct, they must also adhere to the provisions of the Housing Contract, as well as other procedures and regulations as directed by the Office of Residential Life and Housing.

For Student Code of Conduct violations, not detailed below, please see the Student Handbook.

Hazing
The Pennsylvania Hazing Law mandates that colleges and universities across the Commonwealth adopt policies prohibiting hazing. Such policies are intended to ensure that students and other persons connected with organizations recognized by the institution do not engage in any activity that can be construed as hazing. Students and student organizations found to be in violation of this policy will be dealt with severely, both by judicial action and criminal prosecution.

“Hazing,” as defined by the Pennsylvania Hazing Law, is: “Any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student or which willfully destroys or removes public property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any organization operating under the sanction of, or recognized as, an organization by an institution of higher education. The term shall include, limited to, any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug, or other substance, or any other forced physical activity which could adversely affect the physical health and safety of the individual, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual, or any willful destruction or removal of public property. ...Any activity...upon which the initiation or admission into or affiliation with or continued membership in an organization is directly or indirectly conditioned shall be presumed to be “forced” activity, the willingness of an individual to participate in such activity notwithstanding.”

C. Violations of Local, State, or Federal Law

1. Acts of Intolerance

Hate crimes that show evidence of prejudice based on race, ethnicity, sexual orientation (known or perceived), or affectional preference.

Acts of intolerance, for the purpose of this policy, include, however, are not limited to physical, verbal, or written harassment or intimidation. Those found to be in violation of this policy will be dealt with severely and subject to harsh penalties.

2. Alcohol
Commonwealth of Pennsylvania law prohibits possession, consumption, and distribution of alcoholic beverages by, and to, those under the legal drinking age. Cheyney University of Pennsylvania is a dry campus; accordingly, the possession, consumption, or distribution of an alcoholic beverage on campus and in the residence halls is prohibited, regardless of an individual’s age.

Underage students found to have consumed alcoholic beverages, as well as those who are publicly intoxicated, will be subject to disciplinary action. In addition, Cheyney University prohibits the display of empty containers of alcohol in the residence halls by resident students. Empty alcohol containers, including those with trace amounts, found in residence hall rooms as well as others places on campus will subject those students to disciplinary action. Furthermore, students found to be in possession of, consumption of, or who have distributed alcoholic beverages will also be subject to disciplinary action.

3. Civil or Criminal Statues

Any exclusive or independent violation of university policies and rules that are also a violation of the laws of the Commonwealth of Pennsylvania or of the United States of America that would have an adverse impact on the university.

In addition, students who are cited and/or arrested for violations of local ordinances or of State and/or Federal laws will be considered to have infraacted this policy.

The sanctions to be imposed upon a student for a violation of this policy may depend upon charges brought against the student by outside agencies.

4. Environmental Health and Safety, including Fire Safety

Students are expected to observe environmental health and safety mandates, including fire safety guidelines by exercising prudence and adhering to the procedures and regulations established.

NOTE: Effective with the fall 2008 semester, barbeques and cookouts, must be approved by the Office of Public Safety or the Office of Student Activities. For more information about the University’s Outdoor Events Policy, please consult the Cheyney University Student Handbook or the Office of Student Activities, 108 Marcus Foster Student Center.

5. Harassment, Intimidation, or Threats

Conduct by an individual or group, which creates or has the intended outcome of creating a hostile, intimidating, or offensive environment for another.

In addition, threats to individual or university safety and security are also, for the purpose of this policy, considered to be a violation.

Such behavior interferes with the ability of another to receive the tangible benefits of education and may impede one’s performance. Those found to be in violation of this policy will be dealt with severely and subject to harsh penalties.
The University will not condone behavior that is destructive of another individual regardless of consent. Harassment of another person may be social, physical, mental, racial, or sexual. Due to the sensitivity and complexity of some harassment complaints, special consideration of the judicial structure is necessary.

Harassment is described as conduct by an individual or group, which creates or has the intended outcome of creating a hostile, intimidating, or offensive environment for another.

The following are considered to be violation:

B. A course of conduct or repeatedly committed acts that serve non legitimate purpose;
C. Mocking, taunting, or the use of derogatory slurs and epithets towards another;
D. Direct or indirect threats to commit any act of violence with the intent to terrorize another.

o In addition, threats to individual or university safety and security are also, for the purpose of this policy, considered to be a violation. Such behavior interferes with the ability of another to receive the tangible benefits of an education and may impede one’s performance. Those found to be in violation of this policy will be dealt with severely and subject to harsh penalties.

Students making a complaint of harassment against another student should contact a member of the Center for Counseling and Human Development faculty, or Residence Life staff members, including Residence Advisors. The specific purposes of the initial complaint session are:

6. To provide the student with the opportunity to explore personal feelings with confidentiality and impartiality;
7. To review the complaint for further clarification for the individual;
8. To discuss the options according to the procedures for handling harassment complaints;
9. To clarify for the student his/her legal rights outside the university, and responsibilities and limitations of the university receiving and dealing with such complaints;
10. To clarify for the student his/her rights and responsibilities as the individual initiating such a complaint.

After the student’s initial concerns have been addressed and the above areas reviewed, the following courses of action are available to the student:

1. The student may lodge a verbal complaint (informal stage) when he/she wishes only to discuss the incident with a member of the Student Life Staff mentioned earlier. Confidentiality of the name of the student lodging the verbal complaint will be protected. However, when the health and safety of students are involved, it is the responsibility of the individual receiving the complaint to report the behavior to the director of student standards.
2. The student may lodge a complete written or taped statement (formal stage) after the initial session with the individual indicated in section one. This detailed statement will be given directly to the Dean of Student Life. The formal stage will be handled in the following manner:
   a. A meeting(s) will be arranged which will include the Dean of Student life, the accused individual(s), and the person who received the
complaint. The purpose of this meeting is to inform the accused of the complaint and to discuss the complaint with the accused.

b. As a result of this meeting(s), and following the university's judicial officer's consultation with the accused and/or complainant, one of the following may occur:
   i. The complaint made by the complainant may be withdrawn and no further action taken.
   ii. An information reprimand may be issued to the accused by the Dean.
   iii. A formal hearing may be initiated by either party according to the Due Process and Procedures for hearing in the Pilot and the Procedural Guidelines for the Ad Hoc Harassment Board.
   iv. Verbal warning with written documentation placed in their student files.

c. If evidence strongly indicates that the accused may endanger self or others, the Dean of Student Life may recommend to the Vice-President for Student Life that the accused be temporarily suspended pending a formal hearing.

d. The accused will be advised by the Vice President for Student Life his/her right to choose the formal adjudication process, i.e., administrative hearing or Ad Hoc Harassment Board hearing.

