



UNDERGRADUATE COURSE CATALOG

2019-2020



MERCYHURST
UNIVERSITY

Mercyhurst University

2019–2020 Undergraduate Course Catalog

Notice of Non-Discrimination

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

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

Inquiries concerning the application of anti-discrimination laws may be referred to the Title IX coordinators or to the Office for Civil Rights, United States Department of Education. For further information on notice of non-discrimination and/or to obtain the address and phone number of the U.S. Department of Education office that serves your area contact us at: wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm • 1-800-421-3481



501 East 38th Street, Erie, PA 16546

814-824-2000

800-825-1926

mercyhurst.edu

16 West Division Street, North East, PA 16428

814-725-6100

northeast.mercyhurst.edu

**The catalog represents the most accurate information on Mercyhurst University available at the time of printing.
The University reserves the right to make alterations in its programs, regulations, fees and other policies as warranted.**

Carpe Diem

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



**"Let us take one day only in hands at a time.
Resolve to do good today and better tomorrow."
~ Catherine McAuley
(Foundress of the Sisters of Mercy)**

Table of Contents

Mercyhurst University	Page #
Academic Programs	1
Academic Calendar	2
Overview	3
Introduction	5
Introduction - North East Campus	7
Student Life	8
Campus Ministry	8
Counseling Center	8
Athletics	9
Residence Life	10
Student Handbook	11
Police and Safety Services	12
Student Life - North East Campus	13
The Women with Children Program - North East Campus	16
Academic Affairs	17
Reach Curriculum	18
Academic Policies and Procedures	21
Registration Policies and Procedures	21
Internships and Off-Campus Learning Experiences	25
Academic Services and Support	27
Learning Differences Program	27
Career Development Center	27
Mercyhurst Honors Program	28
Admissions	31
Transfer Policy	31
International Students	32
Admissions - North East Campus	33
Office of Adult Enrollment	34
Veterans' Resources	34
Student Financial Services	36
Tuition and Fees	36
Tuition and Fees - North East Campus	37
Financial Aid Policies	40
Mercyhurst Scholarships and Grants	43
State Grants, Scholarships and Other Programs	44
Student Employment Programs	45

Academic Programs	Page #
Anthropology / Archaeology	47
Applied Forensic Sciences	50
Art	53
Athletic Training	56
Biology	58
Business	61
Chemistry and Biochemistry	67
Communication	70
Computing and Information Science	72
Criminology and Criminal Justice	74
Dance	77
Education	80
English	84
Environmental Science	88
Exercise Science	91
Fashion Merchandising	94
Geology	97
History	99
Hospitality Management	104
Intelligence Studies	107
Interior Architecture and Design	110
Mathematics	112
Military Science	114
The D'Angelo Department of Music	116
Nursing	120
Philosophy	122
Physics and Astronomy	123
Political Science	124
Psychology	129
Public Health	132
Religious Studies	135
Applied Sociology / Social Work	138
Sports Medicine	141
World Languages and Cultures	146
Interdisciplinary Minors	Page #
Catholic Studies	66
Gender Studies	96
Pre-Law	128
Psychology of Crime & Justice	131

Sport Studies	140
Theatre	145
Academic Programs - North East Campus	Page #
Bachelor's Degree Programs	
Health Care Management	149
Associate's Degree Programs	Page #
Biology	150
Business Administration	151
Computer Support Systems	153
Criminal Justice	154
Health Studies	155
Hospitality Management	156
Liberal Arts	158
Medical Laboratory Technician	159
Nursing (RN)	161
Occupational Therapy Assistant	163
Physical Therapist Assistant	164
Respiratory Therapist	165
Certificate Programs	Page #
Computer Information Systems	167
Culinary Arts	168
Medical Assistant	169
Municipal Police Academy	170
OASIS Program	171
Practical Nurse (LPN)	172
Retail Management	173
Course Information	Page #
Course Descriptions	174
Administration	Page #
Board of Trustees	263
Administrative Staff	264
Faculty	Page #
Faculty - Main Campus	268
Faculty - North East Campus	273
Association of Mercy Universities	Page #
Conference for Mercy Higher Education	275
Catalog Index	Page #
Index	276

Academic Programs

Master of Science

Anthropology
 Forensic and Biological Anthropology Concentration
 Archaeology and Geoarchaeology Concentration
 Applied Intelligence
 Criminal Justice Administration
 Cyber Risk Management
 Cyber Security
 Data Science
 Organizational Leadership
 Higher Education Administration Concentration
 Human Resources Concentration
 Sports Leadership Concentration
 Strategy & Innovation Concentration
 Physician Assistant Studies
 Secondary Education: Pedagogy and Practice
 Special Education
 Applied Behavior Analysis Concentration
 Applied Disability Services in Higher Ed Concentration

Bachelor of Science

Anthropology/Archaeology
 Archaeology Concentration
 Bioarchaeology Concentration
 Applied Forensic Sciences
 Criminalistic/Forensic Biology Concentration
 Forensic Anthropology Concentration
 Forensic Chemistry Concentration
 Athletic Training
 Biochemistry
 Bioinformatics
 Biology
 Medical Technology Concentration
 Neuroscience Concentration
 Chemistry
 Environmental Science
 Biology Field Studies Concentration
 Geology Field Studies Concentration
 Exercise Science
 Fashion Merchandising
 Geology
 Earth Space Science concentration
 Environmental Geology/Hydrology Concentration
 Geoarchaeology Concentration
 Paleontology Concentration
 Planetary Concentration
 Health Care Management*
 Interior Architecture and Design
 Nursing BSN
 Physics
 Public Health
 Sports Medicine
 Pre-Medical Concentration
 Pre-Physical Therapy Concentration
 Pre-Occupational Therapy Concentration
 Pre-Physician Assistant Concentration

Bachelor of Arts

Accounting
 Anthropology/Archaeology
 Archaeology Concentration
 Sociocultural Anthropology Concentration
 Applied Sociology
 Criminology Concentration
 Art Education
 Art Therapy
 Biology
 Neuroscience Concentration
 Business and Competitive Intelligence

Business Economics
 Chemistry
 Integrated Media and Strategic Communications
 Criminal Justice
 Corrections Concentration
 Criminology Concentration
 Juvenile Justice Concentration
 Law Enforcement Concentration
 Pre-Law Concentration
 Dance
 Pedagogy Concentration
 Early Childhood Education
 Early Childhood/Special Education
 English
 Creative Writing Concentration
 Pre-Law Concentration
 Professional Writing - Text Image & Design
 Secondary Education Concentration
 Environmental Science
 Biology Field Studies Concentration
 Geology Field Studies Concentration
 Finance
 French
 French Education
 Geology
 Earth Space Science Concentration
 Geoarchaeology Concentration
 Paleontology Concentration
 Planetary Concentration
 Graphic Design
 History
 Historical & Documentary Filmmaking
 Public History Concentration
 Social Studies Education Concentration
 Hospitality Management
 Food and Beverage Management Concentration
 Hotel Management Concentration
 Event Management Concentration
 Human Resource Management
 Information Technology
 Intelligence Studies
 International Business
 Liberal Studies
 Management
 Marketing
 Mathematics
 Music
 Philosophy
 Physics
 Political Science
 Applied Politics Concentration
 Environmental Studies and Politics Concentration
 International Relations Concentration
 Pre-Law Concentration
 Psychology
 Applied Psychology Concentration
 Neuroscience Concentration
 Research Concentration
 Public Health
 Religious Studies
 Religion and Society Concentration
 Risk Management
 Russian Studies
 Social Work
 Spanish
 Spanish Education
 Sport Business Management

Studio Art

Bachelor of Fine Arts

Dance

Bachelor of Music

Composition
 Music Education
 Music Therapy
 Performance

Affiliated Programs in Medicine

Lake Erie College of Osteopathic Medicine (LECOM)

Medicine (3+4, 4+4)
 Pharmacy (2+3, 3+3, 4+1, 4+3)
 Dentistry (4+4)

Philadelphia College of Osteopathic Medicine (PCOM)

Medicine (3+4)

New York College of Chiropractic Medicine (NYCC)

Chiropractic Medicine (3+3)

KENT State University College of Podiatric Medicine

Podiatry (3+4)

Allegheny Health Network:

Saint Vincent Hospital School of Medical Technology

Medical Technology (3+3)

Teacher Certification Programs

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

Associate of Arts

Liberal Arts*

Associate of Science

Business Administration*
 Accounting Concentration*
 Management Concentration*
 New Media Concentration*
 Sport Management Concentration*
 Biology*
 Environmental Science Concentration*
 Computer Systems Support*
 Criminal Justice*
 Law Enforcement Concentration*
 Health Studies*
 Hospitality Management*
 Culinary Arts Concentration*
 Medical Laboratory Technician*
 Occupational Therapy Assistant*
 Physical Therapist Assistant*
 Registered Nursing*
 Respiratory Therapy Assistant*

Certificate Programs

Culinary Arts *
 Computer Information Specialist *
 Medical Assistant*
 Municipal Police Academy*
 Practical Nursing*
 Retail Management*
 OASIS*

* Indicates Program is Offered through North East Campus

2019 - 2020 Academic Calendar

Fall Semester

August 2019		
21	Wednesday	Classes Begin - Fall Semester, Mini 1
24	Saturday	Weekend Classes Begin
26	Monday	Last Day to Add/Drop - Fall Semester, Mini 1
September 2019		
2	Monday	Labor Day - No Classes Held
14-16	Fri. - Sun.	Homecoming Weekend
27	Friday	Last Day to Declare Pass/Fail - Mini 1
October 2019		
2	Wednesday	Last Day to Withdraw - Mini 1
9	Friday	Classes End - Mini 1
10-13	Thurs.-Sun.	Fall Break - No Classes Held
14	Monday	Classes Begin - Mini 2
15	Tuesday	Grades Due - Mini 1
18	Friday	Last Day to Add/Drop - Mini 2
18	Friday	Fall Mid-Semester Grades Due
22	Tuesday	Advising Day - No Classes Held
30	Wednesday	Registration: Seniors - Spring Semester, Mini 3 & 4
31	Thursday	Registration: Juniors - Spring Semester, Mini 3 & 4
November 2019		
1	Friday	Registration: Sophomores - Spring Semester, Mini 3 & 4
6	Wednesday	Registration: Freshman - Spring Semester, Mini 3 & 4
8	Friday	Last Day to Declare Pass/Fail - Fall Semester, Mini 2
15	Friday	Last Day to Withdraw - Fall Semester, Mini 2
27-12/1	Wed.-Sun.	Thanksgiving Break - No Classes Held
December 2019		
6	Friday	Classes End - Fall Semester, Mini 2
8	Sunday	Weekend Classes End
9	Monday	Reading Day - No Classes Held
10-13	Tues.-Fri.	Finals Week
18	Wednesday	Grades Due - Fall Semester, Mini 2

Spring Semester

January 2020		
13	Monday	Classes Begin - Spring Semester, Mini 3
17	Friday	Last Day to Add/Drop - Spring Semester, Mini 3
18	Saturday	Weekend Classes Begin
20	Monday	Martin Luther King Day - No Daytime, Full Semester Classes
27	Monday	Incompletes Due to the Registrar - Fall Semester
February 2020		
14	Friday	Last Day to Declare Pass/Fail - Mini 3
21	Friday	Last Day to Withdraw - Mini 3
28	Friday	Classes End - Mini 3
March 2020		
2/8	Mon. - Sun.	Spring Break - No Classes Held
3	Tuesday	Grades Due - Mini 3
9	Monday	Classes Begin - Mini 4
13	Friday	Last Day to Add/Drop - Mini 4
13	Friday	Grades Due - Spring Mid-Semester
31	Tuesday	Advising Day - No Classes Held
April 2020		
3	Friday	Last Day to Declare Pass/Fail - Spring Semester, Mini 4
8	Wednesday	Registration: Returning Seniors - Fall Semester, Mini 1 & 2
8	Wednesday	Registration: Juniors - Fall Semester, Mini 1 & 2
9	Thursday	Registration: Sophomores - Fall Semester, Mini 1 & 2
9-13	Thurs. - Mon.	Easter Break - No Classes Held
14	Tuesday	Last Day to Withdraw - Spring Semester, Mini 4
15	Wednesday	Registration: Freshman - Fall Semester, Mini 1 & 2
May 2020		
1	Friday	Classes End - Spring Semester, Mini 4
3	Sunday	Weekend Classes End
4	Monday	Reading Day - No Classes Held
5-8	Tues. - Fri.	Finals Week
10	Sunday	Graduation - Main Campus
13	Wednesday	Grades Due - Spring Semester, Mini 4

Summer Semester

May 2020		
18	Monday	Classes Begin - Summer Semester, Mini 5
22	Friday	Last Day to Add/Drop - Summer Semester, Mini 5
25	Monday	Memorial Day - No Classes Held
June 2020		
12	Friday	Last Day to Declare Pass/Fail - Mini 5
17	Wednesday	Incompletes Due to the Registrar - Spring Semester
19	Friday	Last Day to Withdraw - Mini 5
26	Friday	Classes End - Mini 5

July 2020		
1	Wednesday	Grades Due - Mini 5
6/29-7/5	Mon. - Fri.	Summer Break - No Classes Held
6	Monday	Classes Begin - Mini 6
10	Friday	Last Day to Add/Drop - Mini 6
31	Friday	Last Day to Declare Pass/Fail - Summer Semester, Mini 6
August 2020		
8	Friday	Last Day to Withdraw - Summer Semester, Mini 6
13	Thursday	Classes End - Summer Semester, Mini 6
18	Tuesday	Grades Due - Summer Semester, Mini 6

Overview

Mercyhurst University

- Founded in 1926 by the Sisters of Mercy
- Coeducational Catholic / Liberal Arts Institution Programs in Career and Pre-Professional Areas
- 68 Undergraduate / 12 Graduate Majors
- 67 Concentrations
- 3400 Students
- 59% Women / 41% Men
- 15:1 Student/Faculty Ratio

Master's Degrees

- Master of Physician Assistant Studies
- Master of Science

Bachelor's Degrees

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

Associate Degrees

- Associate of Arts
- Associate of Science

Athletics for Men and Women

- National Collegiate Athletic Association
- Pennsylvania State Athletic Conference
- Metro Atlantic Athletic Conference
- College Hockey America
- Club Sports
- Intramural Sports

Special Features

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

Mercyhurst University Accreditations

- **The Commission on Higher Education**
3624 Market Street, 2nd Floor West
Philadelphia, PA 19104-2680
Phone: 267-284-5000
www.msche.org
 - The Pennsylvania Department of Education
 - The Council on Social Work Education
 - The Accreditation Commission for Programs in Hospitality Administration
 - National Association of Schools of Dance
 - Commission for the Accreditation of Athletic Training Education
 - The National Association of Schools of Music
 - International Assembly of Collegiate Business Education
 - American Music Therapy Association
 - Certified Financial Planner Board of Standards
 - Accreditation Commission for Education in Nursing
 - American Chemical Society
-
-

Mercyhurst University North East Campus Accreditations

- **The Commission on Higher Education**
3624 Market Street, 2nd Floor West
Philadelphia, PA 19104-2680
Phone: 267-284-5000
www.msche.org
- **The Associate of Science in Nursing Program is accredited by:**
Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
(404) 975-5000
www.acenursing.org
- **The Medical Laboratory Technician Program is accredited by:**
National Accrediting Agency for Clinical Laboratory Science
5600 N. River Road, Suite 720
Rosemont, IL 60018
(773) 714-8880
www.naacls.org
- **The Occupational Therapy Assistant Program is accredited by:**
Accreditation Council for Occupational Therapy Education
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814 (301) 652-2682
www.acoteonline.org
- **The Physical Therapist Assistant Program is accredited by:**
Commission on Accreditation in Physical Therapy Education
1111 North Fairfax Street Alexandria, VA 22314
(703) 706-3245
www.captonline.org
- **The Police Academy is certified by:**
Municipal Police Officers' Education and Training Commission
8002 Bretz Drive
Harrisburg, PA 17112
(717) 346-4086
www.psp.pa.gov
- **The Respiratory Therapist Program is accredited by:**
Commission on Accreditation for Respiratory Care
PO Box 54875
Hurst, TX 76154
(817) 283-2835
www.coarc.com
- **Associations and Approvals**
Pennsylvania Department of Education
Pennsylvania State Board of Nursing
Three Rivers Academic Consortia (Physical Therapy)

Introduction

Mercyhurst University

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

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

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

Mission Statement

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

Mission Integration

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

Vision Statement

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

Core Values

We are . . .

Socially Merciful

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

Globally Responsible

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

Compassionately Hospitable

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

Intellectually Creative

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

Reflectively Aware

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

Ambassadors of service.

University Learning for Today's Student

Dynamic activity in shaping institutional purpose, planning academic programs, and meeting the needs of students of all ages — these reflect the motto of Mercyhurst University: "Carpe Diem," or Seize the Day. Dedicated faculty advisors and academic counselors help students make the transition to university learning. Close student-faculty relationships give purpose and direction to students interested in shaping their university education to their goals and interests. The Career Development Center is available to guide students in their career exploration process. Computer laboratories and other modern facilities keep students competitive and up to date for the challenges of tomorrow.

Official Communication

Mercyhurst University recognizes many forms of communication for official university business. University officials may utilize written documentation, telephone conversations, and Mercyhurst-issued e-mail accounts or web documents as formal forms of communication. Official university business includes all actions of the university including but not limited to providing general information, course information, student conduct notices and administrative notices from the university.

Mercyhurst provides e-mail accounts to students; these are recognized as official document and notification addresses for university communications. All students are responsible for checking their Mercyhurst issued e-mail accounts and are held accountable for the contents of e-mails issued by the university.

Campus and Buildings

Academic and Administrative

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

Center for Academic Engagement

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

Audrey Hirt Academic Center

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

TV studio.

Zurn Hall of Science and Fine Arts

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

Hammermill Library

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

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

Laboratories

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

Performance Venues

Mary D'Angelo Performing Arts Center

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

Taylor Little Theatre

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

Walker Recital Hall

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

Campus Gathering Sites

Mercyhurst Bookstore

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

Sister Carolyn Herrmann Student Union

The Sister Carolyn Herrmann Student Union is a three-story building featuring space for student engagement and events. It houses Mercyhurst Student Government

(MSG) chambers and offices, the Campus Involvement Center, Campus Ministry, Multicultural Student Services, Commuter Student Lounge, and the Laker Inn, a food court seating 250 and featuring a wide variety of convenient dining options. The union is also home to the Multicultural and Student Activities Councils.

Grotto Commons

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

Student Housing

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

Athletic and Recreational Facilities

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

The Rec Center affords each student the opportunity to enhance physical performance through a spacious free-weight room with newly added hammer-strength equipment and up-to-date cardiovascular machines as well as special rooms for aerobics, spinning and martial arts. The Mercyhurst Ice Center includes an ice rink, locker rooms, and seating for 1200. The ice center also is home to the Jerry McCormick Strength and Conditioning Center, a varsity athletes-only weight-lifting and conditioning facility.

Computer Facilities

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

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

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

Mercyhurst North East Campus

Introduction

In 1991, Mercyhurst University established the North East campus as a lineal descendant of the Mercyhurst College Career Institute and its outreach efforts through classes offered in Corry, Pennsylvania. The intent was to create an "opportunity and career college" dedicated to providing post-secondary education for capable learners who seek to learn job-entry skills; in essence, to fulfill a community college role in the Mercyhurst tradition. This concept effectively broadened the vision and scope of Mercyhurst University to include both non-traditional students and those with academically varied interests and talents.

Mercyhurst North East continues the challenge of offering focused programs to qualified students in an accredited, developmentally sound, and academically rigorous learning environment. Students may enroll in one-year job preparation programs at the certificate level, and two-year associate degree programs in a variety of fields, not limited to but including the health care professions, business and technology, as well as the culinary arts. The standards for academic programming are developed as a part of the university as a whole and are reviewed and maintained through established college processes. Most of the courses are applicable to further study in baccalaureate programs at Mercyhurst University or other institutions, including two bachelor completion programs currently located on the North East campus.

The purpose of MNE is clear: to enrich and prepare students to successfully manage future academics, career and life challenges. This is the structure that fulfills the vision and Christian commitment of Mercyhurst University to the intrinsic value of each individual.

The Campus and Its Resources

Located in North East, Pennsylvania along the shores of Lake Erie, the North East campus is situated on 84 acres just a few blocks from the town's center with its traditional architecture and small town atmosphere. The Redemptorist Fathers previously operated the property for 110 years as St. Mary's College. The North East campus consists of thirteen buildings providing an imposing vista behind the encircling iron fence. Facilities and resources are continually expanded and enhanced to meet the needs of the growing campus, including modernized academic and residential buildings, the Michele and Tom Ridge Regional Health and Safety Building, a majestic Gothic-style chapel, an observatory, a gymnasium with a weight and exercise facility, residential townhouses, a swimming pool in a nearby center, and several playing fields for soccer, lacrosse, baseball and softball. The campus has a full internet infrastructure within the buildings, with both hard-wired and wireless connections through the university's system. There are multiple computer laboratories that provide basic resources in word processing, spreadsheets and databases, with web browsers permitting full connection to the Erie campus's Hammill Library and its resources, including online scholarly materials and access to the web-based catalogue for the university's library collection.

Along with the impressive library, the campus facilities also boast well-equipped laboratory and classroom spaces to support programming of all allied health majors, including advanced patient simulators to provide the most realistic training possible for these majors. A distinct dining hall and three instructional kitchens support the culinary arts instruction. Basic science laboratories for instruction and research in anatomy, physiology, and microbiology are all conveniently located in the original academic building, Miller Hall. Miller Hall also houses the campus Bookstore offering textbooks and supplemental needs for all courses, major specific supplies, and a multitude of athletic and non-athletic apparel, collectibles, etc. to express your school spirit.

For more than two decades, the addition of new programs and continual growth in enrollment required Mercyhurst North East to undergo numerous renovations and improvements. In fall 2007, MNE extended their presence in North East with the purchase of the former First National Bank building, now known as the Janet L. Miller Center for Growth and Academic Excellence. This building is home to the practical nursing and municipal police training programs. The Hirtzel Human Anatomy and Forensic Anthropology Laboratory, a \$1.2 million mega-lab, opened in the fall of 2009 within the JLM Center for Growth and Academic Excellence. The lab provides an unprecedented learning opportunity for science and nursing students on both the Erie and the North East campuses while taking its place among the best-equipped forensic labs in the country.

A number of milestones have occurred throughout the years. In 2012, Dr. Robert S. Miller donated his residence which is adjacent to the North East high school and across the street from the North East campus of Mercyhurst University. His vision was to connect the two entities and to provide educational opportunities for those who otherwise might not seek higher education. The Miller estate includes the 5,200-square foot residence and a 4,500 square foot barn on 11.6 acres of land. Currently, the residence is used as a conference and events center. The garage was transformed into a new Hilton hotel laboratory and allows students in the Hospitality Management Program hands on experience in an actual hotel room and laundry facilities. Plans for the remainder of the estate are under consideration.

In early 2013, the College was awarded university status. This status extended to include the campuses of North East, Booker T. Washington Center and Corry. Later that year, Erie associate offerings were established as an alternative way for working professionals to earn an associated degree. As such, the program is designed with a weekend and evening schedule to accommodate non-traditional students. In this format, individuals are able to earn an associate degree in three years, going part time.

In the fall of 2014, MNE launched a Bachelor of Science Health Care Science degree. In 2016, this program was renamed Health Care Management to more accurately describe the intention and focus of this degree. This program is a completion degree for our allied health programs. Students who have earned their associate's degree in an allied health field such as Medical Lab Technician, Respiratory Therapy, Physical Therapist Assistant, or Occupational Therapy Assistant and have passed their licensure exam can complete their bachelor's degree in two years.

In March 2016, MNE added the Hirtzel Maternity and Pediatric Simulation Learning Center containing four high-fidelity Laerdal simulators for use in maternity and pediatric education. The simulators reveal lifelike qualities including vocalizations, palpable pulses, and a chest that rises and falls with each breath. Using simulation allows faculty to ensure that students care for patients with specific conditions. Students explore how each simulation can be used to improve their current and future practice, and ultimately to provide safe, quality care.

As the initiatives started at the Booker T. Washington Center have expanded, Mercyhurst University has appropriated funds to improve services. Beginning fall 2014, the Booker T. Washington Center was directly connected via the web to the Erie and North East campuses allowing students and personnel direct access to the resources of the university. In addition, a second computer classroom was added allowing access to computers while still conducting class in the other classrooms. Other resources include the addition of tutors for students attending MNE at the Booker T. Washington Center and new programs. While the Criminal Justice Associates degree continues to be a vital component of the North East campus, the associate degree in CJ will also run at the Booker T. Washington center as a compliment to the Business, Medical Assistant, Early Childhood, and Liberal Arts programs that continue to thrive there.

A number of classes continue to be offered in the former Corrian Hotel in Corry, Pennsylvania. This provides convenient access for residents of neighboring counties to avail themselves of a Mercyhurst education. The building, owned by the Corry Higher Education Council, was renamed the Bruce and Arlene Smith Education Center.

Mercyhurst has shown exemplary dedication to its associate and certificate programs. These programs continue to flourish and multiply based on the career needs and desire to create opportunities for the community that has been such a big part of Mercyhurst.

Student Life

Mercyhurst University is committed to the growth and development of the individual student not only in academic work but in growth as a human being living in a community. Recognizing that a student's learning extends beyond the classroom, the University strives to provide a campus environment with a variety of developmental, cultural, service, leadership, athletic, and social experiences. The cultural and spiritual activities on campus give students an opportunity to seek growth and to develop a deeper understanding of the world around them. Athletic and social activities allow students to bond as members of the University community and to engender a sense of pride in their University.

Cultural Opportunities

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

Social Opportunities

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

Autism Initiative at Mercyhurst (AIM)

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

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

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

Admission to Mercyhurst University, however, does not guarantee admission to the AIM program. The AIM Program also offers training, consultation and speaking engagements both nationally and internationally. Trainings include everything from speaking with families and groups to guiding other higher education institutions and service providers in the implementation of autism support programming. Students in AIM pay additional fees for these enhanced services. Space is limited. Early application is suggested.

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

Campus Ministry

Campus Ministry acts as the locus for spiritual life on campus. Grounded in its Catholic identity and Mercy tradition, Campus Ministry also extends outreach to students from other Christian and religious backgrounds as well as those who have no faith tradition. Campus Ministry offers a rich variety of prayer/worship opportunities, spiritual guidance, community-building and service opportunities. Located on the main level of the Carolyn Herrmann Student Union, the Campus Ministry lounge has traditionally been a place of gathering, offering warm hospitality and a welcoming environment.

Campus Ministry offers spiritual practices that include daily and Sunday masses, the Sacrament of reconciliation, the RCIA process, a chapel choir, liturgical ministries and weekly devotional practices such as the rosary, lectio divina and Eucharistic exposition. Our office also provides periodic prayer services, weekly Christian fellowship, bible studies, a variety of retreats (including our well known and highly praised Carpe Diem retreats), interfaith activities, individual pastoral counseling and spiritual direction, special prayer services and memorials, a variety of community-building activities and many opportunities to connect with local faith communities.

Those who wish to express their faith through service may become involved in a variety of local service opportunities including soup kitchen service, Habitat for Humanity and a dynamic Catholic retreat ministry for local youth. Several annual local, national and international service trips are also coordinated through Campus Ministry in collaboration with Service Learning. Social justice issues are addressed through student groups focusing on peace and justice, human rights and pro-life activities. Campus Ministry's many student leaders offer servant leadership and spiritual mentorship to the student body. Our office is also responsible for scheduling weddings for students, alumni and staff in Christ the King Chapel. For complete details of activities as well as a calendar of events, please sign up to receive our weekly e-bulletin. Campus Ministry is also active on social media.

The Campus Ministry Office at the North East campus provides spiritual opportunities for growth in that close-knit community. That office offers counseling, spiritual direction, retreats, service and hospitality while it fosters a community of believers who develop their faith through prayer, service, celebration, study and fellowship.

Campus Involvement Center

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

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

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

Counseling Center

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

Counseling services are confidential and free to any student who is currently enrolled. The staff is comprised of licensed psychologists, social workers and/

or counselors with significant experience in working with young adults. These clinicians provide individual counseling, group therapy, crisis intervention and biofeedback, as well as workshops and consultation.

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

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

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

Athletics

Mercyhurst University competes at the National Collegiate Athletic Association Division II level in 24 varsity sports and in the Division I Level for Men's and Women's Ice Hockey.

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

National Collegiate Athletic Association

Division I

For Men	For Women
Men's Ice Hockey	Women's Ice Hockey

Division II

For Men	For Women
Baseball	Softball
Football	Volleyball
Basketball	Basketball
Soccer	Soccer
Rowing (Non-NCAA)	Rowing
Cross Country	Cross Country
Tennis	Tennis
Wrestling	Field Hockey
Golf	Golf
Lacrosse	Lacrosse
Bowling	Cheerleading
Water Polo	Water Polo
	Bowling

Pennsylvania State Athletic Conference (PSAC) Sport Sponsorship

For Men	For Women
Baseball	Softball
Football	Volleyball
Basketball	Basketball
Soccer	Soccer
Cross Country	Cross Country
Tennis	Tennis
Wrestling	Field Hockey
Golf	Golf
	Lacrosse

Mercyhurst and the PSAC

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

Conference Members

Bloomsburg	California	Clarion
East Stroudsburg	Edinboro	Gannon
IUP	Kutztown	Lock Haven
Mansfield	Mercyhurst	Millersville
Seton Hill	Shepard	Shippensburg
Slippery Rock	Pitt-Johnstown	West Chester

Mercyhurst and Atlantic Hockey

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

Atlantic Hockey Association Members

Mercyhurst	Bentley	American International
Sacred Heart	Niagara	Rochester Institute of Technology
Holy Cross	Canisius	Air Force Academy
Robert Morris	United States Military Academy (Army)	

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

Mercyhurst and the CHA

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

College Hockey America Members

Lindenwood	Mercyhurst
Penn State	RIT
Robert Morris	Syracuse

Athletic Eligibility

The operative policy on athletic eligibility at Mercyhurst University is:

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

Club Sports

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

Dance	Coed Sailing
Ice Hockey (Men's and Women's)	Coed Ultimate Frisbee
Equestrian	Men's Bowling
Skiing	Women's Figure Skating
Men's Volleyball	

Intramural Sports

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

Residence Life

The Residence Life program recognizes that learning extends beyond the classroom and continues into the areas in which students live. Therefore, Residence Life seeks to be an integral part of the educational opportunities at Mercyhurst and strives to create an environment which enhances student growth socially, culturally, physically, and emotionally while fostering academic success. . All traditional undergraduate students are required to live on campus in University housing unless they live at home with parents/guardians AND are designated "commuter" by the Admissions Office.

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

Residents must leave housing when the residential areas close for the break period. Should extenuating circumstances require that a student remain in residence during one of these periods, prior approval must be obtained from the Residence Life Office and students must register for the time period. Students permitted to remain in residence over breaks may be reassigned to alternative housing for the break period. All freshman housing areas close for Thanksgiving, Christmas, and Spring breaks, and at the end of semesters.

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

Freshmen living on campus are required to have a meal plan at the University.

Sophomore housing includes Duval Hall and Ryan Hall. Duval Hall houses 91 students. Each Duval apartment houses four students, two per bedroom a living room and kitchen area, and a large vanity with two sinks. Duval Hall is a co-educational facility by apartment. There are two common laundry facilities within the building. The building is supervised by a Hall Director and two Resident Assistants. Sophomores residing in Ryan Hall are required to be on one of three University meal plan options. Ryan Hall is home to the 501 Grille dining area and the Anchor Express grab and go option. Ryan Hall houses 350 students in four person bedroom suites, with a common living room and snack preparation area. Laundry rooms are located on each floor. Ryan Hall also houses two conference rooms, special lounge areas and study rooms. There are two resident assistants per floor and a full time-live-in staff member directly supervises the area.

Upperclassmen live in apartments or townhouses. Each apartment consists of two bedrooms, a living room, bathroom, and kitchen. These apartments house four residents (limited triples may be available.) There are 17 townhouses available for 6-person occupancy, three 5-person townhouses, and six 4-person townhouses. Townhouses generally have three bedrooms, one and a half bathrooms, and modern kitchen/dining areas. Many, but not all, townhouses have full basements, with washers and dryers, and central air conditioning. Upperclassman housing areas are supervised by Assistant Directors, live-in professional administrators, who are assisted by Resident Assistants.

Off-Campus Living

All traditional undergraduate students are required to live on campus in University housing unless they live at home with parents/guardians AND are designated "commuter" by the Admissions Office. In rare cases, exemptions to the residency requirement may be granted. An off-campus lease will not be considered a reason for an exemption to be granted. Completing the Off-Campus Exemption form does not guarantee that approval will be given. The University reserves the right to limit the number of students approved to live off campus. Off Campus Exemption forms are found on the Residence Life web page: <http://www.mercyhurst.edu/campus-life/residence-life-student-conduct-office>

Accommodations Process

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

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

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

Steps to Request a Reasonable Accommodation:

1. Complete the Accommodation Request Form that is available at: <http://www.mercyhurst.edu/student-consumer-information>.
2. Obtain supporting documentation from a medical or other qualified provider. Supporting documentation is required for any individual requesting accommodations. The documentation must be from a qualified medical provider (such as a doctor, psychologist, psychiatrist, etc.). The documentation should be on letterhead from the provider.
3. Turn in a copy of the above items via one of the options listed below:
 - Fax: (814) 824-3053 - All documents must contain the individual's name and be addressed: **Attn: Alice Agnew**
 - Email: ADA@mercyhurst.edu with the individual's name in the subject line of the email (last, first)
 - In-Person Delivery: **Old Main 300**

The requesting individual is required to provide documentation that demonstrates credible assurance of a disability issue. The documentation should directly support the request for accommodations. The documentation must state the specific disability and recommendations to allow the requesting individual to participate fully and equally in the activity or program. The documentation is kept on file with the DEOP for verification purposes. The documentation should include the

appropriate official signature and contact information for the associated medical professional or facility for verification purposes. These documents must be legible and clear.

The University will carefully review information and documentation provided by the requesting individual and analyze each person's individual needs. The University will engage in an interactive process to determine what accommodation may be reasonable and appropriate under the circumstances.

The University need not provide accommodations that would fundamentally alter the essential characteristics or nature of a program. Likewise, the University need not provide the exact accommodation requested by the requesting individual.

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

Appeal Process

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

Grievance Procedure

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

Learning Differences Program

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

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

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

Academic Advantage Program

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

This program includes a scheduled weekly meeting with a trained Academic Counselor to develop an individualized academic action plan based on the student's strengths, abilities, and interests. Weekly sessions may include ensuring the timely and proper completion of assignments, fostering effective study skills, and monitoring academic progress. Services may also include consultations with

parents at mid-term and the end of a semester at the student's request. The Academic Advantage Program is a fee-based service.

Pathways to Academic Success

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

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

Student Handbook

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

Student Conduct Code

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

Mercyhurst Student Government

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

Activities Councils

The Multicultural Activities Council (MAC) and Student Activities Council (SAC) are the primary student programming organizations on campus whose function is to provide activities that will enrich the University community both socially and culturally. The councils are composed of a twelve-member executive board and an active general membership.

All students are encouraged to participate in the councils by planning events as well as by participating in activities, which are generally held on Friday and Saturday evenings throughout the academic year. Some of the many activities have included tournaments, dance parties, movies, coffee houses, comedians, VIBEs, bands, hypnotists, and spirited competitions for athletic events.

Special events such as formals and fests are also held throughout the year, in conjunction with MSG. All events are published in a monthly activities calendar

distributed via The Weekender. To become involved, students should call or stop by the SAC/MAC office, located on the lower level of the Student Union. General meetings are held monthly and are open to the entire Mercyhurst community.

Student Publications

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

Cohen Student Health Center

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

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

Vaccination policy

Mercyhurst requires that all incoming students, whether or not they reside on campus, provide physician/pharmacist verification of two doses of the measles, mumps, rubella (MMR) vaccine. Students not providing proof of MMR, or not turning in a completed Health Record, risk delays on move-in day. In addition, their ability to register for classes for the upcoming semester may be jeopardized.

In addition to the two required vaccinations noted above, the following vaccines/vaccine series are strongly recommended:

- A “booster” dose of meningococcal conjugate vaccine (ACWY) at age 16
- Tetanus-diphtheria-pertussis (Tdap)
- Polio
- Varicella (chicken pox)
- Hepatitis A
- Hepatitis B
- Human papillomavirus (HPV)
- Annual flu vaccine

The meningitis B vaccine and pneumococcal vaccines are recommended for students with certain medical risk factors. Students should consult their physician regarding the advisability of these vaccines, or with any other vaccine-related questions.

Mercyhurst recognizes that some students may not be able to obtain a vaccine due to a medical or other issues. Pennsylvania law does permit a waiver of vaccine requirements for medical or religious/philosophical reasons. All waiver requests must be directed to Cohen Student Health Center. Waivers are not approved without receipt of the specific documents and statements required. Any student 18 or older must be the individual requesting and signing the waiver.

In the event of an outbreak of vaccine-preventable diseases, the University will consider and may require temporary exclusion of non-immunized students from school in order to reduce the spread of the disease. Financial refunds or additional

time to make up any missed coursework are not guaranteed in the event of mandatory absence under this policy.

The full policy on vaccination and Health Record requirements can be found here. Contact the Cohen Student Health Center at 814-824-2431 if there are questions.

Tobacco Free Policy

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

Police and Safety Services

The Police and Safety Department’s primary responsibility is the safety of the Mercyhurst University community. Other responsibilities include the investigation of theft, criminal mischief, and other criminal incidents occurring on campus. All matters relating to institutional or student safety and security are reported directly to the Police and Safety Department for appropriate action. The Police and Safety office is in the lower level of McAuley Hall and may be reached by dialing extension 3911 or (814) 824-3911 from off campus. The enforcement of parking regulations and vehicle traffic control is maintained by assessing penalties in the form of fines and through campus automobile registration. Vehicles are towed when parked in designated tow-away zones, or when necessary during snow emergency/removal operations. A wheel-locking device may be placed on a vehicle’s wheel to prevent movement if it is determined that the driver is a chronic offender, or if the owner or operator of a vehicle fails to pay fines which accrue in a significant amount.

Parking

There are twenty-four parking lots on and off campus to accommodate parking for students, visitors and employees. All underground parking lots are restricted for use by individuals paying for specific parking spots. All students planning to bring a vehicle to campus must register their vehicle online with the police and safety department prior to their arrival at Mercyhurst University. Upon arrival, the student must report to the police and safety office with their vehicle, driver’s license, vehicle registration and proof of vehicle insurance. After review, a parking permit sticker will be issued and affixed to the lower corner of the vehicle’s rear window.

Parking permits for student vehicles will be issued between the hours of 8:30 a.m. and 3:30 p.m. Monday through Friday, excluding holidays and days that the university is closed. Parking permits are available for non-registered vehicles being used temporarily by students, and visitor parking passes are available for university guests at the police and safety office twenty-four hours a day, seven days a week, including holidays and days that the university is closed. Police and Safety requests that all cars have a permit, so we know who is on our campus.

Student Life - North East Campus

While students will invest a great deal of time and effort on their academic studies, it's a commonly referenced fact that students will spend, on average, more than 85% of their time outside the classroom. Aside from studying, there are a wide variety of extracurricular and social events for students to enjoy.

Making the most of the Mercyhurst experience means choosing to be an engaged member of the campus community. Research shows that an engaged student is more likely to succeed. We encourage students to join a club or organization, attend campus activities, participate in a variety of service and leadership events, and to take part in the various athletic and cultural events on campus. The core of student life at Mercyhurst North East is the Student Government Association (SGA).

This high-energy group of elected student representatives promotes clubs and organizations, offers community service opportunities, and presents a lively, diverse schedule of activities, events, and outreach throughout the year. SGA also serves as the liaison between the student body and the administration.

SGA offices are located above the Student Union, a central location for students to get involved with campus activities and meet new people. The Student Union is an environment in which students can interact and participate in a range of activities. There are pool and foosball tables, two flat-screen TVs, lounge areas equipped with tables and electrical outlets for studying, and a kitchenette equipped with a microwave and sink, all compliments of SGA. The Student Union is an ideal meeting and event space for student clubs and organizations, group projects, socializing, or even curling up in a pod, completing homework or chatting with friends.

Students are also encouraged to participate in the National Society of Leadership and Success. This non-credit bearing program is designed to recognize and develop the leadership potential of students. It allows participants to discover their own leadership interests and styles while developing specific leadership skills. The program spans the academic year, allowing students to build networks with other student leaders while building a strong leadership component for their résumé. It is a dynamic, high-quality program utilizing a combination of video conferencing with nationally recognized speakers, a leadership training day, goal setting, success networking, team meetings and written reflection. After successful completion of the requirements, students are inducted into the Sigma Alpha Pi Honor Society.

Mercyhurst North East has a number of recognized Student Clubs/Organizations (RSCO) that students can join. Every fall semester, the Division of Student Life launches the Annual RSCO Fair, an excellent opportunity for students to get involved and network. Listed below are the current clubs and organizations.

Academic

Criminal Justice Club, Hospitality and Culinary Arts Club, LPN Student Nurses Association, Occupational Therapy Assistant Club, Physical Therapist Assistant Club, Respiratory Therapist Club, Information Technology, and RN Student Nurses Association and Social Services Club.

Service and Leadership

Sigma Alpha Pi - the National Society of Leadership & Success, Student Government Association (SGA), Saints In Service Club, and Student Activities Council (SAC).

Special Interest

Campus Ministry, Choir, and Health & Wellness Club. If you are interested in starting an RSCO that is not represented, Student Government will assist you with the process. Watch for more details in the caMpusNEws weekly email newsletter or contact:

Michelle Simpson
msimpson2@mercyhurst.edu
814-725-7060

Commuter Student Services

Often people emphasize the differences between commuting and residential

university experiences. As first-year students, however, both groups share a great deal: the goal of succeeding academically, the need to fit in with campus culture, and the desire for lasting friendships. We urge commuters to use fully the Mercyhurst services and opportunities for study and socialization. Commuters have a home away from home in our Student Union.

A significant factor in a successful commuter experience is the amount of time the student spends on campus. This is critical in the first year. Sometimes commuters resist attending events or participating in the co-curricular setting, especially when those activities compete with time spent working, studying and with their family. However, these activities are essential: they are designed to connect students with each other and to the resources of the university. Once classes have begun, commuters can enjoy the routine of attending classes if they extend their time on campus. Rather than driving home after a class, the student can enjoy a quick lunch, a workout in the fitness center, or focused study time in the library.

Student Government coordinates and hosts a variety of commuter outreach programs such as Free Lunch on the Run and events like Food for Finals. There are family-friendly events in which students with families are encouraged to participate including movie night, homecoming, Winter Fest, Breakfast with the Easter Bunny, Spring Fling and the end of the year festival.

Commuting? Ride the e!

Mercyhurst University has partnered with Student Government as well as the Erie Metropolitan Transit Authority (EMTA) to offer transportation services. There are designated runs from Erie to North East Township each weekday, affording students an excellent opportunity to commute to campus for free. This service is provided 40 weeks out of the year, including the 10-week Summer Session. Students and employees of all the Mercyhurst campuses can use the entire EMTA system free of charge simply by showing a Mercyhurst University ID with sticker. For a complete list of routes and offerings, visit: ride-the-e.com.

Residence Life

The Office of Residence Life & Student Conduct is an integral part of the educational mission of the university. The residence life team strives to provide a living environment that encourages students to grow socially, culturally, and emotionally as well as academically.

A live-in staff assists and guides students when faced with a wide range of concerns from maintenance needs and room changes to issues of roommate conflicts, university policy enforcement, and adjustment to residential life.

Leading the live-in team is the Director of Student Life. The Director of Student Life lives in an on-campus residence and oversees the entire Residence Life Staff. The Director of Student Life works in conjunction with the Police and Safety department to ensure that the campus community is safe. In addition, the Director of Student Life works with the Residence Life team (Resident Directors and Resident Assistants) to enforce the community standards of MNE and help build a sense of community among the residents at MNE.

The **Resident Directors (RD)**, master's-level professionals who oversee the halls, supervise the staff, lead community building and developmental efforts, and review violations of the Student Conduct Code. The residence life team is made up of Resident Assistants (RA), students with upperclassman standing who maintain a close enduring contact with their residents. RAs are trained to serve as role models and to help new students adjust to campus life.

Resident Directors (RD) work with the RAs to manage the day-to-day activities for the residents. The team organizes activities throughout the year to relieve stress and build community among the residential students. In coping with new responsibilities and decisions, new students often worry in silence or follow the cues of inexperienced peers. Throughout their first year, new students can more readily solve problems and make wise choices by talking with their RD and/or RA. The Student Handbook & Conduct Code reflect the goals and standards of the university and the Catholic identity and heritage of the founding Sisters of Mercy. Each new student is challenged to respect the ethos of Mercyhurst University

and its regulations, even when popular culture encourages different behaviors. The Student Conduct Code explains the standards for conduct, violation review, typical sanctions, and the appeal process.

A challenge frequently faced by new students is underage drinking. Mercyhurst requires its students to comply with all Pennsylvania laws relating to alcohol. Students found in violation of the policy face the possibility of fines, community restitution, and alcohol education classes, as well as other sanctions if appropriate. The alcohol policy is detailed in the Student Handbook.

Frequently students and their families ask about “break” housing. The Residence Halls close at the end of each academic semester and for major holidays. Generally, the halls close 24 hours after the last scheduled final exam of each semester and after the last scheduled class before the Christmas break. Students are encouraged to make their travel and break plans in advance. If a student must remain in residence, the student is required to seek permission from the Director of Student Life prior to the closing of the hall. No student will be allowed to stay without the proper approval.

Throughout the residential experience, the residence life staff will employ a holistic approach to programming to support students who are striving for a balanced lifestyle and wellness. Going to class is only part of the college experience. Living on campus provides opportunities for students to make friends, learn about other cultures, gain independence, have fun and grow as a person.

Campus Housing

Neumann Hall

Neumann Hall is located on the southeast end of campus, in front of the Tom and Michele Ridge Health and Safety Building and is connected to Miller Hall. Resident rooms are on the second, third and fourth floor, with male and female configurations separated by floor. Most rooms are double occupancy; a limited number are triples and quads. Students interested in single rooms may apply for a limited number of spaces available and will be charged a single room fee. Students have access to washers and dryers, free of charge.

Amenities:

- Cable service (standard)
- Phone service (on- campus and local; one jack)
- Ethernet connections (one per student)
- Wireless connection

Furnishings:

- Bed (one per student)
- Desk and Chair (one set per student)
- Dresser/Drawers (one per student)
- Closet (one per student)

Redemptorist Hall

Redemptorist Hall is located on the northeast end of campus, behind the Tom and Michele Ridge Health and Safety Building. Known to students as “The Pods,” Redemptorist Hall is co-ed with males and females separated by floor. Each Pod is suite-style with three double-occupancy bedrooms, a common area and restroom facilities. Students have access to washers and dryers, free of charge.

Amenities:

- Cable service (standard)
- Phone service (on- campus and local; one jack)
- Ethernet connections (one per student)
- Wireless connection
- Mini refrigerator and microwave (One per Pod)

Furnishings:

- Bed (one per student)
- Desk and Chair (one set per student)
- Dresser/Drawers (one per student)

- Closet (one per student)

Townhouses

On the northeast end of campus, the Townhouses are located behind the Tom and Michele Ridge Health and Safety Building. Each townhouse is designated as either a male or a female residence. Each has three double-occupancy bedrooms, a living room, kitchen, storage closet, linen closet and 1.5 baths. Students have access to washers and dryers, free of charge.

Amenities:

- Cable service (standard)
- Phone service (on- campus and local; one jack on first floor, one jack in each bedroom)
- Ethernet connections (one on first floor; one per bedroom)
- Wireless connection

Furnishings and Appliances:

- Kitchen:
(refrigerator, stove, sink, pantry)
- Dining room:
(table and four chairs)
- Living room:
(two sofas, two chairs)
- Full bath:
(toilet, shower/tub, vanity mirror with two sinks)
- Half bath: (toilet, sink)
- Bedrooms:
(two twin standard beds, one desk, one chair, two dressers, shared closet)

Housing Assignments

In order to be assigned housing, students must return the contract, personal information sheet, and health forms. Students are given housing assignments based on date of materials received. The assignments are mailed to residential students in early August.

Roommate Requests

Students may request a specific roommate through the housing contract and personal information sheet. Only mutual requests will be honored (that is, both students must request to live with one another). Every attempt is made to honor each request, however, it is not guaranteed.

Campus Ministry

Campus Ministry provides spiritual presence and growth to the entire campus community. Liturgical celebrations are held Thursdays and holidays in St. Mary's Chapel on campus. Schedules are available in the chapel. Services welcome students of all faiths. For more information contact:

Patricia Sullivan
psullivan@mercyhurst.edu
814-725-6277

Counseling and Wellness Services

The Counseling Center offers services to all students on the North East campus. It provides an opportunity for students to consult a counselor for guidance in dealing with academic, personal, social or relationship concerns. All services are held in complete confidence. Appointments are made directly with the campus counselor who is a licensed psychologist. For more information contact:

James Beaulieu
jbeaulieu@mercyhurst.edu
814-725- 6136

Among the topics that are covered:

- Time Management
- Reducing Test Anxiety
- Motivation
- Strategies to prepare for your more challenging courses
- Recommendations to improve study techniques.

- Concerns you may have about your academic situation.

Health Services

Mercyhurst University students have access to the Vineyard Primary Care adjacent to the campus on Pearl Street. Vineyard Primary Care provides “primary care” for ordinary illnesses and emergencies. Illnesses of a serious nature are referred to a local hospital and/or specialist for assessment and treatment. Students are responsible for all medical fees incurred and are strongly encouraged to have health insurance. Students may enroll in a student health insurance plan by contacting:

Carrie Jaco (Plan Representative)
Hubbard-Bert Inc.
814-454-0167

Knowledge of limitations, provisions or requirements of personal health insurance is the responsibility of the student. Students with chronic health care needs should follow up with their primary health care providers.

A health record, including a complete immunization record, is required for all students upon entrance. Students who have completed a health form may use the Vineyard Primary Care facility. Students living on campus are required to fill out a health card, which also has emergency information contacts for use by the residence life staff and any appropriate university staff member.

Students are encouraged to have a copy of their parent’s insurance card if they are living on campus. When in doubt, the university will always contact an ambulance in an emergency or semi-emergency. If desired, students may contact **EmergencyCare Inc. at (814)870-9999** regarding membership information for their ambulance services.

Tobacco Free Policy

In keeping with the University’s commitment to provide a safe and healthy work environment, and consistent with Pennsylvania’s Clean Indoor Air Act, smoking and the use of smokeless tobacco is prohibited at all times and at all locations on the Erie and North East campuses. This policy forbids the use of all nicotine, tobacco-derived or tobacco-containing products, including cigarettes, electronic cigarettes, cigars and cigarillos, hookah-smoked products, and all forms of oral tobacco.

The tobacco-free policy includes university-owned and leased facilities, properties, and grounds and extends to sidewalks adjacent to university buildings and grounds as well as personal vehicles on university property. This policy applies equally to all employees, students, visitors, vendors, contractors, and subcontractors.

The Women With Children Program - North East Campus

The Women With Children Program is a unique opportunity for single mothers living at or near the poverty level to complete a 1-year certificate program or a 2-year college degree. By removing some of the barriers that seem to prevent such women from entering into higher education and earning a college degree, this program aids the women in achieving their educational goals and establishing a career to provide adequate living support for the family, thereby breaking the cycle of poverty.

The Women With Children Program is open to single mothers with one or two children between 2 and 10 years of age. Each family is gifted year-round free housing in select townhouses on the North East campus as long as the mother is enrolled and in good standing within the program. Each family has access to a designated secure play area for the children, laundry facilities for program participants, a gathering/meeting room, and offerings of family enrichment programs to grow personally and as a family unit.

Support for the enrolled mother is also offered through numerous university offices including Academic Support Services, Career Services, on-campus counseling, and several others, making academic success attainable. On-campus work study placement and assistance with internship placement is also available to the enrolled mother.

The children are welcome to attend, while accompanied by their mother, any of the large offerings of planned activities on campus from Student Government, attend athletic events, enjoy the library and attend Mass during the academic year. Several local child care centers and the local school districts are available to the children for their educational growth and development as well.

The Women With Children Program empowers economically disadvantaged single mothers by providing the opportunity to complete a higher education degree; thus, creating brighter futures for themselves and their children.

The Program's Mission

To offer a unique support structure for enrolled single mothers allowing the Mercyhurst North East purpose, enriching and preparing students to successfully manage future academics, career and life challenges, to be fully embraced. If this program sparks your interest, further information is available by contacting:

Jackie Fink
Director, Women With Children Program
jfink@mercyhurst.edu
814-725-6399

Academic Affairs

The academic area of the University is organized into four colleges. Each college is coordinated by a Dean who reports to the Provost. Associate Deans are appointed within each college to oversee evaluation issues and assist the Deans. Colleges are divided into separate Departments – each of which offers a major(s) and/or minor(s). Departments are administered by Chairpersons who coordinate their operations with the Dean and Associate Dean of the respective college.

Hafenmaier College of Humanities, Arts and Social Sciences

Dean: Christina Riley-Brown, Ph.D.

Associate Dean: Jeffrey Roessner, Ph.D.

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

Ridge College of Applied Intelligence Studies and Applied Sciences

Dean: Duncan McGill, Ph.D.

Associate Dean: Randall Clemons, Ph.D.

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

Walker College of Business and Management

Dean: Heidi Hosey-McGurk, Ph.D.

Associate Dean: Randall Rinke, M.B.A.

(Accounting, Business Economics, Fashion Merchandising, Finance, Hospitality Management, Interior Architectural Design, International Business, Management, Marketing, Sport Business Management)

Zurn College of Natural and Health Sciences

Dean: Clint Jones, Ph.D.

Associate Dean: Karen Morahan, Ph.D.

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

Global Programs and Experiential Learning

Dean: Heidi Hosey-McGurk, Ph.D.

Academic Calendar

The University operates on a two-semester academic calendar; each semester 16 weeks long. Additionally, two 8 week mini-semesters run concurrently with the traditional semester, offering students the opportunity to study courses in a more focused way. The schedule of offered courses is available during the prior semester. Registration begins approximately half-way through the prior semester and continues through the Add/Drop period. The schedule of summer courses is available mid-March. A complete listing may be accessed at the website mercyhurst.edu/summer. Preregistration for summer courses is conducted after the schedule is published and continues through the Spring Semester. At Mercyhurst, the Fall Semester begins about the third week in August and runs until the middle of December. The Spring Semester starts at the end of January and continues until mid-May with a spring break mid-way. Summer sessions run from late May through mid-August.

Formula for Calculating Credit Hours

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

Traditional Classroom Courses

One college semester credit in a traditional classroom course is defined as 14 hours

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

Laboratory Courses

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

Practice Courses

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

Online and Blended Courses

The university uses Blackboard as its electronic delivery and learning platform. Blackboard is a web-based system which provides a user-friendly interface with simple point-and-click access to course content, collaborative workspaces and online resource centers. Online courses may be either totally available online, or blend classroom and online learning. Blended courses usually hold a number of the meetings in the classroom and additional meetings or assignments are organized online. Blended courses are generally identified by their course number and will have an L in their course code. Online courses will be identified with the location code of W. Please note, students who qualify for PHEAA grants should check eligibility rules before scheduling courses coded as W.

Clock Hour Programs

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

Graduation Requirements

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

- That a minimum of 121 credits be successfully completed.
- That at least 30 credits be taken in the major program unless the program has been exempted from this regulation.
- That all of the courses in the REACH Curriculum be successfully completed. Students are personally responsible for ensuring that they meet these requirements. If a student has a question about any one of the courses, the question should be referred to the Registrar or the Office of the Provost.
- That a cumulative grade point average of at least C (2.0 GPA) or higher be earned as specified by program requirements.
- That all requirements in the major department be successfully met. This includes the required cumulative GPA, the required courses, theses, etc.
- That at least 46 credits be completed at Mercyhurst. This includes at least half the total credits in the major program.

- That at least 24 credits of the last 30 be completed under the auspices of Mercyhurst University.
- Credits with a course number 098 and 099 DO NOT count toward graduation.
- Only six credits offered by the Department of Military Science (ROTC) count toward graduation.

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

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

Statement of Responsibility

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

Core Curriculum / General Education Requirements

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

Reach Curriculum

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

Freshman Year Experience

The Freshman Year Experience is about helping students as they begin their journey of reaching toward success. These courses are intended to be an introduction to academic writing and thought, as well as college life. Each baccalaureate student will be required to take three courses as part of their Freshman Year Experience. Associate degree students do not take IMU 102:

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

Liberal Arts Experience

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

- **R** - Reason and Faith (2 courses/6 credits)
CST, PHIL, RLST
- **E** - Expression (2 courses/6 credits, at least one course must be ENG)

ART, DANC, ENG, MUS, THEA

- **A** - Analytical (2 courses/7 credits, one course must be science with lab)
BIO, CHEM, GEOL, MATH, PHYS, SCI, STAT
- **C** - Contexts and Systems (2 courses/6 credits)
ECON, HIS, POLI
- **H** - Humans in Connection (2 courses/6 credits)
ANTH, PSYC, SOC, WL and Related WL Prefixes such as: ASIA, FREN, CHNS, SPAN, RUSS, etc.

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

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

outREACH / Beyond the Gates (BTG)

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

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

Senior Experience

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

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

Majors and Double Majors

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

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

- The approval/signatures of appropriate Department Chair(s) and/or School Dean(s);

- The expectation to develop expertise in two distinct areas of study; each of which has its own intellectual history, unique content, and methods of inquiry. Students will be expected to meet all major requirements for each department.

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

Minor Programs

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

Contract Majors / Minors

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

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

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

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

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

Specific requirements of the Contract Major are as follows:

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

Specific requirements of the Contract Minor are as follows:

At least 18 credit hours must be taken in the minor. A minimum GPA may be set at the discretion of the supervising faculty. Students who are eligible for, and who wish to develop, a contract major or minor must complete the following steps:

- Secure the permission of one or two full-time faculty members who are willing to help as advisors.
- Prepare a written proposal outlining the rationale for the major or minor and a list of the courses which will be required.
- Obtain the signature(s) of the faculty advisor(s) as acceptance of the proposed major or minor.
- Obtain the signature of the Provost as a sign of his or her acceptance of the proposed major or minor.
- Have a copy of the contract placed in the student's permanent file in the Registrar's Office and have copies prepared for each of the faculty advisors.

Any changes in the approved program of study will require the signatures of the faculty advisors and the Office of the Provost prior to implementation of the change. Upon the successful completion of the courses and all other graduation requirements, the student will be granted the bachelor degree in the contract major. If completed, the contract minor will be posted on the academic record.

Degree Completion Time Frames

Bachelor's degree requirements must be completed within 5 years of the date from which the student first matriculated at Mercyhurst, and 3 years for Associate Degrees. Earned credits over ten years old will only apply to a degree if the grade for that credit is C (2.0) or better and when accepted as applicable by the Vice President of Academic Affairs. Exceptions by departments may exist.

Application for Graduation

Students who complete all requirements of Mercyhurst University, should complete and submit the Application for Graduation online at the beginning of their last semester. The application will be given to the department for review, who will indicate which major requirements should be successfully completed before the end of the semester. Students who do not complete their program before the end of spring semester, but who could do so by the end of the following semester following the graduation ceremony in May by taking no more than three credits, may participate in the graduation ceremonies. Students will not receive a signed diploma until all graduation requirements are met. Any change in a student's graduation status must be reported to the Registrar's Office by March 15th.

Academic Standards and Grades

The grading system of the University is:

Grade	Quality Points	Level of Performance
A	4.0	exceptional attainment
B+	3.5	superior work
B	3.0	good work
C+	2.5	above adequate work
C	2.0	adequate work
F	0	failure to meet course standards

Science Lab Courses

Laboratory credits assigned to science courses are treated as follows (effective Fall Term 2007):

- Grades earned in these courses are calculated in the GPA and the credit is posted on the transcript.
- The lab is worth one credit, which counts toward the 121-credit graduation requirement.
- Students pay a lab fee.
- Students may purchase up to two academic credits for Science Labs taken prior to Fall 2007. The purchase of credit form is available in the Registrar's Office (106 Main).

Incomplete Grades

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

Pass-Fail Option

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

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

Repeated Courses

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

Calculating Grade Point Average

Grade points are earned according to the above grading scale for each credit attempted. Under the grading system, a student's Grade Point Average (GPA) is computed by dividing the total number of grade points earned by the total number of credits attempted. The resulting number is the student's Grade Point Average.

Example:

Grade	Grade Points		Credits		Total Grade Points
A	4	X	3	=	12
C	2	X	3	=	6
C+	2.5	X	3	=	7.5
F	0	X	2	=	0
Totals	8.5	X	11	=	25.5

Grade Point Average Formula

$$25.5 \div 11 = 2.32 \text{ GPA}$$

Academic Progress

All students are expected and encouraged to sustain satisfactory progress in their studies at the University.

Satisfactory academic progress for a full-time student requires:

- Successful completion of a minimum of 65% of attempted credit hours in the full academic year. Financial Aid may be affected by lack of academic progress (see section on Financial Aid).
- Earning a minimum cumulative Grade Point Average (GPA) of a 2.0. However, maintenance of the GPA established by the department/ program in which the student is enrolled is also required.

Students participating in Inter-Collegiate Athletics must maintain academic standards as stipulated (see section on Athletics).

Academic Probation and Suspension

The GPA is used as the foundation for measuring academic progress. Should a student not meet the established minimum GPA standards for academic progress, steps will be taken to alert the student and to more closely monitor his or her academic performance. In addition to the minimum standards

established for the University, some departments have more rigorous standards for students than the basic expectation of a 2.0. If a student fails to meet the minimum requirement listed below, the student will be placed on the appropriate Academic Probation level and receive notice thereof.

Academic Probation places a student on notice that satisfactory academic progress has not occurred and that he or she is in jeopardy of being suspended from the University for lack of progress. Students placed on probation are notified of this status by mail promptly after the end of the semester in which performance had fallen below an acceptable level. Students on probation are closely monitored by their Faculty Advisors and Academic Support counselors.

Academic Probation Process

Academic Warning is issued when a first time, freshman (less than 30 credits) student's cumulative GPA falls in the 1.75-1.99 range at the end of semester during their first year. This does not apply to transfer students. Freshman on Academic Warning will meet with an Academic Support Counselor to discuss the requirements and create an academic plan of action.

Academic Probation: The first semester when a student fails to maintain good academic standing at the end of any semester, when a freshman student's first semester cumulative GPA falls below a 1.75, or when a student placed on warning is unable to improve their cumulative GPA to a 2.0 after one semester. The student will meet with an Academic Support Counselor to review and/or discuss an academic plan of action and the probation requirements.

Academic Final Probation: Students who fail to achieve good academic standing at the end of their first semester on Academic Probation will be granted another opportunity to meet the University's academic progress standards. The student will meet with an Academic Support Counselor to review and/or discuss an academic plan of action and the probation requirements.

Academic Suspension: Suspension occurs when a student has clearly shown that his/ her work remains unsatisfactory, and that the minimum GPA for the level of attempted credits has not been achieved. Normally this occurs after a student has been placed on academic probation and does not make satisfactory academic progress during the period of probation. Initial suspension is for one semester. A student has the right to appeal a suspension; this must be done in writing to the Assistant Vice President for Academic Affairs. A freshman can be suspended in any semester of the first year if a majority of his/ her courses are not passed. The Assistant Vice President for Academic Affairs, after consultation with the Academic Support Staff, makes suspension decisions.

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

Academic Dismissal: Students who have been suspended once and have been reinstated to the University will be placed on final probation. If the student continues to earn less than satisfactory academic progress, the student will be dismissed from the University for no less than one academic year. Readmission after dismissal is most unusual and only for compelling reasons.

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

Academic Forgiveness

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

with an advisor is recommended.

Dean's List and Honors

The University recognizes in special ways students whose academic performance warrants special recognition.

Dean's List

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

Graduation with Latin Honors

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

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

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

National Honor Societies

Mercyhurst has active societies honoring those outstanding students who possess the ideals of the honor society.

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

Academic Policies and Procedures

FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) requires that all students and/or former students must provide written authorization for the release of their educational records to a third party. FERPA also affords students

certain rights regarding review of their records. Complete information on FERPA can be found at mercyhurst.ferpa.edu.

Basic Competencies Requirements

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

Mathematics Competency

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

Writing Competency / Reading Competency

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

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

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

Class Attendance

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

Class Standing and Student Status

Class Standing

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

Full-Time Student Status

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

Part-Time Student Status

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

Special Students

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

Registration Policies and Procedures

Registration

The registration process begins with a conference between students and their

advisors. The official registration period for each new semester usually begins in the last month of the previous semester. No student will be registered without the advisor's online registration approval or signature; nor will any registrations be accepted after the official ending of the registration period without approval of the Office of the Provost.

Summer Enrollment

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

Schedule Changes

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

Course Withdrawal

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

Voluntary Withdrawal (Cease Enrollment) From the University

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

Exceptions to Regulations/Missed Deadlines

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

Special Registration Considerations

Course Overload

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

Audit

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

Independent Study

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

must first secure the approval of the department directors, their advisors, and faculty sponsors.

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

Tutorial Study

Tutorial study is available only to students who have completed a minimum of 60 credits and cannot enroll in the regularly scheduled course. Tutorial courses differ from Independent Study courses in that they are a part of the regular program and require no more special knowledge than that expected of students enrolled in a regular semester course. Students who enroll in a tutorial course must meet the same requirements as those enrolled in the regular course, except that they must meet with the instructor two hours weekly during the semester. Because there are fewer contact hours with the instructor, students whose Grade Point Average is below 2.5 are not permitted to enroll in tutorial courses.

Permission to enroll in tutorial courses is reserved for students who are completing a program or who are meeting other requirements. It is expected that tutorial courses will not be taken simply as a matter of student convenience or preference. Under most circumstances a student may only enroll in two such courses during their period of matriculation. The application for tutorial study form is available in the Office of the Provost and must be approved by the Office of the Provost once written permission of the department chair, the faculty advisor, and the sponsoring faculty member have been obtained. Tutorial courses are graded on a Pass-Fail basis unless the course is a major or minor requirement. Students may not begin the course work until the tutorial application has been approved and registered.

OCICU

Students who are required to take a course and who are unable to fulfill the requirement with a Mercyhurst offering may be eligible to enroll in a class through the Online Consortium of Independent Colleges and Universities (OCICU). To be eligible, students must have earned a minimum of a 2.5 GPA and have permission from their Academic Counselor. Students can take no more than 1 OCICU course per year without special approval. All major courses must be approved by the Department Chair. The Senior Capstone, ETH 400, may not be taken through OCICU.

Course Examination

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

Examination Credit

- **Advanced Placement (AP) Credit:**

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

- **International Baccalaureate (IB) Examinations:**

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

- **Challenge Exams** (ordinarily provided by the Academic Department)

- **College Level Examination Program (CLEP):**

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

CLEP Notes:

- AP, CLEP or a comprehensive course examination may not be used by a

student to challenge a grade in a course taken at Mercyhurst University.

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

Current CLEP exams accepted by the University are:

CLEP Exam	Course	Course Title	Cred	Min Score
Introductory Business Law	BADM 310	Business Law I	3.00	50
Macroeconomics	ECON 105	Macroeconomics	3.00	56
Intro Educational Psychology	EDEC 302	Educational Psychology	3.00	50
College Composition	ENG 110	Composition	3.00	50
College Comp Modular	ENG 120	Research and Writing	3.00	50
French Language I	FREN 102	Intro. to French II	3.00	50
French Language II	FREN 204	Intermediate French II	3.00	62
History of the U.S. I	HIS 101	U.S. History to 1865	3.00	60
History of the U.S. II	HIS 102	U.S. History Since 1865	3.00	50
Western Civilization II 1648 to Present	HIS 146	European History Since Renaissance	3.00	50
West Civilization I	HIS 170	World History I: Agriculture to Zheng He	3.00	50
College Algebra	MATH 108	Mathematical Problem Solving	3.00	50
College Math	MATH 108	Mathematical Problem Solving	3.00	50
Calculus Exam	MATH 170	Calculus I	4.00	55
Principles of Management	MGMT 120	Principles of Management	3.00	50
Information Systems and Computer Applications	MIS 110	Advanced Computer Applications	3.00	50
Principles of Marketing	MKTG 162	Principles of Integrated Marketing	3.00	56
American Government	POLI 100	American Government	3.00	63
Introductory Sociology	SOC 100	Introduction to Sociology	3.00	50
Human Growth and Development	SOC 108	Human Growth and Development	3.00	50
Spanish Language, Level I	SPAN 102	Introduction to Spanish II	3.00	50
Spanish Language	SPAN 204	Intermediate Spanish II	3.00	66
Analyzing and Interpreting Literature	THUM 999	Humanities / Literature	3.00	50
Biology Exam	TSCI 998	Natural Science and Lab	4.00	50

Transcripts

An "official" transcript is one bearing the Mercyhurst University seal and the signature of the Registrar and is issued only upon the written authorization of the student. Official transcripts are normally mailed directly to other institutions and agencies or released directly to the student in a sealed envelope. A fee of ten dollars is charged for the issuance of each official transcript. An "unofficial" transcript does not bear the seal of the University nor the authorized signature. These are issued free of charge to the student upon request.

Students and alumni may obtain a transcript (either official or unofficial) by stopping in at the Office of the Registrar, Main 106, during regular office hours and completing a transcript request form or by accessing the University website at <https://www.mercyhurst.edu/academics/registrar-office> where instructions for downloading and completing the form are located.

Transfer Credits

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

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

Student Grievance Procedures

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

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

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

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

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

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

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

Grade Appeals

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

If a student believes that a final grade issued is not reflective of the grading criteria outlined by the course instructor he/she should first meet with the instructor to discuss the final grade. If this meeting does not resolve the issue, a formal grade appeal may be submitted through the Office of the Provost for review by the

appropriate College Dean.

This is a formal appeal and should be submitted as such. The document should be prepared using a word processing application and should be concise. The appeal should include all pertinent facts and should clearly state the basis on which the student is making the appeal. A copy of the course syllabus and copies of all relative assignments and exams should be attached to the appeal.

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

H.I.P.A.A.

ASN (nursing) students are required to complete mandatory online education modules and clinical modules. These modules are set up by UPMC Hamot in order to keep compliant with various laws, policies, and regulations. Before participating in clinical rotations, observational experience or independent study, and/or anything pertaining to patient interactions, educationally or professionally, students must sign a H.I.P.A.A. Confidentiality Agreement. By signing this agreement, the student agrees not to share any information that is observed directly, or indirectly, while participating in the clinical and that the student is personally accountable for his or her actions. For further information, consult the nursing student handbook.

Academic Honesty

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

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

With Reference to Class Assignments:

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

Students are expected to:

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

With reference to citations in formal writing:

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

General citation principles include:

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

With reference to taking exams:

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

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

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

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

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

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

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

Security Violations and Misuse of Computer Resources

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

With reference to library conduct:

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

Institutional Review Board

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

Taking a Course Off-Campus

For students enrolled at Mercyhurst, written permission must be obtained before taking courses at another accredited institution for transfer back to Mercyhurst. This includes courses taken during non-matriculation terms (i.e. over summer break) or online. Students seeking permission to enroll in a course off-campus must submit a course approval form to the Registrar and receive approval prior to enrolling in a course. Continuing students are not permitted to take more than six credits per academic year at another institution.

Note: students seeking to obtain credit for courses taken internationally, including short-term international settings (i.e. summer or January study abroad programs) are also required to apply for approval to study abroad through the Study Abroad Office prior to enrolling in a program or seeking to obtain credit for course transfers.

Internships and Off-Campus Learning Experiences

Off-campus learning experiences are non-classroom experiences such as internships, off-campus independent studies, or other approved immersion projects/studies. Internships are the most common approach to off-campus study, and recent surveys of Mercyhurst graduates indicate that completing an internship correlates highly with increased job offers and higher starting salaries after degree completion. In most majors, internships are not required; however, it is highly recommended that every student complete at least some credits in the form of an internship or other off-campus, discipline-specific, hands-on learning experience. Students interested in internship opportunities should consult with their academic advisors and arrange to meet with a staff member in the Career Development Center.

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

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

- The basis for grading off-campus learning experience courses is left to the discretion of the individual department and/or the internship director;

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

Study Abroad and Global Travel / Learning

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

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

Independent Study Abroad

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

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

Faculty Student Academic Travel (FSAT)

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

Mercyhurst in Ireland

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

Cooperative Agreements

Lake Erie University of Osteopathic Medicine 3+4 Accelerated Program in Medicine

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

2+3 and 3+3 Accelerated Program in Pharmacy

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

New York Chiropractic University Accelerated program in Chiropractic Medicine

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

Ohio University of Podiatric Medicine 3+3 Accelerated program in Podiatric Medicine

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

Duquesne University School of Law

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

Cleveland-Marshall College of Law

Cleveland-Marshall College of Law in Cleveland, Ohio and Mercyhurst University have a "3-3 program," in which after three years of academic study at Mercyhurst University, and subject to specific conditions which are a cumulative grade point average of 3.5 for three years at Mercyhurst (96 credit hours), completion of all undergraduate curriculum in major field and liberal studies requirements, a minimum LSAT score in the 60th percentile (155+), be recommended by the Vice-President of Academic Affairs and participate in an interview with the Dean of Admissions of Cleveland-Marshall College of Law for completion of the J.D. degree. Each student in this early

admission program will be awarded a Bachelor's Degree by Mercyhurst University after successful completion of the first year at the Cleveland-Marshall College of Law. See the Pre-Law Advisor in the Office of Career Services.

Rochester Institute of Technology

4 + 1 Accelerated MBA Program

Mercyhurst University has established an agreement with Rochester Institute of Technology (RIT) whereby qualified students who have earned a Bachelor degree can accelerate their MBA program. A maximum of six MBA foundation courses may be waived. A grade of "B" or better in the undergraduate courses may qualify for waiver of graduate level coursework. The courses must also be no older than five years upon matriculation into the MBA degree program. Students must apply to RIT for admission into the program and meet the required minimum GMAT and GPA requirements.

Fashion Institute of Technology

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

Professional School Preparation Programs

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

Pre-Health Professions Advisory Program

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

Michael A. Elnitsky, Ph.D.

Associate Professor, Chair, Department of Biology
Director of Pre-Health Advising
Mercyhurst University
501 East 38th Street, Erie, PA. 16546
Phone: 814-824-2346 or E-mail: melnitsky@mercyhurst.edu

Academic Services and Support

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

The areas that constitute Academic Services and Support are Academic Support & Learning Differences, the Career Development Center, the Hammermill Library, the University Honors & Prestigious Awards Programs, the Testing Center, the Tutoring Center, and the Writing Center.

Academic Support and Learning Differences

Mission

Academic Support & Learning Differences is a collaborative team providing a systematic and comprehensive approach to addressing student academic needs and partnering with faculty to enhance the academic experience. The Office of Academic Support and Learning Differences offers professional advising and academic support to create a “one-stop shop” for students. Our professional staff partner with students and faculty to enhance their academic experience at Mercyhurst University. The Office is committed to collaborative engagement within the campus community in an effort to improve student success, persistence, and retention. Academic Counselors play a significant role at Mercyhurst by working individually with students to help them achieve their academic goals. Academic Counselors also partner with faculty to provide a dual-advising experience to all students at Mercyhurst.

Services

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

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

Academic Counselors are available on the first floor of Egan Hall.

The Learning Differences Program

The Learning Differences Program (LDP) facilitates all reasonable academic accommodations. Any student who has an academic accommodation approved by the ADA Committee is eligible for the Learning Differences Program.

Founded in 1986, the LDP has been committed to identifying and reducing physical, programmatic, and attitudinal barriers for students with disabilities and ensuring access to campus programs, services, and facilities. The LDP coordinates a variety of accommodations for students who have received approval through the ADA Committee.

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

Pathways to Academic Success for Students

The LDP also offers a pre-college August program called Pathways to Academic

Success for Students (PASS) designed to strengthen students' academic skills and increase their confidence in their ability to achieve in college-level courses. Students live on campus for three weeks prior to Freshman Welcome Week and enroll in a three-credit college course. The PASS program provides students with an opportunity to begin recognizing and coping with the added demands of college coursework.

Academic Advantage Program

The Academic Advantage Program is a structured, inclusive academic program designed to help with the transition to college while fostering skills that encourage academic success and career readiness. Students participating in the program, with assistance from a professional Academic Counselor, design an individualized academic plan.

The Academic Advantage Program is a fee-based service.

Please visit the Academic Support and Learning Difference's HUB page for more information about their services.

Academic Success Center - North East Campus

The Academic Success Center enhances the academic development of students and reinforces the student centered learning environment at Mercyhurst North East. Through proactive, intentional, and innovative programs, the Academic Success Center designs opportunities for students to achieve academic goals, develop as reflective learners, experience peer facilitated learning, and lead their peers through academic accomplishments.

Academic Success Coaches - North East Campus

Academic coaching is an exploration and discovery process that enables students to see themselves from a fresh perspective. Just like a coach in any sport, the academic coach's goal is to help students perform to the best of their abilities. Each student has an academic success coach in addition to a faculty advisor. Academic Success Coaches can help you evaluate your study skills, define your challenges, develop strategies for academic success and help you if are looking for any of the following:

- Regularly scheduled, one-on-one meetings.
- Assistance in organizing and planning your semester.
- Someone to keep you accountable to your academic plans.
- Help with specific academic issues (test-taking, time management, etc.)
- Referral to other appropriate campus resources

Appointments usually last from 15 to 30 minutes, and can be scheduled weekly, bi-weekly or on a monthly basis.

The Career Development Center

Mission

The Mercyhurst University Career Development Center's mission is to enrich learning opportunities by helping students and alumni integrate academic knowledge, leadership experiences, professional development, and active citizenship. We help students to explore, investigate, and participate in a variety of career related activities that encourage personal, professional, and career development.

Services

The Career Development Center (CDC) is located on the first floor of Egan Hall. The CDC offers a variety of assistance with your career needs. Visit a Career Counselor for assistance with career exploration, resume and cover letters, interviewing, internships, graduate school, and job searching. For undecided students or students considering a change of major/minor, the CDC offers a variety of assessments to help students identify potential career paths. Students can reach out to any Career Development staff to schedule a session to discuss options and take appropriate assessments. The CDC utilizes Handshake, an online career management system. Students can search for jobs (both on and off campus), internships, and career-related activities, including registering for our annual graduate school and career fairs. Students can also post their resumes for review by prospective employers. All registered students are automatically given an account in Handshake which gives them 24/7 access to the website and app. Look for an email with login instructions

in your Mercyhurst email account.

The Internship Program

Internships are coordinated by the Career Development Center. During an internship, students apply concepts learned in the classroom at an appropriate company/organization. Internships are required by some majors as part of those majors' degree requirements. However, internship opportunities are available for nearly any major at Mercyhurst. Students must complete a minimum of 60 hours in the field per credit earned. Depending on their major, undergraduate students can earn up to cumulative total of 12 internship credits.

Internship Options

Internships can occur as full-time, part-time, or summer experiences. A full-time experience allows a student to work for a period of 10 to 30 weeks. Part-time experiences are typically 10 to 15 weeks in length. Summer experiences allow students to work part-time or full-time. The number of hours for any internship experience is dependent on the needs of both the student and the internship site. Students interested in completing an internship must meet with a staff member in the CDC and complete an internship learning agreement with their internship site.

Zero Credit Option

Students planning to complete an internship experience without having to earn academic credit must enroll in this option. A zero-credit internship appears on the transcript like a credit bearing experience. Contact the Director of the Career Development Center for additional details.

Please visit the Career Development Center's HUB page for more information about career development and internships.

Carl D. Perkins and Applied Technology Education Act - North East Campus

All students enrolled in vocational programs will be monitored by a success coach and offered Perkins' services, which include academic counseling, career counseling, and tracking, resume writing, tutoring, internship supervision and placement. The purpose of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 is to develop more fully the academic, career, and technical skills of postsecondary education students who elect to enroll in career and technical education programs by:

- Building on the efforts of states and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions.
- Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students.
- Conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities.
- Providing technical assistance that promotes leadership, initial preparation, and professional development at the state and local levels; and that improves the quality of career and technical education teachers, faculty, administrators, and counselors.
- Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries.
- Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

To ensure that all Career and Technical Education students are given every opportunity for success, Perkins funding provides technical support in the form of technical equipment for various CTE eligible departments. Students also benefit from Perkins funding in the form of our Academic Success Coaches.

Mercyhurst North East currently employs a Special Populations Coordinator, a Career Services Coordinator, a Learning Styles Coordinator, an Assessment Specialist, a Developmental Guidance Coordinator, and a Vocational Counselor. They all assist students and offer every opportunity for optimal

performance and academic success.

SOAR: All institutions that participate in the Carl D. Perkins grant are required to participate in the Program of Study, also known as SOAR.

Mission of SOAR: The mission of SOAR (Students Occupationally and Academically Ready) is to prepare students for college and careers in a diverse, high-performing workforce.

What is SOAR?: SOAR is built on programs of study which incorporate secondary education and postsecondary education elements and include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content. These career and technical programs of study include a statewide articulation agreement partnership between secondary schools and postsecondary institutions.

SOAR Supports High Demand Careers: SOAR programs prepare today's student for High Priority Occupations (HPO) which include career categories that are in high demand by employers, have higher skill needs, and are most likely to provide family sustaining wages.

Benefits of SOAR

- Saving money on college tuition
- Saving time by shortening college attendance
- Getting on the right career pathway
- Entering the job market ready
- Getting a consistent education

Frameworks of SOAR

All Program of Study students entering MNE from a CTE institution must complete the following:

Secondary Components

- Validated competency lists align to PA academic standards
- Articulation to postsecondary institutions
- PDE/BCTE Career and Technical education program approval
- End of program assessment
- Industry certification alignment, if appropriate

Postsecondary Components

- Articulation to secondary Programs
- Validated Core common competency lists
- Alignment to college standards
- Approved career and technical education program(s)
- End of program assessment
- Industry certification alignment, if appropriate

One of the reasons a student chooses Mercyhurst North East is to begin or advance his or her career. The Career Center was established to assist students in reaching their professional goals. Whether a student would like to explore career options, secure an internship, or begin the job search process, the Career Center can provide tools and guidance to help.

The University Honors & Prestigious Awards Programs

The Honors Program

The University Honors Program provides enriched college experiences to the promising and talented student. The Program seeks to enrich the educational experience of participating students by offering a curriculum of unusually challenging courses in which discussion is emphasized and in which a deeper understanding of the course material is the aim. In addition, Honors scholars participate in a variety of intellectual, leadership, and professional development activities each year through program-sponsored workshops. True to the mission of the Sisters of Mercy, Honors scholars participate in several service events each year. Community-building honors events organized by the student-run Honors Council create a unique community of like-minded students on campus.

Academically excellent students may be invited by the Admissions Office and

the Honors Program Director to participate in the Honors Program as first-year students. Current students and transfer students are encouraged to apply to the program. To be considered for admittance, students with 12 to 29 credits must have a cumulative GPA of 3.30 and students with 30 to 59 credits must have a cumulative GPA of 3.40. Students with 60 to 75 credits who wish to participate must meet with the Director for admittance.

Honors courses are seminar-style courses that are the catalog equivalent of courses required for the REACH curriculum, original and unique courses offered by the Honors Program, or elective courses offered through various academic departments. Honors students must take no less than six (6) honors courses, usually taken between the students' first and junior years. Of these six courses, two (2) may be honors contract courses. Exceptions to the amount of courses and/or the amount of contract courses may be allowed with the approval of the Honors Director. The capstone experience for the Honors scholar is the Honors Project. Honors scholars, working with a full-time faculty member, create a research thesis, an exploratory inquiry project, or a service or creative project as the student's honors capstone experience. Scholars whose major requirements include a significant research project may adopt the project as their Honors Project. The results or product of the project must be presented by the scholar publicly, usually at the annual symposium of student research in late April of each year.

To graduate as a "University Honors Scholar," Honors students must have completed the required amount of Honors courses, achieved a GPA of at least 3.5, completed the co-curricular requirements as detailed in Honors Program literature, and publicly presented the results or product of their Honors Capstone Project or Thesis. Honors courses are clearly marked on all Honors scholars' transcripts as is a statement that the student completed the Honors Program, and diplomas are specially printed, indicating graduation with this distinction. Any exceptions to program requirements must be documented and approved by the Honors Program Director and submitted to the Registrar's Office prior to the start of the student's final semester.

Please visit the Honors Program's HUB page for more information.

Honors Program - North East Campus

The Mercyhurst North East Honors Program is designed to provide motivated students with enriched and intellectually stimulating educational experiences and skills. Through this program, a student will be recognized for their achievement based on an advanced level of learning.

Students who are admitted to the Honors Program work toward the completion of a curriculum that enhances their individual degree plans by requiring a specific amount of Honors course work. The carefully designed curriculum features core courses, major program-specific courses, experiential learning opportunities, and independent-study options. In some cases students have the opportunity to customize their curriculum by contracting non-honors courses for Honors credit. Students in the Honors Program will complete nine (9) honors credits (including at least six in the first year), participate in special programming, and will be required to maintain at least a 3.5 GPA. Note: Part-time Nursing students are expected to complete 9 honors credits before graduation.

Honors Program students will find the Honors Program an excellent way to get the most out of their associate degree education at Mercyhurst North East. They will experience the special pleasures of close contact with leading faculty and they will enjoy the challenges offered by highly motivated classroom peers in a participatory learning environment. Continuing Honors Program students, who are in good standing, are extended the courtesy of priority registration, prior to the ordinary registration period.

Honors-eligible students who are not interested or not accepted to the Mercyhurst North East Honors Program can participate in Honors courses without being part of the Honors Program. Eligibility criteria for the Honors Program, is based on the student's past academic experiences as follows: entering freshman students are Honors-eligible if they are first-time college students and maintained at least a 3.5 GPA in high school. A completed Honors Program application must be submitted, along with a letter of recommendation from an educator (teacher, counselor, or coach). Continuing students are Honors-eligible if they earn a cumulative GPA of 3.5 or higher. Continuing Honors-eligible students may register for Honors courses during their regularly scheduled registration time.

Prestigious Awards Program

The mission of the Prestigious Awards Program at Mercyhurst University is to assist exceptional Mercyhurst students in writing competitive applications. The program also seeks to identify promising students through faculty recommendations and the University Honors Program and to guide those students early on to apply for these prestigious awards. These applications are for some of the most prestigious national and international awards in contemporary undergraduate and graduate scholarship, such as the Boren Scholarship, Goldwater Scholarship, Fulbright Scholarship, and the Marshall Scholarship. While some are for research and study at Mercyhurst and abroad as undergraduates, the majority of supported awards are for international graduate study at some of the world's top universities. The program, also, maintains a list of search engines to assist students in identifying and applying for outside scholarships from a variety of sources throughout their time at Mercyhurst. This list along with other information about the program can be found on the Prestigious Award's HUB page.

Hammermill Library

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

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

Please visit the Library's website for the most updated Library information: library.mercyhurst.edu.

Ridge Library - North East Campus

The Ridge Library is located on the first floor in the Michele and Tom Ridge Health and Safety Building. This facility, dedicated on August 26, 2005, serves as a key component in the academic success of each student. The library provides students and members of the Mercyhurst University community with a place to study, relax and access a variety of educational resources, while maintaining an academic environment conducive to study. The Library's growing collection contains more than 12,000 books, more than 200,000 electronic books and other educational materials including over 135,000 academic journals and online subscription databases. MNE students also have borrowing privileges from the Hammermill Library located on the Erie campus as well as from other local academic colleges and universities. Student university I.D. cards are required for all library related transactions.

Ridge Library has 42 computer stations in the main Library and 28 computers are located in the computer lab/classroom. All of the computers have Internet connections with Microsoft software installed. The use of wireless (Wi-Fi) technology is available throughout. In addition, there are two (2) multi-function devices that allow printing in either black and white or color, scanning, and emailing. For students who need group study areas or private study rooms, the Great Room is often available.

Located in the lower level of the Library, the Ridge Coffee Bar provides a lounge area where students are welcome to come and enjoy coffee, tea and assorted beverages, snacks, and some deli items and salads while taking a break from their studies.

The Testing Center

The Testing Center is a free service available to all new and current Mercyhurst students. The Testing Center is located on the main level of the Hammermill Library in room 225. The Testing Center offers a proctored, alternative location for students who receive academic accommodations and require extended time to complete exams/quizzes. The Testing Center is also available for any student who needs to complete a make-up exam/quiz (faculty permission required). Any student using the Testing Center must schedule their exam/quiz at least 3 business days in advance to ensure proper exam arrangements and appropriate testing environment.

The Testing Center also serves as a proctoring site for non-Mercyhurst community members for a fee. Please visit the Testing Center's HUB page for more information

about the Testing Center, hours of operation, and to schedule your exam.

The Tutoring Center

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

Students seeking tutoring can request a tutor from the Tutoring Center's HUB page.

The Writing Center

Writing is a central activity for college students, and learning how to write well in a variety of modes is crucial to the success of every student. Mercyhurst's Writing Center supports student learning and success by providing assistance to all students at any stage of the writing process. The focus of the Center is on the improvement of the student's understanding of their writing and revision abilities rather than the correction of writing projects. Students may bring any project to the Writing Center, such as personal essays, research papers, résumés, business letters, or lab reports. The Writing Center is located on the main level of the Hammermill Library.

Please visit the Writing Center's HUB page for more information about the Center, its hours of operation, and information on how to schedule an appointment.

Learning Differences - North East Campus

Learning is an individual process in which everyone learns at different rates and in different ways. Mercyhurst North East Learning Differences ensures that qualified individuals with disabilities have an equal opportunity to participate in the university's educational programs. In keeping with its mission of service, Learning Differences offers eligible students, who have a disability, reasonable accommodations to assist them with reaching their academic goals.

The office is structured to meet the guidelines of Title III of the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973. Learning Differences prides itself on empowering students to be self-advocates on the path of independence.

At Mercyhurst North East, it is the student's responsibility to disclose their disability to Learning Differences staff in order to request accommodation. Any student who has a history of a diagnosed disability, suspects that he/ she may have a disability, or is seeking accommodation for academics, programs or services at the University must contact the Learning Differences Coordinator.

OASIS - North East Campus

Opportunities for Academic Success in Inclusive Settings

The OASIS program offers proficiency-based certificates to students with intellectual and developmental disabilities. The program was originally the result of a collaboration between Mercyhurst University and Erie Homes for Children and Adults (EHCA). The program also garnered significant support from the Office of Vocational Rehabilitation (OVR), Department of Human Services, and the DREAM Partnership.

Students enrolled in the OASIS Program participate in courses alongside peers pursuing similar vocational interests at Mercyhurst North East. Assignments and assessments are individualized based on students' strengths and needs. Peer mentors and student interns also provide students in the program assistance.

Admissions

Consistent with our mission and values, Mercyhurst University holistically reviews applicants when making admissions decisions. We evaluate applicants in terms of their academic abilities and potential, leadership and extracurricular involvement, and the potential contributions they might make as members of our campus community.

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

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

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

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

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

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

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

Special Requirements

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

Campus Visits

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

Notification of Admission Decision

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

Right to Rescind Admission Policy

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

Confirmation Deposit

Students who are accepted into Mercyhurst University are required to submit a \$250 confirmation deposit. This deposit is nonrefundable and will be applied towards the student's tuition during their first semester at Mercyhurst University. Students may, however, request an extension of the deposit deadline without penalty when there are concerns regarding their eligibility for financial aid and the availability of on-campus housing. The request for an extension to the deposit deadline must be in writing.

Transfer Policy

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

All transfer students must:

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

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

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

The International Baccalaureate Program

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

The IB program is comprehensive, adhering to worldwide standards, and is designed to provide students with a balanced education. It includes all the main liberal arts disciplines: languages, social sciences, experimental sciences, mathematics, and humanities. Successful completion of the program earns for the student a diploma recognized for university admission throughout the world.

Mercyhurst University recognizes graduates of this program by awarding both credit and placement for specific scores on the IB examinations. For credit to be awarded, students must earn a score of 5 or above on the standard exam and a score of 4 or above on the higher-level exam.

Acceptance of Credits from Other Institutions

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

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

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

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

Acceptance of Credits for Online Courses

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

Second Degree

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

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

International Students

International students must submit the following to be considered for admission:

- A completed application form, including educational records translated into English and notarized.
- There is no fee for applying online.
- Original copies of the "Test of English as a Foreign Language" (TOEFL) or IELTS scores, only if English is not your native language. Our school code is 2410.

- The completed Certification of Finances form in U.S. dollars.
- Bank Affidavit. A notarized document on bank letterhead verifying U.S. dollar amounts available.
- Original test score results of the SAT or ACT, if available. If you plan to participate in intercollegiate athletics, these test scores are required.
- Pre-Admission Health Record completed in full.
- A statement certifying coverage under a health insurance plan valid in the United States.
- Students transferring from another university must have World Education Services (WES) evaluate their transcripts using "Course-by-Course Report." Full course descriptions must also be submitted with Mercyhurst university applications.
- A copy of your photograph passport page.

It is incumbent upon the applicant to ensure that all materials are provided to the University on a timely basis. Direct any specific questions about international student admission to the Director of International Admissions and Services.

Admissions - North East Campus

Criteria for Admissions

In selecting a student for admission, Mercyhurst North East looks at several criteria in order to assess both the applicant's academic background and his or her readiness for success at the college level, including reviewing the student's previous academic records. The university entrance policy is free of discrimination on the grounds of race, creed, color, sex, or national origin.

The primary admission requirement for Mercyhurst North East is graduation from high school, or a General Educational Development (G.E.D.) Equivalency Diploma. Other criteria may include SAT or ACT scores, completion of the Accuplacer examination, and a personal interview. For those applying to one of the Allied Health Programs, a Test of Essential Academic Skills (TEAS) may also be required. Associate degree program requirements vary. Most programs require at least a 2.5 GPA and some prerequisite coursework. On occasion, the Accuplacer requirement is waived.

Transfer Student Criteria for Admissions

Students who have previously attended a college or university must accept these transfer regulations to be accepted for certificate or degree programs.

- Only courses with grades of C or greater are transferable.
- Letter grades and cumulative grade point average do not transfer.
- Associate degree students may transfer up to 30 credits from another college but must complete at least one-half of the major requirements at Mercyhurst North East.
- Credit generally will be granted for those courses that are reasonably equivalent in content and subject matter to existing MNE courses.
- A certificate program student may transfer up to 6 credits from another college.
- Transcripts must be sent directly from schools previously attended to the Admissions Office.

How to Apply

A potential student must file a completed application form with the Admissions Office. You may apply free of charge at apply.mercyhurst.edu. A potential student must arrange with the high school and/or other appropriate educational institutions to have an official transcript sent to the Admissions Office. The transcript should include class rank, grade average and test scores (if available). Accuplacer examinations are administered on a monthly basis and may be scheduled by calling 814-725-6144.

Notification of the decision made on the application will be given as soon as possible after all credentials reach the Admissions Office. It is the responsibility of all applicants to see that all supporting documents are sent in a timely manner to:

Mercyhurst North East Admissions Office
16 W. Division St. North East, PA 16428
International Students

International students must submit the following to be considered for admission:

- A completed application form, including educational records translated into English and notarized.
- Original copies of the "Test of English as a Foreign Language" (TOEFL) or IELTS scores, only if English is not your native language. The MNE school code is 2410.
- Bank affidavit. A notarized document of bank letterhead verifying U.S. dollar amounts available.
- Original test score results of the SAT or ACT, if available
- Pre-Admission Health Record completed in full
- A statement certifying coverage under a health insurance plan valid in the United States
- Students transferring from another university must have World Education Services (WES) evaluate their transcripts using "Course-by-Course Report." Full course descriptions must also be submitted with Mercyhurst University applications.
- A copy of your photograph passport page.

Readmitted Students

A student who attended MNE previously and is returning after an absence must reapply. The reapplication can be accessed at apply.mercyhurst.edu. Students who have attended another college since their last enrollment at MNE must provide an official transcript to the MNE Admissions Office.

Right to Rescind Admission Policy

A disciplinary matter or criminal conviction, whether occurring prior to the time of application, while the application is under review, or after the admission decision has been made, may affect the university's decisions regarding admission, enrollment, or course of study. Mercyhurst University reserves the right to revoke admission or enrollment in such circumstances. In addition, because offers of admission and enrollment are based upon a record of academic achievement, Mercyhurst reserves the right to revoke admission or enrollment upon receipt of a final high school transcript (or most recent college transcript) reflecting a significant decline in academic performance. Finally, if an application misrepresents any information during the admissions process, admission or enrollment may be revoked at the university's discretion.

Confirmation Deposit

Students accepted to Mercyhurst North East who wish to confirm their enrollment are required to submit a confirmation deposit of \$100 (commuters) or \$200 (residents). This deposit is nonrefundable and applied towards the student's tuition during their first semester at Mercyhurst North East.

Campus Visits

Personal interviews are not required for admission; however, prospective students are strongly encouraged to visit campus to meet with an Admissions Counselor and take a tour. Prospective students can schedule a visit by calling 814-725-6144.

Office of Adult Enrollment

Introduction

The Office of Adult Admissions and Enrollment, part of the Office of Graduate and Continuing Education, assists with admission, and provides an avenue to resources of academic advisement, registration and related services to adult undergraduate and post baccalaureate students. The staff is committed to serving the diverse needs of adult learners who are preparing for new careers, looking for job advancement, returning to the classroom to expand their knowledge in specialized areas, seeking to complete their education, or engaging in academic pursuits for their enrichment and enjoyment.

Adult Undergraduate Programs

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

Post-Baccalaureate Programs

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

- Post-Baccalaureate Advanced Certificate
- Post-Baccalaureate Teacher Certification

Academic Policies

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

Award of Credit for Nontraditional Learning**Credit for Prior Learning**

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

Standardized Examinations

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

Notes:

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

Challenge Exams

(Usually provided by the Academic Department)

Published Guides

(Used to evaluate credit equivalencies)

- American Council on Education (ACE) for military training and experience.
- ACE (non-collegiate) for industrial and corporate training programs.

Prior Learning Assessment/Credit for Life Experience (PLA/CLE)

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

Amount	Tuition and Fees
2,400	Adult Undergraduate (per course)
525	Proficiency Exam (includes testing fee)
585	Prior Learning Assessment Fee (per course)
285	CLEP (per course)

Acceptance of Credits from Other Institutions

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

Schedule

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

Special Programs

Mercyhurst University is a member of the Online Consortium of Independent Colleges and Universities (OCICU). OCICU is a network of national and international colleges and universities that provides web-based learning opportunities to adult and graduate students enrolled in member institutions. Adult undergraduate students may register for two OCICU courses (6 credits) per academic year. A maximum of 36 credits earned through OCICU may be applied toward degree requirements. The total number of OCICU, transfer, and Prior Learning Assessment

credits may not exceed 80.

Students must complete at least 50% of major courses through traditional classroom courses at Mercyhurst. Post-baccalaureate students may register for two OCICU courses (6 credits) per academic year. A maximum of 18 credits earned through OCICU may be applied toward certificate requirements. The total number of OCICU credits plus transfer credits may not exceed 50% of the total credits required for the certificate. A current list of online courses is available through The Office of Adult Admissions and Enrollment.

Financial Aid for Adult Students

Financial Aid is available to eligible adult undergraduate students.