Note: The formal process will be concluded at any point where the accuser withdraws from participation in the process.

5. Infliction of Harm

- Battery/Fighting: the use of physical force of any kind on another person, including beating or touching without the person’s consent;
- Simple Assault: causing bodily injury to another, intentionally or recklessly;
- Aggravated Assault: causing serious bodily injury to another, intentionally or recklessly;
- Indecent Assault: any unauthorized touching of the intimate parts of another person’s body;
- Sexual Assault: any unauthorized touching of the intimate parts of another person’s body with the intent to commit a sexual act;
- Rape: forcing or coercing another, regardless of gender, to engage in a sexual act (anal, oral, or intercourse) without that person’s consent or when the act is deemed without the person’s consent because the person was incapable of understanding the nature of the act for any reason.

6. Illegal Drugs (including Obnoxious Odors) Commonwealth of Pennsylvania law, as does, Federal law, prohibits possession, consumption, and distribution of illegal drugs.
This includes, but is not limited to depressants, hallucinogens, and narcotics. Cheyney University of Pennsylvania has zero tolerance for illegal drugs on campus and in the residence halls.

Students found to have consumed illegal drugs, as well as those students who are found to be in possession of, consumption of or distributing (including those with the intent to sell) illegal drugs, will be subject to disciplinary action, arrest, and criminal prosecution. Possession of drug contraband and paraphernalia is also a violation and will be subject to disciplinary action.

Additionally, the use of substances that give off obnoxious odors similar to illegal drugs (e.g., marijuana), which cause university officials to respond because of suspected use, and which causes material and substantial disruption or interference with the day-to-day operations of the residence halls will also be considered a violation of this policy whether or not actual illegal drugs are recovered.

7. Sexual Harassment
Cheyney University of Pennsylvania prohibits sexual harassment of students, staff, faculty, or administrators in any form.

An individual engages in sexual harassment when he or she makes unwelcome sexual advances, makes requests for sexual favors, or engages in other verbal or physical conduct of a sexual nature, when:

A. Submission to such conduct is made either explicitly or implicitly a term or condition of employment or matters related to student status;

B. Submission to, or rejection of such conduct by an individual is used as a basis for employment or curricular/co-curricular/extra-curricular decisions affecting such individuals; or

C. Such conduct is sufficiently severe or pervasive as to have the effect of unreasonably interfering with an individual’s performance or creating an intimidating, hostile, or offensive environment.

Sexual harassment can occur under an array of different circumstances, including, but not limited to the following:

- The victim, as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.

- The harasser can be a university official or employee, a student or student staff member, or a non-employee of the university.

- The victim does not have to be the person harassed, but could be anyone affected by the offensive conduct.

- The harasser’s conduct must be unwelcome. It is helpful for the victim to directly inform the harasser that the conduct is unwelcome and must stop. If such behavior does not come to an end, keep a record of the harassment, including dates, times, places, etc. Also, be sure to obtain witnesses, if possible. Moreover, it is important to keep copies of any notes,
cards, etc. Students who believe that they are victims of sexual harassment or who have witnessed sexual harassment are encouraged to discuss the matter with any Housing and Residence Life staff member, Director for Student Activities or the Office of Human Resources. All complaints must be referred to the Assistant to the President for Internal Relations and Social Equity for investigation. For more information about the university’s Sexual Harassment policy, please review the policy.

8. Weapons - Weapons are prohibited on campus and in the residence halls. The term weapon is used to describe any item, which includes, however, is not limited to the following:

- Chemicals;
- Cutting instruments or Cutting tools;
- Firearms (BB guns, paintball guns, etc.);
- Handguns;
- Knives;
- Rifles; and
- Shotguns.

In addition, ammunition and explosives, including fireworks, will also be considered as violations.

In cases where the definition is unclear, the context in which a particular object was used will determine whether it is indeed a weapon. Items modified or adapted so that it can be used or was used as a weapon will, for the purpose of this definition, be considered as such. The use or intended use of a laser pointer, mace, or pepper spray when used to inflict serious bodily injury is considered in this definition.

Cheyney University of Pennsylvania has zero tolerance for weapons. Students who have used, or who are found in possession of a weapon shall face immediate disciplinary action. Furthermore, they may be subject to arrest and criminal prosecution.

A. Violations of Local, State, or Federal Law


Enforcement:

Students found to have violated the Act, in accordance with PASSHE policy, will be referred to the Pennsylvania Department of Health or the Chester or Delaware County Board of Health. In addition, students found to have violated the Act may be subject to administrative and criminal penalties by these entities ranging from a fine not to exceed $250 to a fine not to exceed $1,000.
Questions regarding this policy may be addressed to the Vice President for Student Affairs and Student Life. Students requiring additional clarification may also consult Board of Governors Policy 1989-03: Smoking in State System Buildings and Facilities.

Sanctions: Violations of the Student Code of Conduct will result in a sanction being imposed. Sanctions are intended to provide educational experiences that will develop behaviors and conduct demonstrative of responsible citizenship. For that reason, sanctions are levied relative to the nature and scope of the violation. Repeat offenders will be subject to greater penalties than a first-time offender.

To ensure that an educational environment characterized by collaboration, collegiality, and cooperation is maintained, Cheyney University of Pennsylvania has the right to levy sanctions against any student or student organization, including Greek letter and social organizations, found responsible for violating the standards of behavior and conduct established by the university.

Expulsion: Students subject to this sanction will be permanently separated from the University. This action involves the following: forfeiture of all rights and degrees not conferred at the time of expulsion; permanent notation of the expulsion on the student’s academic and disciplinary records; withdrawal from all courses in accordance with university policy; and forfeiture of tuition and fees. See REFUND POLICY in the Student Handbook. Students expelled from Cheyney University must refrain from visiting University premises.

Disciplinary Suspension: Students subject to this sanction will be involuntarily separated from the University for a specified period of time with the understanding that the student may be returned to good standing at the completion of the suspension period. This action involves the following: loss of the privilege to be enrolled as a student at Cheyney University, from one to eight semesters; notation of the suspension on the student’s disciplinary records; withdrawal from all courses in accordance with university policy; and forfeiture of tuition and fees. See REFUND POLICY in the Student Handbook.

Students suspended from Cheyney University must refrain from visiting university premises except when engaged in official business approved by the Vice President for Student Affairs and Student Life.

Deferred Suspension: Students subject to this sanction will be informed, in writing, that even though their conduct is unacceptable and the behavior displayed warrants suspension, a suspension is being deferred at this time. Students to whom a sanction of deferred suspension is imposed are not considered in good standing with the university. Deferred suspension, like disciplinary probation, is a period of review during which the student must demonstrate the ability to comply with university policies, rules, and all other requirements, as stipulated. If during the period of deferred suspension, a student is again found responsible for a violation of the Student Code of Conduct or violating an order of the University Disciplinary Committee, the student can be immediately suspended from Cheyney University of Pennsylvania.

Disciplinary Probation: Students subject to this sanction will be informed, in writing that their conduct is unacceptable and the behavior displayed warrants probation for a specified period of time. Students to whom a sanction of disciplinary probation is imposed are not considered in good standing with the university. Disciplinary probation is a period of review during which the student must demonstrate the ability to comply with university policies, rules, and all other requirements, as stipulated.
Disciplinary Reprimand: Students subject to this sanction will be informed, in writing, that their conduct is unacceptable and the behavior displayed violates one or more of Cheyney University of Pennsylvania’s policies, procedures, rules, or regulations.

Restrictions: Students/student organizations subject to this sanction will be informed, in writing, that they are banned from specific activities for a specified period of time.

Restitution: Students subject to this sanction will be required to provide reimbursement for damage to or misappropriation of property. Restitution may take the form of appropriate service or other compensation.

Interim/Immediate Suspension: Students subject to this sanction will be informed, in writing, that they are suspended from Cheyney University of Pennsylvania, pending final disposition of the student’s case. This action will be imposed if it is determined that the student’s continued presence constitutes an immediate threat of harm to the student, other students, university personnel, or university property. If a student is suspended under these conditions, a hearing shall be convened within ten (10) business days, unless extenuating circumstances warrant an extension, in which case a hearing shall be provided at the earliest possible date. Students suspended from Cheyney University must refrain from visiting university premises or entering university facilities.

Educational/Developmental Assignments: Students subject to this sanction will be given the responsibility of attending, hosting, or presenting an educational or developmental program or workshop.

Community Service: Students subject to this sanction will be given a specific number of hours to perform service for the Cheyney University of Pennsylvania community. The department supervisor must submit written approval for service, as well as confirmation upon completion.

Disciplinary Procedures

When a student is charged with a violation of conduct regulations, disposition of the student’s case shall be according to constitutional regulations and due process as outlined in the Cheyney University Student Code of Conduct.

Student Rights and Preparation for the Judicial Hearing

At hearings of the University Disciplinary Committee, a student shall be afforded all rights required of due process. For more specific information, please consult the Student Code of Conduct.

The University Disciplinary Committee

The Cheyney University Disciplinary Committee is composed of faculty members, students and administrative staff. For more information, consult the Student Code of Conduct.

Decisions of the University Disciplinary Committee shall be by majority vote. A quorum will be necessary to hold a hearing. For more information, consult the Student Code of Conduct.
Disciplinary Appeal Procedure

An appeal of the decision of the University Disciplinary Committee may be filed with the University Disciplinary Appeals Committee. Please refer to the Student Handbook for specific appeal guidelines:

For more information, consult the Student Code of Conduct. http://www.cheyney.edu/student-activities/

Athletics

A variety of athletic activities are available to students. They include Football; Men’s Basketball; Women’s Basketball; Volleyball; Tennis; Bowling; Men’s Track and Women’s Track. Cheyney University participates in the Division II Pennsylvania State Athletic Conference (PSAC). For additional information, visit the Athletic website at www.cheyney.wolves.com.

Student Services and Activities

Student Activities is located in room 109 of the Marcus Foster Student Center. All Cheyney University students are encouraged to engage in student activities to maximize their experiences at Cheyney University. Student events are advertised on the University’s website and on closed circuit television. For more information, contact the Director of Student Activities.

Residential Life

Although the University maintains a 24-hour police and security force, hall safety and security is every student’s business. Students are expected to use main entrances, register all guests at the front desk, and keep all side doors closed. Further, they should report to hall staff any suspicious person in the residence halls, report and abuse of fire and safety systems, secure their room keys at all times, lock their rooms, and leave valuable possessions at home.

Residence Life programs include hall meetings, 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.

Students who commute may visit residence halls at times designated by residence hall directors and purchase meals at the university cafeteria at guest rates.

Policies and Procedures

Key and Access Cards

The possessions or use of any university key and access card other than those issued to the resident by a university official is prohibited. Resident students should keep their ID’s and Keys with them at all times. Duplication of keys is prohibited. Alterations or an installation of new locks or chains is prohibited. Lost key replacement fee is $40.00.
What should a student do when he/she is locked out?

- Wait for your roommate or
- Contact a resident advisor or assistant director (when available)

**Elevators**

Elevators are available in Tubman, King and Truth halls.

- DO NOT KICK ELEVATOR DOORS!!!
- DO NOT PRESS “ALARM OR STOP” while elevator is in motion.
- DO NOT HOLD THE DOOR OPEN for long periods of time while stopped.

**Pets**

Students are not permitted to have pets, in the Residence halls.

**Legal Liability of the University**

Cheyney University of Pennsylvania is not legally liable for damages, stolen or loss of property, failure or interruption of utilities, or for interruption of services due to weather or acts of nature. Students are encouraged to provide their own personal property insurance.

**Joint Liability**

The student and the roommate shall be liable individually and jointly with other students for all damages done to rooming accommodations, the furniture therein, and the areas of the residence hall which are used in common with other persons, i.e., lounges, lobbies, restrooms.