Reduced Tuition

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

Company Reimbursement

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

Catherine McAuley Adult Student Scholarships

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

Federal and State Grants

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

Federal Direct Loan (Master Promissory Note)

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

Veterans' Resources

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

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

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

- FRY Scholarship if the service member died while serving

Note: GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Student Financial Services

Tuition and Fees: Erie Campus**Tuition and Fees (Per Semester)****Traditional Undergraduate:****Amount:**

Full-time 12-18 credit hours	18750
Over 18 hours (additional per credit)	1250
Less than 12 hours (per credit)	1250
Summer 2019 (per credit)	580
Adult Undergraduate (per credit)	800
RN-BSN (per credit)	312
Post Baccalaureate (per credit)	612
High School (per credit)	100
Proficiency Exam (Includes testing fee) (per credit)	195
Audit/Professional Development (per credit)	195
Experience Learning (per credit)	195
Mercyhurst Prep (per credit)	80

Required Fee Schedule (Per Semester)**Traditional:****Amount:**

Registration	80
Technology	370
Building Assessment	625
(Pro-rated at \$65 per credit for part time students)	
Student Government	105
Green Energy Fee	5
Recreational Facility Fee	150

Adult / Post Baccalaureate:**Amount:**

Registration	80
Technology	160

Occasional Fees**Fees:****Amount:**

Confirmation Deposit (One Time)	250
Orientation Fee- Traditional Freshman Only	260
Capital Campaign Pledge Fee (upperclassmen only)	25
I.D./One Card	50
I.D./One Card Replacement	30
Vehicle Registration Fee	40
Beyond the Gates (per registration)	55
Student Health Insurance (for Visa Type F1 or F2 Only)	1000
Math Placement Testing Fee	45
Capstone Clinical - Education	530
Company Ensemble Elective Fee (per course)	355
Music Fee (per semester)	390
Applied Music Lesson Fee (per course)	495

Criminal Justice Fee (per course/ CRJS 305 only)	60
Intelligence Studies Program Fee (6+ credits per semester)	250
Intelligence Studies Program Fee (<6 credits per semester)	130
RN-BSN Program Fee	420
Lab Fee (non-science, per course)	220
Zurn Science Lab Fee (per course)	280
Studio/Materials (per course)	220
Distance Learning Fee (per online course)	60
(Does not apply to OCICU, RN-BSN, & summer courses but applies to BL and Web)	
Graduation	190
(Required fee even if student does not participate in ceremony)	
Official Transcript of Credits	10
Academic Advantage Program Fee (Semester)	1,340
Academic Advantage Summer PASS Program	1,035
Aim Enrollment Fee (includes \$250 deposit)	1,500
AIM Program Fee -New students (semester)	3,450
AIM Program Fee- Returning students (semester)	2,800
AIM Program Fee- Tracking (semester)	1,400

Study Abroad Program Fees (Per Semester)

(Billed in equal installments per semester unless otherwise specified)

Locations:	Amount:
Ireland	3,500
Ireland Honors	3,600
France (Fall Only Fee)	3,700
Guyana (Fall Only Fee)	2,000
Art Therapy Ecuador (Fall Only Fee)	3,400
Spain	1,950
Finland/Sweden	1,950
United Kingdom	1,950
Peru	3,900
Brig Niagara (Spring Only ; no enrollment fee)	1,500

Room Charges (Per Occupant Per Semester)

Rooms:	Amount:
Baldwin-McAuley Halls (double)	3,210
Baldwin-McAuley Halls (single)	4,285
Warde Hall (double)	4,285
Warde Hall (triple)	3,570
Warde Hall (single)	4,400
Ryan Hall (Quad)	4,600
Ryan Hall (Single)	5,800
Grandview Hall (single)	3,540
Briggs/Lewis Apartments (double)	4,778
Briggs/Lewis Apartments (triple)	3,940

Student Financial Services

Briggs/Lewis Apartments (quad)	3,540
Briggs/Lewis Apartments (single)	4,780
Wayne Street Apartments (double/quad)	4,260
Wayne Street Apartments (triple)	4,600
Wayne Street Apartments (single)	5,275
Mercy Apartments-AIM (double)	4,465
Duval Apartments (quad)	3,870
Warde Townhouses (quad)	3,870
Lewis Avenue/East 41st Street Townhouses (quad)	4,260
Summer Housing (per week but full summer charge on first bill)	90

Meal Plans (Per Semester)

Meal Plan:	Amount:
Erie Anytime Plan (Minimum Residence Hall Plan)	3,230
The Complete Plan	2,380
The Daily Diner Plan	2,015
The Lite Diner Plan	1,715
The Convenient Diner Plan	1,280
\$500 Hurst Dining Club	500
\$750 Hurst Dining Club	750
\$1000 Hurst Dining Club	1,000

Financial Penalties (Per Occurrence)

Penalties:	Amount:
Late Payment Fee	Variable
Room Change Fee	100
Returned Check	75
Stop Payment/Reissued Check	25
Late Registration Fee	300
Conduct Fine	100
Alcohol Education Class Fee	75
Lost Key	110
Key Not Returned	60
Key Replacement	35

Tuition and Fees - North East Campus

Full-Time Student (12-18 Credits)	Fall	Spring	Total
Tuition	8,700	8,700	17,400
Fees	860	860	1,720
Commuter Total	9,560	9,560	19,120

Residents - Add Tuition and Fees to the Following:

Note: Additional Room and Meal Plan Options are Available

Room and Meal Plan	Fall	Spring	Total
Room	2,600	2,600	5,200
Meal Plan	2,660	2,660	5,320

Student Financial Services

Room and Meal Plan	5,260	5,260	10,520
Part-Time Student (9-11 Credits)	Fall	Spring	Total
Tuition	5,220	5,220	10,440
Fees	700	700	1,400
Total	5,920	5,920	11,840
Half-Time Student (6-8 Credits)	Fall	Spring	Total
Tuition	3,480	3,480	6,960
Fees	520	520	1,040
Total	4,000	4,000	8,000
Less Than Half-Time Student (1-5 Credits)	Fall	Spring	Total
Tuition	1,740	1,740	3,480
Fees	240	240	480
Total	1,980	1,980	3,960

North East Tuition Rates

Summer 2019

Tuition (Per Credit)	580
Fees	240

Mercyhurst Corry, BTW and Erie CADS	Fall	Spring	Total
Tuition*	8,325	8,325	16,650
Fees	80	80	160
Total	8,405	8,405	16,810

*** Tuition is 555 Dollars Per Credit / Example Based on 15 Credits**

Occasional Fees for Mercyhurst Corry, BTW and Erie CADS

Orientation Fee - FT Students Only	150
Technology Fee - Erie CADS Only	240
Graduation Fee - One Time Only	190
ID / One Card Fee - One Time Only	50

Municipal Police Training Program

Municipal Police Training Program (22 Credits)	5,000
Municipal Police Training Program (Program Fees)	1,556
Commuter Total	6,556

LPN Program (4 Terms/Per Term)

LPN Program (Full - Time)	4,635
LPN Program (Premium)	1,475
Total (Per Term)	6,110

Additional Notes:

- The Program Fee is charged to all cadets in their first term.
- Students attending the Academy in summer term 2020 are: subject to the summer tuition rates TBD for the 2020-2021 academic year.
- Cadets living on campus are subject to the room and board rates listed per semester in addition to the summer housing rates billed in advance per week.
- Summer housing rates published in this catalog are applicable to the summer 2019 term. Summer 2020 weekly housing rates are TBD in the 2020-2021 academic year catalog.
- Meal plans for cadets are only offered during the semester. There are no summer meal options.
- Cadets attending the Police Academy while enrolled in a degree program at Mercyhurst will be charged the tuition and fees associated with the degree being obtained.

Program Premiums and Fees (Per Semester)

Culinary	1,300
Part-Time RN (ASN Program)	415
Registered Nurse (Full-Time ASN)	1,610
PTA	1,480
Sciences	730
Sports Management	55
OASIS	4,360

Special Tuition Rates

High School Affiliate	300
Proficiency/Life Experience Exam	585
Audit	585
Mercyhurst Prep	240
CLEP	285

Occasional Fees

I.D. / One Card	50
I.D. / One Card Replacement	30
Lab Fee (Non-Science)	220
Studio/Materials	220
Official Transcript of Credits	10
Distance Learning Fee (per online course)	60
Tuition Overload (> 18 credits) (per credit)	580
Confirmation Deposit- Freshman Resident	250
Confirmation Deposit- Freshman Commuter	100
Exam Proctoring Fee for Online Courses	50

Financial Penalties

Late Registration Fee	300
Late Payment Fee	175
Room Change	100
Returned Check	75
Stop Payment / Reissued Check	25
Lost Key	110

Meal Plans and Room - North East Campus**Meal Plans (Per Semester)**

The North East Plan	2,660
Complete Plan 225 Meals	2,190
Daily Dinner Plan 185 Meals	1,810
Dinner Plan 150 Meals	1,520
Convenient Diner Plan 105 Meals (Min Option)	1,080

Meal Plans (Per Trimester)

LPN Resident- CADS Anytime Meal Plan	1,775
LPN Resident- CADS 150 Meals	1,465

LPN Resident- CADS 125 Meals	1,220
LPN Resident- CADS 100 Meals	1,025
LPN Resident- CADS 70 Meals (Min. Option)	740

Room Charges (Per Occupant / Per Semester)

Neumann Hall	2,600
Redemptorist Hall	2,800
Townhouse	3,735
Single Room - Extra Charge	540

Room Charges (Per Occupant / Per Trimester)

Neumann Hall	1,850
Redemptorist Hall	1,850
Single Room - Extra Charge	540

Summer 2019 Housing

Billed in advance per week	90
----------------------------	----

Payment Policy for Tuition, Fees, Room and Meal Plan

When you register for courses, you incur a legal obligation to pay for tuition, fees and all related charges. Registration for a given semester is not complete until all charges are paid by the bill due date, or until acceptable payment arrangements have been made with the Office of SFS prior to the due date.

Students must be actively registered to reside in campus housing, receive student meal plan privileges, and receive all other university services and amenities. Student Financial Services participates in 100% online, real-time billing. Ebills are accessible via your Mercyhurst portal. You are encouraged to grant guest access to any family member who may have an interest in viewing or paying your bill. Full instructions are available on your Mercyhurst portal. Summer 2019 bills are available via the ebill the first week of June and are due on or before June 28, 2019. Fall semester bills are available the last week of June and are due on or before August 2, 2019. Spring semester bills are available in early December and are due on or before January 6, 2020. All charges assessed after the initial billing due date are due immediately and must be paid within 30 days to avoid any late fees. You and your guests should check your ebill regularly for any updates and any changes you have made.

Billing Due Dates for 2019-20

Summer Sessions 2019: June 28, 2019

Fall Semester: August 2, 2019

Spring Semester: January 6, 2020

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

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

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

To receive pending credit on your bill for your federal student loans, students must have a FAFSA® on file, and have completed both the Master Promissory Note

and Entrance Loan Counseling online for Federal Direct Loans by July 20, 2019 for fall bills or December 1, 2019 for spring bills. This is a one-time requirement at Mercyhurst. Federal Direct PLUS Loans are not credited to the student's account until a promissory note is signed. Some PLUS borrower's may also be required to do PLUS Counseling. Those borrowers will be contacted directly by the U.S. Department of Education. Private Alternative Education Loan proceeds are not credited until the loan proceeds are received by Mercyhurst.

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

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

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

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

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

For more information about the plan or how to calculate monthly payments, contact Nelnet Campus Commerce directly at 1-888-285-3052, or visit www.afford.com/mercyhurst. If your projected budget at Nelnet Campus Commerce is less than your actual balance at Mercyhurst, you may incur late fees at Mercyhurst and a business office hold will be placed on your account, preventing future registration. If payment is made by paper check, Mercyhurst will credit the funds but will not remove any Business Office Holds for at least seven calendar days to allow time for the check to clear with your bank. If funds do not clear, a student may be charged a late fee in addition to a \$75 returned check fee. In this instance, the student will be contacted and given one week to make payment to Mercyhurst

in the form of a certified check or money order. Legal action may be taken against any person who has repeatedly submitted checks with insufficient funds, and Mercyhurst reserves the right to reject future check payments.

Tuition and Fee Refund Policy Due to Total Withdrawal

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

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

Period of Withdrawal During a Semester	Percentage of Tuition Refund
On or before the last day to drop/add each term (Up to and including calendar day 8)	100% Including Fees
Calendar days 9 - 15	80% Not Including Fees
Calendar days 16 - 22	70% Not Including Fees
Calendar days 23 - 29	60% Not Including Fees
Calendar days 30 and beyond	0% Not Including Fees

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

Period of Withdrawal for Summer Mini Sessions Only	Percentage of Tuition Refund
On or before the last day to drop/add each term (Up to and including calendar day 8)	100% Including Fees
Calendar days 9 - 15	80% Not Including Fees
Calendar days 16 - 22	70% Not Including Fees
Calendar days 23 - 29	60% Not Including Fees
Calendar days 30 and beyond	0% Not Including Fees

Treatment of Financial Aid for Total Withdrawal (Cease Enrollment)

If a student withdraws from all courses (ceases to be enrolled), the SFS Office must review the student's financial aid to determine whether financial aid funds must be adjusted in accordance with federal, state, and institutional policies governing total withdrawal from the university.

SFS calculates refunds for tuition, room and meal plans according to university policy. However, the policies for financial aid for total withdrawals (cease enrollments) are specific to each designated financial aid program and are applicable only if the student was awarded that particular type of fund. If the student is awarded various types of financial aid, more than one policy may apply in determining the student's revised financial aid eligibility.

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

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

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

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

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

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

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

If a student earned less aid than was disbursed, Mercyhurst would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a balance to Mercyhurst which must be paid within 30 days of notification.

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

Refunds to aid programs are returned in the following order:

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

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

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

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

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

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

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

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

Course Withdrawal Policy

Students who wish to withdraw from a course after the drop/add period for a semester must complete a Class Schedule Form which is available in the Office of the Registrar. Once the student obtains the advisor's signature, the form is returned to the Office of the Registrar for processing. Course withdrawals after drop/add will result in a W grade for the course and will not change financial aid or tuition charges for that semester because they are based on the enrollment status on the census date, which is usually the 8th day of the fall or spring semester*.

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

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

Financial Aid Policies

Students have the following rights and responsibilities:

- Access to complete information regarding tuition, fees, payment, and refund policies.
- Confidentiality of all personal and family financial information.
- Reconsideration of student aid eligibility if student and parents situation warrants it through an appeal to SFS.
- To advise the Office of SFS of any additional financial aid received that is not indicated on the Mercyhurst Financial Aid Award Letter.
- To follow application filing deadlines and to submit all required documentation for verification of financial and other information pertaining to the financial aid application process within 30 days of the request.
- To give SFS permission to relay pertinent financial, academic, and other

information to donors of aid upon request.

- To maintain Satisfactory Academic Progress (SAP) for Financial Aid (refer to SAP Policy in the following section).
- To comply with the rules governing the types of financial assistance the student receives.

Financial Aid Application Procedures and Deadlines

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

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

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

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

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

SFS Processing Schedule and Deadlines:

June

- New students (and parents) attend Summer Orientation
- Packaging begins for returning students who are registered for the following fall semester
- Fall bills are sent to students registered for fall courses

July

- New students taking Direct Loans sign promissory note and complete entrance counseling online at www.studentloans.gov
- Parents apply for Federal Direct PLUS Loans or Alternative Loans if needed and sign promissory notes
- Loan exit counseling is completed by student loan borrowers expecting to graduate after summer term
- Deadline to submit summer SAP Appeals is July 26, 2019

August

- Fall bills are due August 2, 2019. Payments must be received by this date
- SAP appeals for the fall semester must be submitted to the Financial Aid Satisfactory Academic Progress Committee by August 11, 2019

September

- Awards are finalized the day after drop/add
- Financial Aid Refunds are processed and directly deposited

October

- Student loan borrowers graduating at the end of the fall semester complete loan exit counseling
- Free Application for Federal Student Aid (FAFSA®) is available for 2020-21 filing by going to www.FAFSA.ed.gov
- Mercyhurst University must be listed in the university choice section of the FAFSA® with a school code 003297
- Awards are finalized for any student with Mini 2 session registration activity
- Financial Aid Packaging begins for freshman & transfer students for the following academic year

November

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

December

- Spring bills are sent to students registered for spring courses

January

- Spring bills are due January 6, 2020. Payments must be received by this date
- 1098 Tax Statements for federal and state income tax filing are sent to students who were enrolled in the prior calendar year
- SAP appeals for the spring semester must be submitted to the Financial Aid Satisfactory Academic Progress Committee by January 3, 2020

February

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

March

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

April

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

May

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

Financial Aid Packaging

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

Cost of Attendance (COA)

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

books & supplies allowance, and miscellaneous educational expenses.

Expected Family Contribution (EFC)

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

Financial Need

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

Special Circumstances

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

Other special circumstances include loss of non-taxable income (e.g., child support, social security benefits, and so on). In all cases, special circumstances must be fully documented with tax returns, death certificates, court documentation, or letters from appropriate agencies, individuals, or employers. If there are other circumstances that affect the amount that the student and family can contribute toward the student's education, please contact SFS immediately; however, keep in mind that the reasons must be sound and that the student will have to provide adequate proof to support any adjustments.

Verification and Eligibility Confirmation

Verification is the process in which Student Financial Services (SFS)—as dictated by federal regulations—compares the information reported on the FAFSA® with the student's (and student's parents) prior-year tax returns and other financial documentation. If the student's application is selected for verification, the student will be contacted by letter or e-mail requesting the required information. SFS must receive all requested documentation before federal aid can be disbursed. If there are differences between the data supplied on the FAFSA® and the verification documentation, corrections may be needed, and the student's FAFSA® will be reprocessed. This may result in a revision of the Financial Aid Package. Failure to submit documents within the requested time frame will result in cancellation of aid.

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

It is extremely important that students (and parents) respond to requests for information promptly because finalized financial aid packages are processed in the order of file completion date. To ensure that the student's financial aid funds disburse as scheduled at the start of the fall semester, the student must be registered for classes, make Satisfactory Academic Progress, and submit all required documentation by July 20 prior to the academic year. Failure to reply to requests for information will result in cancellation of any financial aid offers. Students may still submit late documents, but aid is not guaranteed. The absolute deadline for submittal of all documents is 30 days prior to the end of the semester or award period the student is enrolled for the academic year. The designated deadlines allow SFS to process and authorize disbursements within the time frames permitted under federal regulations and university policies.

Enrollment Status

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

Credits	Enrollment Status Classification
9	Full-Time
4.5 - 8	Half-Time
1 - 4	Less than Half-Time

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

A student's Financial Aid Package is based on full-time enrollment as determined on the census date (the morning after drop/add). If the student does not have full-time status, financial aid will be adjusted accordingly. Students registered for any Mini 2 or Mini 4 courses will have a secondary census date after the drop/add period for those terms. If changes to enrollment cause the student to be less than full time for the semester, aid for the entire semester will be recalculated and in some cases, canceled. If canceled aid results in a balance owed to the school, the student must pay the balance within 30 days.

Failure to resolve an outstanding balance within that time frame may result in the account being placed on hold, possible de-registration from future registered courses, and a hold on the grades and/or transcripts. Summer enrollment status follows the same chart above for financial aid eligibility. Students must consult with SFS if they plan to withdraw from any courses in any term.

Other Eligibility Criteria

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

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

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

Enrollment at Other Institutions / Study-Aboard

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

Financial Aid Awarding Policies

The Financial Aid Package

Financial aid at Mercyhurst is awarded according to financial need, merit, talent, athletic ability or combination of these factors. If the student is eligible for financial assistance based on financial need, the student may receive a combination of gift aid (grants or scholarships that need not be repaid) and self-help aid (loans, which must be repaid or part-time employment on campus). Any combination of awards is referred to as the student's "Financial Aid Package." Once a Financial Aid Package

has been awarded, the student can review it at any time throughout the year via Web Advisor. Students are awarded for the official academic year only (fall and spring semesters). If a student is interested in receiving federal aid for summer, they must complete a Summer Aid Application and submit it to the SFS Office two weeks prior to the end of the summer session for which they are registered. There is no institutional aid available for the summer sessions.

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

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

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

Mercyhurst Scholarships and Grants

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

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

Mercyhurst does not guarantee substitution of funds for any portion of the financial aid package which may be canceled or reduced by government agencies or other sources, nor for any portion of the financial aid package declined by the student. Awarding is contingent upon program requirements, student eligibility and availability of funds. Work-Study jobs are not guaranteed and are filled on a first come basis.

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

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

Mercyhurst Scholarships and Grants

Institutional scholarships and grant programs require that students be enrolled full

time and maintain a minimum Grade Point Average (GPA). Most scholarships are renewable each year and students must continue to meet the scholarship criteria as described in communication sent directly to the student with the financial aid award letter. Students must also meet the minimum standards specified in the Satisfactory Academic Progress Policy for Financial Aid. Other scholarships may be based on athletic ability or talent. Mercyhurst offers several scholarships and grants based on financial need. Students are required to file the Free Application for Federal Student Aid (FAFSA®) annually to receive Mercyhurst need-based scholarship and grants.

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

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

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

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

Athletic Scholarships are awarded by coaches to students who demonstrate substantial athletic prowess and potential. Applicants being actively recruited by an athletic team should discuss financial aid with the coach. Students must meet NCAA eligibility requirements to qualify for athletic aid. **ONLY MERIT BASED AWARDS CAN BE COMBINED WITH AN ATHLETIC SCHOLARSHIP.**

Performance Scholarships are awarded by department faculty to music and dance applicants who demonstrate exceptional skill. These awards — starting at \$750 per year — go to exceptional dance (ballet-focused) and music (vocal or instrumental) students. In addition to completing their application, students must also audition to be eligible for these awards. If a student qualifies for other merit-related scholarships (e.g. art, academic), his or her Performance Scholarship may be reduced.

Erie Diocese and Sisters of Mercy Heritage Awards of up to \$1,000 are awarded to students enrolling from a Catholic high school (Diocese award) or Mercy-sponsored, co-sponsored, or affiliated high school (Sisters award).

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

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

ROTC Room & Meal Plan Scholarships are available from Mercyhurst for students who receive a full ROTC scholarship. Details regarding the ROTC R&MP Scholarship are in the ROTC Cadet Agreement which must be completed in the Office of Student Financial Services each year by the deadline.

Mercyhurst Internal Transfer Grant (Awards Vary-See Below)**Traditional Students with a Degree from The North East Campus**

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

GPA	Award Amount
3.5 - 4.0	\$18,000 per year
3.0 - 3.49	\$16,000 per year
2.75 - 2.99	\$15,000 per year
2.5 - 2.74	\$10,000 per year

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

Adult Students with a Degree from the North East Campus

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

GPA	Award Amount
3.5 - 4.0	\$3,600 per year
3.0 - 3.49	\$3,000 per year

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

North East Grant - North East Campus

Two year scholarship awarded to freshmen and transfer students attending the North East Campus demonstrating financial need.

North East Athletic Aid - North East Campus

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

Booker T. Washington Aid

Scholarship awarded to students enrolled full-time at the Booker T. Washington Center. \$200 per 3 credit course will be granted to each student.

Mercyhurst North East Resident Grant - North East Campus

Students residing in Mercyhurst North East housing may be awarded this need-based scholarship to help subsidize the cost of living on campus.

Allied Health Partnership Grant

\$500 of institutional grant money is available to employees of Mercyhurst North East's Allied Health Partners. The grant is available regardless of credit load. It is available to students during their first year of enrollment. (See website for participating partners.)

Endowed, Restricted & Foundation Scholarships

There are several grants and scholarships available that have been endowed by an individual or established in memory of a person. There are also numerous restricted and foundation scholarships that have been made available by a company, individual, or an organization on an annual basis. Eligibility varies according to the donor's wishes and at the time they awarded. Students are informed of the criteria required and requirements for renewal at the time of awarding.

Federal Need-Based Grants

Students must file the FAFSA® and meet eligibility requirements.

Federal Pell Grant

Awarded to undergraduate students based on financial need if enrolled and have not yet received a first bachelor's degree. Students may be enrolled part-time or

full-time to receive Pell Grant. Dollar amounts awarded depend on the student's Cost of Attendance (COA), Estimated Family Contribution (EFC), total Pell Grants received previously, and whether the student plans to attend full time or part time. The student's EFC is derived from the information provided on the FAFSA®.

Federal Supplemental Educational Opportunity Grant (SEOG)

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

State Grants, Scholarships and Other Programs**Pennsylvania Higher Education Assistance Authority Grant (PHEAA) Grant**

To be considered annually for PHEAA, the state must receive the student's processed FAFSA® by May 1 prior to the academic year applying. A student can receive a PHEAA grant if enrolled as an undergraduate at least half time pursuing an associate or bachelor degree, demonstrate financial need, does not have a first bachelor's degree, and is a legal resident of Pennsylvania. The student must also be a high school graduate or a recipient of a GED.

The Pennsylvania Higher Education Student Assistance Authority (PHEAA) determines eligibility and notifies students of any awards through a Student Eligibility Notice (SEN). Before a PHEAA Grant can disburse, the Office of SFS must confirm the student's eligibility by certifying that all eligibility requirements of the program are met, including attendance.

This may delay the disbursement of the PHEAA Grant for those registered in courses that start later in the semester, however, pending aid will reflect on the bill. Choosing to enroll in Web (WEB) courses in any given semester totaling more than 50% of the total registered credits for that particular term, may result in the loss or reduction of PHEAA State Grant.

Aid for Veterans & National Guard Members

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

- Children of Soldiers Declared POW/MIA – PHEAA provides State Grants to children of a member of the U.S. Armed Forces who has been designated a "Prisoner of War" or as "Missing in Action" and served on active duty after January 31, 1955 and was a resident of PA for at least twelve (12) months preceding their service on active duty. Students may obtain the POW-MIA application by calling: 800-692-7392 (toll-free) TDD (for hearing-impaired ONLY): 717-720-2366.
- Montgomery G.I. Bill® – this is a government program; contact the Veteran's Outreach and Enrollment Coordinator at (814) 824-2617 for more detailed information and assistance applying. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Pennsylvania National Guard Educational Assistance Program

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

Pennsylvania Chafee Education

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

Student Loans

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

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

Federal Direct Loan

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

Federal Direct Subsidized Loan

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

Federal Direct Unsubsidized Loan

A Federal Direct Unsubsidized Loan is not based on the student's financial need. If the student's Estimated Cost of Attendance is greater than the total financial aid and the student has not reached his or her annual maximum loan, the student may qualify for Federal Direct Unsubsidized Loan.

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

Student Employment Programs

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

- Federal Work-Study (FWS) Program: may be available if the student is an undergraduate, U. S. citizen or permanent resident, and has an FWS allocation as part of the student's Financial Aid Package. Students can earn up to the amount specified in the Financial Aid Award Letter. FWS employment also includes community-service tutoring and literacy-project positions. FWS earnings are excluded from income on the student's subsequent year's financial aid application (FAFSA®).
- Institutional Work-Study (IWS) Program: provides limited on-campus employment opportunities for Mercyhurst students who are not eligible for FWS but demonstrate financial need. Students must be enrolled full-time to qualify for IWS.

Mercyhurst Human Resources Department will contact students who were awarded student employment directly for job placement. Work-Study jobs are not guaranteed and are filled on a first come basis.

Satisfactory Academic Progress Policy for Financial Aid

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

financial aid eligibility. The student's entire academic history will be considered when determining the academic progress status, including accepted transfer credits from another university.

The financial aid SAP standards can be different than the academic standards defined in the Office of Academic Affairs. It is important for students to understand there are two different policies and how they differ. Mercyhurst must apply two different Satisfactory Academic Policy standards depending on the type and sources of funding. The two SAP Policies are as follows:

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

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

Institutional and Federal Student Aid

Quantitative Measure (Completion Pace)

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

Qualitative Measure (GPA)

Students must have a 2.00 cumulative GPA by the end of the academic year. SAP will be evaluated at the end of the spring semester. Specific Mercyhurst scholarships and grants may have different grade point requirements for continued eligibility.

This is a separate and distinct factor in renewing or continuing eligibility for certain institutional scholarships and grants. The grade point requirement for specific programs supersedes the grade point average requirement referenced above. Information on the terms and conditions of specific institutional awards is made at the time of the grant/scholarship offer.

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

Academic Year		
(Evaluated at end of Spring Semester)	Percentage of all Attempted Hours required to be completed*	Minimum Cumulative GPA Required
1	67 %	2.00
2	67 %	2.00
3	67 %	2.00
4	67 %	2.00
5	67 %	2.00
6	67 %	2.00

*Completion Rates are rounded to the nearest whole number

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

Maximum Time Frame for Completion

The maximum time frame a student may attend and continue aid eligibility cannot exceed 150 percent of the published length of the student's academic program measured in cumulative attempted credits. For example, the published length of a four-year program is 121 credit hours. Therefore, the full-time student has a maximum of 180 attempted credit hours to complete the program. When the

student's enrollment exceeds the 150 percent point, the student is no longer eligible for federal financial aid.

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

Effect of Withdrawals, Incomplete Courses, and Repeated Courses

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

For Each	Award Counter	Student must complete minimum of:
Full-time semester award	.50	12 semester credits / 450 clock hours
2	.33 / .34	12 qtr. or 8 semester credits / 300 clock hours
3	.25	6 semester credits / 225 clock hours
4	.16 / .17	6 qtr. or 4 semester credits / 150 clock hours

Procedures for Appealing

Students not meeting the minimum standards for financial aid Satisfactory Academic Progress described above are ineligible for federal and institutional financial aid (this includes grants, scholarships, work and loans). However, students may request reinstatement of their financial aid eligibility by submitting a written appeal to the Financial Aid Appeals Committee.

SAP Appeal requests must provide an explanation of the extenuating circumstances that contributed to the student's failure to meet the minimum academic progress standards and a realistic academic plan for improvement. If the Financial Aid Appeals Committee approves the appeal, the student will be placed on financial aid probation and possibly an academic plan. Financial aid is reinstated for the applicable payment period.

Students should also meet with their academic support counselor for guidance on their academic plans throughout the academic year. The financial aid SAP appeal and outcome apply to financial aid only. OAA academic progress is appealed separately. Students receive appeal determinations in writing. The decision of the Financial Aid Appeals Committee is final and cannot be further appealed.

Deadlines to Appeal for SAP

Summer Term: July 26, 2019

Fall Semester: August 11, 2019

Spring Semester: January 3, 2020

Pennsylvania (PHEAA) State Grants and Scholarships

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

If the student has received at least one semester of state grant aid during a prior academic year, Mercyhurst must verify that, during or subsequent to those

semesters, the student completed the minimum number of semester credits/clock hours needed to make academic progress given the number of semesters of state grant aid received and the student state grant award status (full-time or part-time) during each of those semesters.

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

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

Transfer Students

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

Effects of Repeated Coursework and Incomplete Courses

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

Procedures for Appealing

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

Deadlines to Appeal

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

Anthropology / Archaeology

Department Chair

Mary Ann Owoc, Ph.D.

Faculty**Professor**

Dennis C. Dirkmaat, Ph.D., D.A.B.F.A.
 (Department Chair Applied Forensic Sciences)
 David Hyland, Ph.D.

Associate Professors

Ruth Burgett Jolie, Ph.D.
 Stephen Ousley, Ph.D.
 Mary Ann Owoc, Ph.D.

Assistant Professors

Edward A. Jolie, Ph.D.
 LisaMarie Malischke Ph.D.

Instructors

Allison Byrnes, M.A.
 Luis L. Cabo-Perez, M.S.
 Annie Marjenin, M.S.

Adjunct Faculty

Jamie Borowicz, Ph.D.
 Frank Vento, Ph.D.

Laboratory Directors and Instructors

Allison Byrnes, M.A.
 Luis L. Cabo-Perez, M.S.
 Annie Marjenin, M.S.
 Edward Jolie, Ph.D.

Introduction

Anthropologists (including specialists in archaeology) are scientists who investigate human diversity in the past and present. Today's anthropologists are interested in applying insights from the study of human cultural, biological, and linguistic diversity and change to contribute to contemporary local and global issues. Our graduates are trained in critical thinking, pattern recognition, problem solving, qualitative and quantitative analysis, and intercultural skills.

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

Mercyhurst University's program in Anthropology and Archaeology is characterized by hands-on training in current field and laboratory methods and theory with highly individualized mentoring. We prepare students to design and execute original research studies and become leaders in their field.

Students regularly participate in faculty research projects with opportunities for professional development, such as conference presentations and peer-reviewed publications. They also acquire real-world experience and training through our professional partnerships.

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

Mission Statement

Our department is committed to the education and training of the next generation of Anthropologists and Archaeologists. As a four-field discipline

concerned with the cultural and biological expressions of humanity past and present, Anthropology is a diverse endeavor characterized by approaches and methodologies drawn from both the sciences and the humanities. Therefore, a wide range of core information, concepts, methodologies, as well as the ability to mobilize these resources critically and independently, form the skill set that we strive to impart to our students.

Program Student Learning Outcomes

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

Requirements

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

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

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

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

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

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

Students seeking a B.S. with a **Bioarchaeology Concentration** must complete an additional 9-10 departmental courses (34-37 credits), Physical Geology and Lab, and 5 cognate courses in Biology and Chemistry (19 credits).

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

Anthropology/Archaeology Major Core Courses

ANTH 107	Language and Culture	3 credits
ANTH 112	World Cultures	3 credits

ANTH 130/131	Archaeology & Lab	4 credits
ANTH 120/121	Physical Anthropology & Lab	4 credits
ANTH 336	History of Anthropological Theory	3 credits
ANTH 347	Anthropological Ethics	3 credits
ANTH 390	Research Design	3 credits
ANTH 480	Research Experience	3 credits
ANTH 490	Senior Thesis	3 credits

General B.A. Anthropology / Archaeology Required Courses

ANTH 224/225	Archaeological Field Methods & Lab	4 credits
OR		
ANTH 227	Ethnographic Field Methods	3 credits
ANTH 226	Summer Archaeological Field Training	3-6 credits
OR		
ANTH 228	Ethnographic Field Methods II	3 credits
ANTH 238/239	Analytical Lab Methods in Historic Archaeology & Lab	4 credits
OR		
ANTH 332/335	Perishables Analysis / Lab	4 credits
OR		
ANTH 229	Lithic Studies	3 credits

Anthropology/Archaeology Required Electives

Five (5) Anthropology/Archaeology electives numbering above 200

Archaeology Concentration B.A. or B.S.

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

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

ANTH 219	Archaeological Concepts	3 credits
ANTH 224/225	Archaeological Field Methods & Lab	4 credits
ANTH 226	Summer Archaeological Field Training	3-6 credits
ANTH 332 /335	Perishables Analysis & Lab	3 credits
ANTH 338	Introduction to Archaeological Theory	3 credits
ANTH 238/239	Analytical Lab Methods Historic Archaeology & Lab	4 credits
ANTH 338	Introduction to Archaeological Theory	3 credits
ANTH 430/431	Geoarchaeology / Lab - (BS only)	4 credits
GEOL 342/343	Sedimentation and Stratigraphy / Lab - (BS Only)	4 credits
GEOL 306/307	Soils / Lab - (BS only)	4 credits
GEOL 215/216	Geomorphology / Lab - (BS only)	4 credits

Area/Thematic Study Required Courses - Choose One (1)

ANTH 200	Prehistory of Eastern North America	3 credits
ANTH 201	Prehistory of Western North America	3 credits
ANTH 204	Cultures in Contact	4 credits
ANTH 205	Historic Archaeology	4 credits
ANTH 207	Mesoamerican Prehistory	3 credits
ANTH 208	Early European Prehistory	3 credits
ANTH 209	Later European Prehistory	3 credits

Area/Thematic Study Elective Courses (6 Credits)

2 additional Anthropology/Archaeology courses numbered above 200.

Bioarchaeology Concentration B.S.

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

Bioarchaeology Concentration B.S. Required Courses

ANTH 270	Paleoanthropology I	3 credits
ANTH 272	Paleoanthropology II & Lab	4 credits
ANTH 224/225	Archaeological Field Methods & Lab	4 credits
ANTH 226	Summer Archaeological Field Training	3-6 credits
ANTH 250/251	Zooarchaeology & Lab	4 credits
ANTH 326/327	Human Osteology & Lab	4 credits
ANTH 333/334	Human Skeletal Biology & Lab	4 credits
ANTH 357	Bioarchaeology	3 credits
ANTH 342	Funerary Archaeology	3 credits

Sociocultural Concentration B.A.

The study of the social and cultural aspects of being human, including economy, customs and religion, political and social organization, & gender roles.

Sociocultural Concentration B.A. Required Courses

ANTH 227	Ethnographic Field Methods	3 credits
ANTH 228	Ethnographic Field Methods II	3 credits
ANTH 352	Ethnological Perspectives	3 credits

Ethnographic Courses - Choose One (1)

ANTH 202	Indians of Eastern North America	3 credits
ANTH 203	Indians of Western North America	3 credits
ANTH 220	Native Americans in Contemporary Society	3 credits
ANTH 248	Navajo Ethnology	3 credits
ANTH 300	Hunters and Gatherers	3 credits

Thematic Courses - Choose Two (2)

ANTH 216	Plants and People	3 credits
ANTH 246	Anthropology of Religion	3 credits
ANTH 344	Anthropology of Ritual	3 credits
ANTH 346	Anthropology of Gender	3 credits
ANTH 348	Urban Anthropology	3 credits
ANTH 349	Anthropology of the Family	3 credits

Electives

3 additional Anthropology/Archaeology courses numbering above 200 (9 credits)

Cognate Courses

B.A. Anthropology / Archaeology

MATH 139	Statistics for Sciences	3 credits
OR		
STAT 130	Social Statistics	3 credits
Foreign Language		9 credits

B.S. Bioarchaeology Concentration

BIO 142/143	Cellular and Molecular Biology of Organisms & Lab	4 credits
BIO 146/147	Ecol and Evo Biology of Organisms & Lab	4 credits
BIO 310/311	Genetics & Lab	4 credits
BIO 390	Bioinformatics	3 credits
CHEM 121/122	Gen Chemistry I & Lab	4 credits
GEOL 100/102	Physical Geology & Lab	4 credits
MATH 139	Statistics for Sciences	3 credits
Foreign Language		3 credits

B.A. Sociocultural Concentration

STAT 130	Social Statistics	3 credits
Foreign Language		9 credits

Additional Available Electives (not named above)

ANTH 124	Stories Through Things	3 credits
ANTH 200	Prehistory of Eastern North America	3 credits
ANTH 201	Prehistory of Western North America	3 credits
ANTH 202	Indians of Eastern North America	3 credits
ANTH 203	Indians of Western North America	3 credits
ANTH 204	Cultures in Contact	3 credits
ANTH 205	Historic Archaeology	3 credits
ANTH 207	Mesoamerican Prehistory	3 credits
ANTH 208	Early European Prehistory	3 credits
ANTH 209	Later European Prehistory	3 credits
ANTH 212	Biblical Archaeology	3 credits
ANTH 213	Prehistory of the Near East	3 credits
ANTH 216	Plants and People	3 credits
ANTH 223	Public Archaeology	3 credits
ANTH 233	Collections and Curation Management	3 credits
ANTH 241	Biology, Race, and Culture	3 credits
ANTH 246	Anthropology of Religion	3 credits
ANTH 300	Hunters and Gatherers	3 credits
ANTH 301	Origins of Food Production	3 credits
ANTH 302	Rise of Civilization	3 credits
ANTH 332	Perishables Analysis	3 credits
ANTH 324	Instrumentation Field Methods	3 credits
ANTH 328	Primitive Technology	3 credits
ANTH 340	Principles of Evolution	3 credits
ANTH 342	Funerary Archaeology	3 credits
ANTH 344	Anthropology of Ritual	3 credits
ANTH 346	Anthropology of Gender	3 credits
ANTH 348	Urban Anthropology	3 credits
ANTH 349	Anthropology of the Family	3 credits
ANTH 360	Archaeological Report Preparation	3 credits
ANTH 362	Archaeological Management	3 credits

Anthropology/Archaeology Minor

ANTH 107	Language and Culture	3 Credits
ANTH 112	World Cultures	3 Credits
ANTH 120/121	Physical Anthropology and Lab	4 Credits
ANTH 130/131	Archaeology and Lab	4 Credits

Four additional Anthropology and Archaeology courses above 200.

Applied Forensic Sciences

Department Chair

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

Faculty**Professor of Applied Forensic Sciences
and Professor of Anthropology**

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

**Visiting Assistant Professor
of Applied Forensic Sciences**

Leslie Fitzpatrick, Ph.D.

**Forensic Laboratory Director
and Director of Student Research**

Luis L. Cabo-Perez, M.S.

Adjunct FacultySgt. Dennis P. Donovan, PSP, ret.
Mercyhurst UniversityGregory O. Olsen, M.S., Investigator
Office of the Fire Marshall, Ontario, Canada**Consultant**Arthur W. Young, B.S.,
Guardian Forensic Sciences, Abington, PA**Introduction**

Forensic science involves the utilization of the natural, physical, and social sciences in the multi-disciplinary investigation of matters related to society and the law. Activities of relevance to forensic science range from the location, documentation and collection of physical evidence at the crime scene to the analysis and interpretation of that evidence in the laboratory. Many diverse fields are included in the forensic sciences.

The development of the Applied Forensic Sciences Program represents the first multi-disciplinary science major at Mercyhurst that incorporates all major natural science fields in the core curriculum. Three concentrations are available to the students in the Bachelor of Applied Forensic Sciences degree: Criminalistics/Forensic Biology, Forensic Anthropology and Forensic Chemistry.

Supported by the nationally recognized undergraduate and master's program in forensic anthropology, the strength of the Applied Forensic Sciences program will continue to reside in the recognition and documentation of physical evidence at the outdoor crime scene, whether that crime scene involves a surface scatter of human remains, a buried body feature, a fatal fire site or a large-scale mass fatality incident.

The undergraduate curriculum consists of a core of courses spanning anthropology, biology, chemistry, physics, geology and mathematics. The variety of courses available in this curriculum will meet the diverse student interests while reflecting the changing face of forensic science. The program and curriculum focuses on presenting state-of-the-art techniques in forensic science in the classroom while providing a multitude of practical, hands-on opportunities in the laboratory and the field.

Mission Statement

The Mercyhurst University Department of Applied Forensic Sciences offers a multi-disciplinary major dedicated to educating students in matters related to science, forensic science, society and the law. Students receive a solid natural science education, bolstered by the thematic forensic science courses.

The program advances the student's knowledge of science-based forensic fields of study by advocating critical thinking and problem-solving skills. Classroom learning is strengthened by strong, hands-on components of

many courses. The Applied Forensic Sciences Department stresses the importance of reasonable and ethical behavior within the field of forensic science to all members of the department.

Program Student Learning Outcomes

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

Concentration Descriptions**Criminalistics and Forensic Biology**

Criminalists are typically called upon to locate, document, preserve, analyze, interpret and testify with respect to the significance of physical evidence. They must possess extensive skills and training in many diverse fields of natural and physical sciences. Pattern recognition in fingerprints and ballistics, and the interpretation of organic and inorganic evidence such as hairs, fibers, paints, polymers, soil, glass and other trace materials is important. Competency in the methods for collection and preservation of human biological evidence regarding DNA testing is stressed in lecture and in the laboratory.

Forensic Biologists apply life science disciplines to legal investigations including genetics, entomology, microbiology, ecology, and botany. Genetics is an important part of the field and is often used to confirm the identity of biological organisms. This concentration prepares students for entry level positions as crime scene technicians; advanced training in Criminalistics and DNA analysis; and as trainees in forensic science laboratories.

Forensic Anthropology

Forensic Anthropologists are often called upon to comprehensively analyze human skeletal remains from a variety of crime scenes, ranging from surface scatters to mass fatalities. The skills of physical anthropology and archaeology are paramount to the training of competent forensic anthropologists and the program uniquely prepares students for graduate studies in biological, physical and forensic anthropology.

The Mercyhurst undergraduate program is the only one in the United States with a Forensic Anthropology concentration. The department includes a board-certified Forensic Anthropologist and conducts approximately one hundred forensic cases a year. Upperclassmen are provided opportunities to work with both faculty and forensic anthropology master's students on a number of these cases both in the field and in the laboratory. This concentration prepares students for advanced studies in anthropology, death investigation positions and positions in medical examiner's offices.

Forensic Chemistry

Forensic Chemists analyze the chemical aspects of evidence that is collected from crime scenes and rarely conduct investigative work themselves. Their job is to identify and characterize physical and biological evidence as part of the larger process of solving a crime. Evidence is often in trace amounts and may include hair, paint, gunshot residue, inks, fibers, fire debris, explosives, drug residue, and blood.

A fully developed knowledge in the natural sciences, specifically in analytical chemistry and instrumental methods, is required. This concentration prepares students for entry level toxicology laboratory positions and advanced studies in Forensic Chemistry and Forensic Science.

Applied Forensic Sciences Bachelor of Science Requirements

The Applied Forensic Sciences program offers courses leading to the Bachelor

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

Students must maintain a grade point average of 2.75 overall and in the major. No required courses in the major may be taken on a Pass-Fail basis. Students who earn a grade less than a C in a required major course must repeat the course. Only a Pass (PA) will be accepted in the repeated course. Only two courses in the major may be repeated, either the same course or two different courses. No third repeat of any kind will be accepted. The necessity to repeat a third course will result in disenrollment from the program.

All prerequisites must be met before continuing in the course curriculum sequence. Alteration of the course prerequisites will only be made by special permission of the Department Chairperson. The Department Chairperson shall conduct an annual review of the academic progress of all students enrolled in the program. All students in the program will also undergo a review by the department faculty at the completion of their sophomore level in their area of concentration. Students must successfully complete the Sophomore Review to continue their studies in the Applied Forensic Sciences Department.

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

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

If a student does not pass the Sophomore Review, the student will not be allowed to enroll in any further courses required for programs administered by the Applied Forensic Sciences Department. The Sophomore Review is encouraged to ensure that the students initiate personal assessments of their academic and career goals through a dialogue with the Applied Forensic Sciences Department faculty.

Students eligible for Sophomore Review in the Forensic Anthropology concentration must have completed or be in the process of completing the following courses: Physical Anthropology/Lab, General Chemistry II/Lab and Calculus I. Students eligible for Sophomore Review in the Criminalistics/Forensic Biology and Forensic Chemistry concentrations must have completed, or be in the process of completing the following courses: Cell Biology/Lab, Organic Chemistry II/Lab and Calculus I.

Students whose GPA falls below 2.75 will be placed on probation or dis-enrolled from the program, depending on the outcome of the Sophomore Review.

Training and working in the forensic science field requires a high level of security and confidentiality. Professional conduct and confidentiality is expected of all students as to information received in the classroom, as well as information received and any evidentiary materials handled in the laboratory facilities. Communicating confidential information inappropriately, carelessly, or negligently is considered a breach of confidentiality and may result in disciplinary review and action as set forth by the Applied Forensic Sciences Department.

Students must be aware that future employment often requires intensive background investigations and drug testing. Any conduct deemed significantly unethical, illegal or unprofessional may result in that student failing to achieve employment in the field, regardless of his/her academic record.

Applied Forensic Sciences Concentrations

Students should choose one concentration of study by the middle of their sophomore year.

Forensic Anthropology Concentration - Required Courses

BIO	142/143	Cellular and Molecular Biology & Lab	4 credits
-----	---------	--------------------------------------	-----------

BIO	146/147	Ecology and Evolutionary Biology of Organisms & Lab	4 credits
BIO	310/311	Genetics & Lab	4 credits
CHEM	121/122	General Chemistry I & Lab	4 credits
CHEM	131/132	General Chemistry I & Lab	4 credits
PHYS	201/203	General Physics I & Lab	4 credits
MATH	170	Calculus I	4 credits
FRSC	150/151	Introduction to the Forensic Sciences & Lab	4 credits
FRSC	310	Statistics for Forensic Science and Anthropology	3 credits

Forensic Anthropology Concentration - Electives

ANTH	120/121	Physical Anthropology & Lab	4 credits
ANTH	242	Forensic Anthropology	3 credits
ANTH	250	Zooarchaeology	3 credits
ANTH	270	Paleoanthropology I	3 credits
ANTH	272	Paleoanthropology II	3 credits
ANTH	326/327	Human Osteology I & Lab	4 credits
ANTH	333/334	Human Skeletal Biology II & Lab	4 credits
FRSC	390/391	Crime Scene Archaeology & Lab	4 credits
FRSC	450	Senior Seminar in Forensic Anthropology	3 credits

Two (2) Additional Elective Courses (8 credits)

Additional Elective Courses

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

The Department Chair May Consider Other Courses for Elective Approval

Required Courses Applied Forensic Sciences

Criminalistic and Forensic Biology and Forensic Chemistry Concentrations

Major Core Courses

BIO	142/143	Cellular and Molecular Biology & Lab	4 credits
CHEM	121/122	General Chemistry I & Lab	4 credits
CHEM	131/132	General Chemistry II & Lab	4 credits
CHEM	240/241	Organic Chemistry I & Lab	4 credits
CHEM	242/243	Organic Chemistry II & Lab	4 credits
PHYS	201/203	General Physics I & Lab	4 credits
PHYS	202/206	General Physics II & Lab	4 credits
MATH	170	Calculus I	4 credits
MATH	171	Calculus II	4 credits

FRSC	150/151	Introduction to the Forensic Sciences & Lab	4 credits
FRSC	242/243	Criminalistics I & Lab	4 credits
FRSC	300/301	Environmental Evidence & Lab	4 credits
FRSC	310	Statistics for Forensic Science and Anthropology	3 credits
FRSC	340	Physical Evidence and the Law	3 credits

Criminalistics and Forensic Biology Concentration

BIO	146/147	Ecology and Evolutionary Biology of Organisms & Lab	4 credits
BIO	310/311	Genetics & Lab	4 credits
BIO	370/371	Cellular Biochemistry & Lab	4 credits
BIO	430	Molecular Biology	3 credits

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

Additional Elective Courses

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

The Department Chair May Consider Other Courses for Elective Approval

Forensic Chemistry Concentration

CHEM	230	Quantitative Analysis	3 credits
CHEM	331/331	Biochemistry I & Lab	4 credits
CHEM	333/334	Instrumental Analysis & Lab	4 credits
CHEM	335/336	Spectral Interpretation & Lab	4 credits
Four (4) Additional Elective Courses, One Elective with a Lab			13 credits

Additional Elective Courses

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

The Department Chair May Consider Other Courses for Elective Approval

 Art

Department Chair

Jodi Staniunas-Hopper, M.F.A.

Faculty**Professor**Daniel Burke, M.Ed.
Thomas Hubert, M.F.A.**Associate Professor**

Jodi Staniunas-Hopper, M.F.A.

Assistant Professor and Program Director of Studio Art

Gary Cardot, M.A., M.F.A.

Lecturer and Program Director of Graphic Design

Peter Stadtmueller, M.S.

Lecturer and Program Director of Art Therapy

Heather Denning, M.A., ATR-BC, ATCS, LSW

Introduction

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

Mission Statement

In accord with the University Mission Statement and grounded in the Art Department's history and tradition, we aim to provide training for students in selected artistic areas to develop and refine their talents and abilities. With this purpose in mind, Art faculty members with their varied areas of expertise, encourage and emphasize the student's pursuit of excellence. We believe in a comprehensive approach to teaching that values a range of artistic processes and products, as well as a variety of historical and contemporary methods to the study of art.

We believe that art is a universally accepted form of sharing, capable of promoting lifelong, caring learners. Dedicated to developing students who are globally and socially aware and engaged in service and leadership, we provide a wide range of opportunities for students to encounter art. Beginning with the Foundation Year, course work emphasizes a hands-on studio approach. The learning of artistic processes, methods of creative problem solving, the diversity of art materials, media and approaches, the importance of design, and the role of art history are mastered and integrated to help form future ambassador artists, teachers, therapists, designers, and practitioners.

Our Values

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

Artful Discipline

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

Creativity

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

Design

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

History of Art

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

Social Responsibility

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

Professional Practice

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

Art Department Student Learning Outcomes

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

Students in the Department will:

- Critically analyze select works of art and design.
- Describe the historical, geographic, cultural and contemporary contexts of works of art and design.
- Present and critique works of art and design using appropriate criteria and terminology.
- Create works of art and design by applying methods, tools, materials and techniques.
- Generate and revise ideas in the stages of the creative process.
- Develop works of art and design that utilize concepts, elements and principles of art and design.

Departmental Requirements

A student who wishes to graduate with this major must complete the following requirements:

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

Sophomore Review

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

Students must:

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

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

Art Education

The Art Education program explores the methods and pedagogical competencies that are developed through a range of art and education experiences. Through a comprehensive approach, students are nurtured to become well informed, pre-service art teachers who are reflective art practitioners and critical thinkers.

The Art Education program prepares students for PA Department of Education certification. In addition to course requirements, students must maintain a 3.0 GPA; successfully complete Sophomore Review, and complete a visual thesis in the form of an exhibition. Students seeking certification in Art Education are required to take at least half of their art courses at Mercyhurst University.

ART	100	Drawing I	3 credits
ART	101	Painting I: Watercolor	3 credits
ART	125	2-Dimensional Design	3 credits
ART	126	3-Dimensional Design	3 credits
ART	128	Basic Computer Design	3 credits
OR			
ART	102	Ceramics I	3 credits
ART	105	Painting I: Acrylic	3 credits
Two (2) Upper Level Studio Art Electives			6 credits
ART	122	Ancient to Medieval Art History	3 credits
OR			
ART	123	Renaissance to 20th Century Art History	3 credits
ART	223	History of Modern Art	3 credits
ART	240	Foundations of Art Education	3 credits
ART	311	Art Education: Secondary	3 credits
ART	312	Art Education: Elementary	3 credits
ART	410	Senior Art Thesis Individualized Studio	3 credits
ART	452	Senior Art Thesis	3 credits
EDUC	210	Comparative Issues in Education	3 credits
ESPE	101	Psychology of Diverse Learners	3 credits
ESPE	201	Inclusive Practices PreK-8	3 credits
OR			
ESPE	202	Inclusive Practices 7-12	3 credits
ESPE	301	Supporting Literacy PreK-8	3 credits
WL	101	Culturally and Linguistically Diverse Learners	3 credits
EDUC	475	Capstone Clinical Secondary (K-12) Upper Level Concentration	12 credits

Graphic Design

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

ART	100	Drawing I	3 credits
ART	106	Photography I	3 credits
ART	125	2-Dimensional Design	3 credits
ART	126	3-Dimensional Design	3 credits
ART	128	Basic Computer Design	3 credits
ART	122	Ancient to Medieval Art History	3 credits
OR			
ART	123	Renaissance to 20th Century Art History	3 credits
ART	220	Typographic Foundations	3 credits

ART	221	Digital Imagery	3 credits
ART	225	Computer Illustration	3 credits
ART	230	Graphic Design History	3 credits
ART	320	Type and Publication Design	3 credits
ART	321	Introduction to Website Design	3 credits
ART	322	Corporate Identity and Branding	3 credits
ART	323	Portfolio Development	3 credits
ART	325	Intermediate Website Design	3 credits
Two (2) Approved Studio Offerings			6 credits

Art Therapy

Art Therapy majors investigate the healing potential of the arts through self-reflective art directives, research, and service learning in the community. The program includes classes in: art therapy, studio art, and psychology.

In art therapy classes, students learn the history and theory of the field as well as develop a non-judgmental approach toward art made by themselves and others. This approach enables an ability to support the use of art to address goals and problems. Internships provide students with opportunities to witness and encourage art-making as a transformational process. Art therapy students must have an overall GPA of 2.75 to begin an internship.

ART	100	Drawing I	3 credits
ART	125	2-Dimensional Design	3 credits
ART	126	3-Dimensional Design	3 credits
ART	128	Basic Computer Design	3 credits
ARTH	125	Art Therapy: Introduction I	3 credits
ARTH	225	Art Therapy II: Materials and Methods	3 credits
ARTH	325	Art Therapy III: Practices	3 credits
ARTH	425	Art Therapy V: Seminar	2 credits
ARTH	475	Art Therapy IV: Internship	4 credits
ART	101	Painting I: Watercolor	3 credits
OR			
ART	105	Painting I: Acrylic	3 credits
ART	102	Ceramics I	3 credits
ART	122	Ancient to Medieval Art	3 credits
OR			
ART	123	Renaissance to 20th Century	3 credits
ART	410	Senior Art Thesis Individualized Studio	3 credits
ART	452	Senior Art Thesis	3 credits
PSYC	101	Introduction to Psychology	3 credits
PSYC	241	Developmental Psychology: Children	3 credits
OR			
PSYC	242	Developmental Psychology: Adolescence	3 credits
PSYC	201	Personality	3 credits
SOC	108	Human Growth and Development	3 credits
PSYC	211	Abnormal Psychology	3 credits
SOC	100	Introduction to Sociology	3 credits
OR			
PSYC	231	Social Psychology	3 credits
One (1) Approved ARTH elective and One (1) Approved Art Studio Course			3 credits

Studio Art

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

The concentration is primarily designed as a preparation for graduate school and further professional study, but, given the variety of studio experiences, students also pursue careers in design, publication, commercial galleries, and museum work.

In addition to course requirements, students must successfully complete Sophomore Review and complete a visual thesis in the form of an exhibition.

ART	100	Drawing I	3 credits
ART	101	Painting I: Watercolor	3 credits
OR			
ART	105	Painting I: Acrylic	3 credits
ART	102	Ceramics I	3 credits
ART	103	Sculpture	3 credits
OR			
ART	216	Ceramic Sculpture	3 credits
ART	125	2-Dimensional Design	3 credits
ART	126	3-Dimensional Design	3 credits
ART	128	Basic Computer Design	3 credits
ART	106	Photography I	3 credits
ART	122	Ancient to Medieval Art History	3 credits
ART	123	Renaissance to 20th Century Art History	3 credits
ART	223	History of Modern Art	3 credits
ART	410	Senior Art Thesis Individualized Studio	3 credits
Three (3) Studio Electives and Three (3) Upper Level Concentration			18 credits

Art Minor

ART	100	Drawing I	3 credits
ART	122	Ancient to Medieval Art History	3 credits
OR			
ART	123	Renaissance to 20th Century Art History	3 credits
ART	125	2-Dimensional Design	3 credits
ART	126	3-Dimensional Design	3 credits
ART	128	Basic Computer Design	3 credits
Two (2) Approved Art Electives			6 credits

Art History Minor

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

Art Therapy Minor

ART	100	Drawing I	3 credits
ART	102	Ceramics I	3 credits
ART	128	Basic Computer Design	3 credits
OR			
ART	101/105	Painting 1: Watercolor or Acrylic	3 credits
ARTH	125	Art Therapy: Introduction I	3 credits
ARTH	225	Art Therapy II: Materials and Methods	3 credits
ARTH	325	Art Therapy III: Practices	3 credits

PSYC	101	Introduction to Psychology	3 credits
------	-----	----------------------------	-----------

Photography Minor

ART	106	Photography I	3 credits
ART	128	Basic Computer Design	3 credits
ART	206	Intermediate Photography	3 credits
ART	306	Color Photography	3 credits
ART	223	History of Modern Art	3 credits
ART	224	History of Photography	3 credits
ART	305	Digital Photography	3 credits

Graphic Design Minor

ART	128	Basic Computer Design	3 credits
ART	220	Typographic Foundations	3 credits
ART	221	Digital Imagery	3 credits

Four (4) Approved Art and Graphic Design Electives			12 credits
--	--	--	------------

Athletic Training

Program Director

Josh Long, M.S., ATC, CSCS, CES

Clinical Education Coordinator

Melissa Lustic-Long, M.S., ATC, CSCS, OPE-C

Faculty**Assistant Professors**

Timothy Harvey, M.S.

Bradley R. Jacobson, M.A., LAT, ATC

Robert Chetlin, Ph.D.

Instructors

Josh Long, M.S., ATC, CSCS, CES

Melissa Lustic-Long, M.S., ATC, CSCS, OPE-C

Adjunct Faculty

Jeffrey Haft, M.S., ATC

Patricia DiMatteo, M.S., ATC

Morgan Beaty, M.S., ATC

Medical Education Coordinator

Chris Rial, D.O.

Accreditation

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

Mission Statement

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

Program Student Learning Outcomes (SLO)**SLO 1: Clinical Knowledge**

ATS will be able to demonstrate advancing clinical proficiency emphasizing sound principles of clinical research and critical thinking skills culminating into a system of quality patient care.

SLO 2: Academic Knowledge

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

SLO 3: Professional Responsibility

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

SLO 4: Socially Merciful

Students will embody the mercy mission and demonstrate dispositions essential to becoming role models for the athletic training profession.

Admission Requirements

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

Professional Athletic Training Program ("professional phase") requires a secondary admissions process ("Athletic Training Review Board" – Please see "Final Acceptance Requirements").

Transfer and Undeclared Students

Each student attempting to transfer into the athletic training program should anticipate entering as a "Pre-Professional Student." Due to the Professional and sequential nature of the coursework, transfer/undeclared students must also appear before the AT review board during their first year and be officially accepted into the Professional Athletic Training Program prior to enrolling in upper level courses offered by the Sports Medicine Department. Each case will be reviewed individually by the Program Director.

Final Acceptance Requirements

Traditional students in the Athletic Training major should apply for formal acceptance into the major in spring of the freshman year. Failure to do so results in an automatic change of status to undeclared student.

Academic

Athletic Training majors must achieve and maintain an overall GPA of 2.75 or higher. To complete the Athletic Training major with either a dual major or minor within four years, students will be required to overload semesters and/or take summer courses.

Review Board

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

Evaluation Process

The prospective athletic training student will have the opportunity to obtain a maximum of 300 points for the review board process. The 300 points consist of the interview process, application, and for the letters of recommendation. The candidate must obtain a minimum of 240 points and have an overall GPA of 2.75 and specific course work for acceptance into the athletic training education program. Probationary status may be awarded if a score of 240 points or better is achieved, and the candidate's overall GPA is between 2.60 and 2.75. If the student meets probationary criteria, he or she may be conditionally accepted into the major. The probationary student must achieve a minimum overall 2.75 GPA within the time designated by the Program Director or he/she will be dismissed from the program. While on probationary status the athletic training student will complete all clinical and academic requirements of the program.

Note: It is made clear that a student who is advised to discontinue the Athletic Training major will find that a lateral move to a related science major is very difficult without having to take more than 121 credits due to the stringent science requirements in related fields. This is a risk that the student knowingly assumes when he or she accepts initial acceptance into the athletic training major.

Appeal Process

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

Graduation Requirements

Students who have been accepted into the Athletic Training major by the Review Board members must maintain an overall GPA of at least a 2.75 to continue in the major. This is, in part, to ensure necessary mastery of NATA Education competencies and proficiencies embedded within Program Core and Cognate courses. All athletic training students must complete 6 clinical experiences including one capstone experience. This includes all related course requirements. Annual Blood-Borne

Pathogen training is required, along with Professional Rescuer CPR. No major course may be taken on a pass-fail basis and students who earn less than a "C" in any major course or lab must repeat the course or lab.

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

Athletic Training Clinical Assignments

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

Clinical assignments are designed to allow students to progressively apply didactic knowledge in real-world clinical settings to develop a high level of clinical skill. Clinical assignments are a requirement of various courses (ATR 200, ATR 201, ATR 300, ATR 301, ATR 404, ATR 461) and will encompass general medical, lower extremity, upper extremity and equipment intensive experiences. Clinical assignments will expose the students to the physically active population of both genders, and across diverse populations including high schools, colleges and universities, medical facilities and/or professional sports organizations.

A minimum of 2 clinical assignments must be at designated off-campus affiliated settings. It is required that students have some form of transportation for at least two semesters to complete these off-campus clinical assignments. In addition, clinical assignments associated with ATR 200, ATR 300 and ATR 461 will begin prior to the start of the academic year typically on or around August 15th. (Housing and 2 meals per day are provided for students during this time.) Clinical experiences are NOT work experiences; they are academic requirements. Therefore, students are not monetarily compensated.

Required Courses

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

SOC	108	Human Growth and Development	3 credits
PHYS	100	Conceptual Physics	3 credits
PSYC	101	Introduction to Psychology	3 credits
CHEM	101/102	Chemical Principles & Lab	4 credits
ATR	162	Introduction to Athletic Training	3 credits
ATR	163	Freshman Clinical Proficiency Lab	1 credit
ATR	200	Clinical Education I Lab	1 credit
ATR	201	Clinical Education II Lab	1 credit
ATR	256	Exercise, Health and Conditioning for Athletes	2 credits
ATR	257	Medical Education Lab I	1 credit
ATR	258	Medical Education Lab II	1 credit
ATR	267/268	Therapeutic Modalities & Lab	4 credits
ATR	300	Clinical Education III Lab	1 credit
ATR	301	Clinical Education IV Lab	1 credit
ATR	362/363	Therapeutic Exercise & Lab	4 credits
ATR	364	Athletic Training Administration and Management	3 credits
ATR	404	Athletic Training Capstone Experience	3 credits
ATR	461	Special Issues in Athletic Training	3 credits
ATR	480	Research Methods I	3 credits

SPMD	157	Emergency Athletic Injury Management	3 credits
SPMD	161	Assessment Injury Management I	3 credits
SPMD	262	Assessment Injury Management II	3 credits
SPMD	263	Nutrition for Health Professionals	3 credits
SPMD	264	Assessment Injury Management III	3 credits
SPMD	365/366	Kinesiology and Lab	4 credits
BIO	125	Medical Terminology	3 credits
BIO	240/241	Human Anatomy and Physiology I / Lab	4 credits
BIO	250/251	Human Anatomy and Physiology II / Lab	4 credits
SPMD	380/381	Exercise Physiology and Lab	4 credits

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

Biology

Department Chair

Sarah Bennett, M.S.

Faculty**Professors**

J. Michael Campbell, Ph.D.

David C. Hyland, Ph.D.

Associate Professors

Michael A. Elnitsky, Ph.D.

Larry P. Gauriloff, Ph.D.

Assistant Professors

Amy Burniston, Ph.D., Ed.D.

Christopher R. Dolanc, Ph.D.

Michael S. Foulk, Ph.D.

Senior Lecturers

Sarah L. Bennett, M.S.

Instructors

Summer Ekelund-Weaver, M.A.

Katie Kilmer, M.S.

Adjunct Professor**Laboratory Director and Research Associate**

Darlene Melchitzky, M.S.

**Medical Technology Concentration
Program Director****School of Medical Technology
Saint Vincent Hospital**

Stephen M. Johnson, M.S., M.T. (ASCP)

**Medical Director
School of Medical Technology
Saint Vincent Hospital**

Jeffrey Richmond, M.D.

Introduction

Biology is the scientific study of life in all its astonishing forms from its origins some 4 billion years ago to the present day. This experimental science involves an examination of life on multiple scales from the molecular to the global. Though difficult to define, the study of life rests upon two fundamental notions. The first is that living systems operate via basic thermodynamic and kinetic principles. The second is the unifying concept of evolution, the most original and important idea of the modern era. Given these principles and great time, life has generated immense and complex diversity. Biologists strive to understand and manage this diversity by examining the genetic history and special features of each species as well as the interactions between each species and its environment.

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

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

two natural areas owned by the University in the Erie area: The Jean B. and J. Douglas James Ecological & Wildlife Preserve on the Asbury Woods Greenway and the Mary Jo and Ed Maier Field Station located on Elk Creek near Lake City.

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

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

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

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

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

The course requirements for a biology major fit well with coursework necessary to apply to pharmacy, medical, veterinary, physician's assistant, and dental schools, among other health professional programs. To increase opportunities for students interested in the health professions, the University has cooperative agreements with several professional schools.

Mission Statement

The primary goal of the Department of Biology is to provide thorough and basic training in the broad field of biology through a forward-looking and comprehensive curriculum that emphasizes critical thinking and the development of a scientific perspective. This includes instruction by dedicated faculty in each of the principal areas within biology and supporting coursework in mathematics, physics, and chemistry. Central to the program is the Department's commitment to experiential learning through rigorous laboratory exercises, hands-on field experiences, and the opportunity to participate in faculty-student collaborative research, travel courses, professional conferences, community service, and professional practicum training. Personal attention and close interaction between faculty and student provides the biology major with a solid core of learning, experience, and preparation, and the means to secure fulfilling employment or continue their education at the graduate and professional level.

Program Student Learning Outcomes

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

- Demonstrate knowledge in three major areas of biology: cellular and molecular biology (including genetics), ecology and evolution, and organismal biology.
- Critically analyze scientific information.
- Demonstrate proficiency in lab, field, or clinical techniques.
- Communicate scientific findings in a professional manner.

Advising

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

Biology Requirements

The Biology Department offers courses leading to the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree in Biology. Those who expect to attend graduate or professional schools after graduation are strongly encouraged to also pursue the Bachelor of Science (B.S.) degree in Biology.

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

Biology Major Core Courses

BIO	142/143	Cellular and Molecular Biology & Lab	4 credits
BIO	146/147	Ecology and Evolutionary Biology of Organisms & Lab	4 credits
BIO	310/311	Genetics & Lab	4 credits
BIO	370/371	Cellular Biochemistry & Lab	4 credits
OR			
CHEM	331/332	Biochemistry I & Lab	4 credits
CHEM	338/339	Biochemistry II & Lab	4 credits

Thematic Courses**Anatomy**

Choose one of the following:

BIO	244/245	Histology & Lab	4 credits
BIO	320/321	Comparative Vertebrate Anatomy & Lab	4 credits
BIO	334/335	Human Anatomy & Lab	4 credits

Physiology

Choose one of the following:

BIO	290	Environmental Physiology	3 credits
BIO	360/361	Systems Physiology & Lab	4 credits
BIO	344/345	Human Physiology & Lab	4 credits

Organismal Biology

Choose one of the following:

BIO	200/201	Microbiology & Lab	4 credits
BIO	210/211	Botany & Lab	4 credits
BIO	294	Parasitology	3 credits
BIO	298	Mammalogy	3 credits
BIO	230/231	Invertebrate Zoology & Lab	4 credits
BIO	234/235	Ornithology & Lab	4 credits
BIO	354/355	The Biology of Insects & Lab	4 credits
BIO	422/423	Mycology & Lab	4 credits

Environmental Biology

Choose one of the following:

BIO	272/273	Forest Ecology & Lab	4 credits
BIO	286	California Ecosystems	3 credits
BIO	292/293	Field Ecology & Lab	4 credit
BIO	372	Conservation Biology	3 credits
BIO	392	Field Botany	3 credits
BIO	410/411	Microbial Ecology & Lab	4 credit
BIO	424	Restoration Ecology	3 credits
BIO	426/427	Limnology & Lab	4 credit

Elective Courses

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

Research Courses

BIO	466	Senior Thesis	1-3 credits
OR			
BIO	474	Biology Practicum	1-3 credits

B.A. Cognate Courses

CHEM	121/122	General Chemistry I & Lab	4 credits
CHEM	131/132	General Chemistry II & Lab	4 credits
CHEM	240/241	Organic Chemistry I & Lab	4 credits
PHYS	101/103	Principles of Physics I & Lab	4 credits
Two (2) math courses numbered 109 or higher; STAT 137 Biostatistics highly recommended.			

B.S. Cognate Courses

CHEM	121/122	General Chemistry I & Lab	4 credits
CHEM	131/132	General Chemistry II & Lab	4 credits
CHEM	240/241	Organic Chemistry I & Lab	4 credits
CHEM	242/243	Organic Chemistry II & Lab	4 credits
PHYS	101/103	Principles of Physics I & Lab	4 credits
OR			
PHYS	201/203	General Physics I & Lab	4 credits
PHYS	102/106	Principles of Physics II & Lab	4 credits
OR			
PHYS	202/206	General Physics II & Lab	4 credits
MATH	170	Calculus I	4 credits

A second math course numbered 109 or higher; STAT 137 Biostatistics highly recommended.

Neuroscience Concentration

The Neuroscience Concentration is an interdisciplinary concentration administered by the Biology and Psychology Departments.

Neuroscience Core Courses

BIO	142/143	Cellular and Molecular Biology & Lab	4 credits
BIO	146/147	Ecology and Evolutionary Biology of Organisms & Lab	4 credits
BIO	450	Neurobiology	3 credits
OR			
BIO	336	Neuroanatomy	3 credits
PSYC	101	Introduction to Psychology	3 credits
PSYC	252	Biopsychology	3 credits

Biology

BIO	466	Biology Practicum	3 credits
OR			

BIO	474	Senior Thesis	3 credits
-----	-----	---------------	-----------

Neuroscience Elective Courses

Choose one of the following:

BIO	310/311	Genetics & Lab	4 credits
BIO	320/321	Comparative Vertebrate Anatomy & Lab	4 credits
BIO	330	Immunology	3 credits
BIO	334/335	Human Anatomy & Lab	4 credits
BIO	336	Neuroanatomy	3 credits
BIO	344/345	Human Physiology & Lab	4 credits
BIO	370/371	Cellular Biochemistry & Lab	4 credits
BIO	430	Molecular Biology	3 credits
BIO	450	Neurobiology	3 credits
PSYC	211	Abnormal Psychology	3 credits
PSYC	236	Learning and Motivation	3 credits
PSYC	237	Memory and Cognition	3 credits
PSYC	253	Drugs and Human Behavior	3 credits

Cognate Courses

See the B.A. and B.S. cognate courses for the Biology major.

Medical Technology Concentration

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

Major Courses

BIO	142/143	Cellular and Molecular Biology & Lab	4 credits
BIO	146/147	Ecology and Evolutionary Biology of Organisms & Lab	4 credits
BIO	200/201	Microbiology & Lab	4 credits
BIO	310/311	Genetics & Lab	4 credits
BIO	330	Immunology	3 credits

Cognate Courses

Two Math Courses

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

Strongly Recommended Courses

BIO	240 /241	Human Anatomy and Physiology I & Lab	4 credits
BIO	250 /251	Human Anatomy and Physiology II & Lab	4 credits
BIO	370/371	Cellular Biochemistry & Lab	4 credits

Biology

CHEM	331/332	Biochemistry I & Lab	4 credits
CHEM	333/334	Instrumental Analysis & Lab	4 credits
CHEM	338/339	Biochemistry II & Lab	4 credits
CHEM	341	Physical Chemistry I	3 credits

Affiliate Courses

Dependent upon the specific program, other required courses may include: Bacteriology, Clinical Chemistry, Education in Medical Technology, Immunohematology, Serology, Hematology and Coagulation Management and Supervision, Mycology, Parasitology.

Affiliated Programs in Medicine

Mercyhurst University and the Lake Erie College of Osteopathic Medicine (LECOM) School of Medicine, Philadelphia College of Osteopathic Medicine, and Kent State University College of Podiatric Medicine maintain affiliation agreements that pledge our commitment to the training of future medical practitioners. Our affiliated programs give students the opportunity to complete their medical education in two phases. Phase I consists of three or four years of undergraduate and pre-medical education at Mercyhurst, and Phase II consists of four years of medical education at LECOM, PCOM or Kent State.

2+3 And 3+3 Accelerated Program in Pharmacy

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

4+4 Program in Dentistry

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

3+3 Accelerated Program in Chiropractic Medicine

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

4+1 Accelerated Program in Biology and Secondary Education

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

Biology Minor

BIO	142/143	Cellular and Molecular Biology & Lab	4 credits
BIO	146/147	Ecology and Evolutionary Biology of Organisms & Lab	1 credit
Four (4) additional Biology courses 200 or higher			12-16 credits

Business

Department Chair

Kristoffer Gossett, D.B.A.

Faculty**Associate Professors**

Juan Arguez, Ph.D.
 Kristofer Gossett, D.B.A.
 Penny Hanes, M.B.A., CPA
 Anne Zaphiris, Ph.D.

Assistant Professors

Mahtab Athari, Ph.D.
 Lee Anna Belovarac, M.B.A.
 Adrienne Foos, Ph.D.
 Cheryl Moore, M.B.A., Psy.D.
 John Parente, D.Ed.
 Murray Pyle, Ph.D.
 Mark Simpson, M.B.A., M.S., CFP, CPA
 Gary Sullivan, M.B.A., CPCU, AIC, AIM, AIS
 Selin Yalcindag, Ph.D.
 Kim Zacherl, M.B.A., SPHR, SHRM-SCP

Instructors

Carl R. Anderson, M.B.A., CPA
 William Jeffress, M.B.A.

Introduction

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

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

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

Mission Statement

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

Program Student Learning Outcomes

Business graduates are expected to demonstrate:

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

Business Majors

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

Business Major Core Courses

ACCT	101	Principles of Accounting I: Financial	3 credits
ACCT	102	Principles of Accounting II: Managerial	3 credits
BADM	310	Business Law I	3 credits
BADM	335	Business Analytics	3 credits
BADM	350	Business Ethics	3 credits
BADM	405	Business Policy and Strategy	3 credits
BADM	112	Professional Development	0 credits
BADM	212	Professional Development	0 credits
BADM	312	Professional Development	0 credits
BADM	415	Professional Development	1 credit
ECON	105	Macroeconomics	3 credits
ECON	106	Microeconomics	3 credits
ECON	406	Managerial Economics	3 credits
FIN	280	Financial Management	3 credits
MGMT	120	Principles of Management	3 credits
MKTG	162	Principles of Marketing	3 credits
STAT	135	Business Statistics I	3 credits

Students who select more than one major, or who select a major and minor or minors within business, may take only two overlapping courses. In the case of dual majors within business, an exception is made only for the business core. This policy establishes the uniqueness of each intellectual discipline and assures the intellectual integrity of dual majors and minors.

No course taken as part of the business core or part of a business major (or minor) requirement may be taken on a pass/fail basis. Additionally, students who earn less than a “C” in these courses must repeat them (See Repeat Courses section).

GPA Requirements and Reviews

All students (including transfer students) in the business department must maintain a minimum business and overall GPA of 2.75. Failure to meet these GPA requirements at the time of graduation will result in the student earning a degree of either BA in Business Studies or BA in General Studies, depending upon his/her GPA.

Repeat Courses

Students who fail to earn a grade of C or better in any business program requirement must repeat the course. If the student does not receive a C (or better) after repeating the course, the student will not be permitted to re-take the course resulting in the inability to earn a major or minor in the field of study.

Accounting Major**Program Director: Penny Hanes, M.B.A., CPA**

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

applications of financial accounting, cost analysis, auditing, and tax procedures.

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

The department offers two options for students:

1. The Accounting major, with 121 credit hours, is offered for students who wish to work in the private (non-public) sector of accounting. These graduates are eligible to sit for the Certified Management Accountant (CMA) Exam.
2. A double major in Accounting and Finance is offered for students who wish to earn additional credit hours and be eligible to sit for both the Certified Public Accountant and the Certified Financial Planner Exams. This option provides students with the opportunity to work in public accounting and/or finance upon graduation.

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

In addition to the **Business Major Core Courses**, the Accounting Major requires:

Accounting Major Requirements

ACCT	201	Intermediate Accounting I	3 credits
ACCT	202	Intermediate Accounting II	3 credits
ACCT	230	Tax Accounting	3 credits
ACCT	335	Corporate Tax Accounting	3 credits
ACCT	340	Cost Accounting	3 credits
ACCT	401	Advanced Accounting	3 credits
ACCT	410	Auditing	3 credits

Business Economics

Program Director: Dr. Juan Argaez, Ph.D.

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

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

In addition to the **Business Major Core Courses**, the Business Economics Major requires:

Business Economics Major Requirements

CIS	150	Introduction to Data Science	3 credits
ECON	200	International Economics	3 credits
ECON	250	Economics of Poverty	3 credits
ECON	305	Intermediate Macroeconomics	3 credits
ECON	306	Intermediate Microeconomics	3 credits
FIN	345	Financial Institutions and Markets	3 credits
FIN	360	International Finance	3 credits
POLI	380	Politics of the Global Economy	3 credits

Finance

Program Director: Mark Simpson, M.B.A., M.S., C.F.P., C.P.A.

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

In addition to the **Business Major Core Courses**, the Finance Major requires:

Finance Major Requirements

ACCT	230	Tax Accounting	3 credits
FIN	220	Introduction to Financial Planning	3 credits
FIN	301	Investments	3 credits
FIN	345	Financial Institutions and Markets	3 credits

Choose Four (4) Additional Requirements

Note: FIN 310, 315, 410 and 490 are required for the CFP Examination

FIN	310	Employee Benefits and Retirement Planning	3 credits
FIN	315	Principles of Risk Management	3 credits
FIN	410	Estate Planning	3 credits
FIN	490	Financial Plan Development	3 credits

Other options

ACCT	335	Corporate Tax Accounting	3 credits
FIN	360	International Finance	3 credits
FIN	380	Corporate Finance	3 credits
FIN	475	Finance Internship	3 credits

Human Resource Management

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

Human resource management includes a variety of activities, and key among them are determining staffing needs, recruiting and training the best employees, ensuring that employees are motivated and high-performing, handling performance issues, and ensuring that management practices conform to various government regulations. Activities of the human resource management practitioner also include managing employee benefits and compensation, employee records, and personnel and privacy policies. Students who graduate with a major in human resource management will be able to provide their skills, knowledge and understanding of human resource functions to organizations in the for-profit, non-profit, and public sectors of the economy. Through the proper selection of coursework, the student can prepare for the certification examinations offered by the Society of Human Resource Management. Mercyhurst's HR major is aligned with the Society for Human Resource Management (SHRM) and is one of SHRM's recommended colleges for upholding SHRM's education standards.

In addition to the **Business Major Core Courses**, the Human Resource Management Major requires:

Human Resource Management Major Requirements

BADM	325	Business Law II	3 credits
HRMG	206	Human Resource Management	3 credits
HRMG	300	Compensation and Benefits	3 credits
HRMG	316	Labor and Management Relations	3 credits
HRMG	340	Recruitment and Selection	3 credits
HRMG	345	Training and Development	3 credits
HRMG	475	Human Resource Management Internship	3 credits
MGMT	226	Human Behavior in Organizations	3 credits

Recommended Electives

PSYC	101	Introduction to Psychology	3 credits
		OR	
SOC	100	Introduction to Sociology	3 credits
COM	110	Oral Communication	3 credits
FIN	315	Principles of Risk Management	3 credits
PSYC	294	Industrial Organizational Psychology	3 credits

International Business Major

Program Director: Dr. Selin Yalcindag, Ph.D.

This major is designed to prepare students for management positions in international trade, manufacturing, banking, financial, and governmental organizations, as well as for entry into graduate coursework. The International Business major offers a strong business core, specialized international business courses for the upper level student, and language and culture courses leading to fluency in the target language (Spanish, French, Russian or Mandarin). The program, with its emphasis on business language, and culture, provides graduates with a unique degree that is both challenging and rigorous in its requirements. Students who are enrolled in this major will have an academic advisor from both Business and the World Languages and Cultures department. Students must meet with their language advisor to determine placement. International Business students who wish to earn a minor in their language of concentration may do so upon completion of at least three uniquely distinct courses in the minor program in addition to those required by the International Business major.

In addition to the **Business Major Core Courses**, the International Business Major requires:

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

Management Major

Program Director: Dr. Kris Gossett, D.B.A.

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

In addition to the **Business Major Core Courses**, the Management Major requires:

Management Major Requirements

BADM	250	Entrepreneurship	3 credits
BADM	275	Principles of Operations Management	3 credits
BADM	285	Global Operations and Supply Chain Management	3 credits

COM	110	Oral Communication	3 credits
ECON	200	International Economics	3 credits
		OR	
FIN	360	International Finance	3 credits
		OR	
MKTG	200	International Marketing Management	3 credits
HRMG	206	Human Resource Management	3 credits
MGMT	226	Human Behavior in Organizations	3 credits
MGMT	405	Quality Leadership	3 credits

Recommended Electives

BADM	325	Business Law II	3 credits
MGMT	475	Management Internship	3 credits

Marketing Major

Program Director: Dr. Adrienne Foos, Ph.D.

The Marketing major provides students with a solid foundation in the theoretical and practical processes related to marketing, including strategic planning, market and competitor analysis, and identifying and selecting target markets; as well as the implementation of strategies using pricing, product/service development, placement, and promotional tactics, and monitoring the success of marketing plans. Our coursework prepares students to pursue careers in fields such as: social media/digital marketing, consumer insights and marketing research, advertising and branding, selling and sales management, global marketing, marketing management, and for graduate school programs.

In addition to the **Business Major Core Courses**, the Marketing Major requires:

Marketing Major Requirements

MKTG	301	Consumer Behavior	3 credits
MKTG	357	Marketing Research	3 credits
MKTG	406	Marketing Management	3 credits
MKTG	475	Marketing Internship	3 credits

Choose Three (3) Additional Requirements

MKTG	200	International Marketing Management	3 credits
MKTG	260	Social Media Marketing	3 credits
MKTG	317	Sales Management	3 credits
MKTG	347	Advertising & Branding Strategies	3 credits
MKTG	360	Digital marketing	3 credits

Risk Management Major

Program Director: Gary Sullivan, M.B.A., CPCU, AIC, AIM, AIS

The Bachelor's Degree in Risk Management is an interdisciplinary major, combining study from the Ridge College of Intelligence Studies and Applied Sciences (Cyber Information Systems) and the Walker College of Business (Risk Management). This degree takes an in-depth look at the risk management and insurance industry integrated with a fundamental knowledge of how to assess one of the biggest risks to the industry today, cyber risk. It will teach traditional risk management skills, augmented by cutting-edge science in big data and cybersecurity to identify threats and opportunities and protect information networks. The degree program is designed to prepare students to contribute to the rising demand for industry experts who can speak to the cyber liability insurance needs of corporations in the U.S. and abroad. Graduates can enter the ever-growing insurance industry and the degree program opens doors for positions such as underwriters, insurance agents and claims adjusters. The program qualifies students who successfully complete approved courses and an on-line ethics exam to receive the Collegiate Studies for Chartered Property Casualty Underwriter certificate from The Institutes.

In addition to the **Business Major Core Courses**, the Risk Management Major requires:

Risk Management Major Requirements

CIS	100	Introduction to Computer Science	3 credits
CIS	160	Introduction to Cyber Security	3 credits
CIS	365	Cybersecurity Law and Policy	3 credits
CIS	400	Ethics in Computing	3 credits
RMGT	120	Fundamentals of Risk Management	3 credits
RMGT	320	Risk Management and Insurance	3 credits
RMGT	325	Finance and Accounting for Insurance Professionals	3 credits
RMGT	420	Insurance Operations and Regulations	3 credits

Suggested Courses

BADM	325	Business Law II	3 credits
RMGT	475	Risk Management Internship	3 credits
RMGT	330	Property and Liability Insurance	3 credits

Sport Business Management Major**Program Director: William Jeffress, M.B.A.**

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

In addition to the **Business Major Core Courses**, the Sports Business Management Major requires:

Sport Business Management Major Requirements

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

Minor Programs

The Business department offers five minor programs for interested students: Accounting, Business Administration, Economics, Human Resource Management and Marketing. The minor program in Business Administration is intended for non-Business majors only.

No minor course may be taken on a pass-fail basis, and students must earn a minimum GPA of 2.75 in the required business courses to meet minor program requirements. Students who fail to earn a grade of "C" or better in a required business course must repeat the course. Only two courses from a major may be used to satisfy minor requirements. Students who are interested in the Sport Studies Interdisciplinary Minor should refer to that section of the Catalog and/or contact Dr. John Parente.

Accounting Minor Requirements

ACCT	101	Principles of Accounting I: Financial	3 credits
ACCT	102	Principles of Accounting II: Managerial	3 credits
ACCT	201	Intermediate Accounting I	3 credits

ACCT	202	Intermediate Accounting II	3 credits
ACCT	230	Tax Accounting	3 credits
ACCT	340	Cost Accounting	3 credits
ACCT	401	Advanced Accounting	3 credits

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

ACCT	101	Principles of Accounting I: Financial	3 credits
ACCT	102	Principles of Accounting II: Managerial	3 credits
BADM	310	Business Law I	3 credits
ECON	105	Macroeconomics	3 credits
ECON	106	Microeconomics	3 credits
FIN	280	Financial Management	3 credits
MGMT	120	Principles of Management	3 credits
MKTG	162	Principles of Marketing	3 credits

Economics Minor Requirements

ECON	105	Macroeconomics	3 credits
ECON	106	Microeconomics	3 credits
ECON	200	International Economics	3 credits
ECON	250	Economics of Poverty	3 credits
ECON	305	Intermediate Macroeconomics	3 credits
ECON	306	Intermediate Microeconomics	3 credits
FIN	360	International Finance	3 credits

Human Resource Management Minor Requirements

HRMG	206	Human Resource Management	3 credits
HRMG	300	Compensation and Benefits	3 credits
HRMG	316	Labor and Management Relations	3 credits
HRMG	340	Recruitment and Selection	3 credits
HRMG	345	Training and Development	3 credits
MGMT	120	Principles of Management	3 credits

Choose One: BADM 310 Business Law I, BADM 325 Business Law II, MGMT 226 Human Behavior in Organizations, HRMG 475 Human Resource Management Internship, PSYC 294 Industrial Organizational Psychology

Management Minor Requirements

BADM	275	Operations Management	3 credits
HRMG	206	Human Resource Management	3 credits
MGMT	120	Principles of Management	3 credits
MGMT	226	Human Behavior in Organizations	3 credits
MGMT	405	Quality Leadership	3 credits
STAT	135	Business Statistics	3 credits

Marketing Minor Requirements

MKTG	162	Principles of Marketing	3 credits
MKTG	301	Consumer Behavior	3 credits
MKTG	357	Marketing Research	3 credits
MKTG	406	Marketing Management	3 credits

Choose Two (2) Additional Requirements

MKTG	200	International Marketing Management	3 credits
MKTG	260	Social Media Marketing	3 credits
MKTG	317	Sales Management	3 credits
MKTG	347	Advertising & Branding Strategies	3 credits

MKTG 360 Digital marketing

3 credits

Contract Majors

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

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

Walker School of Business has partnered with the graduate program in Organizational Leadership to make available, a 4 + 1 Accelerated Program for eligible students. This program is designed to enhance career opportunities for our graduates at an affordable cost. Eligible students will be able to earn both a Baccalaureate degree in Business and a Master of Science degree in Organizational Leadership using this 5-year plan.

Students may choose to earn a Master's degree in Organizational Leadership alone or, for those seeking Certification for Public Accounting, an Accounting concentration is available. Sophomore and Junior students can apply to begin taking graduate courses in either their junior or senior year with a combined course load maximum of 18 credits (registering for both undergraduate and graduate courses).

Eligibility: Student must have at least a 3.0 GPA in undergraduate studies.

Application process:

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

Associate Degree Programs

An associate degree in Business Administration is administered through the Office of Graduate and Continuing Education. Students enrolled in the four-year program are not eligible for the Associate Degree. A minimum of 60 credits is required for the completion of the associate degree. Students must earn an overall 2.0 GPA as well as a 2.75 GPA in the required business courses to meet graduation requirements. No business courses may be taken on a pass-fail basis. Additionally, students who fail to earn a grade of "C" or better in a required business course must repeat the course. Students who wish to transfer to a four-year baccalaureate program in the Walker College Business Department must meet all Business Department requirements. Requirements for the Associate Degree Program can be obtained by contacting the Office of Graduate and Continuing Education.

Catholic Studies

Interdisciplinary Minor**Program Director**

Mary Hembrow Snyder, Ph.D.

Mission Statement

The Catholic Studies Program at Mercyhurst incarnates the Catholic identity and Mercy heritage of the University. Inspired by the University's core values, it aims to deepen appreciation of Catholicism, both past and present, through commitment to serious intellectual inquiry and hospitable dialogue in an atmosphere where faith and reason flourish. The program's primary focus will be interdisciplinary engagement with the Catholic Intellectual Tradition through a variety of scholarly disciplines.

Program Student Learning Outcomes

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

Catholic Studies Minor Requirements

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

Catholic Studies

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

Religious Studies

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

Interdisciplinary Studies

Any one course in this category is acceptable. However, an additional Catholic Studies course can be substituted if no Interdisciplinary Studies course is offered to complete the minor.

Electives: Students may choose two other courses from any of the three categories.

Catholic Studies / CST (Choose 2)

CST	100	Exploring Catholicism	3 credits
CST	210	Many Faces of Mary	3 credits
CST	250	Theology of Church	3 credits
CST	260	Vatican II	3 credits
CST	265	Catholic Symbols and Sacraments	3 credits
CST	275	Catholicism and Social Justice	3 credits
CST	280	Desert Mothers and Fathers	3 credits
CST	290	Catholic Spirituality	3 credits
CST	295	Catholic Values	3 credits
CST	300	Foundations for Youth and Young Adult Ministry	3 credits
CST	400	Selected Topics in the Catholic Tradition	3 credits

Religious Studies / RLST (Choose 1)

RLST	100	What is Religion?	3 credits
RLST	110	Sacred Texts	3 credits
RLST	205	Western Christian Heritage	3 credits
RLST	210	New Testament and Christian Origins	3 credits

RLST	230	Jesus the Christ	3 credits
RLST	235	Sacred and Cinema	3 credits
RLST	255	Religious Perspectives on Human Relationships	3 credits
RLST	265	American Religion	3 credits
RLST	266	Globalized Religion	3 credits
RLST	270	Women and Scripture	3 credits
RLST	275	Liberation, Religion and Society	3 credits
RLST	280	Prophetic Traditions	3 credits
RLST	305	Death and Dying	3 credits
RLST	310	Evolving Religion	3 credits
RLST	315	Wisdom Literature	3 credits
RLST	345	Philosophy of Religion	3 credits
RLST	375	Religion and the Environment	3 credits
RLST	385	Poetry of the Sacred	3 credits
RLST	405	Social Ethics	3 credits
RLST	420	Mysticism	3 credits
RLST	440	Peace and Justice	3 credits

Interdisciplinary Studies (Choose 1)

FREN	135	Religion, Politics and Drama in 17th Century France	3 credits
DANC	175	Liturgical Dance	3 credits
POLI	201	Catholic Social and Political Thought	3 credits
ECON	250	Economics of Poverty	3 credits
PHIL	270	Foundations of Catholic Philosophy	3 credits
ENG	354	Catholic Literary Imagination	3 credits

Chemistry and Biochemistry

Department Chair

Amy Danowitz, Ph.D.

Faculty**Professor**

Jack D. Williams, Ph.D.

Associate Professors

Ronald Brown, Ph.D.

Amy Danowitz, Ph.D.

Clint Jones, Ph.D.

Amy Parente, Ph.D.

Christopher Taylor, Ph.D.

Laboratory Manager

Carl Voltz, B.S.

Introduction

The curriculum of the Department is accredited by the American Chemical Society (ACS) and is designed to support and prepare students for a wide range of potential career opportunities and pathways. Our students find their obtained skills and experiences are ideal preparation (i) for graduate work and professional schools in the sciences or medicine, (ii) to develop the technical background required for industrial or commercial positions, or (iii) to teach at the secondary school level.

The Department offers programs that lead to Bachelor of Science degrees in both Chemistry and Biochemistry. A Bachelor of Arts degree is also offered in Chemistry. A student may elect to earn American Chemical Society (ACS) degree certification of his/her bachelor's degree by meeting the requirements of the ACS Committee on Professional Training. In brief, requirements for an ACS certified degree are slightly more stringent than departmental requirements for graduation and include: Earning credits in all five sub-disciplines of chemistry, earning a minimum of 12 semester hours of in-depth coursework, documenting at least 400 hours of laboratory work beyond the introductory level, conducting research alongside a faculty member and authoring a well-written, comprehensive, and well-documented thesis that includes safety considerations where appropriate.

Certification in Chemistry Education is also offered through our department. Students pursuing certification in Chemistry Education earn a Chemistry degree prior to enrolling in the Master's Program in Secondary Education at Mercyhurst, which can then be completed as a 1-year or 2-year program.

Mission Statement

The Department is committed to the education and training of the next generation of scientists. Because the nature of scientific endeavors evolves, the most important skills students in all scientific disciplines can possess are independent reasoning and problem-solving abilities. The development of these skills in our programs and courses is facilitated by the following tenets: student-centered approach to scientific inquiry within our Department. This immersion of students in the scientific process extends to all phases of our scholarly pursuits, including experimental design, data acquisition, data analysis and communication to the scientific community. A focus upon the core scientific principles that constitute the foundation of all applications of science and technology. This focus is coupled with an experience-based knowledge of career related fields that are attractive to students.

A commitment to working with students of all experiences and backgrounds, including those who are under-represented in the sciences. An emphasis is placed upon mentoring, including the processes of academic advisement, research mentoring and sophomore review. The firm adherence to a clear set of academic standards that is necessary for the success of our students in current scientific disciplines.

The Department believes one of its strengths is the integration of undergraduate

chemistry research opportunities in the curriculum culminating in the senior capstone experience. The student-centered research projects overseen by our faculty span a range of methods to address chemical problems in organic synthesis, health issues, nanotechnology and alternative energy. Seminars and poster presentations of research results at both regional and national research conferences are strongly encouraged.

Program Student Learning Outcomes

The chemistry and biochemistry programs require that students demonstrate:

- An understanding of the fundamental concepts in chemistry
- The ability to plan and conduct scientific experiments, using appropriate techniques and procedures
- Effective communication skills, including interpersonal communication (both oral and written)
- The ability to locate and understand peer-reviewed scientific literature and critically evaluate technical information
- The ability to recognize hazards, conduct experiments safely and to manage chemicals, including chemical wastes

The Department reserves the right to periodically conduct assessment of courses and experiences within the program. These assessments will not be tied to individual students, but rather to be used for continual evaluation and improvement of the program as a whole.

Department Requirements

All prerequisite coursework must be completed with a grade of C or better for any student to be eligible to enroll in a course. If this requirement has not been met prior to the start of the semester during which a student is enrolled, students will be removed from the course where the prerequisites have not been satisfactorily met. To be recommended for graduation in any of the Department's degree programs a student must earn at least a 2.5 grade point average in the required major and cognate courses and labs.

When a course is re-taken, the GPA requirement includes both the original grade and the grade from the retake. A student also must earn a grade of at least C in any course from the major discipline that is to fulfill a degree requirement. No required science or math course may be taken on a Pass/Fail basis. No required courses for the major may be taken at another institution without departmental approval. Students are expected to attend all departmental seminars.

Students pursuing teacher certification must maintain a cumulative 3.0 GPA in major required courses and receive a grade of at least C in each course. Students majoring in any of the Department's programs must maintain an overall University GPA of 2.5.

Credit will be granted for courses listing lecture and laboratory separately only if the lecture and laboratory components are taken concurrently, unless special permission is granted by the instructor and the Department. Withdrawal from one without withdrawal from the other is not allowed without permission from both the instructor and the Department. Permission to register for only one of the components will ordinarily be granted only when a student previously has successfully completed one of the components.

All students seeking degrees in programs administered by the Department of Chemistry and Biochemistry will undergo a review by department faculty at the completion of their sophomore level in their area of concentration, the Sophomore Review. Students must successfully complete the Sophomore Review to be accepted into the Department's programs and continue their studies in the Department. Students eligible for Sophomore Review must have been at Mercyhurst University for at least 2 years and must have completed Calculus I (MATH 170) and completed (or be in the process of completing) Organic Chemistry II (CHEM 242).

Acceptance is based on the following criteria: (1) a minimum overall GPA of 2.5 in

courses taken in the major concentration, (2) a minimum overall University GPA of 2.5, and (3) professional conduct. If a student does not pass the Sophomore Review, the student will not be allowed to enroll in any further courses required for programs administered by the Department.

First-year students are required to meet with all departmental faculty members concerning research opportunities during their first year of study, which requires documentation to be submitted by March 15 of their first academic year. Students must also sign up with a research mentor and have a research plan by the time they apply for Sophomore Review.

All students within the major must enroll in the courses Research I (CHEM 410) and Research I Lab (CHEM 412) during one of their academic years.