**Housing Over Breaks and Holidays**

Student athletes who reside on campus during semester breaks and holidays must be approved in advance. Coaching staff is required to reside in the halls with their respective teams. Students are not allowed to reside in resident halls during breaks or holidays.

**Noise in the Residence Hall**

Quiet hours are considered important for study in all residence halls. No noise please. Violators shall be reported to the resident advisor and/or the assistant resident director.

**Room Consolidation**

Students who find themselves without a roommate in a double occupancy room will have the following options when space permits.

- Share a room with another student.
- Pay the fee for single room status (If space permits)
- Be billed by the Housing Office
Note: It is the Assistant Directors responsibility to contact students who need to consolidate and initiate a room change by a specific date. Students who do not take action in terms of adhering to the consolidation policy will be automatically billed the single room rate. A Student whose roommate leaves after mid-semester will not be billed for a single room.

Visitation Policies

All individuals visiting the Residence halls will be required to sign in/out at the courtesy desk located in the lobby of each hall. All visitors to the Residence halls are required to follow the same procedure:

Co-ed visitation hours:
Sundays – Thursdays 1:00 PM – 12:00 Midnight
Friday – Saturdays 1:00 PM – 1 AM

- Enter Residence halls through the FRONT DOOR.
- Students and visitors must sign in at the courtesy desk and receive a “visitors pass”
- The host must be paged and must report to the courtesy desk to receive their guest. The host is responsible for their guests at all times while signed in the Residence hall. The host is to make certain that their guest has exited the building following a visit. Guests must be escorted by their host at all times during a visit. Unescorted guests will be cited for trespassing.
- Written warning will be issued to all violators by the residence life staff
- Residence hall staff will conduct walk-throughs of all Residence halls during and following the visitation hours.
- Violators will be referred to the assistant resident hall director for action by the Residence Hall Judicial board.

During a Visit

Students are responsible for their visitors while they are in the residence halls. Males who wish to use the restrooms in female halls and females who wish to use the restrooms in male residence halls must be escorted to and from the appropriate restroom on the ground floor of the residence hall and announce “opposite sex on hall.”

The student Resident Assistants are considered “staff” and are scheduled throughout the 24 hour day. The Resident Assistants’ room numbers and schedules are available and posted.

Furnishings

Student rooms shall be furnished by the University with bed, mattress, dresser, desk, desk chair and closet space, and carpeting. The student shall not allow the removal of any furniture, equipment, or any other property belonging to the University. Property of the residence hall may not be moved into students’ rooms. Students, who request and occupy a single room, must pay an additional fee. The single room shall be furnished by the University with one bed, mattress, dresser, desk, desk chair, and closet space.
Guest/Visitation Procedure

Every guest is subject to University rules and regulations and is the responsibility of the resident-host while present in the residence halls. The University reserves the right to deny access to any guest if it is learned that such persons have disturbed, endangered, or disrupted other residents.

The University does not condone nor allow neither cohabitation nor patterns of extended visitation with any person not assigned to the resident’s room. Guest and student-hosts found violating the University residence hall visitation policies and procedures will be subject to a trespassing fine or sent to the University Judicial board or both.

Joint Liability

The student and the guarantor(s) may be individually liable, and jointly liable with the other students for all damage done to rooming accommodations, the furniture therein, and areas of the residence hall used in common with other persons.

The following are prohibited in or around the residence halls: a) the use or possession of weapons, pyrotechnics, or other materials including flammable substances which may endanger resident’s health and safety; b) use or possession of items which pose a fire hazard such as hot pots, hot plates (over four amps), and sun lamps, as well as candles and incense; c) unreasonable use of radios and/or other sound equipment which are likely to disturb other residents; d) the preparation of meals in a resident’s room; e) pets; f) breaking or removing the screen from a window, or disposing of any item from a window; g) the changing of furniture from one room to another; h) using furniture in a manner other than originally intended.

The potential danger posed to the residence community by fire is very severe. Consequently, any resident identified as intentionally, or through negligence, igniting any facility, furnishings, equipment or substance within the residence halls or tampering with fire safety equipment will be subject to applicable University and/or civil action.

Refunds

Board fees (meal charges) are refundable on a pro rate basis to all students who withdraw from residence. No refund of room fee will be made to any student after the semester begins or student takes a key. Residents dismissed from a residence hall for disciplinary reasons are not eligible for refund of room fee.

Exculpatory Clause

The University shall not be liable for the damage, theft or injury to any person or property within the residence halls.

Residence Hall Closings

The residence halls will be closed during the academic calendar recesses (Thanksgiving, Christmas and spring break) and other official closings of the University. With special permission, athletic or other University groups may reside on campus during breaks if cleared through the Housing Office. All belongings left in residence halls will be at the students risk during holiday breaks.
Students residing in the residence halls are given a Student Contract to read, sign, and return to the Director of their residence hall. Students are encouraged to purchase personal property insurance if they are not covered under their parents’ homeowners insurance.

**Guarantee**

The guarantor(s) of the student hereby agrees to be bound by the terms of this agreement and agrees to indemnify the University for any sums that may be due hereunder by the student.

**Hours of operation at the dining hall:**
7:30 AM - 9:30 AM

<table>
<thead>
<tr>
<th>Meal Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>11:30 AM – 2:00 PM</td>
</tr>
<tr>
<td>Lunch/Brunch</td>
<td>4:30 PM – 6:30 PM</td>
</tr>
</tbody>
</table>

**Weekends**

<table>
<thead>
<tr>
<th>Meal Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>11:30 AM – 2:00 PM</td>
</tr>
<tr>
<td>Lunch/Brunch</td>
<td>4:30 PM – 6:30 PM</td>
</tr>
</tbody>
</table>

**Behavior in the Dining Halls**

Students are expected to conduct themselves civilly and respectfully in the dining hall. Those students who become verbally abusive or disrespectful to staff will be referred to Public Safety.

Unlimited seconds - Students and paying guests are permitted to unlimited refills on all meals except those designated.

Tray busing/eating utensils - Students must return their trays, dishes, and utensils to the tray busing window for cleaning. Students are prohibited from taking Food, plates, cups, forks, knives, etc. from Ada Georges Dining Hall.

Special Diet - Students on special diets must present a written statement from their physician to the Associate Provost’s Office. The diet information should be submitted to the Food Services Director. Student teachers and students required to be off campus, or students with class conflicts, may be provided with box lunches upon request. A two day notification is required.

Students with medical issues - Any student with meal privileges who is required to remain in his/her room or at the Health center will be provided meals at no extra charge.

Flex dollars - Students may purchase flex dollars for their food service plans. Students may add additional money to their flex accounts when desired.

Cooking - Microwave ovens are permitted in the rooms. Open coil, hot plates, toaster ovens,
and electric hot pots are prohibited. Such items will be confiscated. Students utilizing the kitchenettes in the lounges of the halls should exercise extreme caution when cooking.

Dining Services

Dining Services at Cheyney University are designed to furnish the healthy and delicious dining choices students expect, along with the flexibility to meet their hectic schedule. We realize that dining is an important part of college life. Dining on campus should provide an opportunity to connect with friends, stay healthy and relax and refuel. From the quality of the food, to the comfort and convenience of the dining setting, our goal is to enhance each customized student dining experience. We are committed to constantly improving our offerings and services and staying on the cutting edge. There are two dining venues on campus – the snack bar in Marcus Foster and the larger, full-service cafeteria in Ada Georges.

Dining Flex Dollars & Meal Card

“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. Flex Dollars can be purchased in increments of $300, $250, $200, $150 with the purchase of the meal plan.

All Dining (Flex) Dollars will be added to the students’ accounts by the Bursars Office. Should you have any questions or concerns, please contact the Bursar’s Office directly at (610) 399-2224 or bursar@cheyney.edu.

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 have been exhausted from the account, 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 matriculating through the university during the fall semester who do not return for the spring semester, or decide not to reside on campus or purchase a meal plan, forfeit any remaining monies on their Flex accounts.

- Freshman Meal Plan Form
- Returning Student Meal Plan Form

University Library

The Library at Cheyney University is named after the first president of Cheyney State College – Leslie Pinckney Hill. The Leslie Pinckney Hill Library is a member of the State System of Higher Education and the Keystone Library Network. Students visit the library to study, to use the computers, and to gather a quiet place to reflect. Visit the Library website for additional information and resources.

Health Services

The Cheyney University Health Center is located in the McKnight-Rogers building.
The Health Center is open Monday through Friday from 9:00 am until 4:00 pm. Summer hours may vary. The Certified Registered Nurse Practitioner services students for common and minor problems. A physician is available to students by appointment. The Health Center is a walk-in clinic; however, students may also schedule appointments.

In the event the Health Center is closed, Public Safety should be called at extension 2405 or 2330. Emergency services are available at Riddle Memorial or Chester County Hospital, each approximately seven miles from campus. Arrangements for ambulance service can be made through the Office of Public Safety. However, it is the responsibility of the student to arrange for transportation and payment to private physicians and emergency facilities. Any medical expense incurred by the student is the responsibility of the individual student or parent.

Emergency services are available at Riddle Memorial or Chester County Hospital, each approximately seven miles from campus. Arrangements for ambulance service should be made through the Office of Public Safety.

All Health Center services are confidential and are designed to encourage students to become active partners in their own health care.

Cheyney University requires that each student have valid accident and medical (illness) insurance. Students will be requested to verify medical insurance coverage annually. Students who do not have their own insurance can enroll in any of a number of plans that may be available to them through information at the Health Services Office. Failure to update the insurance information will result in a restriction in the central computer that will prevent a student from completing the admission process. Cheyney University is not responsible for any medical expenses incurred while attending the University.

Career Center

The Center for Career & Professional Development, (CCPD), at Cheyney University of Pennsylvania supports the Academic, Personal and Professional development of Cheyney students and is a campus resource for the latest college employment trends and industry employment requirements.

Benefits of Internships/Co-Ops/Field Experience

Cheyney University of Pennsylvania supports and encourages students to participate in at least one Internship/Co-op/Field Experience opportunity before graduating.

The Center for Career & Professional Development, (CCPD) supports the Academic, Personal and Professional development of Cheyney students through a 5-Point Career Development Model.

The Internship/Co-op/Field Experience program fulfills the 4th component of our model which is to encourage all students to have at least one experiential opportunity before graduation.

This program represents a strong collaboration between Faculty, Experience Providers and the Center for Career & Professional Development.
Why Do Internships/Co-ops/Field Experience?

Internships/Co-Ops/Field Experiences provide real opportunities for Cheyney students to explore and pursue careers that match their academic, personal and long term career interests.

The benefits of completing Internships/Co-Ops/Field Experiences include:

- Development of a strong sense of individual responsibility for achieving goals.
- Career exploration through jobs in a variety of professional fields.
- Chance to develop industry-specific abilities while completing your college degree.
- Building professional networking contacts and mentoring relationships early.
- Helping students to become viable experienced job applicants post graduation.
- Employment offers before graduation. In fact, many employers consider internship experience in the hiring process, and often look to their own interns as the best potential candidates for full-time positions.

Will I get paid?

Internships/Co-Ops/Field Experiences may be paid or unpaid.

Will I get academic credit?

NOT all Internships/Co-ops/Field Experiences will offer the opportunity for students to gain academic credit. Whether or not a program provides credit, students are still encouraged to seek Internships/Co-ops/Field Experiences in preparation for employment and/or graduate schools.

Read the guidelines for Internships/Co-ops/Field Experiences WITHOUT academic credit.

How can I get academic credit?

If you seek to gain academic credit for your Internships/Co-ops/Field Experiences please download, read and action the following documents:

Guidelines for Internships/Co-ops/Field Experiences with academic credit.

EXPERIENCES WITHOUT ACADEMIC CREDIT

GPA - Cheyney students in good standing with a minimum 2.0 GPA are eligible to seek internships/co-ops/field experiences. However, employers have every right, and often do, establish other minimum GPA requirements as part of their application requirements.

STUDENT STATUS - Students can do Internships/Co-ops/Field Experiences at any time. However, it is recommended that students participate in internships after completing their Freshman year.