Chemistry Major Bachelor of Science Degree Requirements

CHEM	121/122	General Chemistry I & Lab	4 credits
CHEM	131/132	General Chemistry II & Lab	4 credits
CHEM	230/231	Quantitative Analysis & Lab	4 credits
CHEM	240/241	Organic Chemistry I & Lab	4 credits
CHEM	242/243	Organic Chemistry II & Lab	4 credits
CHEM	310	Advanced Inorganic Chemistry	3 credits
CHEM	314	Advanced Organic Chemistry	3 credits
OR			
CHEM	335/336	Spectral Interpretation & Lab	4 credits
CHEM	331/332	Biochemistry I & Lab	4 credits
CHEM	333/334	Instrumental Analysis & Lab	4 credits
CHEM	341	Physical Chemistry I	3 credits
CHEM	343	Experimental Physical Chemistry	3 credits
CHEM	351	Physical Chemistry II	3 credits
CHEM	409	Senior Seminar	1 credit
CHEM	410	Research I	2 credits
CHEM	412	Research I & Lab	1 credit
MATH	170	Calculus I	4 credits
MATH	171	Calculus II	4 credits
MATH	233	Calculus III	4 credits
PHYS	201/203	General Physics I & Lab	4 credits
PHYS	202/206	General Physics II & Lab	4 credits
One Major Elective Course			3-4 credits

Major Elective Courses

BIO	142/143	Cellular and Molecular Biology & Lab	4 credits
CHEM	314	Advanced Organic Chemistry	3 credits
CHEM	335/336	Spectral Interpretation & Lab	4 credits
CHEM	420	Chemical Biology	3 credits
CHEM	316/317	Forensic Chemistry & Lab	4 credits
MATH	240	Differential Equations	3 credits
PHYS	310	Modern Physics	3 credits
PHYS	370	Optics	3 credits
PHYS	420	Quantum Mechanics	3 credits

Chemistry Major Bachelor of Arts Degree Requirements

The Bachelor of Arts degree requirements mirror those of the Bachelor of Science degree except for Calculus III and Research I Lab, which are not required.

Biochemistry Major

The Biochemistry major is ideal for students pursuing graduate and professional degrees in the biochemical or allied health professions. A strong background in chemistry and biology is provided with flexibility in biological and chemical specialization to enable students to pursue their personal interests in this dynamic field.

Bachelor of Science Degree Requirements

BIO	142/143	Cellular and Molecular Biology / Lab	4 credits
BIO	310/311	Genetics & Lab	4 credits
CHEM	121/122	General Chemistry & Lab	4 credits
CHEM	131/132	General Chemistry II & Lab	4 credits
CHEM	230/231	Quantitative Analysis & Lab	4 credits
CHEM	240/241	Organic Chemistry I & Lab	4 credits
CHEM	242/243	Organic Chemistry II & Lab	4 credits
CHEM	331/332	Biochemistry I & Lab	4 credits
CHEM	338/339	Biochemistry II & Lab	4 credits
CHEM	341	Physical Chemistry I	3 credits
CHEM	409	Senior Seminar	1 credit
CHEM	410	Research I	2 credits
CHEM	412	Research I Lab	1 credit
CHEM	420	Chemical Biology	3 credits
MATH	170	Calculus I	4 credits
MATH	171	Calculus II	4 credits
OR			
STAT	137	Biostatistics	3 credits
PHYS	201/203	General Physics I & Lab	4 credits
PHYS	202/206	General Physics II & Lab	4 credits

Two Major Elective Courses. Students must earn at least 8 credit hours in the list below. At least one course must have a BIO prefix.

Major Elective Courses

BIO	200/201	Microbiology & Lab	4 credits
BIO	236	Bioelectricity	3 credits
BIO	244/245	Histology & Lab	4 credits
BIO	330/331	Immunology & Lab	4 credits
BIO	334/335	Human Anatomy & Lab	4 credits
BIO	344/345	Human Physiology & Lab	4 credits
BIO	360/361	Systems Physiology & Lab	4 credits
BIO	390	Bioinformatics	3 credits
BIO	430	Molecular Biology	3 credits
CHEM	310	Advanced Inorganic Chemistry	3 credits
CHEM	314	Advanced Organic Chemistry	3 credits
CHEM	316	Forensic Chemistry	3 credits
CHEM	317	Forensic Chemistry Lab	1 credit
CHEM	333/334	Instrumental Analysis & Lab	4 credits
CHEM	335/336	Spectral Interpretation & Lab	4 credits
CHEM	343	Experimental Physical Chemistry	3 credits
CHEM	351	Physical Chemistry II	3 credits
MATH	233	Calculus III	4 credits

Chemistry Minor

To apply for a Chemistry Minor, please contact a faculty member in the Department of Chemistry and Biochemistry. A student must accrue at least 25 credit hours in the minor before graduation. All courses must be taken for a letter grade and completed with a C or better. No more than four courses in the Chemistry Minor may be the same as those required within a student's major curriculum.

Required Courses (16 credit hours)

CHEM	121/122	General Chemistry I & Lab	4 credits
CHEM	131/132	General Chemistry II & Lab	4 credits

CHEM	240/241	Organic Chemistry I & Lab	4 credits
CHEM	242/243	Organic Chemistry II & Lab	4 credits
Chemistry Minor Elective Courses			9-12 credit hours
CHEM	199, 299,	Independent Research or 399	1-3 credits
CHEM	230/231	Quantitative Analysis & Lab	4 credits
CHEM	310	Advanced Inorganic Chemistry	3 credits
CHEM	314	Advanced Organic Chemistry	3 credits
CHEM	331/332	Biochemistry I & Lab	4 credits
CHEM	333/334	Instrumental Analysis & Lab	4 credits
CHEM	335/336	Spectral Interpretation & Lab	4 credits
CHEM	341	Physical Chemistry I	3 credits
CHEM	343	Experimental Physical Chemistry	3 credits
CHEM	351	Physical Chemistry II	3 credits
CHEM	420	Chemical Biology	3 credits

At least three courses are required. At least one course must have a lab component or must be an independent lab course such as: CHEM 199, 299, 399, or 343.

Only one Independent Research Course may count toward the Chemistry Minor.

Biochemistry Minor

To apply for a Biochemistry Minor, please contact a faculty member in the Department of Chemistry and Biochemistry. A student must accrue at least 27 credit hours in the minor before graduation. All courses must be taken for a letter grade and completed with a C or better. No more than five courses in the Biochemistry Minor may be the same as those required within a student's major curriculum.

Required Courses (24 credit hours)

CHEM	121/122	General Chemistry I & Lab	4 credits
CHEM	131/132	General Chemistry II & Lab	4 credits
CHEM	240/241	Organic Chemistry I & Lab	4 credits
CHEM	242/243	Organic Chemistry II & Lab	4 credits
CHEM	331/332	Biochemistry I & Lab	4 credits
CHEM	338/339	Biochemistry II & Lab	4 credits

Biochemistry Minor Elective Courses (3-4 credit hours)

CHEM	199, 299,	Independent Research or 399	1-3 credits
CHEM	230/231	Quantitative Analysis & Lab	4 credits
CHEM	310	Advanced Inorganic Chemistry	3 credits
CHEM	314	Advanced Organic Chemistry	3 credits
CHEM	335/336	Spectral Interpretation & Lab	4 credits
CHEM	341	Physical Chemistry I	3 credits
CHEM	420	Chemical Biology	3 credits

***These courses have variable credits (1-3). At least 3 total credits of Independent Research are required for the Biochemistry Minor degree, which may be divided between different course numbers.**

Chemistry Education Certification

Program Coordinator: Dr. Ronald Brown, Ph.D.

The Chemistry Education program at Mercyhurst University is a two-step process designed to give students a strong content knowledge before they master the pedagogical tools necessary to become expert teachers at the secondary level. Students interested in the program will first pursue a B.A. or B.S. degree in Chemistry. Students may replace CHEM 333/334: Instrumental Analysis & Lab with CHEM 338/339: Biochemistry II & Lab and CHEM 351: Physical Chemistry II with PHYS 310: Modern Physics with permission of the Department Chair. Upon completion of their Chemistry degree, students may enroll in the Master's program in Secondary Education at Mercyhurst. A unique benefit of our program is that students who have completed their Chemistry degree at Mercyhurst may

choose to complete the Master's degree in an intensive one-year program. During the junior or senior year chemistry majors wishing to pursue the M.S. in Secondary Education will meet with the content area specialist in chemistry to schedule specific education electives, PECT tests and to obtain those clearances required for the Education curriculum and admission to the graduate program.

Students may opt to attend a traditional 2-year M.S. program at Mercyhurst or an intense, 1-year M.S. program available to Mercyhurst undergraduates. This 4+1 program allows students to earn a bachelor's degree in Chemistry, a M.S. in Secondary Education, and to become certified to teach in a five-year time-period. While Mercyhurst students will complete the Chemistry degree as described, students who have earned bachelor's degrees from other institutions may also seek certification in Chemistry Education from Mercyhurst. The content requirements for the Chemistry Education Certification for those students are listed below. To be certified, the M.S. in Secondary Education must also be completed.

Students who have earned a Chemistry or related degree from another institution will have their coursework evaluated against this content before enrolling in the Master's program to determine what, if any, additional Chemistry coursework would need to be completed.

Chemistry Education Certification Content Requirements

CHEM	121/122	General Chemistry I & Lab	4 credits
CHEM	131/132	General Chemistry II & Lab	4 credits
CHEM	230/231	Quantitative Analysis & Lab	4 credits
CHEM	240/241	Organic Chemistry I & Lab	4 credits
CHEM	242/243	Organic Chemistry II & Lab	4 credits
CHEM	310	Advanced Inorganic Chemistry	3 credits
CHEM	331/332	Biochemistry I & Lab	4 credits
CHEM	333/334	Instrumental Analysis & Lab	4 credits
OR			
CHEM	338/339	Biochemistry II & Lab	4 credits
CHEM	341	Physical Chemistry	3 credits
CHEM	343	Experimental Physical Chemistry	3 credits
CHEM	351	Physical Chemistry II	3 credits
OR			
CHEM	PHYS 210	Modern Physics	3 credits
CHEM	CHEM 314	Advanced Organic Chemistry	3 credits
OR			
CHEM	334/335	Spectral Internship & Lab	4 credits
CHEM	410	Research I	2 credits
MATH	170	Calculus I	4 credits
MATH	171	Calculus II	4 credits
PHYS	201/203	General Physics I & Lab	4 credits
PHYS	202/206	General Physics II & Lab	4 credits

Communication

Department Chair

Brian R. Sheridan, M.A.

Faculty**Assistant Professor**

Courtney Lang, M.F.A.

Senior Lecturer

Brian R. Sheridan, M.A.

Adjuncts

Maggie Fry, M.F.A.

Robert Gibson, B.A.

Jay Puskar, B.A.

Anne Zaphiris, Ph.D.

Introduction

The curriculum of the Communication Department is designed to create professionally flexible communicators who are both non-fiction digital storytellers and multimedia specialists. All communication professionals engage in similar functions: gathering information and data, formulating audience analysis, and creating, expressing, disseminating and evaluating messages. Therefore, each graduate must be proficient in writing, speaking, digital media, and visual communication along with the ability to collect and express data, as well as organize, evaluate and plan strategically.

Students are required to complete a core sequence that covers areas of interpersonal and intrapersonal communication, research and data analysis, skill development (technical and writing), and professional development. The curriculum employs a practical approach where students build their portfolio of skills in every class.

Aside from the completion of the core classes, students in their junior and senior year working with their advisors craft a focused path based on their professional goals. These classes offer them application of communication skills through real-world experiences. The capstone is completed as an industry internship.

Upon graduation, students are prepared for entry into the communication industry in high-paying areas of content creation and management that include traditional media, social media, customer experience and strategic communication.

Mission Statement

The Department of Communication seeks to provide a wide-lens, hands-on and whole person approach to communication that will prepare students for an entry-level position in a variety of industries in and relating to the field of communication or to pursue study at the graduate level.

To this end we:

- Provide a generalized curriculum in communication while simultaneously providing students the opportunity to narrow their focus within one or more areas of expertise.
- Facilitate a whole-student focus and hands-on approach to learning that helps students develop practical skills as well as ethics, critical thinking abilities and creativity, providing the basis for lifelong learning while promoting the dignity of work.
- Foster a community of learning and influence between students, alumni, faculty, administration and the community.

Student Learning Outcomes

A bachelor's degree in Integrated Media & Strategic Communication from Mercyhurst University prepares students to either enter the workforce at the entry level or to pursue graduate education. The learning outcomes were derived from and continue to be modified by studies of the needs of the communication industry as well as surveys and interviews with alumni who are now working in the field as well as through data collected relating to the knowledge, skills, and abilities demanded from employers in the field of communication.

We recognize that because the field of communication is multi-faceted and always expanding, it is essential to not merely teach students the skills they need to enter the workforce—the skills used today very well may be outdated within the next decade. Instead, we provide not only the most up-to-date skills to enter the field of communication but also theoretical knowledge paired with critical thinking, creativity and ethical skills which will allow our graduates to embrace and adapt to changes in the industry.

The goal of the academic program is to produce a lifelong learner who possesses a general knowledge of the many facets of communication while specializing in one or more areas within the field. Upon graduation, students will demonstrate mastery of the following learning outcomes:

- Demonstrate knowledge of interpersonal and intrapersonal communication including various theories, laws and ethical considerations.
- Collect and analyze collected data/information using a variety of techniques and methodologies as appropriate to the communication field.
- Create and manage communication campaigns and plans for a variety of audiences.
- Demonstrate knowledge of and skills in current and emerging communication syndication channels / outputs including oral and written communication, social media, multimedia storytelling, video production, website development and graphic design.
- Apply accumulated knowledge within professional settings and situations.

Department Offerings**Major**

- Integrated Media & Strategic Communication

Minors

- Communication
- Web and Social Media Management

Advanced Certificate

- Corporate Communication

Department Standards

Communication Department majors are required to maintain a 3.0 GPA in major course work and earn a C or higher in all required courses. No major or minor course can be taken on a pass/fail basis. Students who fail to earn a grade of C or better in a required course must repeat the course.

Internship

Students majoring in communication or integrated marketing communication must complete an internship before graduation. For-credit and not-for-credit options exist, allowing students the maximum flexibility in completing the requirement. A minimum of 150 hours for the zero-credit option and 200 hours for the three-credit option must be completed to count toward graduation requirements. The department recommends that students complete more than one internship to be competitive in the marketplace. Students must register for the course before starting the internship to count toward the graduation requirement.

Electives**Major Electives**

Students choose 18 credits in consultation with their advisor to demonstrate an area of specialty within each elective cluster. Communication majors should choose courses with a COM prefix. A minor or double major outside the department may count toward this requirement.

Free Electives

Students choose free electives that may or may not relate to the Communication

Department or their major. If students choose to complete a three-credit internship, no credits in this category would be required, if a student chooses a zero-credit internship, three credits would be taken in this category. Credits for a minor in another area or double major can count toward this requirement.

Bachelor of Arts Major Requirements

Communication is interdisciplinary as professionals are engaged in similar functions (gathering information and data, creating, disseminating and evaluating messages) and must be prepared with necessary skills including writing, speaking and visual communication, as well as the ability to develop a plan, organize, evaluate and think strategically.

The communication program is designed to prepare students for entry to the communication industry in high-paying areas. Our students are equal parts data analyst, storyteller, and multimedia specialist. Students are required to complete a core sequence that covers areas of interpersonal and intrapersonal communication, research and data analysis, skill development (technical and writing), and professional development to accomplish these skills. The core sequence cultivates an improved understanding of the role, practice, and analysis of communication in media, social and economic systems.

The curriculum employs a "learn by doing" approach to expose students to the necessary knowledge and skills to enter a chosen career path and advance within their profession. In each of the courses in the curriculum, students are assigned projects appropriate for inclusion in a professional portfolio. These projects are detailed on each major course syllabus.

ART	128	Basic Computer Design	3 credits
COM	101	Communication in Society	3 credits
COM	102	Interpersonal Communication	3 credits
COM	110	Oral Communication	3 credits
COM	210	Mindful Communication	3 credits
COM	211	Data Theory & Research	3 credits
COM	240	Digital Video Production I	3 credits
COM	260	Introduction to Social Media	3 credits
COM	310	Persuasion Practicum	3 credits
COM	352	Multimedia Writing	3 credits
COM	431	Strategic Communication	3 credits

Major Elective Clusters

(Complete 3 courses from each of the following 2 categories and 2 classes from the last category. In order to graduate a student needs at least 3 courses at the 300 level & 2 courses at the 400 level in major cluster electives)

Section I: Theory, Planning and Management

COM	102	Interpersonal Communication	3 credits
COM	202	Contemporary Media Literacy	3 credits
COM	261	Principles of Public Relations	3 credits
COM	269	Special Topics	3 credits
COM	311	Communication Law & Ethics	3 credits
COM	312	Communication & Social Responsibility	3 credits
COM	313	Crisis Communication	3 credits
COM	314	Global Communication	3 credits
COM	330	Digital Analysis & Strategies	3 credits
COM	442	Convergence Management	3 credits

Other General Theory, Planning or Management course with approval

Section II: Skill Sets

COM	160	Film Appreciation	3 credits
COM	241	Media Performance	3 credits
COM	250	News writing	3 credits
COM	251	Broadcast News writing	3 credits

COM	253	Digital Audio Production	3 credits
COM	254	Sports Journalism	3 credits
COM	340	Digital Video Production II	3 credits
COM	351	Documentary Production	3 credits
COM	430	Content Analysis & Management	3 credits
COM	440	Digital Storytelling	3 credits
Other Skills course with approval			

Section III: Professional Extensions

COM	390	Professional Development (Majors only or w/pemission)	3 credits
COM	441	Production Management (Major or Minor only w/perrmission)	3 credits
COM	473/475	Internship (Majors only or w/permission)	3 credits
COM	480	Entrepreneurship (Majors or Minor Seniors only w/permission)	3 credits

Other Professional Extensions course with approval

COMMUNICATION CORE - 30 credits

ELECTIVES - 24 credits

TOTAL - 54 credits

Communication Minor

A Communication minor complements a variety of majors and allows students to refine their professional and creative skills. The minor includes six courses. (For non-majors only)

COM	101	Communication in Society	3 credits
COM	102	Interpersonal Communication	3 credits
COM	260	Introduction to Social Media	3 credits

Three more electives from the COM prefix or departmentally approved electives (two courses must be 300-level or higher)

Social Media and Web Minor

The Social Media and Web minor couples with a student's chosen major to harness the power of convergence in a network of related coursework and skill sets by training students in the professional use of emerging technologies and web-based communication. Combined with their major field of study, the Social Media and Web Minor prepares students to be skilled practitioners in the new media landscape. The courses enable students to participate in the virtual forum of cyberspace, to use proper protocols informed by communication theory and to adapt as protocols change. *Students who are Communication Majors may pursue the Minor Electives Cluster in Website Design in the Art Department, while Graphic Design Majors may pursue the Minor Electives Cluster in Communication.*

Social Media and Web Minor Required Courses

ART	128	Graphic Design Basics	3 credits
ART	221	Digital Imagery	3 credits
ART	321	Introduction to Website Design	3 credits
COM	260	Intro to Social Media	3 credits

Minor Electives Cluster (Chose one - if courses in the minor cluster are required for your major, please take the opposite cluster)

ART	225	Computer Illustration Technology	3 credits
ART	325	Intermediate Website Design	3 credits
ART	326	Advanced Website Design	3 credits

OR

COM	202	Contemporary Media Literacy	3 credits
COM	240	Digital Video Production I	3 credits
COM	330	Digital analysis & Strategies	3 credits

Computing and Information Science

Department Chair

M. Afzal Upal, Ph.D.

Faculty**Professor**

Charles Redmond, Ph.D.

Associate Professor

Stephen Ousley, Ph.D.

Assistant Professors

Angela Berardinelli, Ph.D.

Mahesh Maddumala, Ph.D.

Christopher Mansour, Ph.D.

Introduction

The department offers BS in Cyber security and BS in Data Science. The goal of the Computing & Information Science Department at Mercyhurst University is to be a center of excellence in cyber security and data science education that is recognized by employers and graduate schools across the country and the world.

Mission Statement

The Department of Computing & Information Science is committed to:

- Preparing its cyber security, data science, and information technology graduates for immediate employment in their fields or for continued graduate study in cyber security and data science;
- Providing Mercyhurst University students in Biology, Biochemistry, Chemistry, Physics, Forensic Science, and Public Health the computing education and resources they need to be successful in their chosen fields;
- Providing Mercyhurst University students in Intelligence Studies computing education opportunities and resources related to their discipline;
- Providing Mercyhurst University students in Graphic Design, Art, Music, and Dance computing education opportunities and resources related to their disciplines;
- Providing all Mercyhurst students with opportunities to improve their basic computing skills;
- Providing all Mercyhurst students with opportunities to broaden their appreciation of computing & information science;
- Contributing to the advancement of computing and information science through published research, conference presentation, and scholarly collaboration;
- Sharing educational innovation through publication and conference presentation.

Program Student Learning Outcomes**Cybersecurity Major**

- Understand fundamental principles of cybersecurity;
- Analyze the requirements for designing information security solutions
- Conduct a cybersecurity assessment;
- Design operational and strategic cybersecurity strategies and policies;
- Describe and implement methods of secure data storage;
- Design, implement, and assess the effectiveness of network safety solutions;
- Detect, investigate, and defend against network-based cybersecurity attacks;

- Communicate clearly to users and decision makers about personal and organizational cybersecurity policies and best practice; and
- Perform all of the above in an ethical, legal, and professional manner.

Data Science Major

A graduate earning a B.S. in data science from Mercyhurst University will be able to:

- Describe all steps of the data cycle;
- Elicit client requirements and form a clear empirical question;
- Pre-process data so that it can be stored and analyzed;
- Choose and evaluate appropriate mathematical, statistical, and machine learning models depending on the specific information needs of the project;
- Design and implement efficient computer programs to clean, analyze, and visualize data;
- Communicate the results and limitations of data analysis and modeling to a non-technical audience; and
- Handle all data and communications professionally, ethically, and securely.

Majors and Minors

Majors: Cyber security and data science

Minors: Computer science, cyber security, and data science

Cybersecurity Degree Requirements (Bachelor of Science)

CIS	100	Introduction to Computer Science	3 credits
CIS	160	Introduction to Cybersecurity	3 credits
CIS	200	Linear Data Structures	3 credits
CIS	210	Non-linear Data Structures	3 credits
CIS	220	Digital Logic & Computer Organization	3 credits
CIS	230	Operating Systems	3 credits
CIS	260	Computer Communications and Networks	3 credits
CIS	261	Information Security	3 credits
CIS	262	Digital Forensics	3 credits
CIS	360	Computer Systems Security	3 credits
CIS	361	Network Security	3 credits
CIS	365	Cybersecurity Law & Policy	3 credits
CIS	400	Ethics in Computing	3 credits
CIS	499	Senior Project	3 credits

It is further recommended that the Cybersecurity majors obtain a minor or (preferably) a major in an additional discipline. All Cybersecurity majors must maintain a CIS GPA of 2.0 or higher. A student who does not satisfy this requirement may be dismissed from the major and/or prohibited from graduating with the major. A student who receives a C or below in CIS 210: Non-linear Data Structures must have the department's permission to continue in the major.

Data Science Major Requirements (Bachelor of Science)

CIS	100	Introduction to Computer Science	3 credits
CIS	150	Introduction to Data Science	3 credits
CIS	200	Linear Data Structures	3 credits
CIS	210	Non-linear Data Structures	3 credits
CIS	280	Data Communication & Visualization	3 credits
CIS	350	Relational Database Systems	3 credits
CIS	352	Big Data Analytics	3 credits
CIS	400	Ethics in Computing	3 credits
CIS	471	Machine Learning	3 credits

CIS	499	Senior Project	3 credits
-----	-----	----------------	-----------

One of:

CIS	201	Probability & Statistics for Data Science	3 credits
-----	-----	---	-----------

STAT	139	Statistics for the Social Sciences	3 credits
------	-----	------------------------------------	-----------

All Data Science majors are encouraged to pursue an additional minor or (preferably) an additional major in another discipline. All Data Science majors must maintain a GPA in the major of 2.0 or higher. A student who does not satisfy this requirement may be dismissed from the major and/or prohibited from graduating with the major. A student who receives a C or below in CIS 210: Non-linear Data Structures must have the department's permission to continue in the major.

Computer Science Minor (5 courses):

Required: CIS 100, CIS 200, CIS 210

Choose at least two other CIS courses (except CIS 201).

Data Science Minor (5 courses):

Required: CIS 100, CIS 150, CIS 200, STAT 139 or CIS 201

Choose at least one of: CIS 210, CIS 280, or CIS 350

Cybersecurity Minor (5 courses):

Required: CIS 100, CIS 160, CIS 261, CIS 360, CIS 361

Criminology and Criminal Justice

Department Chair

Maria L. Garase, Ph.D.

Faculty**Associate Professors**

Tina M. Fryling, M.S., J.D.

Maria L. Garase, Ph.D.

Assistant Professors

EmmaLeigh Kirchner, Ph.D.

Adam Saeler, Ph.D.

Adjunct Faculty

Mark Amendola, M.S.S.A., LSW

Mary Jo Battle, M.S.

Robert Blakely, M.S.

Jeffrey Shaw, M.S.W.

Michael Sliker, M.S.

Faculty Emeritus

Peter J. Benekos, Ph.D.

Frank E. Hagan, Ph.D.

- Demonstrate synthesis, problem solving, and critical thinking skills.
- Demonstrate basic knowledge of legal aspects of criminal justice operations.
- Synthesize and apply basic knowledge of sociological issues affecting criminal justice.
- Demonstrate an understanding of methodological concepts for conducting and analyzing research.
- Demonstrate and apply knowledge of professional skills for criminal justice.

Criminal Justice Major (Bachelor of Arts)

The Department of Criminology and Criminal Justice offers major concentrations in Law Enforcement, Corrections, Criminology, Juvenile Justice, and Pre-Law. A minor is available to non-majors in all five areas.

Students who intend to graduate with a Bachelor of Arts Degree in Criminal Justice with a concentration in Law Enforcement, Corrections, Criminology, Juvenile Justice or Pre-Law must meet the regular degree requirements of the University as well as the requirements of the Department of Criminology and Criminal Justice.

A Criminal Justice Major who wants to select two concentrations must complete all Criminal Justice core courses PLUS five separate courses for each concentration. Criminal Justice majors cannot declare a minor in a criminal justice offering.

A 3-credit internship can be completed in the junior or senior year in Law Enforcement, Corrections, Criminology, Juvenile Justice or Pre-Law in place of one CRJS elective course. Internships are reserved for students who achieve a minimum of 2.5 GPA in major required courses. The opportunity for an internship will depend on the availability of internships and the approval of the staff.

To fulfill Bachelor of Arts degree requirements, students must complete 121 credits to graduate. These credits include: 45 credits in required Criminal Justice major courses: 40 credits in the core; and 36 credits of general electives. Students are encouraged to pursue minors and/or double majors in related disciplines.

BA and MS in Criminal Justice Administration, 4+1 Accelerated Program

The Department of Criminology & Criminal Justice offers a five-year Bachelor's Degree + Master's Degree in Criminal Justice Administration (CJA) program. This 4+1 option is open to all majors. The 4+1 program allows students to complete their undergraduate degree in 4 years and in their fifth year of full time study, he/she will complete his/her final 18 credits of graduate study for degree completion. Thus, the student can earn the Bachelor of Arts in Criminal Justice (or any other related major) in 4 years and then complete the Master's Degree in the Criminal Justice Administration in just one (1) year. This program is designed to enhance career credentials and opportunities with a more affordable cost for an advanced degree. The Master's Degree in Criminal Justice Administration is a completely online program; all courses are online, even the courses that the students take while in the 4+1 program.

Eligibility: Complete 5 undergraduate major courses with a minimum of a 3.2 GPA in the major courses and 3.0 GPA overall.

- Apply using the 4+1 electronic application on Mercyhurst University's website by March 1 of sophomore year.
- If accepted, students will be enrolled as a *Graduate Non-Degree* student and will begin fall semester of junior year taking one CJA graduate course per semester. Students will have two transcripts: undergraduate and graduate non-degree.
- Students will need to maintain 3.0 GPA in the 4 designated graduate courses; only one C is permitted. Students will also need to maintain a 3.2 GPA in undergraduate major courses and a 3.0 GPA overall.
- Students, in consultation with the CJA director, will select the graduate courses they will take as part of the 4+1 program.
- Students will still be required to meet the 121-undergraduate credit

Vision

The vision of the Department of Criminology and Criminal Justice is to provide students with a liberal arts background that will enable them to live rich and fulfilling lives, with the capability of personal responsibility, professional development and civic responsibility.

Mission

The Department of Criminology and Criminal Justice is dedicated to developing critical thinking, diversity appreciation, civic responsibility, leadership and social justice in our undergraduate and graduate students. We prepare students for careers in the helping professions, for leadership in criminal justice and community affairs, and for the pursuit of advanced degrees. Engaging students in sustained and civil conversations about the relationship between individual and community well-being is both an objective and a means for realizing other objectives.

Goals and Objectives

The goals and objectives of the program are to provide students with a basic knowledge of the operation of the Criminal Justice System, including the necessary historical background, the legal aspects and ramifications, the sociological factors and issues, and the basic principles and skills needed for an entry-level career position.

Departmental Goals

- Students will gain an understanding of the history and current state of affairs in criminology and criminal justice.
- Students will be able to critically analyze methodologies and theories based in their discipline.
- Students will gain proficiency in oral, written, and electronic communication skills.
- Students will make an active commitment to justice, prudence, civility, and appreciation for diversity.
- Students will score higher than the national average on the Major Field Test for Criminal Justice.
- Students will demonstrate ethical leadership in the criminal justice and social services professions.

Student Learning Outcomes

- Demonstrate knowledge of the historical context of the Criminal Justice System and profession.

minimum to earn the BA Degree. The graduate course credits do not count toward the 121 credit total; they are transcribed separately.

- Students will register for a MINIMUM of 15 *undergraduate* credits each semester during their junior and senior year *in addition* to the graduate course registration. This will insure that flat rate billing will stay in place and graduate courses will be included in the bill. Thus, students in this program are typically taking 18 credits their junior and senior years.
- By March 1 of the senior year, students will apply to the Graduate School for admission to the CJA graduate program. If admitted, the 12 graduate non-degree credits will be applied as graduate credits toward the Master's Degree.
- At the end of the senior year, students will graduate with their undergraduate degree and will have earned 12 graduate non-degree credits. In the fifth year, students will complete 18 graduate credits at the graduate tuition rate and graduate with the Master of Science in the Criminal Justice Administration.
- Thesis is an option with the Master's Degree and begins in the fifth year. Graduate Internships are also an option.

3/3 Early Admissions Programs:

Duquesne University School of Law / Cleveland-Marshall College of Law

Students who participate in this program can obtain a Juris Doctorate and a Bachelor's Degree in a total of 6 years. Students interested in this program must see their academic advisor as early as possible to ensure proper advising and planning for courses needed in the first three years of study. Students may apply for admission to the Duquesne University School of Law or the Cleveland-Marshall College of Law through a pre-arranged 3/3 Early Admissions Agreement between the two schools. Students will complete all required major courses by the end of their third year at Mercyhurst, and upon successful completion of their first year of law school, will obtain their Bachelor's Degree.

3/3 Eligibility Requirements

Eligibility for the early admission program generally require a minimum cumulative grade point average of 3.5 over three years (minimum 96 credits); completion of all undergraduate curricular requirements (no transfer credits are allowed); a minimum LSAT score in at least the 60th percentile (students interested in applying should take the LSAT in the fall of their junior year); a letter of recommendation from the pre-law advisor to the Law School's Office of Admissions; and a personal interview with the Admissions Committee. Detailed questions and requirements for each 3/3 Agreement should be directed to the Law School's Office of Admissions.

Requirements for Criminal Justice Majors

Students are not Criminal Justice majors simply because they are enrolled in Criminal Justice courses. Students who enroll as Criminal Justice majors must meet and maintain University and Department academic requirements. This requires a minimum overall GPA of 2.0 and a Criminal Justice GPA of 2.5. In addition, students must also demonstrate character and conduct which are consistent with professional standards for careers in Criminal Justice.

Student progress and academic achievement are monitored and evaluated by the Department each semester. The faculty may also request a meeting with students to review academic progress. Students who fail to meet or maintain the GPA requirements or the appropriate conduct standards will be subject to probationary status or removal from the Criminal Justice major. Students who are dismissed from Criminal Justice will be placed on Non-Major status and referred to an Academic Counselor to consider academic alternatives, including repeating Criminal Justice courses and petitioning the Department for readmission to the major. Students with Non-Major status who take Criminal Justice courses will not be eligible to graduate in Criminal Justice.

Students who wish to graduate from the Criminal Justice Department must:

- Maintain a general academic average of at least 2.0.
- Demonstrate desirable traits for entry into the Criminal Justice professions.
- Complete 45 credits of Major Course Requirements.
- Criminal Justice Majors must maintain a minimum 2.5 GPA in the criminal justice major and concentration courses. Criminal Justice Minors must maintain a 2.5 in the criminal justice courses.

Policy on Academic Dishonesty and Plagiarism

The Department of Criminology & Criminal Justice prohibits plagiarism in any form, including directly copying large or small portions of either printed works or written papers of another student. Paraphrasing, or changing an author's ideas or words, is also a form of plagiarism if the source of the idea being paraphrased is not acknowledged. Violations of this policy are treated seriously. A first offense will result in failure of the course; any subsequent offenses will result in expulsion from the criminal justice major. The Department also subscribes to the Academic Dishonesty Policy set forth by the Office of Academic Affairs.

Major Field Test

In order to assess the learning outcomes of criminal justice majors, all criminal justice majors must take the standardized Criminal Justice Major Field Test during their senior year as a requirement for graduation. Students who do not complete the test will not receive their diploma.

Requirements for all Criminal Justice Majors

CRJS	101	Justice in America	3 credits
CRJS	104	Introduction to Corrections	3 credits
CRJS	205	Intro. to Juvenile Justice and Delinquency	3 credits
CRJS	207	Police Functions	3 credits
CRJS	230	Criminology	3 credits
CRJS	310	Constitutional Law in Criminal Procedure	3 credits
CRJS	318	Introduction to Criminal Justice Research	3 credits
CRJS	343	Criminal Justice Ethics	3 credits
CRJS	410	Criminal Justice Senior Seminar	3 credits

In addition to the Criminal Justice core courses required of all majors, a student must specialize in one of the following concentrations:

Law Enforcement (four-year degree)

CRJS	208	Criminal Investigation	3 credits
CRJS	309	Contemporary Police Problems	3 credits
CRJS	326	Police Administration	3 credits
CRJS	475	Internship or approved substitution	3 credits
CRJS	Two (2)	Criminal Justice Electives	6 credits

Students may take an approved Criminal Justice elective for (3 credits) in lieu of the internship

Corrections (four-year degree)

CRJS	222	Human Behavior in Corrections	3 credits
CRJS	328	Corrections Administration	3 credits
CRJS	344	Corrections Counseling	3 credits
CRJS	475	Internship or approved substitution	3 credits
CRJS	Two (2)	Criminal Justice Electives	6 credits

Students may take an approved Criminal Justice elective for (3 credits) in lieu of the internship

Criminology (four-year degree)

CRJS	240	Victimology	3 credits
CRJS	336	Advanced Criminology	3 credits

Choose one of the following three courses listed below:

CRJS	307	Crime Prevention	3 credits
CRJS	335	Women and Crime	3 credits
CRJS	338	Race, Crime and Justice	3 credits
CRJS	475	Internship or approved substitution	3 credits
CRJS	Two (2)	Criminal Justice Electives	6 credits

Students may take an approved Criminal Justice elective for (3 credits) in lieu of the internship

Juvenile Justice (four-year degree)

CRJS	280	The Juvenile Justice System	3 credits
CRJS	285	Approaches to Juvenile Delinquency	3 credits
CRJS	317	Professional Practice in Juvenile Justice	3 credits
CRJS	475	Internship or approved substitution	3 credits
CRJS	Two (2)	Criminal Justice Electives	6 credits

Students may take an approved Criminal Justice elective for (3 credits) in lieu of the Internship

Pre-Law (four-year degree)

CRJS	322	Legal Research and Writing	3 credits
CRJS	337	Sociology of Law	3 credits
PSYC	240	Psychology and the Law	3 credits

Additionally

CRJS	475	Internship or approved substitute*	3 credits
CRJS	Two (2)	Criminal Justice Electives	6 credits

***Approved electives in lieu of Internship include: POLI 421 (Constitutional Law), POLI 422 (Civil Liberties), POLI 225 (American Legal Process), BADM 310 (Business Law I), POLI 321 (Environmental Law)**

Students cannot graduate with both a Pre-Law Concentration and a Pre-Law Minor as there are too many duplicated courses. A student who desires to substitute a course for any required course for the major or concentration must submit a letter explaining his/her reason for substitution to the chair of the department. A faculty committee will then determine the acceptability of any required substitution.

Double Major: Criminal Justice and Applied Sociology

In addition to the required Criminal Justice major courses, the Applied Sociology Double Major requires the following required courses. It is important to note that by time of graduation there must be *at least eight* (8) distinct Applied Sociology courses taken.

Double Major: Criminal Justice and Applied Sociology

SOC	100	Introduction to Sociology	3 credits
SOC	101	Contemporary Social Problems	3 credits
SOC	204	Diversity in Society, Oppression, and Social Justice	3 credits
SOC	300	Sociological Research Methods	3 credits
SOC	301	Contemporary Sociological Theory	3 credits
SOC	342	Global Problems and Social Change	3 credits
STAT	130	Introduction to Statistics in Social Science	3 credits

Additionally

SOC	475	Internship	3 credits
-----	-----	------------	-----------

OR

SOC	490	Senior Project	3 credits
-----	-----	----------------	-----------

Five Approved Electives

Non-majors may declare a minor in one of the following areas of Criminal Justice. Each minor is 24 credits. These specific courses are required to complete the following minors:

Law Enforcement Minor

CRJS	101	Justice in America	3 credits
CRJS	207	Police Functions	3 credits
CRJS	208	Criminal Investigation	3 credits
CRJS	230	Criminology	3 credits
CRJS	309	Contemporary Police Problems	3 credits

CRJS	310	Constitutional Law in Criminal Procedure	3 credits
CRJS	326	Police Administration	3 credits

Internship or approved Criminal Justice substitute 3 credits

Corrections Minor

CRJS	101	Justice in America	3 credits
CRJS	104	Introduction to Corrections	3 credits
CRJS	222	Human Behavior in Corrections	3 credits
CRJS	230	Criminology	3 credits
CRJS	310	Constitutional Law in Criminal Procedure	3 credits
CRJS	328	Corrections Administration	3 credits
CRJS	344	Corrections Counseling	3 credits

Internship or approved Criminal Justice substitute 3 credits

Criminology Minor

CRJS	101	Justice in America	3 credits
CRJS	205	Intro. to Juvenile Justice and Delinquency	3 credits
CRJS	230	Criminology	3 credits
CRJS	240	Victimology	3 credits
CRJS	310	Constitutional Law in Criminal Procedure	3 credits
CRJS	336	Advanced Criminology	3 credits

Choose one of the three courses listed below:

CRJS	307	Crime Prevention	3 credits
CRJS	335	Women & Crime	3 credits
CRJS	338	Race, Crime and Justice	3 credits

Internship or approved Criminal Justice substitute 3 credits

Juvenile Justice Minor

CRJS	101	Justice in America	3 credits
CRJS	205	Intro. to Juvenile Justice and Delinquency	3 credits
CRJS	230	Criminology	3 credits
CRJS	280	The Juvenile Justice System	3 credits
CRJS	285	Approaches to Juvenile Delinquency	3 credits
CRJS	310	Constitutional Law in Criminal Procedure	3 credits
CRJS	317	Prof. Practice in Juvenile Justice	3 credits

Internship or approved Criminal Justice substitute 3 credits

Pre-Law Minor

CRJS	101	Justice in America	3 credits
CRJS	310	Constitutional Law in Criminal Procedure	3 credits
CRJS	322	Legal Research and Writing	3 credits
CRJS	337	Sociology of Law	3 credits
CRJS	343	Criminal Justice Ethics	3 credits
PSYC	240	Psychology and the Law	3 credits

Approved Criminal Justice Electives or Pre-Law Internship 3 credits

Interdisciplinary Minor Psychology of Crime and Justice

The Departments of Psychology and Criminal Justice have developed a sequence of study to provide students with an interdisciplinary focus in the psychology of crime and justice. Information about this minor can be found in its own section in this catalog.

Criminal Justice Administration Graduate Program

Mercyhurst University also offers an entirely online Graduate Program of study leading to the Master of Science Degree in Criminal Justice Administration. (See Graduate Catalog or talk to CJA Program Director)

Dance

Department Chair

C. Noelle Partusch, M.F.A.

Faculty**Professor**

C. Noelle Partusch, M.F.A.

Associate Professor

Solveig Santillano, M.A., M.F.A.

Assistant Professors

Jennifer McNamara, M.F.A.

Mark Santillano, M.A.

Adjunct Faculty

Angela DiFiore, M.F.A.

Tauna Hunter, M.F.A.

Danielle Kaiser, M.F.A.

Kristen Weibel, B.A.

Guest Artist in Residence

Lesley Bories-Scalise

Staff**Physical Therapist**

Elizabeth Darling D.P.T., ATC/L

Music Director / Principal Pianist

Richard DiFiore, M.F.A.

Technical Director

Andrew Ferguson, B.M.

Administrative Assistant

Danielle Kaiser, M.F.A.

Introduction

Accredited by the National Association of Schools of Dance

Vision

The Dance Department's vision is to proliferate the art of dance in the twenty-first century.

Mission Statement

The Dance Department's mission is to generate leadership for the dance field, through rigorous B.A. and B.F.A. programs emphasizing the development of professional dancers, teachers, choreographers and scholars through cognitive, affective, and psychomotor taxonomies.

Program Goals

To cultivate empowerment through vigorous involvement in a progressive curriculum grounded in classical and contemporary ballet supported by diverse dance disciplines, theoretical and somatic studies.

To prepare confident artists who recognize and apply the transferable learning and knowledge embedded in dance to coalesce with developed critical thinking, writing and oral expertise as support to all of their life choices.

To generate creative leaders who pay tribute to the past, strive for the highest standards of excellence and proactively collaborate to celebrate and serve their communities whilst moving the dance field forward.

To nurture compassionate and balanced human beings who hold sacred the honor of body, mind and spirit for themselves and others.

Program Student Learning Outcomes

- Demonstrate a high level of technical mastery in ballet and/or other dance disciplines(s)
- Identify a significant body of theoretical and historical knowledge pertaining to the dance field
- Produce and present work by confronting professional problems through analysis, experimentation & development of coherent goals evident in scholarly & creative presentations
- Recognize and assess positive approaches to mental & physical health, professional theatrical aesthetic and an injury-free work ethic

Portfolio Review and Subsequent Annual Reviews

All dance majors are required to participate in a four-year Portfolio Review. Portfolios outlining dance progress, academic scholarship and service are submitted to the dance faculty in the spring of each year. Guidelines are outlined in the Student Handbook.

In the sophomore year the dance faculty conducts a formal review to determine if the student should continue as a dance major. Majors are expected to maintain a 3.0 GPA in all dance courses and an overall GPA of 2.5.

Majors are evaluated in terms of their grades and overall performance including their ability to sustain an injury free work ethic and establish a professional approach to a theatrical aesthetic that includes maintaining a positive approach to mental and physical wellness and health. Their attendance record, potential for promotion and successful completion of all requirements including service to the dance department and community are also considered.

Student Handbook Policies and Procedures

Every dance major is provided with a Student Handbook which outlines the policies and procedures for the Dance Department. Guidelines for the four-year Portfolio Review and a recommended degree plan are also included.

Admission

Admission to the Mercyhurst University Dance Department is based on the following requirements:

- Complete a university application and supplemental dance application with photo in first arabesque (ladies on pointe).
- Arrange for an audition, send a DVD or post on YouTube.
- Send an official secondary school transcript (and official college transcripts if a transfer student).

Financial Information - Scholarship

Dance merit scholarships are awarded at the discretion of the dance faculty and the dance chair. Any prospective student is eligible to compete for scholarship assistance, regardless of financial status. Students wishing to apply for financial assistance must apply to the Director of Financial Aid. Students on scholarship are expected to maintain a 3.0 GPA in all dance courses, an overall GPA of 2.5 and abide by the policies and procedures outlined in the Dance Department Student Handbook.

Service learning is required of all dance majors on scholarship. At the end of each academic year, there is an evaluation that serves as a review for maintaining scholarship status. Students who fail to maintain academic and performance levels may forfeit their dance scholarship and/or be advised into a Liberal Studies major.

Attendance

Dance students are expected to attend all classes and rehearsals and are held responsible for any work missed because of tardiness or absence. Attendance is of major importance if a student is to make progress and/or retain a dance scholarship.

Physical Therapy and Injury Prevention

The on-campus Athletic Training Center provides diagnostic and physical therapy

Dance

assistance throughout the academic year. Physical Therapist, Elizabeth Darling, DPT, OCS, CLT, ATC screens students for injuries and provides physical therapy throughout the year.

B.A. and B.F.A. Degree Requirements for Foundation Year

Required sequencing for Freshman Year

DANC 105	Dance Essentials	1 credit
DANC 106	Music for Dancers	3 credits
DANC 110	Dance History	3 credits
DANC 111/112 or 121/122	Ballet & Pointe Technique II or III (placement required)	6 credits
DANC 114	Ancillary Ballet	0 credits
DANC 150	Dance Conditioning	1 credit
DANC 151	Modern I	2 credits
DANC 161	Jazz I	2 credits
DANC 190	Production Practicum	1 credit
DANC 191/192	Company Ensemble	2 credits
IMU Courses		2 credits
REACH Curriculum / Electives		14 credits

Degree Requirements for BA in Dance

Recommended sequencing with a total of 121 credits to graduate

Sophomore Year

BIO 240	Anatomy & Physiology	3 credits
BIO 241	Anatomy & Physiology Lab	1 credit
DANC 210	Kinesiology	3 credits
DANC 211/212 221/222 231/232	Ballet & Pointe Technique II, III, or IV (placement required)	6 credits
DANC 251	Modern II	2 credits
DANC 261	Jazz II	2 credits
DANC 280	Choreography I	3 credits
DANC 291/292	Company Ensemble	2 credits
REACH Curriculum / Electives		12 credits

Junior Year

DANC 310	Pedagogy	3 credits
DANC 311/312 321/322 331/332	Ballet & Pointe Technique II, III, or IV (placement required)	6 credits
DANC 351	Modern III	2 credit
REACH Curriculum / Electives		25 credits

Senior Year

DANC 411/412 421/422 431/432	Ballet & Pointe Technique II, III, or IV (placement required)	6 credits
DANC 485	Senior Pro-Seminar	1 credit
REACH Curriculum / Electives		29 credits

B.A. Dance Electives

DANC 138-438	Pas de Deux	1 credit
DANC 139-439	Contemporary Partnering	1 credit
DANC 141-441	Men's Technique & Variations	1 credit
DANC 171	Tap	1 credit

Dance

DANC 180	Introduction to Labanotation	3 credits
DANC 194-494	Company Ensemble Elective	0 credits
DANC 200	Introduction to Arts Administration	3 credits
DANC 285	Summer Dance Experience	3 credits
DANC 301	Musical Theatre Dance	1 credit
DANC 380	Choreography II	3 credits
DANC 385	Abroad Experience	3 credits
DANC 391/392 491/492	Company Ensemble	1 credit
DANC 405	Senior Seminar	3 credits
DANC 421/422	Pointe & Variations	1 credit
DANC 451	Modern IV	2 credits
DANC 475	An Approved Internship	3 credits
DANC 480	Choreography III	3 credits

Requirements for B.A. in Dance with Concentration in Pedagogy

DANC 475	Internship	3 credits
----------	------------	-----------

Three (3) additional credits from the following:

DANC 180	Introduction to Labanotation	3 credits
DANC 200	Introduction to Art Administration	3 credits
DANC 380	Choreography II	3 credits
DANC 485	Senior Seminar (Pedagogical Research)	3 credits
Three (3) additional Dance Technique Electives		1-3 credits

Three (3) additional courses from the following:

DANC 291, 292	Company Ensemble Co-requisite Ballet, Modern and/or Jazz	1 credit
DANC 391, 392	Company Ensemble Co-requisite Ballet, Modern and/or Jazz	1 credit
DANC 491, 492	Company Ensemble Co-requisite Ballet, Modern and/or Jazz	1 credit

Recommended:

EDEC 101	Early Foundations	3 credits
EDEC 105	Health and Wellness	3 credits
EDEC 301	Early Childhood Methods	3 credits
ESPE 101	Psychology of Diverse Learners	3 credits
ESPE 201	Inclusive Practices	3 credits
PSYC 101	Introduction to Psychology	3 credits
PSYC 235	Sports Psychology	3 credits

Accelerated Three-Year Track B.A.

36 credits annually and 12 credits over two summers

Required for B.F.A. in Dance

Recommended sequencing with a total of 121 credits to graduate

Sophomore Year

BIO 240	Anatomy & Physiology	3 credits
BIO 241	Anatomy & Physiology Lab	1 credit
DANC 210	Kinesiology	3 credits
DANC 211/212 221/222 231/232	Ballet & Pointe Technique II, III, or IV (placement required)	6 credits
DANC 214	Ancillary Ballet	0 credits
DANC 251	Modern II	2 credits
DANC 261	Jazz II	2 credits
DANC 280	Choreography I	3 credits

Dance

DANC 291/292	Company Ensemble	2 credits
REACH Curriculum / Electives		14 credits

Junior Year

DANC 171 or 301	Tap or Musical Theatre Dance	1 credit
DANC 310	Pedagogy I	3 credits
DANC 314	Ancillary Ballet	0 credits
DANC 351	Modern III	2 credit
DANC 311/312 321/322 331/332	Ballet & Pointe Technique II, III, or IV (placement required)	6 credits
DANC 380	Choreography II	3 credits
DANC 391/392	Company Ensemble	2 credits
DANC 480	Choreography III	3 credits
REACH Curriculum / Electives		22 credits

Senior Year

DANC 405	Senior Seminar (Choreo. IV)	3 credits
DANC 411/412 421/422 431/432	Ballet & Pointe Technique II, III, or IV (placement required)	6 credits
DANC 414	Ancillary Ballet	0 credits
DANC 451	Modern IV	2 credits
DANC 485	Senior Pro-Seminar	1 credit
DANC 491, 492	Company Ensemble	1 credit
REACH Curriculum / Electives		25 credits

BFA Optional Dance Electives

DANC 121/122	Pointe & Variations	1 credit
DANC 138-438	Pas de Deux	1 credit
DANC 141-441	Men's Technique & Variations	1 credit
DANC 171	Tap	1 credit
DANC 180	Introduction to Labanotation	3 credits
DANC 192-492	Company Ensemble	1 credit
DANC 194-494	Company Ensemble Elective	0 credits
DANC 200	Introduction to Arts Administration	3 credits
DANC 285	Summer Dance Experience	3 credits
DANC 301	Musical Theatre Dance	1 credit
DANC 385	Study Abroad Experience	3 credits
DANC 475	An Approved Internship	3 credits

Accelerated Three-Year Track B.F.A.

36 credits annually and 20 credits over three summers

Requirements for Arts Administration Minor

ACCT 101	Principles of Accounting	3 credits
DANC 200	Intro. to Arts Administration	3 credits
DANC 475	Arts Administration Internship	3 credits
MGMT 120	Principles of Management	3 credits
MKTG 162	Principles of Marketing	3 credits

Two (2) electives from the following, at least one 300 level course:

ART 128	Graphic Design Basics	3 credits
ART 321	Introduction to Website Design	3 credits
COM 240	Digital Video Production I	3 credits
COM 260	Introduction to Social Media	3 credits

Dance

COM 312	Communication & Social Responsibility	3 credits
COM 314	Global Communications	3 credits
COM 330	Web & Social Media Analytics & Strategies (requires COM 260 to be taken prior to or at the same time)	3 credits

Education

Department Chair

Susan D. Johnson, Ph.D.

Faculty**Professor Emeritus**Kathleen Bukowski, Ph.D.
Leanne M. Roberts, Ph.D.**Professor**

Phillip J. Belfiore, Ph.D.

Associate Professor

Timothy Frawley, D.Ed.

Assistant ProfessorsSusan D. Johnson, Ph.D.
Thomas Kitchen, M.S., BCBA**Instructor of Secondary Education**

Amy L. Burniston, Ph.D.

Part-time FacultyAmy Bauschard, M.Ed.
Kelly Karns, M.Ed.**Director of Field Placements**

Alan Karns, M.Ed.

Assistant Director of Field Placements

Gleck Williams, M.Ed.

Mission Statement

The mission of the Department of Education at Mercyhurst University is to develop teachers who are intellectually and spiritually sensitive, professionally and socially responsible; namely, those who seek to bring out these same qualities in their own students. To accomplish this mission, our teacher preparation program enables pre-service teachers to facilitate growth in intellectual curiosity, self-confidence, knowledge, responsibility, and interpersonal relationships.

Program Student Learning Outcomes

The Education Department Early Childhood/Special Education faculty has developed six broad based learning outcomes that serve as the framework for the program's curriculum.

Upon completion of the pre-service teacher preparation program, graduates will be able to:

- Create and facilitate a quality lesson plan.
- Articulate a personal teaching philosophy statement.
- Assess Pre-4 Early Childhood and Pre-8 Special Education student performance.
- Demonstrate personal ethical and professional standards in a school setting.
- Plan for and implement differentiated instruction for students with special needs in a PreK-4 Early Childhood and PreK-8 Special Education.
- Demonstrate knowledge of best practices associated with child development, teaching and learning in a PreK-4 Early Childhood and PreK-8 population.

Certification Programs

Undergraduate degrees leading to teacher certification from the Commonwealth of Pennsylvania are available in the following areas: Art Education K-12; Early Childhood Education PreK-4; Early Childhood Education PreK-4/Special Education PreK-8; World Language Education K-12 (French,

Spanish), and Music Education K-12.

The Graduate Program in Secondary Education will lead to certification in the following areas: Biology Education 7-12, Chemistry Education 7-12, Earth/Space Science Education 7-12, English Education 7-12, Math Education 7-12, Social Studies Education 7-12, and Physics Education 7-12.

The Graduate Program in Special Education will lead to certification in Special Education (see Graduate catalog for further details).

An Education major is expected to maintain a GPA of 3.0, but may seek certification and achieve the conferral of a Bachelor's Degree with a GPA of 2.8-2.99 if the qualifying PAPA or Core and/or Praxis II or PECT score is met.

Accreditation

All Certification Programs have full accreditation endorsements by the Pennsylvania Department of Education. The State Board of Education adopted changes that affect all of PA's teacher certification programs by adding 9 credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting and 3 credits or 90 hours or equivalent combination to meet the instructional needs of English Language Learners. New regulations for certifying teachers became effective on January 1, 2013.

Minor

The Education Department offers a minor in Special Education PreK-8.

Admission

All students intending to complete a Bachelor Degree in Education must make formal application for admission to the Education Department during the spring semester of their sophomore year, or upon completion of 48 credits of university level study. Those students earning teacher certification in Secondary Education 7-12 or K-12 Education must make formal application in the specific academic department in their area of study. Transfer students must complete one Mercyhurst Education course prior to applying for admission.

All students must meet the published admissions criteria. Admission to an Education program constitutes admission to the Education Department. Dismissal from an Education program constitutes dismissal from the Education Department. Mercyhurst University complies with the Pennsylvania Department of Education regulations for teacher certification. Should these regulations change, Mercyhurst will change requirements accordingly and students will be responsible for meeting the new guidelines for program completion and certification.

Procedures for Admission Review**Minimum requirements for admission to the Education Program are:**

- Cumulative GPA of 3.0
- Completion of 6 university credits in Mathematics
- Completion of 6 university credits in English (3 credits in writing and 3 credits in literature)
- Completion of 48 credit semester hours
- As of August 1, 2015 (as per House Bill 1816/Act 168) all students must meet the Basic Skills Testing Requirements as outlined by the Pennsylvania Department of Education

Students eligible for admission to the Education Program have their applications examined as follows:

- Minimum cumulative GPA of 3.0 or alternative is required for admission to the program
- Students who meet the standards for admission present their portfolios to

their advisors

- If portfolios are complete, students are unconditionally accepted into the program

Retention

Students placed on any kind of probationary status by the admission/retention committees of the Early Childhood Education, Secondary, or Special Education Departments may not enroll in any Education Department courses unless specifically approved by the Chair of the Education Department.

A student receiving a final evaluation of unsatisfactory in any course clinical experience may not enroll in any other Education Department course until the department faculty agree to permit the student to repeat the clinical experience and such is completed at a satisfactory level by the student.

A student may be dismissed from the Education Department should he/she receive, at the conclusion of either the first or second half of the Capstone Clinical assignment, an evaluation of unsatisfactory. The final determination of unsatisfactory performance in the Capstone Clinical program is made by the university supervisor, the Director of Field Placements and the Chair of the Education Department.

Mandated Grading Scale

The faculty in the Education Department uses a unified grading scale in the assessment of student achievement in all education courses. Above average grades will be reserved for "exemplary" work only.

100-95 % (A) 94-90% (B+) 89-85 % (B) 84-78% (C+)
77-70 % (C) 69-65 % (D+) 64-60 % (D) Below 60 % (F)

Clinical Experiences

All students will complete the Capstone Clinical; a vital experience in the program of the emerging professional educator. As part of the Capstone Clinical experience, each student will present an accepted Professional Portfolio. Capstone Clinical assignments/placements are the responsibility of the university. To avoid conflicts of interest, a candidate will normally not be assigned to districts from which he/she graduated or to districts in which he/she permanently resides or to schools in which an immediate family member is employed.

Most course offerings of the Education Department require that a student successfully complete an assigned clinical experience in order to pass the academic course. Students who register for courses with a clinical experience are required by PA state law to obtain ACT 24/82, ACT 34, ACT 114 and ACT 151 clearances, a clear TB test and the Mandatory Reporter Training Course. Copies of these clearances must be presented to the course instructor during the first week of class and submitted to the Education Office.

Information on obtaining these clearances can be found in the Education Office or on the Pennsylvania Department of Education website at: <https://www.education.pa.gov/Educators/Clearances/Pages/default.aspx>. Effective December 31, 2014, employees who have direct contact with children will be required to obtain new clearances every 36 months.

The nature of a course (location, number of hours, types of assignments, number of visits, student responsibility, etc.) is determined by the specific subject matter and content of the academic course. Specific information concerning a course clinical is found in the course syllabus.

An unexcused absence from an assigned course clinical and/or an unsatisfactory final clinical evaluation from either the course instructor or the classroom clinical supervisor will result in a grade of "F" for the course and the student being given notice of automatic placement on final probationary status within the specific department and the Education Department.

Capstone Clinical

Students accepted in the Education Department must make formal application

for Capstone Clinical assignments at least one year prior to the semester in which they expect to do the Capstone Clinical experience. All assignments will be for a fourteen-week period. Capstone Clinical is done during the fall semester or the spring semester.

EDEC 475: Early Childhood Education PreK-4

ECSP 475: Early Childhood Education PreK-4/ Special Education PreK-8

EDUC 475: Secondary Education (Art/Music/World Languages)

After the application has been received and approved, each student accepted will be granted a conditional Capstone Clinical assignment. All Capstone Clinical assignments are conditional upon the academic results of the previous semester. Students accepted into the Capstone Clinical program must follow the rules and regulations governing admission/retention in this program.

Final approval for Capstone Clinical will be sent to students who have:

- Maintained a minimum GPA overall average as documented in their Admission Review Process
- Unconditional admittance status
- Removal of all special conditions on record as part of retention activities

The Department will recommend for program completion and teacher certification only those candidates who have met the following requirements:

- Recommendation from the major Department
- Satisfactory Capstone Clinical
- Satisfactory attendance record: no late arrivals, early exits, or unexcused absences
- Attendance at all scheduled seminar meetings
- Possession of desirable professional and personal qualities

At any time during the Capstone Clinical assignment(s), unsatisfactory performance as determined by the University supervisor the Director of Field Placements and/or the Chair of the Education Department may result in a student being withdrawn from the course with a final grade of "F" and dismissal from the Education Department. It is the responsibility of the student to have knowledge of and be in compliance with all existing Pennsylvania State rules and regulations for certification.

Application for Capstone Clinical

All eligibility requirements must be completed and forwarded to the Director of Field Placements by the designated date to qualify:

- Successful completion of student application
- Maintenance of cumulative GPA of 3.0 required at the time of your admission to the Teacher Education program
- Act 24/82 Form
Act 34 and Act 151 Clearances Act 114 FBI Criminal History Clearance
- Completion of the Mandatory Reporter Training Course
- Clear TB test
- Completion of all major methods courses and liberal studies science courses
- Advisor's recommendation and signature
- Some programs have standards above the minimum 3.0 cumulative GPA and/or course grade expectations above the minimum grade of C. Each candidate should consult with his/her advisor for information about specific program requirements related to qualifications for the Capstone Clinical

Dismissal of a Candidate from Capstone Clinical Placement

Purpose

To establish reasons or a process for removal of a candidate from the Capstone Clinical assignment. The first two items are consistent with Act 34, Criminal

Record Check; the third item establishes a procedure for removing a student if the candidate's behavior is not consistent with appropriate expectations of the school district; the fourth item establishes a process and assures that the student learns of unsatisfactory progress as early as possible; and the fifth item is an appeal process.

Policy

Students ultimately are guests of the cooperating school districts and may be removed at the request of the principal/superintendent.

A student may also be removed by Mercyhurst University from the student assignment for any of the following reasons:

- If indicted for a felony, which is covered in the School Code and Act 34, there shall be a removal of the student from the school assignment until the matter is cleared. When the student is cleared of the indictment, the capstone clinical assignment will be extended to cover the time missed.
- If convicted of a felony, which is covered in the School Code and Act 34, the student will be withdrawn from the capstone clinical assignment and will forfeit the time spent during the assignment.
- If behavior exhibited by the student is not acceptable to the school district, it should be documented by the school administrator/principal in collaboration with the cooperating teacher, the University supervisor/coordinator, and the Director of Field Placement. If, after discussion with the student, improvement is evident, the Director of Field Placement will take no further action.
- If it is determined by the cooperating teacher or university supervisor that the teaching competency of the student is at an unsatisfactory level based on the teaching competencies indicated on the evaluation form and not in the best interest of the students, a three-way conference of cooperating teacher, university supervisor, and the student will be held to discuss the concern, possible outcomes, and remedial strategies.
- If, after consultation with the university Director of Field Placement, removal from this capstone clinical placement is necessary, the Director of Field Placement and the Chair of the Education Department shall take this action. This behavior should be documented and discussed in the Capstone Clinical experience as early as possible.

Decisions made under this policy may be appealed to the Dean of the Hafenmaier College.

Transfer Students

Transfer students seeking to complete their bachelor's degree at Mercyhurst University and teacher certification are required to take a minimum of one-half of the Education Department Course requirements and one-half of the certification content area course requirements at Mercyhurst University. Transfer students holding a Bachelor Degree from accredited institutions other than Mercyhurst may receive Mercyhurst University recommendation for teacher certification upon completion of all requirements established on the basis of an evaluation of prospective candidates' academic and experiential credentials by both the Chairperson of the Education Department and the Department Director of the certification area.

Factors considered in this evaluation include: date of course work, date of degree, and compatibility of academic and experiential credentials with the current academic and professional education requirements of the certificate.

Non-Traditional Students

Access to education programs leading to certification is available for adults planning mid-career changes, certified persons wishing to add new areas to their certificate, and the self-support students who must work while completing a program. The non-traditional student should meet with an Education Department faculty advisor to develop a plan of study that utilizes a variety of options for completion of certification requirements. The non-traditional student must meet all admission/retention standards of the Education Department as well as all the specific standards of the program offering the certification program.

Graduate Program

The Education Department also offers graduate programs of study leading to a Master of Science Degree in Secondary Education: Pedagogy and Practice, a Master of Science Degree in Special Education with concentrations in three areas; Applied Behavior Analysis, Autism, and English as a Second Language Concentration, and a Master of Science in Teaching Excellence. (See Graduate Programs Catalog.)

Early Childhood Education Major Pre-K-4

The Early Childhood Education major can be certified to teach pre-school through grade four. Through the coursework, students develop a knowledge base theory of the teaching/learning process. They develop an understanding of developmentally appropriate practices with young children. Throughout their education, students will receive numerous clinical experiences working with preschool, kindergarten and primary grade children in a variety of settings.

Early Childhood Major Degree Pre-K - 4

Course Requirements

ECSP	305	Family and Community	3 credits
ECSP	307	Observation and Assessment II	3 credits
ECSP	475	Capstone Clinical Early Childhood PreK-4	12 credits
EDEC	101	Early Foundations	3 credits
EDEC	103	Language and Literacy I	3 credits
EDEC	105	Health and Wellness	3 credits
EDEC	201	Reading Methods	4 credits
EDEC	203	Language and Literacy II	4 credits
EDEC	205	Math Methods	4 credits
EDEC	207	Observation and Assessment I	3 credits
EDEC	210	Comparative Issues in Education	3 credits
EDEC	222	Aesthetic Education	3 credits
EDEC	301	Early Childhood Methods	4 credits
EDEC	401	Integrated Methods	4 credits
EDEC	473	Systems, Policies, and Practices	2 credits
EDEC	474	Clinical I - Early Childhood Pre-K - 4	4 credits
ESPE	201	Inclusive Practices PreK-8	3 credits
ESPE	203	Behavior Theories and Practices	3 credits
ESPE	301	Supporting Literacy PreK-8	3 credits
WL	101	Culturally and Linguistically Diverse Learners	3 credits
3 Education Electives			9 credits

Early Childhood Education Pre-K - 4 / Special Education Dual Major Degree Pre-K - 8

Course Requirements

ECSP	305	Family and Community	3 credits
ECSP	307	Observation and Assessment II	3 credits
ECSP	475	Capstone Clinical Early Childhood / Special Education	12 credits
EDEC	101	Early Foundations	3 credits
EDEC	103	Language and Literacy I	3 credits
EDEC	105	Health and Wellness	3 credits
EDEC	201	Reading Methods	4 credits
EDEC	203	Language and Literacy II	4 credits
EDEC	205	Math Methods	4 credits
EDEC	207	Observation and Assessment I	3 credits
EDEC	301	Early Childhood Methods	4 credits
EDEC	401	Integrated Methods	4 credits
EDEC	473	Systems, Policies, and Practices	2 credits

Education

EDEC	474	Clinical I - Early Childhood Pre-K – 4	4 credits
EDUC	210	Comparative Issues in Education	3 credits
EDUC	222	Aesthetic Education	3 credits
ESPE	101	Psychology of Diverse Learner	3 credits
ESPE	201	Inclusive Practices PreK-8	3 credits
ESPE	203	Behavior Theories and Practices	3 credits
ESPE	301	Supporting Literacy PreK-8	3 credits
ESPE	305	Low Incidence Disabilities: Effective Instructional Practices	3 credits
ESPE	306	Low Incidence Disabilities Clinical	1 credit
ESPE	307	High Incidence Disabilities: Effective Instructional Practices	3 credits
ESPE	308	High Incidence Disabilities Clinical	1 credit
WL	101	Culturally and Linguistically Diverse Learners	3 credits

K-12 Education Major

Teacher certification for grades Kindergarten through grade 12 is available in the following academic areas of study: Art (K-12), World Language (French, Spanish (K-12)), Music (K-12). K-12 Education majors must fulfill the requirements for admission to the K-12 Education Program and to the selected academic department of the major.

Students who are seeking certification in any of the K-12 education areas must complete the prescribed courses in their major area and the education courses listed below. All of the education courses must be taken in sequence, and must be completed before a student can begin the Capstone Clinical (see below). All Capstone Clinical assignments will be for a twelve-week period. The Capstone Clinical experience is typically during the fall and spring semesters. Final approval for the Capstone Clinical will be sent to students who have successfully met the requirements listed by the Department of Education, recommendation from the major Department, and possession of desirable professional and personal qualities as evidenced by successful completion of all clinical experiences.

Sophomores are required to make formal application for admission to the K-12 Education Program during the spring semester of that school year. Application for admission into the K-12 Education program beyond the sophomore year may result in extending the normal four-year university period for meeting graduation/certification requirements.

LEVEL I**Freshman/Sophomore Years**

ESPE	101	Psychology of Diverse Learner	3 credits
WL	101	Culturally and Linguistically Diverse Learners	3 credits

LEVEL II**Sophomore Year**

EDUC	210	Comparative Issues in Education	3 credits
ESPE	201	Inclusive Practices PreK-8	3 credits

LEVEL III**Junior Year**

Content area methods courses

ESPE	301	Supporting Literacy PreK-8	3 credits
------	-----	----------------------------	-----------

LEVEL IV**Senior Year**

EDUC	474	Clinical - Secondary Education (K-12)	3 credits
EDUC	475	Capstone Clinical	12 credits

Special Education Certification Pre-K-8

Combined with the Early Childhood PreK-4 program, the Special Education curriculum offerings are designed to enable the teacher candidate to develop and demonstrate the attainment of professional qualities, attitudes, and

Education

critical performance skills considered essential for successful teaching of exceptional children from Pre-Kindergarten through grade 8. To obtain a special education degree through Mercyhurst University, the teacher candidate must complete the requirements for dual certification with the Early Childhood PreK-4 program.

ECSP	307	Observation and Assessment II	3 credits
ESPE	101	Psychology of Diverse Learner	3 credits
ESPE	201	Inclusive Practices PreK-8	3 credits
ESPE	203	Behavior Theories and Practices	3 credits
ESPE	301	Supporting Literacy PreK-8	3 credits
ESPE	305	Low Incidence Disabilities: Effective Instructional Practices	3 credits
ESPE	306	Low Incidence Disabilities Clinical	1 credit
ESPE	307	High Incidence Disabilities: Effective Instructional Practices	3 credits
ESPE	308	High Incidence Disabilities Clinical	1 credit

English

Department Chair
Christina Rieger, Ph.D.

Faculty

Professors
Heidi Hosey, Ph.D.
Brian Reed, Ph.D.
Jeffrey Roessner, Ph.D.

Associate Professors
Brett D. Johnson, Ph.D.
Christina Riley Brown, Ph.D.

Assistant Professors
Brett D. Johnson, Ph.D.
Joanne McGurk, Ph.D.
Gregory Brown, Ph.D.

Introduction

The English department constitutes a major humanizing force within the university. Our courses engage with diverse literary and cultural texts, giving our students the opportunity to practice critical reading and effective writing, thus preparing students for career options and advanced study. English majors develop skills in writing, information literacy and research, oral communication, cultural awareness, reading comprehension, and literary analysis.

The English department at Mercyhurst offers a B.A. in English, as well as the following concentrations: Creative Writing, Professional and Technical Writing, Secondary English Education, and Pre-Law. The English department also houses the Theatre Minor and the Film Studies Minor. These programs allow students to personalize their studies while acquiring the breadth of knowledge and skills found in the traditional English major.

The English Department sponsors the Mercyhurst Literary Festival, the Mercyhurst Theatre Program, and Lumen, the campus arts journal. We have a chapter of Sigma Tau Delta, an international honor society formed to recognize English majors and minors who achieve high standards of excellence in their chosen linguistic or literary fields.

English Department Mission Statement

The Department of English offers programs of study that teach students to think critically and imaginatively about literature, language, and culture. Our goal is to produce discerning and creative readers, writers, and thinkers who have the communication skills needed to excel professionally. English majors and minors study challenging American, British and world texts, while cultivating their skills in oral communication, digital literacy, creative writing, research and information literacy, and professional writing.

Department Requirements

English majors must maintain an overall 2.0 GPA. English majors with a concentration in Secondary Education preparation must maintain an overall 3.0 GPA and at least a 3.0 GPA in their major courses. English majors must earn a C or better in any course from the major meant to fulfill a degree requirement. No required course in the major may be taken on a Pass/Fail basis.

All English majors are highly encouraged to take an internship and/or study abroad. All majors will undergo a sophomore review with their advisor during their sophomore year of study or upon transferring into the English major.

Master's Degree in Secondary Education Requirements

To receive the Master's degree and certification in secondary education, students must meet all the requirements outlined in the Education department section of the college catalog. Please refer to all standards, policies and admission/retention criteria as specified for all students in the Master's degree program seeking the degree and certification by the Pennsylvania Department of Education.

Program Student Learning Outcomes

- Demonstrate the key elements of successful writing (e.g., thesis and organization) when writing for a variety of purposes and audiences.
- Analyze texts in a variety of ways (e.g., cultural, historical, and theoretical approaches) to be familiar with critical approaches and situate texts within their cultural, political, and historical contexts.
- Independently deliver an effective oral presentation.
- Find, assess, and correctly utilize appropriate research materials.

English Concentration Student Learning Outcomes

Creative Writing: Compose work that demonstrates proficiency in handling the formal elements of a creative writing genre.
Professional Writing: Text, Image, and Design: Prepare and deliver a project that demonstrates written, verbal and digital communication skills needed to negotiate current professional writing contexts.
Secondary English Education: Demonstrate the written and communication skills needed to be a successful secondary English teacher.
Pre-Law Concentration: Prepare and deliver a project that demonstrates the written and verbal communication skills needed for a career in law.

English Major

Mercyhurst's Bachelor of Arts degree in English provides a foundation in writing, literature, language, and communication to prepare students for careers or advanced degrees. The curriculum focuses on composition that encourages effective use of language for good communication, as well as study of early and modern literature, which promotes a deeper understanding of the human experience.

English Major

Required Courses (45 Credits)

ENG	200	Literary Studies	3 credits
ENG	205	Introduction to the English Major	3 credits

Choose One

ENG	251	Early American Literature	3 credits
ENG	253	American Renaissance	3 credits

Choose One

ENG	261	American Realism	3 credits
ENG	263	American Modernism	3 credits

Choose One

ENG	220	Medieval Literature	3 credits
ENG	224	English Renaissance	3 credits
ENG	228	Restoration and 18th Century Literature	3 credits

Choose One

ENG	230	British Romanticism	3 credits
ENG	234	Victorian Literature	3 credits
ENG	238	British/Irish Modernism	3 credits

Choose Two

200 Level Electives in Literature or Theatre			OR
300 Level Electives in Literature or Theatre			
Choose One			
ENG	344	Shakespeare	3 credits
			OR
ENG	326	ST: Major Author	3 credits

Take the Following:

300 Level Seminar in British Lit	3 credits
300 Level Seminar in American Lit	3 credits
300 Level Seminar in 20/21st Century Lit	3 credits
300 Level Seminar in Multicultural Lit	3 credits
ENG 391 Literary Criticism	3 credits
ENG 490 Senior English Project	3 credits

English Major - Creative Writing

In this program, students gain practical experience writing both poetry and fiction in small workshops and seminars. The aim of this coursework is for students to produce publishable work under the close guidance of our experienced faculty. The English faculty strongly encourage students to refine their editing skills by working on the staff of Lumen, Mercyhurst University's arts journal. Additionally, each year the department hosts the Mercyhurst Literary Festival, which gives students a chance to meet and attend workshops with renowned writers from across the country. Ultimately, students graduate from the program ready to pursue careers as writers and editors in the publishing industry or to attend graduate school to further develop their craft.

Creative Writing Concentration**Required Courses (45 Credits)**

ENG 205 Introduction to the English Major	3 credits
---	-----------

Choose One

ENG 251 Early American Literature	3 credits
ENG 253 American Renaissance	3 credits

Choose One

ENG 261 American Realism	3 credits
ENG 263 American Modernism	3 credits

Choose One

ENG 220 Medieval Literature	3 credits
ENG 224 English Renaissance	3 credits
ENG 228 Restoration and 18th Century Literature	3 credits

Choose One

ENG 230 British Romanticism	3 credits
ENG 234 Victorian Literature	3 credits
ENG 238 British/Irish Modernism	3 credits

Choose One

ENG 344 Shakespeare	3 credits
---------------------	-----------

OR

ENG 326 ST: Major Author	3 credits
--------------------------	-----------

Take the Following:

200 OR 300 Level ENG or THEA Elective	3 credits
300 Level ENG or THEA Seminar	3 credits
300 Level ENG or THEA Seminar	3 credits
300 Level Seminar in 20th/21st Century Lit	3 credits
ENG 280 Introduction to Creative Writing	3 credits
ENG 380 Creative Writing: Poetry	3 credits
ENG 384 Creative Writing: Fiction	3 credits
ENG 391 Literary Criticism	3 credits
ENG 490 Senior English Project	3 credits

English Major - Secondary Education (4+1)

The English major with a Secondary Education concentration prepares students who want to teach English in secondary level classrooms. Students study in the English department for four years and earn a B.A. in English, and then they matriculate into the Education department for

their fifth and final year. Upon completion, students graduate with a Master's Degree in Education. Classes in the English department prepare students to teach all levels of high school English. English majors with a concentration in Secondary Education must maintain an overall 3.0 GPA and at least a 3.0 GPA in their major courses.

Secondary Education Concentration**Required Courses (51 Credits)**

ENG 205 Introduction to the English Major	
---	--

Choose One

ENG 251 Early American Literature	3 credits
ENG 253 American Renaissance	3 credits

Choose One

ENG 261 American Realism	3 credits
ENG 263 American Modernism	3 credits

Choose One

ENG 220 Medieval Literature	3 credits
ENG 224 English Renaissance	3 credits
ENG 228 Restoration and 18th Century Literature	3 credits

Choose One

ENG 230 British Romanticism	3 credits
ENG 234 Victorian Literature	3 credits
ENG 238 British/Irish Modernism	3 credits

Take the Following:

300 Level Seminar in British Lit	3 credits
300 Level Seminar in American Lit	3 credits
300 Level Seminar in 20/21st Century Lit	3 credits
300 Level Seminar in Multicultural Lit	3 credits
EDUC 210 Comparative Issues in Education (JR/SR year)	3 credits
ENG 314 Teaching Writing: Pedagogy and Practice	3 credits
ENG 317 Professional and Public Discourse	3 credits
ENG 318 Applied Linguistics	3 credits
ENG 344 Shakespeare (or Major Author)	3 credits
ENG 391 Literary Theory and Criticism	3 credits
ENG 490 Senior English Project	3 credits
WL 101 Culturally and Linguistically Diverse Learners (JR/SR year)	3 credits

English Major - Pre-Law

The course of study offered for the English Major with a Pre-Law Concentration is well-suited to develop the skills desirable for law school. According to the Law School Admissions Council, no particular undergraduate education is recommended; students are admitted to law school from almost every academic discipline. They write, "Law schools want students who can think critically and write well, and who have some understanding of the forces that have shaped the human experience. Among the abilities named by the American Bar Association as important preparation for law school are analytic/problem-solving skills, critical reading abilities, oral communication and listening abilities, research skills, organization and management skills, and the values of serving faithfully the interests of others while promoting justice." Our curriculum teaches students to read and comprehend complex texts with accuracy and insight, the ability to think critically, and to analyze and evaluate the reasoning and arguments of others.

Pre-Law - Concentration**Required Courses (48 Credits)**

ENG 200 Literary Studies	3 credits
ENG 205 Introduction to the English Major	

Choose One

ENG 251	Early American Literature	3 credits
ENG 253	American Renaissance	3 credits
ENG 261	American Realism	3 credits
ENG 263	American Modernism	3 credits

Choose One

ENG 220	Medieval Literature	3 credits
ENG 224	English Renaissance	3 credits
ENG 228	Restoration & 18th Century Literature	3 credits
ENG 230	British Romanticism	3 credits
ENG 234	Victorian Literature	3 credits
ENG 238	British/Irish Modernism	3 credits

Take the Following:

ENG 241	Intro to Professional Writing	3 credits
200 Level Seminar in Literature Elective		3 credits
300 Level Seminar in Literature Elective		3 credits
300 Level Seminar in Literature Elective		3 credits
ENG 317	Professional and Public Discourse	3 credits
ENG 391	Literary Theory and Criticism	3 credits
ENG 490	Senior English Project	3 credits

Five Concentration Electives in Pre-Law Program

CRJS 310	Constitutional Law in Criminal Procedure	3 credits
CRJS 322	Legal Research and Writing	3 credits
PHIL 101	Introduction to Logic	3 credits
	OR	
POLI 421	Constitutional Law	3 credits
	OR	
BADM 310	Business Law	3 credits
POLI 422	Civil Liberties	3 credits
	Co-op/Internship or approved elective	3 credits

English Major - Professional and Technical Writing Concentration

The English major with a Professional and Technical Writing Concentration allows students to acquire a grounding in the theory and practices of rhetoric in a digital age. The curriculum prepares students to work in a variety of professional settings and master the writing and design strategies that are most effective for the intended audience.

Professional and Technical Writing Concentration**Required Courses (48 Credits)****Choose One**

ENG 200	Literary Studies	3 credits
	OR	
ENG 210	Film Studies	3 credits

Take the Following:

ENG 205	Introduction to the English Major	3 credits
ENG 241	Introduction to Professional Writing	3 credits
ENG 243	Introduction to Technical Writing	3 credits
ENG 311	Editing and Style	3 credits
ENG 315	Writing for the Web	3 credits
ENG 317	Professional and Public Discourse	3 credits
ENG 386	Grant Writing	3 credits

Choose Two

200 Level Literature Electives	3 credits
--------------------------------	-----------

OR

300 Level Literature Literature	3 credits
Take the Following:	
300 Level Seminar in Literature	3 credits
300 Level Elective Seminar in 20/21st Century Lit	3 credits
ENG 475 English Internship	3 credits
ENG 490 Senior English Project	3 credits

Choose Two of the Following Electives

ART	128	Basic Computer Design	3 credits
ART	320	Type and Publication Design	3 credits
COM	260	Introduction to Social Media	3 credits
COM	352	Multimedia Writing	3 credits
300 Level Seminar in English/Theatre			3 credits
300 Level Seminar in English/Theatre			3 credits

English Minor Programs

The English minor programs housed in the English department complement any course of study. English minors must maintain an overall 2.0 GPA. No required course in the minor may be taken on a Pass/Fail basis.

English Minor**Required Courses (21 Credits)**

ENG 200	Literary Studies	3 credits
ENG 205	Introduction to the English Major	3 credits

Choose One

ENG 251	Early American Literature	3 credits
ENG 253	American Renaissance	3 credits
ENG 261	American Realism	3 credits
ENG 263	American Modernism	3 credits

Choose One

ENG 220	Medieval Literature	3 credits
ENG 224	English Renaissance	3 credits
ENG 228	Restoration & 18th Century Literature	3 credits
ENG 230	British Romanticism	3 credits
ENG 234	Victorian Literature	3 credits
ENG 238	British/Irish Modernism	3 credits

Choose Three

300 Level Seminar in Literature or Theatre	3 credits
--	-----------

Creative Writing Minor

Seeking to gain experience and skill in composing fiction, poetry, or creative nonfiction, a Creative Writing minor takes courses in fiction and poetry writing as follows:

Creative Writing Minor**Required Courses (21 Credits)**

ENG 200	Literary Studies	3 credits
ENG 205	Introduction to the English Major	

Choose One

200 or 300 Level Elective in Literature or Theatre	3 credits
--	-----------

Choose One

300-Level Elective in 20th/21st Century Lit	3 credits
---	-----------

Take the Following:

ENG 280	Introduction to Creative Writing	3 credits
---------	----------------------------------	-----------

ENG	380	Creative Writing Fiction	3 credits
ENG	384	Creative Writing Poetry	3 credits

Professional and Technical Writing Minor

Seeking advanced competency in professional writing to correspond with a primary degree field, a Professional Writing minor takes courses in advanced writing, theory, and language as follows:

Professional and Technical Writing Minor

Required Courses (18 Credits)

Take the following:

ENG	241	Introduction to Professional Writing	3 credits
ENG	243	Introduction to Technical Writing	3 credits
ENG	311	Editing and Style	3 credits
ENG	315	Writing for the Web	3 credits
ENG	317	Professional and Public Discourse	3 credits
ENG	386	Grant Writing	3 credits

Film Studies Minor

The Film Minor at Mercyhurst gives students the critical perspective with which to analyze motion pictures within larger artistic, cultural, historical, political, psychological, and international contexts. The Film Studies minor allows students to understand and critically engage the images that pervade our lives. As film is a major narrative art form - arguably the dominant one - of the twentieth and twenty-first centuries, this minor allows students the opportunity to study and appreciate it as such. The interdisciplinary courses required for the program allow students to gain a solid grounding in the vocabulary and theory of film studies while giving them flexibility to pursue their interests in various cinematic periods and styles.

Film Studies Minor

Required Courses (18 Credits)

ENG	190	Introduction to Film	3 credits
ENG	210	Special Topics in Film	3 credits
ENG	290	Film Narrative and Theory (Prerequisite ENG 190)	3 credits

Three additional film electives, chosen with your minor advisor.

These courses might include:

COM	160	Film Appreciation	3 credits
ENG	328	Special Topics in Literature and Film	3 credits
FREN	315	French Cinema	3 credits
HIS	232	African Americans In Film	3 credits
PHIL	150	Philosophical Studies: Film and Philosophy	3 credits
PHIL	370	Special Topics in Philosophy and Film	3 credits
POLI	346	Political Cinema	3 credits
PSYC	274	Psychology in Film	3 credits
RIAP	316	Cinematic Mirror of Intelligence in Film	3 credits
RLST	235	The Sacred and Cinema	3 credits

Theatre Minor

The Mercyhurst Theatre Program trains students to become engaged artists, impactful leaders and compassionate members of a global community. The collaborative nature of theatre, which incorporates aspects of literature, music, dance and the visual arts, advances Mercyhurst's commitment to a liberal arts education. Experience in both classroom and practicum of theatre history, dramatic literature, performance, design and technical areas of theatre encourages learning across disciplines, thereby broadening the range of student knowledge and activity.

Theatre Minor

Required Courses (18 Credits)

THEA	110	Acting I	3 credits
THEA	245	Script Analysis	3 credits
THEA	290	Topics in Theatre History	3 credits
THEA	401	Practicum	3 credits

Choose Two

DANC	100	Dance Appreciation	3 credits
ENG	200	Literary Studies	3 credits
ENG	316	Oral Interpretation	3 credits
ENG	330	The English Drama	3 credits
ENG	334	Shakespeare	3 credits
ENG	356	Contemporary Drama	3 credits
ENG	358	Modern American Drama	3 credits
FASH	120	Contemporary Fashion Analysis	3 credits
FASH	130	Introduction to Fashion Construction	3 credits
FREN	132	French Theatre in English Translation	3 credits
IA	100	Design Basics	3 credits
IA	220	History of Interior Design and Architecture I	3 credits
IA	221	History of Interior Design and Architecture II	3 credits
MUS	104	Music History I	3 credits
MUS	105	Music History II	3 credits
THEA	140	Special Topics in Theatre	3 credits
THEA	220	Acting II	3 credits

Environmental Science

Program Co-Directors

Sarah Bennett, M.S.
Nicholas Lang, Ph.D.

Faculty

Professor

J. Michael Campbell, Ph.D.

Associate Professor

Nicholas Lang, Ph.D.

Assistant Professors

Christopher R. Dolanc, Ph.D.
Scott McKenzie, B.S.

Senior Lecturer

Sarah Bennett, M.S.

Lecturer

Paul Ashcraft, M.S.

Introduction

Environmental science operates at the intersection between humans and the natural world. It is a complex field that requires students to understand how physical, chemical and biological phenomena on varying scales interact with human systems and the structures and challenges imposed by governmental policies, economics, and social problems. The success of an environmental professional at addressing environmental problems requires an interdisciplinary perspective and knowledge about how to sensitively select and use the right tools to assess and address problems.

Mercyhurst's Environmental Science program has been designed as a natural science-focused program offering students opportunities to specialize in either biology or geology field studies, and including a slate of liberal arts courses that prepares students for a broad range of possible careers in environmental consulting, sustainability leadership, conservation and restoration science, green energy and environmental education. Coursework includes deep upper-level disciplinary and interdisciplinary coursework to provide students with diverse hands-on technical skills and practical experience within the respective environmental science geology and biology curricula.

The program is complementary to the university's existing majors in Biology and Geology, which provided a foundation for the development of Environmental Science. Special facilities available to students in this program include two major natural areas owned by the University within the Pennsylvania Lake Erie watershed: the Jean B. and J. Douglas James Ecological & Wildlife Preserve and the Mary Jo and Ed Maier Field Station.

Mercyhurst is a full member and active participant in the Regional Science Consortium, a collaborative, non-profit organization which focuses on and coordinates educational and research projects for Lake Erie and the upper Ohio River Basin, offering college courses and research opportunities to students from more than a dozen regional colleges and universities at the Tom Ridge Environmental Center. Consortium facilities available to Mercyhurst biology students include well-equipped research and teaching laboratories, classrooms, greenhouse, natural history collections, sampling equipment and research vessels.

Mission Statement

The primary mission of the Mercyhurst University Environmental Science Program is to educate students in physical, biological and social sciences, making them reflectively aware of the natural environment in which they live, equipped to serve as globally responsible stewards of the Earth and its resources, and prepared to advance successful solutions to address environmental issues. Central keys to advance this mission are a commitment to immersing students in a broad exposure to the diverse perspectives that are necessary to

address complex environmental problems, combined with deep experiential disciplinary learning through rigorous field-centered class and laboratory activities, practical hands-on field experiences, collaborative faculty-student research, and travel-learning experiences that will take students beyond the boundaries of our local environments.

Program Student Learning Outcomes

The Environmental Science Program has identified six learning outcomes that all students should meet before they earn their degree. Upon completion of the Environmental Science curriculum all students should be able to:

- Understand the natural environment and its relationships with human activities.
- Characterize and analyze human impacts on the environment.
- Integrate facts, concepts, and methods from multiple disciplines and apply to environmental problems.
- Acquire practical skills for scientific problem-solving, including familiarity with laboratory and field instrumentation, computer applications, statistical and modeling techniques.
- Understand and implement scientific research strategies, including collection, management, evaluation, and interpretation of environmental data.
- Design and evaluate strategies, technologies, and methods for sustainable management of environmental systems and for the remediation or restoration of degraded environments.

Advising

To ensure that students in the program are successful in the long term, the advising program will institute a Sophomore Review process, directed by each student's primary advisor in geology or biology. During the review process, the student, with guidance from the advisor, will be required to develop a detailed curricular plan for the third and fourth year of the student's program, and will be assigned a second advisor from the other department (biology or geology), whom the student will consult with for final approval of their environmental science degree plan. This process provides environmental science students the benefit of two different science disciplinary perspectives for developing skill-building and capstone project course decisions, which will have a profound effect on the subsequent success of the student in advancing to a professional position or graduate school.

Requirements

The Environmental Science program offers courses leading to a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree in Biology Field Studies or Geology Field Studies. The program offers an Environmental Science minor and a Sustainability Studies minor. Students who expect to attend graduate school after graduation are strongly encouraged to pursue the Bachelor of Science (B.S.) degree. Environmental Science majors must maintain a 2.50 GPA in the major program as well as an overall GPA of 2.50.

To be recommended for graduation, a student must earn at least a 2.5 grade point average in the required major courses and labs. A student also must earn a grade of a C or better in any course from the major discipline that is to fulfill a degree requirement. No required course may be taken on a Pass/Fail basis. No required courses may be taken at another institution without prior approval.

Environmental Science - Biology Field Studies

Major Core Courses

BIO	146/147	Ecology and Evolutionary Biology of Organisms & Lab	4 credits
BIO	210/211	Botany & Lab	4 credits
BIO	292/293	Field Ecology & Lab	4 credits
BIO	426/427	Limnology & Lab	4 credits
ENVS	105	Introduction to Environmental Studies	3 credits

Environmental Science

GEOL	100/102	Physical Geology & Lab	4 credits
GEOL	288	Energy and Environmental Justice	3 credits
GEOL	306/307	Soils & Lab	4 credits
SCI	170	Energy Science & Lab	4 credits
OR			
GEOL	440/441	Introduction to GIS & Lab	4 credits
SCI	225	Oceanography	4 credits

Environment-themed Non-Science Courses

In consultation with advisors, choose two of the following:

ECON	250	Economics of Poverty	3 credits
ECON	260	Environmental Economics and Policy	3 credits
ENGL	328	Environmental Writing	3 credits
HIS	221	U.S. Environmental History	3 credits
POLI	321	Environmental Law	3 credits
POLI	395	Environmental Politics	3 credits
PUBH	201	Environmental Health	3 credits

Upper-level Biology, Field Studies and Travel Courses

In consultation with advisors, choose two of the following:

BIO	198/199	Tropical Marine Biology & Lab	4 credits
BIO	200/201	Microbiology & Lab	4 credits
BIO	230/231	Invertebrate Zoology & Lab	4 credits
BIO	272/273	Forest Ecology & Lab	4 credits
BIO	290	Environmental Physiology	3 credits
BIO	354/355	Biology of Insects & Lab	4 credits
BIO	392	Field Botany	3 credits
BIO	424	Restoration Ecology	3 credits
FSAT	300	Aquatic Ecology (Travel Abroad)	3 credits

Upper-level Science Electives

In consultation with advisors, choose two science courses:

GEOL, BIO, or CHEM	200 Level or Higher	4 credits
--------------------	---------------------	-----------

Environmental Science Capstone Course

Choose one of the following:

ENVS	474	Environmental Practicum	3 credits
ENVS	475	Environmental Science Internship	3 credits
ENVS	490	Environmental Science Thesis	3 credits

Bachelor of Science (B.S.) Math and Chemistry Courses

CHEM	121/122	General Chemistry I & Lab	4 credits
MATH	170	Calculus I	4 credits
STAT	137	Biostatistics	3 credits

Bachelor of Arts (B.A.) Math and Chemistry Courses

CHEM	111/112	Chemistry of Life & Lab	4 credits
MATH	118	Mathematics for the Natural Sciences	4 credits
STAT	137	Biostatistics	3 credits

**College Algebra and Trigonometry MATH 111 + 112
may be substituted for MATH 118**

Environmental Science – Geology Field Studies

Major Core Courses

BIO	146/147	Ecology and Evolutionary Biology of Organisms & Lab	4 credits
-----	---------	---	-----------

Environmental Science

BIO	210/211	Botany & Lab	4 credits
ENVS	105	Introduction to Environmental Studies	3 credits
GEOL	100/102	Physical Geology & Lab	4 credits
GEOL	215/216	Geomorphology & Lab	4 credits
GEOL	455	Field Methods in Geology	4 credits
GEOL	302/303	Hydrogeology & Lab	4 credits
GEOL	288	Energy and Environmental Justice	3 credits
GEOL	306/307	Soils & Lab	4 credits
GEOL	440/441	Introduction to GIS & Lab	4 credits

Environment-themed Non-Science Courses

In consultation with advisors, choose two of the following:

ECON	250	Economics of Poverty	3 credits
ECON	260	Environmental Economics and Policy	3 credits
ENGL	328	Environmental Writing	3 credits
HIS	221	U.S. Environmental History	3 credits
POLI	321	Environmental Law	3 credits
POLI	395	Environmental Politics	3 credits
PUBH	201	Environmental Health	3 credits
STAT	137	Biostatistics	3 credits

Upper-level Geology, Field Studies and Travel Courses

In consultation with advisors, choose three of the following:

GEOL	360/361	Volcanology & Lab	4 credits
GEOL	211/212	Mineralogy & Lab	4 credits
GEOL	235/236	Paleoclimatology & Lab	4 credits
GEOL	342/343	Sedimentology and Stratigraphy & Lab	4 credits
GEOL	350/351	Structural Geology & Lab	4 credits
GEOL	370	Dendrochronology	3 credits
GEOL	380/381	Principles of Remote Sensing & Lab	4 credits
GEOL	430/431	Geoarchaeology & Lab	4 credits

Upper-level Science Electives

In consultation with advisors, choose two science courses

GEOL, BIO, or CHEM	200 Level or Higher	6 credits
--------------------	---------------------	-----------

Environmental Science Capstone Course

Choose one of the following:

ENVS	474	Environmental Practicum	3 credits
ENVS	475	Environmental Science Internship	3 credits
ENVS	490	Environmental Science Thesis	3 credits

Bachelor of Science (B.S.) Math and Chemistry Courses

CHEM	121/122	General Chemistry I & Lab	4 credits
MATH	170	Calculus I	4 credits
STAT	137	Biostatistics	3 credits

Bachelor of Arts (B.A.) Math Courses

MATH	118	Mathematics for the Natural Sciences	4 credits
STAT	137	Biostatistics	3 credits

OR

CHEM	111/112	Chemistry of Life & Lab	4 credits
------	---------	-------------------------	-----------

Environmental Science Minor Requirements

BIO	146/147	Ecology and Evolutionary Biology of Organisms & Lab	4 credits
ENVS	105	Introduction to Environmental Studies	3 credits
GEOL	100/102	Physical Geology & Lab	4 credits

Three additional environmental theme courses that are 200 level or higher approved by the minor advisor. (9-12 credits)

Two of the additional 200 level courses must be science courses (e.g., BIO, GEO, PUBH, or SCI)

Sustainability Studies Minor Requirements

ENVS	105	Introduction to Environmental Studies	3 credits
SUST	210	Responding to Climate Change	3 credits
OR			
SCI	335	Climatology	3 credits

Four additional environmental themed courses, two of which must be level 200 or higher (12-16 credits).

Exercise Science

Program Director

Timothy N. Harvey, M.S., ATC

Faculty**Assistant Professors**

Timothy N. Harvey, M.S., ATC

Bradley R. Jacobson, M.A., ATC

Josh Long, M.S., ATC, CSCS

Melissa Lustic-Long, M.S., ATC, CSCS

Joseph Schoenleber, M.S., CSCS

Associate Professor

Robert Chetlin Ph.D., CSCS, CEP

Mission Statement

The mission and general objective of the Bachelor of Exercise Science major at Mercyhurst University is to provide students with the necessary didactic competencies, proficiencies and experiences both academically and clinically in order that they have the necessary requirements and background to sit for National Certification Examinations by either ACSM or NSCA. The curriculum in the Exercise Science major is designed to provide students with opportunities to increase their clinical skill set and professional acumen. The student will have every opportunity to fulfill all University and Department requirements toward graduation, and in so doing, will be exposed to the holistic liberal arts experience. This unique combination of the professional preparation and the holistic liberal arts experience will enable students to easily see the larger community picture and how the individual fits within this community to help create a caring and sustainable society.

Program Student Learning Outcomes

- Demonstrate knowledge of patient pre-participation health screening, risk classification, and evaluation.
- Demonstrate knowledge of the benefits and risks associated with physical activity.
- Demonstrate knowledge of health-related physical fitness testing, interpretation, and exercise prescription in the healthy populations.
- Demonstrate knowledge of behavioral theories and strategies for exercise and health promotion.
- Demonstrate proficiency in research methodology and scientific writing.
- Students enrolled in any of the Pre-Health Concentrations within the Sports Medicine major are strongly encouraged to pursue a double major with Exercise Science, which is an employable degree. Refer to the Sports Medicine major for more details.

Admission Requirements

Freshman students must have a minimum GPA of 2.75 in high school plus a 2.75 in each of the following six subjects: Algebra, Geometry, Trigonometry, Biology, Chemistry and Physics or General Science. Prior to entering their freshman year, it is recommended that exercise science majors complete the American Red Cross Professional Rescuer CPR/AED certification.

Transfer / Undeclared Students

A student transferring to Mercyhurst University can become eligible as a candidate for the Exercise Science program upon completion of the required academic courses. A transfer student with an Exercise Science related background may have specific Exercise Science courses waived by the Exercise Science Program Director. Additionally, the Director of the Exercise Science program may grant exceptions to specific candidates if the student meets all other Exercise Science program admission requirements. In this case, students may be admitted provisionally into the Exercise Science program. Students admitted under these circumstances are granted a reprieve of one academic year to fulfill any remaining course requirements. Provisional students who complete all course requirements after this period will then be granted the

opportunity to sit for the review board process. If all the incoming Exercise Science courses are not waived, the student must successfully complete the courses before he/she may apply to the Exercise Science program.

In addition to completing the course requirements, it is recommended that the student have obtained observation hours under qualified Exercise Science professionals in appropriate Exercise Science venues. These hours can count toward the total required at the discretion of the Clinical Coordinator. Transfer students must appear before the Review Board at the end of their first year in the major and be accepted into the major prior to enrolling in upper level courses offered by the Sports Medicine Department.

Final Acceptance Requirements

Students in Exercise Science must apply for formal acceptance into the major in the spring of their Sophomore year, or after one academic year if a transfer student. Failure to do so results in automatic change of status to "pre-major." Achievement in the following areas will be necessary for success in the Exercise Science field according to guidelines provided by the American College of Sports Medicine, CoAES (Committee on Accreditation for the Exercise Sciences). Students must demonstrate academic success with an overall minimum GPA of 2.85, by having completed the minimum requisite observation hours, and submitting a completed and properly formatted portfolio.

Responsibility

An above average level of responsible achievement within the major should be demonstrated. Evaluation of satisfactory achievement in this area will be determined by letters of recommendation, documentation of required shadow observation, and career portfolio.

Cooperation

An above average level of teamwork with all members of the Exercise Science faculty and with fellow students should be achieved. Determination of satisfactory achievement in this area will be reflected in the recommendation letters.

Problem Solving / Decision Making

Applicants will demonstrate the ability to engage in all levels of critical thinking, including theoretical, practical, and clinical applications.

Clinical Proficiency Skills

Students pursuing Exercise Science will demonstrate proficiency in the acquisition and utilization of clinical skills and designated motor skills pertaining to care of the physically active population. Exercise Science students must complete all lab, major, and cognate courses with a grade of "C" or higher. In addition to demonstrating clinical proficiency skills in lab courses, students will have additional opportunities to develop and apply their clinical skills.

These additional opportunities include serving as a strength consultant to the Mercyhurst community in the Junior and Senior years, as well as a required Internship experience after the Junior year. The Internship consists of a minimum 200 hours under the direction of an approved credentialed professional. The Internship is designed to provide students with a comprehensive clinical experience closely aligned with their prospective career choice.

Academics

Exercise Science majors must achieve and maintain an overall minimum GPA of 2.85. An overall GPA of 3.00 or higher is strongly recommended, should the student be interested in pursuing an advanced graduate degree.

Review Board

The Review Board consists of three members from the Exercise Science academic and professional community. Deliberations of the Board take place at various times, depending upon individual student circumstances: (1) in the Spring semester of the student's Sophomore year, or; (2) one year after the first academic year for transfer students, and; (3) at other times when the

Director deems necessary.

Evaluation Process

The Exercise Science student will have the opportunity to obtain a maximum of 300 points for the review board process. The 300 points consist of 100 points for the GPA, 100 points for the Portfolio (which includes required observation hours), and 100 points for the Review Board interview. To successfully pass the review board process, the candidate must obtain a minimum of 225 points, achieve the minimum 2.85 GPA, and complete the 200 hours of observation. If the candidate fails to meet the minimums a one-year probationary period may be offered under the following circumstances:

- The candidate's GPA is lower than the 2.85, but no lower than 2.75 combined with a Board score of no less than 240 points.
- The candidate's Board score is less than the minimum 225 points, but no lower than 200 points combined with a GPA higher than 2.85.
- The candidate has the minimum points (225), has the minimum GPA of 2.85, but has not obtained the minimum number of observation hours

Probation will last one academic year. The student must sit for the review process at the end of the probationary period and must have raised the deficient component to the minimum. If the student fails to pass the second review process, he/she will be dismissed from the Program. The probationary period will be from the time of the Review Board meeting until the first day of classes in the following fall semester (the candidate will have from the end of April to approximately Sept 1st to obtain the necessary hours to reach the minimum 200 hours).

It is required that students submit a completed Health Physical Form, immunization record, TB test, and proof of HBV vaccination to the University Health Center. Once accepted, the student must maintain a GPA of 2.85 or higher. If the GPA falls below 2.85, the student will be placed on probation. If a 2.85 or higher is not achieved at the end of the designated semester, the student will be dismissed from the Program.

It is MOST strongly encouraged for all officially accepted students to become student members of ACSM and/or NSCA (annual student membership cost \$80 per year for each). It is mandatory that all Exercise Science students achieve and maintain American Red Cross CPR-AED/First Aid certification throughout their tenure in the Exercise Science program*.

*CPR cost approximately \$40 every second year

*First Aid cost approximately \$40 every third year

All freshman and transfer students entering the Exercise Science major must show proof of passing the American Red Cross Professional Rescuer CPR/AED course prior to starting classes (Freshman are allowed to complete this requirement when they take EAIM in the freshman year). Accepted proof will be a certification card from the American Red Cross.

Appeal Process

Any student dismissed from the Exercise Science major may apply for readmittance to the program during the next session of the Review Board. The eligibility of the individual will be determined by the Board using the same criteria for accepting a new student into the program. Any student using the appeal process should contact the department chair one term prior to the review board session to initiate the process.

Note: Students advised to discontinue the Exercise Science major are explicitly informed that a lateral move to a related science major may prove problematic, considering the high volume of completed credit hours required in related science fields. This is a risk that the student assumes when he or she accepts approved advancement into the Exercise Science major.

Graduation Requirements

Students who have been accepted into the Exercise Science major must maintain an overall GPA of 2.85. This standard ensures necessary mastery of ACSM-CoAES domains of knowledge, and the domains of knowledge and proficiencies of the NSCA. All required courses in the Exercise Science major must be completed, along with fulfillment of the student's baccalaureate research project requirement by April 1st of the Senior year. All Sports

Medicine seniors are required to present their research proposals and findings in a University research symposium in the spring semester of the Senior year, or, alternatively, at another professional seminar or symposium. Professional Rescuer CPR/AED certification or skill demonstration is required every 2 years after initial certification. No major course may be taken on a pass-fail basis and students who earn less than a "C" in any major course or lab must repeat the course or lab. Students who are not majors (including contract majors) may not enroll in courses offered by the Sports Medicine Department/Exercise Science faculty without written permission from the Department Chairperson and the program director.

Clinical Observation Requirements

All Exercise Science majors are required to accrue 100 observation/clinical hours. The observation hours must be completed prior to review board. All Exercise Science majors are required to complete an internship with a minimum of 300 hours. This internship is usually completed in the summer between the Junior and Senior years, but can be completed during the academic year. In addition, all Exercise Science students must accrue 100 hours serving as a strength consultant gaining work experience on campus or work with an approved certified professional in their Junior and Senior years.

Strength consultants work with the Mercyhurst community designing and implementing exercise programs to improve health and fitness for the general Mercyhurst University population.

Required Core Exercise Science Courses

SPMD	155	Personal Health Science	3 credits
SPMD	157	Emergency Athletic Injury Management	3 credits
SPMD	162	Intro to Sports Medicine	3 credits
SPMD	205/206	Exercise Assessment I & Lab	4 credits
SPMD	263	Nutrition for Health Professionals	3 credits
SPMD	305/306	Exercise Prescription & Lab	4 credits
SPMD	360	Sport/Health Fitness Management	3 credits
SPMD	365/366	Kinesiology & Lab	4 credits
SPMD	370/371	Strength Training Program Design & Lab	4 credits
SPMD	373/374	Advanced Strength Training & Lab	4 credits
SPMD	380/381	Exercise Physiology & Lab	4 credits
SPMD	383	Advanced Exercise Physiology	3 credits
SPMD	472	Pharmacology	3 credits
SPMD	480	Research Methods I	3 credits
SPMD	481	Research Methods II	3 credits
SPMD	483	Research Methods Lab	1 credit
SPMD	485	Exercise Science Practicum	3 credits
STAT	139	Statistics for the Sciences	3 credits

Required Cognate Courses

BIO	240/241	Human Anatomy and Physiology I & Lab	4 credits
BIO	250/251	Human Anatomy and Physiology II & Lab	4 credits
OR			
BIO	334/335	Human Anatomy & Lab	4 credits
BIO	344/345	Human Physiology & Lab	4 credits
CHEM	101/102	Chemical Principles & Lab	4 credits
PHYS	100	Conceptual Physics	3 credits
PSYC	101	Introduction to Psychology	3 credits
PSYC	200	Level Course (Any)	3 credits
SOC	108	Human Growth and Development	3 credits

Exercise Science Minor

BIO	240/241	** Human Anatomy / Physiology I & Lab	4 credits
BIO	250/251	Human Anatomy /Physiology II & Lab	4 credits

SPMD 162	Intro to Sports Medicine	3 credits
SPMD 205/206	Exercise Assessment I & Lab	4 credits
SPMD 370/371	Strength Training and Program Design & Lab	4 credits
SPMD 380/381	Exercise Physiology & Lab	4 credits

** Prerequisite of BIO 120/121 or 130/131 and Elective Courses

Elective Courses

Students who wish to complete a minor in Exercise Science must choose 3 additional courses from the Sports Medicine Department offerings. Please keep in mind the prerequisite required for some courses.

Clinical Observation Requirements

50 hours of documented observation with Exercise Science professionals who hold any ACSM (American College of Sports Medicine) credential, or professionals who hold the NSCA-CSCS (National Strength Conditioning Association – Certified Strength Coach Specialist) credential.

Admission Requirements

The minor student must have written approval from the Sports Medicine department chairperson and the Undergraduate Exercise Science program director. The student must have a minimum 2.65 GPA and this must be maintained. Application for this minor should occur in the sophomore year. Strength Coach Specialist) credential.

Fashion Merchandising

Department Chair
Amy Weaver-Kaulis, M.S.

Faculty

Assistant Professor
Amy Weaver-Kaulis, M.S.

Lecturer
Ashlee Rzyczycki, M.A.

Instructors
Erin Magorien, M.S.
Jennifer Craven, M.S.

Introduction

The role of fashion merchandisers is to plan, develop, and present product lines. To that end, the fashion department at Mercyhurst University provides a broad range of both career and learning opportunities. The Fashion Industry is one of the most diverse areas of study.

The Fashion Merchandising Studies at Mercyhurst are unique in that we focus on three basic categories of study:

- 1. The individual person
- 2. The product
- 3. The industry itself

Fashion studies concentrate on integrating knowledge in the areas of: human needs, industry trends and anticipation, product line development, textiles, production, sourcing, sustainability, assessment of performance criteria, advertising, and public relations.

Students graduating in Fashion Merchandising pursue careers as fashion buyers, allocations analysts, corporate account executives, fashion writers and editors, as marketing specialists, product line developers, forecasters, technical designers, human resource directors, entrepreneurs, and educators.

Mission Statement

The B.S. degree in Fashion Merchandising at Mercyhurst University is designed to prepare students for professional careers or graduate education in the textile and apparel industries. Our program provides students with the opportunity to develop conceptual and creative abilities in relation to the individual person, the product, and the industry itself. It is our mission to prepare students by providing teaching excellence in a curriculum that advances creativity, global awareness, and current business practices.

Program Student Learning Outcomes

The fashion merchandising faculty has collaboratively developed seven broad-based learning outcomes that serve as the foundation and guiding force behind our program's curriculum. Upon completion of the Fashion Merchandising program, graduates will be able to:

- Demonstrate data gathering, synthesis, problem solving, and decision-making.
- Demonstrate written and oral presentation skills appropriate to the field of fashion.
- Identify the manner in which historic, cultural, and cyclical environmental factors impact the fashion industry.
- Distinguish the intrinsic and extrinsic characteristics of all segments within the textile complex, following the progression from fibers to end products.
- Demonstrate basic planning, production, promotion, and distribution techniques for the men's, women's and children's wear markets.
- Demonstrate knowledge of mathematical concepts and financial statements

related to merchandise buying and planning.

- Identify the variety of career opportunities within the fashion industry, the inter-relationships between them, and the methods to gain entry therein.

Unique Features

An important component of our studies is the inclusion of an internship experience. Students are required to intern after the sophomore or junior year and provide documentation of their fashion-related work experience. They are encouraged to seek an internship in fashion centers.

Students have the option of enrolling in the visiting students program at The Fashion Institute of Technology (F.I.T.), in New York City, during their junior or senior year. Criteria and acceptance are the sole purview of F.I.T. and courses must be taken exactly as listed in the F.I.T. catalog. Students may also elect to remain at Mercyhurst University for the full four years.

The Fashion Institute of Technology is a fully accredited educational institution offering programs in a variety of areas including, but not limited to, Fashion Merchandising. F.I.T. sponsors a visiting students program that allows students from other schools throughout the United States to study for a full year, an opportunity that provides excellent social, cultural, and professional advantages.

Students have options as to areas of study and graduate with an Associate's degree from F.I.T. in addition to their Bachelor of Science degree from Mercyhurst. Students are encouraged to participate in this option given the networking and internship opportunities that abound in New York City.

We feel that the rigor of Mercyhurst, combined with the New York City experience, is the optimal opportunity for our students. A cumulative G.P.A. of 3.0 is required for application to F.I.T., however, applying does not guarantee acceptance. Application must be sent by January 1, the year prior to attendance.

International Studies

Fashion students are encouraged to travel and study abroad. The program offers a trip each academic year. In the odd years, a trip to the New York City Garment District is taken. Students visit corporate headquarters of designers, publishers, trade organizations, print houses, forecasters, etc. In the even years an international trip is offered.

To date faculty/student trips have gone to: Paris, Milan/Florence/Rome, London, and Hong Kong. International fashion trips provide university credits. In addition, Mercyhurst's International Study Abroad Office coordinates full summers/semesters of study abroad; to date, students have studied in Paris, London, and Florence.

Sophomore Review

Students file a formal application for acceptance into the Fashion Merchandising Program during their sophomore year and are evaluated by the Fashion Merchandising faculty. Formal acceptance is contingent upon the following criteria:

- 1. A minimum 2.5 G.P.A.
- 2. Completion of realistic and well-defined short and long term career goals.
- 3. Evidence of ongoing fashion-related work experience.

Graduation Requirements

In order to graduate with a degree in Fashion Merchandising from Mercyhurst University, students are required to: (1) have a G.P.A. of 2.5, (2) participate in a senior exit interview with the Department chairperson.

Required Courses

FASH	100	Public Speaking in the Fashion Industry	3 credits
FASH	110	Introduction to the Fashion Industry	3 credits
FASH	120	Personal Styling Analysis	3 credits

FASH	150	Introduction to Fashion Technology	3 credits
FASH	230	Fashion Branding	3 credits
FASH	330	Textiles for Apparel	3 credits
FASH	360	Merchandise Planning and Control	3 credits
FASH	365	Fashion Buying with Excel	3 credits
FASH	400	Professional Development	3 credits
FASH	450	Product Line Development	3 credits
FASH	475	Fashion Merchandising Internship	3 credits

In addition to the required courses above, students must take four additional elective courses of their choice.

Elective Courses

FASH	240	Global Trends In Fashion	3 credits
FASH	260	Fashion Journalism	3 credits
FSAT	300	Fashion Merchandising International Travel	3 credits
FASH	324	Fashion Law	3 credits
FASH	370	Fashion Entrepreneurship	3 credits
FASH	410	Fashion Evolution	3 credits
FASH	430	Visual Merchandising	3 credits

A cumulative G.P.A. of 2.5 for all courses listed is required for graduation. No course may be taken pass/fail. All courses must be completed to a "C" level.

Minor Program

The Fashion Studies minor is offered to non-majors. A requirement of 2.5 remains the standard. No courses may be taken as pass/fail. Fashion Studies minors are required to complete a total of six courses (18 credits).

The following two foundation courses are required:

FASH	110	Introduction to the Fashion Industry	3 credits
FASH	120	Personal Styling Analysis	3 credits

Students then choose four more courses from those listed below:

FASH	100	Public Speaking in the Fashion Industry	3 credits
FASH	150	Introduction to Fashion Technology	3 credits
FASH	230	Fashion Branding	3 credits
FASH	240	Global Trends In Fashion	3 credits
FASH	260	Fashion Journalism	3 credits
FSAT	300	Fashion Merchandising International Travel	3 credits
FASH	324	Fashion Law	3 credits
FASH	330	Textiles for Apparel	3 credits
FASH	360	Merchandise Planning and Control	3 credits
FASH	365	Fashion Buying with Excel	3 credits
FASH	370	Fashion Entrepreneurship	3 credits
FASH	400	Professional Development	2 credits
FASH	410	Fashion Evolution	3 credits
FASH	430	Visual Merchandising	3 credits
FASH	450	Product Line Development	3 credits

Gender Studies

Interdisciplinary Minor

Program Director

Ruth Jolie, Ph.D.

Introduction

Housed in the departments of anthropology, applied sociology, and psychology, the gender studies minor provides students with the opportunity to learn about the impacts of and variation in gender through a multidisciplinary encounter. Although the gender studies minor builds on the university's special history of empowering women, this is not a women's studies minor; this minor offers an engendered program of learning and promotes a socially responsible and aware approach to all gendered social interaction through academics and service learning.

Through an appreciation of gender differences, roles and historic interactions in a variety of contexts, students enhance their ability to function in the workplace and at home. Gender is a primary organizing principle in all societies and its study continues to gain popularity across university campuses because those with a better understanding of the complexities of gender are well-rounded citizens and more marketable.

Given its cross-cultural and multidisciplinary nature, a gender studies minor can enhance employment opportunities. Individuals with this minor find employment in a variety of occupations within governmental and non-governmental organizations, the private sector and helping professions.

Working closely with their minor advisor, students will construct their seven course-minor by taking two required courses and then choose from a flexible list of electives in the departments of anthropology, criminal justice, English and world languages, history, psychology, and religious studies. Note that no more than two electives may be taken from any one department.

Required Courses

ANTH	125	Introduction to Gender Studies	3 credits
PSYC	265	Psychology of Gender	3 credits

Elective Courses

ANTH	346	Anthropology of Gender	3 credits
ANTH	349	Anthropology of the Family	3 credits
CRJS	335	Seminar: Women in Crime	3 credits
ENG	374	Women and Literature	3 credits
FREN	135	Topics in French Literature: Gender	3 credits
FREN	305	Seminar: Gender	3 credits
HIS	280	Gendering World History I	3 credits
HIS	281	Gendering World History II	3 credits
HIS	283	Sex in Modern History	3 credits
POLI	363	Politics and Gender	3 credits
PSYC	234	Relationship Psychology	3 credits
PUBH	300	Sexual and Reproductive Health	3 credits
RLST	255	Religious Perspectives on Human Relationships	3 credits
RLST	270	Women in Scripture	3 credits
SOC	204	Diversity in Society	3 credits
SPAN	305	Women in Hispanic Civilization	3 credits

Geology

Department Chair
Nicholas P. Lang, Ph.D.

Faculty

Associate Professor
Nicholas P. Lang, Ph.D.

Assistant Professor
Scott McKenzie, B.S.

Introduction

Students majoring in Geology will be preparing themselves to take an active role in the utilization of the earth's resources while protecting its fragile environment. Course work involves hands-on use of modern laboratory equipment and extensive projects out in the field. The faculty combine the use of small class sizes and abundant travel opportunities with a commitment to involving students in ongoing geological projects that involve both local and far-ranging locales.

Locally the emphasis is on the ice age deposits and modern coastal processes on the shores of Lake Erie, the folded sedimentary rocks of the Appalachian Mountains, and the igneous and metamorphic rocks of nearby Canada.

Far-ranging projects include work with soils from the American southwest, igneous rocks from Nevada and Arizona, beaver pond sediments from Yellowstone National Park, describing vertebrate and invertebrate fossil remains, and planetary mapping of Mars and Venus.

Mission Statement

Geology is the science of the Earth – how it was made, what comprises it, and how it operates. These are all concepts critical to understand in order to survive on this Earth and to be responsible and successful stewards of the resources we harvest from it. In essence, geology touches on the most fundamental of concepts that are often times overlooked, but are required to know in order to be able to live in a sustainable fashion on our home planet.

Without an understanding of geology, there would be a populace who would not understand the fine line between humans and the Earth. Specifically, events such as flooding, earthquakes, and landslides (events that affect humans with negative consequences on an everyday basis) could not be addressed and mitigated without the knowledge of geology; nor could the necessary and responsible extraction and management of natural resources from the Earth happen without knowledge of how and where they occur.

Hence, the mission of the Mercyhurst University Geology Department is to educate and train students in the Earth Sciences so that they are reflectively aware of the natural environment in which they live and are globally responsible of the Earth and its resources. Central in this mission is a commitment to experiential learning through rigorous laboratory exercises, hands-on field experiences, participation in faculty-student collaborative research projects and travel courses, and the opportunity to attend and participate in professional conferences.

Learning Outcomes

The Geology Department has identified eight broad learning outcomes that all geology majors should meet before they earn their degree. Upon completion of the Geology curriculum, a geology major should be able to:

- Explain the paradigms that shape current geologic thought (e.g., plate tectonics).
- Explain the concept of geologic time and detail the geologic time scale for the Earth.
- Explain the processes that have shaped and continue to shape the Earth.
- Identify significant geologic features on the Earth and place them into their appropriate geologic context.
- Identify common rocks and minerals found on and inside the Earth using hand samples and thin sections.

- Associate common rocks and minerals found on and inside the Earth with their appropriate geologic context.
- Formulate and communicate an effective scientific argument through written and oral means.
- Demonstrate the ability to organize and conduct geology-related field and laboratory work.

The curricula are designed with three primary objectives:

- To prepare students for entry level employment with consulting and engineering companies that concentrate on environmental problems
- To prepare students for entry level employment in federal, state, and municipal environmental agencies
- To prepare students who enter graduate programs in the branch of geology of their choosing in preparation for university teaching or upper level employment with private companies or governmental agencies.

Many of our graduates have secured entry-level positions in the government and private sectors upon graduation; many other graduates from the Mercyhurst geology program have secured full-ride funding from a variety of graduate programs. Thus, we believe our curriculum prepares our students well for a geology career after Mercyhurst.

The Department of Geology also maintains special relationships with the Environmental Science program as well as the Department of Anthropology and Archaeology. Students with interests in geology and either of these two programs are strongly encouraged to participate in joint activities between the programs and to discuss possible cross-over opportunities.

Geology Requirements

The Department of Geology offers courses leading to Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree in Geology. Students seeking a degree in Geology are required to take core Geology courses plus two additional electives. Students must also complete a senior capstone project, which requires four courses. These are an additional 6 cognate courses in math, physics, and chemistry. The required coursework in these subjects depends on whether a student pursues a B.A. or B.S. degree. Students who expect to attend graduate school after graduation are strongly encouraged to pursue the B.S. degree.

To be recommended for graduation, students must earn at least a 2.5 GPA in their Geology courses and earn a grade of at least C in any Geology class completed to fulfill a degree requirement. Students must earn at least a grade of D in each cognate. Students have the option of completing a concentration in Geoarchaeology, Planetary Geology, Paleontology, Environmental Geology, or Earth and Space Science Education. Earth and Space Science Education is designed for students seeking an Earth and Space Science certification and M.S. in secondary Education via Mercyhurst's 4+1 master's program in secondary education.

The other concentrations take advantage of the specialized research strengths, facilities and course offerings available at Mercyhurst. These concentrations typically require four to five courses in addition to the regular geology major curriculum and are designed to provide the student with a more in-depth understanding of a specific aspect of geology. Although an area of concentration is not required as part of the geology major, the concentrations do provide students an avenue to become more specialized in an area of geology, which could make them more competitive for graduate school and/or future employment in that area.

Geology Major

Geology Major Core Courses:

GEOL 100/102	Physical Geology & Lab	4 credits
GEOL 110/111	Historical Geology & Lab	4 credits
GEOL 211/212	Mineralogy & Lab	4 credits

Geology

GEOL	310/311	Petrology & Lab	4 credits
GEOL	215/216	Geomorphology & Lab	4 credits
GEOL	342/343	Sedimentology and Stratigraphy & Lab	4 credits
GEOL	350/351	Structural Geology & Lab	4 credits

Two additional geology elective courses numbered 200 or above are required. It is strongly recommended that students interested in Geoarchaeology for graduate studies and/or a career, take both GEOL 215/216 and GEOL 430/431. Students considering graduate school are strongly recommended to pursue the B.S. degree.

Geology Major Capstone Courses

Before registering for Capstone courses students must complete GEOL 100 and GEOL 102 and get permission of the instructor.

Geology Major Capstone Courses:

GEOL	455	Field Methods in Geology	4 credits
OR			
Approved Field School			3 credits
GEOL	410	Seminar and Research	1-4 credits
GEOL	490	Senior Thesis	3 credits

* ANTH 390 Research and Design May be Substituted for GEOL 410

Geology Major Elective Courses:

GEOL	203/204	Voyages to the Terrestrial Planets & Lab	4 credits
GEOL	225	Science on Display	4 credits
GEOL	235/236	Paleoclimatology & Lab	4 credits
GEOL	240/241	Paleontology & Lab	4 credits
GEOL	302/303	Hydrogeology & Lab	4 credits
GEOL	306/307	Soils & Lab	4 credits
GEOL	360/361	Volcanology & Lab	4 credits
GEOL	370	Dendrochronology	3 credits
GEOL	380/381	Principles of Remote Sensing & Lab	4 credits
GEOL	430/431	Geoarchaeology & Lab	4 credits
GEOL	440/441	Introduction to GIS & Lab	4 credits
SCI	225	Oceanography	4 credits

Subject to department chair approval, one course numbered 200 or above in mathematics/computer systems or the natural sciences may count as one geology elective course. Students pursuing the Earth and Space Science concentration may count either SCI 118/119 Astronomy and Lab or GEOL 203/204 Voyages to the Terrestrial Planets and Lab as one of their two elective Geology courses.

B.A. Cognate Courses:

CHEM	121	General Chemistry I & Lab	4 credits
CHEM	131	General Chemistry II & Lab	4 credits
MATH	118	Mathematics for the Natural Sciences	4 credits
PHYS	101	Principles of Physics I & Lab	4 credits

One additional math course and either PHYS 102/106 or an additional course in mathematics/computer systems or the natural sciences is required. For the B.A. degree in geology, an additional course in the natural sciences or computer systems may be substituted for CHEM 131/132. Subject to department chair approval.

B.S. Cognate Courses:

CHEM	121	General Chemistry I & Lab	4 credits
CHEM	131	General Chemistry II & Lab	4 credits
MATH	170	Calculus I	4 credits
PHYS	101	Principles of Physics I & Lab	4 credits

Geology

One additional math course beyond MATH 118 and either PHYS 102/106 or an additional course in mathematics/computer systems or natural sciences are required. Subject to department chair approval. Students considering graduate school are strongly encouraged to take MATH 171 Calculus II.

Geology Minor

Geology Major Core Courses:

GEOL	100/102	Physical Geology & Lab	3 credits
------	---------	------------------------	-----------

Four additional geology courses with at least three numbered 200 or higher are required. SCI 225 Oceanography may count towards the geology minor.

Geoarchaeology Concentration

Geoarchaeology Concentration Courses:

ANTH	130/131	Archaeology & Lab	4 credits
ANTH	224/225	Archaeological Field Methods & Lab	4 credits
GEOL	306/307	Soils & Lab	4 credits
GEOL	430/431	Geoarchaeology & Lab	4 credits

Paleontology Concentration

Paleontology Concentration Courses:

BIO	146/147	Ecology and Evolutionary Biology of Organisms & Lab	4 credits
GEOL	240/241	Paleontology & Lab	4 credit
MATH	139	Statistics for the Sciences	3 credits
AND Two (2) of the Following Courses:			
BIO	230/231	Invertebrate Zoology & Lab	4 credits
BIO	320/321	Comparative Vertebrate Anatomy & Lab	4 credits
BIO	374	Evolution	3 credits
CHEM	240/241	Organic Chemistry I & Lab	4 credits

Depending upon university-wide offerings and department chair approval, an alternative statistics-themed course may be substituted for MATH 139 Statistics for the Sciences.

Planetary Geology Concentration

Planetary Geology Concentration Courses:

GEOL	203/204	Voyages to the Terrestrial Planets & Lab	4 credits
GEOL	380/381	Principles of Remote Sensing & Lab	4 credits
GEOL	440/441	Introduction to GIS & Lab	4 credits

Plus one additional climate-themed course that is subject to department chair approval. Students pursuing a planetary geology concentration cannot also concurrently pursue a planetary science minor.

Earth and Space Science Education Concentration

Earth and Space Science Education Concentration Courses:

SCI	118/119	Astronomy & Lab	4 credits
SCI	225	Oceanography	4 credits
OR			

BIO	146/147	Ecology and Evolutionary Biology of Organisms & Lab	4 credits
GEOL	203/204	Voyages to the Terrestrial Planets & Lab	4 credits

One additional meteorology or climatology-themed course that is subject to department chair approval is required. Either SCI 118/119 Astronomy/Lab OR GEOL 203/204 Voyages to the Terrestrial Planets/Lab may be taken as part of this concentration.

History

Department Chair
Benjamin Scharff, Ph.D.

Faculty

Professors
Chris J. Magoc, Ph.D.
John Olszowka, Ph.D.

Assistant Professors
Averill Earls, Ph.D.
Benjamin G. Scharff, Ph.D.

Introduction

The Department of History helps its students develop as creative problem solvers as well as critical thinkers and evaluators of contemporary life through the study of history. A premium is placed on effective written and oral communication. Research skills, the basic tools of many rewarding careers, are the focus of our program's senior thesis and senior seminar in history. Majors are prepared upon graduation to assume future challenges in law, public service, business, and many other professional fields.

Students who meet the criteria will be invited to join Phi Alpha Theta, a nationally recognized history honor society. History students are encouraged to join the Model United Nations club on campus, which offers the opportunity to participate in intercollegiate historical simulations. The History Club provides opportunities for extracurricular trips, film/discussion events and other history-related activities.

Mission Statement

The mission of the Mercyhurst University History Department begins with the engagement of all students in the infinitely rewarding study of past human societies and cultures—the foundational premise of History's central place in the Liberal Arts curriculum. We aim continuously to strengthen students' abilities to conduct primary and secondary source research, to analyze and weigh evidence, and to articulate sound conclusions and arguments both orally and in writing.

Through courses that extend chronologically and thematically from the ancient world to contemporary societies and cultures, Mercyhurst History majors acquire knowledge and critical thinking skills that cultivate their development as informed, engaged, and thoughtful citizens. Our graduates are prepared to pursue successful careers as teachers, researchers, writers and journalists, attorneys, non-profit or public service professionals, historians in both the public and private sectors, among many other career tracks.

To advance this mission, the curriculum of the Mercyhurst History Department emphasizes thorough and ongoing study of primary sources and the secondary-source interpretations of a wide range of scholars. Through extensive writing and discussion opportunities in virtually every course, students are challenged to develop the historical habits of mind that will provide them with personal enrichment, equip them to better understand the complex world in which they live, and to sustain throughout their lives the spirit of inquiry, curiosity and civic engagement that lies at the heart of the discipline of history.

Program Student Learning Outcomes

Critical Thinking

Students will demonstrate an ability to consider, and determine a position on, an historical problem critically: stating the issue clearly, recognizing, questioning and evaluating their own assumptions, and identifying and assessing the relevant interpretations and arguments of scholars on the problem. They will master the ability to examine critically the rhetoric, bias, and motivation of primary source accounts, understanding the critical importance of historical context and audience. Finally, students will be able to present, evaluate, and analyze appropriate supporting evidence and use it effectively in arguing a reasoned conclusion.

Historical Knowledge and Understanding

Students will demonstrate a broad understanding of the general characteristics and key developments of major periods of United States, European, and non-western history (embracing their intellectual, economic, social, cultural, and political dimensions), and a more fully developed and detailed comprehension of one major area of historical study. They will also exhibit an understanding of historiography, and the shifting schools of thought on one particular area of history.

Information Literacy

Students will demonstrate proficiency working with historical sources of information, including: design and refine a research strategy appropriate to a research problem; identify and locate a range of primary and secondary sources; organize, synthesize and incorporate a range of materials to advance an historical argument they have developed; employ the professional standards and practices of the historian—proper use of citation and references, paraphrasing, quoting and summarizing, and thorough contextualizing of primary source material

Communication

Students will demonstrate proficiency and maximum fluency in communicating historical knowledge and arguments orally and in writing. They will employ a range of high quality, relevant primary and secondary sources to advance their ideas; organize their ideas clearly and methodically; use appropriate stylistic presentation and format for historical writing; and keep grammatical and syntax errors to an absolute minimum.

Intercultural Historical Knowledge and Understanding and Civic Engagement

Students will demonstrate an understanding of the cultural construction of race, gender, ethnicity and nature in history, a historically well-informed cultural self-awareness, and a related understanding of the elements that shape other peoples' history, cultural beliefs and practices, economic and political systems, as well as their relationships with other peoples and nation-states. An empathy-based historical sensibility and knowledge base should move them to ask complex questions about other cultures that transcend time and place. Further, students will exhibit a well-developed understanding of how dominant perspectives in a society shape social authority and patterns of power, as well as of the historical evolution of American democracy in a comparative perspective relative to the expressions of ideals and practices in other countries. Students will demonstrate a capacity to exchange ideas about civic engagement in ways that draws on others' viewpoints.

The Value of Material Evidence

Students will demonstrate essential knowledge of material culture scholarship, and be able to identify and classify artifacts and landscapes according to their thematic, physical, geographical, and chronological contexts, and to communicate knowledge and assessments effectively both through oral presentation and through written analysis.

Public History Theory, Methods, Ethics, and Technical Practice

Students will exhibit an essential understanding of the many dimensions of collecting, preserving and interpreting history for the public; the development of public history in relation to the historical profession as a whole; key theories, research methods, technical practices and ethical standards of at least one track in public history (e.g., museums, historic preservation); enduring and critical issues associated with the practice of public history. Students will also demonstrate the ability to engage in the practice of public history and to undertake a public history project, either individually or as members of a team.

Students must maintain an overall GPA of 2.5 and a 2.75 GPA in major courses to be certified for graduation as a History major or minor. No major course may be taken on a pass-fail basis. Additionally, students who fail to earn a grade of C or better in a major course may not count it toward the major. Student progress will be monitored in an annual review. Students whose performance is unsatisfactory are placed on probation or are dropped from

History

the major, depending on the outcome of the review.

History Major - 42 Credits

Category I: American History

Minimum Nine (9) Credits in U.S. History

HIS	101	US History To 1865	3 credits
HIS	102	US History Since 1865	3 credits
HIS	103	America Since 1945	3 credits
HIS	200	Waves of the Past Leaders of the Future	3 credits
HIS	212	Revolutionary America	3 credits
HIS	213	Early Republican America	3 credits
HIS	215	American Indian History	3 credits
HIS	216	Civil War and Reconstruction	3 credits
HIS	217	Making Modern America 1877-1920	3 credits
HIS	219	World War II	3 credits
HIS	221	US Environmental History	3 credits
HIS	224	Vietnam War	3 credits
HIS	225	Exploring American Culture 1920-Present	3 credits
HIS	226	The Turbulent Sixties	3 credits
HIS	230	History Of American West	3 credits
HIS	232	African Americans in Film	3 credits
HIS	233	History of Sports in America	3 credits
HIS	235	Introduction to Public History and Museum Studies	3 credits
HIS	236	Introduction to Historic Preservation	3 credits
HIS	238	Introduction to Archives and Records	3 credits
HIS	240	Museum Studies II	3 credits
HIS	305	American Material Culture / Built Landscape	3 credits
HIS	325	Fear and Film in the Nuclear Age	3 credits
HIS	327	The Civil Rights Movement	3 credits
HIS	391	Special Topics in American History	3 credits

Category II: Western and World Historical Perspectives

Minimum Nine (9) Credits in European and World History

HIS	145	Europe History To Renaissance	3 credits
HIS	146	Europe History Since Renaissance	3 credits
HIS	170	World History I: Agricul to Zheng He	3 credits
HIS	171	World History II: Exploration to Atomic Age	3 credits
HIS	219	World War II	3 credits
HIS	245	Ancient Greece	3 credits
HIS	246	Ancient Rome	3 credits
HIS	247	Medieval Europe	3 credits
HIS	250	20th Century Europe Through Film	3 credits
HIS	260	History of Ireland	3 credits
HIS	261	British Empire	3 credits
HIS	262	Victorian Britain	3 credits
HIS	270	20th Century World	3 credits
HIS	272	Soviet Russia	3 credits
HIS	274	Modern Middle East	3 credits
HIS	275	Decolonization	3 credits
HIS	281	Gender World History II	3 credits
HIS	283	Sex in Modern History	3 credits
HIS	371	Russian Film	3 credits
HIS	384	Memory and History of Holocaust	3 credits

History

HIS	385	War, Sex and Violence in 20 Century Europe	3 credits
HIS	392	Special Topics in European History	3 credits
HIS	393	Special Topics in World History	3 credits

Category III: Discipline Methods

Minimum Three (3) Credits in Discipline Methods

HIS	301	Historical Methods	3 credits
-----	-----	--------------------	-----------

Category IV: Capstone

Minimum Three (3) Credits in Capstone

HIS	480	Senior Seminar	3 credits
HIS	490	Senior Thesis	3 credits

History Minor

Choose six courses total (18 credit hours), no more than two of which may be at the 100 level. No courses taken as part of the History Minor may be credited on a Pass/Fail basis. No more than two courses may come via transfer credits.

Social Studies Education Certification Program (4-Year Option)

This program enables students to graduate as a History major and to attain their Pennsylvania teacher certification in Social Studies within a 4-year period becoming certified to teach history and other social studies subjects at the high school level. Students must maintain a 3.0 GPA or better throughout the program as mandated by the Pennsylvania Department of Education, pass the required PRAXIS Exams, and also secure the necessary state and national clearances as outlined in the Education Department section of this catalog.

When student teaching in the region, Mercyhurst social studies students are universally praised for the high caliber preparation they have received in our classrooms. Following graduation, our Social Studies Education majors have long enjoyed a remarkably high success rate in securing teaching positions.

History Curriculum - 33 Credits

Category I: U.S. History

Minimum Nine (9) Credits in U.S. History

HIS	101	US History To 1865	3 credits
HIS	102	US History Since 1865	3 credits
HIS	103	America Since 1945	3 credits
HIS	200	Waves of the Past Leaders of the Future	3 credits
HIS	212	Revolutionary America	3 credits
HIS	213	Early Republican America	3 credits
HIS	215	American Indian History	3 credits
HIS	216	Civil War and Reconstruction	3 credits
HIS	217	Making Modern America 1877-1920	3 credits
HIS	219	World War II	3 credits
HIS	221	US Environmental History	3 credits
HIS	224	Vietnam War	3 credits
HIS	225	Exploring American Culture 1920-Present	3 credits
HIS	226	The Turbulent Sixties	3 credits
HIS	230	History Of American West	3 credits
HIS	232	African Americans in Film	3 credits
HIS	233	History of Sports in America	3 credits
HIS	235	Introduction to Public History and Museum Studies	3 credits
HIS	236	Introduction to Historic Preservation	3 credits
HIS	238	Introduction to Archives and Records	3 credits
HIS	240	Museum Studies II	3 credits
HIS	305	American Material Culture / Built Landscape	3 credits
HIS	325	Fear and Film in the Nuclear Age	3 credits

History

HIS	327	The Civil Rights Movement	3 credits
HIS	391	Special Topics in American History	3 credits

Category II: Western and World Historical Perspectives

Minimum Nine (9) Credits in European and World History

HIS	145	Europe History To Renaissance	3 credits
HIS	146	Europe History Since Renaissance	3 credits
HIS	170	World History I: Agricul to Zheng He	3 credits
HIS	171	World History II: Exploration to Atomic Age	3 credits
HIS	219	World War II	3 credits
HIS	245	Ancient Greece	3 credits
HIS	246	Ancient Rome	3 credits
HIS	247	Medieval Europe	3 credits
HIS	250	20th Century Europe Through Film	3 credits
HIS	260	History of Ireland	3 credits
HIS	261	British Empire	3 credits
HIS	262	Victorian Britain	3 credits
HIS	270	20th Century World	3 credits
HIS	272	Soviet Russia	3 credits
HIS	274	Modern Middle East	3 credits
HIS	275	Decolonization	3 credits
HIS	281	Gender World History II	3 credits
HIS	283	Sex in Modern History	3 credits
HIS	371	Russian Film	3 credits
HIS	384	Memory and History of Holocaust	3 credits
HIS	385	War, Sex and Violence in 20 Century Europe	3 credits
HIS	392	Special Topics in European History	3 credits
HIS	393	Special Topics in World History	3 credits

Category III: Discipline Methods

Minimum Three (3) Credits in Discipline Methods

HIS	301	Historical Methods	3 credits
-----	-----	--------------------	-----------

Category IV: Capstone

Minimum Three (3) Credits in Capstone

HIS	480	Senior Seminar	3 credits
HIS	490	Senior Thesis	3 credits

Social Studies Curriculum - 24 Credits

(A number of these courses also satisfy the student's requirements in the Mercyhurst University REACH Curriculum)

Required Social Studies Curriculum Courses

ANTH	112	World Cultures	3 credits
ECON	105	Macroeconomics	3 credits
HIS	175	World Geography	3 credits
PSYC	101	Introduction to Psychology	3 credits
SOC	100	Introduction to Sociology	3 credits
POLI	100	American Government	3 credits
POLI	236	World Politics	3 credits

OR

POLI	303	Geopolitics	3 credits
Two (2) Mathematics Courses Above College Algebra Level			6 credits

Education Curriculum - 39 Credits

(several courses will also count for the Liberal Arts Core)

History

Required Education Curriculum Courses

EDSE	601	Critical Teaching Strategies	3 credits
EDSE	605	Curriculum and Instructional: Social Studies	3 credits
EDSE	610	21st Century Literacies	3 credits
EDSP	521	Psychology of Diverse Learners	3 credits
EDSP	522	Inclusive Practices	3 credits
EDUC	210	Comparative Issues in Education	3 credits
EDUC	474	Clinical I Secondary Education	3 credits
EDUC	475	Capstone Clinical	9 credits
WL	101	Culturally/Linguistically Diverse Learners	3 credits

Social Studies Education Certification Program (5-Year Option) with an M.S. in Education

This program enables students to graduate as a History major while completing their content area requirements for Pennsylvania teacher certification in Social Studies. Along with their history and social studies content courses, students take the PRAXIS I national Teacher Exam, EDUC 210, Comparative Issues in Education and WL 101, Culturally and Linguistically Diverse Learners. Following acceptance by the Education Department into the program, in the fifth year (at the Masters level reduced tuition rate), students complete their education requirements and their student teaching, and earning both their teacher's certification in Social Studies as well as an M.S. in Secondary Education

History Curriculum - 42 Credits

Category I: American History

Minimum Nine (9) Credits in U.S. History

HIS	101	US History To 1865	3 credits
HIS	102	US History Since 1865	3 credits
HIS	103	America Since 1945	3 credits
HIS	200	Waves of the Past Leaders of the Future	3 credits
HIS	212	Revolutionary America	3 credits
HIS	213	Early Republican America	3 credits
HIS	215	American Indian History	3 credits
HIS	216	Civil War and Reconstruction	3 credits
HIS	217	Making Modern America 1877-1920	3 credits
HIS	219	World War II	3 credits
HIS	221	US Environmental History	3 credits
HIS	224	Vietnam War	3 credits
HIS	225	Exploring American Culture 1920-Present	3 credits
HIS	226	The Turbulent Sixties	3 credits
HIS	230	History Of American West	3 credits
HIS	232	African Americans in Film	3 credits
HIS	233	History of Sports in America	3 credits
HIS	235	Introduction to Public History and Museum Studies	3 credits
HIS	236	Introduction to Historic Preservation	3 credits
HIS	238	Introduction to Archives and Records	3 credits
HIS	240	Museum Studies II	3 credits
HIS	305	American Material Culture / Built Landscape	3 credits
HIS	325	Fear and Film in the Nuclear Age	3 credits
HIS	327	The Civil Rights Movement	3 credits
HIS	391	Special Topics in American History	3 credits

Category II: Western and World Historical Perspectives

Minimum Nine (9) Credits in European and World History

HIS	145	Europe History To Renaissance	3 credits
-----	-----	-------------------------------	-----------

History

HIS	146	Europe History Since Renaissance	3 credits
HIS	170	World History I: Agricul to Zheng He	3 credits
HIS	171	World History II: Exploration to Atomic Age	3 credits
HIS	219	World War II	3 credits
HIS	245	Ancient Greece	3 credits
HIS	246	Ancient Rome	3 credits
HIS	247	Medieval Europe	3 credits
HIS	250	20th Century Europe Through Film	3 credits
HIS	260	History of Ireland	3 credits
HIS	261	British Empire	3 credits
HIS	262	Victorian Britain	3 credits
HIS	270	20th Century World	3 credits
HIS	272	Soviet Russia	3 credits
HIS	274	Modern Middle East	3 credits
HIS	275	Decolonization	3 credits
HIS	281	Gender World History II	3 credits
HIS	283	Sex in Modern History	3 credits
HIS	371	Russian Film	3 credits
HIS	384	Memory and History of Holocaust	3 credits
HIS	385	War, Sex and Violence in 20 Century Europe	3 credits
HIS	392	Special Topics in European History	3 credits
HIS	393	Special Topics in World History	3 credits

Category III: Discipline Methods

Minimum Three (3) Credits in Discipline Methods

HIS	301	Historical Methods	3 credits
-----	-----	--------------------	-----------

Category IV: Capstone

Minimum Three (3) Credits in Capstone

HIS	480	Senior Seminar	3 credits
HIS	490	Senior Thesis	3 credits

Social Studies Content Area

PSYC	101	Introduction to Psychology	3 credits
SOC	100	Introduction to Sociology)	3 credits
ECON	105	Macroeconomics	3 credits
ANTH	112	World Cultures	3 credits
POLI	100	American Government	3 credits
POLI	303	Geopolitics	3 credits
POLI	236	World Politics (3 credits)	3 credits

Education Content Area

WL	101	Culturally / Linguistically Diverse Learners	3 credits
EDUC	210	Comparative Issues in Education	3 credits

History with a Public History and Museum Studies Concentration

The department offers a Public History and Museum Studies Concentration. It is designed for students interested in the growing field of public history, including museums and historic sites, historical societies, heritage preservation and tourism, archival collections, folklore and oral history, business and labor history, and historic preservation.

In addition to their core history courses and other electives, students in the program take courses specifically designed to prepare them for either entry level positions in public history or graduate training in the field. An internship with a museum, historical society or historic site is required, providing the student with initial experience in the field. The required senior project provides students an opportunity to produce a substantive and publishable work of public history scholarship.

History

Public History and Museum Studies Concentration - 42 Credits

Required History Concentration Courses

HIS	235	Introduction to Public History & Museum Studies	3 credits
HIS	236	Introduction to Historic Preservation	3 credits
HIS	240	Museum Studies II	3 credits
HIS	305	American Material Culture / Built Landscape	3 credits
HIS	475	Public History Internship	3 credits
HIS	485	Senior Project in Public History	3 credits

Choose One (1) Additional Courses from the Following

ANTH	205	Historical Archaeology	3 credits
ANTH	223	Public Archaeology	3 credits
ANTH	227	Ethnographic Field Methods	3 credits
ANTH	233	Collection and Curation Management	3 credits
ART	128	Computer Design for Non-Designers	3 credits
ART	220	Introduction to Graphic Design	3 credits
COM	402	Documentary Film Production	3 credits
ENG	386	Grant Writing	3 credits
GEOL	225/226	Science on Display & Lab	4 credits
HIS	238	Introduction to Archives	3 credits
HIS	295	Digital History: Storytelling	3 credits
HIS	296	Digital History: 101 to 3.0	3 credits
HIS	394	Special Topics in Public History	3 credits

Discipline Methods

HIS	301	Historical Methods	3 credits
-----	-----	--------------------	-----------

Students will take a minimum of 6 additional history courses (18 credits). Three (3) American and Three (3) Western/World Perspectives courses.

Public History Minor

Required Public History and Museum Studies Minor Courses

HIS	235	Introduction to Public History & Museum Studies	3 credits
HIS	240	Museum Studies II	3 credits
HIS	305	American Material Culture / Built Landscape	3 credits

Choose One (1) Additional Courses from the Following

ANTH	205	Historical Archaeology	3 credits
ANTH	227	Ethnographic Field Methods	3 credits
HIS	236	Introduction to Historic Preservation	3 credits
HIS	238	Introduction to Archives	3 credits
HIS	295	Digital History: Storytelling	3 credits
HIS	296	Digital History: 101 to 3.0	3 credits
HIS	394	Special Topics in Public History	3 credits

Choose One (1) Additional Courses from the Following

HIS	475	Internship	3 credits
HIS	485	Senior Project in Public History	3 credits

Choose Three (3) Courses Total (9 Credit Hours). No courses taken as part of the Public History Minor may be credited on a Pass/Fail basis.

Historical Documentary Filmmaking Concentration

The Historical Documentary Filmmaking Concentration is designed for students who want to study history while concurrently developing technical skills in digital

media, project management, and applied historical methods. In addition to core coursework in History, students take courses in Art, Communications, Film Studies, and more. The core coursework will allow students to develop a portfolio of original work to facilitate entry-level positions in creative, media, television, and film production fields, graduate school, and a range of other careers.

Historical Documentary Filmmaking Concentration - 42 credits

Required Concentration Courses

ART	106	Photography I	3 credits
COM	240	Digital Video Production I	3 credits
HIS	234	History of Documentary Filmmaking	3 credits
HIS	294	Digital History: Documentaries	3 credits
HIS	494	Senior Project in Documentary Film	3 credits

Choose three (3) Additional Courses from the Following; they must be from at least two (2) different disciplines.

ART	231	Digital Video Editing	3 credits
ART	305	Digital Photography	3 credits
COM	160	Film Appreciation	3 credits
COM	440	Digital Storytelling	3 credits
ENG	190	Intro to Film	3 credits
ENG	210	Film Studies	3 credits
ENG	292	Film Narrative & Theory	3 credits
HIS	232	African Americans in Films	3 credits
HIS	295	Digital History: Storytelling	3 credits
HIS	296	Digital History: 101 to 3.0	3 credits
HIS	325	Fear and Film in the Nuclear Age	3 credits
HIS	371	Russian Film	3 credits
HIS	475	History/Public History Internship	3 credits

Students will take a minimum of six (6) additional History courses, at least three (3) in American History, and three (3) in Western/World Perspectives. No more than two (2) should be 100-level courses.

Hospitality Management

Department Chair

Daryl Georger, D.Ed.

Faculty**Assistant Professors**

Daryl Georger, D.Ed.

Peter Zohos, M.B.A.

Lecturers

Allyson Schrimper-Minor, M.S.

Instructors

Chef Dennis Dunne, B.A.

Robert Green, B.S.

Ryan Johnson, M.S.

Chef Meghan Mehler, B.A.

Executive Chef-Rotation

Introduction

The Statler Department of Hospitality Management (HM) offers baccalaureate degrees with a unique blend of classroom theory and Hospitality Industry field experience. The Department of Hospitality Management was developed at Mercyhurst over 48 years ago in response to a growing demand for professionals in this field. Since 1992, the HM program has held accreditation from the Accreditation Commission for Programs in Hospitality Administration (ACPHA).

The accredited Statler HM curriculum has been designed to provide the essential management abilities needed by professional management in this global, highly specialized and diversified industry. In addition, Statler HM students are provided with hands on experiences and numerous opportunities to practice their hospitality skills in appropriate and challenging environments.

The Statler Department of Hospitality Management facilities include a commercially equipped food service facility in the Center for Academic Excellence which includes the Marriott lab kitchen, the Marriott restaurant/Café, and the Café Diem coffee shop. Other facilities included in the Statler Department of Hospitality include an actual Hilton Specified guest room/ housekeeping lab (the Hilton Corporation Hotel lab), and the Statler Technology Center, a state-of-the-art smart classroom dedicated in honor of Ellsworth Milton Statler, America's premier hotelier. The Statler Department of Hospitality and its facilities have been partially funded and supported by the Statler Foundation. Additionally, Mercyhurst's Statler Department of Hospitality Management partners with a regional country/ golf club, offering students hands-on experiences in club management.

Mission Statement

The Statler Department of Hospitality Management fosters and promotes the spirit of hospitality consistent with the Mercyhurst mission of service to others and the community. In keeping with the founding vision of Mercyhurst, hospitality students are prepared for industry leadership through a balance of liberal studies, business, and hospitality industry specific course work. This balanced approach to higher education nurtures scholarship, creativity, communication and responsible stewardship for the global hospitality community. Hospitality industry course work and world class internships, supported by the Walker College of Business and Management core business curriculum, provides the hospitality student with a strong foundation in accounting, finance, and management, while building leadership, critical thinking skills, and problem solving skills required for success at the national and international levels.

Program Student Learning Outcomes

The Statler Department of Hospitality Management includes learning outcomes and guidelines that have been established by the HM faculty, hospitality industry leaders, accreditation, and world-class hospitality corporate management training programs. Students are expected to:

- Demonstrate an acquisition of skills related to technical systems used in hospitality industry divisions.

- Apply basic marketing concepts to industry promotion in all areas of concentrations.
- Accurately complete and understand financial data related to areas of the accredited hospitality management curriculum.
- Apply knowledge of critical thinking to functional areas of the hospitality industry to identify, analyze and solve business problems in those functional areas.
- Demonstrate learned standards of professionalism while applying basic principles and theories of management while working independently and with others.
- Apply classroom theory to experiential settings in the lab and through cooperative, in the field, learning experiences.

Service Practicum Requirement

A service practicum (200 hours) is required for all students regardless of transfer or class status and must be fulfilled prior to graduation. Seventy-five percent of the requirement must be completed internally within the department or in department sponsored functions. The remaining twenty-five percent may be completed outside of the department with the chair's approval. Upon completion of the required practicum hours, three credits may be granted in the final term. Details are available in the HM department office regarding specific requirements of this program. It is the student's responsibility to read the service practicum policy to make certain they are in compliance and to schedule practicum hours in a timely fashion.

Student in Good Standing Policy

The HM Department reserves the right to terminate enrollment for students who fail to meet academic, professional and personal standards. The academic standard addresses GPA and class attendance; the professional standard includes service hours and work experience; and the personal behavior standard encompasses ethical issues on and off campus, in any setting that may reflect negatively on the student and/or the program. The department reserves the right to admonish and expel any student who has been found in serious violation of any of these tenets, which are held in the highest regard. Student in Good Standing policy documents can be obtained in the Hospitality Management office.

Student Trips

It is expected that students participating in department sponsored trips will follow all rules as outlined in the Event Attendee Policy Guide (posted in HM Department). The faculty reserves the right to approve all attendee participation based on such criteria as grade level, academic standing and student performance. Students must read and sign an agreement in order to be allowed to participate in trips. Students must complete two terms in the department and be in good standing to be allowed to participate in department sponsored trips.

A qualified student (one who has departmental permission or earned at least 60 credits or has taken at least 6 HM courses) may choose to intern during the summer or to leave campus during the regular academic calendar year to obtain valuable management experience.

HM Major/Concentration - Bachelor of Arts Requirements

All HM majors must carry a minimum 2.5 GPA in major courses, overall, to meet departmental and certification requirements. Any special programs and/or certificate offerings under the supervision of the HM Department must meet similarly stipulated requirements. HM Department requirements can supersede university requirement(s) and may be modified at any time. Student majors who fail to earn a grade of C or higher in an HM course or concentration course must repeat the course. If the student does not receive a C after repeating the course, a decision will be made by the chair regarding permission to retake the course or possible termination from the major.

Transfer Students

Students transferring into the HM Department from another college or department are governed by the Mercyhurst transfer policy. The transfer policy stipulates that no major course with a grade below a C will be accepted,

at least one half of the credits required by the HM Department (31 credits) must be completed at Mercyhurst (unless otherwise specified by articulation agreement), no HM course or departmental offering may be taken on a pass-fail basis, all transfer students are subject to the same requirements as the traditional student majoring in the HM curriculum, and all transfer students must complete the 200 required practicum hours prior to HM academic program completion. The HM Department will accept a maximum of 50 community service hours from the student's transfer institution.

Sophomore Review

The HM Department requires students to meet sophomore review board criteria during their second year of the program. The details of these procedures are on file in the HM office and are available at any time. It is the responsibility of the student to meet eligibility requirements, as set forth by this process, and to prepare adequately for this review. The department chair makes a final recommendation, based on a careful review by department faculty/staff, for an HM sophomore to pass with distinction, pass, pass pending, probation, or fail. A designation below pass pending requires a meeting with the department chair and/or faculty to discuss problem areas or specific concerns. A final letter is sent to each student confirming his or her status upon completion of the review board process. A failed sophomore review will result in the student's dismissal from the major. If a student is placed on probation, he/she will have one term to make the mandated improvements. If this does not occur, the department will have the right to dismiss the student from the major. As part of the review board process, each program participant is encouraged to work (as time permits) in hospitality-related operations both on campus and elsewhere in addition to practicum hour requirements as detailed in the practicum hour policy guide (available in the HM Department Office).

Department Scholarships

Annually, the HM Department makes several scholarship awards available through a variety of outside/departmental endowed scholarships. Specific scholarship awards are governed by the criteria detailed in the university catalog under restricted scholarships. Senior and faculty service awards are also granted on the basis of merit as determined by the faculty of the department.

Core Professional Education

The HM degree is designed to develop well-rounded individuals through a balance of liberal arts, hospitality courses and business courses. All hospitality major concentrations require the successful completion of 54 credits in HM Core Professional Education courses. Students are required to take Statistics, Macroeconomics and Spanish (other language selections upon approval) as part of the Hospitality Core Curriculum. No hospitality major courses are permitted to be taken on a pass/fail basis. All majors are required to complete the following courses in partial fulfillment of the Bachelor of Arts degree:

Core HM Professional Education

ACCT	101	Principles of Accounting I / Financial	3 credits
ECON	106	Microeconomics	3 credits
HRIM	100	Introduction to the Hospitality Industry	3 credits
HRIM	101	Applied Service Methodology	1 credit
HRIM	110	Sanitation and Safety	2 credits
HRIM	175	Hospitality Engineering	3 credits
HRIM	201	Hotel Rooms Management	3 credits
HRIM	212	Purchasing for the Hospitality Industry	3 credits
HRIM	234/235	Intro to Food Service Management & Lab	4 credits
HRIM	306	Wine and Spirit Management	3 credits
HRIM	380	Hospitality Law	3 credits
HRIM	401	Hospitality Management Cost Controls	3 credits
HRIM	434/435	Advanced Food Service Management & Lab	5 credits
HRIM	450	Senior Seminar	3 credits
HRIM	455	HRIM Service Practicum	3 credits
MGMT	120	Principles of Management	3 credits
MGMT	206	Human Resource Management	3 credits

MKTG 162 Principles of Integrated Marketing

3 credits

Computer Competencies

Students are expected to be competent in the following programs: Word, Access, Excel and PowerPoint. Any deficiencies in this area of computer competency should be addressed prior to the student's junior year.

Department Concentrations

In addition to the HM core, it is a mandatory requirement for all HM majors to specialize in and complete one of the following departmental concentrations. (Students working toward multiple concentrations are expected to develop expertise in each distinct area of study. A minimum of one elective course in each area of concentration must be distinct and will not be accepted for more than one concentration. Required courses in the concentration may overlap and will be accepted for each concentration.) No hospitality major concentration courses are permitted to be taken on a pass/fail basis.

Hotel Management Concentration

FPM	209	Housekeeping Operations and Management	3 credits
HRIM	260	Hospitality Marketing and Sales	3 credits
HRIM	417	Advanced Hotel Operations	3 credits
Two courses from the HM department recommended list of electives or other HM concentrations.			6 credits
HRIM	473	Hospitality Internship	0-3 credits
HRIM	475	Hospitality Internship	3 credits
HRIM	476	Hospitality Internship	6 credits
Students must complete 6 credit hours of Internships (taken in any combination)			

Food and Beverage Management Concentration

BIO	180/181	Microorganisms & Lab	4 credits
FNUT	131	Introduction to Nutrition	3 credits
HRIM	405	International Cuisine	4 credits
Two courses from the HM department recommended list of electives or other HM concentrations.			6 credits
HRIM	473	Hospitality Internship	0-3 credits
HRIM	475	Hospitality Internship	3 credits
HRIM	476	Hospitality Internship	6 credits
Students must complete 6 credit hours of Internships (taken in any combination)			

Event Management Concentration

HMC	205	Introduction to Event Management	3 credits
HMC	215	Convention and Trade Show Management	3 credits
HMC	305	Catering Management and Operations	3 credits
HMC	315	Promotional Strategies for Meetings and Conventions	3 credits
OR			
HMC	425	Wedding Planning	3 credits
One course from the HM department recommended list of electives or other HM concentrations.			3 credits

Internship Requirements

HRIM	473	Hospitality Internship	0-3 credits
HRIM	475	Hospitality Internship	3 credits
HRIM	476	Hospitality Internship	6 credits
Students must complete 6 credit hours of Internships (taken in any combination)			

HM Department Recommended List of Electives

HMG	322	Club Management	3 credits
-----	-----	-----------------	-----------

HRIM	240	Casino and Gaming Operations Management	3 credits
HRIM	416	Mixology	3 credits
HRIM	452	Industry Consulting/Speaker Series	3 credits
MGMT	405	Quality Leadership	3 credits
By permission, an advanced language course above the first level may be accepted for one elective			3 credits

Minor Program

The Statler Department of Hospitality Management will allow non-hospitality majors to gain entry level knowledge of two main areas of the Hospitality Industry including Hotel Operations and Food and Beverage Management. Completion of the minor, plus 50 department related service hours, will qualify the student for employment recruitment by department corporate and industry partners. No minor course may be taken on a pass/fail basis and a GPA of 2.5 or higher must be maintained in all HM minor courses.

Minor Course Requirements

HRIM	100	Intro to Hospitality Management	3 credits
HRIM	101	Applied Service Methods	1 credit
HRIM	110	Sanitation and Safety	2 credits
HRIM	201	Hotel Room Operations	3 credits
HRIM	212	Purchasing for the Hospitality Industry	3 credits
HRIM	234/235	Introduction to Food Service Management	4 credits
HRIM	260	Hospitality Marketing and Sales	3 credits
HRIM	380	Hospitality Law	3 credits
One Department Elective from the HM department recommended list of electives or other HM concentrations.			3 credits

Summer Abroad

Opportunities to study and travel abroad are available and may include study in Ireland, Switzerland, Greece, Costa Rica, Italy, Australia and more. Details are available in the chair's office or the Study Abroad Office.

Transfers

The HM Department recognizes many other fine institutions and hospitality programs. Future HM students may transfer into the program during any semester. The department makes every attempt to make the transition into the HM department as expediently and efficiently as possible. Students transferring from institutions outside Mercyhurst are governed by the University Transfer Policy (see Transfer Policy in the University Catalog). One half of all HM classes must be completed at Mercyhurst in order to satisfy degree requirements.

Organizations - Eta Sigma Delta (ESD)

Eta Sigma Delta is the international hospitality and tourism honor society for academically outstanding students in the hospitality field. It is affiliated with CHRIE (Council on Hotel Restaurant and Institutional Education) in which Mercyhurst maintains membership. To be eligible for membership in the Mercyhurst Chapter of ESD, a student must be a junior or senior and rank in the top 20 percent of the HM class. ESD members participate in various activities during the year such as community service projects, fundraising for the ESD Chapter Scholarship, and working on a variety of special projects in conjunction with the chair's office.

Hospitality Management Association (HMA)

HMA is a service organization which assists the department in its various endeavors. Students participate in educational enrichment opportunities (for example student sales blitz activities with nationally recognized chains and field trips) which aid in the enhancement of their knowledge of the hospitality industry. Working closely with the faculty and staff, fundraising events are scheduled throughout the year to benefit a variety of club and department activities. This student organization sponsors the annual senior dinner where HM graduation certificates and faculty awards are given.

Professional Convention Management Association (PCMA)

The PCMA student chapter was formed to increase management awareness of meetings and conventions, to broaden their scope of activity, refine their educational pursuits, and to expand the training base for students interested in

the meeting and convention field.

Departmental Memberships and Affiliations

Accreditation Commission for Programs in Hospitality Administration (ACPHA)
 Council on Hotel Restaurant and Institutional Education (CHRIE)
 National Restaurant Association (NRA)
 American Hotel and Motel Association (AH and MA)
 Professional Convention Management Association (PCMA)
 Foodservice Consultants Society International (FCSI)
 Hotel Sales and Marketing Association International (HSMIAI)
 The Statler Foundation

Intelligence Studies

Department Chair

Orlandrew E. Danzell, Ph.D., M.A.

Faculty**Associate Professor**

Orlandrew E. Danzell, Ph.D., M.A.

Assistant Professors

Benjamin Baughman, Ph.D., M.S.

Katy-Jan Bobseine, M.A.

Christopher A. Corpora, Ph.D., M.A.

Fred Hoffman, Ph.D., M.A.

Leslie Guelcher, M.B.A., M.S.

Jacob A. Mauslein, Ph.D., M.A.

Musa Tuzuner, Ph.D., M.A.

Instructor

William Welch, M.S.

Director, Intelligence Graduate Programs

Benjamin Baughman, Ph.D., M.S.

Research Director

Brad Gleason, M.S.

Mission Statement

It is the mission of the Department of Intelligence Studies to produce graduates who are skilled in utilizing a variety of sources of data and analytic techniques to lead the collaborative development of high-quality written and oral analytic intelligence products that, in service toward a just world, inform decision-makers, thereby fostering an appreciation for the dignity of work and commitment to serving others.

Intelligence Studies Major - Bachelor of Arts

To be recommended for graduation, the student must have a minimum overall GPA of 3.0. No courses listed under the major course requirements may be taken on a pass-fail basis. In addition, students who earn a grade of D+ or less in any major core course must repeat that course.

Students must be aware that future employment often requires intensive background investigations, and any conduct deemed significantly unethical, illegal, or unprofessional may result in that student failing to achieve employment in the field regardless of his/her academic record.

The College shall conduct an annual review of the academic progress of all students enrolled in the program. Any student whose GPA falls below 3.0 or who might otherwise exhibit behavior that is not conducive to ensuring employment in his/her field will be placed on probation or removed from the program, depending on the outcome of the review.

Intelligence Studies Program Student Learning Outcomes

- Describe the theory and history of the discipline of intelligence.
- Demonstrate critical thinking skills.
- Analyze collected data/information using a variety of analytic techniques and methodologies.
- Communicate analytic products in both oral and/or written formats.
- Execute extensive open source research and collection management.
- Implement and manage intelligence processes and practices.

Intelligence Studies Major - Course Requirements

(Students must achieve a grade of C or higher)

RIAP	177	Intro to Intelligence Studies	3 credits
RIAP	178	Intelligence Methods and Analysis	3 credits
RIAP	276	Law Enforcement Intelligence	3 credits
RIAP	240	Intelligence for Business	3 credits
RIAP	213	National Security and Intelligence	3 credits
RIAP	250	Professional Communications	1 credit

OR

RIAP	280	Communicating Intelligence Analysis I	2 credits
AND			
RIAP	281	Communicating Intelligence Analysis II	2 credits
RIAP	425	Strategic Intelligence	3 credits

Non-RIAP Intel Required Course

CIS	150	Intro to Data Science	3 credits
-----	-----	-----------------------	-----------

RIAP Electives - Choose Four (4) from the Following:

RIAP	303	American Military History	3 credits
RIAP	305	Warfare and Military Intelligence	3 credits
RIAP	310	Topics in Intelligence	3 credits
RIAP	311	Collection Operations for Intelligence Analysts	3 credits
RIAP	312	Social Media Intelligence and Analysis	3 credits
RIAP	316	Cinematic Mirror Intelligence and Film	3 credits
RIAP	317	Data Visualization	3 credits
RIAP	320	Advanced Law Enforcement Intelligence	3 credits
RIAP	321	Law and Ethics of Law Enforcement Intelligence	3 credits
RIAP	322	Law Enforcement Intelligence Tools and Technology	3 credits
RIAP	325	Cyber Threat Analysis	3 credits
RIAP	337	Investigative Psychology for Law Enforcement Intel	3 credits
RIAP	341	Homeland Security	3 credits
RIAP	360	Financial Intelligence Analysis	3 credits
RIAP	365	Advanced Competitive Intelligence	3 credits
RIAP	368	Climate Change and National Security	3 credits
RIAP	372	Terrorism	3 credits
RIAP	374	History of Intelligence	3 credits
RIAP	395	Geospatial Intelligence	3 credits
RIAP	415	Contemporary Leadership in Intelligence	3 credits
RIAP	420	Advanced Analytic Techniques	3 credits
RIAP	435	Grand Strategy	3 credits
RIAP	446	Counterintelligence Policy and Practice	3 credits
RIAP	448	Market Research and Primary Intelligence	3 credits
RIAP	449	Nonproliferation Analysis	3 credits
RIAP	475	Internship	3-9 credits

Non-RIAP Required Courses - Choose Four (4)

(4 courses; 12 credits; may be from the same category)

Business	300- or 400-level course	3 credits
Communication	300- or 400-level course	3 credits
Criminal Justice	300- or 400-level course	3 credits
History	300- or 400-level course	3 credits
Information Technology	300- or 400-level course	3 credits

Mathematics	300- or 400-level course	3 credits	RIAP 178	Intelligence Methods and Analysis	3 credits
Political Science	300- or 400-level course	3 credits	RIAP 240	Intelligence for Business	3 credits
Public Health	200- or 300-level course	3 credits	RIAP 250	Professional Communications	1 credit
Sociology	300- or 400-level course	3 credits		OR	
World Languages	300- or 400-level course	3 credits	RIAP 280	Communicating Intelligence Analysis I	2 credits

TRACK

(must select either language track or computer track)

Language Track - Complete Three (3) Courses

Language I	3 credits
Language II	3 credits
Language III	3 credits

Computer Track - Complete Three (3) Courses**Students may also complete the Data Science Honors Program for credit**

CIS 140	Computer Operations	3 credits
CIS 160	Introduction to Cyber Security	3 credits
CIS 230	Operating Systems	3 credits
CIS 260	Computer Communications and Networks	3 credits
CIS 261	Information Security	3 credits
CIS 350	Database Management	3 credits
MATH 146	Programming I	4 credits

Business and Competitive Intelligence Major - Bachelor of Arts

To be recommended for graduation, the student must have a minimum overall GPA of 3.0. No courses listed under the major course requirements may be taken on a pass-fail basis. In addition, students who earn a grade of D+ or less in any major core course must repeat that course.

Students must be aware that future employment often requires intensive background investigations, and any conduct deemed significantly unethical, illegal, or unprofessional may result in that student failing to achieve employment in the field regardless of his/her academic record.

The College shall conduct an annual review of the academic progress of all students enrolled in the program. Any student whose GPA falls below 3.0 or who might otherwise exhibit behavior that is not conducive to ensuring employment in his/her field will be placed on probation or removed from the program, depending on the outcome of the review.

Business and Competitive Intelligence Program**Student Learning Outcomes**

- Describe the theory and history of the discipline of intelligence.
- Demonstrate critical thinking skills.
- Analyze collected data/information using a variety of analytic techniques and methodologies.
- Produce analytic products in written, oral, visual, and/or multimedia formats.
- Execute extensive open source research and collection management.
- Implement and manage intelligence processes and practices.
- Apply methodologies, theories, and research skills to develop an integrated cohesive strategy for an organization to achieve a common goal and/or resolve a market research problem.

Business and Competitive Intelligence Major - Course Requirements

(Students must achieve a grade of C or higher)

RIAP 177	Intro to Intelligence Studies	3 credits
----------	-------------------------------	-----------

RIAP 178	Intelligence Methods and Analysis	3 credits
RIAP 240	Intelligence for Business	3 credits
RIAP 250	Professional Communications	1 credit
	OR	
RIAP 280	Communicating Intelligence Analysis I	2 credits
	AND	
RIAP 281	Communicating Intelligence Analysis II	2 credits
RIAP 365	Advanced Competitive Intelligence	3 credits
RIAP 425	Strategic Intelligence	3 credits

Intelligence Electives - Choose Three (3) from the Following:

RIAP 303	American Military History	3 credits
RIAP 305	Warfare and Military Intelligence	3 credits
RIAP 310	Topics in Intelligence	3 credits
RIAP 311	Collection Operations for Intelligence Analysts	3 credits
RIAP 312	Social Media Intelligence and Analysis	3 credits
RIAP 316	Cinematic Mirror Intelligence and Film	3 credits
RIAP 317	Data Visualization	3 credits
RIAP 320	Advanced Law Enforcement Intelligence	3 credits
RIAP 321	Law and Ethics of Law Enforcement Intelligence	3 credits
RIAP 322	Law Enforcement Intelligence Tools and Technology	3 credits
RIAP 325	Cyber Threat Analysis	3 credits
RIAP 360	Financial Intelligence Analysis	3 credits
RIAP 365	Advanced Competitive Intelligence	3 credits
RIAP 368	Climate Change and National Security	3 credits
RIAP 372	Terrorism	3 credits
RIAP 374	History of Intelligence	3 credits
RIAP 395	Geospatial Intelligence	3 credits
RIAP 415	Contemporary Leadership in Intelligence	3 credits
RIAP 420	Advanced Analytic Techniques	3 credits
RIAP 435	Grand Strategy	3 credits
RIAP 446	Counterintelligence Policy and Practice	3 credits
RIAP 448	Market Research and Primary Intelligence	3 credits
RIAP 449	Nonproliferation Analysis	3 credits
RIAP 475	Internship	3-9 credits

Other electives will be considered pending program director approval.

Required Business Courses

ACCT 101	Principles of Accounting I	3 credits
	OR	
ACCT 102	Principles of Accounting II	3 credits
BADM 310	Business Law I	3 credits
BADM 350	Business Ethics	3 credits
ECON 105	Macroeconomics	3 credits
ECON 106	Microeconomics	3 credits
STAT 135	Business Statistics	3 credits
MKTG 162	Principles of Integrated Marketing	3 credits
MKTG 357	Market Research	3 credits
	OR	
RIAP 448	Market Research and Primary Intelligence	3 credits

Data Science / Computer Track - Complete Three (3) Courses**Students may also complete the Data Science Honors Program for credit**

CIS	150	Introduction to Data Science	3 credits
CIS	160	Introduction to Cyber Security	3 credits
CIS	261	Information Security	3 credits
CIS	230	Operating Systems	3 credits
CIS	302	Information Systems Analysis and Design	3 credits
CIS	350	Database Management	3 credits
MATH	110	Data Analysis: Python	3 credits
MATH	126	Sports Analytics	3 credits
MATH	146	Programming I	4 credits
Other computer track courses as approved by program director			3 credits

Interior Architecture and Design

Department Chair

Kathy Weidenboerner, M.Ed.
ASID, IDEC, IIDA,

Faculty**Assistant Professor**

Kathy Weidenboerner, M.Ed.
ASID, IDEC, IIDA

Instructor

Keyman Asefi, B.Sc., M.A.,
Allied ASID, IDEC

Adjuncts

Analida Braeger, B.S., M.A.
Amy Monacella, NCIDQ Certified
Kelly Spewock, NCIDQ Certified
Jeff Lander, AIA
Beth Yocum, NCIDQ Certified

Introduction

Interior Architecture and Design is a multi-faceted profession in which creative and technical solutions are applied within a structure to achieve a built interior environment. Interior Architecture and Design includes a scope of services performed by a professional design practitioner, qualified by means of education, experience, and examination, to protect and enhance the life, health, safety and welfare of the public. Interior Design is a service profession concerned with the science and art of providing optimal living, working, learning, and playing environments for human beings throughout the life cycle. As such, it is an essential component of the architectural sciences. Knowledge and skills must be accompanied with confidence, empathy and compassion.

Mission Statement

The Interior Architecture and Design Department establishes its mission as the promotion of the intellectual, emotional, social, physical, and spiritual growth of the student as an effective citizen through liberal and professional education. Therefore, the programs prepare the student not only for a career, but also for life. Faculty and students are challenged to integrate social responsibility with career competence and a commitment to human values.

Philosophy**The faculty believes:**

- That education is a life-long process of guided and purposeful activity, directed toward the development of the individual according to his/her needs, abilities, interests, and potential
- That education is not merely a passive acquisition of knowledge but the meaningful interpretation of that knowledge, and an understanding capable of producing intelligent decisions and actions
- That learning is a change in behavior brought about through experience
- That the identification of learning outcomes is done cooperatively by the student and teacher
- That self-discovery, self-growth, and self-expression are best achieved in a relaxed and open environment which remains sensitive and adaptive to the student's needs and abilities
- That the teacher is a facilitator of that self-discovery and self-growth

They further believe that learning in the professional environment, where students interact with clients and professionals and can apply theoretical principles, is very effective in developing professional proficiency as well as classroom/studio oriented education.

The meaning of this philosophy for Interior Architecture and Design education is that the curriculum should provide a judicious balance of learning experience with essential knowledge and understanding to be gained in the physical, behavioral and social sciences, humanities, professional sciences and communicative sciences.

As potential translators of architectural and interior science, the students need the science (knowledge) and the art (skill) inherent in the Interior Design profession. Only when they have cultivated moral values can they translate this science and art into action, in a wide variety of settings, with sensitivity, self-reliance, social concern and genuine compassion for others.

Program Student Learning Outcomes

Program graduates are envisioned to be competent Interior Designers, with a liberal education, who instill in their profession a vision of all the arts, and who see their own art with clearer perspective within the context of an increasingly complex and global world.

Mercyhurst Interior Architecture and Design students will be able to:

- Understand and address the human needs (social, economic, political, psychological, and physiological) in the applied practice of interior design
- Develop a strong sense of the theoretical basis of art and design. Analytically balance and successfully integrate the theoretical and technical issues of interior environments. Demonstrate business, organizational skills, and managerial ability
- Act responsibly in their concern about issues related to public health and safety, professional ethics and demonstrate a willingness to advance not only themselves but the profession of interior design as a whole

Bachelor of Science in Interior Architecture and Design

The Interior Architecture and Design Department offers courses leading to a Bachelor of Science in Interior Architecture and Design. Students must maintain a grade point average of 2.75 in the major. No required courses in the major may be taken on a Pass/Fail basis. Students who earn a grade less than C in a required major course must repeat the course.

All prerequisites must be met before continuing in the course curriculum sequence. Alteration of the course prerequisites will only be made with special permission of the Department Chair.

To graduate with a degree in Interior Architecture and Design from Mercyhurst University, students are required to:

- Have a major GPA of 2.75 or higher
- Successfully passed the Sophomore Review Process
- Completed 10 service hours related to the built environment
- Submitted a final digital portfolio
- Participated in a senior exit interview
- Completed all course requirements

Program Requirements

IA	100	Design Basics	3 credits
IA	105	Technical Graphics I	3 credits
IA	107	Introduction to Interior Environments	3 credits
IA	111	Design Studio I	3 credits
IA	131	Visual Communications I	3 credits
IA	132	Visual Communications II	3 Credits
IA	200	Building Technology	3 credits
IA	205	Technical Graphics II	3 credits
IA	211	Design Studio II	3 credits

IA	220	History of Interior Design and Architecture I	3 credits
IA	221	History of Interior Design and Architecture II	3 credits
IA	230	Materials I	3 credits
IA	231	Human Factors	3 credits
IA	305	Technical Graphics III	3 credits
IA	311	Design Studio III	3 credits
IA	312	Materials II	3 credits
IA	322	Design Studio IV	3 credits
IA	375	Business & Professional Practices for Interior Designers	3 credits
IA	380	Color and Light	3 credits
IA	410	Senior Seminar I	3 credits
IA	455	Senior Seminar II	3 credits
IA	490	Senior Seminar III	3 credits
IA	495	Department Directed Internship	3-6 credits
ART	122	Ancient to Medieval Art History	3 credits
OR			
ART	123	Renaissance to 20th Century Art History	3 credits
Two (2) additional Major Electives			6 credits

Program Electives

ART	100	Drawing I	3 credits
ART	101	Painting I/ Watercolor	3 credits
ART	105	Painting I/ Acrylics	3 credits
ART	122	Art History: Ancient to Medieval	3 credits
ART	123	Art History: Renaissance to Modern	3 credits
ART	126	3-Dimensional Design	3 credits
BADM	310	Business Law	3 credits
BADM	350	Business Ethics	3 credits
IA	102	Western Feng Shui	3 credits
IA	320	Furniture Design	3 credits
IA	340	Environmental Design I	3 credits
IA	450	Advanced Independent Study	3 credits
MGMT	120	Principles of Management	3 credits
MKTG	162	Principles of Integrated Marketing	3 credits
PSYC	160	Cultural Psychology	3 credits
PUBH	101	Foundations in Public Health	3 credits
SOC	108	Human Growth and Development	3 credits
SOC	342	Human Needs & Global Problems	3 credits
SUST	305	Foundations of Sustainability	3 credits

Portfolio Requirements

Portfolios are not required for incoming freshmen, however all applicants are required to write a response to an essay question. Students transferring into the program from a non-design program of study should meet with the program director to determine advanced standing. Students transferring from another design program are required to submit a portfolio of their college-level work to appropriately identify credit for transferred design courses.

Students are encouraged to begin development of a college-level portfolio beginning in the freshman year to prepare for Sophomore Review and placement in Interior Design Internships. Development of such portfolios is a natural outgrowth of the design studio environment.

Sophomore Review

A review board evaluates students at the end of the sophomore year. The student's continuation in the Interior Architecture and Design program is based on: (1) a minimum 2.75 GPA in major courses; (2) presentation of a resume and an Interior Design portfolio; (3) presentation of a career goal statement; (4) two letters of

recommendation; and (5) successful completion of the interview with the review board.

Senior Capstone/Thesis Project

All students in the Interior Architecture and Design Program are required to complete a Senior Capstone Project (SCP) or a Senior Thesis Project (STP) prior to graduation. Senior projects involve individualized research that must be pre-approved by program leadership. Students apply for project approval and complete research and programming of the project by the end of the spring semester of their junior year. Project development begins in fall semester of the senior year and continues through the spring semester, culminating in the annual Senior Interior Architecture and Design Show.

The senior capstone/thesis project requires students to participate in multiple juried critiques and progress checkpoints throughout the process. If at any given point, student project progress is deemed unacceptable the student will not be allowed to register for the subsequent courses until satisfactory progress has been achieved. Only approved projects will receive the right to be displayed in the exhibition. The program director reserves the right to eliminate any unacceptable design project from final display. Due care must be taken to produce a project worthy of public display.

Service Learning

Students are required to complete 10 hours of community service related to the built environment through involvement with Mercyhurst University Habitat for Humanity or other community service opportunities available through interior design coursework.

Writing across the Curriculum

The department supports the Mercyhurst Writing across the Curriculum Program by requiring writing as part of all courses in the Interior Architecture and Design curriculum.

Mathematics

Department Chair
Lauren Williams, Ph.D.

Faculty

Professor
Donald Platte, Ph.D.

Associate Professors
Roger Griffiths, Ph.D.
Lauren Williams, Ph.D.

Assistant Professor
Robert Hingtgen, Ph.D.

Visiting Professor
Kevin Drees, Ph.D.

Introduction

The department offers a Bachelor of Arts degree in Mathematics. The goal of the Mathematics Department at Mercyhurst is to provide students with the knowledge essential to the pursuit of a career in government, industry, commerce or education, or for entrance into graduate school for further study.

Mission Statement

The Department of Mathematics is committed to:

- Preparing its graduates to pursue certification in secondary mathematics education or to succeed in graduate programs in mathematics, applied mathematics, statistics, operations research, and related disciplines;
- Providing Mercyhurst University students in Biology, Biochemistry, Chemistry, Physics, Forensic Science, and Public Health the mathematics education and resources they need to be successful in their chosen fields;
- Providing all Mercyhurst students with opportunities to improve their basic mathematics and computing skills;
- Providing all Mercyhurst students with opportunities to broaden their appreciation of mathematics;
- Contributing to the advancement of mathematics, statistics, and computer science through published research, conference presentation, and scholarly collaboration;
- Sharing educational innovation through publication and conference presentation.

Program Student Learning Outcomes**A graduate earning a B.A. in mathematics from Mercyhurst University must be able to:**

- Derive equivalent algebraic and analytic expressions from other such expressions using sound mechanical technique.
- Set up and solve problems in mathematics modeling the physical world, with justification of each step in the process, and with a determination of the reasonableness of a solution.
- Effectively communicate mathematics, both orally and in writing, with clarity and precision, observing correct notation, syntax, and organization.
- Prove and disprove mathematical statements using an appropriate technique to create a formal, coherent, and well-structured argument supported by logic and the correct application of known theorems and definitions.

Majors and Minors

Major: Mathematics

Minor: Mathematics

Mathematics Degree Requirements (Bachelor of Arts)

MATH	170	Calculus I	4 credits
MATH	171	Calculus II	4 credits
MATH	150	Linear Algebra	4 credits
MATH	233	Calculus III	4 credits
MATH	240	Differential Equations	3 credits
MATH	265	Transition to Advanced Mathematics	3 credits
MATH	280	Modern Algebra I	3 credits
MATH	281	Modern Algebra II	3 credits
MATH	370	Advanced Calculus	3 credits
MATH	400	Topics in Mathematics	3 credits
STAT	139	Statistics for Sciences	3 credits

Programming Elective

MATH	201	Technical Writing with LaTeX	3 credits
or other department approved course			

It is further recommended that the Mathematics major obtain a minor or (preferably) a major in an additional discipline. All Mathematics majors must maintain a mathematics GPA of 2.0 or higher. A student who does not satisfy this requirement may be dismissed from the major and/or prohibited from graduating with the major. A student who receives a C or below in MATH 233 Calculus III must have the department's permission to continue in the major or minor.

Mathematics Minor Requirements

MATH	170	Calculus I	4 credits
MATH	171	Calculus II	4 credits
MATH	233	Calculus III	4 credits
MATH	150	Linear Algebra	4 credits

Choose three (3) of the following courses:

MATH	201	Technical Writing with LaTeX	3 credits
MATH	240	Differential Equations	3 credits
MATH	245	Geometry	3 credits
MATH	265	Transition to Advanced Mathematics	3 credits
MATH	280	Modern Algebra I	3 credits
MATH	281	Modern Algebra II	3 credits
MATH	370	Advanced Calculus	3 credits
MATH	400	Topics in Mathematics	3 credits
PHYS	201/202	General Physics I & Lab	4 credits
MATH	201	Technical Writing with LaTeX	3 credits

Mathematics with Secondary Education Certification

The Mathematics Education program at Mercyhurst University follows a two-step process designed to give students strong content knowledge before they master the pedagogical tools necessary to become expert teachers at the secondary level (grades 7-12). In completing this program, the student earns a master's degree in addition to the completion of a bachelor's degree. Students interested in the program will first pursue a B.A. in Mathematics by complying with the requirements outlined herein. Upon completion of the undergraduate mathematics degree, the student may then enroll in the Master of Science in Secondary Education: Pedagogy and Practice program (see Graduate Programs Catalog). Teaching certification is not earned until the completion of the master's degree.

A unique benefit of this program is that students intending to complete their undergraduate mathematics degree at Mercyhurst may seek enrollment in the 4+1 program, in which they can complete the master's degree under an

intensive, one-year curriculum. This 4+1 program allows students to earn a B.A. in Mathematics, earn an M.S. in Secondary Education, and become certified to teach at the secondary level, in a five-year period.

Students in the 4+1 program must maintain a G.P.A. of 3.0, complete a Sophomore Review, pass the PRAXIS I exam, and complete two education courses (EDUC 210 Comparative Issues in Education and WL 101 Culturally and Linguistically Diverse Learners) before acceptance into the graduate program. Each student will work with the program coordinator to successfully meet all of these goals during the established timeline. Students who have earned a mathematics degree from another institution will have their work evaluated against Mercyhurst's requirements for the B.A. in Mathematics before being accepted into the master's program.

Military Science

Department Chair

LTC Michael Bentley

Faculty**Professor**

LTC Michael Bentley

Assistant Professors

SFC Jonathan Baxley

CPT Ken Swanson

CPT Brandon Utykanski

Senior Military Science Instructor

MSG Trevor Woods

Introduction

The Military Science program is open to both male and female students. Freshmen and sophomores incur NO OBLIGATION to the U.S. Army by enrolling in the ROTC program unless they win, and accept, a scholarship from the Army. Those who desire to earn a commission as a Second Lieutenant in the United States Army, Army Reserve or Army National Guard must sign a contract in order to enter the junior and senior year of the program known as the Advanced Course. Classes for freshmen and sophomores are held at Mercyhurst University; juniors and seniors may attend classes at Gannon University.

Military Science classes are free of charge to all full-time students who earn academic credits that may be applied toward graduation requirements. Up to six academic credits earned through ROTC courses may be applied to the credits needed for graduation from Mercyhurst University. Students accepted to the university on conditional status will not be permitted to take military science courses until their conditional status has been removed.

Aims and Objectives

The primary purpose of the Department of Military Science is to develop the future officer leadership of the United States Army and to motivate young people to become better citizens. Army ROTC is one of the best leadership courses in the country. During classes, leadership labs, physical training and field training exercises students learn firsthand what it takes to lead others, motivate groups and conduct missions as an Officer in the United States Army.

The program objectives focus on the overall development of a student to lead Soldiers and organizations in the 21st century.

- Students develop into leaders of tomorrow and may commission as Officers in the United States Army, Army Reserve or Army National Guard.
- Students are introduced to the fundamentals of leadership with emphasis on loyalty, duty, respect, selfless service, honor, integrity, personal courage, and ethics.
- Students assess the traits and competencies that are critical for effective leadership within teams, groups, and organizations through direction, problem solving, and effective communication.
- Students are challenged to explore the dimensions of innovative tactical leadership strategies and styles within team dynamics through leadership attributes and competencies in relation to military operations.
- Students practice, study, and evaluate adaptive leadership skills through challenging scenarios related to squad and platoon tactical operations and organizational administration.
- Students transition from an academic student focus to a military student focus by holding leadership positions where they train, organize, mentor, and evaluate underclass students within the Military Science Program.

Program of Instruction

The Department of Military Science offers both a four-year and two-year program

of instruction. Students begin the Military Science program during their freshman year, but may enter as late as their junior year.

Four-Year Program

This program consists of the Basic Course (freshman and sophomore years) and the Advanced Course (junior and senior years). During the Basic Course students must complete four military science courses (twelve credit hours). These courses are designed to provide a general knowledge of the US Army (to include career opportunities), to develop selected leadership traits such as poise and self-confidence, and to teach basic military skills.

Completion of the Basic Course is required for entry into the Advanced Course. During the Advanced Course phase, students qualify for a U.S. Army commission by completing four military science courses (twelve credit hours) and by successfully completing a Cadet Leadership Course (CLC) between their junior and senior academic years. During the school year, students in the advanced course receive a non-taxable subsistence allowance of \$450 per month for juniors and \$500 per month for seniors.

Two-Year Program

This program allows direct entry into the Advanced Course via these methods:

- Be a Junior ROTC graduate. Attend four-week Basic Camp training at Fort Knox, Kentucky. (completed summer of junior year)
- Complete Basic Training through one of the Armed Forces.

Professional Military Education

Whether the student chooses the four-year or two-year program, all ROTC students must pass an approved American military history course prior to commissioning as a second lieutenant.

Financial Aid

OTC merit-based scholarships are available that pay full tuition and fees (\$1200 annual book fees) plus \$300-\$500 per month non-taxable subsistence allowance for ten months each school year. All four-year scholarship recipients also receive a room and board incentive. Scholarships are available on a competitive basis to include grade point average, physical fitness, medical condition, and legal records.

Advancing freshman and sophomores may compete for three and two-year scholarships respectively, regardless of current ROTC participation. There are also multiple scholarship and financial assistance opportunities through the United States Army Reserves and the Army National Guard specifically for ROTC.

Military Science Student Activities

Military Science students are encouraged to participate in university and civic activities. Military Science students are afforded the opportunity to visit selected government facilities (military bases, federal law enforcement facilities, and medical facilities).

The Ranger Challenge Competition, considered a varsity sport, is one of the most challenging activities offered through the Military Science Department. The 10-person team competes in various activities to include a physical fitness test, a 12-mile ruck march, the one-rope-bridge, a hand-grenade assault course, and an orienteering competition. The color guard is a student-run organization that presents the national and state colors in uniform at graduations, sporting events, and other special functions.

Military Science Course Descriptions**ROTC 101: Introduction to the Army**

This course introduces students to the personal challenges and competencies that are critical for effective leadership and communication. Students will learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing

basic knowledge and comprehension of Army leadership dimensions, while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student.
3 credits

ROTC 102: Foundations of Agile and Adaptive Leadership

This course introduces students to the professional challenges and competencies that are needed for effective execution of the profession of arms and Army communication. Students will learn how Army ethics and values shape the Army and the specific ways that these ethics are inculcated into Army culture. The focus is on leadership fundamentals such as problem-solving, listening, presenting briefs, and using effective writing skills. Students explore dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises.
3 credits

ROTC 201: Leadership and Decision Making

This course introduces students to the principles, theories, methods, and practices of effective leadership. Students will learn problem solving, military operations and personal development in order to adequately prepare them to become a successful future officer. The focus of this class is for students to demonstrate critical and creative thinking, the ability to apply troop leading procedures, comprehension of the officer's role in leading, and the ability to apply innovative solutions to problems in concert with the principles of mission command.
3 credits

ROTC 202: Army Doctrine and Team Development

This course introduces students to the fundamentals of the Leadership, Officer Skills, Army Values and Ethics, Personal Development, and Tactics at the small unit level. Students will examine the challenges of leading tactical teams in the complex contemporary operating environment. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Students develop greater self awareness as they assess their own leadership styles and practice communication and team building skills.
3 credits

ROTC 301: Training Management and the Warfighting Functions

This course challenges Cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, Cadets continue to develop their leadership and critical thinking abilities. The focus is developing Cadet's tactical leadership abilities to enable them to succeed at ROTC's summer Advance Camp at Fort Knox, Kentucky.
3 credits

ROTC 302: Applied Leadership in Small Unit Operations

This course uses increasingly intense situations while applying team leadership challenges to build Cadet awareness and skills in leading tactical operations at the small unit level. Cadets review aspects of full spectrum operations. They also conduct military briefings and develop proficiency in the operation orders process. The focus is on exploring, evaluating, and developing skills in decision-making, persuading, and motivating team members in the contemporary operation environment (COE). MSL 302 Cadets are evaluated on what they know and do as leaders as they prepare for ROTC's summer Advance Camp at Fort Knox, Kentucky.
3 credits

ROTC 401: The Army Officer

This course transitions the focus of student learning from being trained, mentored and evaluated as an MSL III Cadet to learning how to train, mentor and evaluate underclass Cadets. MSL IV Cadets will learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process, Army writing style and the Army's principles of training and training management cycle during weekly training meetings to plan, execute and assess battalion training events.
3 credits

ROTC 402: Company Grade Leadership

This course explores the dynamics of leading in complex situations of current

military operations in unified land operations. Cadets examine Army ethics and values, differences in customs and courtesies, cultural awareness, military law, and the impact of the Army's eight interrelated operational variables (PMESII-PT: Political, Military, Economic, Social, Information, Infrastructure, Physical Environment, Time) in the face of international terrorism, aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. It uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare Cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army.
3 credits

The D'Angelo Department of Music

Mary A. Spadafor Endowed Chair of Music

Nathan Hess, D.M.A.

Faculty**Professor Emeritus**

Albert Glinsky, Ph.D.

Associate Professors

Scott Meier, Ph.D.

Nathan Hess, D.M.A.

Lecturer

Craig Stevens, M.A., MT-BC, NMT

Instructor/Director of Sullivan Conservatory

Rebecca Wunch, M.M.

Part-Time Instructors

Louisa Jonason, M.M.

Jonathan Moser, M.M.

Adjunct Faculty

Brad Amidon, M.F.A.	Jonathan Nolan, M.S.
Nathan Barber, M.M.	Hilary Philipp, M.M.
Brittany Barko, M.M.	Chris Rapier, B.A.
Carolyn Borland, M.M.	Patrick Rose, M.M.
C. Thomas Brooks, M.M.	Amanda Sage, M.M.
Kellen Degnan, M.M.	Sarah Schouten, D.M.A.
Elizabeth Etter, D.M.A.	Katherine Soroka, B.A.
Gino Faraci, M.M.	Royce Strider, M.M.
Sarah Kahl, D.M.A.	Kent Tucker, B.M.
Linda Kobler, A.B.D.	Gary Viebranz, D.M.A.
Charles Lute, M.M.	Christopher Von Volkenburg, M.S.
Jacob Malec, M.M.	Allen Zurcher, D.A.
Melany Myers, M.M.	

Introduction

The D'Angelo Department of Music is an accredited member of the National Association of Schools of Music (NASM). The Department is dedicated to assisting young musicians realize their potential as performing artists, educational leaders, and music therapists. With its distinguished faculty, the Department fosters musical achievement and cultural growth through its rigorous curriculum; its membership in the National Association for Music Education; its Faculty Recital Series; its numerous ensembles, productions, and solo performance opportunities; and by presenting special master classes and guest artists through its Roche Guest Artist Series. The D'Angelo Music Building is located on the south end of the campus. The three-level facility and was opened in September of 1988.

In 1996, the university opened the Mary D'Angelo Performing Arts Center. This state-of-the-art facility adjacent to the music building showcases many of the performances and productions of the D'Angelo Department of Music. The Department also utilizes the Walker Recital Hall in the Audrey Hirt Academic Center. This 240-seat hall serves as an additional concert and rehearsal space.

Mission Statement

The D'Angelo Department of Music strives to provide an undergraduate

curriculum with comprehensive instruction to students seeking degrees in Performance, Music Education, Composition, Music Therapy, or a Bachelor of Arts in Music. We are committed to encouraging non-music majors to enroll in our department ensembles and courses. Successful completion of degree programs will enable our music students to take a meaningful place within their communities. It is our goal to assist our students to become well-rounded, healthy individuals and life-long learners in the arts. The Department seeks to do this within the context of a liberal arts university and with a deeply personalized approach to learning.

Vision of the Department

The D'Angelo Department of Music strives to be a nationally competitive and well-respected institution of learning. We seek to have a diverse student body that is intellectually curious, and motivated to learn in our rigorous, high quality curriculum. With a faculty of visionary educators, scholars, and musicians, we believe our students will be challenged to achieve these high scholastic and artistic goals. Faculty and students work together in an atmosphere of professional awareness, mutual support, and outreach. As a result, our graduates will be versatile musicians, prepared to pursue successful, fulfilling careers of their choosing.

Program Student Learning Outcomes

- Students will possess an appropriate understanding of music theory and the skills to properly read and compose music.
- Students will be able to identify significant events, innovations, and composers in the history of music and identify pieces within each major historical period.
- Students will exhibit a proficient level of piano performance.
- Students will attain an acceptable level of performance proficiency on their respective major instrument.
- Students will obtain an appreciation for and necessary skills to properly evaluate the musical performances of others.
- Students will grow musically and socially by participating in musical ensembles.

Music Minor - 22 Credits Required

The D'Angelo Department of Music welcomes any student to audition as a Music Minor (see Audition Requirements below). You will take private lessons on your instrument/voice; study Music Theory, Aural Skills, and Music History; and participate in one of our large ensembles. Scholarships are also available to Minors (see Scholarships and Financial Information below).

Large Ensemble	4 Semesters	4 credits
Applied Instrument, Piano, Voice or Composition	4 Semesters	4 credits
MUS 101/102	Theory I and II	6 credits
MUS 109/113	Theory and Aural Lab I and II	0 credits
MUS 111/112	Aural Skills I and II	2 credits
MUS 104/105	Music History I and II	6 credits

Applied Music Lesson Fee

This lesson fee applies only to certain types of students: 1) Non-music majors who wish to enroll in private lessons taught by department faculty, 2) Music Minors who desire to take private lessons beyond the required two years, 3) Current music majors who register for lessons in a secondary area that is not part of the specific degree program.

Description of Degree Programs

The D'Angelo Department of Music enrolls undergraduate students in the following degree programs: Bachelor of Music in Performance, Bachelor of Music in Music Education, Bachelor of Music in Composition, Bachelor of Music

in Music Therapy, and Bachelor of Arts in Music. Applied study is offered in the following areas: Brass, Composition, Guitar, Percussion, Piano, Strings, Voice, and Woodwinds. A minor in music is also available to students from other disciplines (see Music Minor above).

Bachelor of Music in Performance

This program emphasizes musical proficiency at a pre-professional level through individual instruction, mentoring, and career guidance. Performance experience includes large and small ensembles, solo performance opportunities, solo work in large-scale productions, and required solo recitals in the junior and senior years.

Bachelor of Music in Music Education

Music Education offers students active participation in a variety of performance ensembles like those which our graduates will supervise in the public-school environment. The methods and materials used in the public-school classroom are covered with special focus on motivation, instructional technique, and classroom management skills. Students will be certified to teach K-12 (Band, Orchestra, and Chorus).