TIMELINE - To adequately prepare, apply and participate in the workshops, students must work at least one semester in advance to stay on track.
ASSIGNMENT RELEVANCE - Students interested in Internships/Co-ops/Field Experiences should read job descriptions carefully to make sure that the experience will benefit them both academically and professionally. Bring copies of job or internship descriptions to the Center for Career & Professional Development for advice.

HOURS - The hours a student works in Internships/Co-ops/Field Experiences are arranged with the employer directly.

WORKSHOPS - The Center for Career & Professional Development encourages all students who want to participate in Internships/Co-ops/Field Experiences, attend 3 workshops. These workshops are:

Resume Writing, Interviewing, Internships 101 – A listing of scheduled workshops and times are available in event announcements in Wolf Career Network.

STUDENT/UNIVERSITY AGREEMENT - Students must sign a PASSHE Student/Cheyney University agreement, which dictates the student code of conduct and expectations for their professional demeanor during the internship/co-op/field experience.

UNIVERSITY/EMPLOYER AGREEMENT - There is NO requirement for students who will NOT receive academic credit, to have a Cheyney University/Employer Affiliation Agreement on file.

FINDING INTERNSHIPS/CO-OPS/FIELD EXPERIENCES - There are numerous resources for finding and applying for these valuable experiences including:

Cheyney faculty and staff, Department Internship Coordinator, Family, Friends and current co-workers - The Center for Career & Professional Development website lists hundreds of internship resources, programs and databases including Wolf Career Network.

CHEYNEY UNIVERSITY Student Agreement

Internships offer students valuable, real world experiences and should be pursued regardless whether or not academic credit can be earned. However, ALL Cheyney students who would like to ACADEMIC CREDIT for their internship experiences must sign and adhere to the policies outlined in this Student/University agreement.

The student will need to read and initial each line on the form to demonstrate an understanding of the policies governing credit for internships.

As an enrolled student at CHEYNEY UNIVERSITY of Pennsylvania, I agree to the following stipulations regarding earning academic credit through Internship/Co-operative Education/Field Experience programs.

- It is my responsibility to locate internship opportunities and obtain an internship placement, just as I would find any professional career assignment.

- It is my responsibility to file all required paperwork as required by the university and my department in order to schedule the appropriate credit for my internship. I will adhere to all posted deadlines.
• Approval of the internship for academic credit is contingent on the approval of the Faculty Coordinator and/or any other designee assigned by the Department Chair. Faculty Coordinators register the student for the Internship course with the Registrar’s office, issues a syllabus which outlines criteria for grading, supervises the students’ internship and assigns a grade.

• I understand that I must have a minimum 2.0 GPA or the departmental requirement to participate in an internship. Your department may require a higher GPA.

• Because academic internships are designed for students in their declared major, minor or areas of concentration, I will meet all department prerequisites prior to the internship semester including the GPA standard.

• I will obtain all the required documentation that may be required by my department and/or site to participate in an internship for academic credit. This may include criminal background check, professional liability insurance, first aid certification, etc. PASSHE requires that an Employer/University Affiliation Agreement be on file with the Center for Career & Professional Development to gain academic credit for an internship before the assignment begins.

• I understand that my acceptance in the internship may be contingent on my ability to meet the employer’s criteria such as interview, pre-employment testing, background check, and substance screening.

• I will pay the tuition fee (based on the number of credits) and all associated fees for the internship.

• I will submit all reports and communicate with my assigned faculty instructor according to the prearranged schedule as outlined in the syllabus. I will inform my faculty instructor of any changes to my internship job description and work schedule. Additionally, I will report any significant problems that I may encounter at the internship site to my faculty instructor.

• I understand the internship hours will take place during the academic semester or summer term.

• I understand that my site supervisor (employer) will have the primary responsibility for determining the daily tasks and assignments associated with my internship.

• I will adhere to the accepted standards of behavior at the internship site. These may include attendance, punctuality, workplace ethics, professional decorum, dress codes, confidentiality, sexual harassment, proprietary information and others. I will consult with my on-site supervisor about these issues.

• I understand that academic credit will be earned at a rate of 1 credit for 40 hours of internship work, per the University/Employer Affiliation Agreement.

• I have read the University/Employer Affiliation Agreement and know that a signed agreement must be on file before my internship assignment begins.
• Academic credit will not be issued retroactively.

**Clubs and Organizations**

There are a variety of clubs and organizations at Cheyney University, and students start more each year. Currently, the following clubs and organizations are recorded:


**Public Safety and Security**

The University employs a 24-hour police and security force aimed to serve, protect, and educate the campus community. The Office of Public Safety and Security enforces the laws, rules, and regulations of the campus, thereby safeguarding the welfare of the university community. Cheyney’s public safety department consists of a director of public safety and armed officers commissioned by the Commonwealth with full powers of arrest and detention. Contractual security is used to supplement campus police during special events and party activities.

Students may contact the Public Safety Office at 610-399-2405/2330 or at police@cheyney.edu. The Office is located in Richard Humphreys Annex.

**Parking and Transportation**

All vehicles on campus must be registered with public safety and must display a parking decal.

Vehicles must be parked in an appropriate parking lot or parking space at all times. No curbside parking is permitted at any campus location. Parking tickets and/or parking citations are issued by public safety when vehicles are illegally parked. Campus parking tickets must be paid at the business office. Citations are paid at the district court. Failure to pay campus fines (parking tickets), within the prescribed time, may result in “booting.” Failure to pay parking citations can result in a summary arrest warrant at the district court level. Booting or towing of any vehicle will be at the owner’s expense. Vehicles may be towed or booted if parked in fire lanes or other prohibited locations. The Office of Public Safety may remove vehicle registration plates for identification and investigative purposes.

To obtain a parking permit, download a copy of the Cheyney University, available on the Public Safety Office website, and submit payment and form to the Bursar.

**Alumni**

Many Alumni of Cheyney University are integrally involved in the life of the University. They assist students by contributing to a scholarship fund and by mentoring students. Some alumni help
students identify internships. Our alumni are well represented throughout the country and the world. The National Alumni Association has numerous regional chapters, and it hopes to stay connected with alumni around the world. Most Alumni are involved through volunteering, mentoring students, fundraising and supporting athletics (The C Club).

**Academic Services**

**Department of Guidance and Counseling**

All first-year students must attend at least seven workshops during the course of the semester. This will count as 15% of their GAC 101 or GAC 102 course grade.