Bachelor of Music in Composition

This program aims to equip each young composer with the essential technical toolbox and broad aesthetic perspective needed to assume a place in the community of professional composers, and to serve as a preparation for high-level graduate work and a career in music.

Bachelor of Music in Music Therapy

Music Therapy is the clinical and evidence-based use of music interventions to accomplish individualized non-musical goals within a therapeutic relationship by a credentialed professional. Upon successful completion of the music therapy bachelor's degree, an individual is eligible to sit for the national certification exam to obtain the credential Music Therapist-Board Certified (MT-BC) which is necessary for professional practice.

Bachelor of Arts in Music

This program offers students the opportunity for concentrated private study in a specific performance discipline, while giving flexibility to pursue outside areas, very often resulting in a minor and sometimes a double major. The degree provides a solid grounding for later graduate study in performance, historical and theoretical areas of music, and the broader humanities, as well.

Admission

In addition to the Mercyhurst University application and admission process, students applying to the D'Angelo Department of Music must

- Complete the online Department of Music audition application.
- Present a performance audition. (See requirements below)
- Complete a Theory and Piano diagnostic (for course placement purposes only; has no impact on admission)

Audition Requirements (except BM Music Therapy, see below)

Brass applicants must be prepared to play two contrasting pieces from the standard brass repertoire. Sight-reading may be required. Applicants may also be asked to play major and minor scales.

Composition applicants will be required to show evidence of a strong creative ability, demonstrated through completed works. Applicants should submit scores, and if possible, tapes or CDs of at least two recent compositions. Contrast in style and media is preferred. Electronic works, and pieces that by their nature cannot be represented through standard notation, may be submitted in recorded form, without accompanying scores. All applicants should possess a well-developed ear and should have an intermediate technique on at least one instrument.

Guitar applicants will be expected to play major and minor scales and two pieces of contrasting style. Sight-reading may be required.

Percussion applicants are required to audition on snare drum and mallet percussion. Timpani is recommended, but not required. The applicant will play one solo or etude on each instrument. Sight-reading may be required.

Piano applicants, except BM Performance, will perform two solo works (at least one must be memorized) in contrasting styles (e.g., Baroque, Classical, Romantic, Impressionistic, Twentieth/Twenty-First Century) and display

representative major and minor scales and arpeggios. Sight-reading may be required. Applicants for the BM Performance degree in Piano will perform three memorized solo works in contrasting styles.

String applicants should prepare two contrasting pieces from the standard string repertoire. Applicants may be asked to sight-read and demonstrate proficiency in both major and minor scales and arpeggios.

Voice applicants should prepare three songs of contrasting style, to be performed from memory. Songs should be selected from the standard classical vocal literature. One of these should be in a foreign language.

Woodwind applicants may be required to play at least two octave major and minor scales and arpeggios. They must be prepared to play two contrasting pieces from the standard woodwind repertoire. Sight-reading may be required.

BM Music Therapy Audition Requirements

- Perform two pieces of contrasting style on their primary instrument.
- Improvise and develop a theme on primary instrument.
- Sing one piece in folk tradition, accompanying self on guitar or piano.
- Harmonize chords to familiar melody.
- Demonstrate ability to keep a steady pulse in various time signatures on percussion instrument while accompanying someone on the guitar.
- Demonstrate basic knowledge of I, IV, V progression in various keys on either the guitar or piano.
- Personal interview with the Music Therapy director.
- Typed essay on student's personal philosophy of music, as applied to a therapeutic setting.

Scholarships and Financial Information

Majors

Talent-based scholarships are awarded through the audition process at the discretion of the faculty and the Chair of the Department of Music. Any prospective student is eligible to compete for scholarship assistance, regardless of financial status. Students wishing to apply for financial assistance must also apply to the Student Financial Services office. Students who do not meet required academic and performance levels during their time at Mercyhurst may have their scholarship reduced or eliminated.

Minors

Non-music majors are accepted as music minors through the same audition process described above and are awarded a scholarship for their participation in the music department's large ensembles.

Non-Music Majors

Students at Mercyhurst University who wish to participate in the large and small ensembles are invited to do so at the discretion of the ensemble conductor. A limited number of scholarships are available through an audition process early in the Fall Semester.

Sophomore Review

At the end of the Sophomore year, a formal review is made by the entire full-time music faculty to evaluate whether the student will be retained in the program. Based on grades, progress on the major instrument/voice, juries, and other criteria established by the faculty, the Sophomore Review must be passed successfully for the student to continue working toward a music degree.

Graduation Recitals

- Candidates for the Bachelor of Music degree in Performance must perform a half recital during the Junior year and a full recital during the Senior year.
- Candidates for the Bachelor of Music in Composition must present a half recital during the Junior year and a full recital during the Senior year. Both of these recitals must consist of original compositions.
- Candidates for the Bachelor of Music in Music Education degree must perform a half recital during the Senior year.
- Candidates for the Bachelor of Music degree in Music Therapy must perform a half recital in the Senior year.

- Candidates for the Bachelor of Arts degree in Music must perform a half recital in the Senior year.

Student Handbook

A student handbook outlining all policies of the D'Angelo Department of Music is provided to all music students. It is the responsibility of the student to adhere to guidelines and policies set forth in the handbook.

Music Core Curriculum

47 Credits Required for BA Music, BM Music Therapy, BM Music Education

55 Credits Required for BM Performance and BM Composition

MUS 101/102	Theory I and II	6 credits
MUS 104/105	Music History I and II	6 credits
MUS 108	Introduction to Music Tech	1 credit
MUS 109/113	Theory/Aural Lab I and II	0 credits
MUS 111/112	Aural Skills I and II	2 credits
MUS 140/240 340/440	Large Ensemble	8 credits
MUS 150	Class Piano I 2 Semesters / Piano Majors Exempt	4 credits
MUS 151/251 351/451	Applied Piano BA Music / BM Music Education / BM Music Therapy	8 credits
MUS 151/251 351/451	Applied Piano BM Performance	16 credits
MUS 160/260 360/460	Applied Voice BA Music / BM Music Education / BM Music Therapy	8 credits
MUS 160/260 360/460	Applied Voice BM Performance	16 credits
MUS 170-174 270-274 370-374 470-474	Applied Instrument BA Music / BM Music Education / BM Music Therapy	8 credits
MUS 170-174 270-274 370-374 470-474	Applied Instrument BM Performance	16 credits
MUS 180/280 380/480	Applied Composition BA Music / BM Music Education / BM Music Therapy	8 credits
MUS 180/280 380/480	Applied Composition BM Composition	16 credits
MUS 190/191 290/291 390/391 490/491	Attendance Requirement	0 credits
MUS 201/202	Theory III and IV	6 credits
MUS 207	World Music and Jazz	3 credits
MUS 211/212	Aural Skills III and IV	2 credits
MUS 499	Senior Recital	1 credit

BM in Performance - Instrumental/Piano

Total Credits Required to Graduate in the Major Instrumental - 121 Credits

Piano - 123 Credits

REACH Curriculum

Music Core Curriculum, plus the following:

MUS 145/245 345/445	Small Ensemble	8 credits
MUS 155/255	Accompanying Piano Majors Only	4 credits

MUS 206	Orchestral / Chamber Music	3 credits
MUS 250	Class Piano II 2 Semesters / Piano Majors Exempt	4 credits
MUS 304	Form and Analysis	3 credits
MUS 307	Instrumental Literature and Materials Instrumental Majors Only	3 credits
MUS 310	Piano Pedagogy Piano Majors Only	3 credits
MUS 341	Instrumental Pedagogy Instrumental Majors Only	3 credits
MUS 384	Orchestration	3 credits
MUS 413	Beginning Conducting	1 credit
MUS 414 or 415	Advanced Conducting	1 credit
MUS 430	Piano Literature and Materials Piano Majors Only	6 credits
	Junior Recital	0 credits

BM in Performance - Voice

Total Credits Required to Graduate in the Major Voice - 133 Credits

REACH Curriculum

Music Core Curriculum, plus the following:

MUS 145/245 345/445	Opera Workshop	8 credits
MUS 147/247 347/447	Opera Production	4 credits
MUS 206	Orchestral / Chamber Music	3 credits
MUS 250	Class Piano II (2 Semesters)	4 credits
MUS 281/282	Diction for Singers	4 credits
MUS 304	Form and Analysis	3 credits
MUS 350	Advanced Secondary Piano 2 Semesters	2 credits
MUS 401/402	Vocal Literature and Materials	6 credits
MUS 413	Beginning Conducting	1 credit
MUS 415	Advanced Choral Conducting	1 credit
	Junior Recital	0 credits
FREN 101/102	Introduction to French I and II	6 credits

BM in Composition

Total Credits Required to Graduate in the Major Composition - 126 Credits

REACH Curriculum

Music Core Curriculum, plus the following:

MUS 145/245 345/445	Composers Workshop	8 credits
MUS 206	Orchestral / Chamber Music	3 credits
MUS 250	Class Piano II / 2 Semesters	4 credits
MUS 304	Form and Analysis	3 credits
MUS 230/246 330/346	Instrumental Techniques as Part of Educational Methods and Techniques: Strings, Woodwinds, Brass and Percussion	8 credits
MUS 384	Orchestration	3 credits
MUS 413	Beginning Conducting	1 credit
MUS 415	Advanced Instrumental Conducting	1 credit

Junior Recital	0 credits	MUTH 101	Music Therapy Foundations	3 credits
BM in Music Education		MUTH 102	Clinical Musicianship / Song Writing	2 credits
		MUTH 103	Psychology of Music	2 credits
Total Credits Required to Graduate in the Major		MUTH 104	Clinical Experience I	2 credits
	Instrumental/Voice/Composition - 142 Credits	MUTH 201	Special Populations	3 credits
	Piano - 138 Credits	MUTH 204	Clinical Experience II	2 credits
REACH Curriculum		MUTH 302	Percussion and Improvisation for Music Therapy	1 credit
Music Core Curriculum, plus the following:		MUTH 304	Clinical Experience III	2 credits
		MUTH 473	Internship	0 credits
	MUS 110 Introduction to Music Education 3 credits	PSYC 211	Abnormal Psychology	3 credits

Choose a second MATH Course

ESPE 101	Psychology of Diverse Learners	3 credits
ESPE 201	Inclusive Practices	3 credits
ESPE 301	Supporting Literacy	3 credits
EDUC 210	Comparative Issues	3 credits
EDUC 473	Clinical I Seminar	2 credits
EDUC 474	Clinical Secondary Education	3 credits
EDUC 475	Student Teaching	12 credits

Certification in Education

Note: To receive the degree and certification in music education, all candidates must meet all the requirements outlined in the Education department section of the University catalog. Please refer to all standards, policies and admissions/retention criteria specified for all education majors seeking a degree from Mercyhurst University and certification by the Pennsylvania Department of Education.

BA in Music**Total Credits Required to Graduate in the Major**
Music - 121 Credits**REACH Curriculum****Music Core Curriculum, plus the following:**

MUS 206	Orchestral / Chamber Music	3 credits
---------	----------------------------	-----------

BM in Music Therapy**Total Credits Required to Graduate in the Major**
Music Therapy - 123 Credits**REACH Curriculum****Music Core Curriculum, plus the following:**

MUS 156	Class Guitar for Music Therapy / 2 Semesters	2 credits
MUS 159	Class Voice for Music Therapy / 2 Semesters	2 credits

Nursing

Nursing (RN-BSN) Registered Nurse to Bachelor of Science in Nursing

Program Director
Karen Morahan, Ph.D., RN

Faculty

Associate Professor
Judith Stanley, D.H.Sc., RN, CNE

Associate Professor
Karen Morahan, Ph.D., RN

Instructor
Candice Kiskadden, M.S.N., RN

Introduction

The Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) program provides the opportunity for Registered Nurses with an Associate of Science in Nursing degree or Diploma in Nursing to continue their education and advance in their nursing practice. The program prepares the Registered Nurse to adapt to an ever changing healthcare delivery system, to care for individuals, families, and communities, function in leadership positions, and pursue continued education at the graduate level.

This program offers a balanced curriculum that recognizes the value of general education while prioritizing the learning of needed clinical information and nursing leadership skills. The learning environment is designed to enable the student to be self-directed in the successful completion of the program outcomes through collaboration with both the nursing and liberal arts faculty.

Graduates of this BSN program will use an evidence-based approach in the delivery of quality, safe, cost-effective, culturally competent patient care across the health care continuum. Graduates will display an ability to function in the role of communicator, provider of care, leader, life-long learner, advocate, and collaborator. Graduates will be able to utilize information systems and technology in the assessment, planning, delivery, and evaluation stages of patient care in diverse clinical settings. Graduates of the RN to BSN completion program may pursue advanced degree programs if, and when, they choose.

The curriculum combines asynchronous online nursing courses with occasional synchronous class meetings, which can be attended either on our Erie campus or online via webcam. The curriculum also includes precepted clinical practice in local health care agencies. There are two tracks for RNs to obtain their Bachelor of Science in Nursing.

Track #1

Track #1 is for Registered Nurses (RNs) who have an Associate Degree in Nursing or a Diploma in Nursing. The program is scheduled over 4 semesters and 2 summer sessions, culminating with a capstone course that focuses on nursing leadership. This program consists of 52 credits (31 upper-level Nursing credits and 21 liberal arts credits). These 52 credits build on the student's 68 credits completed in their pre-licensure nursing program, for a total of 120 credits. 120 credits are required for the BSN to be conferred.

Track #2

This track is an accelerated track for Registered Nurses (RNs) who already have a non-Nursing Bachelor's degree. This second track is scheduled over 3 semesters and 1 summer session and culminates with a course that focuses on Community Health Nursing. This track consists of 31 upper-level Nursing credits. These 31 credits build on the nursing credits taken in the student's pre-licensure nursing program and liberal arts courses taken in the student's non-Nursing Bachelor's degree program.

Philosophy

The faculty of the Bachelor of Science in Nursing completion program believe nursing is a caring profession whose members provide patient-centered care

across the life span to individuals, families, and the global community. We believe nursing is a scientific discipline using clinical judgment, substantiated by evidence, and integrating safe, quality care and health promotion.

As part of our professional identity, we value interdisciplinary collaboration and teamwork to promote effective communication and shared decision making. We believe nurses use information and technology to communicate, access resources, promote patient safety and engage in continuous quality improvement. Professional nurses adhere to the established standards of practice and are accountable within the legal and ethical framework of the profession. Inherent in this is the belief that professional education is a continuous life-long process necessary to integrate the best current evidence for clinical practice. In keeping with the core values of Mercyhurst University, we believe nurses are ambassadors of service demonstrating the values of social mercy, global responsibility, intellectual creativity, and reflective awareness.

We believe learners are self-directed and build on prior knowledge and life experiences. Learning is facilitated by various teaching strategies which consider individual learning preferences and varied teaching and educational methodologies, including synchronous and asynchronous distance learning. The faculty encourages and supports the spirit of inquiry to challenge the status quo and question underlying assumptions.

Program Student Learning Outcomes

At the end of this program, the graduate will be able to:

- Employ strategies to minimize risk of harm to individuals, groups, and communities by methodically addressing system problems in health care.
- Integrate best current evidence with clinical expertise and patient (and their family) preferences and values for the achievement of quality nursing and patient outcomes.
- Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care at the individual and group level.
- Utilize technology and innovation that supports evidence-based decision-making, the management of information, and safe, quality patient care.
- Engage in nursing actions that reflect integrity, caring, advocacy, and a commitment to influence evidence-based practice to improve the care of diverse patient populations.
- Demonstrate a knowledgeable, holistic, caring, and culturally aware professional demeanor with patients, families, and communities across all care settings.

Accreditation

The Bachelor of Science in Nursing (BSN) completion program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

ACEN

3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
Telephone: (404)975-5000
website: www.acenursing.org

BSN Requirements

The BSN student must meet the following requirements:

- Have successfully completed an Associate Degree in Nursing or Diploma in Nursing program prior to acceptance into the BSN program.
- Demonstrate proof of an unrestricted RN license in the state where they will be completing clinical hours prior to registering for NURS 401 & NURS 404.
- A grade of C+ (80%) or above is required to successfully pass all 300 and 400 level nursing courses. In addition, a satisfactory performance in the clinical component of NURS 401 and NURS 404 is required. Grades of C (79%) or below in nursing courses and/or an unsatisfactory clinical performance will

require a student to repeat the course.

Nursing (BSN) Major Core Courses (8 courses; 31 credits)

NURS	300	Professional Advancement	3 credits
NURS	301	Research and Evidence-Based Practice in Nursing	4 credits
NURS	302	Introduction to Nursing Informatics	3 credits
NURS	303	The Experience of Chronic Illness	3 credits
NURS	400	Health Promotion and Prevention	3 credits
NURS	401	Nursing in the community	6 credits
NURS	402	Multi-Cultural Global Perspectives in Health Care	3 credits
NURS	404	Leadership in Nursing	6 credits

Some major requirements may also fulfill components of the REACH curriculum.

REACH Curriculum

The RN-BSN program curriculum builds on the student's Associate Degree or Diploma in nursing and requires a total of 120 Credits. All previous student transcripts will be reviewed and the student may need to take specific Liberal Arts courses in order to fulfill the REACH curriculum. Each student will be advised of any specific requirements at the beginning of the program.

Philosophy

Department Chair
James Snyder, Ph.D.

Faculty

Associate Professors
Thomas Donahue, Ph.D.
James Snyder, Ph.D.
Kevin Sullivan, Ph.D.

Introduction

Philosophy, the search for truth and wisdom, explores foundational human questions in logic, epistemology, metaphysics, ethics, aesthetics, language, religion, science, public policy, and law.

The department works closely with students to help tailor their education to meet their interests and goals. All majors are required to complete a senior capstone project, usually taking the form of a directed senior thesis based on independent study. The Philosophy Department co-sponsors the Evelyn Lincoln Institute for Ethics and Society and it hosts the Charlene M. Tanner Speaker Series. The department houses a chapter of Sigma Tau Delta (the national honor society for philosophy), has a student-run Philosophy Club, and encourages majors and minors to participate in undergraduate philosophy conferences and to publish in national student journals.

Many of our students are double majors and see philosophy as their secondary major, which we strongly encourage and support. The philosophy minor is a very attractive complement to most of the University's majors and is perfect for anyone who loves the life of the mind. The Philosophy Department regularly offers upper level elective courses that cater to interests in other majors, such as Religious Studies, Political Science, Psychology, and Art and Graphic Design, and the department's faculty members are often involved in various interdisciplinary courses.

Mission Statement

The Philosophy Department plays a crucial role in the fulfillment of the University's mission, offering a major and a minor and contributing courses to the University's REACH curriculum. In both endeavors, the Philosophy Department's goal is to educate and train the next generation of individuals to achieve personal, professional, and civic success by cultivating the intellectual skills and abilities of effective communication, critical thinking, creative thinking, and ethical reasoning. The philosophy major is designed to prepare students for professional and graduate study in philosophy or some allied field, such as law or political science. The development of these skills in our majors is facilitated by the following tenets:

A student-centered approach to learning and inquiry. The Department works closely with students to help tailor their education to meet their interests and goals. In addition to completing the core curriculum of the major, which consists of 6 courses, all majors are required to take 4 electives, at least one of which is expected to be an independent study.

Historical breadth and conceptual depth. This focuses on knowledge of the history of philosophy and the core philosophical concepts and principles that constitute the foundation of all philosophical and scientific discovery and criticism.

Experiential learning. Students regularly work as research assistants for faculty engaged in scholarship in philosophy or some allied field.

Original research. Students choose and work closely with a thesis advisor on an independent research project, which culminates in a departmental thesis defense.

Student Learning Outcomes

- Effective communication (written and oral communication appropriate to the field of philosophy)
- Substantive Knowledge (the main problems of philosophy, terminology, periods, movements, and schools of thought)
- Critical Thinking (understand and use logical reasoning to interpret, analyze

and criticize the ideas, beliefs, values, and practices of individuals and groups)

- Creative Thinking (Construct authentic, persuasive, and interdisciplinary arguments in support of personal beliefs, values, and practices)
- Ethical Reasoning (understand and use ethical terms, principles, theories and methods to engage and solve personal problems and broad social issues)

Bachelor of Arts Major Requirements

This program is intended for students who either want to pursue a graduate degree in philosophy or for students who want a philosophy degree as complementary double major.

The major provides students with enhanced mentoring for professional development, guidance through the graduate school application process, increased breadth and depth of substantive knowledge through coursework, increased specialization through an emphasis on independent study and directed research, and an increased focus on professional writing within the discipline through its required senior thesis, all of which are expectations for students entering graduate school. (30 Credits)

PHIL	100	Philosophical Inquiry	3 credits
PHIL	101	Introduction to Logic	3 credits
PHIL	260	History of Philosophy to the Renaissance	3 credits
PHIL	261	History of Philosophy Since the Renaissance	3 credits
PHIL	460	Senior Thesis	3 credits

Five (5) Electives in Philosophy

Philosophy Minor

This program of study is intended for students who are passionate about philosophy as a subject and who want the benefits of the formal study of philosophy but whose academic or professional schedules cannot accommodate the more substantial requirements of the major. (18 Credits)

PHIL	100	Philosophical Inquiry	3 credits
PHIL	101	Introduction to Logic	3 credits
PHIL	260	History of Philosophy to the Renaissance	3 credits
OR			
PHIL	261	History of Philosophy Since the Renaissance	3 credits

Three (3) Electives in Ethics

In addition to the department's regularly offered courses for majors and minors listed in the course descriptions, students can elect to take independent study courses at the 200, 300 and 400 levels in order to meet their major or minor requirements. An independent study is a unique opportunity for a student to work closely with a faculty member in a field or on a topic of their interest. Recent independent studies have included

PHIL	315	Philosophy of Mind	3 credits
PHIL	315	Philosophy of Climate Change	3 credits
PHIL	315	Environmental Philosophy	3 credits
PHIL	320	Philosophy of Science	3 credits
PHIL	340	Metaphysics	3 credits
PHIL	350	Analytic Philosophy	3 credits
PHIL	370	Phenomenology	3 credits
PHIL	410	Social and Political Philosophy	3 credits

Physics and Astronomy

Department Chair

Paul Ashcraft, M.S., ABD

Faculty**Associate Professors**

Dyan L. Jones, Ph.D.

Assistant Professor

Joseph Johnson, Ph.D.

Simona Carrubba, Ph.D.

Lecturer

Paul Ashcraft, M.S., ABD

Adjunct

Tom DiVecchio, B.S.

Introduction

The study of physics is essential to every other natural science because it informs how all the processes in the world work. As such, these physics courses are offered in the spirit of exposing students to the fundamentals of physics and highlighting the applications to other areas of science such as chemistry, biology, and health sciences.

Along with the basic science, physics courses will offer students the opportunity to develop their critical reasoning and problem-solving skills. A natural outcome of these courses is an increased capacity to tackle new and challenging problems in a variety of contexts and disciplines.

Both the B.S. and the B.A. Physics programs focus on the quantitative and analytic skills needed to solve problems and interpret data. Students who major in Physics will be prepared to work on cutting-edge ideas in science and technology, academic, government and the private sector, or graduate school in nearly any STEM area.

A physics minor program is currently available, and flexible enough to accommodate a student in any of the STEM disciplines. This minor gives students a distinct advantage over their peers in graduate school or the work force and provides students an opportunity to study advanced and cutting-edge physics.

Mission Statement

The Mercyhurst University Department of Physics seeks to provide a high-quality physics education that prepares students to be the scientists of the future, confident in their abilities and their understanding of physics. Because we believe that simple factual knowledge is not sufficient, the department seeks to instill strong analytical and critical thinking skills in our students. To meet these skills, our department is centered on the following tenets:

A student-centered approach within our Department. We believe that students flourish when they are the center of the learning process. In particular, we place an emphasis on achieving close student-faculty relationships.

A focus on scientific inquiry at all levels in the curriculum. We believe that students are most successful when they engage in the scientific process to the fullest extent. Inquiry-based learning is infused in all of our scholarly pursuits, from experimentation design through communication with the scientific community.

A commitment to promoting diversity in the sciences. By placing an emphasis on mentoring and diversity in the faculty, we seek to support students from all backgrounds and levels of experience, including those traditionally under-represented.

A dedication to standards of excellence. We believe that success in scientific disciplines requires fulfillment of a clear set of academic standards, and we

strive to ensure that all students meet these standards. Through guidance and mentoring, we strive to provide every student with the opportunity for success.

A belief in developing the whole person. We believe that a dedication to lifelong learning, the ability to communicate effectively both orally and in writing, and a desire to contribute to the science community and society at large are essential characteristics of ethical professionals and socially conscientious citizens.

Along with our major courses, we also strive to provide students with a liberal arts background that contributes to a well-rounded academic. Students in any of our courses should acquire the foundational knowledge necessary to be successful in their field and as thoughtful citizens. Our graduates have the expertise and competence in physics to be prepared for advanced study in the physical sciences and/or for employment.

Program Student Learning Outcomes**Mastery of fundamental physics principles**

- Students will show proficiency at solving quantitative problems that require an understanding of the fundamental principles in each of the major areas of physics.
- Students will show proficiency at explaining qualitatively the broad array of physical phenomena that can be explained using these fundamental concepts.

Application of previously learned information in new contexts

- Students will show proficiency at transferring fundamental principles into the advanced study in physics areas such as classical mechanics, electrodynamics, thermodynamics, and quantum mechanics.

Demonstration of proficiency in scientific methods of inquiry

- Students can design and carry out simple experiments including the collection, analysis, and presentation of meaningful data.

Acquisition of professional skills

- Students can complete a literature review including the ability to read and use scientific literature.
- Students can present well-organized, logical, and scientifically sound oral and written scientific reports.

Recognition of the broader implications of an education in physics

- Students demonstrate an awareness of the impact of physics in social, economic, and environmental issues.
- Students value both independent study and teamwork, as well as hold an appreciation for life-long learning.

Department Requirements

All prerequisite coursework must be completed with a grade of C or better in order for a student to be eligible to enroll in a course. If this requirement has not been met prior to the start of the semester during which a student is enrolled, students will be removed from the course where the prerequisites have not been satisfactorily met.

To be recommended for graduation, a student must earn at least a 2.5 grade point average in the required major and cognate courses and labs. When a course is re-taken the GPA requirement includes both the original grade and the grade from the retake. A student also must earn a grade of a C or better in any course from the major discipline that is to fulfill a degree requirement. No required course may be taken on a Pass/Fail basis. No required upper-division courses may be taken at another institution without prior approval. Students are required to take theory and lab courses concurrently unless permission is granted from both the instructor and the department. Withdrawal from one without withdrawal from the other is not allowed without permission from

both the instructor and the department.

All students seeking degrees in programs offered by the Physics Department are required to undergo a review by department faculty at the completion of their sophomore year or at the completion of their sophomore level requirements. Students must successfully complete the Sophomore Review to be accepted into the Department's programs and to continue their physics studies.

Students eligible for review are those who have been enrolled at Mercyhurst for at least 2 years, and must have completed or be in the process of completing Calculus II, General Physics II, Chemistry II, and at least one upper-level physics course (numbered 300 or higher). Acceptance to the program will be based on academic performance in the department and at the University as a whole as well as professional conduct. Students who do not pass the Sophomore Review will not be allowed to enroll in any further courses required for Physics programs. Students seeking a B.S. must also sign up with a Research Advisor before November 1 of the academic year in which they intend to graduate.

Physics Major Bachelor of Science Degree Requirements

All students seeking a Bachelor of Science (B.S.) degree in physics are required to take the following courses:

CHEM	121/122	General Chemistry I & Lab	4 credits
CHEM	131/132	General Chemistry II & Lab	4 credits
MATH	170	Calculus I	4 credits
MATH	171	Calculus II	4 credits
MATH	233	Calculus III	4 credits
MATH	150	Linear Algebra	3 credits
MATH	240	Differential Equations	3 credits
PHYS	200	Freshman Seminar	3 credits
PHYS	201/203	General Physics I & Lab	4 credits
PHYS	202/206	General Physics II & Lab	4 credits
PHYS	310/312	Modern Physics & Lab	4 credits
PHYS	330	Thermal Physics	3 credits
OR			
CHEM	341	Physical Chemistry I	3 credits
PHYS	335	Optics	3 credits
PHYS	350	Mechanics I	3 credits
PHYS	360	Electromagnetism	3 credits
PHYS	420	Quantum Mechanics	3 credits
PHYS	450	Senior Research Project	3 credits

Students are also required to choose at least two approved physics Major electives, with at least one course must be a 300 level course or higher.

Physics Major Bachelor of Arts Degree Requirements

All students seeking a Bachelor of Science (B.A.) degree in physics are required to take the following course.

CHEM	121/122	General Chemistry I & Lab	4 credits
CHEM	131/132	General Chemistry II & Lab	4 credits
MATH	170	Calculus I	4 credits
MATH	171	Calculus II	4 credits
MATH	240	Differential Equations	3 credits
PHYS	200	Freshman Seminar	3 credits
PHYS	201/203	General Physics I & Lab	4 credits
PHYS	202/206	General Physics II & Lab	4 credits
PHYS	310/312	Modern Physics & Lab	4 credits
PHYS	330	Thermal Physics	3 credits
PHYS	335	Optics	3 credits
PHYS	350	Mechanics	3 credits

PHYS	360	Electromagnetism	3 credits
------	-----	------------------	-----------

Students are required to choose at least one approved Physics Major elective course.

Physics Minor

All students pursuing a Physics Minor must take the following courses:

MATH	170	Calculus I	4 credits
MATH	171	Calculus II	4 credits
PHYS	201/203	General Physics I & Lab	4 credits
PHYS	202/206	General Physics II & Lab	4 credits
PHYS	310/312	Modern Physics & Lab	3 credits

Students must also choose two approved Physics Minor elective courses.

Students who wish to earn the minor will be required to earn at least a "C" in every course and to maintain a 2.5 GPA overall in their minor courses.

Political Science

Department Chair

Joseph M. Morris, D.A

Faculty

Professors

Randy S. Clemons, D.A.
Brian D. Ripley, Ph.D.

Associate Professor

Joseph M. Morris, D.A.

Assistant Professor

Victoria A Rickard, Ph.D., J.D.

Introduction

The political science major is designed to prepare students for graduate school, law school, and careers such as journalism, teaching, foreign service, public service, public policy, and public administration. In addition to the standard political science major, the department offers two concentrations: Pre-Law and International Relations. Students with an interest in other subfields of the discipline including public administration and/or policy, environmental politics, and campaigns and elections may choose to focus their studies in these areas. The department also offers three minors: political science, international relations and diplomacy, and public policy.

The department works closely with students, each of whom chooses their advisor. They meet each semester with their advisor to schedule classes for the following semester, discuss internships, and, in the spring semester, complete a "spring review." All majors are required (unless waived by the department) to complete an internship, study abroad program, or another department-approved experience. The department has an active chapter of Pi Sigma Alpha (the national political science honor society), a pre-law society, and other extracurricular activities. The department also operates a computer-assisted telephone interviewing facility where students and faculty work together to conduct public opinion polls on a wide range of topics.

Mission Statement

We seek to foster life skills such as reading, writing, persuading, negotiating, and presenting; the ability to think spatially; understanding of numerical data; historical awareness; and international, cross- and multi-cultural appreciation. These life skills also include an understanding of how political scientists think, gather evidence, process data, and reach tentative conclusions. Graduates will develop an ability to think critically about political phenomena and thought, and be prepared for the worlds of work (formal employment in the labor market) and citizenship (civic and community life) and have a solid academic foundation for graduate studies or law school. Thus, specific career plans and interests aside, graduates will be well-prepared to comprehend and interact with the political world.

As liberal arts college graduates with a particular interest in politics, they should receive enough in-depth training and a wide enough breadth of perspectives to follow their own inclinations to interact politically with that world whether as "simply" citizens, professional business men and women, journalists, lawyers, interest group participants, active electoral involvement, government or private sector analysts, or academic political scientists. We attempt to reveal the importance and personal impact of political events and issues; and, more significantly, we seek to equip them to be able to understand, evaluate, and potentially shape the political events, actions, and problems/solutions of the future.

These are crucial components of a liberal arts education and, along with knowledge of politics and government, key components of the sort of civic education on which democracy depends.

Program Student Learning Outcomes

Upon completion of the political science program, including any of its

concentrations, graduates will be able to:

- Demonstrate knowledge of foundational and contemporary political science theories; apply theoretical approaches to data analysis and practical experiences.
- Demonstrate knowledge of relevant political science methodologies; apply relevant models of inquiry to data gathering and analysis.
- Demonstrate knowledge of the institutions and processes associated with governance and apply this knowledge to historical and contemporary events.
- Demonstrate the ability to think critically, which includes identifying and explaining issues, recognizing concepts and assumptions, acknowledging multiple perspectives, and evaluating evidence to reach conclusions.
- Demonstrate written and oral communication skills expected of a professional in the field.
- Demonstrate knowledge of, and preparation for graduate education and careers associated with the field of political science.

Degree Requirements for a BA in Political Science

Each spring the academic progress of students is reviewed in addition to course scheduling and regular advising. All political science majors and minors meet with faculty to discuss progress toward graduation, plans after graduation, student concerns, and other academic matters (e.g., minors, double majors, honors status, writing skills).

Students whose performance is unsatisfactory are placed on probation or disenrolled from the major. Students who are excelling will receive commendations. An overall 2.5 GPA is required for admission to the major (including all concentrations).

There are eight (8) required courses, as well as seven (7) elective courses that must be completed in the major. A 2.5 G.P.A. must be maintained in the major.

POLI	100	American Government	3 credits
OR			
POLI	105	Global Issues	3 credits
POLI	325	Introduction to Public Administration	3 credits
POLI	411	Seminar: Contemporary Issues in Politics	3 credits
POLI	437	Political Science Project	3 credits

Choose one (1) of the following courses (3 credits):

POLI	336	International Organization and Diplomacy	3 credits
POLI	335	American Foreign Policy	3 credits

Choose one (1) of the following courses (3 credits):

POLI	300	State and Local Politics	3 credits
POLI	491	American Presidency	3 credits
POLI	492	American Congress	3 credits

Choose one (1) of the following courses (3 credits):

POLI	301	American Political Thought	3 credits
POLI	400	Political Theory	3 credits

Choose one (1) of the following courses (3 credits):

CRJS	318	Introduction to Criminal Justice Research	3 credits
PHIL	101	Introduction to Logic	3 credits
POLI	290	Research Methods in Social Science	3 credits
SOC	300	Social Research Methods	3 credits
SOC	330	Statistics in Social Science	3 credits

AND Any Seven (7) Political Science Electives

Pre-approved off-campus study and pre approved cognate courses from other disciplines may be used to fulfill political science elective courses

Political Science Pre-Law Concentration

While students can attend law school after completing a range of majors, a plurality of law students majored in political science as undergraduates. The combination of skills (e.g., writing, critical thinking, analytical) and course content prepare political science students for the challenges of law school. Since 1993 our students have been accepted to dozens of law schools across the nation. Pre-Law students are designated as such on their degree and college transcript. The department has a pre-law advisor who helps students select courses and internships that will prepare them for the law school application process and the academic challenge of law school. Pre-law students are encouraged to join the Pre-Law Society and must complete the required courses for the standard political science major while selecting their elective classes from the courses listed below. A 2.5 G.P.A. must be maintained in the major.

POLI	421	Constitutional Law	3 credits
POLI	422	Civil Liberties	3 credits
POLI	225	American Legal Process	3 credits
POLI	321	Environmental Law	3 credits
POLI	322	Legal Research and Writing	3 credits
POLI	360	Philosophy of Law	3 credits
BADM	260	International Law	3 credits
BADM	310	Business Law I	3 credits
BADM	325	Business Law II	3 credits
PHIL	101	Introduction to Logic	3 credits
PSYC	240	Psychology and the Law	3 credits
SOC	337	Sociology of Law	3 credits

International Relations Concentration

The International Relations (IR) Concentration in political science addresses a significant need in an era of globalization. Mercyhurst students can specialize in international relations, focus on courses most relevant to this field, and graduate with a diploma that identifies IR as their chosen field of study. The innovative curriculum, which emphasizes international politics and regional political systems, is enhanced by versatile study abroad opportunities.

Students who select the IR Concentration are preparing for a variety of careers, including diplomacy, academia, journalism, public service, or work with the vast array of non-governmental organizations engaged in advocacy and service around the world. A large percentage of Mercyhurst political science graduates pursue graduate school, and those seeking an IR program will be well prepared upon completion of the IR track at Mercyhurst. Alumni in school and those currently working for the government at home and abroad, as well as for non-profits and businesses, are testimony to the quality of preparation received. The marketable skills at the center of this concentration include proficiency in research and analysis, the ability to read critically, an appreciation of diverse and complex views, and an enhanced understanding of world events and the conditions that influence them. For successful completion of the IR Concentration, students must take 15 three-credit courses (6 required and 9 electives). Students will work with their advisor to plan their specific program. A 2.5 G.P.A. must be maintained in the major.

I. Required Political Science Courses (18 credits)

POLI	100	American Government	3 credits
POLI	105	Global Issues	3 credits
POLI	299	Geopolitics	3 credits
POLI	335	American Foreign Policy	3 credits
POLI	336	International Organizations and Diplomacy	3 credits
POLI	437	Political Science Project	3 credits

II. Political Science Electives - Choose five (5) of the following courses (15 credits):

POLI	224	The Vietnam War	3 credits
------	-----	-----------------	-----------

POLI	241	Comparative Politics: Asia	3 credits
POLI	242	Comparative Politics: Europe	3 credits
POLI	302	Politics of Russia	3 credits
POLI	337	Foreign Policy Decisions	3 credits
POLI	380	Politics of the Global Economy	3 credits
POLI	400	Political Theory	3 credits
RIAP	213	Intelligence and National Security	3 credits

III. Choose Two (2) Additional Elective in Consultation with Advisor

IV. Other Requirements - Any foreign language through the second level

Social Studies Education Precertification Program

This program enables students to graduate as a History major while completing their content area requirements for Pennsylvania teacher certification in social studies. Students apply for the fifth year M.S. in Secondary Education following graduation. In addition to earning a Master of Science degree in Secondary Education at the end of their fifth year, they will also be certified to teach social studies in grades 7 through 12. Students intending to pursue the social studies certification must apply to the Master's program through the Education Department during their senior year. More details on this fifth-year curriculum can be found in the Graduate Program Catalog. Along with the content area courses students should take the PRAXIS I National Teacher Exam, EDUC 210 Comparative Issues in Education, and WL 101 Culturally & Linguistically Diverse Learners at any time in their junior or senior year. To gain admission into the Master's program, students must have achieved a grade point average 3.0 or better in their undergraduate degree as mandated by the Pennsylvania Department of Education, and secured the necessary state and national clearances as outlined in the Education Department section of this catalog.

Social Studies Content Area Requirements

In addition to completing the requirements of a political science major, all students pursuing the 4+1 social studies pre-certification program must also complete a history minor and, in consultation with their advisor, some additional content area courses:

ANTH	112	World Cultures	3 credits
ECON	105	Macroeconomics	3 credits
PSYC	101	Introduction to Psychology	3 credits
SOC	100	Introduction to Sociology	3 credits

Political Science Minor

A student must achieve a 2.5 GPA in seven political science courses (including American Government) to be certified to graduate with a pPolitical sScience minor.

POLI	100	American Government	3 credits
Six (6) additional political science courses			18 credits

International Relations and Diplomacy Minor

This minor is housed in the Political Science Department, but allows for utilization of some cognate courses from other departments, depending on the student's interests, major(s), and university REACH course selections. A 2.5 G.P.A. must be maintained in the minor.

I. Required Foundational Course (3 credits)

POLI	336	International Organization and Diplomacy	3 credits
------	-----	--	-----------

II. Choose five (5) of the following courses (15 credits):

HIST	224	The Vietnam War	3 credits
POLI	105	Global Issues	3 credits
POLI	241	Comparative Politics: Asia	3 credits
POLI	242	Comparative Politics: Europe	3 credits
POLI	299	Geopolitics (recommended to be taken in junior year)	3 credits
POLI	302	Politics of Russia	3 credits

POLI	335	American Foreign Policy	3 credits
POLI	380	Politics of the Global Economy	3 credits
RIAP	313	Intelligence and National Security	3 credits

III. Any two (2) other Political Science courses (6 credits)

(or pre-approved cognate courses from another department) including all courses listed above not used previously

Other Requirements

Foreign language competency at 2nd level (usually two classes)

The departmental minor advisor, in consultation with the student, may allow preapproved courses from other departments to fulfill Category III. For example, a REACH course such as Macroeconomics and/or a variety of political science courses (e.g., American Government, Political Theory, Public Administration, Political Psychology, Senior Project Course, and Internships) can be used to fulfill Category III. Students who have not lived outside the United States are strongly encouraged to avail themselves of our study abroad opportunities – but this is not a requirement.

Public Policy Minor

This minor is designed for students of all majors who have an interest in public policy and/or administration. The minor is housed in the Political Science Department, but allows for utilization of some cognate courses from other departments, depending on the student's interests, major(s), and university REACH course selections. A 2.5 G.P.A. must be maintained in the minor.

I. Required Courses (12 credits)

POLI	100	American Government	3 credits
OR			
ECON	105	Macroeconomics	3 credits
POLI	105	Global Issues	3 credits
OR			
ECON	106	Microeconomics	3 credits
POLI	308	Public Policy Analysis and Impact	3 credits
POLI	325	Introduction to Public Administration	3 credits

II. Choose one (1) of the following courses (3 credits):

CRJS	318	Introduction to Criminal Justice Research	3 credits
PHIL	101	Introduction to Logic	3 credits
POLI	290	Research Methods in Social Science	3 credits
SOC	300	Social Research Methods	3 credits
SOC	330	Statistics in Social Science	3 credits

III. Any two (2) additional Political Science courses (6 credits)

(or pre-approved cognate courses from another department)

Pre-Law

Interdisciplinary Minor

Program Director

Tina M. Fryling, M.S., J.D.

Introduction

Mercyhurst University offers an interdisciplinary Pre-Law Minor to students in any major who may be considering law school. The goal of the minor is to help students determine if law school is the right choice for them and to help them prepare for law school by exposing them to some fundamental area of study.

The minor allows for flexibility in course selection so that students are able to focus on their specific areas of interest, while at the same time build a foundation that will help them succeed in law school. The minor can be declared at any time during a student's matriculation.

The American Bar Association (ABA) does not recommend any one particular major or area of study for students who wish to go on to law school. However, the ABA does recommend several core skills and values that build a "sound foundation for a legal education." These core skills and values include the following:

- Analytic/Problem Solving Skills
- Critical Reading
- Writing Skills
- Oral Communication/Listen ability
- General Research Skills
- Task Organization/Management Skills
- Public Service and Promotion of Justice

Minor Requirements

Based on these ABA recommendations, students are required to take six courses (18 credits) that teach these core skills and values, or cover some topical areas dealt with in law school.

Students are required to take the following two (2) courses:

BADM	310	Business Law I	3 credits
CRJS	322	Legal Research and Writing	3 credits

Student are required to take one (1) of the following courses:

CRJS	310	Constitutional Law in Criminal Procedure	3 credits
POLI	422	Civil Liberties	3 credits

Students work with a pre-law advisor to choose the additional three courses. The additional courses must cover some core skill or value listed above, or must be relevant to some topical area dealt with in law school. The philosophy behind the minor is to allow students flexibility in choice, while providing them with relevant and beneficial curriculum choices.

An approved law-related internship is highly recommended, and can also be used to fulfill one of the two additional course requirements. POLI 100 American Government is strongly recommended.

No more than two courses in the Minor can be used to count for the Major and/or Core. Students interested in the minor should contact Dr. Victoria Rickard in the Political Science Department, Atty. Meredith Bollheimer in the Walker School of Business, or Atty. Tina Fryling in the Criminology & Criminal Justice Department.

Psychology

Department Chair
Melissa Heerboth, Ph.D.

Faculty

Professors
Robert Hoff, M.A.
Marilyn Livosky, Ph.D.

Associate Professors
Gerard Barron, Psy.D.
Melissa Heerboth, Ph.D.
Gerard Tobin, Ph.D.
Matthew Weaver, Ph.D.

Adjunct Faculty
Bradley McGarry, M.A.
Judith Smith, Ph.D.

Introduction

Psychology is the scientific study of thoughts, feelings, and behavior. Research psychologists strive to gain an understanding of the processes underlying human behavior by examining influences ranging from the neurobiological to the sociocultural. It is an ever-changing discipline that has broad applicability across many diverse contexts. A detective interviewing a child who witnessed a crime, an engineer designing a cockpit for ease of use, a doctor who designs a treatment plan for a patient, or a marketing executive designing a new ad campaign would all benefit from using psychology. Many of our students enter graduate or professional programs in psychology or in related areas such as law, medicine, social work, government, sports, or business. Other students enter the job market in a variety of applied settings immediately after graduation, most commonly in social services or the helping professions.

Psychology majors can expect rigorous training in scientific literacy, critical thinking, ethics, social responsibility, cultural competency, and communication skills. The American Psychological Association counts career development as one of its five major goals of undergraduate education. This means that students will be taught how to apply psychological findings to their own career skills, including how to exhibit self-efficacy and self-regulation, refine project-management skills, enhancing teamwork capacity, and developing meaningful professional direction for life after graduation.

To accomplish these goals with offering the maximum amount of flexibility for students to pursue their own chosen areas, the Psychology Major at Mercyhurst offers three distinct tracks: a general track which affords students flexibility to double major, an applied track with an emphasis on preparing students for jobs or graduate study in the helping professions, and a research track with an emphasis on scientific research and building an impressive application to graduate school. In addition to these tracks, concentrations such as Neuroscience and Crime and Justice are offered. Students are encouraged to consult with their advisors to help determine the track that is the best fit.

Mission Statement

The Department of Psychology at Mercyhurst University fully adopts both the core values at Mercyhurst University and the American Psychological Association's goals for undergraduate education and seeks to develop students that are:

Socially merciful, in that they are able to build and enhance interpersonal relationships and adopt values that build community at local, national, and global levels.

Globally responsible through their application of ethical standards in their evaluation of psychological science and practice.

Compassionately hospitable through their ability to interact effectively and sensitively with people of diverse abilities, backgrounds, and cultural perspectives.

Intellectually creative with their ability to interpret, design, and conduct basic psychological research and their firm foundation in psychology's content areas.

Reflectively aware with their ability to apply psychological content and skills to explain behavior and mental processes, including accurate, critical self-assessment of performance and the ability to develop and execute strategies for exceeding performance criteria.

Program Student Learning Outcomes

In accordance with the American Psychological Association's 2.0 Guidelines for Undergraduate Education in Psychology, Mercyhurst Psychology graduates will be expected to demonstrate:

- A firm knowledge base in Psychology
- Scientific and critical thinking
- Ethical and social responsibility
- Communication skills
- Professional development skills
- Knowledge about the history and progression of the field of Psychology

Psychology Major Degree Requirements Bachelor of Arts - 39 Credits

Psychology Majors must take the following courses and earn a C or higher:

PSYC	101	Introduction to Psychology	3 credits
PSYC	291/293	Research Design and Statistical Analysis I / Lab	4 credits
PSYC	292/295	Research Design and Statistical Analysis II / Lab	4 credits
PSYC	203	Majoring in Psychology	1 credit
PSYC	301	History of Psychology (take senior year)	3 credits

Additionally, students must take one course from each cluster below:

Cluster 1: Social and Personality

PSYC	201	Personality Psychology	3 credits
PSYC	231	Social Psychology	3 credits
PSYC	233	Cross Cultural Psychology	3 credits
PSYC	265	Psychology of Gender	3 credits

Cluster 2: Developmental and Cognitive

PSYC	237	Memory and Cognition	3 credits
PSYC	241	Developmental Psychology: Childhood	3 credits
PSYC	242	Developmental Psychology: Adolescence	3 credits
PSYC	350	Antecedents of Aggression	3 credits

Cluster 3: Applied and Clinical

PSYC	211	Abnormal Psychology	3 credits
PSYC	221	Clinical Psychology	3 credits
PSYC	222	Psychological Assessment	3 credits
PSYC	294	Industrial/Organizational Psychology	3 credits

Cluster 4: Biological and Health

PSYC	225	Health Psychology	3 credits
PSYC	252	Biopsychology	3 credits
PSYC	253	Drugs and Human Behavior	3 credits
PSYC	281	Behavior Modification	3 credits

General Psychology

Students opting for the General Track in the Psychology Major must have a major GPA of 2.25 or higher.

Students in this track must take:

One advanced-level (300 - 400) Psychology course	3 credits
Four additional Psychology electives	12 credits

Applied Psychology Concentration

Students opting for the Applied Track in the Psychology major must have a major GPA of 2.5 or higher. Students in this track must take:

One advanced-level (300 – 400) Psychology course	3 credits
PSYC 323 Counseling Theory and Skills	3 credits
One additional Psychology elective	3 credits
PSYC 475 Psychology Internship	3 credits

Research Concentration

Students opting for the Research Track in the Psychology major must have a major GPA of 2.5 or higher. Students in this track must take:

Two advanced-level (300 – 400) Psychology courses	6 credits
One additional Psychology elective	3 credits
PSYC 490 Senior Research Practicum	3 credits

Neuroscience Concentration

The Neuroscience concentration offers a program of study that relates behavior to bodily processes, especially the workings of the brain. The main goal of this area of study is to understand behavior and experience in terms of their biological substrates.

BIO 142/143 Cellular and Molecular Biology & Lab	4 credits
BIO 146/147 Ecology and Evolutionary Biology & Lab	4 credits
BIO 450 Neurobiology	3 credits
PSYC 101 Introduction to Psychology	3 credits
PSYC 252 Biopsychology	3 credits
PSYC 291/293 Research Design and Statistical Analysis I & Lab	4 credits

In addition, students must take any three from the following

BIO 310/311 Genetics & Lab	4 credits
BIO 320/321 Comparative Vertebrate Anatomy & Lab	4 credits
BIO 330/331 Immunology & Lab	4 credits
BIO 370/371 Cellular Biochemistry & Lab	4 credits
PSYC 211 Abnormal Psychology	3 credits
PSYC 236/238 Learning and Motivation & Lab	4 credits
PSYC 237 Memory and Cognition	3 credits
PSYC 253 Drugs and Human Behavior	3 credits
PSYC 352 Seminar in Biological Psychology: Topics in Neuroscience	3 credits

Psychology Minor - 19 Credits

A Minor in Psychology would be a useful complement to any major area of study. Six courses are required for the Psychology Minor, including:

PSYC 101 Introduction to Psychology	3 credits
PSYC 291/293 Research Design and Statistical Analysis & Lab	4 credits
Four (4) electives in Psychology	12 credits

Interdisciplinary Minors

In addition to the Psychology Major and Minor, there are three additional interdisciplinary minors that feature Psychology courses: Psychology of Crime and Justice, Gender Studies, and Sports Studies. Information about each of these minors can be found in their own sections in this catalog.

Psychology of Crime and Justice

Interdisciplinary Minor

Program Directors

Gerard Barron, Psy.D.

Maria L. Garase, Ph.D.

Introduction

The Departments of Psychology and Criminal Justice have developed a sequence of study to provide students with an interdisciplinary focus in the psychology of crime and justice. The minor is designed to complement undergraduate degrees in psychology, criminal justice, and other social and behavioral sciences.

Interdisciplinary Minor Psychology of Crime and Justice (21 credits)

Required courses: (12 credits)

CRJS	101	Justice in America	3 credits
CRJS	230	Criminology	3 credits
PSYC	100	Introduction to Psychology	3 credits
PSYC	240	Psychology and the Law	3 credits

Choose any 3 courses (9 credits) from the following list:

CRJS	104	Introduction to Corrections	3 credits
CRJS	220	Drugs, Crime, and Criminal Justice	3 credits
CRJS	240	Victimology	3 credits
CRJS	310	Constitutional Law and Criminal Procedure	3 credits
CRJS	338	Race, Crime, and Justice	3 credits
PSYC	201	Personality Psychology	3 credits
PSYC	211	Abnormal Psychology	3 credits
PSYC	253	Drugs and Human Behavior	3 credits
PSYC	231	Social Psychology	3 credits
PSYC	350	Antecedents of Aggression	3 credits

If you are a Criminal Justice or Psychology major and your required major courses are listed above, you will need to select courses from this listing from the other discipline to reach your 21 credits and *at least 4 unique courses*. Please work closely with your advisor to monitor your progress toward the minor.

Criminal Justice majors who seek the Interdisciplinary Minor in the Psychology of Crime and Justice must maintain a 2.5 GPA in order to earn the minor.

Public Health

Department Chair

M. Beatriz Torres, Ph.D.

Faculty**Associate Professor**

M. Beatriz Torres, Ph.D.

Assistant Professor

Lucy Thairu, Ph.D.

Jointly Appointed Faculty**Associate Professor**

Karen Morahan, Ph.D., RN

Instructor

Candice Kiskadden, M.S.N.

Melissa Lustic-Long, M.S., LAT, ATC, CSCS

Adjunct Faculty

Megan Ferri, D.O., M.P.H.

- Increase awareness about the health and conditions of populations around the world

Program Student Learning Outcomes

The faculty members of the Public Health Department have identified five major Student Learning Outcomes (SLOs) for Majors in the Public Health Program. These SLOs are based on the 14 Council for Education in Public Health (CEPH) specific learning outcomes, which have been combined into 5 broader learning outcomes.

- Demonstrate an understanding of the history and philosophy of Public Health, the healthcare system and the relevant dimensions of health policy, law, ethics and economics related to public health.
- Identify the role and importance of using data in Public Health for identifying and addressing population health challenges
- Demonstrate an understanding of the science of human health and disease and the principles of health promotion and health protection.
- Describe the role socioeconomic, behavioral, biological and environmental factors on human health and their contribution to health disparities.
- Use mass media, technical writing and technology to effectively communicate health-related information and to disseminate public health messages to a wide range of audiences.

Introduction

The Public Health Department offers a Bachelor of Arts, Bachelor of Science and a minor in public health. The Public Health program at Mercyhurst was developed to meet the growing demand for public health studies among college students nationwide and in response to the Institute of Medicine's recommendation to the US Department of Education that all college campuses offer public health coursework to undergraduate students.

In 2009, the Los Angeles Times reported that the US is facing a "public health workforce shortage" and noted that by 2020 America will be short more than 250,000 public health workers. Students majoring in public health can pursue a wide range of public health careers including: public health practice, health education, infection control, environmental health, epidemiology, biostatistics, health services research or administration, health policy, and international health.

Public health also provides a strong platform for students interested in a wide variety of careers in related fields including medicine, health care, biotechnology and the life sciences. There are also a wide variety of graduate school options for students pursuing a public health major. There are currently more than 50 graduate schools of public health in the US in some of the nation's best universities offering both master and doctoral degrees.

Mission Statement

Consistent with the mission of Mercyhurst University, the Public Health Department at Mercyhurst seeks to educate students to be globally responsible citizens who take intelligent actions to improve the lives and conditions of people around the world. The Department strives to:

- Instill a passion for public health knowledge and action in undergraduate students
- Train the next generation of public health workers who "think globally, act locally"
- Become a community resource and repository for public health knowledge
- Serve as an exemplar for undergraduate public health studies for colleges and universities around the country
- Develop public health curricula, case studies and learning tools that can be adopted by other public health programs
- Design and implement public health continuing education training opportunities for existing members of the public health workforce
- Conduct cutting edge public health research designed to improve the health and well-being of populations of people
- Disseminate public health knowledge through peer-reviewed publications, public reports and national, regional and local presentations

Unique Focus

The public health program has a unique focus that provides students with skills that are:

- Cutting edge
- Distinct
- Marketable

In addition to core public health methods they will learn new and evolving methods that are likely to shape the field over the next decade including crowd sourcing, social network analysis, and agent-based modeling. Students will graduate with a distinct set of skills that are marketable to employers or that will make them strong candidates for further studies.

These skills include strong data analysis, statistical programming, and database development skills. In addition, from the outset, they will be taught "soft skills" related to professionalism, teamwork and advancement that will put them on a path to exceed in their careers.

Unique Experiential Approach

The public health program has a unique approach that defines the program and sets it apart from most other undergraduate programs in public health. Three defining principles provide maximum benefit for career development:

- Competency focused
- Team based
- Applied

Knowledge acquisition is only one aspect of learning. The public health program focuses on teaching the students skills that are critical for a successful career in public health. This approach focuses not only on what students know when they graduate but also on what they can do and is consistent with professional expectations for public health graduates entering the work force or graduate studies. The curriculum is team based and harnesses that power to improve student outcomes and learning through case studies projects, exercises and simulations.

Public Health Degree Requirements**Bachelor of Arts - Public Health Major**

Bachelor of Arts in Public Health (BAPH) majors must maintain a 2.5 GPA 10 core courses and a practicum requirement before graduation (Public Health Field Experience **or** Public Health Internship **or** Public Health Senior Research Practicum). BA prepares students for various graduate programs. There are 10 required core courses in the Bachelors of Arts public health curriculum:

PUBH	101	Foundations of Public Health	3 credits
PUBH	109	Health Education	3 credits
PUBH	201	Environmental Health	3 credits
PUBH	205	Public Health Policy	3 credits
PUBH	211	Global Health	3 credits
PUBH	260	Principles of Epidemiology I	3 credits
PUBH	285	Professionalism in Public Health	3 credits
PUBH	290	Social Determinants of Health	3 credits
PUBH	395	Public Health Program Evaluation	3 credits
STAT	137	Biostatistics	3 credits

Practicum Requirement

All students in the BAPH track must also complete a field experience, internship, or research practicum prior to graduation.

PUBH	475	Public Health Field Experience	0-12 credits
OR			
PUBH	476	Public Health Internship	0-12 credits
OR			
PUBH	490	Public Health Senior Research Practicum	3 credits

Courses that meet the University's Core requirements as well as the major core are: PUBH 101 Foundations of Public Health and STAT 137 Biostatistics.

Elective Course Requirements

BAPH majors are also required to take a total of 7 electives (21 credits). Five of those electives (15 credits) should be from a list of pre-approved multidisciplinary courses. The other two courses should be PUBH electives (six credits). Students work with their public health faculty advisor to choose among the pre-approved elective courses below.

ANTH	112	World Cultures	3 credits
ANTH	227	Ethnographic Field Methods	3 credits
COMM	101	Communication in Society	3 credits
COMM	312	Communication and Social Responsibility	3 credits
COMM	314	Global Communication	3 credits
CRJS	203	Deviant Behavior	3 credits
CRJS	220	Drugs, Crime and Criminal Justice	3 credits
CRJS	313	Crisis Intervention	3 credits
HIS	175	World Geography	3 credits
HIS	229	Environmental History of U.S.	3 credits
POLI	105	Global Issues	3 credits
POLI	202	Contemporary Environmental Issues	3 credits
POLI	395	Environmental Politics	3 credits
PSYC	101	Introduction to Psychology	3 credits
PSYC	225	Health Psychology	3 credits
PSYC	231	Social Psychology	3 credits
PSYC	252	Biopsychology	3 credits
PSYC	253	Drugs and Human Behavior	3 credits
PSYC	281	Behavior Modification	3 credits
PSYC	282	Basic Principles of Applied Behavior Analysis	3 credits
PSYC	291	Research Methods I	3 credits
PSYC	292	Research Methods II	3 credits
PSYC	324	Psychological Assessment	3 credits
RIAP	250	Professional Communications	1 credit
RIAP	372	Terrorism	3 credits

SOC	100	Introduction to Sociology	3 credits
SOC	101	Contemporary Social Problems	3 credits
SOC	204	Diversity in Society	3 credits
SOC	300	Sociological Research Methods	3 credits
SOC	342	Human Needs and Global Problem	3 credits
SOCW	107	Introduction to Social Work	3 credits
SOCW	220	Human Behavior and the Social Environment I	3 credits
SOCW	221	Human Behavior and the Social Environment II	3 credits
SOCW	304	Social Welfare Analysis	3 credits

Bachelor of Science - Public Health Major

Bachelor of Science in Public Health (BSPH) majors must maintain a 2.5 GPA 10 core courses and a practicum requirement before graduation (Public Health Field Experience or Public Health Internship or Public Health Senior Research Practicum). BS prepares students for various graduate programs. BS is recommended for those pursuing pre-health professions. There are 10 required core courses in the public health curriculum:

PUBH	101	Foundations of Public Health	3 credits
PUBH	109	Health Education	3 credits
PUBH	201	Environmental Health	3 credits
PUBH	205	Public Health Policy	3 credits
PUBH	211	Global Health	3 credits
PUBH	260	Principles of Epidemiology I	3 credits
PUBH	285	Professionalism in Public Health	3 credits
PUBH	290	Social Determinants of Health	3 credits
PUBH	395	Principles of Epidemiology II	3 credits
STAT	137	Biostatistics	3 credits

Practicum Requirement

All students in the BSPH track must also complete a field experience, internship, or research practicum prior to graduation.

PUBH	475	Public Health Field Experience	0-12 credits
OR			
PUBH	476	Public Health Internship	0-12 credits
OR			
PUBH	490	Public Health Senior Research Practicum	3 credits

Elective Course Requirements

Students in the BSPH program are also required to take a total of 7 electives (21 credits). Five of those electives (15 credits) should be in math and science (biology, chemistry, physics, sociology, psychology) from a list of pre-approved multidisciplinary courses. The other two courses should be PUBH electives (six credits). Students work with their public health faculty advisor to choose among the pre-approved elective courses below.

BIO	120/121	Human Biology & Lab	4 credits
BIO	125	Medical Terminology	1 credit
BIO	142/143	Cellular and Molecular Biology & Lab	4 credits
BIO	180/181	Microorganisms & Lab	4 credits
BIO	200/201	Microbiology & Lab	4 credits
BIO	296	Biology of Development and Aging	3 credits
BIO	330/331	Immunology & Lab	4 credits
CHEM	121/122	General Chemistry & Lab	4 credits
CHEM	131/132	General Chemistry II & Lab	4 credits
CHEM	240/241	Organic Chemistry I & Lab	4 credits
MATH	291	Statistical Analysis	3 credits

Public Health**Public Health**

PHYS	100	Conceptual Physics	3 credits
POLI	105	Global Issues	3 credits
PSYC	101	Introduction to Psychology	3 credits
PSYC	222	Psychological Assessment	3 credits
PSYC	225	Health Psychology	3 credits
PSYC	231	Social Psychology	3 credits
PSYC	252	Biopsychology	3 credits
PSYC	253	Drugs and Human Behavior	3 credits
PSYC	281	Behavior Modification	3 credits
PSYC	282	Basic Principles of Applied Behavior Analysis	3 credits
PSYC	291	Research Methods I	3 credits
PSYC	292	Research Methods II	3 credits
SOC	100	Introduction to Sociology	3 credits
SOC	101	Contemporary Social Problems	3 credits
SOC	204	Diversity in Society	3 credits
SOC	300	Sociological Research Methods	3 credits
SOC	342	Human Needs and Global Problem	3 credits
SOC	362	Global Issues	3 credits
STAT	109	Statistics	3 credits

Public Health Minor

A minor in public health is useful to any student considering a career in medicine, health care or the health sciences. Seven total courses are required for the public health minor including the five required core courses listed below along with 2 additional elective PUBH courses.

PUBH	101	Foundations of Public Health	3 credits
PUBH	201	Environmental Health	3 credits
PUBH	211	Global Health	3 credits
PUBH	260	Principles of Epidemiology I	3 credits
STAT	137	Biostatistics	3 credits

Religious Studies

Department Chair
Robert von Thaden Jr., Ph.D

Faculty

Professors
Mary Hembrow Snyder, Ph.D.
Thomas Forsthoefel, Ph.D.
Robert von Thaden Jr., Ph.D.

Associate Professors
Verna Ehret, Ph.D.
Richard McCarty, Ph.D.

Program Mission Statement

The academic study of religion is a central component to the humanities curriculum of Mercyhurst University. Through diverse course offerings, the Religious Studies department cultivates understanding of the human experience. It provides students with a breadth of knowledge within the field and essential skills for full participation in a globalized world. Students will cultivate reflective and critical thinking skills through the study of religion's broad impact on human life and society.

They will also develop communication, argumentation, and research skills as well as cultural awareness and creative and critical problem-solving abilities for managing diverse environments. Students in the religious studies department are engaged in campus and community life and have opportunities to present at academic conferences. Graduates have gone on to work in ministry and service organizations, the arts, health professions, social work, business, and intelligence positions.

The Religious Studies department is rooted in its Catholic origins and committed to the classical critical inquiry of the Catholic intellectual tradition. It is simultaneously defined by a spirit of intellectual openness that welcomes students of diverse faith traditions, or none at all. The structure of the curriculum allows students to explore their own interests: academically, professionally, and personally.

Some students might wish to focus their major in the cross-cultural study of religion, for example. At the same time, the department also supports students wishing to pursue deeper studies in the Catholic tradition by making specific courses available for the Catholic Studies minor.

Student Learning Outcomes

Upon completing the Bachelor of Arts in Religious Studies, graduates will:

Develop skills of the discipline such as:

- Analyze and synthesize information from primary and secondary sources
- Compose scholarship with respect to the academic study of religion
- Critique scholarship with respect to the academic study of religion
- Recognize multiplicity within religious traditions
- Compare and contrast religious traditions
- Apply ideological paradigms

Religious Studies is organized into three principal areas:

- Tradition, Texts, and History
- Pluralism, Comparison, and Society
- Theology, Philosophy, and Ethics

Religious Studies Major and Minor

The department offers a Bachelor of Arts in Religious Studies, consisting of ten (10) courses, and a Religious Studies minor, consisting of six (6). A 2.5 GPA is required of all seeking a major or minor from this department. The study of a foreign language is highly encouraged for all students in this major.

A Religious Studies major requires:

A minimum of ten (10) courses in RLST (One [1] CST from the RLST curriculum list can count for an RLST major):

- Two (2) courses in each of the categories below
- RLST 480: Senior Seminar (Offered every odd year fall semester. Students who cannot take it in the year required will take the thesis credit instead)
- Three (3) RLST electives
- Two (2) courses at the 300 level or above (in addition to the Senior Seminar)

A Religious Studies minor requires:

A minimum of six (6) courses in RLST (One [1] CST from the RLST curriculum list can count for an RLST minor):

- One (1) course in each of the categories below
- Three (3) RLST electives
- RLST 480: Senior Seminar is recommended but not required
- One (1) course at the 300 level or above (can include the Senior Seminar)

Students also minoring in Catholic Studies may double count one (1) course between their RLST and CST programs (thus a minimum of fifteen [15] unique courses for the RLST major + CST minor and a minimum of eleven [11] unique courses for an RLST minor + CST minor).

Traditions, Texts, and History

CST	280	Desert Mothers and Fathers	3 credits
RLST	110	Sacred Texts	3 credits
RLST	205	Christianity	3 credits
RLST	206	Hinduism	3 credits
RLST	207	Buddhism	3 credits
RLST	208	Islam	3 credits
RLST	210	New Testament and Christian Origins	3 credits
RLST	270	Women and Scripture	3 credits
RLST	390	Apocalypse to Zombie	3 credits
RLST	445	Special Topics	3 credits

Pluralism, Comparison, and Society

RLST	100	What is Religion?	3 credits
RLST	115	World Religions	3 credits
RLST	235	Sacred and Cinema	3 credits
RLST	255	Religious Perspectives on Human Relationships	3 credits
RLST	265	American Religion	3 credits
RLST	266	Globalized Religion	3 credits
RLST	267	Religion and Violence	3 credits
RLST	305	Death and Dying	3 credits
RLST	335	Contemporary Folklore, Legends, & Myths	3 credits
RLST	350	New Religious Movements	3 credits
RLST	385	Poetry of the Sacred	3 credits
RLST	445	Special Topics	3 credits

Theology, Philosophy, and Ethics

CST	100	Exploring Catholicism	3 credits
CST	250	Theology of the Church	3 credits
RLST	200	Contemporary Moral Issues	3 credits
RLST	230	Jesus the Christ	3 credits
RLST	250	Eastern Philosophy	3 credits
RLST	275	Liberation, Religion, and Society	3 credits
RLST	295	Religion, Science, and Magic	3 credits
RLST	310	Evolving Religion	3 credits
RLST	345	Philosophy of Religion	3 credits
RLST	375	Religion and the Environment	3 credits
RLST	420	Mysticism	3 credits
RLST	440	Peace and Justice	3 credits
RLST	445	Special Topics	3 credits

Religion and Society Minor and Concentration

The Religion and Society minor and concentration are designed to complement programs throughout the university in particular, those students who will be working in medical or public health, public service, social work, politics, business, criminal justice, and intelligence fields.

The courses provide both breadth in general understanding of the relationship between religion and social life and depth to explore issues of particular significance facing the contemporary world.

A Religion and Society minor requires

A minimum of five (5) courses in RLST

- RLST 100 What is Religion?, RLST 110 Sacred Texts, or RLST 115 World Religions (Required)
- One (1) course from each category of the Religion and Society curriculum (see below)
- One (1) elective from the Religion and Society curriculum
- RLST senior seminar is recommended but not required and can be taken as the elective
- At least one course must be 300 level or higher
- 0-1 credit service learning/experiential learning component arranged with the department chair

A Religion and Society Concentration

Students majoring in RLST can choose to add a concentration in Religion and Society. The major with concentration will require thirteen (13) unique courses.

- Two (2) courses from each of the three categories in the Religious Studies general curriculum
- One (1) course from each category in the Religion and Society curriculum
- RLST Senior Seminar
- Three (3) electives from the Religious Studies general curriculum or Religion and Society curriculum
- At least 2 courses must be 300 or higher
- 0-1 credit service learning/experiential learning component arranged with the department chair

Religion and Society Curriculum**Global Civil Society**

RLST	265	American Religion	3 credits
RLST	266	Globalized Religion	3 credits
RLST	267	Religion and Violence	3 credits

RLST	275	Liberation, Religion, and Society	3 credits
------	-----	-----------------------------------	-----------

Global Awareness

RLST	205	Christianity	3 credits
RLST	206	Hinduism	3 credits
RLST	207	Buddhism	3 credits
RLST	208	Islam	3 credits

Global Issues

RLST	305	Death and Dying	3 credits
RLST	350	New Religious Movements	3 credits
RLST	375	Religion and the Environment	3 credits
RLST	440	Peace and Justice	3 credits
RLST	445	Special Topics	3 credits

Second Year Evaluation

At the end of two years, each major student's progress is reviewed to determine continuation in the program. Special attention is paid to an ongoing commitment to intellectual growth and to the maintenance of the 2.5 GPA minimum requirement. A formal request for delay of this review into the third year requires special permission from the department chair.

Risk Management

Interdisciplinary Major

Program Directors

Gary Sullivan, M.B.A., CPCU, AIC, AIM, AIS

Introduction

The Bachelor's Degree in Risk Management is an interdisciplinary major, combining study from the Ridge College of Intelligence Studies and Applied Sciences (Cyber Information Systems) and the Walker College of Business (Risk Management). This degree takes an in- depth look at the risk management and insurance industry integrated with a fundamental knowledge of how to assess one of the biggest risks to the industry today, cyber risk. It will teach traditional risk management skills, augmented by cutting-edge science in big data and cybersecurity to identify threats and opportunities and protect information networks. The degree program is designed to prepare students to contribute to the rising demand for industry experts who can speak to the cyber liability insurance needs of corporations in the U.S. and abroad. Graduates can enter the ever-growing insurance industry and the degree program opens doors for positions such as underwriters, insurance agents and claims adjusters. The program qualifies students who successfully complete approved courses and an on-line ethics exam to receive the Collegiate Studies for Chartered Property Casualty Underwriter certificate from The Institutes.

Risk Management Core Requirements

ACCT	101	Principles of Accounting I: Financial	3 credits
ACCT	102	Principles of Accounting II: Managerial	3 credits
BADM	112	Professional Development	0 credits
BADM	212	Professional Development	0 credits
BADM	310	Business Law I	3 credits
BADM	312	Professional Development	0 credits
BADM	335	Business Analytics	3 credits
BADM	350	Business Ethics	3 credits
BADM	405	Business Policy and Strategy	3 credits
BADM	415	Professional Development	1 credit
ECON	105	Macroeconomics	3 credits
ECON	106	Microeconomics	3 credits
ECON	406	Managerial Economics	3 credits
FIN	280	Financial Management	3 credits
MGMT	120	Principles of Management	3 credits
MKTG	162	Principles of Marketing	3 credits
STAT	135	Business Statistics I	3 credits

Risk Management Major Requirements

CIS	100	Introduction to Computer Science	3 credits
CIS	160	Introduction to Cyber Security	3 credits
CIS	365	Cybersecurity Law & Policy	3 credits
CIS	400	Ethics in Computing	3 credits
RMGT	120	Fundamentals of Risk Management	3 credits
RMGT	320	Risk Management & Insurance	3 credits
RMGT	325	Finance and Accounting for Insurance Professionals	3 credits
RMGT	420	Insurance Operations & Regulations	3 credits
RMGT	475	Risk Management Internship	3 credits

Suggested Courses

BADM	325	Business Law II	3 credits
RMGT	475	Risk Management Internship	3 credits
RMGT	330	Property and Liability Insurance	3 credits

Applied Sociology/Social Work

Department Chair/Program Director

Laura Lewis, Ph.D., ACSW, LSW

Field Education Director

Tami Micsky, D.S.W., LSW, CT

Faculty**Professor**

Laura Lewis, Ph.D., ACSW, LSW

Assistant Professors

Tami Micsky, D.S.W., LSW, CT

Nicole John-Danzell, Ph.D.

Part-Time Faculty

Adrienne Riegler, Ph.D.

Adjunct

Mandy Fauble, Ph.D., LCSW

Professor Emeritus

Peggy Black, Ph.D., LCSW

Introduction

The program in Applied Sociology maintains an educational philosophy characterized by the sharing of learning between professor and student. Students with applied sociological research skills and theoretical knowledge will find themselves prepared for the emergent occupations in our rapidly changing society. The department offers senior students options for a thesis or internship opportunities both locally or outside of the Erie community. A Criminology concentration is offered to Applied Sociology majors interested in the study of crime and criminal behavior. The courses emphasize skills in research, analysis, and evaluation. Minors are offered in Gerontology, Social Welfare, and Gender Studies. The Gender Studies Minor is interdisciplinary and listed separately in the catalog.

Mission Statement

The Applied Sociology program provides students with the necessary skills to understand human behaviors and the dynamics of our global society. Our curriculum is based on liberal arts and strives to enhance students' critical thinking skills through a strong foundation of theory and research. A degree in applied sociology affords a strong foundation for graduate education and opens the doors to a wide range of career paths such as data analytics, law, social services, public policy, business, and communication.

Program Student Learning Outcomes

- Demonstrate an understanding of the theoretical background of the field of Applied Sociology.
- Understand the importance of different types of scientific research, to formulate research questions, and demonstrate an understanding of data collection and data analysis.
- Demonstrate knowledge of social problems and their impact on human behavior and well-being.
- Demonstrate skills in critical thinking and ethical decision making.

Applied Sociology Major**Bachelor of Arts Core Requirements**

The Sociology major must have a 2.5 GPA or higher in major courses.

SOC	100	Introduction to Sociology	3 credits
SOC	101	Contemporary Social Problems	3 credits
SOC	204	Diversity in Society, Oppression, and Social Justice	3 credits

SOC	300	Social Science Research Methods	3 credits
SOC	301	Contemporary Sociological Theory	3 credits
SOC	342	Global Problems and Social Change	3 credits
STAT	130	Introduction to Social Statistics	3 credits
SOC	475	Applied Sociology Internship	3-6 credits
OR			
SOC	490	Senior Project	3-6 credits
Five (5) Applied Sociology electives			15 credits

Criminology Concentration Requirements

CRJS	220	Drugs, Crime, and Criminal Justice	3 credits
CRJS	230	Criminology	3 credits
CRJS	240	Victimology	3 credits
SOC	100	Introduction to Sociology	3 credits
SOC	101	Contemporary Social Problems	3 credits
SOC	204	Diversity in Society, Oppression, and Social Justice	3 credits
SOC	300	Social Science Research Methods	3 credits
SOC	301	Contemporary Sociological Theory	3 credits
SOC	337	Sociology of Law	3 credits
SOC	342	Global Problems and Social Change	3 credits
STAT	130	Introduction to Social Statistics	3 credits
SOC	475	Applied Sociology Internship	3-6 credits
OR			
SOC	490	Senior Project	3-6 credits
Two (2) Criminology Electives			6 credits

Sociology Minor

The Sociology Minor must have a 2.5 GPA or higher in minor courses.

SOC	100	Introduction to Sociology	3 credits
SOC	101	Contemporary Social Problems	3 credits
SOC	204	Diversity in Society, Oppression, and Social Justice	3 credits
SOC	342	Global Problems and Social Change	3 credits
Three (3) Approved Electives			9 credits

Gerontology Minor

Gerontology Minors must have a 2.5 GPA or higher in minor courses.

SOC	107	Introduction to Gerontology	3 credits
SOC	214	Grief and Loss	3 credits
SOC	312	Services and Resources for the Aged	3 credits
SOC	475	Applied Sociology Internship at an approved site serving older adults	3-6 credits
OR			
SOC	475	Social Work Internship at an approved site serving older adults	3-6-9 credits
Three (3) Electives (Must support content on aging and be approved by advisor.			9 credits

Social Work Program

The Mercyhurst Social Work Program is accredited at the baccalaureate level by the Council on Social Work Education.

The primary objective of the Social Work program is to prepare the student for beginning generalist professional social work practice. The sequence of courses

provides a core of knowledge, skills and social work values as well as distinctive professional competencies required for social work practice. Emphasis is placed on furthering knowledge and skills to aid people of diverse backgrounds to achieve meaningful, productive lives building on their strengths by utilizing an empowerment process.

Social Work requires both academic and interpersonal relationship skills. Respect for human dignity, knowledge of self and integrity, together with a commitment to social work values and ethics, and social and economic justice are necessary personal and professional attributes.

Students must apply for admission to the Department during the second semester of their sophomore year, or after completion of 60 credits. A formal application, references, grade point average, and an interview form the basis for selection of majors. Application packets are available from the Program Director.

Social Work Mission Statement

The Mercyhurst University Social Work (MUSW) Program is dedicated to preparing competent generalist social work practitioners who are well-grounded in the values and ethics of the social work profession. The program is driven by the mission and purpose of the social work profession as well as the University mission that calls for students to be "socially merciful...globally responsible...compassionately hospitable...intellectually creative...reflectively aware...ambassadors of service." Coupled with critical thinking, self-awareness, values and ethics, the program seeks to provide the knowledge base, and competencies required for students to practice in a diverse society. The program strives to lay a foundation that enables students to assist individuals, families, groups and communities in their pursuit of well-being. Moreover, the MUSW Program is committed to increasing student efficacy so that they can carry out their role in creating a more socially, economically, and environmentally just society that embraces human diversity and provides not only for the basic needs of all, but an opportunity to thrive. Finally, just as we educate our students about embracing human diversity, the program is committed to creating a learning environment that models affirmation and respect for diversity in all aspects of working with students from admission to advising to student participation in governance. The environment models the critical need for life-long learning.

Program Student Learning Outcomes

The social work program has identified 9 core competencies and student learning outcomes (SLO) that are guided by the Council on Social Work Education.

These include:

- Demonstrate ethical and professional behavior
- Engage diversity and difference in practice
- Advance human rights and social, economic, and environmental justice
- Engage in practice-informed research and research-informed practice
- Engage in policy practice
- Engage with individuals, families, groups, organizations, and communities
- Assess individuals, families, groups, organizations, and communities
- Intervene with individuals, families, groups, organizations, and communities
- Evaluate practice with individuals, families, groups, organizations, and communities

Sophomore Review

The credentials of Social Work majors are reviewed by the Social Work program faculty at the end of the sophomore year and at the completion of the Social Work Practice I course, prior to submission of the request for placement form. Students whose academic performance is satisfactory, but who do not have the personal or professional aptitude will be helped to select another major. Students with a major GPA lower than 2.5 may be asked to discontinue the program. A 2.5 GPA is necessary for placement in field work. Students must receive a C or better in all social work (SOCW) courses and may only repeat a course one time.

Senior Competency Paper

Students are required to complete a competency paper during their field placements. The specifics are delineated in the Social Work Field Work

Manual.

Social Work Major

Bachelor of Arts Requirements

POLI	100	American Government	3 credits
PSYC	101	Introduction to Psychology	3 credits
SOC	101	Contemporary Social Problems	3 credits
SOC	204	Diversity in Society, Oppression, and Social Justice	3 credits
SOC	300	Social Science Research Methods	3 credits
SOCW	107	Introduction to Social Work	3 credits
SOCW	220	Human Behavior and the Social Environment I	3 credits
SOCW	221	Human Behavior and the Social Environment II	3 credits
SOCW	304	Social Welfare Analysis	3 credits
SOCW	307	Social Work Practice I	3 credits
SOCW	330	Social Work Practice II	3 credits
SOCW	430	Social Work Practice III	3 credits
SOCW	440	Social Welfare Policy & Social Justice	3 credits
SOCW	480	Social Work Seminar	3 credits
SOCW	485	Social Work Internship	0-12 credits
STAT	130	Introduction to Social Statistics	3 credits
One (1) Major Elective			3 credits

It is strongly recommended that Social Work Majors take Human Biology for their science.

NOTE: Social work course credit is NOT granted for life experience or previous work experience.

Social Justice Minor

SOC	101	Contemporary Social Problems	3 credits
SOC	204	Diversity in Society, Oppression, and Social Justice	3 credits
SOC	342	Global Problems and Social Change	3 credits
SOCW	107	Introduction to Social Work	3 credits
SOCW	220	Human Behavior and the Social Environment I	3 credits
SOCW	304	Social Welfare Analysis	3 credits

Social Justice Minors must achieve a minimum 2.5 GPA in minor courses.

The Social Justice Minor is not accredited by the Council of Social Work Education.

Sports Studies

Interdisciplinary Minor

Advisory Board

Marilyn Livosky, Ph.D. – Psychology
 Suzanne Gushie, M.A., ATC – Sports Medicine
 John Parente, D.Ed. – Business

Mission Statement

Industry experts contend that sport is an influencing factor in our interpersonal relationships, our health and wellbeing, and even the choices we make as consumers. The interdisciplinary minor in Sport Studies is a 7-course, 21 credit minor that uniquely complements nearly every major at Mercyhurst. Students take a broad array of courses centered on sport, health and exercise from a variety of relevant fields. Offered by the departments of Psychology, Sports Medicine and Business. The minor is open to all students pursuing any major.

Program Student Learning Outcomes

- To understand how sports impact a wide range of fields and disciplines.
- To become acquainted with the value of and contributions of sport in these fields, as well as in everyday life.
- To broaden the scope of one's thinking through exposure to other disciplines.

Sport Studies Minor Requirements

Required Courses (12 credits):

PSYC	235	Sport Psychology	3 credits
SMB	100	Introduction to Sport Industry	3 credits
SMB	410	Sport in Society	3 credits
SOC	108	Human Growth and Development (Gushie section only)	3 credits

Sport Studies Minor Electives

Choose any 3 courses (9 credits) from the following list:

FNUT	131	Introduction to Nutrition	3 credits
HIS	233	History of Sports in America	3 credits
PSYC	223	Counseling Skills and Theory	3 credits
PSYC	225	Health Psychology	3 credits
PSYC	231	Social Psychology	3 credits
PSYC	236	Learning and Motivation	3 credits
PSYC	281	Behavior Modification	3 credits
PUBH	101	Foundations of Public Health	3 credits
PUBH	109	Health Education	3 credits
SMB	210	Legal and Ethical Issues	3 credits
SPMD	155	Personal Health Science	3 credits
SPMD	263	Nutrition for Health Professionals	3 credits

Sports Medicine

Department Chairperson

Bradley R. Jacobson, M.A., LAT, ATC

Faculty**Associate Professor**Robert D. Chetlin, Ph.D., CSCS, CEP
*Exercise Science Clinical Coordinator***Assistant Professor**Timothy Harvey, M.S., ATC,
*Director of Exercise Science Program*Bradley R. Jacobson, M.A., LAT, ATC,
*Curriculum Coordinator and Clinical Coordinator of
Pre-Physical Therapy, Pre-Medicine, Pre-Physician Assistant
and Pre-Occupational Therapy***Instructor**Joshua Long, M.S., LAT, ATC,
*Athletic Training Education Program Director*Melissa Lustic-Long, M.S., LAT, ATC,
*Athletic Training Education Clinical Coordinator***Medical Education Coordinator of Athletic Training Education**

Chris Rial, D.O.

Adjunct FacultyBrent A. Baker, Ph.D., ATC
Patricia DiMatteo, M.S. ATC
Chris Rial, D.O.
Kristen Seburnia, M.S., OTR/L
Nick Stefanovski, M.D.**Introduction**

The Department offers a Bachelor of Science degree in Sports Medicine to meet the increased need for people educated in this important field related to health care of the physically active individual and athlete. This degree encompasses the health-related professions which prevent and manage injuries and illnesses related to active individuals and organized sports. The pre-health curricula in Sports Medicine prepare and qualify the student for entrance into post baccalaureate professional health degree programs.

The Sports Medicine major at Mercyhurst is interdisciplinary in nature and is designed to prepare undergraduate college students for graduate studies and/or licensure or certification necessary to be hired in the areas of physical therapy, occupational therapy, physician assistant and medicine. Our guidelines have been provided by The American College of Sports Medicine, American Physical Therapy Association, the National Strength Coaches Association and the National Athletic Trainers Association and the Committee of Accreditation of Athletic Training Education, Accreditation Review Committee on Education for Physician Assistant, and the American Occupational Therapy Association.

The Sports Medicine student must declare a professional concentration upon entrance into the Department. Students have the option of declaring a dual concentration or a dual major. Students are required to take courses from seven disciplines arranged in four optional concentrations with a core of courses common to each concentration. In all concentrations, there is a strong emphasis on Sports Medicine, the sciences, social sciences, observation of health care professionals and acquiring the specific hands on skill set related to specific health care professionals.

Each concentration requires specific clinical experience related to that specific profession. Students enrolled in any of the pre-health concentrations within the

Sports Medicine major are encouraged to pursue a double major with Exercise Science and or Athletic Training.

Evidence-based medical principles are emphasized throughout the academic experience as well as completion of a student-focused baccalaureate research project.

Students enrolled in the Sports Medicine major should be full time students and must be enrolled in the designated sequence of courses for each declared concentration.

Mission Statement

The mission of the Sports Medicine Department is to provide the student with the necessary didactic competencies, psychomotor skills, clinical proficiencies, clinical experiences, research design, application, presentation and certification through a holistic approach. It is the goal of the Department also to develop the student in the areas of citizenship, stewardship and self-awareness. The mission will be accomplished through student completion of curriculum student learning outcomes.

Program Student Learning Outcomes

Describes the duties, responsibilities and skill set of health professions that compose the Sports Medicine health field

- Recognize and evaluate the anatomical and physiological processes of the physically active individual.
- Apply the specific hands on skill set that Sports Medicine health professionals utilize.
- Describe and apply the management, organizational and leadership skills of health professionals.
- Think critically and solve problems pertaining to medical and scientific concepts.
- Comprehend, synthesize and apply the proper research methodology process for health professions.

Admissions Requirements

Freshmen students should have a minimum GPA of 3.0 in high school plus a 3.0 in each of the following six subjects: Algebra, Geometry, Trigonometry, Biology, Chemistry and Physics, or General Science. At least 500 Math and 500 Writing or Reading scores should be achieved for a total of 1000 on the SATs. Prior to entering their freshman year, it is suggested to complete the American Red Cross Professional Rescuer/CPR certification, proof of which is a signed certification card.

Transfer students, either from another department at Mercyhurst or from another college/university, are required to have a minimum GPA of 3.0 overall and a 3.0 in an introductory biology course, an introductory psychology course, and a human development course, (if previously taken.) A total SAT score of 950 is necessary. American Red Cross Professional Rescuer/CPR certification is required.

Final Acceptance Requirements

Students declaring a Sports Medicine major must apply via the Sophomore Review Board in spring of the sophomore year. Failure to do so results in an automatic change of status to "pre-major."

Responsibility

An above average level of achievement in responsibilities within the major should be demonstrated. Measurement will be determined by the letters of recommendation, documentation of required clinical observations and career portfolio.

Cooperation

An above average level of teamwork with all members of the Sports Medicine faculty and with fellow students should be achieved. Determination of achievement will be reflected in the recommendation letters.

Problem Solving and Decision-Making Skills

Applicants will demonstrate the ability to make accurate and reliable decisions in theory and in practical or clinical situations.

Communication Skills

Students will demonstrate ability to express thoughts and ideas both verbally and in writing.

Academic

Athletic Training and Exercise Science: Achieve and maintain an overall QPA of 2.65 or better. Pre-Physical Therapy, Pre-Physician Assistant, Pre-Occupational Therapy and Pre-Medicine: Achieve and maintain an overall QPA of 3.1 in the sophomore year, 3.20 in the junior year and 3.30 in the senior year.

Review Board

The Review Board consists of three members from disciplines appropriately related to the student's chosen academic concentration. Deliberations of the Board will take place near the end of the student's sophomore year and at other times when Department Chair deems necessary.

Evaluation Process

In the overall Pre-Med, Pre-Physical Therapy, Pre-Physician Assistant, and Pre-Occupational Therapy evaluation process, each of three members of the review board will be able to award each student a maximum of 100 points, constituting a maximum score of 300 points per student. A minimum achievement of 225 points will be necessary for acceptance into the Sports Medicine Major Program. An appeal process is available for students who are dismissed. The Pre-med, Pre-occupational therapy, Pre-physician's assistant, and Pre-PT student will receive official acceptance into the concentration if 225 review board points are acquired and an overall GPA of 3.1 is achieved.

Probationary status will be granted if 225 points are acquired and an overall GPA between 3.00 and 3.10 is achieved. The probationary period for all Sports Medicine majors includes the upcoming academic summer sessions and the following Fall semester.

Refer to the description of the Athletic Training or Exercise Science majors in to see the Board requirements for those students.

Note: It is made clear that a student who is advised to discontinue the Sports Medicine major will find that a lateral move to a related science major is very difficult without having to take more than 121 credits due to the stringent science requirements in related fields. This is a risk that the student knowingly assumes when he or she accepts initial acceptance into the Sports Medicine major.

Appeal Process

Any student dismissed from the Sports Medicine major may apply for re-admittance to the program during the next session of the Review Board. The eligibility of the individual will be determined by the Board using the same criteria as is used for accepting a new student into the program.

Anyone using the appeal process should contact the department chair one semester prior to the Review Board session to initiate the process.

Graduation Requirements

Students who have been accepted into the Sports Medicine major by the Review Board must acquire the progressive G.P.A. for each year, which is 3.10 for sophomore year, 3.20 in the junior year and 3.30 in the senior year.

All students must complete the required clinical observation hours for their declared health profession. Half of the designated hours must be acquired through Sports Medicine Department arranged clinical sites in the local area. All required courses in the designated area of concentration must be successfully completed along with completion of the student's baccalaureate research project in their senior year. All seniors are required to present their research proposals and findings in a department research symposium in the spring of their senior year. Refer to the Athletic Training and Exercise Science major program descriptions for graduation requirements.

Pre-physical and Pre-physician assistant students must complete 200 hours of documented observation with various licensed health care professionals within their designated career field and one orthopedic surgery. Pre-medicine and Pre-occupational therapy students must complete 100 documented hours of physician observation and observe one orthopedic surgery. All departmental pre-health

students cannot take major or pre-requisite courses on a pass-fail basis and students who earn less than a B in any of these courses or lab must repeat the course or lab.

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

Sports Medicine Core Courses

BIO	334/335	Human Anatomy & Lab	4 credits
BIO	344/345	Human Physiology & Lab	4 credits
PSYC	101	Introduction to Psychology	3 credits
SPMD	155	Personal Health Science	3 credits
SPMD	162	Introduction to Sports Medicine	3 credits
SPMD	263	Nutrition for Health Professionals	3 credits
SPMD	360	Sport and Health Fitness Management	3 credits
SPMD	365/366	Kinesiology & Lab	4 credits
SPMD	380/381	Exercise Physiology & Lab	4 credits
SPMD	464	Medical Terminology for Health Sciences	2 credits
SPMD	480	Research Methods I	2 credits
SPMD	481	Research Methods II	2 credits
SPMD	483	Research Methods Lab	1 credit
STAT	330	Introduction to Social Statistics	3 credits

Athletic Training Major

Refer to the Athletic Training Major curriculum description in the University catalog.

Exercise Science Major

Refer to the Exercise Science Major Curriculum description in the University catalog.

Transfer and Undeclared Students

Refer to the Sports Medicine Department admission requirements description for student transfer information.

Pre-Physical Therapy Concentration

Pre-physical therapy, assists students in preparing for acceptance into a doctoral program of physical therapy. The Pre-physical therapy student may utilize the contractual guaranteed slots in Gannon University or D'Youville College D.P.T. program upon graduation. The pre-P.T. student also has the availability to apply in their freshman year for the 3/3 expedited B.S. in Sports Medicine and D.P.T. from Gannon University. One student may be selected by the Pre-Physical Therapy coordinator and department chairperson for this opportunity.

Pre-physical therapy students must acquire at least 100 of the 200 required volunteer clinical observation hours in various physical therapy settings before the end of the sophomore year. Documentation of the required 200 clinical hours must be demonstrated prior to graduation. 100 of the 200 must be completed utilizing departmental clinical site arrangements. Orthopedic patient evaluation skills as well as general health assessment patient evaluation skills will be emphasized via three courses.

Numerous physical therapy settings with local hospitals, clinics and private practices are available through departmental arrangements. The pre-physical therapy student will complete courses that teach orthopedic evaluation and recognition of sports related injuries. The student is required to observe one orthopedic surgical procedure. It is strongly recommended to have some form of transportation to attend the required clinical rotations.

Below are courses that must be completed along with the major core requirements:

BIO	142/143	Cellular and Molecular Biology & Lab	4 credits
CHEM	121/122	General Chemistry I & Lab	4 credits

CHEM 131/132	General Chemistry II & Lab	4 credits
SOC 108	Human Growth and Development	3 credits
SPMD 161	Assessment Injury Management I	3 credits
SPMD 262	Assessment Injury Management II	3 credits
SPMD 264	Assessment Injury Management III	3 credits
PHYS 101/103	Principles of Physics I & Lab	4 credits
OR		
PHYS 201/203	General Physics I & Lab	4 credits
PHYS 102/106	Principles of Physics II & Lab	4 credits
OR		
PHYS 202/206	General Physics II & Lab	4 credits
ATR 267	Therapeutic Modalities	3 credits
Psychology (200 level or above)		3 credits

Suggested electives: Specific prerequisite courses identified for individual Doctoral physical therapy programs.

Pre-Medical Concentration

Another area of concentration is the pre-medical with an orthopedic emphasis. The pre-medical student will focus and learn orthopedic evaluation hands on skills to prevent, manage and recognize sports related injuries. It enables students to prepare themselves for medical school or chiropractic school and to work toward a special emphasis in the field of orthopedics. Students will meet regularly with the University's pre-health advisor/committee and Sports Medicine department pre-medicine coordinator to arrange for preparing and taking MCATs, shadowing, and preparing to appear for an interview before the pre-med advisory board. They are required to be involved in at least 100 hours of work, service, or observation in an appropriate health/medical setting. Opportunities are available for observation of Sports Medicine physicians in numerous settings. The pre-medicine student is required to observe one orthopedic surgical procedure. It is strongly recommended to have transportation to attend required clinical rotations.

The following major courses must be completed along with the major core courses: SPMD 365/366 Kinesiology & Lab are an elective from the major core for Pre-Med students only.

BIO 142/143	Cellular and Molecular Biology & Lab	4 credits
BIO 146/147	Ecology and Evolutionary Biology & Lab	4 credits
BIO 200/201	Microbiology & Lab	4 credits
BIO 310/311	Genetics & Lab	4 credits
BIO 370/371	Cellular Biochemistry & Lab	4 credits
CHEM 121/122	General Chemistry I & Lab	4 credits
CHEM 131/132	General Chemistry II & Lab	4 credits
CHEM 240/241	Organic Chemistry I & Lab	4 credits
CHEM 242/243	Organic Chemistry II & Lab	4 credits
PHYS 101/103	Principles of Physics I & Lab	4 credits
PHYS 102/106	Principles of Physics II & Lab	4 credits
SOC 108	Human Growth and Development	3 credits
SPMD 161	Assessment Injury Management I	3 credits
SPMD 262	Assessment Injury Management II	3 credits
SPMD 264	Assessment Injury Management III	3 credits

Suggested Electives:

BIO 330/331	Immunology & Lab	4 credits
-------------	------------------	-----------

Pre-Physician Assistant Concentration

The Pre-Physician Assistant program provides the student with the necessary pre-requisites and qualifications for entrance into a physician assistant master degree level program. This curriculum will focus on the prevention, care and management of injuries accrued to the physically active and team sports individual. Orthopedic and general health hands-on evaluation skills will be completed by this student. Observation with local licensed physician assistants in an orthopedic/sports

medicine clinic is available to the student. It is strongly suggested that students within this concentration arrange clinical observation opportunities in their local residential area and also acquire summer employment in an allied health field setting such as and EMT or phlebotomy. Qualified candidates from this curriculum will have preference for acceptance into the master's degree physician assistant program at Mercyhurst University.

The following major courses must be completed with the major core courses:

BIO 120/121	Human Biology & Lab	4 credits
BIO 142/143	Cellular and Molecular Biology & Lab	4 credits
BIO 200/201	Microbiology & Lab	4 credits
BIO 310/311	Genetics & Lab	4 credits
CHEM 121/122	General Chemistry I & Lab	4 credits
CHEM 131/132	General Chemistry II & Lab	4 credits
CHEM 240/241	Organic Chemistry I & Lab	4 credits
CHEM 242/243	Organic Chemistry II & Lab	4 credits
CHEM 331/332	Biochemistry I & Lab	4 credits
SOC 108	Human Growth and Development	3 credits
PSYC 241	Developmental Psychology	3 credits
OR		
PSYC 211	Abnormal Psychology	3 credits
SPMD 161	Assessment Injury Management I	3 credits
SPMD 262	Assessment Injury Management II	3 credits
SPMD 264	Assessment Injury Management III	3 credits

Pre-Occupational Therapy Concentration

The Pre-Occupational Therapy concentration prepares and qualifies the student for entrance into a master degree level program in occupational therapy. This concentration will focus on the physically active population with special physical needs as well as orthopedic evaluation to the upper extremity. The pre-occupational therapy student will observe registered occupational therapists working with children receiving care and treatment at the local Shriners hospital for children. Care of physically active military veterans with physical disabilities will also be emphasized within the curriculum.

The following major courses must be completed with the major core courses:

BIO 120/121	Human Biology & Lab	4 credits
BIO 142/143	Cellular and Molecular Biology & Lab	4 credits
CHEM 101/102	Chemical Principles & Lab	4 credits
PHYS 101/103	Principles of Physics I & Lab	4 credits
SOC 108	Human Growth and Development	3 credits
PSYC 241	Developmental Psychology	3 credits
OR		
PSYC 211	Abnormal Psychology	3 credits
SOC 100	Introduction to Sociology	3 credits
SPMD 207	Orientation to Occupational Therapy	3 credits
SPMD 307	Application of Occupational Therapy	3 credits
SPMD 372	Therapeutic Management/Modalities & Rehabilitation	3 credits
SPMD 264	Assessment Injury Management III	3 credits
Sociology course (200 level or above)		3 credits

Orthopedic Technician/Physician Extender: Professional Certification eligibility

This academic pathway provides eligibility for the Orthopedic Technician and Orthopedic Physician Extender certification exams through the American Society for Orthopedic Professionals. This academic pathway provides potential employment opportunities for all students within the Sports Medicine

department. Successful completion of the certification exam via the American Society for Orthopedic Professionals must occur for employment opportunities. Orthopedic Technicians assist Orthopedic physician's with fitting and applying of casting and splinting devices, fitting of braces and orthotic splints, initial evaluation of patients, rehabilitation programs and health administration services related to scheduling of diagnostic imaging as well as insurance approvals.

Required Courses Include:

ATR 257	Medical Education I Laboratory	1 credits
ATR 267	Therapeutic Modalities	3 credits
ATR 362	Therapeutic Exercise	3 credits
SPMD 161	Assessment Injury Management I	3 credits
SPMD 162	Introduction to Sports Medicine	3 credits
SPMD 262	Assessment Injury Management II	3 credits
SPMD 264	Assessment Injury Management III	3 credits

Theater

Interdisciplinary Minor

Program Director
Brett D. Johnson, Ph.D.

Mission Statement

The Mercyhurst Theatre Program trains students to become engaged artists, impactful leaders and compassionate members of a global community. The collaborative nature of theatre, which incorporates aspects of literature, music, dance, and the visual arts, advances Mercyhurst's commitment to a liberal arts education. Experience in both classroom and practicum of theatre history, dramatic literature, performance, and technical areas of theatre encourages learning across disciplines, thereby broadening the range of student knowledge and activity.

Program Student Learning Outcomes

- Demonstrate an understanding of theatre as a collaborative art form with a social impact
- Analyze diverse texts with sensitivity for their aesthetic, sociopolitical, and historical dimensions as well as their contribution to cultural values
- Demonstrate proficiency in the methods of creating artistic and scholarly work
- Display abilities to synthesize the study and practice of theatre

Theatre Minor Requirements

The Theatre Minor is composed of six three-credit courses.

Required Courses:

THEA	110	Acting I	3 credits
THEA	245	Script Analysis	3 credits
THEA	290	Topics in Theatre History	3 credits
THEA	401	Practicum	3 credits

Choose two (2) Electives:

DANC	100	Dance Appreciation	3 credits
ENG	200	Literary Studies	3 credits
ENG	316	Oral Interpretation	3 credits
ENG	330	The English Drama	3 credits
ENG	334	Shakespeare	3 credits
ENG	356	Contemporary Drama	3 credits
ENG	358	Modern American Drama	3 credits
FASH	120	Contemporary Fashion Analysis	3 credits
FASH	130	Introduction to Fashion Construction	3 credits
FREN	132	French Theatre in English Translation	3 credits

World Languages

Department Chair
Douglas L. Boudreau, Ph. D.

Faculty

Professor
Alice Edwards, Ph. D.

Associate Professor
Douglas L. Boudreau, Ph. D.

Assistant Professor
Kathryn Duda, Ph. D.

Instructors
Janelle Newman, Ph. D.
Meng Wang, M.A.

Introduction

The Department of World Languages and Cultures sees its role in the life of the University as a vehicle for the development of the whole person in a multicultural context through the most basic activities of human life: personal expression and social interaction.

We offer majors in French, Spanish, Russian Studies and International Business, as well as French and Spanish Education. Students may also pursue minors in Arabic and Islamic Studies, Asian Studies, Chinese, French, Russian Studies, Spanish and Teaching English-Language Learners. Through these programs the Department prepares students for a future that demands a high level of linguistic proficiency and cultural competency.

Mission Statement

The Department of World Languages and Cultures supports the mission of the University by fostering meaningful language acquisition and cultural study that will enable our students to “exercise leadership in service toward a just world.”

The department promotes the acquisition of indispensable skills in intercultural communication for our students’ future careers and personal development. Understanding that we cannot truly understand a people without understanding their language, the department’s focus is on quality, student-centered instruction in the reading, writing, speaking, and listening comprehension skills necessary to function in our target languages. Courses in world cultures and literatures are a vital complement to language study and support the University core value of global responsibility, which “challenges us to learn how to steward the resources of the Earth wisely and to act in solidarity with its diverse peoples.”

In order to foster awareness of world cultures, the department supports study abroad experiences, sponsors speakers and other events on campus, and serves as a language and cultural resource to the greater Erie community. The department of World Languages and Cultures works to foster respect for others, an openness to difference, and productive relationships facilitated through intercultural communication.

Program Student Learning Outcomes

- Speak and understand the target language at the Intermediate High level or better, as detailed in the ACTFL Proficiency Guidelines.
- Read and write in the target language at the Intermediate High level or better (ACTFL).
- Demonstrate cultural proficiency in the culture(s) that use the target language.
- Discuss in the target language, both orally and in writing, literary and

visual texts or cultural artifacts of the target culture.

- Conduct and produce research in the target language.
- Demonstrate understanding of second language acquisition and the history of foreign language pedagogy (education majors).
- Demonstrate the ability to apply understanding in practice teaching situations and to analyze and critique the teaching of others (education majors).

Major Requirements

All majors must maintain an overall 2.5 GPA and at least a 2.75 GPA in major courses. French or Spanish Education majors must also meet all the requirements of the Education Department, including their GPA minimums. All majors and those students seeking teaching certification, are expected to maintain a portfolio which will be important for assessment at Sophomore Review.

An outline of requirements for the portfolio, which includes written and oral work, can be obtained from the student’s language advisor or from the Department Chair. Students with previous experience in a language offered by the department (including native speakers) must consult with the department faculty to be placed into an appropriate level course. The Department reserves the right to reassign students whose level of experience is not appropriate for the course.

Sophomore Review

During spring semester of the sophomore year, the Department reviews the student’s academic record, the language portfolio, and recommendations from professors to determine academic progress. At this time, qualified students are formally invited into the major and are informed in writing of the Department’s decision.

Senior Review

Spring semester of the senior year, students will meet with department faculty to conduct an exit review. Seniors will also participate in an oral proficiency interview in the spring of their senior year. Additional details can be found on the departmental website.

French Major

Students may choose a major program in French. Entrance into the major program is determined by the successful completion of the Introduction and Intermediate sequence or by the demonstration of equivalent skills on the CLEP, A.P., or International Baccalaureate examinations. Students must also successfully pass through the Sophomore Review process before formal admittance to the major is granted.

French - Required Sequence:

FREN	125	French Culture	3 credits
		OR	
FREN	126	Francophone Cultures	3 credits
		OR	
FREN	130	French Literature in Translation	3 credits
		OR	
FREN	132	French Theater in Translation	3 credits
		OR	
FREN	135	Topics in French/Francophone Literature	3 credits
FREN	204	Intermediate French II	3 credits
FREN	208	Introduction to Literature	3 credits
FREN	209	Introduction to French Civilization	3 credits
FREN	210	Conversation/Composition I	3 credits

FREN	305	Seminar in Culture/Literature	3 credits
FREN	308	Phonetics	3 credits
FREN	310	Seminar: Composition and Translation	3 credits
WL	314	Introduction to Sociolinguistics	3 credits

French - Elective Sequence:

Majors must choose at least two (2) electives in their major language

FREN	230	French for Business	3 credits
FREN	300	Conversation/Composition II	3 credits
FREN	315	French Cinema	3 credits
FREN	316	Abroad Experience	3 credits

Other courses as offered by the Department**Spanish Major**

Students choose a major program in Spanish. Entrance into the major program is determined by the successful completion of the Introduction and Intermediate sequence or by the demonstration of equivalent skills on the CLEP, A.P., or International Baccalaureate examinations. As stated above, students must also successfully pass through the Sophomore Review process before formal admittance to the major is granted.

Spanish - Required Courses:

SPAN	125	Latin American Culture	3 credits
		OR	
SPAN	130	Latin American Literature	3 credits
SPAN	204	Intermediate Spanish II	3 credits
SPAN	208	Introduction to Literature	3 credits
SPAN	209	Introduction to Spanish Civilization	3 credits
SPAN	210	Conversation/Composition I	3 credits
SPAN	305	Seminar in Culture/Literature	3 credits
SPAN	308	Phonetics	3 credits
SPAN	310	Seminar: Composition and Translation	3 credits
WL	314	Introduction to Sociolinguistics	3 credits

Spanish - Elective Sequence:

Majors must choose at least two (2) electives in their major language

SPAN	230	Spanish for Business	3 credits
SPAN	300	Conversation/Composition II	3 credits
SPAN	314	Hispanic Sociolinguistics	3 credits
SPAN	316	Abroad Experience	3 credits

Other courses as offered by the Department**French or Spanish Education Major**

Students may choose a major program in French or Spanish Education. Entrance into the major program is determined by the successful completion of the Introduction and Intermediate sequence or by the demonstration of equivalent skills on the CLEP, A.P., or International Baccalaureate examinations. Students must also successfully pass through the Sophomore Review process before formal admittance to the major is granted. In order to receive this degree and certification in French or Spanish Education, students must complete all major courses indicated for the French or Spanish major as well as meet all of the requirements outlined in the Education Department section of the university catalog for K-12 certification.

In addition to the Education curriculum, students must take:

WL	312	Second-Language Acquisition	3 credits
----	-----	-----------------------------	-----------

and one of the following courses:

ANTH	107	Language and Culture	3 credits
------	-----	----------------------	-----------

ANTH	112	World Cultures	3 credits
------	-----	----------------	-----------

Please refer to all standards, policies and admission/retention criteria as specified for all Education majors seeking a degree from Mercyhurst University and certification by the Pennsylvania Department of Education.

Russian Studies Major

Students may major in Russian Studies which combines courses in language, literature, culture, and history by following the sequence below:

- Eight courses in Russian language
- One course in Russian culture
- One course in Russian history
- Two courses in Russian literature or
- One literature and Sociolinguistics (WL 314)

International Business

The Department collaborates with the Business Department in offering a major in International Business, which combines the study of international business courses in marketing, economics, law, finance, and management with courses in language and culture. Interested students should consult the Business section of the catalogue for major requirements.

International Business students who wish to earn a minor in their language of concentration may do so upon completion of at least three uniquely distinct courses in the minor program in addition to those required by the International Business major.

Chinese, French, or Spanish Minor

Students who wish to earn a minor in Chinese, French, or Spanish may do so by completing any eight courses in their language/culture area. However, students who begin their language study at the level of Intermediate I or higher may complete the minor with seven classes instead of eight.

Minors may only satisfy two requirements with a literature or culture course taught in English (for example: SPAN 125, FREN 125/126, ASIA 125). Students must maintain a 2.5 GPA in the minor.

Arabic and Islamic Studies Minor

Students will take seven courses, a minimum of four of which must be in Arabic language. The remaining three classes may include any of those listed below, or other relevant courses as offered. Students who are unsure as to whether a course can be counted toward the minor should consult the program director.

ARAB	210	Conversation/Composition I	3 credits
FREN	126	Francophone Cultures	3 credits
HIST	291	History of Modern Middle East	3 credits
POLI	240	Comparative Politics: Africa	3 credits
RLST	208	Islam	3 credits

Asian Studies Minor

Students will take eight courses, with a minimum of four in an Asian language. The remaining four courses may include any culture or literature courses as offered by the Asian Studies or Chinese programs and/or relevant courses as offered by other departments such as those listed below. Students who are unsure as to whether a course can be counted toward the minor should consult the program director.

ASIA	125	Asian Cultures	3 credits
ASIA	135	Topics in Asian Studies	3 credits
CHNS	110	Far Eastern Ideographs	3 credits
HIST	275	History of Central Asia	3 credits
POLI	241	Comparative Politics: Asia	3 credits
RLST	206	Hinduism	3 credits
RLST	207	Buddhism	3 credits

Russian Studies Minor

Students will take eight courses (24 credits), a minimum of four in the language as advised. The remaining courses may include additional language, or culture, or literature courses as offered by the Russian program and/or relevant courses offered by other departments (for example, in History or Political Science). Students who are unsure as to whether a course can be counted toward the minor should consult the program director.

English as a Second Language Program Specialist Certificate

Education majors may choose to pursue certification as an ESL (English as a Second Language) Specialist.

Certification requires completion of the 18-credit hour (6 course) program detailed below.

ESL Program Specialist Certificate - Required Courses:

WL	101/501	Culturally and Linguistically Diverse Learners	3 Credits
WL	312/512	Second Language Acquisition*	3 Credits
WL	314/514	Introduction to Sociolinguistics	3 Credits
ELL	301/515	Supporting Literacy for English Language Learners*	3 Credits
ELL	400/500	Teaching English as a Second Language: Issues in Theory and Practice*	3 Credits
ELL	405/505	Professional and Program Development for English Language Learners	3 Credits

***Includes a 20-hour practicum**

Minor in Teaching English-Language Learners

Students in any major may earn a minor in Teaching English-Language Learners. Minor requires completion of the 18-credit hour (6 course) program and one additional elective approved by the program director detailed below:

Minor in Teaching English-Language Learners - Required Courses:

WL	101/501	Culturally and Linguistically Diverse Learners	3 Credits
WL	312/512	Second Language Acquisition*	3 Credits
WL	314/514	Introduction to Sociolinguistics	3 Credits
ELL	301/515	Supporting Literacy for English Language Learners*	3 Credits
ELL	400/500	Teaching English as a Second Language: Issues in Theory and Practice*	3 Credits
ELL	405/505	Professional and Program Development for English Language Learners	3 Credits

***Includes a 20-hour practicum**

Health Care Management

Introduction

The goal of this program is to provide practitioners in the allied health fields (e.g. OTA, RT, PTA, MLT) or individuals with health coursework the knowledge, skills, and degree needed to advance in their health careers. After graduating with this degree, students will have the proficiency to lead and supervise other employees, secure management positions, or be prepared for working in hospitals or other medical businesses in leadership roles.

The skills expected from a BS-HCM graduate include leadership, business ethics, supervision, employee management, critical thinking, employee training and education, financial operations, business writing and human resources. This 2+2 completion program enables individuals with a completed associate degree in allied health or health degrees to transfer most, if not all, of their credits from their associate degree education towards a bachelor's degree in Health Care Management.

Recently, the U.S. Department of Labor, Bureau of Statistics noted that allied health disciplines comprise 10 of the 20 fastest growing occupations. There is also a critical need for well-qualified practitioner-educators to prepare the next generation of allied health practitioners. Most of the BS-HCM graduates who enter this educational path through a two year allied health program will be pursuing the degree so that they can assume management positions and/or teach - either on the "floor" as employer-based training or in the classroom, either as full-time faculty or adjuncts.

Demand for health care managers is projected to increase nationally by 16 percent through 2018. In Pennsylvania, it is estimated that openings for medical and health services managers will increase by 13,190 positions by 2014.

This program will also offer the opportunity for students to pursue graduate level education opportunities. Students must earn an overall 2.5 GPA along with a minimum grade of a 2.5 in all required courses. A minimum of 120 credits (A combination of Liberal Arts, Transfer and Major required courses) are required for the completion of this associate degree program.

Program Learning Outcomes

- Effectively communicate with other healthcare professionals.
- Apply knowledge gained to act as an ethical healthcare professional.
- Demonstrate the ability to think critically and to analyze and solve business and management problems.

Health Care Management Core Required Courses (19 Credits)

ACCT	101	Principles of Accounting I	3 credits
BADM	310	Business Law I	3 credits
ECON	106	Microeconomics	3 credits
MGMT	120	Principles of Management	3 credits
PUBH	211	Global Health	3 credits
PUBH	290	Social Determinants of Health	3 credits

OR

NURS	402	Multicultural and Global Perspectives in Healthcare	3 credits
RIAP	250	Professional Communications	1 credit
STAT	137	Biostatistics	3 credits

Choose from One of the Following Themes:

Business Administration (15 Credits)

ACCT	102	Principles of Accounting II	3 credits
BADM	325	Business Law II	3 credits
ECON	105	Macroeconomics	3 credits
FIN	280	Financial Management	3 credits
MKTG	162	Principles of Marketing	3 credits

Human Resources (18 Credits)

BADM	325	Business Law II	3 credits
HRMG	206	Human Resource Management	3 credits
HRMG	300	Compensation and Benefits	3 credits
HRMG	316	Labor and Management Relations	3 credits
HRMG	345	Training and Development	3 credits
MGMT	226	Human Behavior in Organizations	3 credits

Marketing (15 Credits)

ECON	106	Microeconomics	3 credits
MKTG	162	Principles of Marketing	3 credits
MKTG	301	Consumer Behavior	3 credits
MKTG	317	Sales Management	3 credits
MKTG	347	Advertising and Branding Strategies	3 credits

Pre-Professional (15 Credits)

5 Electives			15 credits
-------------	--	--	------------

Biology

Introduction

The Associate of Science in Biology curriculum is equivalent to the science, math, and general education courses that are required of freshman and sophomore students at many 4-year institutions. The intent of this program is to prepare students who are interested in pursuing a biology-related baccalaureate degree or pre-health professional degree.

Coursework will include: Cell and Molecular Biology, Ecology and Evolutionary Biology, General Chemistry, College Algebra and Statistics or Trigonometry, as well as general education coursework. Coursework will transfer in its entirety to the Mercyhurst Erie campus and may transfer in part or entirely to other baccalaureate institutions.

Students must have completed 60 credits and earn an overall 2.0 GPA to meet graduation requirements. Students must receive a "C" or better in all major required courses, as well as CHEM 131/132 and CHEM 121/122. Students who wish to transfer to the Erie campus to complete a baccalaureate degree must maintain a 2.5 GPA.

Required Courses (29 credits)

BIO	110/111	Plant Science & Lab	4 credits
BIO	146/147	Ecology and Evolutionary Biology & Lab	4 credits
BIO	200/201	Microbiology & Lab	4 credits
BIO	294	Parasitology	3 credits
BIO	297	Biology Capstone	1 credit
MATH	111	College Algebra	3 credits
MATH	112	Trigonometry	3 credits
STAT	137	Biostatistics	3 credits
One (1) 200-Level Biology Level Elective			4 credits

Program Learning Outcomes

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

Biology**Required Courses (23 Credits)**

BIO	142/143	Cell and Molecular Biology & Lab	4 credits
BIO	146/147	Ecology and Evolutionary Biology & Lab	4 credits
BIO	297	Biology Capstone	1 credit
MATH	111	College Algebra	3 credits
STAT	109	Statistics	3 credits
Two (2) 200-Level Biology Courses			6 credits

Environmental Science Concentration

The Associate of Science degree in Biology with a concentration in Environmental Science is for students who are interested in studying the intersection between humans and the natural world. Environmental Science integrates fields within the biological and physical sciences. Individuals who complete their associate degree in Environmental Science can work as technicians in governmental or private organizations. This degree is also designed as a 2+2 degree. Students can complete their Bachelor's degree at the Erie Campus. Coursework will transfer in its entirety to the Mercyhurst Erie campus and may transfer in part or entirely to other baccalaureate institutions.

Students must have completed 60 credits and earn an overall 2.0 GPA to meet graduation requirements. Students must receive a "C" or better in all major required courses. Students who wish to transfer to the Erie campus to complete a Baccalaureate degree must maintain a 2.5 GPA.

Program Learning Outcomes

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

Biology

Business Administration

Accounting Concentration

The Associate Degree in Business Administration, Accounting concentration, offers a sequence of courses that prepare students for a career in the challenging field of accounting. Possible career paths will include such areas as: accounting data entry, payroll processing, accounts receivable/payable clerk, purchasing agent, and office management. Students are introduced to the fundamentals of economics, marketing, and management. Basic core competencies in technology, communication, and critical thinking are also developed.

Students who complete their Associate degree at Mercyhurst North East can complete their Bachelor degree at the Erie campus in two more years with our 2+2 program. Most courses with a grade of C or better will transfer into any business program if students wish to continue their education. Students' academic progress and eligibility to continue in the second year of the program will be determined by the faculty in the Spring Term during the annual Freshman Review.

A minimum of 60 credits is required for the completion of this Associate degree program. Students must earn an overall 2.0 GPA along with a minimum grade of a 2.0 in all concentration required courses. Any concentration required course(s) with a grade less than a 2.0 must be repeated.

Business Administration - All Concentrations

Program Learning Outcomes

- Demonstrate knowledge and functions of accounting.
- Demonstrate knowledge and functions of management.
- Demonstrate knowledge and functions of marketing.
- Demonstrate knowledge and functions of economics.
- Demonstrate proficiency in computer applications.
- Demonstrate specialized knowledge in concentration courses.

Accounting Required Courses (39 Credits)

ACCT	101	Principles of Accounting I	3 credits
ACCT	102	Principles of Accounting II	3 credits
ACCT	140	Computer Applications in Accounting	3 credits
ACCT	201	Intermediate Accounting I	3 credits
ACCT	202	Intermediate Accounting II	3 credits
ACCT	230	Tax Accounting	3 credits
BADM	123	Business Etiquette and Professionalism	1 credit
BADM	124	Personal Financial Literacy	1 credit
BADM	125	Business Career Preparation	1 credit
ECON	105	Macroeconomics	3 credits
ECON	106	Microeconomics	3 credits
FIN	280	Financial Management	3 credits
MGMT	120	Principles of Management	3 credits
MKTG	162	Principles of Marketing	3 credits
STAT	109	Introduction to Statistics	3 credits
Three (3) additional required courses - Choose from the following:			9 credits
MIS	101		3 credits
MIS	110		3 credits
Elective (Business Course Recommended)			3 credits

Management Concentration

Students enrolled in this program are introduced to the fundamentals of economics, accounting, management, and marketing. In addition, some upper-level coursework in human resources and computer applications is provided. The Business Division recognizes the importance of communication and mathematics. Hence, a significant amount of coursework in the program focuses on the development of these skills. Upon completion of this program, graduates will be prepared for entry-level positions in administration, marketing, manufacturing,

and sales. With experience, one may qualify for promotion to a higher-level supervisory position in management.

Students who complete their Associate degree at Mercyhurst North East can complete their Bachelor degree at the Erie campus in two more years with our 2+2 program. Most courses with a grade of C or better will transfer into any business program if students wish to continue their education. Students' academic progress and eligibility to continue in the second year of the program will be determined by the faculty in the Spring Term during the annual Freshman Review.

A minimum of 60 credits is required for the completion of this associate degree program. Students must earn an overall 2.0 GPA along with a minimum grade of a 2.0 in all concentration required courses. Any concentration required course(s) with a grade less than a 2.0 must be repeated.

Management Required Courses (36 Credits)

ACCT	101	Principles of Accounting I	3 credits
ACCT	102	Principles of Accounting II	3 credits
ACCT	140	Computer Applications in Accounting	3 credits
BADM	123	Business Etiquette and Professionalism	1 credit
BADM	124	Personal Financial Literacy	1 credit
BADM	125	Business Career Preparation	1 credit
BADM	250	Entrepreneurship	3 credits
BADM	275	Operations Management	3 credits
ECON	105	Macroeconomics	3 credits
ECON	106	Microeconomics	3 credits
HRMG	206	Human Resource Management	3 credits
MGMT	120	Principles of Management	3 credits
MGMT	226	Human Behavior in Organizations	3 credits
MKTG	162	Principles of Marketing	3 credits

Four (4) additional required courses (12 credits)

MATH	102	Elementary Algebra (or higher)	3 credits
MIS	101	Computer Applications	3 credits
MIS	110	Advanced Computer Applications	3 credits
Elective (Business Course Recommended)			3 credits

Social Media Marketing Concentration

The Business Administration Program, Social Media Marketing Concentration, will provide students with general training in the basic principles and techniques that are needed to secure an entry-level position in the business sector. Social Media technologies are a rapidly growing business marketing tool. With the explosion of digital technologies and handheld devices, people are more "connected" than ever before. With the formation of online communities (blogs, podcasts, social networking, etc.), it is only natural for business to utilize this new communication tool for marketing purposes.

Students will study all forms of media including video streaming, graphic design, and new technologies such as smart phones, Apps, Smart TV, and advertisements on video sharing websites. Students enrolled in this program are also introduced to the fundamentals of economics, accounting, management, and marketing.

Students who complete their Associate degree at Mercyhurst North East can complete their Bachelor degree at the Erie campus in two more years with our 2+2 program. Most courses with a grade of C or better will transfer into any business program if students wish to continue their education. Students' academic progress and eligibility to continue in the second year of the program will be determined by the faculty in the Spring Term during the annual Freshman Review.

A minimum of 60 credits is required for the completion of this Associate degree program. Students must earn an overall 2.0 GPA along with a minimum grade of a 2.0 in all concentration required courses. Any concentration required course(s)

with a grade less than a 2.0 must be repeated.

Social Media Marketing Required Courses (36 Credits)

ACCT	101	Principles of Accounting I	3 credits
ART	100	Drawing I	3 credits
OR			
ART	110	Art Appreciation	3 credits
ART	220	Typographic Foundations	3 credits
ART	221	Digital Imagery	3 credits
BADM	123	Business Etiquette and Professionalism	1 credit
BADM	124	Personal Financial Literacy	1 credit
BADM	125	Business Career Preparation	1 credit
COM	240	Digital Video Production I	3 credits
COM	260	Introduction to Social Media	3 credits
COM	261	Principles of Public Relations	3 credits
ECON	105	Macroeconomics	3 credits
MGMT	120	Principles of Management	3 credits
MATH	102	Elementary Algebra (or higher)	3 credits
MIS	106	Web Management I	3 credits
MKTG	162	Principles of Marketing	3 credits

Four (4) additional required courses (12 credits)

COM	110	Oral Communication	3 credits
MATH	102	Elementary Algebra (or higher)	3 credits
MIS	101	Computer Applications	3 credits
MIS	110	Advanced Computer Applications	3 credits

Sports Management Concentration

The Associate of Science Degree in Business Administration, Sport Management Concentration offers a sequence of courses that prepares students for entry-level positions in the sports industry. Possible career paths will include areas such as: Personal Trainer, Intercollegiate Athletics, Community-Based Sport Programs, Sport Marketing and Promotion, and Corporate Fitness Programs. Students are exposed to the fundamentals of Accounting, Economics, Management, Marketing, Strength and Conditioning, First Aid, Officiating, and topics in Professional, Collegiate, and Recreational Athletics.

Our unique Coaching Techniques course covers the fundamentals of coaching (with a focus on youth and interscholastic sports) to prepare you for a coaching position after graduation. You will develop the skills and character traits to become a better coach while also investigating contemporary issues and problems with coaching. You will also get real-world coaching experience in 10 to 15 hours of work alongside actual coaches in the MNE athletics program. Students will have the opportunity to earn 11 certificates from the National Federation of State High School Associations (NFHS) and the PIAA.

Students who complete their Associate degree at Mercyhurst North East can complete their Bachelor degree at the Erie campus in two more years with our 2+2 program. Most courses with a grade of C or better will transfer into any business program if students wish to continue their education. Students' academic progress and eligibility to continue in the second year of the program will be determined by the faculty in the Spring Term during the annual Freshman Review.

A minimum of 60 credits is required for the completion of this Associate degree program. Students must earn an overall 2.0 GPA along with a minimum grade of a 2.0 in all concentration required courses. Any concentration required course(s) with a grade less than a 2.0 must be repeated.

Sports Management Required Courses (39 Credits)

ACCT	101	Principles of Accounting I	3 credits
BADM	123	Business Etiquette and Professionalism	1 credit
BADM	124	Personal Financial Literacy	1 credit

BADM	125	Business Career Preparation	1 credit
ECON	105	Macroeconomics	3 credits
ECON	106	Microeconomics	3 credits
HRMG	206	Human Resource Management	3 credits
MGMT	120	Principles of Management	3 credits
MKTG	162	Principles of Marketing	3 credits
PSYC	235	Sport Psychology	3 credits
SMGT	121	Sport Management Lab I: Sport Officiating	1 credit
SMGT	122	Sport Management Lab II: CPR, First Aid and Concussion	1 credit
SMGT	123	Sport Management Lab III: Strength and Conditioning	1 credit
SMGT	150	Coaching Techniques	3 credits
SBM	100	Introduction to Sports Industry	3 credits
SBM	210	Sport Marketing And Promotion	3 credits
SBM	220	Legal and Ethical Issues of Sports	3 credits

Four (4) additional required courses (12 credits)

ACCT	140	Computer Applications in Accounting	3 credits
MATH	102	Elementary Algebra (or higher)	3 credits
MIS	101	Computer Applications	3 credits
SMGT	211	Personal Fitness Trainer (or Elective)	3 credits

Computer Systems Support

Introduction

This degree is designed to give an overview of computer information with a strong background in hardware and software technology. An Associate Degree in Computer Systems Support will fill a need in many types of businesses by providing expertise in troubleshooting various types of problems that may occur. The duties of computer systems support personnel include the ability to troubleshoot, upgrade and install software and hardware, apply general computer technology, and diagnose basic computer problems. Students will also be able to develop web pages for marketing and E-commerce management.

The settings where these services of computer systems support can be performed include virtually any type of business or institution that incorporates computers in the workplace. Inclusion of computer technology in all aspects of life continues to become even more widespread.

Most courses with a grade of C or better will transfer into one of the four-year baccalaureate computer programs if students wish to continue their education. Students' academic progress and eligibility to continue in the second year of the program will be determined by the faculty in the Spring Term during the annual Freshman Review.

A minimum of 63 credits is required for the completion of this associate degree program. Students must earn an overall 2.0 GPA, along with a minimum GPA of 2.1 in concentration required courses. Any concentration required course(s) with a grade less than a 2.0 GPA must be repeated.

Program Learning Outcomes

- Demonstrate knowledge and functions of marketing.
- Demonstrate knowledge and functions of economics.
- Demonstrate proficiency in computer applications.
- Demonstrate specialized knowledge in concentration courses.

Computer Systems Support Required Courses (41 Credits)

ART	220	Typographic Foundations	3 credits
COM	261	Principles of Public Relations	3 credits
ECON	105	Macroeconomics	3 credits
MATH	146	Programming I	4 credits
MIS	101	Computer Applications	3 credits
MIS	106	Web Management	3 credits
MIS	110	Advanced Computer Apps	3 credits
MIS	140	Computer Operations	3 credits
MIS	202	Computer Operations II	3 credits
MIS	207	Web Management IV	3 credits
MIS	252	Smartphone App. Programming	3 credits
MIS	260	Networks	3 credits
MIS	279	Introduction to Internet Programming: JavaScript	4 credits

Criminal Justice

Law Enforcement Concentration

The mission of the Associate Degree Criminal Justice Department is to prepare students for a career in the field of criminal justice at the local, state, and federal level. This program works to enhance the importance of understanding and compassion in the application of the law. Intellectual awareness is stressed by the faculty.

The Criminal Justice Program is designed to prepare students for careers in criminal justice. Examples include law enforcement, corrections, probation, parole, and private security. The curriculum stresses the integration of job skills with an understanding of the human relations context within which police work occurs. Coursework in the operations of the criminal justice system is blended with upper-level courses in criminology, criminal investigation, police functions, and several human relations courses.

Because the department recognizes the importance of basic communication, mathematics, and behavior skills, a strong developmental skills component is included in this program. Upon completing this program, students will be prepared for entry-level positions in many areas of the criminal justice system. With experience, one may qualify for promotion to higher-level supervisory positions.

Students must earn an overall 2.0 GPA, along with a minimum cumulative GPA of a 2.0 in all Criminal Justice courses.

If a student decides to transfer to a four-year degree program in criminal justice after completing this degree program, many of the completed courses with a grade of C or better will be applied toward the degree requirements. This degree can be coupled with the Municipal Police Office Training, and after successful completion, students will meet the training requirements for Pennsylvania Municipal Police Officers. A minimum of 61 credits is required for the completion of this associate degree program.

Program Learning Outcomes

- Students will demonstrate basic knowledge and historical background of the criminal justice system.
- Students will demonstrate exemplary written and oral communication, interpersonal, and presentation skills.
- Students will evaluate and apply basic knowledge of legal aspects of criminal justice operations.
- Students will apply research, critical thinking, and inquiry skills in data gathering, synthesis, problem solving and decision making abilities.
- Students will synthesize and apply basic knowledge of the sociological issues affecting criminal justice.
- Students will apply basic knowledge of professional skills.

Criminal Justice

Law Enforcement Required Courses (33 Credits)

CRJS	101	Justice in America	3 credits
CRJS	104	Introduction to Corrections	3 credits
CRJS	205	Introduction to Juvenile Justice and Delinquency	3 credits
CRJS	207	Police Functions	3 credits
CRJS	208	Criminal Investigation I	3 credits
CRJS	212	Police Community Relations	3 credits
OR			
CRJS	275	CRJS Internship	3 credits
CRJS	214	Introduction to Legal Concepts	3 credits
CRJS	230	Criminology	3 credits
Recommended Elective: CRJS 204			3 credits

Elective			3 credits
MIS	101	Computer Applications	3 credits

Municipal Police Academy

Criminal Justice - Law Enforcement and Municipal Police Academy

Required Courses (18 Credits)

CRJS	101	Justice in America	3 credits
CRJS	104	Introduction to Corrections	3 credits
CRJS	205	Introduction to Juvenile Justice and Delinquency	3 credits
CRJS	207	Police Functions	3 credits
CRJS	208	Criminal Investigation I	3 credits
CRJS	230	Criminology	3 credits
MIS	101	Computer Applications	3 credits

Criminal Justice - Municipal Police Academy

Required Courses (22 Credits)

MUNP	101	Introduction to the Police Academy	1 credit
MUNP	104	Physical and Emotional Readiness	1 credit
MUNP	107	Law and Procedures	4 credits
MUNP	110	Patrol Procedures and Operations	3 credits
MUNP	115	Criminal Investigations	3 credits
MUNP	120	Topics in Criminal Justice	3 credits
MUNP	125	Mechanics of Arrest	1 credit
MUNP	130	Vehicle Operations and Procedures	1 credit
MUNP	135	First Aid and CPR	1 credit
MUNP	140	Tactical Self-Defense	4 credits

Health Studies

Introduction

The ASHS curriculum allows students the flexibility to complete the entry-level general education requirements needed to enter other Allied Health Programs at Mercyhurst North East and the health-specific coursework needed to give them a well-rounded health education degree. In addition to the general education courses in English and math, other coursework includes science-based courses in Human Biology, Human Anatomy and Physiology, Microbiology, Chemistry, and health profession specific courses; as well as courses in social sciences such as Psychology, Sociology, and Human Growth and Development. Because this program offers students the flexibility to map their curriculum to their educational goals, they are able to seamlessly move general education credit from the ASHS program into other Allied Health curriculums without having to retake courses.

The Associate of Science in Health Studies can be used as a standalone degree or as an Allied Health track for students who are interested in gaining acceptance into a health program such as: Medical Laboratory Technician, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, or Respiratory Therapist. This degree can also be used as a completion Associate degree for those who earned a certificate degree in License Practical Nursing, Massage Therapy, Medical Assisting, or a BS in Health Care Management. Students must have completed 60 credits and earn an overall 2.0 GPA to meet graduation requirements.

Program Learning Outcomes

- Accurately find and use resources from scientific literature.
- Analyze data and communicate scientific and health-related findings.
- Use effective written, oral, and interpersonal communication skills.
- Apply knowledge gained in the social, behavioral, natural, and health sciences in clinical scenarios to act as an ethical, professional, and competent health care professional.

Health Studies Required Courses (39 Credits)

MATH	102	Elementary Algebra	3 credits
		OR	
STAT	109	Introduction to Statistics	3 credits
BIO	120/121	Human Biology & Lab	4 credits
		OR	
BIO	240/241	Human Anatomy and Physiology I & Lab	4 credits
BIO	200/201	Microbiology & Lab	4 credits
		OR	
BIO	250/251	Human Anatomy and Physiology II & Lab	4 credits
BIO	297	Biology Capstone	
PSYC	101	Introduction to Psychology	3 credits
		OR	
PSYC	211	Abnormal Psychology	3 credits
		Science or Health Science Electives (Credits Vary)	
		Science or Non-Science Electives (Credits Vary)	

Hospitality Management

Introduction

The Department of Hospitality Management fosters and promotes the spirit of hospitality consistent with the Mercyhurst mission of service to others and the community. In keeping with the founding vision of Mercyhurst, hospitality and culinary students are prepared for industry leadership through a balance of liberal studies, business, and hospitality industry specific course work. This balanced approach to higher education nurtures scholarship, creativity, communication and responsible stewardship for the global hospitality community. Hospitality industry course work and world class internships, supported by the core business curriculum, provides the hospitality and culinary students with a strong foundation in accounting, finance, and management, while building leadership, critical thinking skills, and problem solving skills required for success at the national and international levels.

The Hospitality Management program was granted accreditation status by the Accreditation Commission for Programs in Hospitality Administration (ACPHA) in 1992 with re-accreditation granted in 2015.

Students must have completed 60 credits and carry a minimum of a 2.0 GPA or better in major courses to meet department and graduation requirements.

A student major who fails to earn a grade of a C or better in Hospitality Management courses including all Culinary Arts courses must repeat the course, unless the student is allowed to make special arrangements with the director of the program upon faculty advisement.

Service Practicum Requirement

A service practicum (100 hours) is required for all students regardless of transfer or class status and must be fulfilled prior to graduation. Seventy-five percent (75%) of the requirement must be completed internally within the department or in department sponsored functions. The remaining twenty-five percent (25%) may be completed outside of the department with the Program Director's approval. Details are available in the HM department office regarding specific requirements of this program.

Students in Good Standing Policy

The HM Department reserves the right to terminate enrollment for students who fail to meet academic, professional and personal standards. The academic standard addresses GPA and class attendance; the professional standard includes service hours and work experience; and the personal behavior standard encompasses ethical issues on and off campus, in any setting that may reflect negatively on the student and/or the program. The department reserves the right to admonish and expel any student who has been found in serious violation of any of these tenets, which are held in the highest regard. A Department Decorum Policy is included in the department orientations and added to all department course syllabi. All students will be held to the policy with consequences applied if any breach of policy is made.

Student Trips: It is expected that students participating in department sponsored trips will follow all rules as outlined in the Decorum of Behavior Policy. The faculty reserves the right to approve all attendee participation based on such criteria as grade level, academic standing, and student performance. Students must read and sign a policy in order to be allowed to participate in trips.

Internships and Externships: A qualified student (one who has departmental permission, has earned at least 30 credits or has taken at least 6 HM courses) may choose to intern during the summer or to leave campus during the regular academic calendar year to obtain valuable management experience.

The Hospitality Management program is designed to prepare students to enter or advance in the field of Hospitality Management and Culinary Arts. In this program, students are expected to complete a core of hospitality management courses in food, lodging and event coursework and also general business courses.

In addition, students are given hands-on classroom and lab experience as well as numerous other opportunities to practice their hospitality skills in appropriate environments. The program is carefully designed to provide students with the

essential skills needed in this highly specialized and diversified field.

Transfer Students

Students transferring into the HM Department from another college or department are governed by the Mercyhurst transfer policy. The transfer policy stipulates that no major course with a grade below a C will be accepted, at least one half the credits required by the HM Department (32 credits) must be completed at Mercyhurst (unless otherwise specified by an articulation agreement), no HM course or departmental offering may be taken on a pass-fail basis, all transfer students are subject to the same requirements as the traditional student majoring in the HM curriculum, and all transfer students must complete the 100 required practicum hours prior to the HM academic program completion. Articulated credits must be successfully completed as outlined in all articulation agreements including the successful completion and attainment of certification in food safety exams for successful articulation credits into HRIM 110 Sanitation and Safety 2-credit course.

Program Learning Outcomes

- Demonstrate an acquisition of skill related to technical systems used in hospitality outlets.
- Apply basic marketing concepts to industry promotion in all areas of concentrations.
- Accurately complete and understand financial data related to areas of hospitality management curriculum.
- Apply knowledge of critical thinking to functional areas of hospitality business to identify, analyze and solve business problems.
- Demonstrate learned standards of professionalism while applying basic principles and theories of management independently and when working with others.
- Apply classroom theory to experiential settings when in the lab setting and through cooperative learning experiences.

Hospitality Management Required Courses (46 Credits)

ACCT	101	Principles of Accounting I	3 credits
CULN	197	Introduction to Wine and Spirits	3 credits
HMC	205	Introduction to Event Management	3 credits
HRIM	100	Introduction to Hospitality	3 credits
HRIM	101	Applied Service Methods	1 credit
HRIM	110	Sanitation and Safety	2 credits
HRIM	201	Hotel Rooms Management	3 credits
HRIM	212	Purchasing for Hospitality Industry	3 credits
HRIM	234/235	Introduction to Food Service Management & Lab	4 credits
HRIM	262	Craft Beverage Sales & Marketing	3 credits
HRIM	275	Internship	3 credits
HRMG	206	Human Resource Management	3 credits
MGMT	120	Principles of Management	3 credits
MKTG	162	Principles of Marketing	3 credits
Two (2) Hospitality or Business Electives			6 credits

Culinary Arts Concentration

The Culinary and Wine Institute of Mercyhurst North East was established to fulfill the growing need for skilled and creative cooks and chefs. The intention of the Associate of Arts Degree in Hospitality Management with a Culinary Concentration is to prepare individuals to enter or advance in the field of food service management. This will be accomplished with course work designed to direct the student to be proficient in food preparation and to acquire the management skills necessary to lead a food service establishment successfully. The curriculum has a foundation of essential culinary arts courses that introduce the student to a broad spectrum of food preparation experiences including the processes of baking and pastry, hot and cold food preparation, wine education and the production of food to be

consumed in a restaurant setting. This foundation is broadened by the addition of hospitality management and liberal arts courses which will enable the student to acquire the thinking skills necessary to run a modern professional kitchen food service operation.

The Culinary and Wine Institute operates state-of-the-art food service facilities. Its classrooms and kitchens are used by students for both academic and operational purposes. Students enrolled in the program will have the opportunity to participate in an on-the-job externship program in one of the outstanding food service operations in the region.

The community of North East, Pennsylvania, is widely known as an agricultural and food manufacturing area. As a premier fruit-growing region, it has spawned numerous wineries and significant food manufacturing companies. The Culinary and Wine Institute makes use of this locale to enhance the educational opportunities for the students. After completing this program and maintaining a 2.0 GPA, a student may decide to transfer to one of the four-year degree programs in Hospitality Management at Erie campus.

The completed courses with a grade of C or better will be applied toward the bachelor degree requirements. Students must have completed 63 credits and earn a cumulative 2.0 GPA in all culinary and hospitality courses to meet graduation requirements. Students are required to complete 100 service hours throughout the two academic years.

Culinary Arts Concentration Required Courses (48 Credits)

CULN	124/125	Culinary Arts I & Lab	6 credits
CULN	164/165	Culinary Arts II & Lab	6 credits
CULN	197	Introduction to Wine and Spirits	3 credits
CULN	224/225	Culinary Arts III & Lab	6 credits
CULN	264/265	Culinary Arts IV & Lab	6 credits
CULN	272	Culinary Externship	0 credits
CULN	297	Advanced Wine and Food Appreciation	3 credits
FNUT	131	Introduction to Nutrition	3 credits
HRIM	100	Introduction to the Hospitality Industry	3 credits
HRIM	101	Applied Service Methods	1 credit
HRIM	110	Sanitation and Safety	2 credits
HRIM	212	Purchasing for Hospitality Industry	3 credits
HRMG	206	Human Resource Management	3 credits
		Hospitality or Business Elective	3 credits

Liberal Arts

Introduction

The Liberal Arts program at MNE represents the common core of the baccalaureate degree. It provides students with the basic skills and intellectual perspectives to engage in the search for knowledge. It prepares students for pursuing a major, for broadening their views of life, and for understanding an increasingly global and diverse world.

The Liberal Arts education at MNE develops the students abilities in effective communication, research and information literacy, critical thinking and reasoning, civic engagement, quantitative and scientific reasoning, and intercultural skills, in a community of learning and service.

Students must have completed 61 credits and earn an overall 2.0 GPA to meet graduation requirements. Experiential/Service Learning the total requirements is 20 hours, of which at least 4 are related to the student's potential career.

Program Learning Outcomes

- Develop the knowledge, skills and values to promote a quality of life that is both individually enriching and socially beneficial.
- Demonstrate effective skills in writing, visual communication, and speaking with clarity, coherence, and purpose.
- Demonstrate an understanding of cultural diversity and multiple global perspectives in order to interact effectively in multicultural contexts.
- Use mathematical concepts to make logically sound decisions, judgements, and/or predictions; effectively use scientific inquiry and reasoning to solve problems and analyze and interpret data.
- Access sources and evaluate information that facilitates critical inquiry; adhere to standards of academic honesty.
- Effectively analyze and critically evaluate information and/or ideas from multiple perspectives in original ways; work in an imaginative methodology characterized by a high degree of innovation and/or divergent thinking.

Liberal Arts Required Courses (34 Credits)

COM	102	Interpersonal Communication	3 credits
COM	110	Oral Communication	3 credits
COM	160	Film Appreciation	3 credits
MIS	101	Computer Applications	3 credits
LBST	299	Capstone	3 credits
Electives			21 credits

Medical Laboratory Technician

Introduction

The science of laboratory medicine is an essential link in the prevention, diagnosis, and treatment of medical diseases and disorders. The medical laboratory professional is an integral part in the health care team, working closely with the medical staff of doctors and nurses to seek quality laboratory results within a relatively short period of time.

The duties of a Medical Laboratory Technician include performing specimen collection, analysis, test resulting and consultation with the medical staff as necessary. These technicians are also responsible for routine maintenance, calibration, quality control, troubleshooting and upkeep of laboratory equipment and documentation.

The MLT works under the direction and supervision of Medical Technologists as well as a Medical Director and/or a Pathologist. The MLT may work in any or all of the sections of the laboratory including Hematology, Coagulation, General Chemistry, Special Chemistry/Automated Chemistry, Immunology, Serology, Urinalysis, Blood Banking, and Microbiology. It is important that these professionals develop the skills necessary to adequately perform the duties required of their profession.

The MLT Program curriculum is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) 5600 N. River Road, Suite 720 Rosemont, IL 60018-5119 Telephone: 847-939-3597 or 773-714-8880 Fax: 773-714-8886, with access to email through naacinfo@naacsl.org or the website: naacsl.org

The students, upon completion of the Associate Degree requirements from MNE will meet the eligibility requirements to sit for the Board of Registry examination for the American Society of Clinical Pathology. The integrated two-year curriculum consists of a balance of liberal studies, science and technical laboratory courses. The AS of MLT must be completed within 5 years of enrollment in MLT 111/112.

The students will complete a clinical lab externship where they will obtain hands-on learning in a clinical laboratory environment. The clinical lab externship will provide the students with the opportunity to transition from the classroom setting into the clinical environment while under the close supervision and guidance of experienced laboratory professionals.

The clinical laboratory externship component of the curriculum requires a total of 400 clinical hours. The clinical externship will take place over 10 weeks in the semester and the students will be expected to stay on site for a typical 40 hour workweek.

An adequate number of clinical facilities within Erie County have committed their support to the program. In order to participate in the clinical lab externship, the students must submit documentation of appropriate immunizations, recent TB test and toxicology screen, if required. In addition the student is required to obtain the requested security clearances of the clinical facilities, as well as acceptable results from the PA Child Abuse History Certification, PA Criminal Record Check and FBI fingerprint based criminal record check.

The MLT Program Technical Standards:

- Sufficient visual acuity to read small font text, to read text presented on a video or computer monitor; to recognize and identify instrument communication lights and/or readouts; to distinguish cells under high power light microscopy by means of color differences, morphology, granulation patterns, etc.; to recognize differences in morphology for bacterial colonies growing on solid media; to identify color, clarity, and viscosity of body fluid, etc.
- Sufficient proficiency in the English language to read and comprehend complex scientific literature, to write technical papers and reports, to communicate effectively orally with other English speakers. International students must comply with APSU requirements regarding the TOEFL exam (or equivalent measures).

- Sufficient hand-eye coordination and manual dexterity to operate complex mechanical and electronic instruments (e.g., compound microscope, spectrophotometer, centrifuge, electronic balance, computer terminal, semi-automated pipetting device, etc.); and perform complex manual techniques (e.g., drawing blood, plating bacterial culture, manipulating microscope slides, test tubes, etc.).
- Sufficient sound judgement and coping skills to perform effectively and function independently in stressful academic and clinical laboratory environments.
- Sufficient emotional health and psychological/social adjustment to cooperate effectively in group activities and assignments and to perform in an ethical manner with professional colleagues and patients.
- Sufficient confidence and maturity, upon training to draw blood from fellow students, faculty, and/or patients as well as to handle it properly, using universal safety Standard Precautions as a part of performing clinical laboratory analysis in a student or clinical laboratory environment.

Program Mission

It is the mission of the Mercyhurst North East Medical Laboratory Technician program to anticipate the healthcare needs of the Pennsylvania community and surrounding communities and to respond by recruiting and educating a diverse group of quality laboratory professionals, while fostering collaborative relationships that generate new knowledge through innovation, technology, research, and education.

Program Vision

The vision of the Mercyhurst North East Medical Laboratory Technician Program is to enhance the community of healthcare through the quality of our graduates, scholarly activities, collaborative efforts and community interactions.

Program Philosophy

The philosophy of the Mercyhurst North East Medical Laboratory Technician program is as follows: We believe that as medical laboratory professionals we have a duty to uphold and maintain the dignity and respect of our profession and strive to maintain a reputation of honesty, integrity and reliability. We believe that the knowledge and skills obtained in pursuing an education in the medical laboratory field involves truly learning and perfecting an art that is to be valued and respected. We believe that as educators we have a duty to society to maintain the highest level of competence that is reserved for the professionals in the field.

A minimum of 64 credits is required for the completion of this associate degree program. An overall of 2.0 GPA is required by the end of the 4th term and for graduation. No grade below a C is accepted in any MLT course. Any student achieving less than a C in any MLT course will have to repeat the course before continuing the program.

Upon successful completion of the program, graduates are encouraged to sit for the American Society of Clinical Pathology Board of Registry examination in order to be a certified MLT (ASCP). Several states have independent licensure of Medical Laboratory Technicians and it may be a requirement to work in a clinical laboratory in that particular state. Upon completion of the MLT program, students will be eligible to sit for ASCP and NCA certification exams. Further information is available at ascp.org.

Program Learning Outcomes

- Apply knowledge of methodologies for all major areas currently practiced by a modern laboratory including problem solving and troubleshooting techniques
- Collect, prepare, examine and analyze blood, body fluids and other biological specimens for a wide variety of routine and specialized laboratory tests.
- Apply knowledge of laboratory results used in diagnosis and treatment of patients.
- Accurately communicate and report test results in a timely and efficient manner to serve the needs of the patients and the public.
- Demonstrate proper techniques and competencies to operate standard and specialized laboratory equipment as well as be able to participate.

- Apply knowledge of and demonstrate proper techniques for Quality Assessment in the laboratory.
- Maintain safe practices and comply with all regulatory guidelines when performing laboratory techniques.
- Demonstrate proper information processing in the clinical laboratory to include specimen and result handling communicating effectively with clients, families, significant others, and members of the health care team.

Medical Laboratory Technician Required Courses (40 Credits)

BIO	294	Parasitology	3 credits
CHEM	123/124	Bio-Organic Chemistry & Lab	4 credits
MLT	111	Clinical Laboratory I	3 credits
MLT	112	Clinical Laboratory II	3 credits
MLT	150	Clinical Microbiology	4 credits
MLT	160	Clinical Chemistry	4 credits
MLT	220	Clinical Hematology	3 credits
MLT	225	Serology / Blood Banking	4 credits
MLT	250	Clinical Laboratory Seminar	3 credits
MLT	251	Clinical Laboratory Externship	9 credits

Nursing

Registered nursing is a caring profession whose members provide patient-centered care across the life span to individuals, families, and the global community. Nursing is a scientific discipline using clinical judgment, substantiated by evidence, and integrating safe, quality care and health promotion.

Nurses use interdisciplinary collaboration and teamwork to promote effective communication and shared decision making. They use information and technology to communicate, access resources, promote patient safety and provide continuous quality improvement.

Professional nurses adhere to the established standards of practice and are accountable within the legal and ethical framework of the profession. Inherent in this is the belief that education is a continuous life-long process necessary to integrate the best current evidence for clinical practice. In keeping with the core values of Mercyhurst University, nurses are ambassadors of service demonstrating the values of social mercy, global responsibility, intellectual creativity, and reflective awareness.

Learners in the nursing program are self-directed and build on prior knowledge and life experiences. Learning is facilitated by various teaching strategies which consider individual learning preferences. The faculty encourage and support the spirit of inquiry to challenge the status quo and question underlying assumptions.

Upon completion of the program, graduates are eligible to take the National Council Licensure Examination-RN (NCLEX-RN) for licensure as a professional registered nurse. Graduates will be prepared to work in various health care settings such as acute care hospitals, long term care centers, ambulatory clinics, and home health care.

The State Board of Nursing will not issue a license or certificate to an applicant who has been convicted of a felonious act prohibited by the "The Controlled Substance, Drug, Device and Cosmetic Act," or convicted of a felony relating to a controlled substance unless: 1) at least ten (10) years have lapsed from the date of conviction; 2) the applicant satisfactorily demonstrates to the Board that there has been significant progress in personal rehabilitation since the conviction; and 3) the applicant satisfies all qualifications in or authorized by the Professional Nursing Law.

In addition, when a graduate applies for licensure, he/she will be asked to declare convictions of any felony or misdemeanor and/or any current criminal charges pending and unresolved in any court. Conviction includes judgment, found guilty by a judge or jury, pleaded guilty or nolo contendere, received probation without verdict, disposition in lieu of trial, or ARD.

The program is approved by the Pennsylvania State Board of Nursing and consists of a minimum of 68 credits. Requirements for admission includes a high school diploma with a preferred GPA of 2.5 or better. An assessment test to evaluate basic academic skills and the potential for success in the program will be administered by the university. Applicants must also obtain a Criminal Record Report and Child Abuse Clearance Report after final acceptance into the Nursing Program. Applicants with concerns in these areas should call the Pennsylvania State Board of Nursing or the nursing program director.

Applicants with a GED who have taken at least two of the three following courses: Biology, Chemistry, and Algebra, and who have earned a C or better in these courses are encouraged to apply. Preference is given to applicants with an SAT score of at least 900. SAT's are required for those applicants who graduated from high school within the last 3 years. An assessment test to evaluate basic academic skills and the potential for success in the program will be administered by the university. The results of this test are used to assist with admission decisions. Letters of recommendation may be required.

The applicant will be required to take any prerequisites that are needed based on the results of these tests. A physical exam including immunization records, specific blood titers, TB testing, and criminal and child abuse history report are required before the first clinical nursing course. Physical and emotional health is necessary to fulfill the objectives of the program. Professional CPR certification is required

before the beginning of Nursing 150. The nursing curriculum is designed for full-time or part-time enrollment. Courses are taken in sequence as displayed in the course requirements listed below.

Clinical rotations in the four nursing courses include both weekend and evening hours. A minimum of 80% in the theory component and a mark of "PA" in the clinical lab component must be earned at the level of NURS 130, 135, and 140. A minimum of 83% is required in all nursing courses at and beyond the level of NURS 150/151. If a student is readmitted to a nursing course, both the clinical and theory portions must be repeated. Readmission policy is included in the Nursing program's student handbook which is made available to the students at orientation. Nothing less than a C may be earned in liberal arts courses which are part of the nursing curriculum. Students must earn at least a C in all science courses.

Students are responsible for their own transportation to clinical sites to which they are assigned. Participation in standardized testing and simulated nursing laboratory experiences are required of each nursing student periodically throughout the program. Test dates and simulation experiences will be announced at the beginning of each term within which they occur and may not always coincide with scheduled classes.

Non-participation in standardized testing or simulated nursing laboratory experiences will result in an incomplete for the specific nursing course.

Our program is approved by the PA State Board of Nursing and accredited by the Accreditation Commission for Education in Nursing which may be contacted for information at:

Accreditation Commission for Education in Nursing
3343 Peach Tree Road, NE, Suite 850
Atlanta, GA 30326 or (404) 975-5000

Transfer Students

Mercyhurst North East reserves the right to limit the number admissions spots open to transfer applicants. Also, admissions preference will be given to students who have already completed Mercyhurst University credits. Furthermore, transfer credits will only be considered for the following classes:

BIO	240/241	Human Anatomy and Physiology I & Lab
BIO	250/251	Human Anatomy and Physiology II & Lab
BIO	254	Foundations of Pathophysiology
ENG	120	Research and Writing
MATH	109	Statistics
RLST	100	Religious Studies Course
SOC	101	Sociology (100 level or greater)
SOC	108	Human Growth and Development

***Transfer credit for Human Anatomy and Physiology will only be awarded if both A&P I w/lab and A&P II w/lab have been completed within the last five years with grades of C or better for all eight credits.

In all cases, if the transfer course has not been previously approved by MNE it is the student's responsibility to provide admissions with an official transcript and course description in order to be awarded transfer credit for any course. Transcripts and course descriptions must be received no later than 4 weeks prior to the start of the program for previous coursework to be considered for transfer credit. Final transfer evaluations will not be completed until final official transcripts are received.

Program Learning Outcomes

- Patient Centered Care-Advocate for the patient and/or designee as the principle source of control to determine the direction of her/his care and to manage her/his care in collaboration with the health care team.
- Safety-Use system, individual resources and clinical judgement to implement and promote safe practice prepare and minimize risk to the

patient, family, and health care team.

- Evidence Based Practice-Quality Improvements-Integrate best current evidence to provide safe, quality nursing care and promote optimal patient outcomes.
- Informatics - Use information and technology to communicate, access resources, support decision making and prevent errors.
- Teamwork and Collaboration - Collaborate with the patient and or designee and members of the health care team to foster open communication, mutual respect, and shared decision making to achieve quality care.
- Professional Identity - Adheres to standards of professional practice as a patient advocate, is accountable for her/his actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks.

Full-Time Nursing Track Required Courses (68 Credits)

Student must obtain a C or above in the following:

BIO	240/241	Human Anatomy and Physiology I & Lab	4 credits
BIO	250/251	Human Anatomy and Physiology II & Lab	4 credits
BIO	254	Foundations of Pathophysiology	4 credits

Student must obtain a B or above in the following: (C+ or better in 135)

NURS	135	Nursing I and II	5 credits
NURS	150/151	Nursing III & Lab	6 credits
NURS	155	Pharmacology	4 credits
NURS	230/231	Nursing IV & Lab	12 credits
NURS	240A/241A	Nursing V-A & Lab	7 credits
NURS	240B/241B	Nursing V-B & Lab	7 credits

Part-Time Nursing Track Required Courses (68 Credits)

Student must obtain a C or above in the following:

BIO	240/241	Human Anatomy and Physiology I & Lab	4 credits
BIO	250/251	Human Anatomy and Physiology II & Lab	4 credits
BIO	254	Foundations of Pathophysiology	4 credits

Student must obtain a B or above in the following: (C+ or better in 130 and 140)

NURS	130	Nursing I	2 credits
NURS	140	Nursing II	3 credits
NURS	150	Nursing III & Lab	6 credits
NURS	155	Pharmacology	4 credits
NURS	230A/231A	Nursing IV-A & Lab	6 credits
NURS	230B/231B	Nursing IV-B & Lab	6 credits
NURS	240A/241A	Nursing V-A & Lab	7 credits
NURS	240B/241B	Nursing V-B & Lab	7 credits

LPN to ASN Articulation Agreement

After completing NURS 209, graduates of state approved and accredited PN programs will be granted an additional 7 credits in Nursing for taking the equivalent of Nursing I, II, and III based on the following criteria.

Applicants to the Associate of Science in Nursing (ASN) Degree program at Mercyhurst North East must meet the requirements of the university as well as the ASN program for admission. Competency testing may be required to assist in placement. In addition, a Practical Nursing License in good standing is required before entering Nursing 209/210.

Licensed Practical Nurse graduates may enter the ASN program in the fall or spring semester. Students must have passed the NCLEX-PN licensure examination and be licensed as an LPN and have worked as an LPN for 6 months. Verification must be submitted to the administrators of the ASN Degree program.

Occupational Therapy Assistant

Occupational therapy is skilled treatment that helps individuals achieve independence in all facets of their lives. Occupational therapy assists people in developing the "skills for the job of living" necessary for independent and satisfying lives. (American Occupational Therapy Association, AOTA).

Occupational therapy practitioners are skilled professionals whose education includes the study of human growth and development with specific emphasis on the social, emotional, and physiological effects of illness and injury. (AOTA).

The occupational therapy assistant (OTA) is an integral part of the health care team. Occupational therapy assistants provide occupational therapy services under the direction and supervision of the occupational therapist. OTAs implement selected components of patient/client interventions and obtain data related to that intervention; make modifications in selected interventions either to progress the patient/client as directed by the occupational therapist or to ensure patient/client safety and comfort, educate and interact with occupational therapy and occupational therapy assistant students, aides, technicians, volunteers, patients/clients families, caregivers; and respond to patient/client and environmental emergency situations.

Requirements for admission include a high school diploma (or GED) with a GPA minimum of 2.5 (C+ average), and completion of high school algebra, biology and chemistry with a C or better in each course. Preference is given to applicants with SAT scores at or above 900 (two section total) or a 20 composite ACT score. Applicants may be asked to take a placement test if any of the requirements are in question. Additional requirements that can be completed after a student is accepted include 16 hours of documented work or volunteer experience in two different settings with a licensed OT or OTA.

The OTA curriculum consists of liberal arts, science and OTA preparation courses. Within this curriculum, fieldwork placement in a clinical setting, supervised by a licensed OT or OTA, is completed. This is integrated into the course schedule for Level I Fieldwork, with a placement within the Principles and Skills courses. Level II Fieldwork is a full time clinical placement during the last term of the curriculum. This consists of two separate clinical experiences, lasting eight weeks each.

A minimum of 66 credits (40 OTA credits) are required for the completion of this associate degree program. No grade below a C is accepted in any OTA course. Successful completion of field work placements within clinical settings as scheduled in the curriculum is mandatory.

In order to participate in fieldwork education, students must provide documentation of a recent physical exam, appropriate immunizations, a recent two step TB test, current CPR certification, completion of federal and state criminal record checks, child abuse clearance and, in some cases, a drug screening.

The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE):
4720 Montgomery Lane
P.O.Box 31220
Bethesda, MD 20824-1220
301-652-2682
acoteonline.org

Graduates are eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, individual states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may prevent a student from completing field work and affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Program Learning Outcomes

- Be able to practice as an entry-level generalist in a safe and effective

manner within the various settings where OT services are provided.

- Be able to provide intervention related to the occupational performance of an individual or group that is based upon current OT theory, is culturally relevant, and evidence based.
- Be able to use relevant occupations to facilitate participation in life roles.
- Display ethical behavior with clients, coworkers and all stakeholders within their practice.
- Be an advocate for the OT profession and for the clients they serve.
- Understand the need to maintain competence through lifelong learning.

Occupational Therapy Assistant Required Courses (40 Credits)

OTA	101	Introduction to Occupational Therapy	3 credits
OTA	102	Conditions in Occupational Therapy	3 credits
OTA	105/106	Analysis of Human Movement & Lab	4 credits
OTA	201/211	Principles & Skills: Psychosocial/Mental Health & Lab	4 credits
OTA	203/213	Principles & Skills: Pediatrics & Lab	4 credits
OTA	205	Professional Issues	3 credits
OTA	206	OTA Level I Fieldwork: Psychosocial/Mental Health	1 credit
OTA	207/208	Principles & Skills: Intervention Skills for Physical Disabilities & Lab	5 credits
OTA	209	OTA Level I Fieldwork: Physical Disabilities	1 credit
OTA	220	OTA Level II Fieldwork Part A	6 credits
OTA	223	OTA Level II Fieldwork Part B	6 credits

Physical Therapy Assistant

Introduction

The American Physical Therapy Association defines Physical Therapy as the assessment, evaluation, treatment, and prevention of physical disability and pain resulting from injury, disease, disability, or other health-related conditions.

The physical therapist assistant (PTA) is an integral part of the health care team. The duties of a physical therapist assistant include assisting in the implementation of treatment programs in accordance with the plan of care established by the physical therapist. The PTA works under the direction and supervision of the physical therapist in the provision of physical therapy services. Services may include use of physical agents such as therapeutic heat and cold, electrical stimulation and therapeutic ultrasound; application and instruction of therapeutic exercise techniques; functional mobility training; and data collection skills to monitor strength, range of motion, sensation, and reflexes.

The practice of physical therapy offers opportunities to provide valuable health care service to patients or clients of all ages. The PTA program curriculum is designed in accordance with recommendations of the American Physical Therapy Association's Model Curriculum for PTA Education (Version 2007), and Minimum Required Skills of the PTA graduate. The program meets the required Standards and Elements as established by the Commission on Accreditation in Physical Therapy Education (CAPTE). The program has been accredited by CAPTE since 1996.

The integrated two-year curriculum consists of a balance of liberal studies, science and technical courses. Within the curriculum, three clinical education courses are completed. The clinical education courses provide an opportunity for students to transition from the classroom/lab setting into the clinical environment. Students continue the learning process in various clinical settings under the direct supervision of a qualified physical therapist assistant and/or physical therapist.

The clinical education component of the curriculum requires a total of 640 clinical hours. Clinical sites utilized for clinical education are available throughout the United States with the majority of sites in the tristate region. A significant number of clinical facilities within Erie County have committed their support to the program. Clinical sites available represent a wide variety of settings including hospitals, outpatient clinics, rehab centers, nursing homes, sports medicine clinics and pediatric settings. In order to participate in the clinical education courses, students must submit documentation of a recent physical exam (within one year), appropriate immunizations, recent two-step TB test, current CPR certification, completion of a federal and state criminal record check, child abuse clearance, and alcohol and drug screening. Students should be aware that a felony conviction may affect a graduate's ability to attain a license or certificate to practice, may restrict options for clinical placements and may impact employability. A student who cannot be placed in the appropriate variety of clinical facilities will not be able to complete the program.

Requirements for admission include a high school diploma or GED with a preferred GPA of 2.5 (C+ average), and completion of high school algebra, biology and chemistry with a C or better in each course. Preference is given to applicants with SAT scores at or above 900 (two section total) or a 20 composite ACT score. Applicants may be asked to take a placement test if any of the requirements are in question. Additional requirements that can be completed after a student is accepted include two letters of recommendation from a teacher, supervisor, coach, or other appropriate source, and 20 hours of documented work or volunteer experience in two different physical therapy settings under the supervision of a licensed PT or PTA.

A minimum of 72 credits is required for the completion of this associate degree program. An overall 2.0 GPA is required by the end of the second semester and for graduation. A grade of C+ (80%) or higher is expected in all PTA courses to remain in good standing within the program. Due to the rigor of the program, working full-time is not recommended.

Upon successful completion of the program, graduates are required to take the National Physical Therapy Examination in order to practice as a PTA in most states. The National Exam is administered by the Federation of State Boards of Physical Therapy (FSBPT.org).

Program Goals

- Graduates will be prepared for entry-level practice as a physical therapist assistant within the guidelines set forth by the American Physical Therapy Association and within the scope of practice established by the State Boards of Physical Therapy.
- Graduates will be adequately prepared to pass the National Physical Therapy Examination for the Physical Therapist Assistant.
- Graduates will perform as safe and effective physical therapist assistants in a physical therapy setting.

Program Learning Outcomes

- Demonstrate professional behavior in all patient/client interactions, including simulated situations. (Further defined: APTA's Values Based Behaviors; Following legal and ethical guidelines; Demonstrating empathy, care and respect.)
- Perform interventions and data collection in a safe and effective manner as directed in the plan of care and within the scope of practice of a physical therapist assistant.
- Effectively monitor patient response to treatment and respond appropriately. (Further defined: Identify the need for modification of interventions as related to patient/client response to treatment; communicate with the supervising physical therapist regarding changes in patient status.)
- Utilize appropriate communication and documentation to aid in the effective operation of the physical therapy department and the provision of physical therapy services.

Physical Therapist Assistant Required Courses (63 Credits)

BIO	240/241	Human Anatomy and Physiology I & Lab	4 credits
BIO	250/251	Human Anatomy and Physiology II & Lab	4 credits
PTA	101/104	Introduction to Physical Therapy & Lab	5 credits
PTA	103	Healthcare Communication	1 credit
PTA	200/204	Kinesiology & Lab	5 credits
PTA	205	Pathophysiology	3 credits
PTA	206/216	Therapeutic Modalities for PTA & Lab	5 credits
PTA	207/217	Orthopedic Interventions & Lab	5 credits
PTA	208/218	Therapeutic Exercise & Lab	4 credits
PTA	209/219	General Rehab & Lab	4 credits
PTA	210	Neuro Rehab	4 credits
PTA	211	Clinical Education I	4 credits
PTA	212	Clinical Education II	4 credits
PTA	213	Clinical Education III	5 credits
PTA	214	Professional Issues Seminar	2 credits
MATH	111	College Algebra*	3 credits
OR			
STAT	109	Introduction to Statistics*	3 credits

*This course also fulfills the Analytical Thought requirement of the REACH curriculum.

Respiratory Therapist

Introduction

As the field of Respiratory Therapy continues to grow and expand, it is important for students to continue to learn during their educational pursuits and grow as a professional. The knowledge that is gained in the program is a wonderful foundation to continue to build upon. Throughout the educational experience students will gain the scientific knowledge needed to provide respiratory therapy to patients in need. Along with the knowledge gained, the students will also acquire the skills needed for applying that knowledge. Students of the Respiratory Therapist Program are encouraged to become independent and lifelong learners. Students must have the desire to graduate and continue to grow professionally. The overall task of the Respiratory Therapist Program is to provide our students with the theoretical background and the clinical experience necessary to become successful Respiratory Therapists.

Knowledge of the scientific principles underlying cardiopulmonary physiology and pathophysiology, as well as biomedical engineering and technology, enable respiratory therapists to effectively offer preventative care to, as well as assess, educate, and treat patients with cardiopulmonary deficiencies.

In addition to Mercyhurst North East's standard requirements for admission, which include a high school diploma or GED, a minimum GPA of 2.5, and either an ACT, SAT or Accuplacer Placement Test score, individuals applying for admission to the Respiratory Therapist program are subject the following standards:

- Applicant must have completed high school courses in algebra, biology AND chemistry, with a minimum grade of C in each course.
- Preference will be given to applicants with SAT scores at or above 900 (section total) or a 20 composite score on the ACT test.
- Applicant may be required to take the Accuplacer Placement Test to determine placement in appropriate English and Math courses.
- If an applicant does not meet the required scores to enter into Research and Writing and/or Elementary Algebra, he or she must take preparatory classes. Placement into Research and Writing and Elementary Algebra will allow the student to be directly admitted into the RT program. If preparatory English or Math are required, the student will not be directly admitted into the RT program. If the student is not directly admitted into the program, they may be offered the opportunity to enter into the AS Health Studies program to remediate any academic deficiencies. After the completion of one year in the AS Health Studies program, the student can be reevaluated for admission into the RT program if they so wish. Admission into the RT program is not guaranteed and is granted on a case-by-case basis.
- The skills test is required for students who achieved below 900 on their SATs (two section total), students who achieved below a 20 on sections of their ACTs, or have never taken the SATs or ACTs, as well as those who have been out of school for several years.
- Applicant must have current CPR certification before the start of the clinical phase of the program.
- Applicants must have a recent physical examination and records of the following immunizations before the beginning of clinical rotations: Hepatitis B, 2 step PPD, a one-time dose of Tetanus, Diphtheria, and Pertussis vaccine (between ages 18 and 64), Varicella immunization (2 injections) or a positive varicella titer, and positive Rubella, and Mumps titers.
- Drug testing will be required. A criminal record check will be required. Note that a legal conviction may affect a student's ability to be placed in clinical rotations, complete the RT program and/or attain state licensure to practice.
- State and federal child abuse clearances will be required.
- Official, final transcripts are required before the start of classes.
- Job shadowing is suggested prior to enrolling and can be set up by the Program Director, if interested.

Clinical sites utilized for clinical education are located in the tristate area, with the majority of the sites in Erie County. Clinical sites available represent a wide variety of settings including hospitals, rehabilitation clinics, extended care facilities and home care/long term care agencies.

In order to participate in the clinical education courses, students must submit a recent physical exam (within one year), appropriate immunizations, recent two-step TB test and current CPR certification.

As a health care profession, Respiratory Care is practiced under medical direction across the health care continuum. Critical thinking, patient/environment assessment skills, and evidence-based clinical practice guidelines enable respiratory therapists to develop and implement effective care plans, patient-driven protocols, disease based clinical pathways, and disease management programs. A variety of venues serve as the practice site for this health care profession including, but not limited to: acute care hospitals, sleep disorder centers and diagnostic laboratories, rehabilitation, research and skilled nursing facilities, patients' homes, patient transport systems, physician offices, convalescent and retirement centers, educational institutions, field representatives and wellness centers.

The Respiratory Therapist program is accredited by the:
Commission on Accreditation for Respiratory Care
PO Box 54875
Hurst, Texas 76054-4876
(817) 283-2835
coarc.com

Upon completion of this program, graduates will have been trained to be competent at the Registered Respiratory Therapist level and be eligible to take the NBRC Therapist Multiple Choice (TMC) Examination and the Clinical Simulation Examination (CSE). The integrated two-year curriculum consists of a balance of liberal studies, science and technical courses. Within the curriculum, two full time clinical education courses are completed. The clinical education courses provide an opportunity for students to transition from the classroom/lab setting into the clinical environment.

Students continue the learning process in various clinical settings under the direct supervision of a qualified respiratory therapist. The clinical education component of the curriculum requires a total of 624 clinical hours.

A minimum of 69 credits is required for the completion of this associate degree program. No grade below an 80% is accepted in any RES course. No grade lower than a C in any science course that is required in the RT program will be accepted. In order to be eligible for graduation the student must successfully pass the practice TMC and CSE exams.

Program Learning Outcomes

- Utilize the application of scientific principles for the identification, prevention, remediation, research, and rehabilitation of acute or chronic cardiopulmonary dysfunction thereby producing optimum health and function.
- Review existing data, collect additional data, and recommend obtaining data to evaluate the respiratory status of patients, develop the respiratory care plan, and determine the appropriateness of the prescribed therapy.
- Initiate, conduct, and modify prescribed therapeutic and diagnostic procedures.
- Document necessary information in the patient's medical record and other forms, and communicate that information to members of the health care team.
- Obtain, assemble, calibrate, and check necessary equipment.
- Use problem solving to identify and correct malfunctions of respiratory care equipment.
- Demonstrate appropriate interpersonal skill to work productively with patients, families, staff and co-workers.
- Accept directives, maintain confidentiality, does not discriminate, and upholds the ethical standards of the profession.
- Demonstrate Basic Life Support and Advanced Life Support techniques during simulation practice and clinical settings.
- List and identify pharmacological agents used to treat cardiopulmonary patients, including indications and contraindications.
- Describe and demonstrate the proper way to protect themselves as well as

the patient from infection.

Respiratory Therapist Required Courses (41 Credits)

RES	101	Introduction to Respiratory Therapy	3 credits
RES	110	Respiratory Therapy I	3 credits
RES	111	Respiratory Care Equipment I	1 credit
RES	120	Respiratory Therapy II	3 credits
RES	121	Respiratory Care Equipment II	1 credit
RES	122	Respiratory Pharmacology	2 credits
RES	201	Pediatric and Neonatal Respiratory Care	2 credits
RES	205	Cardiopulmonary Pathology and Diagnostic Procedures	4 credits
RES	212	Respiratory Therapy Clinical Practicum I	8 credits
RES	221	Respiratory Therapy Clinical Practicum II	11 credits
RES	223	Respiratory Therapy Professional Seminar	3 credits

Computer Information Specialist Certificate

Introduction

The Computer Information Specialist Program is designed to provide students with sufficient exposure to those computer based problem-solving techniques needed to secure an entry-level position in the growing field of computer operations. The program provides an introduction to programming, as well as coursework in microcomputer applications and computer hardware.

Students are introduced to Microsoft Word, Excel, Access, and PowerPoint. Upon completing this program, students will be prepared for entry-level positions as programmer trainees or microcomputer specialists. With experience, one may qualify for promotion to a higher-level supervisory position.

Students must earn an overall GPA of 2.0, along with a minimum grade of 2.0 in each certificate-required course to meet graduation requirements. After completing this program a student may transfer to one of the two-year or four-year degree programs. Many of the courses with a grade of C or better can be applied toward the degree requirements. A minimum of 30 credits is required for the completion of this certificate program.

Computer Information Specialist Certificate (31 Credits)**Required Courses (30 credits)**

ART	220	Typographic Foundations	3 credits
COMP	110	Composition	3 credits
OR			
COMP	120	Research and Writing	3 credits
ECON	105	Macroeconomics	3 credits
MATH	146	Programming I	3 credits
MIS	101	Computer Applications	3 credits
MIS	106	Web Management I	3 credits
MIS	110	Advanced Computer Apps	3 credits
MIS	140	Computer Operations I	3 credits
MIS	260	Networks	3 credits
Elective (REACH Course Recommended)			3 credits

Culinary Arts Certificate

Introduction

Students enrolled in the Culinary Arts Certificate are held to all standards and policies as the Associate degree programs as outlined in the catalog. The Culinary Arts Certificate is designed to provide students with sufficient skills needed to secure an entry-level position in the restaurant and food preparation areas. Students will gain basic skills in foods, sanitation, and nutrition as well as in purchasing and human resources. Courses in college writing provide basic communication skills.

Students must maintain a minimum GPA of 2.0 overall, along with a minimum grade of a C in all Culinary (CULN) and Hospitality Management (HRIM) courses.

The program is designed to allow the student to enter a new profession or acquire college credits with a minimal time investment as well as providing the opportunity to continue their education if they desire. After completing the Certificate Program, the student may transfer into the Associate Degree Program and courses with a C or better will be applied toward the degree requirements.

Service Practicum Requirement

A service practicum (50 hours) is required for all students regardless of transfer or class status and must be fulfilled prior to graduation.

Culinary Arts Certificate Required Courses (30 credits)

COMP 110	Composition (or higher)	3 credits
CULN 124/125	Culinary Arts I & Lab	6 credits
CULN 164/165	Culinary Arts II & Lab	6 credits
OR		
CULN 264/265	Culinary Arts III & Lab	6 credits
CULN 197	Introduction to Wine and Spirits	3 credits
FNUT 131	Introduction to Nutrition	3 credits
HRIM 110	Sanitation and Safety	2 credits
Department Elective		2 credits

Medical Assistant Certificate

Introduction

Medical assistants are allied health practitioners who are educated to perform both administrative and/or clinical skills in an ambulatory or immediate care setting under the supervision of a licensed physician. The program is designed to prepare students who may wish to pursue a career in Medical Assisting, but may not wish to pursue a two-year degree.

The goal of this program is to prepare our graduates in both administrative and clinical skill necessary to work in a variety of healthcare settings, such as private physician practices, immediate care offices, group practices, family medical centers, hospitals, outpatient clinics, and other healthcare facilities.

Mercyhurst University has been approved by the National Health Career Association (nhanow.com) as a testing site to administer the National Certificate Examination for Clinical Medical Assistant. Students may choose to sit for the NHA Certification exam following successful completion of all course work.

Students that successfully complete all administrative and clinical competencies may choose to complete an internship. All criteria must be met before graduating, including a minimum 2.0 GPA overall, a minimum grade of 2.1 in all major courses, and successful completion of all performance objectives.

Program Learning Outcomes

The primary goal of the Medical Assisting Program is to prepare competent entry-level Medical Assistants in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains. As well as:

- Provide appropriate learning opportunities to facilitate the acquisition of the knowledge and technical skills necessary to function as a competent, entry-level Medical Assistant.
- Endeavor to instill a sense of medical ethics.
- Encourage a sense of commitment to continued professional development.
- Students will incorporate the cognitive knowledge in performance of the psychomotor and affective domains in their practice as medical assistants in providing patient care and apply critical thinking skills in performing patient assessment and care.

Medical Assistant Certificate Required Courses (31 Credits)

BIO	120/121	Human Biology & Lab	4 credits
COM	110	Oral Communications	3 credits
HIM	101	ICD & CPT Coding I	3 credits
HIM	202	Electronic Health Records	3 credits
HIM	203	Health Insurance and Reimbursement	3 credits
MED	105/106	Medical Assistant Clinical Procedures I & Lab	4 credits
MED	108/109	Medical Assistant Clinical Procedures II & Lab	4 credits
MED	125	Medical Assistant Capstone	1 credit
MIS	101	Computer Applications	3 credits
SECM	111	Medical Terminology	3 credits

Municipal Police Academy Certificate

Introduction

The program of instruction associated with the Pennsylvania Act 120 Municipal Police Officers Basic Training Curriculum is designed to address the multi-faceted role of the police officer in a complex, democratic society. This 23-week program of instruction and study emphasizes task proficiency, professional development, and role and value understandings requisite for a high quality police service.

As an entry-level program of instruction, this curriculum has a specific focus - the municipal police patrol officer. The program aims to build a firm training and educational foundation upon which a professional police career can be built.

Upon completing this program, students will be prepared for entry level positions as police officers in any municipality, park rangers, deputy sheriffs, security guards, and many other related positions in the criminal justice system. With experience, one may qualify for promotion to higher-level supervisory positions.

After completing this certificate program, a student may transfer to a two-year degree program in law enforcement, referencing associate degree requirements for course equivalency. Cadets are encouraged to consider enrolling in the associate degree program. All students will receive 22 credits that may be applied to the Criminal Justice Associate Degree program at Mercyhurst North East.

Program Learning Outcomes

- Demonstrate basic skills and knowledge of the criminal justice system.
- Demonstrate exemplary written and communication interpersonal skills.
- Evaluate and apply basic knowledge of legal aspects of police operations.
- Demonstrate exemplary problem solving skills.
- Understand and demonstrate good investigative technique.
- Understand the differences and work effectively with diverse populations.
- Exhibit good situational awareness and judgement.
- Demonstrate the ability to correctly articulate high stress events.
- Demonstrate physical fitness, stamina, and fine motor skills related to the profession.

Municipal Police Academy Certificate Required Courses (22 Credits)

MUNP 101	Introduction to the Police Academy	1 credit
MUNP 104	Physical and Emotional Readiness	1 credit
MUNP 107	Law and Procedures	4 credits
MUNP 110	Patrol Procedures and Operations	3 credits
MUNP 115	Criminal Investigations	3 credits
MUNP 120	Topics in Criminal Justice	3 credits
MUNP 125	Mechanics of Arrest	1 credit
MUNP 130	Vehicle Operations and Procedures	1 credit
MUNP 135	First Aid and CPR	1 credit
MUNP 140	Tactical Self-Defense	4 credits

OASIS Program Certificate

Introduction

Opportunities for Academic Success in Inclusive Settings (OASIS) offers proficiency-based certificates to students with intellectual and developmental disabilities. The program was originally the result of a collaboration between Mercyhurst University and Erie Homes for Children and Adults (EHCA). The program also garnered significant support from the Office of Vocational Rehabilitation (OVR), Department of Human Services and D.R.E.A.M. Partnership.

Mission Statement

Consistent with the mission of Mercyhurst, the OASIS Program offers collegiate-based academic and social activities to individuals with intellectual and developmental disabilities in a compassionate and hospitable environment. Students in the OASIS Program are afforded the opportunity to expand their vocational knowledge while participating with the university community in a way that brings forth the opportunity to recognize the solidarity that can be found in diversity.

Program Learning Outcomes

- Acquisition of skill related to seeking, securing and maintaining gainful employment.
- Increase in skills related to self-advocacy and self-determination.
- Increase campus institutional and community connectedness.
- Increase independent living skills within the community and campus environment.

About the Program

Students enrolled in the OASIS Program observe and participate in coursework and labs (to varying degrees) alongside peers pursuing similar vocational interests at Mercyhurst North East. Assignments and assessments are individualized based upon students' strengths and needs. Students in the program are also provided assistance by peer mentors and student interns. Progression through the curricula is assessed through a variety of modalities. Direct observation as well as indirect measures of assessment (e.g., analysis of permanent products) are used to provide students with proficiency-based outcomes data.

Students are required to meet 70% of program goals and objectives in order to successfully complete the program. OASIS currently offers a 1-year or 2-year certificate option. Students in the 1-year certificate option will participate in certificate specific courses while focusing on job-readiness skill development. Students in the 2-year certificate option will participate in OASIS core courses during their first year with a focus on life-skill development. During the second year students will focus upon certificate specific courses and job-readiness skill development.

Students will also complete studies in specific areas related to obtaining employment in the field, resume development, interviewing techniques, and soft skills related to maintaining employment. Students will also engage in person-centered planning to assist in goal development for personal growth during the program.

The application process for the OASIS Program is separate from the traditional university application process. A personal interview and a set of admission assessments will be scheduled once an applicant has submitted all necessary credentials and has been determined a candidate.

OASIS Core Required Courses

OASI	001	Life Skill Development I	0 credits
OASI	002	Life Skill Development II	0 credits
OASI	003	Job Shadowing	0 credits
OASI	004	Employment Skill Development I	0 credits
OASI	005	Employment Skill Development II	0 credits
OASI	006	Internship	0 credits

Concentrations within the Oasis Program

Business Administration Concentration

Students in this program learn the skills that make it possible for them to work in a business or office environment. Students take classes that will teach them skills related to management, marketing, and computer skills.

Business Administration Concentration Required Courses

MGMT	020	Principles of Management	0 credits
MIS	001	Computer Applications	0 credits
MIS	010	Advanced Computer Applications	0 credits
MKTG	062	Principles of Marketing	0 credits

Culinary Concentration

Students involved in the culinary concentration will learn skills related to working in a kitchen environment. The ability to follow a recipe, locate and use items and tools in the kitchen, and how to prepare food will all be addressed. Students will also learn about safety and sanitation in the kitchen.

Culinary Concentration Required Courses

CULN	024/025	Culinary Arts I & Lab	0 credits
CULN	064/065	Culinary Arts II & Lab	0 credits
HRIM	010	Sanitation and Safety	0 credits

Hospitality Management Concentration

Students involved in the hospitality management concentration will learn skills related to working in the "back of the house" within the hospitality field. An introduction to and explanation of the field and its many facets will be covered. Students will also complete studies in specific areas related to obtaining employment in the field, such as housekeeping and human resources.

Hospitality Management Concentration Required Courses

FPM	009	Housekeeping Operations	0 credits
HCM	005	Introduction to Event Management	0 credits
HRIM	000	Introduction to Hospitality Management	0 credits
HRIM	001	Applied Service Methods	0 credits
HRIM	075	Hospitality Engineering	0 credits

Students enrolled in the Culinary or the Hospitality Management concentrations of the OASIS program are held to all standards and policies as the Associate degree programs regarding decorum and behaviors in labs and during department functions, events and field trips.

Early Childhood Concentration

Students involved in the early childhood concentration will learn skills related to working in a Pre-K through grade 4 setting. Students will develop an understanding of developmentally appropriate practices with young children. Students will participate in numerous clinical experiences in a variety of settings. *Students must be able to obtain mandatory Federal and State clearances.

Early Childhood Concentration Required Courses

OASI	040	Early Childhood Clinical I	0 credits
OASI	041	Early Childhood Clinical II	0 credits
OASI	042	Introduction to Early Childhood	0 credits
OASI	043	Teaching Practices in Early Childhood	0 credits

Practical Nurse Certificate

Introduction

Practical Nursing involves the performance of selected nursing acts in the care of the ill, injured, and infirmed clients across the life span. The performance of selected nursing acts are performed under the supervision of a professional nurse, licensed physician, or licensed dentist, which do not require the specialized skill, judgment, or knowledge required in professional nursing.

The practical nurse is prepared to function as a member of the health-care team by exercising sound nursing judgment based on preparation, knowledge, skills, understandings, and past experiences in nursing situations. The practical nurse participates in the planning, implementation, and evaluation of nursing care in settings where nursing takes place.

The practical nurse administers medications, carries out therapeutic treatments, administers immunizations, performs skin testing, performs venipuncture, and administers approved intravenous fluids, and takes verbal orders from the physician. The practical nurse also participates in the development, revision and implementation of policies and procedures designed to ensure comfort and safety of patients in collaboration of other health care personnel.

A practical nurse shall adhere to the Standards of Nursing Conduct. The practical nurse will not undertake a specific practice unless the practical nurse has the necessary knowledge preparation, experience, and competence to properly execute the practice. While providing nursing care, the practical nurse will respect the individual's right to freedom from psychological and physical abuse, will safeguard the patient from incompetent, abusive, or illegal practices. The practical nurse will safeguard the patient's dignity, right to privacy and the confidentiality of patient information.

Grading and Attendance

In order to be promoted at the end of each term a student must have a grade of 83% in PNG 101, 102, 103 and 104 or higher in theory and pass clinical.

Additional program policies are addressed in the Practical Nursing Student Handbook which is distributed to the students on admission. Standardized testing is scheduled across the curriculum. A level two or three score demonstrates mastery.

Advanced Placement and Transfer

Transfer students from other practical nursing programs will be accepted into terms II, III or IV and must complete at least two terms of the program. Transfer students must meet all of the regular admission requirements plus have successfully completed the first term of an approved program of practical nursing with a GPA of 2.0 or higher and a letter grade of C or higher in each course. In order to transfer into the Mercyhurst North East Practical Nursing Program an official transcript and a letter of recommendation from the program Director must be submitted.

The applicant shall be accepted as a transfer student only if the practical nursing faculty believes such a decision is educationally sound for the applicant. Students currently enrolled at Mercyhurst North East may apply for admission. Students transferring internally must meet the admission requirements to the program, and must have a GPA of 2.0 and a grade of C or higher in all previous courses.

Requirements for Admissions

Requirements for admission include a G.E.D. or high school graduate. High school graduates must have a minimum of 16 units, including 4 units of English, 3 units of Social Studies, 2 units of Mathematics, and 2 units of Science. The university will administer the TEAS test to evaluate reading comprehension, writing, science and math skills. A personal interview will be scheduled once an applicant has submitted all necessary credentials and has been determined a candidate. Acceptance into the practical nursing program is conditional until receipt and review of required physical examination records, criminal record check, child abuse clearance, Act 73 and drug test.

Upon completion of the practical nursing program graduates are eligible to sit for the National Council Licensure Examination PN (NCLEX-PN) for Licensure as a

Licensed Practical Nurse. Graduates are prepared to work in various health care settings such as acute care hospitals, long-term care centers, physician offices, and home health. The Pennsylvania State Board of Nursing will not issue a license or certificate to an applicant who has been convicted of a felonious act as identified in the Act of April 14, 1972 (P.L. 233, No. 64) known as the "Controlled Substance, Drug, Device and Cosmetic Act." This program is a non-credit program.

Program Learning Outcomes

- Incorporate theory from the physical, biological, social, and behavioral sciences when providing nursing care. (RIL), (CriT), (SQR).
- Communicate effectively with clients, families, significant others, and members of the health care team. (EC), (ER), (IS).
- Prioritize biopsychosocial needs of clients. (SQR), (IS), (ER).
- Utilize the nursing process when providing care to meet identified needs. (EC), (CriT), (SQR), (IS).
- Apply ethical, moral, and legal standards in keeping with the Practical Nurses Code of Ethics and applicable nursing law. (RIL), (CriT), (ER).

Practical Nurse Certificate Required Courses

Term 1

PNG 101 Practical Nursing I, Theory

PNG 101C Practical Nursing I, Clinical

Term 2

PNG 102 Practical Nursing II, Theory

PNG 102C Practical Nursing II, Clinical

Term 3

PNG 103 Practical Nursing III, Theory

PNG 103C Practical Nursing III, Clinical

Term 4

PNG 104 Practical Nursing IV, Theory

PNG 104C Practical Nursing IV, Clinical

Retail Management Certificate

In retail, you can follow any passion: food, sports, music or cars. A career in the retail field presents many opportunities for on-the-job training and professional development. The National Retail Federation reports that the retail industry directly and indirectly supports one in four jobs in Pennsylvania. Jobs in this field are expected to grow by 11 percent nationwide in the next 10 years.

Students will learn the highly employable, in-demand skills needed to work in retail areas such as sales, customer service, merchandising, human resources, operations, and administration.

Upon completion of the certificate coursework, students are eligible to sit for the National Professional Certification in Retail Management exam. This certification sets you apart and lets employers know you are motivated and qualified to move into a management or supervisory role.

After completing this program, a student may transfer to one of the two-year or four-year degree programs. Many of the courses with a grade of C or better can be applied toward the degree requirements. Students must have completed 30 credits and earn a minimum grade of 2.0 in each course.

Retail Management Certificate Required Courses (30 Credits)

ACCT	101	Principles of Accounting I	3 credits
ACCT	102	Principles of Accounting II	3 credits
COM	110	Oral Communications	3 credits
ECON	106	Microeconomics	3 credits
MATH	100	Business Math	3 credits
MGMT	120	Principles of Management	3 credits
MGMT	180	Retail Management I	3 credits
MGMT	280	Retail Management II	3 credits
MIS	101	Computer Applications	3 credits
MKTG	162	Principles of Integrated Marketing	3 credits

Course Descriptions

ACCT - Accounting**ACCT 101: Principles of Accounting I: Financial Accounting**

This course introduces the basics of financial accounting for business enterprises with a focus on accounting for corporations. Topics include the theory of the financial accounting principles that guide the preparation of financial accounting information and the role of accounting in capital markets as well as the ethical standards imposed on accountants. The course provides a thorough review of the accounting cycle and the operating areas of the balance sheet with special focus on how accounting transactions affect the financial statements and analysis of financial statement information.

Offered Fall and Spring Semesters

3 credits

ACCT 102: Principles of Accounting II: Managerial Accounting

This course presents accounting information used for internal business management. The focus of the course is using accounting information to better aid in the planning, controlling, and evaluation of company performance. Topics include budgeting, job costing, product pricing, break-even analysis, and decision models.

Prerequisite: ACCT 101

Offered Fall and Spring Semesters

3 credits

ACCT 140: Computer Applications in Accounting*

This course is designed to familiarize the student with the operation of an accounting system utilizing the microcomputer. Through the use of the computer, the student learns to use an accounting program that journals, posts and prepares financial statements. Emphasis is placed on the analysis and interpretation of the financial statement.

Prerequisite: ACCT 101

3 credits

ACCT 201: Intermediate Accounting I

A detailed examination of the development of specific accounting theories relating to the principles of valuation of the major balance sheet accounts.

Prerequisite: ACCT 101

Offered Fall Semester Only

3 credits

ACCT 202: Intermediate Accounting II

A continuation of Intermediate Accounting I which deals with accounting theories relating to the valuation of the major balance sheet accounts.

Prerequisite: ACCT 201

Offered Spring Semester Only

3 credits

ACCT 230: Tax Accounting

A study of the Internal Revenue Code with primary emphasis on the provisions affecting individual taxpayers. Major topics include identification of items of gross income, business deductions, qualifications for dependents, itemized deductions, filing status, and computation of taxable income.

Prerequisite: ACCT 101

Offered Fall Semester Only

3 credits

ACCT 335: Corporate Tax Accounting

A Study of the Internal Revenue Code as it relates to corporations, subchapter corporations, partnerships and other business entities. Major topics include a review of the tax implications of capital contributions and withdrawals, tax research, and various special tax situations.

Prerequisite: ACCT 230

Offered Spring Semester Only

3 credits

ACCT 340: Cost Accounting

Examination of accounting techniques for control of material, labor, and overhead

costs in a manufacturing operation. Material includes types of cost systems, cost records, job order costing and budget controls.

Prerequisites: ACCT102, ACCT 201

Offered Spring Semester Only

3 credits

ACCT 350: Accounting for Government and Non-Profit Entities

Accounting for Government & Non-profit entities covers governmental accounting, including the use of funds, the modified accrual basis of accounting, and many unique financial statement formats and disclosures. It also provides a framework for understanding the special accounting and reporting requirements of nonprofit organizations.

Prerequisite: ACCT 202

Offered Fall Semester Only

3 credits

ACCT 401: Advanced Accounting

A study of accounting theories and advanced problems relating to the partnership form of business organization; theory and practice of parent and subsidiary accounting; consolidated financial statements and select international accounting topics.

Prerequisite: ACCT 202

Offered Fall Semester Only

3 credits

ACCT 410: Auditing

A study of generally accepted auditing standards and the various types of audit reports issued by certified public accountants. Other topics include ethical standards, legal liability of auditors, and other types of assurance services.

Prerequisite: ACCT 202

Offered Spring Semester Only

3 credits

ACCT 475: Accounting Internship

An individual work-study experience in an approved business institution. Placement of a qualified student in a business setting which involves the area of accounting. Junior standing, 2.75 GPA in business courses, and written permission of the Associate Dean.

3 credits

*Offered at North East Campus only

ANTH - Anthropology**ANTH 107: Language and Culture: Introduction to Anthropological Linguistics**

This course is designed to introduce students to the complex study of language and its role in culture and society. We will begin by examining what constitutes language. Although not a major portion of the class, language structure, including morphology and syntax will be covered. We will examine how language is used by different peoples to construct and maintain social values and relationships, worldviews, and personal identities. Some questions addressed throughout the semester include: How do children acquire linguistic competence in their language? How is language used by people of different genders, ethnicities, socioeconomic classes, and geographical placement? This course is primarily lecture-based format, but students will have an opportunity to engage in their own anthropological linguistic fieldwork.

3 credits

ANTH 112: World Cultures

In this course, the student is exposed to the basic subject matter and methods of modern socio-cultural anthropology. The great diversity of contemporary and recently extinct human culture is examined from a comparative and evolutionary perspective with an emphasis on the differences and similarities between so-called modern state level societies and their less complex antecedents.

3 credits

ANTH 120: Physical Anthropology

Course Descriptions

Physical anthropology examines the “human animal” from a biological and cultural perspective. It is the study of human origins and our contemporary and past physical and genetic diversity.

Co-requisite: ANTH 121

3 credits

ANTH 121: Physical Anthropology Lab

This lab course will provide an opportunity for students to obtain “hands on” experience with human bones, fossil human casts, primate observation and forensic anthropology specimens.

Co-requisite: ANTH 120

1 credit

ANTH 124: Stories through Things: Anthropology and Material Culture

This course focuses on the human interaction with things through space and time, presenting different “stories” of Anthropology’s main topics. This course examines both classic and major discoveries through time, such as King Tut’s tomb. Approaches to topics include archaeology research through Beads and Mardi Gras, Gravestone memorialization, Garbology studies of Yesterday’s Trash, and the Monumentality of Burning Man. Through the lens of material culture interpretation, other topics will be explored like Evolution, the Rise of Agriculture and Complex Societies, Prehistoric and Historical Archaeology, current Cultural Anthropology, Linguistics, Gender Studies, the destruction and preservation of historical sites, and museum preservation.

3 credits

ANTH 125: Introduction to Gender Studies

This interdisciplinary course will cover the theoretical foundations and history of the gender discourse, and address topics central to the discipline of gender studies. The economic, political, ideological and social forces that shape the cultural construction of gender will be discussed and the consequences examined. The discussion will also include the intersection of gender, race, and socioeconomic class, biology and gender, and the gendered body. Through a variety of exercises/discussions and works of fiction, attention will be given to the connection between gender issues and life experiences. Students will also engage with course topics via lectures, readings, and films.

3 credits

ANTH 130: Archaeology

This course examines the methods, goals, and substantive results of contemporary anthropological archaeology. An emphasis on the archaeological techniques and concepts archaeologists use for making sense of the past are stressed, and numerous case studies are presented which explore past human practice from the development of human culture through to contemporary society, with a particular focus on humanity’s unique relationship with material culture and the environment.

Co-requisite: ANTH 131

3 credits

ANTH 131: Archaeology Lab

This laboratory course provides the student basic exposure to contemporary archaeological field methods from both a theoretical and “hands on” perspective. Topics include: Archaeological survey techniques; mapping; excavation procedures; screening and data retrieval; field lab processing and documentation.

Co-requisite: ANTH 130

1 credit

ANTH 200: Prehistory of Eastern North America

The course is designed to introduce students to the prehistory of our continent’s eastern “half,” from initial occupation to European contact. We will survey the cultural history of this vast and varied region and focus on specific issues, problems, and debates that currently dominate research in this field. Particular attention will be given to the archaeology of the Great Lakes region and Pennsylvania.

Prerequisite: ANTH 130

3 credits

ANTH 201: Prehistory of Western North America

Anthropology 200 and 201 are designed to thoroughly introduce the student to the grand sweep of North American Prehistory. From the initial peopling of the New World to the rise of settled village life and the evolution of non-state-level societies, the prehistory of North America is presented against an ever-changing

Course Descriptions

backdrop of flora, fauna, and climate with an emphasis on the complex interplay between humans and their environmental matrix.