In addition an alternative assignment will be listed on D2L (that can be completed in order to receive credit) for those that have documented that they have a class at this time.

**ACT 101 Program**

The Department of Guidance and Counseling is designed to promote, enhance and facilitate the educational experiences of Cheyney University students by improving their personal, social, academic, and career development. Enhanced performance and growth evolves through their exposure to a variety of counseling, educational and occupational assessments offered within the department. The primary purpose of the department is to teach students how to successfully navigate in a college environment. We create and support proactive programs that help students to stimulate their intellectual growth, maximize their personal potential and make their college years a productive and meaningful experience. The department seeks to provide students with adaptive skills that prepare them to become productive citizens in their personal lives, in their professional careers and in their communities.

The following programs and services are part of the Department of Guidance and Counseling:

- **Freshman Seminar** - is a two-semester sequence of courses, Freshman Seminar I, GAC 101 and Freshman Seminar II, GAC 102 required of all freshmen during their freshman year. It is a required course for graduation. The courses are designed to introduce students to the university experience including advisement for the registration process and selecting a major. Students are exposed to practical information designed to assist them in developing the skills needed to be successful in their new academic and social environment.

- **Academic Advising** - Freshman Seminar professors serve as the academic advisors for freshman students in their respective classes. Guidance and Counseling faculty remain as students academic advisors until they declare their major. Students are taught how to select courses and successfully complete those courses required of all Cheyney students regardless of their chosen majors. Once students officially declare a major, they are assigned an academic advisor by the department from which they have selected a major.

- **Psychological Counseling Services** - are provided by a licensed clinical psychologist and two Master’s level psychological counselors. Students may receive individual, couples, family, and group counseling. Issues may include depression, anxiety, eating disorders, substance abuse, anger, time management, relationships, parenting, roommate conflicts, loss of a loved one, academic concerns, and other issues. We provide campus-wide consultations and outreach services.
• **The Act 101 Leadership Program** provides academic support including academic advising, personal counseling, tutorial services, and special activities to low-income students from Pennsylvania who did not perform at their highest level in high school or on the SAT or ACT tests. The Act 101 Leadership Program is for students who are highly motivated to succeed at Cheyney University and have the capacity to successfully progress through the academic curriculum to graduation.

**Placement Tests**

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.

**Academic Success Center (ASC)**

**Mission**

The Academic Success Center provides an opportunity for students to receive assistance in their academic endeavors. The goal is to assist students in becoming efficient and effective learners. This is achieved through a student friendly environment. They provide tutors in a variety of areas including algebra, calculus, chemistry, physics, and biology.

Students can participate in individual and group academic support programming; such as tutorials and workshops, which can be accessed on-line.

The Center provides students with a spacious and quiet environment in which to study. A thirty-unit computer lab is housed in this facility, which is used primarily for tutorial-related purposes. Word-processing and Internet capabilities are also available for student use. During 2002, more than 11,000 visits were made by students to the center. The Center is opened at various hours from Monday through Friday.

**Technology Resources**

**Available Resources for the Campus Community**

- Established State-of-the-Art Smart Classroom in George Washington Carver Science Center, the University’s home for the STEM disciplines.
- The University has recently invested nearly $200,000 in equipment and software to connect its library to the Keystone Library Network (KLN).
- The NSF-Beams Resource Center in George Washington Carver Science Center, room 247, houses sixteen computers equipped with science and mathematics software to aid students learning and preparedness. The resource center is also used by upper level BEAMS students to provide tutorial help to other students in STEM departments.
- The Academic Skills Center in Vaux Logan Building; provides tutoring for students in all subject areas. The center uses professional tutors as well as upper level science students for one-on-one tutorial help.
- Discovery-Based Experiment Lab in George Washington Carver Science Center, which houses six computers for inquiry/discovery-based experiences.
Available Scientific Equipment

- Bruker-Avance III 300 High Performance Digital NMR (Nuclear magnetic Resonance) Spectrometer.
- Shimadzu-2010 Ev LCMS (Liquid Chromatography Mass Spectrometer) with Advanced Data Station.
- Shimadzu-QP-2010S GCMS (Gas Chromatography Mass Spectrometer) with Advanced Data Station.
- Shimadzu-Spectrofluorophotometer, RF 5301 with Advanced Data Station.
- CEM-Discover LabMate with Intellivent Technology, 120 V
- Shimadzu-AA-6300 Flame Atomic Absorption Instrument with Graphite Furnace, GFA-EX7i and Standard Data Station.
- Advanced Instrument-Model 3320 Osmometer.
- Shimadzu-Fourier Transform infrared Spectrophotometer 8400S with Standard Data Station.
- Shimadzu-Ultra-Violet Visible Spectrophotometer 2401 PC with Standard Data Station.
Directories and Maps

Buildings and Grounds

Cheyney University has 29 buildings and is located on a bucolic, 275-acre suburban campus. The University boasts a beautiful historic quadrangle with buildings dating back to the early 1900’s.

Campus Map
Directories

The Administration

Office of the President

Michelle R. Howard-Vital, Ph.D., President, 7/1/2007

Ph.D., University of Illinois at Chicago
M.A.T., University of Chicago
B.A., University of Chicago

Eric R. Almonte, JD, Executive Associate to the President, 11/12/2007

Juris Doctor, University at Buffalo, Law School
Bachelor of Arts, University at Buffalo

China L. Jude, M.S.S., Director of Athletics, 10/2/2007

M.S.S., United States Sports Academy
B.A., Alabama State University

Janet Manspeaker, Ph.D., Professor in Department of Social and Behavioral Sciences – Political Science; Faculty Athletic Representative, 1992

Ph.D., University of Delaware
M.A., University of South Carolina
B.S., Juniata College

Office of the Provost

Ivan W. Banks, Ed.D. Provost and Vice President for Academic Affairs, 10/1/2008

Ed.D., University of Kentucky
M.Ed., John Carroll University
B.A., Case Western Reserve University

Finance and Administration

Gerald B. Coleman, MBA, Vice President for Finance and Administration, 6/8/2009

M.B.A., University of Rochester
A.B. Lafayette College

Institutional Advancement

Lawrence H. Green, M.S., Interim Vice President for University Advancement and External Affairs, 11/15/2004