Prerequisite: ANTH 130

3 credits

ANTH 202: Indians of Eastern North America

This course addresses the diversity of Eastern North American Indian cultures at the time of and immediately subsequent to Euro-American contact. Particular emphasis is placed on differences in technology and material culture, subsistence strategies, settlement patterns, and environmental variability.

Prerequisites: ANTH 112, ANTH 1130

3 credits

ANTH 203: Indians of Western North America

This course addresses the diversity of Western North American Indian cultures at the time of and immediately subsequent to Euro-American contact. Particular emphasis is placed on differences in technology and material culture, subsistence strategies, settlement patterns, and environmental variability.

Prerequisites: ANTH 112, ANTH 130

3 credits

ANTH 204: Cultures In Contact

This course examines the interface between Native American and Euro-American cultures from the arrival of Leif Ericsson in coastal Canada in the A.D. 990s through the better-documented landing of Columbus on 12 October 1492 to the progressive expansion of the frontiers and the ultimate displacement, transformation, or extinction of aboriginal eastern North American societies. The course focuses on the nature of the contact period as it is documented both historically and archaeologically and employs models and theoretical constructs from both Old and New World archaeology to elucidate the issue of cultures in collision.

Prerequisite: ANTH 130

3 credits

ANTH 205: Historic Archaeology

This course provides students with the basic methods and protocols of contemporary historic archaeology. The focus of the course is both thematic and historical, focusing on major topics in contemporary historic archaeology with case studies focusing on Post-Colombian archaeology in North America with an emphasis from initial settlement to early industrial development.

Prerequisite: ANTH 130

3 credits

ANTH 207: Mesoamerican Prehistory

The course treats the prehistory of the area lying between the southern borders of the greater American Southwest and the northern borders of South America. It examines the archaeological sequence of the study area from the initiation of human occupation to Euro-American Contact. The course emphasizes the cultural and social changes in human societies during this period, couples with a particular emphasis on art and ritual practice and architecture.

3 credits

ANTH 208: Early European Prehistory

This course summarizes and examines the archaeology of Europe from its initial colonization ca. 500,000 years ago until the appearance of horticulture in the early Holocene. Within an examination of a changing environmental matrix, the course stresses the social, material, and symbolic development early Europeans.

Prerequisite: ANTH 130

3 credits

ANTH 209: Later European Prehistory

This course chronicles the history of human occupation in Europe for 8000 years, from the Upper Paleolithic to the emergence of state societies and Roman expansion c. 500 BC. Particular emphasis is placed upon regional cultural variability, the relationship between human communities and their landscapes, monument construction, culture contact and trade, the development of social stratification and political centralization, and recent theoretical conceptualizations of various periods and regions. Students have the opportunity to concentrate on particular regional, cultural, and temporal problems.

Prerequisite: ANTH 130

3 credits

ANTH 212: Biblical Archaeology

This course examines the later prehistory and early history of Palestine and immediately contiguous areas. Emphasis is placed on the archaeological elucidation of extant historical documentation and biblical references.

Prerequisite: ANTH 130

3 credits

ANTH 214: Far Eastern Prehistory

This course is designed to introduce the student to the prehistoric archaeological record of Northeast Asia. The course will examine the initial peopling of the region during the Pleistocene and will emphasize subsequent Paleolithic and Neolithic adaptations in North China, Japan, Eastern Siberia, and the Korean Peninsula.

Prerequisite: ANTH 130

3 credits

ANTH 216: Plants and People

People depend on plants for food, clothing, shelter, medicines, and a host of other daily needs. This course examines the varied and complex interrelationships between plants and people. Major topics include domestication processes, the Green Revolution, intentional and unintentional modification of plant communities, and an examination of those plants that provide drugs, food, beverages, and fibers necessary to daily life.

3 credits

ANTH 219: Concepts in Archaeology

This course is intended to provide sophomore level Anthropology/Archaeology students with a contemporary heuristic framework for successful interpretation of archaeological signatures. Topics only introduced in the Freshmen level sequence of Archaeology and World Cultures that pertain to the archaeological interpretation of past human practices and, the archaeological techniques for reconstructing past human practices will be explored in depth, thus providing a necessary foundation for upper division coursework in Anthropology/ Archaeology. The course is divided into eight thematic areas, and encounter with course topics will be obtained via directed reading, lectures, seminar style discussion and projects, and the preparation of essay papers.

3 credits

ANTH 220: Native Americans in Contemporary Society

This course is intended to introduce students to the diverse lives and livelihoods of Native Americans in contemporary society with an emphasis on the range of issues facing Native peoples today. The course is not an historical survey summarizing the rich cultures of the several hundred-plus indigenous nations of North America. Rather, it provides an overview of the salient issues affecting contemporary Native peoples' social, cultural, economic and political activities. Lecture topics include, but are not limited to, colonial legacies, popular culture and stereotypes, indigenous identities, tribal-federal relationships, sovereignty, cultural survival and revitalization, research issues and ethics.

Prerequisite: ANTH 112

3 credits

ANTH 223: Public Archaeology

Public Archaeology is about engaging the public at all levels in order to share archaeological findings and promote stewardship of cultural resources so that the public can appreciate and construct their own past. The course covers American Historic Preservation history and legislation, NAGPRA, Cultural Resources Management, heritage conservation and planning, Section 106 and ARPA permitting, tribal and public consultation, evaluation and mitigation of archaeological resources, National Register Procedures, and archaeological interpretation and education for the public.

3 credits

ANTH 224: Archaeological Field Methods

This course is designed to expose students to the full spectrum of field methods now in use in contemporary anthropological archaeology. The rationale, technical details, and expected results of a wide array of field methods are presented in the context of the location, characterization, and full scale data recovery of prehistoric and historic archaeological sites.

Prerequisite: ANTH 130

Co-requisite: ANTH 225

3 credits

ANTH 225: Archaeology Field Methods Lab

Co-requisite: ANTH 224

1 credit

ANTH 226A: Anthropology/Archaeology Field Training Prehistoric

Indicates the Prehistoric field training program.

3-6 credits

ANTH 226B: Anthropology/Archaeology Field Training Historic

Indicates the Historic field training program. Participants will be exposed to the latest methodologies in archaeology, geoarchaeology, excavation techniques, field photography, mapping, laboratory procedures, artifact analysis, human osteology, computer applications, and many other techniques employed in contemporary archaeological excavations. Students will be taught the techniques of open-site excavation and will be able to witness firsthand the ongoing interpretation of the natural and cultural history of archaeological sites.

Prerequisites: ANTH 130, ANTH 224

3-6 credits

ANTH 227: Ethnographic Field Methods

This course provides students with an opportunity to combine qualitative ethnographic field work with an anthropological analysis of ethnicity, socioeconomic position, and gender in contemporary United States society. Students have an opportunity to engage in observation, conduct interviews, and learn to write, transcribe, code, and analyze field notes while engaged in their own mini field work project. Each student designs his or her own project, choosing the setting and topic. Classes alternate between discussion of research readings, and ethnographic case project development, descriptive writing, and social behavior analysis.

Prerequisite: ANTH 112

3 credits

ANTH 228: Ethnographic Field Methods II

This course is designed to build upon ethnographic field techniques students learned in ANTH 227/Ethnographic Field Methods and expose students to a full spectrum of field methods utilized by contemporary socio-cultural anthropologists. As part of the coursework, students will participate in an ethnographic field school here in Erie, PA and engage in "anthropology at home" This course combines classroom study, as well as field trips, with practical experience. Students have the opportunity to engage in their own fieldwork project, choosing the ethnographic techniques most appropriate to the particular project, analyzing, and finally writing up and presenting the results of the project.

Prerequisite: ANTH 227

3 credits

ANTH 229: Lithic Studies

Lithic artifacts comprise a significant component, of most archaeological assemblages and are, consequently, a primary source of data from which inferences regarding human behavior can be derived. Following a review of the history of, stone tool technology and the mechanics of their, production, students will learn to conduct, several analytical methods and interpret their results. Throughout the course, we will explore, the practical, logistical, social, and, environmental factors involved in technological, decision-making, while considering the, theoretical lenses through which archaeologists, examine data in pursuit of cultural and, behavioral information.

3 credits

ANTH 233: Collections and Curation Management

This course provides an introduction to archaeological curation and management in both museum and non-museum settings and provides students with skills and strategies to respond to research and preservation needs in these arenas. Topics to be covered include the curation crisis, federal regulation responsibilities, curation standards, collections storage and housing, database/cataloguing systems, and public access and use of collections.

3 Credits

ANTH 236: Analytical Lab Methods In Prehistoric Archaeology

This course is designed to acquaint the student with the methods and techniques of processing, classification, analysis, curation, and documentation of the major classes of prehistoric artifactual evidence. The specific classes of data to be examined include, but are not limited to, lithic, ceramics, perishables, macrofloral

remains, pollen and phytoliths, and biomolecular residues. Analysis of these materials will also involve addressing a number of anthropological themes such as dietary reconstruction, paleoenvironmental reconstruction, and construction of chronologies. The laboratory component of the courses is designed to allow students to employ the methods and techniques of artifact analysis using various "live" collections curated by the Mercyhurst Archaeological Institute.

Prerequisite: ANTH 130

Co-requisite: ANTH 237

3 credits

ANTH 237: Analytical Lab Methods In Prehistoric Archaeology Lab

Prerequisite: ANTH 130

Co-requisite: ANTH 236

1 credit

ANTH 238: Analytical Lab Methods in Historic Archaeology

This course will introduce students to the analytical and classificatory methods used in the treatment and processing of historic materials recovered from archaeological investigations. Emphasis will be placed on colonial and nineteenth century materials of the eastern United States. Students will assist in the analysis of materials from ongoing Mercyhurst Archaeological field projects.

Prerequisite: ANTH 130

Co-requisite: ANTH 239

3 credits

ANTH 239: Analytical Lab Methods in Historic Archaeology Lab

Prerequisite: ANTH 130

Co-requisite: ANTH 238

1 credit

ANTH 240: Human Adaptation

This course examines the biological, physiological and evolutionary responses of the human body to short and long-term stresses, and cultural adaptations to those stresses. Studies of native populations living in stressful environments will be discussed and include the effects of extreme heat and cold, solar radiation, and high altitude hypoxia. Other issues to be examined include the problems of malnourishment, disease, and cultural solutions to those problems. To provide an understanding of how these stresses affect the human body, a number of biological topics will be touched upon including growth and development, physiology, genetics, and human diversity.

Prerequisites: ANTH 120, BIO 120

3 credits

ANTH 241: Biology, Race and Culture

This course examines in depth the cultural construct that is Race, and the biology behind phenotypic (visible) and genotypic (genetic) Human Diversity. First, race as a cultural construct and the biology of human diversity are briefly introduced. Second, the history of the definition of race is presented from its inception in the 1700s to the present. Next, the course examines the range of human biological diversity, and discusses the pertinent laws of human biology, the genetics that shape these laws, and the environments which can trigger and cause diversity in human populations. Finally, the remainder of the course will investigate the issue of race in today's modern world. With regard to the United States, the changing definition of race will be examined in relation to IQ testing, redlining bank loans and real estate, the history and present situation of immigration laws, and socioeconomic disparity arising out of Jim Crow laws, as well as present-day issues such as police brutality, unequal legal sentencing, gerrymandering and voter ID laws, etc. Finally, the historical role of science and anthropology in eugenics, and in maintaining race as a cultural construct, as well as damage caused, will be examined.

3 credits

ANTH 242: Forensic Anthropology

The value of the application of anthropological principles in the field of criminal investigation has only recently been realized. This course will explore methods by which forensic anthropological principles are used to search for and recover evidence from a variety of crime scenes, as well as reconstruct the life history of the human victim.

Prerequisites: BIO 146, CHEM 121, CHEM 122, MATH 170

3 credits

ANTH 246: Anthropology of Religion

Key anthropological concepts, theories, and approaches to religious practice in traditional and modern societies. Cross cultural examples of myth, ritual, shamanism, symbolism, magic, and witchcraft, as well as the connection between religion and other spheres of sociocultural practice will be addressed. Additionally, the relationship between religion and conflict, ecology, gender, politics, and power will be examined. Ethnographic readings, films, and contemporary media will provide critical examples, research, and discussion materials.

3 credits

ANTH 248: Navajo Ethnology

This course provides an opportunity to engage with anthropological work on the Navajo (Diné'é) of the Southwestern United States. Lectures will be given on Navajo history, language, religion and ritual, gender and kinship, economics, and the place of the Navajo in an increasingly globalized world. Hands-on/experimental activities like weaving, cooking, and traditional storytelling will be undertaken to better understand time-honored Navajo practices.

3 credits

ANTH 250: Zooarchaeology

The analysis of faunal remains from archaeological sites can provide valuable information regarding prehistoric diet, seasonality, and socioeconomic factors. In this course, all aspects of zooarchaeology will be discussed, and students will analyze a vertebrate faunal assemblage from an archaeological site and produce a publishable-quality report.

Prerequisites: ANTH 120, ANTH 130

Co-requisite: ANTH 251

3 credits

ANTH 251: Zooarchaeology Lab

Co-requisite: ANTH 250

1 credit

ANTH 270: Paleoanthropology I

This two-course sequence (ANTH 270/ANTH 272) follows the development of the human species from our remote primate forbearers through the appearance of fully modern *Homo sapiens*. The student is familiarized with the methods and the data of human paleontology and comparative primatology and is shown the complex relationships which exist between biological and cultural evolution. Part I focuses on primate evolution and the evolutionary history of Australopithecines.

Prerequisites: ANTH 120, ANTH 130

3 credits

ANTH 272: Paleoanthropology II

Part II will deal with the biological and cultural history of the genus *Homo* from its roots in the Plio-Pleistocene through the Holocene until the Neolithic.

Prerequisites: ANTH 120, ANTH 130, ANTH 270

3 credits

ANTH 300: Hunters And Gatherers

Foraging lifestyles are extensively explored in this course, which seeks to examine the particular manner in which hunters and gatherers engage with the landscape and their local environment. The consequences of this engagement for socio-political relations, systems of knowledge, and the production of material culture will also be addressed. Case studies of foragers are examined in both prehistoric and ethnographic perspective, as well as their relationships with groups practicing other subsistence patterns.

Prerequisite: ANTH 112

3 credits

ANTH 301: Origins of Food Production

This course examines the origins of horticultural, agricultural, and pastoral subsistence strategies throughout the Old and New Worlds during the Holocene. Models and processes of domestication, the relationship between humans and their local floral and faunal communities, routes of transmission, and attendant effects on and consequences for social systems are covered.

Prerequisite: ANTH 130

3 credits

ANTH 322A: Advanced Field Training Prehistoric

Indicates the Prehistoric field training program.

	3-6 credits	anthropology, the theoretical developments, schools of thought, and ideas accounting for the nature of culture and cultural development. The specific contributions of the principal figures representative of each of the major schools of thought will also be identified and examined. While theories of culture are the focus and form the core of this course, the history and theoretical developments of archaeology will be simultaneously considered.
ANTH 322B: Anthropology/Archaeology Advanced Field Training History Indicates the Historic field training program.	3-6 credits	Prerequisite: ANTH 130
ANTH 326: Human Osteology I The focus of this class will be the identification of complete and fragmentary human skeletal and dental remains. Students will be required to be able to identify isolated bone specimens by touch only. Introductory lectures will deal with growth and development of osseous and dental structures, variation in biological tissues, and modification of these tissues through traumatic, pathologic and taphonomic factors. Prerequisites: ANTH 120, ANTH 121 Co-requisite: ANTH 327	3 credits	3 credits
ANTH 327: Human Osteology I Lab Laboratory component of the Human Osteology course in which students will work with human skeletal and dental remains derived from biological supply houses, prehistoric archaeological assemblages and forensic case contexts. Co-requisite: ANTH 326	1 credit	
ANTH 328: Primitive Technology This course provides the rationale and protocols for the analysis, documentation, and interpretation of both durable and perishable artifactual remains from prehistoric and historic archaeological sites. The analysis of lithic material, bone and wooden artifacts, cordage, basketry, and textiles are emphasized. A treatment of prehistoric and historic ceramic analysis is also provided. Prerequisites: ANTH 130, ANTH 236, ANTH 237	3 credits	
ANTH 332: Perishables Analysis This course provides the rationale and protocols for the analysis, documentation, and interpretation of twined, coiled, and plated basketry, along with cordage by-products. The delineation and recordation procedures of technological attributes, as well as the identification of plant and other organic raw materials used in the construction of perishable materials will also be emphasized. Prerequisites: ANTH 130, 237. Co-requisite: ANTH 335	3 credits	
ANTH 333: Human Skeletal Biology II This course serves as a continuation of Human Osteology in which methods in the identification of osteological remains, determination of chronological age, sex, ancestry and stature are discussed in detail. Skeletal pathology, trauma and non-metric/metric data will be also included. Prerequisites: ANTH 326, ANTH 327 Co-requisite: ANTH 334	3 credits	
ANTH 334: Human Skeletal Biology II Lab Prerequisites: ANTH 326, ANTH 327 Co-requisite: ANTH 333	1 credit	
ANTH 335: Perishables Analysis Lab The perishables analysis laboratory will be devoted to the documentation of twined, coiled, and plated basketry, as well as cordage and cordage byproducts. It will involve not only the delineation and recordation of technological attributes, but also the identification of plant and, in some cases, other organic raw materials used in the construction of these items. Students will engage with the material through a number of individual and group activities and projects. Prerequisites: ANTH 130, 237 Co-requisite: ANTH 332	1 credit	
ANTH 336: History of Anthropological Theory This course is designed to address, through an examination of the history of		
		ANTH 338: Introduction to Archaeology Theory This course is designed to introduce students to the development of ideas about why we do archaeology, the nature of our encounter with the material record of the past, how we make the past meaningful in the present, and the specific character of archaeology as a human science. This historical review considers both the contributions of specific scholars/schools of thought, and the relationship of their ideas to wider cultural trends which have shaped the social sciences and humanities. Prerequisite: ANTH 130
		ANTH 340: Principles of Evolution This course will include discussions of most aspects of the study of evolution including the history of evolutionary thought, Darwin's contributions, Natural Selection, and micro- and macro-evolutionary principles. Prerequisite: ANTH 120
		ANTH 342: Funerary Archaeology This course will have several aims. The first is to expose students to how archaeologists and anthropologists have conceptualized death and what effect this has had on the contribution of funerary material/activities to particular studies of social and economic development and change through the years. The second aim is to introduce students to the diversity of funerary practices in both the past and in the present, and more specifically, to explore the role of funerary rituals within the economic and social reproduction of particular communities. The third aim is to address how death has become politicized in the ongoing conflict between indigenous peoples and scientists over the ownership and control of human remains and their past. Prerequisite: ANTH 130
		ANTH 344: Anthropology of Ritual This course is intended to introduce students first to the variety of anthropological theories which have attempted to make ritual practice intelligible to observers, and second, to the kinds of rituals in which humans participate during the course of their lives. Particular attention will be paid to how material culture and space are manipulated within ritual practice, in an ongoing discussion of how archaeologists explore rituals in the past. Prerequisites: ANTH 112, ANTH 130
		ANTH 346: Anthropology of Gender This course has the main objective of introducing students to gender issues in anthropology and archaeology via lectures, practical exercises and a term project. Topics to be covered include gender bias in popular and academic archaeological/anthropological discourse, gender and scientific practice, gender and archaeological theory, and "engendering" the past. A number of case studies will be considered. Prerequisites: ANTH 112, ANTH 130
		ANTH 347: Anthropological Ethics This course explores the ethical, legal and practical dimensions of contemporary anthropology and its sub-disciplines through a consideration of topics such as anthropology as a profession, ethics and codes of conduct, national and international approaches to cultural/heritage management, the relationship between anthropology and diverse publics, and anthropological education. It is intended to expose students to the myriad issues that may arise during a career in anthropology (or the social sciences, generally) and prepare them to engage them productively. Emphasis is placed on helping students develop the skills necessary to formulate, discuss and defend their own set of anthropological values through critical analysis and study of case studies, ethical principles, and codes of conduct.

3 credits

ANTH 348: Urban Anthropology

This course provides an historical overview of the development of urban anthropology and an introduction to anthropological research on contemporary urban issues. Case studies of ancient, historic, and modern cities are examined. Several themes highlighted throughout the term include how the multiple roles of socioeconomic class, ethnicity, and gender interplay in an urban environment. Important topics such as migration, globalization, and urban development are addressed.

Prerequisite: ANTH 112

3 credits

ANTH 349: Anthropology of The Family

This course is designed to survey cultural and historic variation in families. Kinship systems, as understood in anthropology, will be briefly discussed. Ethnographic case studies that bring attention to key concepts that create and maintain family forms, such as socioeconomic position, gender roles, and ethnic variability, will be read in class. Students will have the opportunity to examine topics such as sexuality, parenting, marriage/divorce, and our own values of what it means to be in a "family" in this class. Throughout the course a series of films on "the family" will be viewed, as well as lectures and group discussions of the readings. The course will end with a discussion of "family values" and family-relevant policies.

Prerequisite: ANTH 112

3 credits

ANTH 352: Ethnological Perspectives

This course is designed to explore one anthropological subject in greater depth through lectures, readings, class discussions, and projects. The course provides an opportunity to critically examine historical shifts in anthropological analysis and thinking through the lens of one topical case study. These topics include, but are not limited to, case studies of specific ethnic/cultural groups, globalization, power, identity, and class conflict.

Prerequisite: ANTH 112

3 credits

ANTH 357: Bioarchaeology

Students will learn how the analysis of human remains from archaeological contexts can inform on past demography, subsistence, diet, patterns of disease, biological distance, violence, warfare, migrations, physical activity, mortuary treatment, and various biological indicators of environmental conditions. Examples from numerous cultures and sites from around the world will be used to illustrate how the bioarchaeological approach helps us understand the lives and deaths of earlier peoples.

Prerequisite: ANTH 112

3 credits

ANTH 360: Archaeological Report Preparation

This course will introduce students to selected aspects of archaeological reporting, placing particular emphasis on practical applications. Topics to be covered will include the "anatomy" of an archaeological report, technical writing and editing, scholarly style, data presentation, desktop publishing, and illustration.

3 credits

ANTH 362: Archaeological Management

The management and study of archaeological resources as mandated by laws and regulations forms the focus of this course. Specifically, the laws and government regulations that pertain to archaeology, the history of cultural resource legislation, ethics and the distinction between ethical and legal conduct, as well as the management of an archaeological project from the initial proposal to the final report will all be addressed. In its entirety, this course is designed to provide a sound understanding of professionalism in archaeology.

Prerequisite: ANTH 130

3 credits

ANTH 380: Research Experience

Seniors work on departmental capstone experiences and other interested students work under the direct supervision of full time faculty on data collection, data analysis, thesis chapter preparation, and/or poster or manuscript preparation.

3 credits

ANTH 390: Research Design

Research Design focuses on the development of academic tools required to delineate and prepare an undergraduate research proposal. Students will select a general topic of research, narrow its scope, define a series of research objectives and tasks related to that topic, define appropriate methodological/interpretative avenues, and prepare a formal written research proposal. This proposal will serve as the basis for the student work in ANTH 490, Senior Research.

2 credits

ANTH 406: Directed Readings In Anthropology

Independent study

1-3 credits

ANTH 422A: Summer Field Training - Prehistoric

Indicates the prehistoric field training program.

3-6 credits

ANTH 422B: Summer Field Training - History

Indicates the prehistoric field training program.

3-6 credits

ANTH 430: Geoarchaeology

Geoarchaeology (archaeogeology) examines in detail the interface which exists between the fields of geology and the anthropological sub discipline of archaeology. The purpose of this course is to acquaint the student not only with the history of the interrelationship between these academic specialties but also to document and illustrate the range of geological techniques which are useful to the contemporary archaeologist. More specifically, via lectures and laboratory work, this course will detail how geological methods may be employed in the location, excavation, and interpretation of archaeological sites and materials.

Prerequisites: ANTH 130, ANTH 224 GEOL 100, GEOL 245, GEOL 246, GEOL 247**Co-requisite:** ANTH 431

3 credits

ANTH 431: Geoarchaeology Lab

This laboratory course exposes the student to contemporary analytical methods in Geoarchaeology. Specialization topics include geoarchaeological sampling procedures; sedimentological analysis, data processing and interpretation; compositional analysis; thin-section proportion; and paleoenvironmental reconstruction.

Co-requisite: ANTH 430

1 credit

ANTH 440: Readings in Forensic Anthropology

Students conduct literary research on a variety of special topics within Forensic Anthropology, ranging from the latest techniques in the analysis and interpretation of bones to role of the forensic anthropologist in the mass fatality incident. Students report their findings in weekly presentations and discussion sessions.

Prerequisite: ANTH 242

3 credits

ANTH 450: Pathologies Human Skeleton

This course will focus on the etiology and diagnosis of skeletal pathologies as found in prehistoric and forensic populations. Extensive hands-on training in radiographic techniques will supplement the lectures.

Prerequisite: ANTH 242

3 credits

ANTH 480: Research Experience

This course is designed to allow students to pursue their own faculty-guided research in the Fall term before the Senior Thesis experience or, on a separate faculty research project at any phase of inquiry. Particular research activities (e.g. research, data collection, analysis, laboratory or field equipment use, and manuscript preparation) will be undertaken based upon the student's individual needs. Students will be guided through selected readings, directed activities (which may involved writing assignments), and discussions.

3 credits

ANTH 490: Senior Thesis

This capstone seminar/lecture course is designed to assist Senior Anthropology/ Archaeology majors during the completion of their Senior Thesis requirement. The

Course Descriptions

course focuses on enabling students to learn and employ processes and methods commonly used in formal written and oral presentations of background research, data acquisition, data analysis, and conclusions. Students' ongoing projects will serve as the material for collective class review/critique and discussion. The remainder of the course will consist of short lectures on research paper and graphic preparation and production, and oral presentation. The group will explore the following themes in both lecture and seminar format as appropriate: basic elements of composition, scientific writing, IMRAD format, managing scientific data, technical illustrations, tables and figures, thesis document production/format, and other related themes as needed.

Prerequisite: ANTH 390

3 credits

ARAB-Arabic

ARAB 101: Introduction to Arabic I

An introduction to the Arabic language, including development of the basic skills: reading, writing, listening and speaking. Learning activities aimed toward developing communicative proficiency and mastery of the writing system.

3 credits

ARAB 102: Introduction to Arabic II

Further study of the skills introduced in Introduction to Arabic I, including a continued study of Arabic grammar and aural-oral practice designed to reinforce basic language skills.

Prerequisite: ARAB 101

3 credits

ARAB 203: Intermediate Arabic I

Students continue the development of the four language skills and incorporate a new emphasis on reading and writing in Arabic.

Prerequisite: ARAB 102

3 credits

ARAB 204: Intermediate Arabic II

An intensive study of the more sophisticated grammatical patterns and idiomatic structures of Arabic designed to increase proficiency in reading, writing, and speaking the language.

Prerequisite: ARAB 203

3 credits

ARAB 210: Conversation/Composition I

Students will develop their communication skills, while building vocabulary and a greater understanding of structure and idioms, through composition and guided as well as spontaneous conversations.

Prerequisite: ARAB 204

3 credits

ART-Art

ART 100: Drawing I

Studio Experience designed to develop perception, skill and creativity. Includes demonstrations, practice, and projects in various techniques from gesture to final form renderings.

Taken in the freshman year

Open to Art majors only.

3 credits

ART 101: Painting I: Watercolor

Studio experience designed to develop skill and creativity. Includes demonstrations, practice, and projects in various techniques from transparent watercolor to gouache.

Prerequisites: ART 101, ART 125

3 credits

ART 102: Ceramics I

A beginning level 3-dimensional art course designed to present a foundation for the technical and aesthetic aspects of ceramic art. Lecture, demonstration, discussion and studio experience will be emphasized. Includes hand building, wheel throwing, glazing, and firing gas and electric kilns.

3 credits

Course Descriptions

ART 103: Sculpture

A 3-dimensional art course primarily for the art major/minor. This class is designed to present fundamental methods of sculpture. Emphasis is on several in-depth studio experiences which demonstrate perception, technique, design, production and communication.

Prerequisite: ART 126

3 credits

ART 104: Printmaking I

Studio experience designed to develop skill and creativity. Includes demonstrations, practice, and projects in various techniques including intaglio, planographic, relief and monotype.

Prerequisites: ART 100, ART 125

3 credits

ART 105: Painting I: Acrylic

Studio experience designed to develop skill and creativity. Includes demonstrations, practice and projects in various techniques from alla prima to hard edge.

Prerequisites: ART 100, ART 125

3 credits

ART 106 Photography I

This course is an introduction to digital photography and Photoshop. Emphasis is on camera operation, fundamentals of lighting and design.

DSLR camera required.

3 credits

ART 110: Art Appreciation

A survey of the visual arts including painting, sculpture, and architecture. Includes the study of artists, design, significant art works, and art criticism.

For Non-Art Majors only

3 credits

ART 122: Art History: Ancient to Medieval

This course provides a survey of art and architecture from Prehistoric times to the Medieval Ages. Recommended for Upperclassmen

3 credits

ART 123: Art History: Renaissance to Modern

A survey of art and architecture from the Renaissance to the 20th Century. Recommended for Upperclassmen

3 credits

ART 125: 2-Dimensional Design

An introductory art foundations course. Primary emphasis is placed on developing the attitudes, perceptions, and skills which are necessary to pursue other art experiences. Includes exposure to and study of "basic" design – elements, principles, creative processes, tools, materials, techniques, and methods.

Taken in the freshman year

Prerequisite: Art 100

3 credits

ART 126: 3-Dimensional Design

An introductory 3-dimensional design course. Emphasis is on elements and principles of design. The components of production, art history, aesthetics, and criticism will be introduced relevant to 3-dimensional art.

Taken in freshman year

3 credits

ART 128: Basic Computer Design

This foundational course introduces students to basic design concepts, computer literacy and software competency. Through various exercises, students will experience three of the basic types of publishing tools used by designers – Photoshop, Illustrator, and InDesign.

Taken in freshman year

3 credits

ART 200: Drawing II

Continued experience of creative skills developed in Drawing I.

Prerequisites: ART 100

ART 201: Painting II

Continued experience of creative skills developed in Painting I.

Prerequisite: ART 101

3 credits

ART 202: Ceramics II

Continued experience of creative skills developed in Ceramics I.

Prerequisite: ART 102

3 credits

ART 204: Printmaking II

Continued experience of creative skills developed in Printmaking I.

Prerequisite: ART 104

3 credits

ART 205: Painting II: Oil

Upper level studio course designed to explore oil painting concepts and to develop creative skills. Direct painting to glazing methods.

Prerequisites: ART 100, ART 125

3 credits

ART 206: Intermediate Photography

Photographic vision, theory, and writing about photography are taught as well as the tools of film and digital cameras. Printing digitally and in the chemical darkroom are introduced. DSLR camera required. No hybrid cameras.

Prerequisite: ART 106

3 credits

ART 215: Figure Drawing

Upper level studio course focusing on the human figure. Includes demonstrations, practice and projects in various techniques and methods from gesture to sustained studies to anatomical renderings.

Prerequisites: ART 100

3 credits

ART 216: Ceramic Sculpture

A second level ceramic course. Includes the study of clay bodies and methods of ceramics for sculpture.

Prerequisite: ART 102

3 credits

ART 217: Wheel Thrown Ceramics

A second level ceramic course. Includes the study of wheel throwing methods, functional forms, decoration, and firing methods.

Prerequisite: ART 102

3 credits

ART 220: Typographic Foundations

This entry-level course introduces students to basic design theories and skills for creating professional typographic works. Students create a variety of exercises to better understand design. Theoretical exercises, typography projects and readings introduce students to lifelong design issues and tasks. Adobe InDesign, Illustrator, Photoshop, and After Effects are utilized in this course.

Prerequisites: ART 100, ART 125, ART 128 or permission

3 credits

ART 221: Digital Imagery

Photoshop image creation and manipulation is explored. Emphasis, in this term, is proper file creation, learning and utilizing specialized tools, applying proper design theories to computer generated art, and tutorials for special effects. Projects focus on various kinds of photo collage and retouching as it relates to a variety of clients.

Prerequisite: ART 128

3 credits

ART 223: History of Modern Art

A survey of art from the early 20th century to the present.

Prerequisites: ART 122 or ART 123

3 credits

ART 224: History of Photography

A survey of the medium of photography from its invention in 1839 to the present. Includes the development of movies and video.

3 credits

ART 225: Computer Illustration Technology

This class expands the student's command of Adobe Illustrator by exploring a combination of vector skills, traditional media, and 3-D techniques used to create spot and editorial illustration. Students will develop a character in both illustrator and CAD format. Successfully rendered characters will be output on a 3-D printer. Assignments may include: Infographics, card and gift design, label reconstruction, and playing card development.

Prerequisite: ART 128

3 credits

ART 230: Graphic Design History

Beginning with the Industrial Revolution, this course will chart the development of what we contemporarily refer to as Graphic Design and Advertising. Students will survey the designers, works, technologies, and philosophies of the major design movements and create work exploring these areas. Emphasis will be placed on the connection of design to art and popular culture, as well as the cyclical nature of design. Students create various pieces reflecting the work of the movements being studied.

Prerequisite: ART 128

3 credits

ART 231: Digital Video Editing

This course introduces a student to GoPro® to generate content, progressing them to editing video clips and creating digital videos. Students will develop video editing experience using Final Cut Pro. Having experience using Adobe programs or other editing tools will be to a student's advantage but is not required.

3 credits

ART 240: Foundations Art Education

A course to investigate theories of art, education, and visual culture that shape one's thinking about the purpose, value, and practice of art education in schools, museums, and community settings.

3 credits

ART 250: Special Topics

Art Special Topics focuses on subjects and techniques in the contemporary art world. These courses will vary from term to term and offer students new challenges in art-making not available within the traditional coursework.

3 credits

ART 300: Drawing III

Continued experience of creative skills developed in Drawing I.

Prerequisites: ART 200

3 credits

ART 301: Painting III

Continued experience of creative skills developed in Painting I.

Prerequisites: ART 201

3 credits

ART 302: Ceramics III

Continued experience of creative skills developed in Ceramics I.

Prerequisite: ART 202

3 credits

ART 304: Printmaking III

Continued experience of creative skills developed in Printmaking I.

Prerequisite: ART 204

3 credits

ART 305: Digital Photography

A second level studio course which includes contemporary theory, photographic design issues, image manipulation, and image output.

Prerequisite: ART 106

3 credits

ART 306: Color Photography

A studio experience in taking color photographs and digital printing. Student must have a digital S.L.R. camera approved by the instructor.

Prerequisite: ART 106

3 credits

ART 311: Art Education and Secondary

The emerging art educator engages the study and creation of contemporary art forms as curricular and pedagogical approaches to investigate with middle level and high school students.

Prerequisite: Art Education Majors or by permission

3 credits

ART 312: Art Education and Elementary

Preparation of curricula, pedagogical, and assessment strategies for early childhood and elementary school art education programs.

Prerequisite: Art Education Majors or by permission

3 credits

ART 320: Type and Publication Design

Multi-page layout is the emphasis in this class. Students learn how to handle text, integrate images into layout, and develop an upper level sense of typography. Projects may include: poster design, cook book layout, newsletter design, interactive iPad application, and book jacket design. Students learn how to use Adobe InDesign in concert with Photoshop, Illustrator, Acrobat, and After Effects.

Prerequisite: ART 220 or by permission

3 credits

ART 321: Introduction to Website Design

This class introduces students to design for the World Wide Web. Students add Dreamweaver to their software arsenal. An emphasis on a design ideology using HTML5 and CSS3 to solve visual problems is used to create sites based on industry standard practices. Current issues specific to the World Wide Web are introduced. Sites are mapped. A selection of pages are created and uploaded to remote servers. Marketing components including HTML email campaigns and social media publishing are covered.

Prerequisite: ART 220

3 credits

ART 322: Corporate Identity and Branding

The most intensive of all the design courses, students in this course create and design for two companies - an imaginary company of their own choosing and a local small business through the Small Business Development Center. Logotypes are designed. Brand sensing and archotyping are applied. Business systems, advertisements, packaging, and Graphic Design Standards Manuals are developed.

Prerequisite: ART 320

3 credits

ART 323: Portfolio Development

The culmination of a student's graphic design efforts, this course seeks to refine a student's style and to display it in the most advantageous form. Students create a professional resume, traditional and online portfolios; LinkedIn and Behance Profiles. Students commit to a geographical area and discipline focus. With this decision made, research is performed, cover letters generated, resumes refined, and the job hunt begins.

Prerequisites: 5 approved graphic design courses

3 credits

ART 325: Intermediate Website Design

This course builds upon the HTML5 / CSS3 skills from previous courses. Students add to their base of skills to take the presentation of the web page to the world of responsive frameworks. Using industry accepted responsive frameworks web pages will properly display on mobile, tablet and desktop devices. CSS skills are also honed to give better color, type, layout and interactivity to the produced websites.

Prerequisite: ART 321

3 credits

ART 326: Advanced Website Design

This 2-part course will take students to advanced levels of web development. In

part 1, students will gain experience with current CMS (content management systems). The CMS experience will take the designer through server-side software installation, configuration, user control, theme and plug-in application, page and post creation, theme development and, finally, the application and testing of an e-commerce module with a working payment gateway. Part 2 will focus on user experience. The design process will focus on a person's total experience using a website. UX design principals will be applied using modern software used to create working prototypes of complex sites.

Prerequisite: ART 325

3 credits

ART 335: Aesthetics and Criticism

Course designed to acquaint students with the knowledge, skills, experiences, and attitudes to better understand the philosophical basis, nature, functions, and criticism of art works.

3 credits

ART 400: Individual Studio I

Students may elect additional in-depth studio experience in specific areas under the supervision of appropriate instructors. Limited to upper level students. Permission of the instructor is required prior to beginning of the term.

Normally taken after completion of 9 credits within an area.

3 credits

ART 401: Individual Studio II

Students may elect additional in-depth studio experience in specific areas under the supervision of appropriate instructors. Limited to upper level students. Permission of the instructor is required prior to beginning of the term.

Normally taken after completion of 9 credits within an area.

3 credits

ART 402: Individual Studio III

Students may elect additional in-depth studio experience in specific areas under the supervision of appropriate instructors. Limited to upper level students. Permission of the instructor is required prior to beginning of the term.

Normally taken after completion of 9 credits within an area.

3 credits

ART 403: Independent Study: Art I

An offering primarily for the senior art major who desires to pursue independent research and development in such areas as Art Education, Art History, Art Studio, or Art Therapy. Each student is required to present written evidence in support of this project to the Department for approval at least six weeks in advance.

3 credits

ART 404: Independent Study: Art II

An offering primarily for the senior art major who desires to pursue independent research and development in such areas as Art Education, Art History, Art Studio, or Art Therapy. Each student is required to present written evidence in support of this project to the Department Chair for approval at least six weeks in advance.

3 credits

ART 405: Independent Study: Art III

An offering primarily for the senior art major who desires to pursue independent research and development in such areas as Art Education, Art History, Art Studio, or Art Therapy. Each student is required to present written evidence in support of this project to the Department Chair for approval at least six weeks in advance.

3 credits

ART 410: Senior Art Thesis Individualized Studio

Senior art majors work with a studio faculty member as their mentor. The student will develop, design, produce and exhibit an original art thesis.

Permission of the instructor required

Prerequisite: 6 ART or ARTH Courses

3 credits

ART 452: Senior Art Thesis Seminar

Readings, research, presentations and discussion of contemporary art provide context for idea generation and execution of a variety of focused art projects as practice to thesis work. This course in conjunction with Senior Art Thesis Individualized Studio will lead to the selection, development, design, production,

and presentation of an original art thesis.
Senior art majors

3 credits

ART 475: Art Internship

On-the-job training in graphic design, commercial/advertising fields, Art Therapy, and Art Management. Permission of Major Director required prior to beginning of term.

Prerequisite: Upper level students only

3 credits

ART 476: Art Internship

On-the-job training in graphic design, commercial/advertising fields, Art Therapy, and Art Management. Permission of Major Director required prior to beginning of term.

Prerequisite: Upper level students only

6 credits

ART 477: Art Internship

On-the-job training in graphic design, commercial/advertising fields, Art Therapy, and Art Management. Permission of Major Director required prior to beginning of term.

Prerequisite: Upper level students only

9 credits

ARTH - Art Therapy**ARTH 125: Art Therapy: Introduction**

This is a beginning level course for art therapy majors, minors and non-majors designed to provide a foundation for the study of art therapy by presenting the therapeutic qualities of this profession through art therapy's origins, history, occupational applications and therapeutic approaches. Students will create works that exemplify an interaction of creativity, healing potential, and cognitive awareness. Emphasis will be placed on comprehension of the above aspects through the student's written and verbal explanations as well as testing.

3 credits

ARTH 225: Art Therapy II: Materials and Methods

This course is designed to explore artistic methods and materials that lend themselves to psychological reflection, insight and use in therapeutic settings. Through art therapy experientials, discussion, historical reference, service learning opportunities, and assessment of acquired knowledge, the art therapy student will realize the factors that can encourage therapeutic art making.

Prerequisite: ARTH 125

3 credits

ARTH 325: Art Therapy III: Practices

In this course, various community and agency settings, and therapeutic art making approaches are studied. These studies, along with previously attained information and service learning experiences prepare students for an art therapy internship.

Prerequisites: ARTH 125, ARTH 225

3 credits

ARTH 425: Art Therapy V: Seminar

This is the last class in the sequence of art therapy courses at Mercyhurst University. Through course work, art therapy majors have accumulated a basic knowledge of various aspects of art therapy including: history, theory, and applications for different populations in a wide range of contexts. Students have also completed a 200-hour internship in which they facilitated art activities in a therapeutic setting. During the seminar, students synthesize art therapy concepts and internship experiences through creating a presentation, research studies, and self-reflection. Career paths and masters level study are considered.

Prerequisites: ARTH 325, ARTH 475

2 credits

ARTH 475: Art Therapy IV: Internship

A field course providing a supervised practicum experience in the application of the theories, models, methods, and techniques of creative art expression in community agencies and therapeutic settings. Students must have an overall GPA of 2.75 to begin an internship.

4 credits

ASIA - Asian Studies**ASIA 125: Asian Cultures**

This course considers the cultures of India, China, Korea, and Japan through an examination of common roots and development in geography, history, arts, and religion.

3 credits

ASIA 135: Topics in Asian Studies

The content of this course, determined by the instructor, will focus on some literary or cultural subject relating to an Asian nation or nations. Coursework will further student understanding of a people or peoples of Asia. The language of instruction is English.

3 credits

ASL - American Sign Language**ASL 101: Introduction to American Sign Language I**

This course is intended for students with little to no prior knowledge of American Sign Language (ASL) and will cover basic skills, both receptive (seeing and understanding) and expressive (signing), as well as basic conversational skills. This course will also include an introduction to the culture and history of the Deaf community and address respectful and appropriate use of ASL by the hearing.

3 credits

ASL 102: Introduction to American Sign Language II

This course will build upon the skills and knowledge introduced in ASL 101, developing expressive and receptive communication skills and furthering student understanding of the culture, history, and institutions of the Deaf community.

Prerequisite: ASL 101 or equivalent prior experience

3 credits

ATR - Athletic Training**ATR 162: Introduction to Athletic Training**

The purpose of this course is to introduce first year Athletic training students to the allied health profession, injury/illness pathophysiology and evaluation. History of their desired profession, necessary educational background and job opportunities will be discussed in order to promote professional development. Students will gain knowledge of the tissue injury cycle at the cellular level, which allows the students to have a complete understanding of the healing process. The evaluation sequence, along with proper documentation, will be introduced and students are encouraged to apply this knowledge. Throughout the course students will be using and focusing on their critical thinking skills in relation to their profession.

3 credits

ATR 163: Freshman Clinical Proficiency Lab

Clinical teaching and testing of hands-on proficiency skills that are required for all athletic training students who are applying to the review board for acceptance into the major. Taping and wrapping of specific body parts will be emphasized. Eleven through twenty of the twenty clinical proficiency skills required for the review board will be presented. Students are required to complete 40 hours of observation in the athletic training room on campus designated as part of the pre-clinical experience.

Prerequisite: Athletic Training majors only

Students are required to complete 60 hours of clinical observation

1 credit

ATR 200: Clinical Education I Lab

The first of four clinical education courses designed in conjunction with the clinical education sequence emphasizing presentation, practice, and final-outcome testing of designated clinical proficiencies in relationship to day-to-day athletic training. Clinical experience performance and daily completion of responsibilities will also be assessed. Students are required to obtain clinical experience in accordance with the clinical education sequence. Must be taken in chronological order.

Prerequisite: Athletic Training majors only

1 credit

ATR 201: Clinical Education II Lab

The second of four clinical education courses designed in conjunction with the

Course Descriptions

clinical education sequence emphasizing presentation, practice, and final-outcome testing of designated clinical proficiencies in relationship to day-to-day athletic training. Clinical experience performance and daily completion of responsibilities will also be assessed. Students are required to obtain clinical experience in accordance with the clinical education sequence. Must be taken in chronological order.

Prerequisite: Athletic Training majors only

1 credit

ATR 256: Exercise, Health and Conditioning for Athletes

A course covering specific exercise techniques to improve the conditioning of various types of athletes. The course will include both discussion and psychomotor experience. Topics that will be covered include: aerobic, anaerobic, isotonic, isokinetic, plyometric, flexibility, proprioception and neuromuscular control exercise methods. Clinical proficiency testing may also be incorporated to specific topics. A final individual project will be required encompassing the course content to create a full conditioning program for a specified athlete.

Prerequisite: Athletic Training majors only

2 credits

ATR 257: Medical Education Lab I

A lecture series and psychomotor testing with topics regarding illness, diseases, environmental concerns, and general medical pathologies associated with allied health professionals.

Prerequisite: Athletic Training majors only

1 credit

ATR 258: Medical Education Lab II

A lecture series of medical topics presented by the department team physician or designated medical professional on relevant topics in the athletic training field.

Prerequisite: Athletic Training majors only

1 credit

ATR 267: Therapeutic Modalities

This evidence based course consists of classroom and clinical practice stressing the proper use of therapeutic modalities in aiding injuries and illnesses common to the physically active population. Emphasis is given to superficial agents, electrical stimulation, therapeutic ultrasound, light therapy, mechanical modalities, and manual muscle therapy.

Prerequisite: Athletic Training majors only

Co-requisite: ATR 268

3 Credits

ATR 268: Therapeutic Modalities Lab

This evidence based course consists of clinical application of therapeutic modalities in aiding injuries and illnesses common to the physically active population. Emphasis is given to superficial agents, electrical stimulation, therapeutic ultrasound, light therapy, mechanical modalities and manual muscle therapy.

Co-requisite: ATR 267

1 credit

ATR 300: Clinical Education III Lab

The third-of-four athletic training clinical rotation experiences emphasizing presentation, practice, and final-outcome testing of designated clinical proficiencies in relationship to day-to-day athletic training. Clinical rotation performance and daily completion of responsibilities will also be assessed. These proficiencies and competencies can be obtained from the athletic training curriculum director.

Prerequisite: Athletic Training majors only

1 credit

ATR 301: Clinical Education IV Lab

The final athletic training clinical rotation experiences emphasizing presentation, practice, and final-outcome testing of designated clinical proficiencies in relationship to day-to-day athletic training. Clinical rotation performance and daily completion of responsibilities will also be assessed. These proficiencies and competencies can be obtained from the athletic training curriculum director.

Prerequisite: Athletic Training majors only

1 credits

ATR 362: Therapeutic Exercise

Evidence-based lecture and clinical instruction stressing the injury rehabilitation

Course Descriptions

programs for specific injuries and post surgical. Topics include goals of therapeutic exercise, range of motion techniques, stretching techniques, resistance exercises and peripheral joint mobilization.

Prerequisite: Athletic Training majors only

Co-requisite: ATR 363

3 credits

ATR 363: Therapeutic Exercise Lab

Clinical formation and application of the techniques and theories of injury rehabilitation programs.

Co-requisite: ATR 362

1 credit

ATR 364: Athletic Training Administration and Management

Study of the administrative and management procedures in athletic training environments; techniques for developing effectiveness as an administrator. Practical experience in solving hypothetical administrative problems provided. Topics include professional ethics, staff hiring, facility design, insurance protocol, budget design, medical practice act and employment opportunities including resume writing and mock interviews.

Prerequisite: AT majors only

3 credits

ATR 404: Athletic Training Capstone Experience

The purpose of this capstone athletic training course is to allow senior athletic training students to integrate their clinical and didactic knowledge in a pre-professional setting. Opportunity to prepare for the BOC certification examination and to prepare for their future careers in athletic training or placement in an advanced degree program will be explored. Special emphasis will be placed on study habits, BOC exam content and format, graduate school application processes, preparation for professional development, and other skills pertinent to the senior-level athletic training student. During this time students are required to complete clinical experience hours (per AT Student Handbook) at a mutually agreed upon clinical setting. The capstone experience is specifically designed to allow students to choose an area or specialty that suits their interests.

Prerequisite: Athletic Training majors only

3 credits

ATR 461: Special Issues in Athletic Training

The focus of this course is discussion and case studies of special populations in the physically active. Populations will include but are not limited to: pediatrics, geriatrics, pregnant women, diabetics, asthmatics, and disabled. Discussion will be in the areas of injury and illness management, activity restrictions, and NATA position statements related to special populations. Additionally, a variety of other pertinent athletic training topics will be discussed. There is also a clinical component to this course in which the student is to complete a required number of hours with an assigned clinical experience.

Prerequisites Athletic Training majors only

3 credits

ATR 480: Research Methods

The purpose of this course is to develop and refine student's clinical evidence-based practice skills. The focus of the course will explore how epidemiology shapes health care practices for patients. Exploration will include the acquired knowledge of the steps on how to find reliable information and the ability to critically process the link between data collection and professional practice.

Prerequisite: Athletic Training Majors only

3 credits

BADM - Business Administration

BADM 112 – Professional Development

The Walker College of Business provides a series of experiences to prepare students for future job opportunities and leadership roles in both the workplace and the community. Activities and experiences across their four years include seminars in career-related activities such as resume development, interviewing, public speaking, business etiquette, job talks and job-fair participation. Other activities range from club and athletic participation to community service. Tracking of required activities will be monitored each semester. Graduation Requirement. Grade is pass/fail.

Offered Fall and Spring Semesters

Prerequisite: Freshmen Standing

0 credits

BADM 123: Business Etiquette and Professionalism*

This course is designed to develop students' personal and professional skills in the business world. Topics include professional dress, networking with business professionals, handling conflict and meeting etiquette. Professional business communication, including proper channels, audience considerations, message richness and creating messages will be discussed. Students will recognize the importance of ethics through learning about topics such as confidentiality, decision making, appropriate workplace behavior and organizational culture.

1 credit

BADM 124: Personal Financial Literacy*

This course is designed for students interested in developing a strong understanding and awareness of personal finance. Topics include goals and decision-making, budgeting, credit and credit scores, interest, student loans and credit scams, identity theft and privacy issues. Investment options, including how to conduct company research, will also be discussed.

1 credit

BADM 125: Business Career Preparation*

This course is a career preparation course for students enrolled in the business program at Mercyhurst North East. Students will be able to understand the job search process and develop the professional skills necessary for career advancement. The following topics will be covered: professional resume and cover letter development, successful interviewing skills, internship options, LinkedIn and various job search methods.

1 credit

BADM 200: 21st Century Cinema

This course will examine different aspects of the film industry in the 21st century. Emphasis will be placed on the business of cinema and how a movie goes through development, production, marketing and distribution. This will include a narrative on how this process has evolved over the past 100 years and the challenges that the film industry faces in the 21st century. In addition to the business side of cinema, the course will also look into the different components of a film with an emphasis on film criticism and review.

Offered Fall Semester, Random Years

3 credits

BADM 212 – Professional Development

The Walker College of Business provides a series of experiences to prepare students for future job opportunities and leadership roles in both the workplace and the community. Activities and experiences across their four years include seminars in career-related activities such as resume development, interviewing, public speaking, business etiquette, job talks and job-fair participation. Other activities range from club and athletic participation to community service. Tracking of required activities will be monitored each semester. Graduation Requirement. Grade is pass/fail.

Offered Fall and Spring Semesters**Prerequisite:** Sophomore Standing

0 credits

BADM 250: Entrepreneurship

This course is designed for those students interested in learning how to start their own business, buy an existing business or function as an entrepreneur in a large company. Topics include developing and evaluating business concepts, preparing a business plan, trademarks and patents and securing financing.

Offered Spring Semester only**Prerequisites:** ACCT 101, MGMT 120, MKTG 162

3 credits

BADM 275: Principles of Operations Management

This course is an introduction to the field of operations management. The student will be exposed to fundamental principles including demand forecasting, system design, supply chain management, project management, and quality. This course will demonstrate the importance of these topics in both manufacturing and service concerns alike.

Offered Fall Semester only**Prerequisites:** MGMT 120, STAT 135 or MATH 109

3 credits

BADM 285: Global Operations and Supply Chain Management

Supply chain management is the management of a network of interconnected businesses involved in the ultimate provision of product and service packages required by end customers. Businesses throughout the world are beginning to recognize that in an increasingly challenging and complex global marketplace, there is an urgent need for decision-making frameworks. This course will provide such a framework by integrating operations and supply chain concepts to address the critical issue of managing flows of products, services and information. The course will also emphasize the importance of managing information in the global environment and the effective use of supply chain information technologies such as e-commerce and e-business and their integration through an Enterprise Resource Planning (ERP) system.

Offered Spring Semester only**Prerequisites:** MGMT 120, STAT 135 or MATH 109

3 credits

BADM 310: Business Law I

A survey of the legal principles found in transactions typified in today's business world. Emphasis is placed on the case study method along with real-world examples. Topics covered include: alternative dispute resolution, structure of the court system, contracts, sales, property law, insurance law, and corporate ethics.

Offered Fall and Spring Semesters**Prerequisite:** Sophomore Standing

3 credits

BADM 312 – Professional Development

The Walker College of Business provides a series of experiences to prepare students for future job opportunities and leadership roles in both the workplace and the community. Activities and experiences across their four years include seminars in career-related activities such as resume development, interviewing, public speaking, business etiquette, job talks and job-fair participation. Other activities range from club and athletic participation to community service. Tracking of required activities will be monitored each semester. Graduation Requirement. Grade is pass/fail.

Offered Fall and Spring Semesters**Prerequisite:** Junior Standing

0 credits

BADM 325: Business Law II

The second course of study in the legal series. Strongly recommended for all business majors; required in some states for the CPA exam. The case study method and real-world examples are used to cover the following topics: agency and employment law, types of business entities, negotiable instruments, bankruptcy, securities law, antitrust laws, and environmental regulation.

Offered Fall Semester of odd years**Prerequisite:** BADM 310

3 credits

BADM 335: Business Analytics

This course introduces the field of business analytics, commonly defined as the extensive use of data, statistical and quantitative analysis, exploratory and predictive models, and fact-based management to drive decisions and actions. Business analytics is a process of transforming data into actions through analysis and insights in the context of organizational decision making and problem solving. As such, business analytics is applied in operations, marketing, finance, and strategic planning among other functions. Students actively participate in the delivery of this course through case and project presentations.

Offered Fall and Spring Semesters**Prerequisites:** STAT135, Junior/Senior Standing

3 credits

BADM 350: Business Ethics

This course addresses the complex agenda of issues such as the role of business in society, the nature of corporate responsibility, the ethical environment of business, the relationship between government and business, and the impact of business on the natural environment. Attention will be given to the impact of these issues on a business and its stakeholders (managers, consumers, employees, and community members). Case studies will be used to highlight each area of concern.

Offered Fall and Spring Semesters

3 credits

BADM 405: Business Policy and Strategy

A capstone course which emphasizes business problem solving based on accounting, finance, management and marketing principles. Students will complete and present a case study project.

Offered Fall and Spring Semester

Prerequisites: MGMT 120, MKTG 162, FIN 280 – Senior Standing

3 credits

BADM 415: Professional Development

The Walker College of Business provides a series of experiences to prepare students for future job opportunities and leadership roles in both the workplace and the community. Activities and experiences across their four years include seminars in career-related activities such as resume development, interviewing, public speaking, business etiquette, job talks, and job-fair participation. Other activities range from club and athletic participation to community service. Tracking of required activities is monitored each semester. Graduation Requirement

Offered Fall and Spring Semesters

Prerequisite: Senior Standing

1 credit

BADM 450: Independent Study in Business

This course is designed to permit a student to study individually in a specialized field under the direction of a faculty member. The research topic must be appropriate to the student's background, and written approval must be received from the Dean of the Walker College of Business.

1-3 credits

BADM 475: Business Internship

An individual work-study experience in an approved business organization. Placement of a qualified student in a business setting which involves the area of interest, provides training and on-the-job learning, and which will prepare the student for a future career in business. A 2.75 GPA is required in business courses.

Prerequisite: Junior standing and written permission from the Associate Dean

3 credits

*Offered at North East Campus only

BIO - Biology**BIO 102: General Biology***

A basic biological study of man, examining human evolution, organ systems, genetics, behavior, and human interaction with the environment. Does not fulfill Biology major requirements.

Co-requisite: BIO 103

3 credits

BIO 103: General Biology Lab*

A basic biological study of man, examining human evolution, organ systems, genetics, behavior, and human interaction with the environment. Does not fulfill Biology major requirements.

Co-requisite: BIO 102

1 credits

BIO 110: Plant Science

An introduction to the study of plants including their biology and ecology. Topics include basic structure and function of cells and organs, plant growth and development, and systematics of higher plants. Emphasis is on the impact of humans on plant life and plant community structure.

Does not fulfill Biology major requirements

Co-requisite: BIO 111

3 credits

BIO 111: Plant Science Lab

Laboratory and field studies of plant communities and the effects of humans on plant diversity within controlled community structures. Identification of higher plants is stressed as well as identifications of human, ecological and/or pathogen caused distress in plant systems.

Co-requisite: BIO 110.

1 credit

BIO 120: Human Biology

A basic biological study of man, examining human evolution, organ systems, genetics, behavior, and human interaction with the environment. Does not fulfill Biology major requirements.

Co-requisite: BIO 121

3 credits

BIO 121: Human Biology Lab

A laboratory class designed to demonstrate through models, microscopic work, and dissection the information presented in Bio 120.

Co-requisite: BIO 120

1 credit

BIO 125: Medical Terminology

This course focuses on building vocabulary commonly encountered in the health field. In addition to an extensive review of word elements, including word roots, combining forms, suffixes, and prefixes, the course will define major organ systems from the cellular to the organismal level. Finally, medical conditions will be explored in detail.

3 credits

BIO 142: Cellular and Molecular Biology

Introduction to the biology of prokaryotic and eukaryotic cells, including the structure and function of membranes and organelles, especially mitochondria and chloroplasts. Also included are studies of the molecular structure and function of DNA, with emphasis on the organization of the eukaryotic genome, transcription, and translation.

Co-requisite: BIO 143

3 credits

BIO 143: Cellular and Molecular Biology Lab

Introduction to the physiological and molecular techniques and methodologies for studying cells, organelles, and macromolecules in relation to cellular activities and maintenance of life.

Co-requisite: BIO 142

1 credit

BIO 146: Ecology and Evolutionary Biology of Organisms

An introduction to the ecology and evolutionary biology of organisms, including population growth, species interactions, ecosystem cycles, mechanisms of evolution, speciation, the diversity of life on Earth, and an introduction to population and Mendelian genetics.

Co-requisite: BIO 147

3 credits

BIO 147: Ecology and Evolutionary Biology of Organisms Lab

A laboratory course that elucidates concepts taught in Bio 146 from a largely experimental perspective.

Co-requisite: BIO 146

1 credit

BIO 180: Microorganisms

An introductory study of microorganisms directly impacting human health and society, including viruses, bacteria, fungi, and protists. Topics include taxonomy and identification of medically important taxa, human defense mechanisms, symbioses, course of infections, epidemiology, and food sciences.

Does not fulfill Biology major requirements

Co-requisite: BIO 181

3 credits

BIO 181: Microorganisms Lab

Introduction to the methods of identification and culturing of medically important microorganisms and viruses. Emphasis on general and specialized culturing methods, staining techniques, and growth experiments.

Co-requisite: BIO 180

1 credit

BIO 198: Tropical Marine Biology

Exploration of tropical marine habitats including coral reefs, rocky shores, turtle grass and mangrove swamps. Ecological and behavioral adaptations, trophic

Course Descriptions

structure, and species composition are also studied. Snorkeling at offshore reefs is expected, and SCUBA diving is available. The course meets weekly during the winter term in preparation for a 10-day field trip to a tropical field station.

Co-requisite: BIO 199

3 credits

BIO 199: Tropical Marine Biology Lab

The identification of marine organisms and an independent research project in marine biology.

Co-requisite: BIO 198

1 credit

BIO 200: Microbiology

The study of bacteria and other microbes with emphasis on their structure and function, ecology, biochemistry, and research methodologies. The course reviews the biology of microbes and their use as biological and medical research tools.

Prerequisite: BIO 142

3 credits

BIO 201: Microbiology Lab

An examination of microbes in the biosphere. Microbial collection, culturing, product analysis, aseptic techniques and microscopy are emphasized.

Co-requisite: BIO 200

1 credit

BIO 208: Cancer: Biology and Beyond

This course will introduce students to the origins, diagnosis, treatment and prevention of cancer; creating informed citizens, and future health care providers and scientists. This course also contains a cancer-centered service-learning project to connect the science of cancer biology to the people cancer effects.

Prerequisite: BIO 142

3 credits

BIO 210: Botany

An introduction to the major divisions of nonvascular and vascular plants. Includes basic studies of plant taxonomy, anatomy, physiology, growth, evolution, and ecology.

Prerequisite: BIO 146

Co-requisite: BIO 211

3 credits

BIO 211: Botany Lab

Field and laboratory experiences in plant morphology, identification, ecology, and experiments in plant physiology.

Co-requisite: BIO 210

1 credit

BIO 230: Invertebrate Zoology

A comparative study of the major invertebrate phyla, their anatomy, physiology, behavior, and evolution. Major emphasis on invertebrate animals.

Prerequisite: BIO 146

3 credits

BIO 231: Invertebrate Zoology Lab

Field-based study of the morphology, behavior, adaptations, and ecology of invertebrate organisms, comparing various terrestrial, freshwater, and marine habitats.

Co-requisite: BIO 230

1 credit

BIO 234: Ornithology

Ornithology is the scientific study of birds with emphasis on field studies of adaptive morphology, behavior and ecology. Lectures will address topics such as sexual selection in birds, sensory physiology of migration and navigation, and avian medicine.

Prerequisites: BIO 146 or BIO 148

Co-requisite: BIO 235

3 credits

BIO 235: Ornithology Lab

Intensive field activities designed to provide direct observations of avian diversity

Course Descriptions

and behavior, relationship between habitat features and community diversity, and avian ecology in forests, grasslands, freshwater marshes, and marine environments.

Co-requisite: BIO 234

1 credit

BIO 236: Bioelectricity

In this course students will be introduced to different branches of modern neuroscience, including neurophysiology, neurology and cognitive neuroscience. Course topics will focus on the dynamic nature of the human nervous system (as opposed to its structure and anatomy). Students will study the electrical properties of neural cells and the functions of the nervous system, and will apply these fundamentals to explore current methods and applications in neuroscience. An overarching focus of this course will be acquisition of skills and techniques that are used to study the brain's functions and to diagnose brain disorders. This goal will be achieved through implementations of tutorials, simulations and laboratory activities. Students will also learn the basic principles of medical imaging techniques - MRI and PET - and their applications in diagnostic neurology and cognitive neuroscience.

Prerequisites: BIO 142 or PSYC 252

3 credits

BIO 240: Human Anatomy and Physiology I

A study of the structural and functional relationships of cells, tissues, organs, and systems of the human body. Emphasis is placed on the skeletal, muscular, and nervous systems.

Does not fulfill Biology major requirements

Co-requisite: BIO 241

3 credits

BIO 241: Human Anatomy and Physiology I Lab

A detailed study of the human anatomy of the organ systems discussed in BIO 240.

Co-requisite: BIO 240

1 credit

BIO 244: Histology

The study of cellular and molecular aspects of human tissue structures and their relationship to function and physiology.

Prerequisites: BIO 240, BIO 320 OR BIO 334

Co-requisite: BIO 245

3 credits

BIO 245: Histology Lab

A survey of tissues prepared for light and electron microscopic examination. Students will also gain an introduction to basic immunofluorescence techniques.

Co-requisite: BIO 244

1 credit

BIO 246: Embryology

This course is a detailed study of embryonic development of a variety of organisms with an emphasis on vertebrate embryos. An organ system-based approach is used to demonstrate comparisons among various organisms.

Prerequisite: BIO 142

Co-requisite: BIO 247

3 credits

BIO 247: Embryology Lab

A detailed study of embryonic anatomy using prepared slides, models, and other specimens.

Co-requisite: BIO 247

1 credit

BIO 250: Human Anatomy and Physiology II

A continuation of Biology 240, including the circulatory, respiratory, renal, digestive, endocrine, and reproductive systems of the human body.

Does not fulfill Biology major requirements

Prerequisites: BIO 240

Co-requisite: BIO 251

3 credits

BIO 251: Human Anatomy and Physiology II Lab

Physiological experimentation designed to illustrate topics covered in

Bio 250. A specialized research project is included.

Co-requisite: BIO 250

1 credit

BIO 272: Forest Ecology

The study of how trees and other organisms of the forest interact, how forests are managed, and their value to human society and Earth. Topics include forest food webs, forest structure, nutrient cycling, forests of the world, logging & resource extraction, disturbance & fire ecology, tree physiology & anatomy, and how climate shapes forest structure, composition, and tree distributions.

Prerequisite: BIO 146

Co-requisite: BIO 273

3 credits

BIO 273: Forest Ecology Lab

Field and laboratory exercises designed to accompany topics covered in BIO 272. Most lab periods will be outside and may include a weekend field trip to a National Forest. Students will learn to identify many tree species in our local forests and conduct field sampling on nutrient cycling, forest composition, animals of the forest, succession, and environmental quality. Lab exercises include tree-ring analysis, leaf litter composition, and wood anatomy.

Co-requisite: BIO 272

1 credit

BIO 284: Basic Animal Nutrition

Basic scientific fundamentals of domestic livestock nutrition, which includes feeding and nutritional requirements by each species, reproductive, and breeding requirements and general health nutritional requirements. Animals of focus include dairy and beef cattle, equine, canine, feline, porcine, and poultry. A focus on feed will also be studied for various species in regard to make-up, specific supplements and quantity. General anatomy and physiology will also be a focus, as well as general pathologies and nutritional deficiencies.

Prerequisite: BIO 146

3 credits

BIO 286: California Ecosystems

Introduction to the diverse ecosystems of California including coastal beach and dune, tide pools, redwood forest, oak woodland, numerous montane forests, subalpine woodland, and high desert. This course is a course done during a 12-day field trip to northern California following conclusion of spring semester, staying in campgrounds in tents and/or cabins overnight. Students will learn the dominant plants of California ecosystems, important aspects of their ecology, and the history and future of human disturbance in those ecosystems.

Ability to hike across rugged terrain is required

Prerequisite: BIO 146

3 credits

BIO 290: Environmental Physiology

This course includes the study of water and temperature regulation, high altitude, exercise and circadian physiology. It also includes a major library research project.

Prerequisite: BIO 146

3 credits

BIO 292: Field Ecology

An in-depth study of the interactions between organisms and their environments. Topics include population structure and dynamics, community structure and dynamics, the diversity of ecosystems, and behavioral ecology.

Prerequisite: BIO 146

Co-requisite: BIO 293

3 credits

BIO 293: Field Ecology Lab

A series of basic field and laboratory investigations in terrestrial and aquatic ecosystems based on the scientific method. Standard statistical principles and procedures will be used in the analysis of field and laboratory data.

Co-requisite: BIO 292

1 credit

BIO 294: Parasitology

The study of biology of parasitic and pathogenic microorganisms that cause harm and disease in other organisms, especially plants and animals. The parasites

discussed in this course may include fungi, protists, viruses, roundworms and flatworms as well as the animals that act as vectors and intermediate hosts in the transmission of these pathogens from host to host.

3 credits

BIO 296: Biology of Development and Aging

This course is designed to examine classical embryology as well as organismal, cellular and genetic changes that accompany major transitions in development throughout the entire life cycle of animals, including aging. As a seminar course we will examine the evolutionary basis of developmental patterns, and we will explore the most current developments in science and medicine that interface with these phases of development.

Prerequisite: BIO 142

3 credits

BIO 297: Biology Capstone*

A survey course that addresses current research and topics in biology and health sciences.

1 credit

BIO 298: Mammalogy

This is a seminar course designed to explore the classification, distribution, life history, and evolution of mammals through lecture, discussion, laboratory and field activities.

Prerequisite: BIO 146

3 credits

BIO 310: Genetics

Study of mechanisms of inheritance from Mendelian principles to modern concepts of molecular, cellular, and population genetics. The fine structure and function of genetic material is covered along with statistical methods of analyzing inheritance.

Prerequisites: BIO 142, BIO 146 or by instructor permission

Co-requisite: BIO 311

3 credits

BIO 311: Genetics Lab

Examination of classical patterns of inheritance in fungi and *Drosophila melanogaster* and molecular genetic techniques using viruses and bacteria are undertaken. Statistical methods of analysis including probability and chi square are utilized. Students pursue independent investigation of gene action at either the classical or molecular level.

Co-requisite: BIO 310

1 credit

BIO 312: Microbial Genetics

The study of the genetic activities of microorganisms including bacteria, fungi and protists along with the activities of viruses in genetic manipulations of these and other organisms. Comparisons are made to the genetic activities of higher organisms. There is a significant molecular genetic component included.

Prerequisites: BIO 146, BIO 200

Co-requisite: BIO 313

3 credits

BIO 313: Microbial Genetics Lab

Techniques and procedures for basic and applied genetic manipulation of microorganisms in the laboratory, molecular procedures and methodologies for the genetic study of these organisms in the lab and applications toward genetically based industrial and environmental uses for these organisms.

Co-requisite: BIO 312.

1 credit

BIO 320: Comparative Vertebrate Anatomy

A comparative study of the organ systems of the vertebrate animals from an evolutionary and developmental perspective.

Prerequisite: BIO 146

Co-requisite: BIO 321

3 credits

BIO 321: Comparative Vertebrate Anatomy Lab

The detailed dissection of representative vertebrates.

Co-requisite: BIO 320

	1 credit
BIO 330: Immunology The study of the human immune system. Beginning with the chemical properties of antigens, the course investigates the various avenues of defense of the human immune response. The basic structure and function of immunoglobulins and other major immunological molecules originating from major loci in DNA. Prerequisites: BIO 142, CHEM 240	3 credits
BIO 334: Human Anatomy A course on the detailed anatomy and histology of all organ systems of the human body. A regional perspective will be used in some cases. This course is designed for students considering a career in the allied health professions. Prerequisites: BIO 120 OR BIO 146 Co-requisite: BIO 335	3 credits
BIO 335: Human Anatomy Lab A laboratory course designed to demonstrate through models, microscopic work and dissection the information presented in BIO 334. Co-requisite: BIO 334	1 credit
BIO 336: Neuroanatomy Neuroanatomy will deal with the anatomical structure and organization of the mammalian central nervous system and provide the student with hands-on opportunities to better illustrate the material covered. Clinical cases will be used as a teaching tool in order to integrate knowledge of structures, functional systems, and medical diseases and disorders. Prerequisite: BIO 334	3 credits
BIO 344: Human Physiology A course which explains the functional properties of the organ systems of the human body. Prerequisites: BIO 320 or BIO 334, BIO 142, BIO 143 Co-requisite: BIO 345	3 credits
BIO 345: Human Physiology Lab A course which demonstrates the principles and concepts taught in BIO 344 through a variety of experimental projects. Prerequisites: BIO 142, BIO 143 Co-requisite: BIO 344	1 credit
BIO 354: The Biology of Insects Insects are the most diverse and abundant group of animals on the face of the earth. This course provides a general view of all aspects of insect biology, including taxonomy, ecology, physiology, agricultural and medical importance, and potential use in forensic investigation. Prerequisite: BIO 146 Co-requisite: BIO 355	3 credits
BIO 355: The Biology of Insects Lab The laboratory portion of the course is designed to illustrate the concepts and information presented in BIO 354. Specific activities will focus on insect collection, proper preservation, and identification. Co-requisite: BIO 354	1 credit
BIO 356: Independent Study A program of independent reading with individual tutorials on a topic chosen in consultation with the Biology faculty member who will supervise the student. The type of written paper required will be decided upon by supervising faculty. The student must have permission of the supervising faculty to register for the course.	1-3 credits

BIO 360: Systems Physiology

A study of biochemical and biophysical aspects of the functional processes of animals. Emphasis on mammalian physiology. Prerequisites: BIO 142, CHEM 113, CHEM 240 Co-requisite: BIO 361	3 credits
BIO 361: Systems Physiology Lab A series of experiments designed to clarify issues discussed in Biology 360. Co-requisite: BIO 360	1 credit
BIO 362: Plant Physiology A study of the physiological properties of plants as mechanisms for interacting with the environment. Various functions, such as photosynthesis, water relations, defense mechanisms, phytochemical production, and photoperiod responses, will be studied with respect to their adaptive advantage and their role in society. Prerequisite: BIO 142 Co-requisite: BIO 363	3 credits
BIO 363: Plant Physiology Lab A series of laboratory and field investigations to support the principles discussed in BIO 362. Co-requisite: BIO 362	1 credit
BIO 366: Research Design This class focuses on the academic tools required to prepare a grant proposal. Class discussion, research papers, and oral presentations will prepare the student for a research project to be conducted during the senior year and presented at a professional meeting and/or published in a professional journal.	1-3 credit
BIO 370: Cellular Biochemistry The study of the molecular control mechanisms regulating the dynamics of integrated metabolism in cells and organ systems. The structural and functional aspects of genes and the importance of their products as exogenous and endogenous controls of integrated cellular metabolism are emphasized. Prerequisites: BIO 142, CHEM 240 Co-requisite: BIO 371	3 credits
BIO 371: Cellular Biochemistry Lab Study of the procedures and methodologies applied in the investigation of cellular biochemical activities of prokaryotic cells and eukaryotic cells and organelles. Co-requisite: BIO 370	1 credit
BIO 372: Conservation Biology This course introduces students to the field of conservation biology and its main goal of biological preservation of all forms. Students will learn some of the basic principles of population genetics, population ecology, and community ecology that are necessary for understanding how to protect individual species and populations. In addition, much of the class will examine the complex, interdisciplinary approach conservation biologists take in achieving their goals, including policy, ethics, and the nuts and bolts of how to protect habitat and build/manage protected areas. Prerequisite: BIO 146	3 credits
BIO 374: Evolution Evolution is a central theme in biology. This course seeks to explain the key concepts of evolutionary science and how this accounts for the characteristics of living organisms and the history of life on Earth. Prerequisite: BIO 146	3 credits
BIO 390: Bioinformatics An introduction to bioinformatics tools used by modern researchers. The course will introduce the concepts of information transfer in biological molecules, how that information is stored in public databases and how to access this information and	

Course Descriptions

organize it in meaningful ways. Course includes exploration of tools used to study whole genomes using high-throughput sequencing data to assemble genomes and map specific subsets of the genomes.

Prerequisites: BIO 142, BIO 310

3 credits

BIO 392: Field Botany

Plant ecology is the study of the interrelationships between plants and their environment, with primary focus on how climate, soils, disturbance, and biotic factors influence plant populations and communities. Comparative analyses of plant community structure and function in relation to disturbance regime and geographical variables will be discussed.

Prerequisite: BIO 146

3 credits

BIO 410: Microbial Ecology

The ecology of microorganisms in natural and disturbed habitats are studied in natural and laboratory settings with emphasis on their effects on human environments, water supplies, waste treatment, landfill areas and their interaction with other organisms in forming community structures and in reclamation of disturbed areas.

Prerequisite: BIO 200

Co-requisite: BIO 411

3 credits

BIO 411: Microbial Ecology Lab

Hands-on experience with investigative techniques applied to study microbial communities in natural settings and in the laboratory. Isolation, identification and documentation procedures and techniques for defining microbial activities in natural communities and the possible use of these organisms in reclamation of disturbed habitats.

Co-requisite: BIO 410

1 credit

BIO 424: Restoration Ecology

An in-depth focus on the principles and practices of ecosystem and habitat restoration, by evaluating case studies of restored waste disposal sites, urban landscapes, surface mine lands, and aquatic habitats, including lakes, streams, wetlands, and watershed ecosystems. Topics addressed in the course include bio- and phytoremediation, biomonitoring, best management practices, and invasive species control strategies.

Prerequisite: BIO 146

3 credits

BIO 425: Wetland Ecology

A comprehensive overview of the ecology of wetland ecosystems, plus advanced training and experience in identifying wetland habitats and delineating their boundaries. Environmental factors that contribute to the formation of these systems and the maintenance of their functions in our region will be discussed in the context of local examples. Independent projects will be a main focus of student application of wetland science tools and practices.

Prerequisite: BIO 146

3 credits

BIO 426: Limnology

A study of the physical, chemical, and biological features of freshwater lakes and ponds with emphasis on the effects of light, temperature, nutrients, and basin morphometry on plant and animal community structure and productivity.

Prerequisite: BIO 146

Co-requisite: BIO 427

3 credits

BIO 427: Limnology Lab

A series of field investigations comparing the major limnological features of man-made and natural glacier lakes and ponds in Northwestern Pennsylvania.

Co-requisite: BIO 426

1 credit

BIO 430: Molecular Biology

Study of the structural and functional aspects of organelles and gene products in prokaryotic and eukaryotic systems, including their transcription and translation

Course Descriptions

into functional proteins during cell development and reproduction. Oncogene functions, recombinant DNA technology, and alterations of gene functions are also explored.

Prerequisite: BIO 310

3 credits

BIO 448: Population Genetics

This course is an introduction to the field of population genetics, the branch of evolutionary biology concerned with the genetic structure of populations and how it changes through time.

Prerequisites: BIO 146, BIO 310

3 credits

BIO 450: Neurobiology

The study of the organization and function of the human nervous system. This course emphasizes the relationship between structure (anatomy) and function (physiology) of the brain regions, the cellular mechanisms of synaptic transmission and nervous system development. Neurological and mental disorders are also covered.

Prerequisites: BIO 344, PSYC 252

3 credits

BIO 456: Independent Study

A program of independent reading with individual tutorials on a topic chosen in consultation with the Biology faculty member who will supervise the student. The type of written paper required will be decided upon by supervising faculty. The student must have permission of the supervising faculty to register for the course.

3 credits

BIO 466: Senior Thesis

In this course, students will carry out faculty-mentored, independent research projects. The projects may have been completed or started prior to the beginning of the semester. Students are expected to prepare formal written and oral reports on the experience.

Prerequisite: Senior standing

1-3 credits

BIO 474: Biology Practicum

Practical off-campus experience in a hospital, private industry, or governmental agency. Students carry out field, laboratory, or other tasks appropriate for a professional biologist. In addition to routine work responsibilities, participants are expected to complete an independent project involving data analysis and prepare a formal written report on the experience.

1-3 credits

BIO 475: Biology Internship

Professional training and work experience in a qualified external setting, coordinated by university Career Services Office. Permission of department chair required.

0-12 credits

*Offered at North East Campus only

CHEM - Chemistry

CHEM 101: Chemical Principles

A survey of fundamental chemical principles. Satisfies a liberal studies and core requirement.

Co-requisite: CHEM 102

3 credits

CHEM 102: Chemical Principles Lab

Experimental work co-requisite to Chemical Principles.

Co-requisite: CHEM 101

1 credit

CHEM 120: General Chemistry Recitation

This optional course is offered in the first Mini semester concurrent with the full semester General Chemistry I course. This course is offered to provide supplementary instruction for students in quantitative reasoning and basic chemistry. Students who feel their level of preparation in these areas may be inadequate for success in General Chemistry I may consider this course.

Course Descriptions

Offered on a Pass-Fail basis

1 credit

CHEM 121: General Chemistry I

First of two-course sequence that provides an introduction to general chemistry required for science majors. Emphasizes quantitative chemical principles. Prerequisite: Chemical background equivalent to one year of high school chemistry and MATH 111 or mathematical equivalent to two years of high school Algebra.

Co-requisite: CHEM 122

3 credits

CHEM 122: General Chemistry I Lab

Experimental work co-requisite to General Chemistry I.

Co-requisite: CHEM 121

1 credit

CHEM 123: Bio-Organic Chemistry*

This course will focus on the evolving science of life chemistry. The broad subject of biochemistry will be explored from the molecular level covering DNA/RNA and other protein structure, synthesis and function as well as genome sequencing, enzymes, hemoglobin carbohydrates, and other regulatory systems of the human body.

3 credits

CHEM 124: Bio-Organic Chemistry Lab*

The lab will explore the role of RNA/DNA proteins, genomes, carbohydrates and other biochemical functions of the human body.

Co-requisite: CHEM 123

1 credit

CHEM 130: General Chemistry Recitation

This optional course is offered in a Mini semester concurrent with the full semester General Chemistry II course. This course is offered to provide supplementary instruction for students in quantitative reasoning and basic chemistry. Students who feel their level of preparation in these areas may be inadequate for success in General Chemistry II may consider this course.

Offered on a Pass-Fail Basis

1 credit

CHEM 131: General Chemistry II

Continuation of General Chemistry I.

Prerequisite: CHEM 121

Co-requisite: CHEM 132

3 credits

CHEM 132: General Chemistry II LAB

Experimental work co-requisite to General Chemistry II.

Prerequisite: CHEM 121

Co-requisite: CHEM 131

1 credit

CHEM 230: Quantitative Analysis

This course provides a foundation in analytical chemistry through the systematic study of steps in the analytical process. Topics include: statistical analysis, equilibria, electrochemistry, chemical separations, and spectroscopy.

Prerequisite: CHEM 131

Co-requisite: CHEM 231

3 credits

CHEM 231: Quantitative Analysis Lab

Experimental lab work that provides hands-on knowledge of topics and techniques covered in CHEM 230, including the statistical analysis and formal reporting of gathered data.

Prerequisite: CHEM 131

Co-requisite: CHEM 230

1 credit

CHEM 240: Organic Chemistry I

The structure, synthesis, and reactivity of organic compounds, conformational analysis, mechanisms of organic reactions, applications of spectral methods, stereochemistry.

Prerequisite: CHEM 131

Co-requisite: CHEM 241

3 credits

CHEM 241: Organic Chemistry I Lab

Experimental techniques corequisite to CHEM 240. Chromatography, distillation, and other methods used for the isolation and purification of organic compounds.

Co-requisite: CHEM 240

1 credit

CHEM 242: Organic Chemistry II

The chemistry and properties of functional group compounds, alcohols, ether, carbonyl compounds, and amines. Emphasis on multi-step syntheses and the solution of structural problems by a combination of chemical and spectroscopic methods.

Prerequisite: CHEM 240

Co-requisite: CHEM 243

3 credits

CHEM 243: Organic Chemistry II Lab

Experiments corequisite to CHEM 242 including isolation and identification of natural products and/or synthesis and characterization of organic products.

Co-requisite: CHEM 242

1 credit

CHEM 310: Advanced Inorganic Chemistry

A study of the structures and reactions of elements and inorganic compounds. Topics include theories of bonding, transition metal complexes, and the descriptive chemistry of the elements.

Prerequisite: CHEM 242

3 credits

CHEM 314: Advanced Organic Chemistry

A comprehensive study of synthetic organic chemistry strategies. This course will build on the material from Organic Chemistry I and II to more fully develop reaction mechanisms and synthetic applications.

Prerequisite: CHEM 242

3 credits

CHEM 316: Forensic Chemistry

This course will address chemical concepts and practices from a forensic science perspective. Aspects of chemistry will cover chemical details of presumptive testing, instrumentation, and proper statistical treatment of collected data. Students will learn the fundamental principles behind the analysis of chemical and physical evidence for drugs, combustion, polymers, paints and coatings while applying these principles to toxicological information.

Prerequisite: CHEM 131

3 credits

CHEM 317: Forensic Chemistry Lab

Experimental work including hands on use and training on the major equipment used for drug analysis in forensic laboratories.

Prerequisite: CHEM 132

1 credit

CHEM 331: Biochemistry I

Principles of the structure and function of biological molecules, including carbohydrates, lipids, membranes, proteins, and enzymes including an overview of intermediary metabolism and introduction to carbohydrate metabolism through the study of glycolysis.

Prerequisite: CHEM 242

Co-requisite: CHEM 332

3 credits

CHEM 332: Biochemistry I Lab

Experimental work corequisite to CHEM 331 with a focus on basic biochemical techniques including molecular cloning, bioinformatics, and protein overexpression and purification.

Prerequisite: CHEM 242

Co-requisite: CHEM 331

1 credit

Course Descriptions

CHEM 333: Instrumental Analysis

This course provides an in-depth experience in analytical chemistry by providing students with complete working knowledge of modern analytical instrumentation. Topics include: atomic & molecular spectroscopy, mass spectrometry, chromatography, light scattering, electrochemical analysis, surface analysis, and thermal analysis. Topics are placed into modern context by exploring ongoing research in current scientific journals. A strong background in chemistry and physics is required.

Prerequisite: CHEM 230

Co-requisite: CHEM 334

3 credits

CHEM 334: Instrumental Analysis Lab

Experimental work corequisite to CHEM 333

Co-requisite: CHEM 333

1 credit

CHEM 335: Spectral Interpretation

Designed as an introduction to the spectroscopic techniques used to elucidate the structures of organic molecules. Emphasis on solving problems in simple and advanced mass spectrometry techniques, ultraviolet/infrared spectroscopy and nuclear magnetic resonance.

Prerequisite: CHEM 242

Co-requisite: CHEM 336

3 credits

CHEM 336: Spectral Interpretation Lab

Experimental work corequisite to CHEM 333, using state of the art instrumentation and software.

Co-requisite: CHEM 335

1 credit

CHEM 338: Biochemistry II

A comprehensive survey of the pathways and regulation of intermediary metabolism. Topics include anabolic and catabolic aspects of carbohydrate, lipid, protein, and nucleotide metabolism, photosynthesis and respiration, and the integration and regulation of mammalian metabolism.

Prerequisite: CHEM 331

Co-requisite: CHEM 339

3 credits

CHEM 339: Biochemistry II Lab

Experimental work corequisite to CHEM 338 with a focus on protein characterization via kinetic, immunological, and spectroscopic methods. Co-requisite: CHEM 338

1 credit

CHEM 341: Physical Chemistry I

This course will focus on thermodynamic and kinetic methods utilized to predict and describe change. The laws of thermodynamics as they pertain to physical change and chemical reactions will be studied in depth and with mathematical rigor. In the kinetics portion of the course, chemical reaction rates and molecular reaction dynamics will be studied.

Prerequisites: CHEM 131, PHYS 202, MATH 170

3 credits

CHEM 343: Experimental Physical Chemistry

The course is the experimental complement to theoretical physical chemistry principles. Laboratory experiments in thermodynamics, equilibrium, kinetics and spectroscopy will be performed and the theory behind them discussed. In addition, computational methods investigating the quantum mechanical and statistical behavior of molecules will be introduced.

Prerequisite: CHEM 341

3 credits

CHEM 351: Physical Chemistry II

This course will primarily focus on atomic and molecular structure, including: quantum mechanical methods to describe structure and their relationships to spectroscopy. Concepts of statistical mechanics, including partition functions and their relationships to thermodynamics will be included. No lab with this course.

Prerequisite: CHEM 341

3 credits

CHEM 409: Senior Seminar

An opportunity for students to present their capstone experience to the public. Students will work closely with a faculty member to choose their experience and craft a professional oral presentation. Students will gain valuable, career related experience as well as public speaking skills.

Prerequisites: CHEM 410 and 412, by permission of instructor

1 credit

CHEM 410: Research I

An in-depth examination of issues surrounding chemistry and biochemistry research. Students will learn about how research is conducted and how to best prepare themselves for carrying out independent research projects. Students enrolled in this course will learn about: searching and reading the primary literature, advanced safety protocols, issues surrounding research ethics, and communicating science in written and oral formats.

Co-requisite: CHEM 412

2 credits

CHEM 412: Research I Lab

A formal introduction to modern scientific research methodologies. Students will have the opportunity to work closely with a faculty member on building their laboratory skills and will gain hands-on experience in advanced research techniques.

Prerequisite: By permission of instructor

Co-requisite: CHEM 410

1 credit

CHEM 420: Chemical Biology

Chemical biology is an ever-expanding, highly inter-disciplinary field that focuses broadly on using traditional chemistry techniques to study biological systems. This course investigates several biological systems that chemical biologists are investigating, as well as the unique chemical tools that they are discovering to help them better understand these systems. While this class will by no means cover all of the systems and tools currently being used by chemical biologists, it will provide a strong foundation in understanding chemical biology techniques and give insight into how chemical biologists address complex, multifaceted problems.

Prerequisite: CHEM 242 or instructor permission

3 credits

CHEM 199, 299, 399, 499: Independent Research

A variable credit course that provides students an opportunity to participate in laboratory research under faculty guidance. Students will be exposed to modern research methodology and will gain hands-on experience in working on areas of chemical research. Students authoring a senior thesis must take CHEM 499.

Prerequisite: Instructor permission (1 for each course)

1-3 credits

*Offered at North East Campus only

CIS - Computing and Information Science**CIS 100: Introduction to Computer Science**

This course introduces to fundamental concepts in computer science. Topics include: problem solving, algorithm development, computer programming in a high level language, debugging programs, abstract data types, variables, assignment, loops, conditionals, functions. Students who have successfully completed MATH 146 should not take this course.

Minimum ALEKS Score of 46

3 credits

CIS 150: Introduction to Data Science

An introduction to Microsoft Excel and Access in a data science context. The focus will be on machine learning techniques, including cluster analysis Naive Bayes, and ensemble methods. Students who have successfully completed MIS 150 should not take this course.

Minimum ALEKS Score of 46

3 credits

CIS 160: Introduction to Cyber Security

This course introduces students to concepts in cyber security including:

fundamentals of secure policy design: least privilege, fail-safe defaults, separation, minimize trust, economy of mechanism, minimize common mechanism, least astonishment, open design, layering, abstraction, modularity, linkage, interaction, social engineering attacks, cybersecurity user education, sensitive personal data, identifying and documenting security requirements for software and systems.
Minimum ALEKS Score of 46

3 credits

CIS 200: Linear Data Structures

This course introduces to linear and non-linear data structures and algorithm analysis. Topics include: arrays, linked lists, stacks, queues, trees (search, balanced), heaps, hash tables, graphs, numpy arrays, dataframes, asymptotic analysis including big-O notation, and techniques for measuring algorithm complexity. Students who have successfully completed MIS 190 should not take this course.

Prerequisites: CIS 100 or MATH 146

3 credits

CIS 201: Probability & Statistics for Data Science

This course is an introduction to probability and statistics with a focus on data science. Topics include fundamentals of probability theory and statistical inference, including: probabilistic models, random variables, useful distributions, expectations, the law of large numbers, the central limit theorem, point and confidence interval estimation, maximum likelihood methods, hypothesis testing, and regression.

Prerequisite: CIS 150

3 credits

CIS 210: Non-Linear Data Structures

This is the second course in the data structures sequence that introduces students to non-linear data structures: trees (binary, balanced, and n-ary) and graphs and how to use them to design efficient algorithms to solve fundamental computing problems such as sorting data and searching for information.

Prerequisites: CIS 200 or MIS 226

3 credits

CIS 220: Digital Logic and Computer Organization

This course introduces to principles of digital logic and computer organization. Topics include: binary number system; hexadecimal notation; logic gates; Boolean algebra; processor, memory and I/O organization; instruction set architecture; performance optimization; hardware security and supply chain risks. Students who have successfully completed MIS 140 should not register for this course.

3 credits

CIS 230: Operating Systems

Study of computer system administration using standalone and networked UNIX/Linux systems. Topics include system design and installation, file systems, BASH shell, user and process management, backup/restore, common administrative tasks, troubleshooting, and networking service administration. This course includes a lab intensive component. Students who have successfully completed MIS 180 should not register for this course.

3 credits

CIS 260: Computer Communications and Networks

An introduction to networks, protocols, and distributed systems. Topics include: OSI model, TCP/IP, LAN and WAN, layer 2 and layer 3 architecture, resource management, naming, addressing and routing, reliable communication, security, and higher-level services. Students who have successfully completed MIS 260 should not register for this course.

Prerequisites: CIS 230 or MATH 180

3 credits

CIS 261: Information Security

This course will introduce students to the concept of securing data in transfer or during storage. This includes a discussion on information security objectives: data integrity, authentication, and data privacy: classical ciphers and block ciphers: cryptography (secret key cryptography, public key cryptography), cryptographic algorithms used; message digests; password-based, address-based, and cryptographic authentication; and end to end security.

Prerequisites: CIS 160, CIS 260 or MIS 260

3 credits

CIS 262: Digital Forensics

This course introduces students to the principles and practice of digital forensics. Topics include: computer crime, intellectual property, privacy issues, legal codes; risks, vulnerabilities, and countermeasures; methods and standards for extraction, preservation, and deposition of legal evidence in a court of law.

Prerequisite: CIS 260

3 credits

CIS 280: Data Communication & Visualization

Decision makers are being inundated with an ever increasing amount of information. This hands-on course will teach students tools and techniques for creating graphical representation of data and communicating them effectively to solve real world problems to decision makers.

Prerequisites: CIS 150 and CIS 210.

3 credits

CIS 350: Relational Database Systems

This is a study of the concepts, procedures, design, implementation and maintenance of a relational data base management system. Topics include normalization, database design, entity-relationship modeling, performance measures, data security, concurrence, integrity and Structured Query Language. MySQL will be the database management system used in this course. Students who have successfully completed MIS 350 should not take this course.

Prerequisites: CIS 100 or MATH 146

3 credits

CIS 352: Big Data Analytics

A tremendous amount of data is being collected by various types of organizations including businesses. This course studies computer systems designed to store and analyse this "big data." These systems include: Hadoop (HDFS, HBase), Google GFS/Chubby/BigTable, Amazon S3, and Microsoft Azure Storage. Using real world examples this hands-on course will illustrate issues such as data reliability, data consistency, metadata management, and data analysis.

Prerequisite: CIS 150

3 credits

CIS 360: Computer Systems Security

This course will introduce students to the concept of the design of secure computing systems. This includes networks security and protocols, intrusion detection and prevention systems, access control, firewalls, email security, web security, hardware security and trust, and IOT and control systems security.

Prerequisites: CIS 210, CIS 260 or MIS 260

3 credits

CIS 365: Cybersecurity Law & Policy

This course introduces students to legal aspects of cyber security. Topics include: availability, integrity, confidentiality, risk analysis and incident response, intellectual property law, contracts in online transactions, tort law Issues in cyberspace, the concept of privacy and its legal protections and the governance of information within organizations.

Prerequisites: CIS 100 or MATH 146 and CIS 160

3 credits

CIS 400: Ethics in Computing

This course introduces students to issue of ethics in the profession of computing. These include: electronic privacy, security, information ethics, existing and emerging cyber law, organizational liability issues real and potential security issues, steps that can be taken to create environments of trust, risk management and operation feasibility issues.

Prerequisites: CIS 100 or Math 146 or CIS 150 or CIS 160

3 credits

CIS 471: Machine Learning

This course introduces students to the field of machine learning which studies computing systems that improve their performance with experience. Topics include: supervised learning, unsupervised learning, and theory of learning. This hands-on course teaches students how to apply machine learning algorithms to various real world problems and which types of algorithms are best suited for which types of problems.

Prerequisite: CIS 210

3 credits

CIS 475: Internship

Individual work-study experience as a computing & information science professional in an approved institution that provides student the opportunity to apply their computing and information science skills and gain valuable business experience. Student must submit a report at the end of their experience describing lessons learned.

Prerequisites: Written permission of the program director or department chair.
3 credit

CIS 499: Senior Project

This course offers a focussed team-based design experience involving working with other CIS seniors, industry mentors, and a faculty advisor to apply computing and information science methods to solve a real world problem.

Prerequisites: restricted to data science and cyber security majors in their final semester
3 credits

COM - Communication**COM 101: Communication in Society**

An overview of communication in the U.S. and around the world including legal, ethical and social issues, this course examines the relationship between media and society, history of mass media and development of the communication industry. This survey class examines print journalism, movie industry, media research, magazines, advertising, public relations, new technologies and more.

3 credits

COM 102: Interpersonal Communication

This course provides an overview of the basic concepts of interpersonal communication in group and dyadic settings. Students will gain knowledge in the communication process, perception, listening, self-disclosure, ethics, nonverbal communication, conflict, power, relationships and dysfunctional communication. Further, students will have the opportunity to think critically about the material presented through a term project that explores the application of theories and concepts to current day activities.

3 credits

COM 110: Oral Communication

Students learn basic presentation skills, including techniques for informative and persuasive speaking. The course focuses on audience analysis, research skills, organizational principles, writing, delivery and critical analysis of presentations.

3 credits

COM 160: Film Appreciation

An analysis of the aesthetic nature of film, its history, and how it has influenced society. This class usually focuses on the American film industry from its birth to the 1980s.

3 credits

COM 202: Contemporary Media Literacy

This course is designed to help students develop an informed, critical, and practical understanding of new communication media. Students will explore the goals and methods of various media industries, identify the effects media has on the culture, understand benefits and potential adverse effects of media content, and identify techniques to become more media literate as individuals and society.

3 credits

COM 210: Mindful Communication

Communication is something we do every day, but as the pace of our lives and the number of message channels increase, people can lose focus on the message they are sending or how they are responding. Reacting automatically (or mindlessly) may damage personal and business relationships and create more stress in our lives. This course assists students in expanding consciousness in daily living by learning principles of mindfulness and how mindfulness can aid one as a strong communicator.

3 credits

COM 211: Data Theory and Research

This course explores theories and methods of research and data collection used in communication; specifically, the course demonstrates how theory guides practice

and application in the field of communication. Further, the course provides students with concepts, methods and tools through a conceptual and practical understanding of primary, secondary, qualitative and quantitative research. Through readings, discussion, research, writing and in-class activities, students will learn how communication research is developed, analyzed, evaluated and applied to real-world situations and will develop skills needed to criticize research literature and apply basic research methods to understand a research problem.

3 credits

COM 240: Digital Video Production I

Students are given basic instruction in producing video utilizing computer software. Instruction combines theoretical concepts with practical field experience.

3 credits

COM 241: Media Performance

This course explores styles of speech, analysis and interpretation of copy, voice development, on-camera behavior and techniques for all types of media and more broadly in various types of performance. The general objective is to make the student a more effective communicator in front of a camera or behind a microphone.

3 credits

COM 250: Newswriting and Journalistic Principles

A fundamental course in journalistic writing that focuses on reporting, writing, producing and presenting news stories in various formats. Research strategies, interviewing, data collection, critique and history of journalism are also covered.

3 credits

COM 251: Broadcast Newswriting

Students learn the preparation of copy and news packages for standard and streaming radio, television and streaming video. This course includes videography, video and audio editing and news programming.

3 credits

COM 253: Digital Audio Production

As a practical application course, students learn the fundamental concepts of contemporary audio production in a computer-based audio environment. Students create content that meets current broadcast and web delivery standards (such as podcasts and streaming audio). Working from the perspective of engineers/producers, the students will experience a client-based production model, culminating in the creation of deliverable media in conjunction with Laker Student Media.

3 credits

COM 254: Sports Journalism

This course is designed to offer beginner instruction, analysis and training in sports information gathering, research, writing, interviewing and reporting. Emphasis is placed on improving sports writing and reporting skills, broadcasting and analysis of sports news and events, and the creation of content for public consumption. Further, students receive practical experience working in conjunction with the Mercyhurst Sports Information Department and Laker Student Media.

3 credits

COM 260: Introduction to Social Media

This course introduces students to social media usage and practices in its many forms (journalism, public relations, marketing; advertising) which have changed the role of communication professionals. Students gain hands-on experience in creating social media for various platforms.