M.S., Syracuse University
B.A., Case Western Reserve University

Economic and Workforce Development

Sharon L. Cannon, M.Ed. Executive Director of the Economic and Workforce Development Center, 12/1/1992

M.Ed., Temple University
B.A., Cheyney State University

University Deans

M. Bernadette Carter, Ed.D. Dean of School of Arts and Sciences, 6/28/1976

Ed.D., Temple University
M.S., Villanova University
B.S., Cheyney State College

Larnell D. Flannagan, Ed.D. Dean of School of Education and Professional Studies, 8/1/2009

Ed.D., State University of New York – Buffalo
M.S., State University of New York – Brockport
B.S., Virginia State University

Tara E. Kent, Ph.D., Dean of Keystone Honors Academy, 8/5/2002

Ph.D., Purdue University
M.A., Purdue University
B.S., University of Delaware
Lut R. Nero, Ph.D., Dean of Library Services, 2/8/1993
Ph.D., University of Pittsburgh
M.L.S., University of Maryland

Barbara A. Simmons, JD, Dean of Graduate studies, Continuing Education and Community Relations (Interim), 7/14/2005

Student Affairs and Student Life
J.D., Temple University School of Law
M.S.S.A., Case Western Reserve University
B.A., Case Western Reserve University

Ed.D., Columbia University
M.A., Columbia University
B.A., Case Western Reserve University

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Sen. Vincent J. Hughe
Christine J. Toretti

Jamie Lutz
Mackenzie Marie Wrobel

Jonathan B. Mack
Chancellor
Dr. John C. Cavanaugh, Chancellor

The Faculty

Professors

**Ayodele Aina**, Professor in Department of Natural and Applied Sciences – Mathematics; 1993

- Ed.D., Temple University
- M.Ed., Temple University
- B.A., University of Ife, Nigeria

**Sakkar Ara-Eva**, Professor in Department of Natural and Applied Sciences; Chair, Department of Natural and Applied Sciences – Physics; 1993

- Ph.D., University of California, Los Angeles
- M.S., University of California, Los Angeles
- M.S., University of Dhaka
- B.A. University of Dhaka

**Sebronette Barnes-Aborom**, Professor in Department of Humanities and Communication Arts – Music; 1996

- Ph.D., Ohio State University
- M.A., Ohio State University
- M.M., Miami University
- B.M.E., Jackson State University

**Bradley Buchner**, Professor in Department of Social and Behavioral Sciences – Sociology; Chair, Department of Social and Behavioral Sciences; 1997

- Ph.D., University of North Carolina at Chapel Hill
- M.A., University of North Carolina at Chapel Hill
- B.A., Saginaw Valley State College

**M.A. Monayem Chowdhury**, Professor in Department of Professional Studies; 1981

- Ph.D., Temple University
- M.A., Williams College
- M.P.A., Karachi University
- B.A., Dhaka University

**Julius Flynn**, Professor in Department of Professional Studies – Recreation and Leisure; 1969

- Ed.D., Temple University
- M.S. Bowling Green State University
- B.S. Fisk University

**Warren Gooden**, Professor in Department of Natural and Applied Sciences – Chemistry; 1993

- Ph.D., University of Cincinnati
- M.S., University of Cincinnati
- B.A., Lincoln University

**Santosh Gupta**, Professor in Department of Professional Studies; 1975

- Ph.D., Pennsylvania State University
- M.B.A., Temple University
- M.S., Delhi University
- B.S., Delhi University

**Chin-yi Hsu**, Professor in Department of Natural and Applied Sciences – Biology; 1994

- Ph.D., University of Delaware
- B.S., National Taiwan University
**Beatrice Johnson**, Professor in Department of Humanities and Communication Arts – English; 1974

Ph.D., University of Pittsburgh  
M.Ed., Cheyney State College  
B.S., Cheyney State College

**Marlen Livezey**, Professor in Department of Humanities and Communication Arts – English, Communications; 1967

Ph.D., Temple University  
A.M. University of Pennsylvania  
B.S.Ed., East Stroudsburg State College

**Janet Manspeaker**, Professor in Department of Social and Behavioral Sciences – Political Science; 1992

Ph.D., University of Delaware  
M.A., University of South Carolina  
B.S., Juniata College

**Beth Jo Mullaney**, Professor, University Library – Information Systems Library; 1997

Ph.D., University of Pittsburgh  
M.L.S., University of Pittsburgh  
B.A., University of Pittsburgh

**James Perry**, Professor in Department of Natural and Applied Sciences – Computer Science; 1976

Ph.D., Pennsylvania State University  
M.A., Pennsylvania State University  
B.S., Virginia Union University

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Ph.D., Temple University  
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Ed.D., Temple University  
M.Ed., Temple University  
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Ed.D., Temple University  
M.Ed., West Chester University  
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Ed.D., Temple University  
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M.L.S., Clarion University of Pennsylvania  
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B.S., Lincoln University
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Ph.D., Virginia Commonwealth University
B.S., Christopher Newport University

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M.B.A. Mankato State University
M.A. Mankato State University
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Ph.D., State University of New York, Binghamton
M.S., University of Nebraska at Omaha
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M.Ed., West Chester University
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Ph.D., Virginia Commonwealth University, Medical College of Virginia
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D.Sc., Hiroshima University, Japan
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M.S., Punjab University, Pakistan
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M.S., Cheyney University of Pennsylvania
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Ed.D., Wilmington College
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M.S., Cheyney University of Pennsylvania
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M.Ed., Cheyney University [Educational Administration]
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M.A., Middlebury College
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Ph.D., Rutgers University
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Ph.D., Cornell University
M.S., Cornell University
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Psy.D., Rutgers University
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M.S., Cheyney University of Pennsylvania
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Ph.D., Pennsylvania State University
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Ph.D., University of Minnesota
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Ph.D., Catholic University
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Ph.D., Oklahoma State University
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  M.A., Rutgers University

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Ph.D., Bowling Green State University
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Ph.D., Courant Inst of Mathematical Sciences
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M.L.S., Indiana University, Bloomington
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M.A. University of Missouri
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M.A., Kent State University
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**Dates next to faculty names indicate the year of employment at Cheyney University.**
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