3 credits

COM 261: Principles of Public Relations

This course explores how and why organizations communicate with the public to help create, maintain, enhance and change organizational reputations. Further, students will create theoretical campaigns depicting various approaches and needs found in current public relations and communication fields.

3 credits

COM 269: Special Topics

These courses focus on issues relevant to future communication professionals and innovative topics in the field of communication.

Topics vary from year-to-year

3 credits

COM 310: Persuasion Practicum

Students examine the fundamental theories regarding persuasion as they function in mediated messages and the psychographic profiling of audiences and populations. Coursework includes a practical experience group project with clients in the field.

Prerequisites: COM 101, 102, 110, and 211 (Junior or Senior Standing Only)

3 credits

COM 311: Communication Law and Ethics

This course prepares future professional communicators to make informed media decisions through understanding the historical, legal and ethical context for judgment of issues in mass media through in-class discussion, simulation and modeling. The legislative, regulatory and case law that governs professional communication with an emphasis on the law's role in protecting or in inhibiting communicators' activities is covered.

3 credits

COM 312: Communication and Social Responsibility

This class explores the power of professional communication and the responsibilities it creates for practitioners. Students explore various codes of ethics available within the industry and create a personal code of values and principles of practice to guide their decision making in the field.

3 credits

COM 313: Crisis Communication

Students explore the theories of and significant case studies in crisis communication. Further, students examine techniques and strategies in crisis communication and apply their knowledge through a crisis management project.

3 credits

COM 314: Global Communication

An examination of interpersonal, organizational and mass communication as it occurs around the world as well as the influence of communication systems on cultures. Students explore cultural communication variances through a contemporary issues research project.

3 credits

COM 330: Digital Analysis & Strategies

This course seeks to understand Web, business and communication intelligence through the lens of digital analytic collection, synthesis and reporting. This course unpacks and evaluates the impact of social networks, social media platforms and online communication, advertising, journalism and marketing. Students will extract data from the web and social media tools and analyze the data using a variety of tools. Further, this course will cover the history, theories and practice of web and social media analytics, an intro to web analytics, measuring campaigns online, and search engine optimization. Successful completion of this course includes each student passing the Google Analytics IQ test.

Prerequisites: COM 211 and 260

3 credits

COM 340: Digital Video Production II

Practical training and theoretical concepts of the process of selecting visual and aural components for editing. Classroom instruction centers on basic editing principles and utilizes numerous examples.

Prerequisites: COM 240

3 credits

COM 351: Documentary Production

This advanced course is designed to provide students with a framework for the production of various documentary styles. The instruction uses readings, screenings, analysis, discussion, equipment and process orientation, and field production/editing. Students work with digital video to further develop media production skills and create deliverable media for distribution either through broadcast or web-based platforms in conjunction with Laker Student Media.

Prerequisite: COM 240

3 credits

COM 352: Multimedia Writing

This course provides instruction and experience writing and editing copy for

a variety of communication materials. Students explore a variety of tools at the professional communicator's disposal as well as their application in various situations and to multiple audiences. Students reinforce competencies in creating content and understanding the structure of writing for both print and web.

3 credits

COM 390: Professional Development

This course focuses on print and online portfolio development and provides students with opportunities and skills needed to secure an internship or job in their field. Students practice career-related issues such as résumé and portfolio development, interviewing, business etiquette and workplace standards.

Communication Majors Only

Prerequisite: Rising Senior Standing

3 credits

COM 430: Content Analysis & Management

This course provides students with training in the various methodologies scholars and professionals use to analyze mass media messages, including audio/video, print, and visual content. They will utilize sampling, validity and reliability, category construction, calculation of intercoder reliability, and analysis of data. Students gain an understanding of critical evaluation and content analysis methods used in previous research and/or professional communication campaigns and undertake a research project using current methodology.

3 credits

COM 431: Strategic Communication

Students will practice developing, executing and evaluating elaborate integrated communication plans. This course looks at various case studies and contexts including agencies, nonprofit organizations, brand strategy firms, corporations and more. Coursework includes student-driven, practical experience group project with clients in the field.

Prerequisites: COM 260, 310 and 352. Junior or Senior Standing

3 credits

COM 440: Digital Storytelling

This course focuses on gathering information and relaying it to a mass audience through various technologies, including blogs, websites and podcasts. Content includes online journalistic writing (using video, copywriting and photography), identifying and creating elements of a good story, merging research into writing, and synthesis of information.

Prerequisites: COM 240 and COM 352

3 credits

COM 441: Production Management

Students are responsible for organizing and airing a series for Laker TV and streaming video.

Prerequisites: COM 240 and 340

3 credits

COM 442: Convergence Management

This course ties together print, broadcast, and computer skills, theory and practice, for the new digital media world. Students are challenged to extend their knowledge by examining how companies and business are using digital technology and social media in everyday business.

3 credits

COM 473: Communications Internship

Students gain on-the-job training and experience applying theory and technique they have learned in the classroom to their chosen career interests. This supervised experience working with professionals relates academic training to professional experience. Supervised opportunities include working with an approved regional, national and international approved business, industry, agency, or institution. Students must complete a minimum of 200 hours for Capstone credit

Prerequisites: Junior Standing, Chair approval, Communication Majors Only

0-3 credits

COM 475: Communications Internship

Students gain on-the-job training and experience applying theory and technique they have learned in the classroom to their chosen career interests. This supervised experience working with professionals relates academic training to professional

experience. Supervised opportunities include working with an approved regional, national and international approved business, industry, agency, or institution. Students must complete a minimum of 200 hours for Capstone credit

Prerequisites: Junior Standing, Chair approval, Communication Majors Only

3 credits

COM 480: Entrepreneurship

This course provides students an opportunity to explore a topic of interest that may not be offered by the communication curriculum but is essential in the student's career. The faculty supervisor and student determine the topic and learning objectives, which are then approved by the department chair. Throughout, coursework reinforces and assesses the application of communication methods and theories.

Prerequisites: Faculty Sponsor and Department Chair approval

3 credits

COMP - Composition

COMP 100: Critical and Evaluative Writing

This course builds the critical thinking skills necessary for reading expository texts. Students will practice active approaches to reading and note-taking, and develop skills in summarizing, analyzing, and evaluating argumentative writing.

3 credits

COMP 110: Composition

Offers a practical introduction to academic writing, including instruction on essential components of the argumentative essay such as thesis statements, transitions, and paragraphing. Emphasis is placed on planning and organizing a persuasive argument, writing for an audience, and revising drafts based on feedback.

3 credits

COMP 120: Research and Writing

Focuses on developing sustained academic arguments supported with research. The class emphasizes skills in reading, thinking critically, identifying research topics, gathering and assessing both print and electronic sources, and composing well-structured, focused arguments.

3 credits

CRJS - Criminology and Criminal Justice

CRJS 101: Justice in America

This course provides students with an understanding of the Criminal Justice System in America. An examination of the role of the police, the court systems, and the processes of corrections will be presented which enables students to critically analyze success as well as inherent weaknesses within the administration of justice in our society. Included will be a survey of problems, trends, and jurisdiction of local, state, and federal agencies engaged in the criminal justice process. Students will become familiar with those qualifications and requirements that criminal justice agencies have established for entry-level positions.

3 credits

CRJS 104: Introduction to Corrections

This is an introduction to corrections systems and their relationship to the American Criminal Justice System. Students learn the objectives, policies, and procedures of probation, parole, and prisons as well as some of the issues and problems.

3 credits

CRJS 203: Deviant Behavior

A psychological and sociological examination of pathological behavior. The course will include discussion of deviancy as a problem in both individual adjustment and social organization.

3 credits

CRJS 204: Introduction to Organized Crime*

This course explores the phenomenon of organized criminality in society. Learners will explore the varied factors which can influence the development of this crime. Both economic and social issues of society which influence this activity will be studied. Transnational criminal behavior along with terrorism and their influence on American society will be examined.

3 credits

CRJS 205: Introduction to Juvenile Justice and Delinquency

This is the foundation course in juvenile justice which provides an overview of the Juvenile Justice System and the study of Juvenile Delinquency. It examines the nature and development of delinquency against the backdrop of normal adolescent development. Research and theory are used to help the student distinguish between typical forms of adolescent exploration and indications of potentially serious delinquency. A variety of sociological, social psychological, and psychological theories of delinquency are reviewed.

3 credits

CRJS 207: Police Functions

This course provides an overview of basic line functions found within state and local law enforcement agencies. Included are patrol procedures and community policing concepts being undertaken that enhance relationships between the police and the community they serve. The role of other operating components found within law enforcement agencies will be explored along with the responsibilities of the services and auxiliary bureaus.

Prerequisite: CRJS 101

3 credits

CRJS 208: Criminal Investigation

The course presents basic procedures in the investigation of criminal matters. Topics include interview procedures, crime scene examinations, development of information, procedures for solving crimes, criminalistics, and the use of forensic sciences.

Prerequisites: CRJS 101, CRJS 207

3 credits

CRJS 209: Legal Procedures*

A study of the judicial process and the legal framework encountered by the law enforcement officer as he/she successfully takes the case from arrest to adjudication. Includes both criminal law factors and evidential procedures.

3 credits

CRJS 214: Introduction to Legal Concepts*

This course examines concepts in the areas of constitutional law, criminal procedure, and criminal law as those concepts relate to criminal justice. This course also examines developing legal issues in criminal law.

3 credits

CRJS 220: Drugs, Crime and Criminal Justice

This course provides the student with an understanding of drug abuse, crime, and the Criminal Justice System. The primary focus is on how police, courts, and corrections systems respond to drug-related crimes and drug-abusing offenders. The course reviews the history of the drug-crime nexus, compares criminal justice policies on drug abuse, critiques intervention strategies, and considers future initiatives to reduce the drug problem.

3 credits

CRJS 222: Human Behavior in Corrections

This course examines the nature of correctional institutions and institutionalization. The scope of study includes the perspectives of both practitioner and prisoner. In addition, the social and political dimensions of corrections policies are examined.

Prerequisite: CRJS 104

3 credits

CRJS 230: Criminology

An in-depth analysis of criminal behavior systems, theoretical developments in explaining crime, and research methodology used in Modern American Criminology.

Prerequisite: CRJS 101

3 credits

CRJS 240: Victimology

This course focuses on the developing branch of criminology which is designed to study the crime victim. Included will be victim vulnerability--the susceptibility of certain groups of people to victimization--and culpability--the actions on the part of individuals which, under certain circumstances, suggest victims may be partly responsible for their own victimization. Recently enacted laws pertaining to the rights of victims will be examined.

Prerequisite: CRJS 101

3 credits

CRJS 242: Special Topics

When offered, this course will focus on a special topic within the field of criminology or criminal justice. Examples include: Crime Prevention; Drugs, Crime, and Culture as seen through The Wire.

3 credits

CRJS 280: Juvenile Justice System

This course examines the major professional, statutory, and constitutional issues affecting the professional working within the juvenile justice arena. It examines in some detail the way in which juvenile delinquency cases are processed by police, probation departments, and the courts. The historical and political context of current practice is reviewed. The course also provides for students information about the wide variety of professional roles available to students interested in juvenile justice and the expectations and qualifications for each role.

Prerequisite: CRJS 205

3 credits

CRJS 285: Approaches to Juvenile Delinquency

A second level course which examines in more detail the nature, diagnostic assessment, and treatment of delinquency. Practical diagnostic procedures are examined along with their implications for treatment. Interpretation and use of psychological and psychiatric evaluations are also examined. Such issues as socialized versus unsocialized delinquency, conduct disorders and psychopathy, drug and alcohol abuse, and the delinquent life-style are examined. The spectrum of community and facility based treatment programs and their appropriateness for types of delinquents are reviewed.

Prerequisite: CRJS 205

3 credits

CRJS 300: Criminal Law

This class explores the crimes code as it relates to the basic elements of crimes, burden of proof in criminal cases, and defenses available to criminal defendants, along with the concept of jurisdiction and the history of criminal law.

3 credits

CRJS 304: Street Gangs in Contemporary Society

This course examines contemporary street gangs in America. Students will gain a better understanding of street gangs and learn to apply this knowledge by analyzing innovative police strategies. The course focuses on theories about street gangs and deviance in addition to examining what gang members do in their everyday lives. Since street gangs continue to be a focal concern for police agencies, the course also examines innovative strategies to reduce gang violence.

3 credits

CRJS 305: Issues in Criminal Justice

A concentrated study of selected critical issues in the Criminal Justice System. These issues, which are significant, timely, and of concern to both academicians and practitioners in the areas of law enforcement, the courts, the corrections, and the juvenile justice field, will be treated in order to give the student a realistic grasp of their nature and ramifications.

Prerequisite: CRJS 101.

3 credits

CRJS 306: Seminar: Organized and White Collar Crime

This course will examine corporate, occupational, professional, and organized crime, the biggest growth area of crime and law enforcement activity. Through analysis of cases, recent legal developments, and literature, emerging trends in the Criminal Justice System's response to these types of crime will be explored.

3 credits

CRJS 307: Crime Prevention

The course is designed to provide an overview of the prevailing approaches and strategies for the prevention of crime and deviance. Specific areas of crime prevention that are covered include physical environment and crime, community crime prevention, developmental crime prevention, deterrence, crime prediction, and situational crime prevention. In addition, the course reviews theory and research related to all aspects of crime prevention and identifies areas in which research on the prevention of crime needs to be expanded.

3 credits

CRJS 309: Contemporary Police Problems

A survey of problematic areas encountered by the police and their role within the social order. Included will be significant new approaches used to enhance relationships between the police and the community that they serve and a re-examination of written directives used by police in a changing society.

Prerequisite: CRJS 207

3 credits

CRJS 310: Constitutional Law in Criminal Procedure

A study of the judicial process and the legal framework encountered by criminal justice practitioners. Emphasis is placed on the first, fourth, fifth, sixth, eighth, and fourteenth amendments to the U.S. Constitution. This course focuses on criminal law factors and evidentiary procedures from investigation through adjudication. Students will participate in a mock trial in order to synthesize the skills they have developed in this course.

Prerequisite: Junior-Senior

3 credits

CRJS 317: Professional Practice in Juvenile Justice

This course is designed to prepare the juvenile justice student for professional practice in the field. It does so by integrating information about the Juvenile Justice System with information about the etiology, manifestation, and treatment of juvenile delinquency, in a manner that facilitates the application of theory and knowledge to actual practice.

Prerequisite: CRJS 205

3 credits

CRJS 318: Introduction to Criminal Justice Research

An introduction to social science research, with emphasis on research appropriate to criminal justice. Students learn to form research questions, to select and carry out appropriate research strategies, and to present findings in a professional manner.

Prerequisites: CRJS 101, CRJS 230

3 credits

CRJS 322: Legal Research and Writing

This course will introduce students to the legal research process through both classroom and library experience. Students will become familiar with the major sources of legal research and will complete a research assignment which will require the use of several types of sources. This course will also emphasize the principles and techniques of legal writing, including proper analysis and appropriate citation. Recommended for Pre-Law students.

3 credits

CRJS 326: Police Administration

The course focuses on the principles of administration and management in modern police agencies, including responsibilities and interrelationships of administrative, line, and staff services. Included are fundamentals of supervisory techniques and personnel practices and processes.

Prerequisites: CRJS 101, CRJS 207, CRJS 309

3 credits

CRJS 328: Corrections Administration

This course examines the organization and administration of correctional programs and institutions. Management concepts and elements of the administrative process are presented. Attention is given to the problems of staffing and personnel management, implementing correctional policies and ideology, and responding to offender needs.

Prerequisite: CRJS 104

3 credits

CRJS 330: Issues in Juvenile Justice

This seminar encourages students to explore contemporary issues in juvenile justice. A variety of topics of contemporary interest are examined by the seminar including serious and chronic juvenile offending, the delinquency-drug connection, juvenile sex offenders, and gang related delinquency, among others. Students are encouraged to examine these topics both from the perspective of contemporary theory of the social and psychological dynamics that give rise to the behavior and from the perspective of the individuals actually engaging in the behavior.

Prerequisite: CRJS 205

3 credits

CRJS 335: Seminar: Women and Crime

Students will discuss women as victims, women as offenders, and women as practitioners in the field of criminal justice. Special attention will be given to the topics of intimate partner violence and sexual assault; women who are incarcerated and their family relationships; and women who hold positions in policing, courts, and corrections. Content also examines processing throughout the entire system and also considers social and political influence on official policies and practices.

3 credits

CRJS 336: Advanced Criminology

Crime has always been a controversial yet popular topic among the public and scholars. What causes crime? What can be done about it? How can we prevent crime? This course is designed to provide students with an understanding of the criminological schools of thought and theories that attempt to explain why individuals commit crime. Emphasis will be on the research and policy implications that accompany these theories.

Prerequisite: CRJS 230

3 credits

CRJS 337: Sociology of Law

This course provides students with an understanding of the purposes and process of criminal and civil law in the United States. Among the topics covered are: the origins, development, and function of the law; the structure and function of courts, legislatures, and administrative agencies; the commercialization of the legal profession; the politicalization of punishment; race, class, gender and the law; law and social control; and the role of law in social change.

3 credits

CRJS 338: Race, Crime And Justice

This course analyzes the issues surrounding racial and ethnic minorities and the Criminal Justice System. Topics include group differences in offending, processing, victimization and employment in criminal justice agencies. A significant emphasis will be placed on the empirical research conducted on the social construction of race and ethnicity, differential involvement in crime, and differential treatment or enforcement of the law.

3 credits

CRJS 343: Criminal Justice Ethics

This course balances theoretical principles and practical issues as they relate to the administration of justice. The focus is on the movement toward professional ethics and the growing emphasis on value-laden questions and policy decisions among scholars, researchers, and criminal justice practitioners.

Prerequisite: CRJS 101

3 credits

CRJS 344: Corrections Counseling

A course designed to provide the student with basic counseling practice skills. Included is a study of basic counseling theory as applied to the offender.

Prerequisite: CRJS 104

3 credits

CRJS 352: Seminar: Political Crime and Terrorism

This course will examine political crimes committed for ideological purposes, both against the state and by the state. Included are activities such as secret police, human rights violations, genocide, crimes of officials of government, and illegal surveillance and experiments. In addition, crimes of protest, espionage, political whistle-blowing and, in particular, terrorism will be explored.

3 credits

CRJS 410: Senior Seminar

This seminar is required of Criminal Justice majors in order to graduate with a degree in Criminal Justice. The course is open to students with senior standing who have declared a major in Criminal Justice. Students will discuss and explore current topics in the criminal justice field, will complete a service learning project, and will participate in professional development activities. Students will also complete the Criminal Justice Major Field Test, a survey which will assess knowledge of criminal justice.

Prerequisite: Seniors only, Spring Semester only

3 credits

CRJS 475: Criminal Justice Internship

The Internship is a placement with a criminal justice agency, department, or institution that provides opportunities to observe and participate in roles and responsibilities to gain experience in the practice, policy, and procedures. Open to students who are recommended by the department and who have a minimum of a 2.5 GPA.

0-6 credits

CST - Catholic Studies**CST 100: Exploring Catholicism**

This course will comb the rich history and tradition of Roman Catholicism from the life of Jesus to the contemporary church. It will highlight key social and historical developments, major Catholic thinkers, and fundamental teachings related to Catholic belief, life, and discipleship in the twenty-first century.

3 credits

CST 210: The Many Faces of Mary

This course will examine the history and development of the cult of the Blessed Virgin Mary in the economy of salvation from the Christian/Catholic perspective while examining closely those doctrines/dogmas associated with Mary and their place in the tradition of the Church. Special emphasis will be given to the teaching of the Second Vatican Ecumenical Council (1962-65) on this topic and contemporary theologies of Mary, both from the Christian and other religious perspectives.

3 credits

CST 250: Theology of the Church

This course is an exploration of the origins, historical development, and contemporary doctrine and theology of the Christian Church that would evolve into Roman Catholicism. Particular emphasis will be placed on the theology of the Second Vatican Ecumenical Council (1962-1965) and contemporary ecclesiologies relevant to the church's structure today as well as examining future trends in church anthropology.

3 credits

CST 260: Vatican II

This course will have three foci. Initially, it will explore the historic context of Vatican II. Second, the course will offer an examination of key theological and spiritual teachings from the documents produced by the Council. Finally, the course will focus on "living Vatican II". Students will engage with churches, communities and organizations that reflect the influence of Vatican II in these the early years of the Council's impact in the world, in Christianity and in Roman Catholicism.

3 credits

CST 275: Catholicism and Social Justice

The collective body of Catholic Social Teaching and its ongoing examination of issues such as economic & ecological justice, poverty, war & peace, discrimination, human rights, and labor conditions are the focus of this course. It will also highlight key members of the Catholic community who have modeled its values & themes such as Dorothy Day, Thomas Merton, and others.

3 credits

CST 280: Desert Mothers and Fathers

The desert mothers and fathers were ascetic Christians whose religious practice - involving the discipline of the body in order to attend to spiritual growth - exerted a profound influence on the development of ancient Christianity. By providing students with exposure to these historically significant figures, this course allows students to explore different modalities of Christian being and helps them to contextualize renunciant practices still being practiced today.

3 credits

CST 290: Catholic Spirituality

From its earliest time, the Roman Catholic Tradition has been enriched and diversified through specific spiritualities embodied by individuals and communities. Through lecture, projects and discussion students will explore historic and contemporary monastic movements, saints and mystics while coming to an appreciation of the variety of spiritual expressions in the Church. Students will analyze and experience spiritual traditions while investigating the dynamic interplay of contemplation and action in the Christian life.

3 credits

CST 295: Catholic Values

This course will be an exploration of the fundamental/ foundational understanding of moral theology from the Christian/Catholic perspective including its evolution in history, its formation specifically after the Council of Trent and its continued development to the current era concentrating on the moral theological framework as opposed to specific moral issues. A thorough examination of natural law theory and its continued use as a basis for much of moral theology will be explored and critiqued in the light of contemporary theological advances. Also, an examination of the role of conscience both personal and corporate will be examined.

3 credits

CST 300: Foundations: Youth and Young Adult Ministry

This seminar course investigates lay ecclesial ministry and theological reflection using the specific lens of ministry with youth, young adults and emerging adults. Students will confront the complexities of spiritual development through a variety of case studies. Students will analyze terms such as ministry, evangelization and catechesis while considering the fertile and complex intersection of Church and culture.

3 credits

*Offered at North East Campus only

CULN - Culinary Arts**CULN 124: Culinary Arts I***

This course combines the theoretical and practical learning experiences to provide the student with a progressive knowledge of culinary skills and cooking principles including knife skills, food selection, and food preparation. Students will learn concepts and application in the following culinary areas, stocks, soups, lead sauces, egg cookery, breakfast foods, vegetables, starches and grains and also identification, selection and utilization of meats, poultry and seafood. The following areas will be presented in this course and emphasized in an ongoing basis throughout the entire two-year course of study: standards of professionalism, sanitation, nutrition and work place organization (mise-en-place).

Co-requisites: HRIM 110 and CULN 125

3 credits

CULN 125: Culinary Arts I Lab*

A laboratory approach taken as a corequisite to Culinary Arts I. Regulation uniform required.

Co-requisites: HRIM 110 and CULN 124

3 credits

CULN 164: Culinary Arts II*

This course introduces students to the bakeshop. The curriculum includes emphasis on bakeshop tools and equipment, weights and measures, as well as types of flours, starch and various fillings. Students will learn concepts and application in the following baking areas: yeast breads, quick breads, cookies, pastries, pies, tarts, dessert sauces, ice cream, frozen desserts and dessert theory. Students will also learn construction and application of cake decorating skills, frostings, fondants, sugar work, and chocolate.

Prerequisites: CULN 124 and HRIM 110**Co-requisites:** CULN 165-Culinary Arts II Lab

3 credits

CULN 165: Culinary Arts II Lab*

A laboratory approach taken as a corequisite to Culinary Arts II. Regulation uniform required.

Prerequisites: CULN 125 and HRIM 110**Co-requisites:** CULN 164

3 credits

CULN 197: Introduction to Wines and Spirits*

This course will include lecture and practicum on methods of production of dietary beverages, developing skills in sensory analysis and identification of beverages, and a better understanding the relationship of these beverages in food presentation and preparation.

3 credits

CULN 224: Culinary Arts III*

This course is designed to develop production and design skills in producing a variety of cold food products and in preparing items appropriate for buffet presentation including appetizers and hors d'oeuvres. The buffet segment

enables the advanced student to plan, organize and set up complete buffet presentations and also appetizer receptions. The course will also provide education in quantity food cooking. The course will include classic French culinary technique and history into all curriculum with objective to educate to a higher executive chef and culinary art master level education. Participation in food-related events evenings and weekends is required.

Prerequisites: CULN 164 and CULN 165**Co-requisites:** CULN 225

3 credits

CULN 225: Culinary Arts III Lab*

A laboratory approach taken as a corequisite to Culinary Arts III. Regulation uniform required.

3 credits

CULN 247: Wine and Sensory Science*

Introduces wine sensory evaluation including the study of wine styles, sensory testing techniques, and identification of common wine faults, hedonistic wine descriptors, and statistical analysis of trials. Students take part in various sensory evaluation exercises to develop professional wine-tasting skills.

3 credits

CULN 257: Commercial Wine Making*

Provides an overview of commercial wine production. Students learn the distinction between white, rose, and red wines as well as sparkling, fortified and dessert wines. Basic wine chemistry and microbiology, production operations, and common terminology are covered. Winery sanitation theory and methods are introduced.

3 credits

CULN 264: Culinary Arts IV*

TA capstone course that develops an understanding of the underlying concepts and management skills necessary for the successful operation of a restaurant style food service operation. Course will also integrate the theory and cooking technique of regional and international cuisines into the curriculum and will be reflected into the menu planning and execution of the meal. Participation in food-related events evenings and weekends is required.

Prerequisites: CULN 224 and CULN 225**Co-requisites:** CULN 265

3 credits

CULN 265: Culinary Arts IV Lab*

A laboratory approach taken as a corequisite to Culinary Arts III. Regulation uniform required.

Co-requisite: CULN 264

3 credits

CULN 272: Culinary Externship*

This is an on-the-job training and learning experience in a culinary facility providing the student with the opportunity to gain additional knowledge of the industry. An externship must total 400 hours. Registration fee required.

Non-credit

CULN 297: Advanced Wine and Food Appreciation*

This course continues the study of wines and beverages begun in Introduction to Wines and Beverages. Particular emphasis is placed on the integration of beverages with food. It will further the study of the selection of wines to accompany specific foods and menus, cooking with wines and other alcoholic and nonalcoholic beverages, and the service of beverages will be key elements of this course. Additional information will be provided to further the study of the production and the popularity of wines.

3 credits

*Offered at North East Campus only

DANC - Dance**DANC 100: Dance Appreciation**

This course is an introduction to dance as a creative discipline and cultural expression that reflects the pressures of the historical and sociopolitical context from which it emerges. Course work consists of lecture, discussion, films, papers, group assignments, presentations, and includes attendance at live concerts. Participation

in movement experiences may include jazz, ballet, modern/contemporary, musical theater, social dance techniques and choreographic exploration.

Intended for non-majors

3 credits

DANC 101: Basic Ballet

Beginning ballet techniques based in traditional classical ballet vocabulary including complete barre work, centre barre, fundamental adagio and allegro movement and simple movement combinations. Intended for non-majors.

1 credit

DANC 105: Dance Essentials

A seminar course, required of all freshman dance majors, covering dance department orientation, ballet and theater terminology, dance psychology, stage make-up, basic and injury prevention.

1 credit

DANC 106: Music for Dancers

A survey of musical materials, forms, styles and instruments with discussion of and listening to major works from various periods of musical composition, with special emphasis on music written for, and used for dance. Basics of music theory as it relates to choreography.

3 credits

DANC 107: Global Perspectives Through Yoga

A global perspective through a historical, philosophical, physiological, and practical introduction to yoga. Course work consists of lecture, discussion, class projects, research, active and mindful practices, and reflection essays. Students will explore the evolution and progression of yoga as a form of cultural expression, track yoga's rising popularity in the west, and experience various practices and techniques.

3 credits

DANC 110: Dance History

The evolutionary study of dance. The course presents an in-depth study on the emergence of dance as a performing art form, focusing primarily on ballet and modern dance techniques, exploring the lives and work of major dance figures influencing the present state of the art form and referencing concurrent connections to cultural traditions and rituals.

3 credits

DANC 111-411: Ballet and Pointe II

Intermediate ballet technique with emphasis placed on simple adagio and allegro combinations and stylistically building the body as a performing instrument within the vocabulary of classical and contemporary ballet and pointe. Offered the first semester within the academic year.

3 credits

DANC 112-412: Ballet and Pointe II

Intermediate ballet technique with emphasis placed on simple adagio and allegro combinations and stylistically building the body as a performing instrument within the vocabulary of classical and contemporary ballet and pointe. Offered the second semester within the academic year.

3 credits

DANC 115-415: Pointe and Variations II

Fundamental pointe technique with emphasis placed on the use of proper physical placement, alignment, strength and stamina for stylistically build the body as a performing instrument with the vocabulary of classical ballet sur le pointe. Female variations from the classical repertoire will be introduced at the instructor's discretion.

Co-requisite: Ballet and Pointe II

1 credit

DANC 114-414: Ancillary Ballet

Required supplemental ballet technique for BFA dance majors.

Pass/Fail

0 credit

DANC 121-421: Ballet and Pointe III

Intermediate advanced ballet techniques with emphasis on the expressive performance of classical ballet and pointe. Development of greater physical

strength, stamina, flexibility and more complex movement vocabulary in classical and contemporary ballet. Offered the first semester within the academic year.

3 credits

DANC 122-422: Ballet and Pointe III

Intermediate advanced ballet techniques with emphasis on the expressive performance of classical ballet and pointe. Development of greater physical strength, stamina, flexibility and more complex movement vocabulary in classical and contemporary ballet. Offered the second semester within the academic year.

3 credits

DANC 125-425: Pointe and Variations III

Intermediate advanced pointe technique with greater emphasis placed on the expressive performance of classical ballet. Development of greater physical strength, stamina and more complex movement vocabulary sur le pointe. Female variations from the classical and contemporary repertoire will be introduced at the instructor's discretion.

Co-requisite: Ballet and Pointe III

1 credit

DANC 138-438: Pas De Deux

Partnering for classical ballet. Pas de deux from the classical repertoire will be introduced at the instructor's discretion.

Pass/Fail

1 credit

DANC 139-439: Contemporary Partnering

Exploration of beginning/intermediate contemporary partnering techniques including weight-sharing and non-traditional multi-body movement sequences. The course will emphasize conditioning (i.e. physical strength and stamina), as well as developing sensitivities to weight, momentum, energy, and the spatial environment regarding partner(s) and one's self.

1 credit

DANC 141-441: Men's Technique

Classical ballet technique addressing the performance dynamics specific to the male dancer including additional focus on strength, stamina, battu, turns and allegro. Male variations from the classical repertoire will be introduced at the instructor's discretion.

1 credit

DANC 150: Dance Conditioning

This course focuses on cross training designed specifically to augment muscular strength, flexibility and endurance in dancers through the use of methodical progressive conditioning systems. Course work is based on somatic disciplines such as Pilates and yoga, as well as a variety of cross training techniques.

1 credit

DANC 151: Modern I

Beginning levels of modern dance technique from an eclectic perspective. Basic components of space, time and energy will be combined with dance improvisation techniques. Class work focuses on conditioning and anatomically correct dance technique.

2 credits

DANC 160: Basic Jazz

Beginning jazz technique covering multiple genres and eras of jazz.

Intended for non-majors.

1 credit

DANC 161: Jazz I

Beginning jazz dance technique including isolations, turns, jumps and combinations of jazz movement from various American jazz dance styles.

2 credits

DANC 171: Tap I

The course establishes the tap technique as a fundamental base for a professional approach to performing, teaching and choreographing this American based art form.

Open to non-majors

1 credit

DANC 175: Liturgical Dance: Concepts and Perceptions

This course examines both past and present trends using dance in a liturgical context. The course covers historical, theological, and cultural milieus addressing and analyzing how dance is woven into the fabric of Roman Catholic liturgical celebrations.

3 credits

DANC 180: Introduction to Labanotation

Labanotation is a system of analyzing and recording movement. Theoretical concepts of symbolic representation are presented through movement experience and the reading and performance of dances from various genres and cultures. Intended as an elective course for dance majors.

3 credits

DANC 190: Production Practicum

Production practicum is a faculty supervised experience that encompasses fundamental technical theatre practices. These include the set up, run and strike of productions, safety, lighting and sound, set and prop construction. Required of dance majors.

1 credit

DANC 191-491: Company Ensemble

An introduction to traditional, neoclassical, contemporary and new choreographic repertoire set and developed in an atmosphere of professional standards with company class, rehearsal, lecture demonstrations, performance and touring venues. Offered the first semester of an academic year.

Pass/Fail

1 credit

DANC 192-492: Company Ensemble

An introduction to traditional, neoclassical, contemporary and new choreographic repertoire set and developed in an atmosphere of professional standards with company class, rehearsal, lecture demonstrations, performance and touring venues. Offered the second semester of an academic year.

Pass/Fail

1 credit

DANC 194-494: Company Ensemble Elective

A fee based elective alternative to the company ensemble course that provides an introduction to traditional, neoclassical, contemporary and new choreographic repertoire set and developed in an atmosphere of professional standards with company class, rehearsal, lecture demonstrations, performance and touring venues. This course will not fulfill requirements toward concentrations or graduation. Offered every semester.

Pass/Fail

0 credits

DANC 200: Introduction to Arts Administration

An introduction to arts administration. Course approaches concepts from the unique perspective of the not-for-profit sector, specifically board development, long range planning, grant writing, marketing, public relations and budgeting.

3 credits

DANC 210: Kinesiology

The application of anatomical studies to the analysis of dance movement, technique, injury prevention and the treatment and rehabilitation of dance injuries.

Prerequisite: Anatomy and Physiology

3 credits

DANC 231-431: Ballet and Pointe IV

Advanced pre-professional ballet and pointe technique with emphasis on the refinement of artistry to a professional performance level. Continued development of greater physical strength, stamina and more complex movement vocabulary in classical and contemporary ballet. Offered the first semester within the academic year.

3 credits

DANC 232-432: Ballet and Pointe IV

Advanced pre-professional ballet and pointe technique with emphasis on the refinement of artistry to a professional performance level. Continued development

of greater physical strength, stamina and more complex movement vocabulary in classical and contemporary ballet.

Offered the second semester within the academic year.

3 credits

DANC 235-435: Pointe and Variations IV

Advanced pointe technique with emphasis on the refinement of artistry to a professional performance level. Continued development of greater physical strength, stamina and more complex movement vocabulary sur le pointe. Female variations will be introduced at the instructor's discretion. Ballet and Pointe IV.

1 credit

DANC 251: Modern II

Intermediate level of modern dance techniques from an eclectic perspective, expanding on material explored in Modern I with a more intensive course of study focusing on the mastery of a variety of styles through the study of dynamic clarity, athleticism, performance, anatomically correct dance technique, and increased elements of improvisation.

Prerequisite: DANC 151

2 credits

DANC 261: Jazz II

Building on Jazz I this intermediate jazz dance technique course includes continued development of isolations, turns, jumps and combinations of jazz movement from various American jazz dance styles.

Prerequisite: DANC 161

2 credit

DANC 280: Choreography I

Introduction, development and refinement in the art of making dances. A study of the fundamental elements and structure of dance composition. Class format is approached through discussion, observation, improvisation and choreographic assignments.

3 credits

DANC 285: Summer Dance Experience

This course provides the advanced dance major with the opportunity to attend department approved summer dance experiences. Students are required to document the experience and present the experience during the semester following their return.

3 credits

DANC 286-486: Independent Study

This course is designed to facilitate independent studies for students interested in pursuing research and/or projects beyond the curriculum. All independent studies must be approved by the Dance Chair, Dean of the Hafenmaier College, and Vice President of Academic Affairs.

1-3 credits

DANC 301: Musical Theatre Dance I

Beginning-intermediate dance technique as it relates to Musical Theatre. This course focuses on the development of performance skills specific to musical theatre repertoire by integrating elements from jazz, ballet, modern and tap with an emphasis on executing anatomically sound dance technique.

Prerequisite: DANC 161

1 credit

DANC 310: Pedagogy

Ballet based principles of teaching including methods and styles. Course work consists of lectures, discussions, fundamentals of music as it pertains to teaching dance, films, ballet notation including the use of French ballet terminology, class observations, teaching labs, pedagogical research and guest presentations. Requires practicum experiences

3 credits

DANC 351: Modern III

This course builds on Modern II, offering an intermediate/ advanced level of modern dance technique from an eclectic perspective that expands on partnering and places emphasis on working at a pre-professional level to increase kinetic and anatomical precision, stamina, personal expression, style, artistry and technical

virtuosity.

Prerequisite: DANC 251

2 credits

DANC 380: Choreography II

A more extensive exploration into the art of making dances. This course further defines all choreographic elements culminating in a performance. Choreographers will produce work under the guidance of the instructor's parameters.

Prerequisite: DANC 280

3 credits

DANC 385: Abroad Experience

This course provides the advanced dance major with the opportunity to attend department approved international dance experiences. The student is required to document the experience and present the experience during the semester following his/her return.

3 credits

DANC 405: Senior Pro-Seminar

Required of senior dance majors, this course outlines baccalaureate opportunities and professional development in the dance field including the audition process, development of resumes, audition photos, DVDs and websites, graduate program research and survival techniques unique to the dance field.

1 credit

DANC 451: Modern IV

This course builds on Modern III, offering an advanced level of modern dance technique from an eclectic perspective that expands on partnering and places emphasis on working at a professional level to increase kinetic and anatomical precision, stamina, personal expression, style, artistry and technical virtuosity.

Prerequisite: DANC 351

2 credits

DANC 475: Internship

Pedagogy or Performance Internship

3 credits

DANC 480: Choreography III

Advanced dance composition using both concrete and abstract subject matter as references. Use of in-depth theatrical effects and various types of accompaniment will be explored. The final product will culminate in a performance.

Prerequisite: DANC 380

3 credits

DANC 485: Senior Seminar

One or two semesters of faculty directed and mentored research that enhances and assesses a student's knowledge of a specific area of the dance field. B.A. degree candidates may choose any research topic, including one that would complement a dual major. The B.F.A. degree requires that this course be a fourth semester of choreography. The course culminates in a senior thesis project that demonstrates breadth, depth, and explores ethical considerations revolving around the chosen area of research. An approved research proposal must be on file with the thesis director prior to registration.

3 credits

ECON - Economics

ECON 105: Macroeconomics

A study of mixed capitalism in aggregate form designed to provide the student with a knowledge of the American economic system. Topics include the causes of recession, unemployment, inflation and the uses of fiscal and monetary policies.

Offered Fall and Spring semesters

3 credits

ECON 106: Microeconomics

A course emphasizing the economic activities of individual consumers and producers. Topic coverage includes demand-supply analysis, the costs of production and price and output determination by the market structure.

Offered Fall and Spring Semesters.

3 credits

ECON 200: International Economics

This course is designed to provide students with an understanding of the global economy especially in the area of international trade. Topics covered include classical and modern theories of international trade, theories of tariffs and non-tariff barriers, bi-lateral and multi-lateral trade negotiations, commercial policy of the US and promotion of trade and growth.

Offered Spring, Odd Years

Prerequisite: ECON 106

3 credits

ECON 250: Economics of Poverty

This course introduces students to economic theories of poverty, ways to measure it (and the problems associated with these measures), and a description of the success and failures of public policies designed to curtail it. It features a blending of economic reasoning from theoretical and empirical perspectives, which will become part of the students' toolkits in their further endeavors, and a critical comparison of the economics approach and Catholic social teaching. The students will come out of the course becoming critical and intelligent participants in public policy debates and learn to form their own policy recommendations based on their analysis.

Offered Spring, Odd Years

3 credits

ECON 260: Environmental Economics

The primary goal of this course is to enhance the student's understanding and ability to critically assess contemporary environmental policy. It aims at equipping students with the economic methods and tools used to analyze environmental issues, combining theoretical analysis with discussions on specific environmental policies as applied to water and air pollution, energy issues, climate change, and human health issues. Analytical techniques for estimating the effects of proposed programs are examined. Strengths and weaknesses of benefit-cost analysis in the regulatory process are explored in the context of political economy. Current environmental policy is evaluated.

3 credits

ECON 305: Intermediate Macroeconomics

The goal of this course is to provide the student with a thorough understanding of the behavior of the economy and the likely effects of government stabilization policies on economic aggregate variables. Models that would determine aggregate output, interest rates, prices, inflation, and other aggregate variables such as fiscal and trade surpluses and deficits will be studied. Upon completion of the course, the student will be able to analyze conflicting views of business cycles, stabilization policy, and inflation-unemployment trade-offs.

Offered Spring, Even Years

Prerequisite: ECON 105

3 credits

ECON 306: Intermediate Microeconomics

This is an intermediate-level course dealing with the microeconomic theory of consumer and producer behavior. The course extends basic microeconomics concepts and theory to an intermediate level by introducing more advanced mathematical and analytical techniques to concepts of consumer choice, profit maximization, and firm strategy in a variety of market structures. Particular attention is given to the theory of production and cost and to the effects of various market structures on resource allocation. The goal of the course is to provide the students with a solid analytical framework for analyzing microeconomic problems, which are crucial for success in upper division courses, business management, and public policy analysis.

Offered Spring, Even Years

Prerequisite: ECON 106

3 credits

ECON 320: Economic Development of Latin America

This course provides a comprehensive yet accessible review of major economic and social issues faced by Latin American countries in the past and present, including balance of payments problems, stabilization, inflation, poverty, inequality, and the outcome of the latest economic reforms. Upon completion of the course, the student will demonstrate an understanding of the current conditions and prospects for Latin American economies, knowledge that would be valuable for students in any major with an interest in the region, (i.e., intelligence studies, sociology, and

political sciences) and especially for business and international business students considering the risks and opportunities of investing in or working in Latin America.

Prerequisite: ECON 105

3 credits

ECON 406: Managerial Economics

Managerial Economics focuses on the application of economic theory to managerial decision-making. It applies statistical and quantitative tools and the methodological approaches commonly used by economists to business decisions such as demand estimation, product pricing, profit maximizing level of output, resource management in the short- and long-run, market analysis, risk analysis and strategic competition. In this course, topics will be presented through the use of case studies that establish a situation in which managers must make key decisions about a firm and its products. Microeconomic principles such as supply and demand, elasticity, short-run and long-run shifts in resource allocation, diminishing returns, economies of scale, and pricing are applied in the analysis.

Offered Fall and Spring Semesters

Prerequisites: ECON 106, STAT 135, Junior/Senior Standing

3 credits

ECSP - Early Childhood Special Education

ECSP 305: Family and Community

This course addresses the diversity found in today's school children in terms of race, culture, family structure, and the overarching needs of all children based on the works of Bronfenbrenner, Erikson, Maslow and other related theorists. Strategies to communicate with families and build a mutually supportive link between home and school will be addressed as well as community resources to assist with the needs of Pre-K to grade four students and their families.

Prerequisites: EDEC 101, ESPE 101

3 credits

ECSP 307: Observation and Assessment II

This course provides further study into psycho-educational assessment in education. Topics of study include: 1. Overview of basic considerations in assessment; 2. Assumptions underlying assessment and legal and ethical considerations in assessment; 3. Basic concepts of measurement, with a focus on descriptive statistics, quantification of test performance, norms, reliability, and validity; 4. Assessment of processes-intelligence, sensory acuity, oral language, perceptual-motor skills, and personality; 5. Assessment of skills-academic achievement, reading, mathematics, written language, adaptive behavior; 6. Applying assessment information to educational decision making.

Prerequisite: EDEC 207

3 credits

ECSP 475: Capstone Clinical Early Childhood/Special Education

This 12-week experience is designed to prepare the student to assume full teaching responsibilities in both an Early Childhood Pre K-4 and Special Education Pre K-8 classroom.

A bi-weekly seminar is mandatory.

This capstone experience is offered each year.

12 credits

EDEC - Early Childhood Education

EDEC 101: Early Foundations

This course introduces the student to the field of early childhood care and education. An overview of the field will include: history, developmental and learning theory and research; the social, emotional, physical, cognitive, language and creative development of young children; how early childhood professionals and early childhood programs meet the needs of young children and their families, as well as recognize the critical relationships that must be developed; types and organization of early childhood programs; characteristics of quality early care and education, including the critical importance of play and developmentally appropriate practices; current issues of the profession; cultural awareness; and the importance of ethical and professional conduct in the field. Activities (initial lesson planning), materials and standards used in the early childhood profession are introduced.

3 credits

EDEC 103: Language and Literacy I

This course provides a solid foundation in the theoretical and pedagogical

underpinnings of best practices that support language and literacy acquisition from birth through the early primary grades, with a special focus on how language contributes to literacy attainment. The use of children's literature (picture book genre) in the language arts curriculum receives special attention. There is also a focus on the development of the skills of speaking, listening, writing, reading, and viewing, essential components of literacy. Students will utilize several checklists to evaluate children's speech and language learning and conduct appropriate literacy assessments on children and programs. The importance of family literacy partnerships and the significance of meeting the needs of second language learners and bilingual children will be addressed. Knowledge regarding content, instructional strategies, ageappropriate materials, and technology for intentional teaching will be discussed and practiced.

Completion of an embedded clinical experience is required

3 credits

EDEC 105: Health and Wellness

This course focuses on promotion and maintenance of physical activity, health, safety, and nutrition of young children. It provides an overview of the basic principles and best practices of physical education, health, safety, and nutrition utilized in early childhood and primaryaged settings caring for children from birth to age nine. The course works is informed by the following: National Health Education Standards; National Association for Sport and Physical Education (NASPE) standards; NAEYC health and safety accreditation standards; Pennsylvania Learning Standards; DPW regulations. Topics covered include: Physical-Education: recognition of the importance of physical education and the goal of life-long physical fitness; knowledge about and ability to provide physical education and movement activities aimed at promoting increased motor development and competence-use of standards, lesson and activity planning; strategies used to encourage children and families to foster life-long habits of health and wellbeing; the impact of inactivity on all domains of development; and cooperative versus competitive games and the value of both. Health and Safety: learning about the critical importance of health and safety issues in care and education facilities; obtaining knowledge about common childhood illnesses and communicable diseases; preventive health and safety measures; record keeping, supervision and reporting (including mandated child abuse reporting); arrangement and maintenance of indoor and outdoor equipment; knowledge about basic first aid and emergency procedures; and identification of dangers specific to developmental stages and individual needs. Nutrition: developing an understanding of the use of the food pyramid for identifying the nutritional needs of young children and for planning nutritional and culturally sensitive snacks and meals; discussing nutrition related issues such as obesity, diabetes, and fatty liver disease.

3 credits

EDEC 201: Reading Methods

This course is a research-based, practical course designed to enable the early childhood education major to obtain the skills needed to effectively teach reading in grades Pre-K to 4. In addition to giving the pre-service teacher experience through readings, writing intensive activities, class discussion, hands on activities, technology exposure, demonstration lessons and practicums, the students will demonstrate increased proficiency in their own reading skills, including knowledge of phonic generalizations.

Completion of embedded clinical experience is required

Prerequisites: EDEC 101, EDEC 103, ESPE 101

4 credits

EDEC 203: Language and Literacy II

This course is a research-based, practical course designed to enable the early childhood education major to obtain the skills needed to effectively teach the language arts curriculum in grades K to 4. In addition to giving the pre-service teacher experience through readings, writing intensive activities, class discussion, hands-on activities, technology exposure, demonstration lessons and clinicals, the students will demonstrate increased proficiency in their own language arts skills. The focus of this course is to help the student become proficient in the instruction of language arts (reading, writing, speaking, listening, viewing and visually representing), using an integrated approach to teaching the principal curricular skills of reading, writing, listening, speaking, spelling, grammar, and handwriting.

Completion of embedded clinical experience is required

Prerequisites: EDEC 101, EDEC 103, ESPE 101

4 credit

EDEC 205: Math Methods

This course is designed to review mathematical content, present and explore methodology and instructional materials for a contemporary elementary mathematics program. It stresses the use of knowledge obtained from learning theory, various selecting, preparing, organizing and finally presenting mathematical content for elementary children.

Completion of embedded clinical experience is required

Prerequisite: EDEC 101, ESPE 101

4 credits

EDEC 207: Observation and Assessment

This course focuses on the importance of assessment that is done through the techniques of observation, recording, and documentation. Authentic assessment, the documentation of children's learning in naturalistic settings via non-numeric instruments, will be stressed. Students will learn about different methods and tools for recording observations as they complete a clinical in a local early childhood program. Using observations as a method of understanding and assessing children's development and learning, as well as transforming the collected data into curricula and individual education plans, will be addressed. The importance of professional ethical behavior will also be a topic of discussion.

Completion of embedded clinical experience is required

Prerequisites: EDEC 101, EDEC 103, ESPE 101

3 credits

EDEC 273: Systems, Policies and Practices*

This seminar course will help candidates learn to identify with and conduct themselves as members of the profession, with an emphasis on familiarizing candidates with the urgent practices/topics in the field, areas of professionalism, and family/community collaboration partnerships. Candidates will enroll in this seminar concurrent with EDEC 274.

Co-requisite: EDEC 274

2 credits

EDEC 274: Clinical I*

This course involves two full days per week in the field in which the student will observe the classroom teacher, tutor individual children, teaches children in small and large group settings, and assists the teacher in appropriate teaching/learning experiences in grades PreK to 4. In addition to classroom experience, the student will demonstrate proficiency of planning, writing, and implementing lesson plans and develop skills in classroom management techniques.

Co-requisite: EDEC 273

4 credits

EDEC 301: Early Childhood Methods

This course enhances the student's understanding of developmentally appropriate curriculum, focusing specifically on curricula which provide for all areas of a young children's development (3-7), including the physical, intellectual, emotional, social, and linguistic domains. Students will examine the critical role of play—a dynamic, active, and constructive behavior—and determine that it is an essential and integral part of children's learning across all ages, domains, and cultures and therefore must be part of every early childhood curricula. Part of the course work will enable students to evaluate the theory and research integral to a variety of curriculum approaches, analyze early childhood curriculum models, and identify the historical, social and cultural influences on curriculum. Emergent curriculum, play-based curriculum, integrated curriculum across content areas, theme planning versus the project approach, and anti-bias/multicultural curriculum will be examined. By studying the materials and teaching strategies used in a variety of content areas pre-service teachers will discover how children represent their understanding through language, dramatic play, art, blocks, sand and water, and manipulatives. Focus will be on preschool, kindergarten and first grade curricula development and implementation.

Completion of embedded clinical experience is required

Prerequisites: EDEC 101, EDEC 103, ESPE 101

4 credits

EDEC 401: Integrated Methods

This course examines attitudes and skills needed to teach the major content areas; specifically emphasizing Social Studies and Science integrated using a model of inquiry and Aesthetic Education. Pre-service teachers will be involved in learning experiences that prepare them to facilitate content in a Pre-K to grade 4 setting that will involve multiple subjects, multiple teachers, multiple students learning together, and multiple facets of technology emphasizing inquiry based

interdisciplinary instruction and learning. Hands-on strategies, teaching materials, and organization of lessons into units are explored.

Completion of embedded clinical experience is required

4 credits

EDEC 473: Systems, Policies and Practices

This seminar course will help candidates learn to identify with and conduct themselves as members of profession, with an emphasis on familiarizing candidates with the current practices/topics in the field, areas of professionalism, and family/community collaboration partnerships. Candidates will be encouraged to engage and interact with instructor and peers to discuss their field experiences, practical problems in the classroom, and reflect on how their classroom encounters relate to early development and learning theory, subject matter content, pedagogy, assessment, as well as their current coursework and overall education program goals. Candidates are expected to be active participants in assigned readings, questioning, and other discussions/ debates.

Candidates will enroll in this seminar concurrent with EDEC 474

2 credits

EDEC 474: Clinical I Early Childhood Pre-K-4

A pre-Capstone Clinical program, in which the student observes the classroom teacher, tutors individual children, supervises and teaches children in small and large group settings, and assists the teacher in appropriate teaching/ learning experiences in grades Pre-K to 4. In addition to the classroom experience, the student will demonstrate proficiency of planning, writing, and implementing lesson plans and develop skills in classroom organization and management techniques. A focus on the Pennsylvania Academic Standards in health, safety and physical education will also be emphasized.

Prerequisite: Unconditional acceptance into the Education Department is required

Co-requisite: EDEC 473

4 credits

EDEC 475: Capstone Clinical Early Childhood Pre-K-4

This 12-week experience is designed to prepare the student to assume full teaching responsibilities in an Early Childhood classroom.

A bi-weekly seminar is mandatory

Offered every year

12 credits

EDUC - Education

EDUC 210: Comparative Issues in Education

The emphasis of this course is to help students develop into teachers who become reflective practitioners. A case study approach, seminar-type discussion, and numerous writing assignments will be used to involve students in the day-to-day activities that are part of teaching practice. The course will explore the social, cultural, political, historical, and philosophical contexts of schools, and use the perspective gained from this study to consider present day educational issues. Students will begin construction of their teaching portfolio by writing a statement of their philosophy of education.

An embedded clinical experience during regular school hours is required

Must have state mandated clearances Acts 34,114, and 151

Prerequisites: ESPE 101, Sophomore level and above

3 credits

EDUC 222: Aesthetic Education

This course is designed to help students understand the world in new ways through an experiential exploration of the arts. Students will consider the meaning of "aesthetic education" through an empirical examination of the arts and their relationship with education. Utilizing an approach developed by the Lincoln Center Institute for the Arts in Education (LCI), students will be immersed in a combination of well thought-out observations and analyses of specific works of art through hands-on exploratory activities designed by arts and education faculty. The LCI approach advocates that through these art making journeys into dance, music, theater, and the visual arts, students will be encouraged to draw upon prior perceptions to build new insights and further their comprehension of the work of art. This inquiry-based practice which encourages students to interact, question, reflect, observe, notice, and analyze art to develop a new perspective- an aesthetic awareness, integral to all forms of education and life itself. Through discussion and dialogue of these shared aesthetic experiences, students will develop an

understanding of “aesthetic education” as a process of building knowledge which incorporates the elements of “art” itself, as well as incorporating the arts as a means for teaching other branches of learning.

3 credits

EDUC 474: Clinical Secondary Education

This course is designed to provide secondary students with first-hand teaching experiences in middle and/ or high school classrooms. Students work with mentor teachers in their content areas. During this time they serve as apprentices, assisting the classroom teacher and gradually move from a role of observer to roles of tutor, small group leader, and large group instructor. Interns work at their school sites each Wednesday and Friday during the semester for a total of 60 hours. Each Monday morning the interns participate in a campus seminar that addresses research-based instructional strategies and inclusive classroom practices.

This course must be taken the semester immediately prior to student teaching

3 credits

EDUC 475: Capstone Clinical K-12

This 12-week capstone experience is designed to prepare the pre-service teacher to assume full teaching responsibilities in a secondary classroom. Students will normally teach at both the junior and senior high school levels.

A bi-weekly seminar is mandatory

12 credits

ELL - English Language Learners

ELL 301: Supporting Literacy for English-Language Learners

This course introduces the structure of the English Language as a background for exploring the development of literacy for English-language learners (ELLs) across disciplines. It prepares teacher candidates to support, accommodate, and coach ELLs in literacy strategies, including the use of assistive technologies relevant to content area subjects.

This course includes a 20-hour practicum

Prerequisite: Language education majors or Teaching English Language Learners certification/minor.

3 credits

ELL 400: Teaching English as a Second Language: Issues in Theory and Practice

This course explores instructional techniques to help ELLs develop L2 literacy and content knowledge. It prepares teacher candidates to develop ELL instruction and assessment opportunities; to apply appropriate testing practices for English language learners by addressing state-allowed testing accommodations, using multiple assessment resources and measures; and to analyze educational data from various ELL groups.

This course includes a 20-hour practicum

Prerequisite: Language education majors or Teaching English Language Learners certification/minor.

3 credits

ELL 405: Professional and Program Development for English-Language Learners

This course explores the national, state, and local requirements and their effects on ELL instruction, assessment, and program implementation; investigates the importance of collaboration with family, community, content instructors, and administrators for the educational benefit of ELLs; and helps candidates plan for long-term growth and personal professional development through participation in professional organization and action research.

Prerequisite: Language education majors or Teaching English Language Learners certification/minor.

3 credits

ELL 500: Teaching English as a Second Language: Issues in Theory and Practice

This course explores instructional techniques to help ELLs develop L2 literacy and content knowledge. It prepares teacher candidates to develop ELL instruction and assessment opportunities; to apply appropriate testing practices for English language learners by addressing state-allowed testing accommodations, using multiple assessment resources and measures; and to analyze educational data from various ELL groups. Students enrolled in this course will also complete a research/practical application project which demonstrates an in-depth, integrated

understanding of the content at the graduate level.

The course includes a 20-hour practicum

Prerequisite: Language education majors or Teaching English Language Learners graduate concentration

3 credits

ELL 505: Professional and Program Development for English-Language Learners

This course explores the national, state, and local requirements and their effects on ELL instruction, assessment, and program implementation; investigates the importance of collaboration with family, community, content instructors, and administrators for the educational benefit of ELLs; and helps candidates plan for long-term growth and personal professional development through participation in professional organization and action research. Students enrolled in this course will also complete a research/practical application project which demonstrates an in-depth, integrated understanding of the content at the graduate level.

3 credits

ELL 515: Supporting Literacy for English-Language Learners

This course introduces the structure of the English Language as a background for exploring the development of literacy for English-language learners (ELLs) across disciplines. It prepares teacher candidates to support, accommodate, and coach ELLs in literacy strategies, including the use of assistive technologies relevant to content area subjects. Students enrolled in this course will also complete a research/practical application project which demonstrates an in-depth, integrated understanding of the content at the graduate level.

The course includes a 20-hour practicum

Prerequisite: Language education majors or Teaching English Language Learners graduate concentration

3 credits

ENG - English

ENG 140: Western Classics

A study of major writers of the Western World from ancient to modern times, with attention given to their individual achievement and to their contribution to Western literary and cultural development.

3 credits

ENG 144: World Literature and Global issues

An opportunity to read deeply into literary traditions and to make connections and distinctions between different traditions in non-western literatures, including selections from South America, the Caribbean, Africa, the Middle East, India, and Asia.

3 credits

ENG 150: British Classics

A study of major writers in the history of England, with attention given to their individual achievement and to contributions to English literary and cultural development. Authors may include Chaucer, Shakespeare, Milton, Wordsworth, Austen, and others.

3 credits

ENG 155: American Classics

A survey of major writers, established within the traditional canon of American literature, with attention given to their individual achievement and contribution to American literary and cultural development. Authors may include Franklin, Emerson, Dickinson, Hawthorne, Twain, Frost, Hemingway, and others.

3 credits

ENG 190: Introduction to Film

Introduction to the art, technology, and language of film. Students will learn basic cinematic techniques and structures, the fundamentals of film production, and an overview of cinematic history.

3 credits

ENG 200: Literary Studies

This course focuses on the analysis and interpretation of various literary genres, exploring how language is used to enlighten, influence, and entertain readers. This class will involve reading, writing, and researching, as well as analyzing the course

themes of identity, gender, and class in a number of texts.

3 credits

ENG 205: Introduction to English Major

Introduces students to the discipline of English studies, with emphasis on close reading, major genres, and critical/theoretical approaches. Readings will be drawn from a range of literary periods and traditions.

3 credits

ENG 210: Film Studies

Focuses on a single topic and examines how film has been used to create different styles of narrative. The topics vary and may include courses such as Shakespeare on Film, Studies in Detective Fiction, Adaptations of Jane Austen, Ecocinema, and the Hollywood Musical, among others.

3 credits

ENG 220: Medieval Literature

A study of representative prose and poetry of Old English and Middle English from Beowulf to Chaucer. Included are Old English heroic poems, elegies, gnomic verses and riddles, and works such as Sir Gawain and the Green Knight.

3 credits

ENG 224: English Renaissance

A study in the literary milieu in England from the early 1500s to 1600 with authors such as Wyatt, Surrey, Shakespeare, and Milton.

3 credits

ENG 225: Independent Study

Study of a focused area in literature, writing, or pedagogy initiated by the student and under the direction of a faculty mentor. Independent studies are offered only in special circumstances and must be approved by the department director in the term prior to course enrollment.

Prerequisite: Junior/Senior

3 credits

ENG 228: Restoration and 18th Century Literature

A comparative study of the historical, cultural, and literary movements underpinning the development and influences of the Neoclassical Age in England, focusing on such authors as Dryden, Congreve, Pope, Haywood and Johnson.

3 credits

ENG 230: British Romanticism

A close examination of some of the major ideas and influences in British and continental Romanticism, with special emphasis on the development of Romantic literary theory through the works of such writers as Goethe, Hoffman, Coleridge, Wordsworth, Shelley, and Keats.

3 credits

ENG 234: Victorian Literature

A comparative examination of the historical and literary movements of the British Victorian period. The study covers a range of poetry and prose by authors such as Tennyson, Arnold, the Brownings, and Rossetti.

3 credits

ENG 238: British/Irish Modernism

The course examines modernist poetry, fiction, and drama written in England, Wales, Ireland, and Scotland through the works of such writers as Hardy, Joyce, Woolf, Yeats, Synge, Auden, Shaw, Forster, as well as a more recent group that includes Greene, Murdock, Durrell, Stoppard, Larkin, O'Brien and Beckett.

3 credits

ENG 241: Introduction to Professional Writing

The class is designed to deepen students' understanding of the writing situation--audience, and purpose--within the context of other professional activities. It is designed to enable students to write accurately and thoughtfully about a subject while creating documents that solve problems and improve situations through effective communication.

3 credits

ENG 243 Introduction to Technical Writing

This course emphasizes principles of reader-centered writing for the workplace,

focusing specifically on professional genres. The course teaches the writing of documents used in industry and business. These documents may include memos, letters, brochures, reports, process analyses, technical descriptions, procedures, proposals, grants, scientific reports, web sites, software documentation, and case studies. The course may include team projects that require collaboration outside the classroom.

3 credits

ENG 245: Script Analysis

An exploration of dramatic literature with a concentration in play analysis.

3 credits

ENG 251: Early American Literature

A study designed to broaden a student's sense of the roots of the literary tradition of the U.S from its origins to the 1820s. Works include those of 16th C. Spanish explorers, Native American tales, Puritan New England writers, and the literature of the American Revolution.

3 credits

ENG 253: American Renaissance

Between 1820 and 1865, American literature came of age with the period's extraordinary cultural and social upheavals. A study of the most important writers of the period, such as Poe, Emerson, Douglass, Hawthorne, Melville, Thoreau, Whitman, and Dickinson.

3 credits

ENG 261: American Realism

A study of the regional voices and the literary movements of realism, including local color and naturalism, that marked the years following the American Civil War through the works of such writers as Davis, Jewett, Chopin, Gilman, Chesnutt, Howells, James, Twain and Crane.

3 credits

ENG 263: American Modernism

A study of the modernists writing from 1910 to 1945, along with the writers of the Harlem Renaissance and of the 1930's Depression. Poets include Frost, Eliot, Pound, Williams, Stevens, H.D., Moore, Hughes, and fiction writers such as Faulkner, Cather, Hemingway, Fitzgerald, and Hurston.

3 credits

ENG 280: Introduction to Creative Writing

An examination of the fundamentals essential in the art of fiction and poetry writing through the reading and discussion of work by contemporary writers and through the development and critiquing of students' own writing in a workshop setting.

3 credits

ENG 290: History of Musical Theatre

A special topics course that explores a theme, period, movement, or genre in theatre history through the reading and discussion of representative plays and their production.

3 credits

ENG 292: Film Narrative and Theory

An intermediate course in film studies, grounding students in major approaches to film theory and criticism (e.g., psychoanalysis, gender studies, cultural studies) and emphasizing the structure of film as narrative art. The class will reinforce the language of cinematography, editing, sound, performance, and genre.

3 credits

ENG 311: Editing and Style

Students will learn practical editing techniques, as well as the rhetorical factors (e.g., legibility, readability, layout, and integration of text/images) that contribute to the effectiveness and usability of print documents. Students will work on individual projects and engage in collaborative exercises intended to sharpen their teamwork, editing, writing, and audience-awareness skills and learn to communicate with the authors of texts. This class may use Lumen as a practical workshop.

3 credits

ENG 312: Professional Writing Seminar

An in-depth study of writing practices applicable to a variety of professional

writing situations. Students evaluate and create strategies for adjusting to writing requirements in various work environments. Study includes rhetorical theory, audience analysis, and the process of writing professional documents.

3 credits

ENG 314: Teaching Writing: Pedagogy and Practice

An examination of the theories and methods of writing instruction. Major emphasis is on current composition research and pedagogy, including theories of language.

3 credits

ENG 315 Writing for the Web

This course examines how users read on the web, how authors should write their web pages, and, accordingly, how to design rich, appropriate content for web sites. In so doing, this course offers a practicum in the novice and intermediate use of (X) HTML, HTML editors, graphics, and presentation software.

3 credits

ENG 317: Professional and Public Discourse

In this course, students will focus on effective, professional public discourse. Drawing on strategies of rhetorical criticism, students will gain an understanding of the persuasive value of style, arrangement, and delivery of public debate and presentation.

3 credits

ENG 318: Applied Linguistics

A close examination of current theories of language, including language acquisition, second language learning, sociolinguistics, and psycholinguistics. Emphasis is on applying theories to English and/or foreign language classrooms.

3 credits

ENG 325: Independent Study

Study of a focused area in literature, writing, or pedagogy initiated by the student and under the direction of a faculty mentor. Independent studies are offered only in special circumstances and must be approved by the department director in the term prior to course enrollment.

Junior/Seniors

3 credits

ENG 326: Major Authors

This seminar explores the biography, creative achievement, and lasting impact of a major author (or set of closely linked authors). Drawn from any national or cultural tradition, classes might include Virginia Woolf, James Joyce, The Brontës, or Salman Rushdie.

3 credits

ENG 328: Special Topics in Literature

The special topics seminars invite students to engage in an intensive study of a particular theme, historical moment, author, or interdisciplinary topic. Drawn from American, British, or European traditions, courses might include Writing and the Environment or Existentialism and Literature.

Students may take multiple seminar topics under this course number

1-3 credits

ENG 330: The English Drama

A seminar on the development of English drama as a unique literary experience. A study of dramatic texts from the medieval to contemporary eras, the course examines drama as a reflection of literary and cultural expressions both within and beyond mainstream British tradition.

3 credits

ENG 332: The English Novel

A seminar on the development of the novel as a literary genre. An introduction to 18th century narrative theory provides the basis for understanding later texts in Romantic, Victorian, Modernist, and Postmodernist traditions, focusing on the novels of Defoe, Dickens, Emily Bronte, Joyce, and others.

3 credits

ENG 338: Seminar in British Literature

The Seminar in British Literature invites students to engage in an intensive study of a particular theme, historical moment, genre, or author in the British literary

tradition. Courses might include Travel Writing, Gothic Fiction, Detective Fiction, Irish Literature, or a major author course.

Students may take multiple seminar topics under this course number

3 credits

ENG 334: Shakespeare

A study of Shakespeare's concepts of tragedy and comedy through a careful analysis of the great tragedies and several comedies and histories.

3 credits

ENG 351: Southern Literature

A seminar exploring issues of race, class, politics and gender from the unique perspective of writers of the American South, with special attention to literature of the Southern "renaissance," including William Faulkner, Tennessee Williams, Zora Neale Hurston, and Flannery O'Connor, as well as writers of the postmodern South, such as Ernest Gaines, Walker Percy, Bobbie Ann Mason, and Alice Walker.

3 credits

ENG 353: American Counter Culture: Fiction

A seminar on the development of American counterculture fiction, focusing on the beats, the cultural revolution, psychedelic consciousness, and literary slapstick as social commentary. This course will examine works by writers such as Jack Kerouac, Ken Kesey, Tom Wolfe, Kurt Vonnegut, Hunter Thompson, Richard Brautigan, and Thomas Pynchon.

3 credits

ENG 354: American Catholic Novel

This seminar explores the distinctively American Catholic outlook in the convergence of literature and religion. Whether in the prejudicial or pre- and post- Vatican eras of the 20th century, the sophistication of key "Catholic" novelists overcame narrowness in the Church and suspicions of the culture: Willa Cather, Flannery O'Connor, Walker Percy, Mary Gordon, Ron Hansen, Jon Hassler, and Julia Alvarez.

3 credits

ENG 356: Modern Drama

Intensive study of major contemporary plays, paying particular attention to the theatrical, literary, and cultural contexts of individual works.

3 credits

ENG 358: Seminar in American Literature

The seminar in American Literature invites students to engage in an intensive study of a particular theme, historical moment, or author in the American literary tradition. Courses might include Literature of the Jazz Age, Native American Literature, or a major author course. Students may take multiple seminar topics under this course number.

3 credits

ENG 362: Contemporary Poetry

Intensive study of major contemporary poets and movements. The seminar emphasizes poets such as Olson, Plath, Snyder, Harper, and Ondaatje. Focus includes Black Mountain, Beat, confessional, and postmodern poetry.

3 credits

ENG 364: Postmodern Literature

A study of the critical ideas and trends in literary postmodernism, including such movements as ecofeminism, cyberpunk, and L-A-N-G-U-A-G-E poetics. Attention is given to the problematic definition in postmodern theory, focusing on the works of such authors as William Gibson, Gary Snyder, Ursula Le Guin, and Edward Dorn.

3 credits

ENG 368: Seminar in Contemporary Literature

Students in this seminar will explore a particular theme, historical context, movement, or interdisciplinary topic in contemporary literature. Course topics can be drawn from a range of national literature, genres, and modes, and might include Digital Narratives, Multimodal Literature, or Post-Postmodernism.

3 credits

ENG 370: African-American Literature

A study of the contributions of African-American writers to the cultural and aesthetic inheritance of modern literature through popular authors as Gwendolyn Brooks, Alice Walker, Amiri Baraka (LeRoi Jones), Richard Wright, Ralph Ellison, and

Maya Angelou.

3 credits

ENG 374: Women and Literature

Examination of women writers in 19th-20th century English literature and feminist literary theory. Explores previously neglected women writers and affirms their contributions to the literary tradition. Includes writers such as Kate Chopin, Toni Morrison.

3 credits

ENG 378: Seminar in Multicultural Literature

This seminar invites students to engage in an intensive study of multicultural literature. Courses might include Postcolonial, Native American, Middle Eastern, African or Latino Literature. Students may take multiple seminar topics under this course number.

3 credits

ENG 380: Creative Writing: Poetry

Further development of skills studied in Introduction to Creative Writing with exclusive emphasis on poetry.

Prerequisite: ENG 280.

3 credits

ENG 384: Creative Writing: Fiction

Further development of skills studied in Introduction to Creative Writing with exclusive emphasis on fiction.

Prerequisite: ENG 280

3 credits

ENG 386: Grant Writing

Grant Writing is designed for students who hope to enter professional careers requiring knowledge of grant writing. The course will teach students the mechanics of proposal writing and the political and social aspects of "grantsmanship," as they develop their skills in identifying sources of grant funding, doing useful research to support their applications, and tailoring their proposals to specific audience interests.

3 credits

ENG 391: Literary Theory and Criticism

An in-depth study of critical and theoretical approaches to literature, with an emphasis on the development of theories of literature from classicism to contemporary cognitive poetics.

3 credits

ENG 425: Independent Study

Study of a focused area in literature, writing, or pedagogy initiated by the student and under the direction of a faculty mentor. Independent studies are offered only in special circumstances and must be approved by the department director in the term prior to course enrollment.

Prerequisite: Juniors/Seniors

3 credits

ENG 473: English Internship

Internships allows for non-credit bearing practical experience for students related to their major. 100 hours of field placement are required. A 473 Internship cannot take the place of a required internship. Contact the Career Development Center for additional details.

Prerequisite: By permission from department

3 credits

ENG 475: English Internship

An off-campus, non-classroom learning experience directly related to English and making use of skills acquired in the pursuit of an English major. Juniors/Seniors

1-3 credits

ENG 490: Senior English Project

Each English major takes this seminar and works under the direction of a faculty mentor to prepare a significant written project in literary scholarship, professional/technical writing, or creative writing.

3 credits

ENVS - Environmental Science**ENVS 100: Environmental Problem Solving***

A course designed for students considering a science major or interested in environmental issues, providing a survey of topics in environmental science including the ecosystem concept, risks and economics of pollution, and specific environmental pollution, air pollution, toxic wastes, pesticides, and energy resources.

Co-requisite: ENVS 101

3 credits

ENVS 101: Environmental Problem Solving Lab*

Basic field and laboratory investigation into environmental problems of local concern, providing an introduction to the scientific method and the techniques used by biologist, geologist and chemist in environmental investigations.

Co-requisite: ENVS 100

1 credit

ENVS 105: Introduction to Environmental Studies

An interdisciplinary course that examines local, national and global environmental problems from diverse perspectives. The concept of environmental sustainability is emphasized to illustrate its utility to frame individual and societal actions for advancing a more environmentally just and healthy world in the twenty-first century. The social, political, and economic forces that complicate the resolution of environmental problems are highlighted, as are historical events and the centuries-old heritage of American environmental literature.

3 credits

ENVS 337 Environmental Statistics

Environmental Statistics is an upper-level undergraduate course designed to provide training in the design of field studies and analysis of environmental data relevant to the particular professional goals of the environmental science majors. Examples of fields of focus within the environmental science discipline for which specialized field design and data analysis tools are used include forestry, environmental pollution management/toxicology, fisheries, and wildlife management. This course is designed to provide an alternative to Calculus I for senior-year students pursuing the BS degree in Environmental Science - Biology, in cases where Calculus I is impractical, and would complement STAT 137 (Biostatistics) with data analysis tool relevant to specific fields of speciality; as such it will be usually offered on a tutorial/independent study basis.

3 credits

ENVS 474: Environmental Practicum

Practical off-campus experience in a consulting company, non-profit organization, or governmental agency. Students carry out field, laboratory, or other tasks appropriate for a professional environmental scientist. In addition to routine work responsibilities, participants are expected to complete an independent project involving data analysis and prepare a formal written report on the experience.

1-3 credits

ENVS 475: Environmental Science Internship

Completed through a environmentally-focused government agency, environmental consulting company or non-profit institution, the environmental science internship offers students an opportunity to acquire field, laboratory or project management experience. Internships must be approved by the advisor and one of the co-chairs of the program.

3 credits

ENVS 490: Environmental Science Thesis

Directed field and/or laboratory research on a specific environmental problem that leads to the completion of an oral presentation and formal written work. The research experience emphasizes the use of primary sources as well as a scientifically rigorous field or laboratory study. All thesis projects must be approved by the student's primary and secondary advisors before work commences.

1-3 credits

*Offered at North East Campus only

ESPE - Special Education**ESPE 101: Psychology of Diverse Learners**

This course provides an overview of the psychology of learning, motivation, growth

and development, personality dynamics, and social adjustment with emphasis on the diversity of learners in today's classrooms.

3 credits

ESPE 201: Inclusive Practices Pre K-8

This course addresses issues related to the inclusion of students with disabilities into general education classrooms and programs through policy, research, and practice. Participants will be given an opportunity to explore and develop their personal philosophy toward inclusion and collaboration in schools and communities. Participants will learn tools for collaboration, instructional strategies, assessment, and curriculum design, which will allow them to educate students with exceptionalities in the general education classroom dealing with grades Pre-K through 8.

Completion of embedded clinical experience required

Prerequisite: ESPE 101

3 credits

ESPE 203: Behavior Theories and Practices

This course focuses on the provision of support to students with emotional and behavior needs in academic settings. The central theme will focus on the development of assessment-based interventions that address interfering behavior, academic learning problems, and/or difficulties in interpersonal relationships. Evidence-based approaches as well as practices required by the Individuals with Disabilities Education Act (IDEA) will be emphasized.

Completion of embedded clinical experience required

Prerequisite: ESPE 101

3 credits

ESPE 301: Supporting Literature Pre K-8

This course prepares teacher candidates to explore the integration of literacy across all disciplines and to develop the idea that all teachers teach literacy. It prepares teacher candidates to support, accommodate, and coach students with disabilities in particular literacy strategies, including the use of assistive technologies relevant to content area subjects in grades Pre-K through 8.

Prerequisite: ESPE 101

3 credits

ESPE 305: Low Incidence Disabilities: Effective Instructional Practices

This course focuses on research-based methods of instruction for students with low incidence disabilities in basic communication, mobility, sensory, and social skills, as well as academic skills (especially literacy and general education curricular access). Our approach to provision of services for these students is grounded in the broader context of expanding students' valued roles in classrooms, schools, and communities, while teaching skills that will enhance personal competence and life quality today and in the future. An introduction to augmentative and alternative communication (AAC) and assistive technology (AT) is also addressed in this course.

Prerequisite: ESPE 101

Co-requisite: ESPE 306

3 credits

ESPE 306: Low Incidence Disabilities: Clinical

A supervised field experience during which students will participate in special education programs by implementing teacher-led, small group and individual student instruction. Placement will include public schools and other agencies serving children with low incidence disabilities.

Co-requisite: ESPE 305

1 credit

ESPE 307: High Incidence Disabilities: Effective Instructional Practices

This course focuses on the practical application of research-based instructional methods for students with high incidence disabilities. Students enrolled in this course will be expected to: (a) demonstrate knowledge of the theoretical frameworks underlying instructional practices that have been shown to be effective for students with mild disabilities, (b) develop and use appropriate assessment tools for instructional decision-making, (c) develop appropriate instructional lessons based on assessment information and models of effective instruction, and (d) generate appropriate modifications and adaptations for content-area curricular materials.

Prerequisite: ESPE 101

Co-requisite: ESPE 308

3 credits

ESPE 308: High Incidence Disabilities: Clinical

A supervised field experience during which students participate in special education programs by implementing teacher-led, small group and individual student instruction. Placement will include public schools and other agencies serving children with high incidence disabilities.

Co-requisite: ESPE 307

1 credit

FASH - Fashion Merchandising

FASH 100: Public Speaking Fashion Industry

This course is designed as an introduction to public speaking, oral presentations and effective communication. It will emphasize the importance of public speaking throughout college and into the career world. Students will learn about and practice several different types of presentations including individual, informal and group. Topics of the presentations in this course will relate directly to current events and controversial topics in the fashion industry.

3 credits

FASH 110: Introduction to Fashion Industry

This course introduces the fundamentals of fashion and the basic principles that govern fashion evolution, organization, and merchandising. Students will be exposed to all avenues of employment in the industry and will analyze its basic structure.

3 credits

FASH 150: Introduction to Fashion Technology

This course covers computer and digital technology skills for fashion merchandising students that will prepare them for the textile, apparel, and retail industry. Students will demonstrate these skills by creating word documents, spreadsheets, and fashion design projects. Students will complete a capstone activity in the form of creating a final portfolio which will include all of the projects created during the semester. Students will gain exposure to software utilized in the textile and apparel industry including Microsoft Office and Adobe Creative Cloud (Photoshop, Illustrator, InDesign, etc).

3 credits

FASH 120: Personal Styling Analysis

This course is an analysis of the aesthetic components of apparel and accessories in relation to body and face shapes. Students will apply their new found knowledge to clients of their choice. Students will also build a vast style details vernacular.

3 credits

FASH 230: Fashion Branding

This course will provide students with the understanding of branding and the brand-development process within the fashion industry. In addition the course will focus on contemporary phrases, branding terms, concepts and theoretical frameworks related to branding within the fashion industry. Students will also be exposed to an overview of the factors contributing to fashion marketing and consumer behavior, and how to use consumer research to gain a better insight about how the fashion industry utilizes consumer information while simultaneously shedding light on individual shopping habits.

3 credits

FASH 240: Global Trends in Fashion

An advanced study of the fashion industry including an analysis of current issues facing consumers, manufacturers, and retailers. Students will investigate the topics of sustainability, consumer well-being, and counterfeit goods. The subject of fast-fashion will also be examined and its implications to the global fashion industry.

3 credits

FASH 260: Fashion Journalism

This course will introduce students to all areas that journalism encompasses in the fashion industry. Students will be exposed to the processes that work in conjunction to the writing; interviewing, researching, preparing and reporting. Emphasis on the basics of writing including style, format flow, and mechanics. Students will complete several types of written assignments that can be seen in the fashion industry. Topics to be covered include writing for newspapers, magazines, broadcast media, advertising, public relations, and new media. Select pieces of

writing will be featured in the Fashion Merchandising Newsletter.

3 credits

FASH 324: Fashion Law

This course will provide students with an overview of the legal and business issues that regularly impact the fashion industry. Intellectual property law, namely, copyright, trademark, patent, trade dress, and trade secrets, will be covered extensively in this course. Additional topics will include employment law, right of publicity, and licensing. Current cases will be emphasized in class discussion.

3 credits

FASH 330: Textiles for Apparel

This course includes the study of the origins of fibers, the basic characteristics of fibers, yarns, fabric constructions, and finishing techniques, including dyeing and printing. The course has an emphasis on differentiating common fabrics and their uses. Lab experiences offer the opportunity to experiment, process, and problem solve textile uses and limitations.

3 credits

FASH 360: Merchandising Planning and Control

Covers the terms, calculations, and concepts necessary in successful merchandising, such as the retail method of inventory, operating statements, techniques of planning seasonal purchases, and methods of figuring mark-ups, turnover, open-to-buy, mark-downs, as well as terms of sale.

Junior/Senior standing only

3 credits

FASH 365: Fashion Buying with Excel

This course covers spreadsheet terminology and concepts. Students will create formulas and functions; use formatting features; and generate charts, graphs, and reports in tandem with the terminology and calculations commonly used within retail fashion buying, planning, and allocations departments. Through a combination of lecture, discussion and practical examples, the course demonstrates that Microsoft Excel is vital to fashion retail. The course is structured around real-life business scenarios.

Prerequisite: Junior/Senior

3 credits

FASH 370: Fashion Entrepreneurship

An opportunity for students to understand and work through the steps necessary to conceptualize, develop, open, and finally operate a fashion business. Students will learn how to develop a product and a product niche, conduct product research, and find funding and a good location for their business. At the end of this course students will also have a solid understanding of how to write and interpret a solid business plan.

Prerequisite: FASH 230

3 credits

FASH 400: Professional Development

This course culminates the fashion merchandising undergraduate academic career. This senior-level course focuses on portfolio development and provides students with opportunities and the skills needed to secure an internship or job in the fashion industry or to pursue a graduate degree. Career-related issues include resume and portfolio development, interviewing, business etiquette and workplace standards.

Prerequisite: Junior/Senior

3 credits

FASH 410: Fashion Evolution

A survey of the development of dress in western cultures. The phenomenon of fashion will be examined as it is reflected in some of the most important eras in history, including Ancient Rome, the Renaissance, the Victorian Era, and the World War II.

3 credits

FASH 430: Visual Merchandising

A study of the understanding of the importance of visual merchandising in the retail environment. Students will learn how visual merchandising develops a relationship between the brand, consumer, product and the retail environment. Students will be able to learn and apply concepts such as display basics, space planning principles and design research. Creative opportunities are provided to develop skills through the application of display and other promotional merchandise activities.

Prerequisite: FASH 230

3 credits

FASH 450. Product Line Development with Illustrator

This course delves into the merchandiser's role as a product line developer. Students will research populations, synthesize data, formulate sample plans and source primary markets as necessary when implementing a ready-to-wear collection. Adobe Illustrator and Photoshop software will be employed for development of a complete line of clothing for a niche market of the student's choice.

Junior/Senior standing only

Prerequisite: FASH 330

3 credits

FASH 475: Fashion Merchandising Internship

This is an individual work/study experience. The student is provided training and on-the-job learning in the fashion field of study. The experience is coordinated and supervised by the Career Development Center.

3 credits

FIN - Finance

FIN 220: Introduction to Financial Planning

An overview of the practices and processes of the professional financial planning employed in the financial services industries. An introduction to emerging regulatory environment, capital accumulation methods, risk management, income tax and investment management.

Offered Spring Semester Only

Prerequisite: FIN 280

3 credits

FIN 280: Financial Management

Financial data are evaluated as a method of providing information to managerial decision-makers. Topics include a definition of the finance function, ratio analysis, forecasting, planning and control, capital budgeting, asset management, and leverage.

Offered Fall and Spring Semesters

Prerequisites: ACCT 101, ECON 105

3 credits

FIN 301: Investments

A study of the environment and fundamentals of investing, including selection and management. This course introduces history of risk-returns trade-off, investment process, es different investment securities, valuation concepts, strategies and financial markets in which financial assets are traded. In addition, asset allocation, portfolio diversification, modern portfolio theory, risk-return trade-off, and performance evaluation are explained in detail.

Offered Fall Semesters and Odd Year Spring Semesters

Prerequisite : FIN 220

3 credits

FIN 303: Financial Statement Analysis and Business Valuation

The study of company from the perspective of the creditors and investors utilizing tools and techniques used to analyze the financial statements, value the firm, and make investment decisions.

Offered Fall Semester Only

Prerequisite: FIN 280

3 credits

FIN 310: Employee Benefits and Retire Plan I

An overview of the various qualified and nonqualified plans. Study includes defined benefits, defined contribution, target benefit, and profit-sharing plans. Costs and funding requirements of federal laws and their collective effect on retirement planning as well as tax consideration are reviewed.

Offered Fall Semester Only

Prerequisite: FIN 220

3 credits

FIN 315: Principles of Risk Management

An introduction to the principles of risk management through analysis of risk exposures and risk management techniques. Risk transfer through the use of life,

Course Descriptions

health, casualty, and liability insurance as well as contract selection is studied. Includes study of the private insurance industry, its regulation and insurer functions, claims administration and underwriting.

Offered Spring Semester Only

Prerequisite: FIN 220

3 credits

FIN 345: Financial Institutions and Markets

A course examining the role of money in the economic system, the importance of financial institutions and how they help meet society's needs and the power and significance of monetary policy in the economy.

Offered Spring Semester Only

Prerequisites: FIN 280 ; ECON 105

3 credits

FIN 360: International Finance

A study of the problems posed by the international financial environment in which corporations operate. Topics covered include foreign exchange markets, forwards, futures, international capital budgeting, international diversification, long-term international financing, and country risk analysis. The course will also focus on the role of money in the global economy, including such topics as interest rates, banking, monetary policy, and depository and non-depository financial institutions.

Offered Fall Semester Only

Prerequisite: ECON 105

3 credits

FIN 410: Estate Planning

A study of estate planning law and process including methods of exclusion and valuation, deeds, forms of ownership, charitable transfers, business transfers, and postmortem techniques.

Offered Spring Semester Only

Prerequisite: FIN 220

3 credits

FIN 475: Finance Internship

An individual work-study experience in an approved business institution. Placement of a qualified student in a business setting which involves the area of interest, provides training and on-the-job learning, and prepares a student for business practice.

Prerequisites: Junior standing, 2.75 GPA in required business courses, written permission of Associate Dean

3 credits

FIN 490: Financial Plan Development

A capstone course requiring students to synthesize and apply elements of comprehensive financial planning while performing all functions of the financial planning process and applying the CFP Board's Practice Standards.

Prerequisite: Senior Finance Majors Only

Offered Spring Semester Only

3 credits

FNUT - Food and Nutrition

FNUT 131: Introduction to Nutrition

Is designed for students who are not health science majors and focuses on consumer issues related to foods and nutrition. In discussing the role of nutrients in health promotion and disease prevention, the course material includes critical information which will help consumers sort out nutrition advice, concepts, principles and strategies which will enable consumers to personalize their food choices and answer questions that people often ask, i.e., vegetarianism, diets for athletes, "good" foods and "bad" foods, safety of food supply and fad diets.

3 credits

FPM - Facilities and Property Management

FPM 209: Housekeeping Operations and Management

This course is a comprehensive study of the housekeeping department, housekeeping department functions, and the cost analysis of effective staffing and operations in the maintenance of a physical plant. This course offers a variety of methods and specific activities to orient participants to the essentials of cost

Course Descriptions

effective quality management with regard to the housekeeping functions. HM majors only.

Prerequisites: ACCT 101, HRIM 201

3 credits

FREN - French

FREN 101: Introduction to French I

An introduction to the French language, including development of the basic skills: listening, speaking, reading, and writing. Learning activities are aimed towards developing communicative proficiency. For students with no prior study of the language.

3 credits

FREN 102: Introduction to French II

Further study of the skills introduced in Introduction to French I, including a continuing study of French grammar and aural-oral practice designed to reinforce the basic language skills. This course is the recommended placement for students with 1 to 2 years of high-school French.

Prerequisite: FREN 101 or equivalent

3 credits

FREN 125: French Culture

This course explores the historical and cultural development of modern France. Coursework consists of lectures, class discussions, and reports on the most significant aspects and trends of political, literary, economic, social, and artistic life. This course is conducted in English.

3 credits

FREN 126: Francophone Cultures

The course presents a broad overview of the contemporary cultures of the former French colonies in the Caribbean, Africa, and Southeast Asia. Course readings and discussion will be organized around the broad themes of modernization vs. Westernization and the interplay of tradition and identity. The approach is interdisciplinary and will touch upon arts, religion, and history as well as contemporary concerns related to social, political, and economic development. The course is taught in English.

3 credits

FREN 130: French Literature

In this course students will read and discuss in English translation classic works by French authors, particularly those who have had a lasting impact on Western culture, including poetry, prose, and drama.

3 credits

FREN 132: French Theater in Translation

Students will discover plays from the golden age of French drama of the 17th century through the 20th century. The class will learn to appreciate how French drama has continued to observe its traditional mission of divertir et instruire ("to entertain and to instruct") while exploring the literary genres of comedy, tragedy, and tragicomedy and literary movements such as neo-classicism, absurdism and existentialism. Through discussion and analysis of the works under consideration, students will explore drama as means of describing and critiquing society and the human condition.

3 credits

FREN 135: Topics in French/Francophone Literature

The Topics in French/Francophone Literature course will address literature from France or elsewhere in the French-speaking world and may include literature from specific cultural groups, explorations of literary genres or themes, explorations of critical approaches to literature, author studies, etc. French 135 will study the works in English translation and English will be the language of instruction for this course.

3 credits

FREN 203: Intermediate French I

Students will build on introductory-level French skills, expanding and improving their command of grammatical patterns and idiomatic structures of French in a course designed to increase proficiency in reading, writing, listening and speaking. **Prerequisite:** This course is the recommended placement for students with 4 years of high-school French. Students with 3 years of high-school French may be qualified for the course but are advised to consult with the instructor before enrolling.

Prerequisite: FREN 102 or equivalent

3 credits

FREN 204: Intermediate French II

This course continues the development of greater proficiency in the four communication skills in French begun in Intermediate I. This course is the recommended placement for students with 4 or more years of pre-university study of French.

Prerequisite: FREN 203 or equivalent

3 credits

FREN 208: Introduction to Literature

Based on short stories, poems, and excerpts from longer works, the course aims to develop vocabulary, reading comprehension, a sense of style, and greater facility in discussion. The language of instruction is French.

Prerequisite: FREN 204

3 credits

FREN 209: Introduction to French Civilization

This course presents an introduction to the contemporary culture and civilization of France. Readings, lectures, reports and other activities introduce students to the geography, history, and politics of France as well as contemporary issues such as family life, immigration, and the European Union which are shaping the culture of the modern French Republic. The language of instruction is French.

Prerequisite: FREN 204

3 credits

FREN 210: Conversation and Composition I

Students will develop their communicative skills, while building vocabulary and a greater understanding of structure and idioms, through composition and guided as well as spontaneous conversations. The language of instruction is French.

Prerequisite: FREN 204

3 credits

FREN 230: French for Business

Using French as the language of instruction, this course examines business practices in France and the Francophone world in an era of globalization. Students will acquire the vocabulary and cultural skills needed to interact in a business setting. Memo, resume, and business letter writing, as well as the interview and telephone skills will also be practiced.

Prerequisite: FREN 204

3 credits

FREN 300: Conversation and Composition II

This course is designed in sequence with Conversation/Composition I to provide further opportunities for creative communication, emphasizing both written and oral expression.

Prerequisite: FREN 210

3 credits

FREN 305: Seminar: Culture/Literature

Content determined by instructor. Focus may be on a literary movement, a century, genre or cultural group. Class discussions and writing assignments allow students to improve their skills in written and spoken French while exploring the subject matter of the seminar.

Prerequisite: FREN 204

3 credits

FREN 308: Phonetics

This upper level course focuses on the mastery of the International Phonetic Alphabet, the phonemes and allophones of French, phonetic and phonemic transcription, dialectal variation, etc. This course also includes a brief introduction to the history of the French language.

Prerequisite: FREN 204

3 credits

FREN 310: Seminar: Composition and Translation

Examination of several basic differences in the structure of the French and English languages. Exercises to develop expertise precede directed and free composition, problems of translation.

Prerequisite: FREN 204

FREN 315: Introduction to French Cinema

This course focuses on the rich cultural heritage of the "Seventh Art" in France, reviewing the history of the form and its artistic periods as well as the elements which distinguish different styles. Films, readings, lectures, class discussions, and research writing in French will build strong cultural and communicative skills. This course is taught in French.

Prerequisite: FREN 204

3 credits

FREN 316: Abroad Experience

With instructor approval, students may use this course to develop an independent study program based on their experiences abroad. Students must have spent at least four weeks in a French-speaking country and must arrange, prior to the trip, to complete a research or creative project and present it during the term following their return.

Prerequisite: FREN 204

3 credits

FRSC - Applied Forensic Sciences

FRSC 150: Introduction to Forensic Science

Course will cover the basics of the multidisciplinary fields of forensic science from crime scene investigation through the laboratory analysis of evidence. The role of the forensic scientist as an expert witness, ethics in the criminal justice system and professional practice of forensic science will also be discussed.

3 credits

FRSC 151: Introduction to Forensic Science Lab

The laboratory component to the introductory course will allow the student hands-on activities in regard to identification, collection, processing and analysis of evidence as presented in the classroom lectures, as well as the courtroom presentation.

Co-requisite: FRSC 150

1 credit

FRSC 242: Criminalistics I

This course will cover the evidentiary aspect of crime scene investigations including the location, documentation, recovery, and laboratory analysis and interpretation of evidence including: blood, semen, DNA, hair, fibers, ballistics, fingerprints, impressions, questioned documents and fire origins. Microscopy, chemical and biological analytical techniques will be stressed.

Prerequisite: FRSC 150

3 credits

FRSC 243: Criminalistics I Lab

An introduction to the field and laboratory methods involving identification, examination, comparison and analysis of forensic evidence including fingerprints, ballistics, blood spatter, hair and fiber, questioned documents, footwear and tire prints and impressions, as well as the various methods of crime scene documentation.

Co-requisite: FRSC 242

1 credit

FRSC 250: Forensic Photography

The course is an introduction to basic techniques of crime scene photography. Includes discussion of cameras, digital images, lighting, photographic protocol, images as physical evidence and courtroom presentation.

Prerequisite: FRSC 150

2 credits

FRSC 300: Environmental Evidence

This course focuses on the procedures utilized in the location, documentation, recovery, and analysis of natural evidence found at the outdoor crime scene. This is inclusive of entomological, botanical, archaeological and taphonomical evidence.

Prerequisite: FRSC 242 or ANTH 242

3 credits

FRSC 301: Environmental Evidence Lab

Hands-on component to the lecture giving the student experience in the techniques

and protocols required in the location, documentation, recovery and analysis of natural evidence found at the outdoor crime scene.

Co-requisite: FRSC 300

1 credit

FRSC 310: Statistical Forensic Science and Anthropology

This course is an introduction to morphometrics and will cover the statistical techniques most commonly employed in Forensic Science and Anthropology. Topics will include correlation, regression techniques, EDA, ANOVA, ANCOVA, Factor and Principal Components Analysis and Discriminant Function Analysis.

Prerequisites: MATH 170, FRSC 150

3 credits

FRSC 320: Indoor Crime Scene Investigation

The course will provide an overview of forensic investigative techniques used to process various types of indoor crime scenes. Evidence identification, collection, preservation and submission protocols, proper use of standards, chain of custody issues, and crime scene reconstruction techniques will be discussed in the course. In addition, the role of the crime scene technician as an expert witness will be explored.

Prerequisite: FRSC 340

3 credits

FRSC 340: Physical Evidence and Law

Course will focus on the proper collection and documentation of physical evidence according to the current laws and court proceedings. Discussion will also include new court rulings regarding evidence and expert witness activities.

3 credits

FRSC 360: Forensic Chemistry

This course will address chemical concepts and practices from a forensic science perspective. Aspects of analytical chemistry will cover chemical details of presumptive testing, instrumentation, and proper statistical treatment of collected data. Students will learn the fundamental principles behind the analysis of chemical and physical evidence for drugs, combustion, polymers, paints and coatings while applying these principles to toxicological information.

Prerequisite: CHEM 131

3 credits

FRSC 390: Crime Scene Archaeology

Course will include lecture and hands-on excavations of a variety of outdoor mock crime scenes. Topics to be covered include basic archaeology principles, proper excavation techniques and recovery of various classes of physical evidence.

Prerequisite: ANTH 242

3 credits

FRSC 410: Death investigation

This course is intended to examine the forensic application of death investigations, utilizing techniques and methodologies introduced in prior Forensic Science courses. The focus of the course will be on examining important similarities and distinctions among homicide investigations and various other manners of death: suicide, natural, accidental and equivocal deaths. The course will concentrate on the scene examination, documentation of the death scene, exploring the various analyses of time since death, and when appropriate, post-mortem interval and investigative protocols and procedures.

Prerequisite: FRSC 320 or by permission

3 credits

FRSC 441: Introduction to Geographic Information Systems Lab

Computer laboratory taken as a co-requisite to...

Co-requisites: FRSC 440, GEOL 441

1 credit

FRSC 450: Special Issues in Forensic Science

Lecture will focus on current practices in forensic science and the issues facing practitioners in the future. Course will include hands-on components, as well as journal readings/analyses, specialist lectures and site visits. This course serves as the capstone experience for the Applied Forensic Sciences majors.

Prerequisite: Senior standing only

3 credits

FRSC 460: Fire Science and Arson

Lecture and laboratory course will cover basics of processing the fatal fire scene from identifying the source and paths of fire, documentation of accelerants, collecting evidence such as explosive residues and photographic documentation.

Prerequisites: FRSC 242, FRSC 320 or by permission; Senior standing only

2 credits

FRSC 470: Independent Study

This course is for students interested in exploring a specialized topic in the field.

1-4 credits

FRSC 478: Research Design

In this course, students will be guided through the research design process. Topics to be covered include choosing a research topic, conducting a thorough literature search, generating hypotheses, formulating a detailed and practical research design to test those hypotheses, interpreting and reporting results, scientific writing, and research presentation guidelines. In addition, discussions will be held on research ethics and grant submission processes. At the end of the course, students will be expected to submit a mock grant application incorporating the material learned in this course. Students in other scientific disciplines welcome.

Prerequisite: Juniors/Seniors

2 credits

GEOL - Geology

GEOL 100: Physical Geology

The significance of the rocks and minerals that form the earth; the plate tectonic processes that have built the continents and ocean basins and the forces that shape them into their characteristic landscapes in the process of their creation and destruction. The basic understanding of earth processes for environmental reasoning and/or archaeological studies is emphasized.

Co-requisite: GEOL 102

3 credits

GEOL 102: Physical Geology Lab

A hands-on approach to studying the geologic processes that have shaped and continue to shape the Earth.

Co-requisite: GEOL 100

1 credits

GEOL 110: Historical Geology

An introduction to the evolution of life on Earth, from sea creatures to dinosaurs. Topics include the birth and future death of the earth, movement of the continents, the impact of asteroids and comets on life and landforms with associated extinction events, structure and composition of the Earth. Emphasis placed on the history of life as told by fossils preserved in the Earth's crust.

Co-requisite: GEOL 111

3 credits

GEOL 111: Historical Geology Lab

A hands-on approach to studying the geological history of the Earth; special emphasis will be placed on laboratory and field studies.

Co-requisite: GEOL 110

1 credits

GEOL 114: Introduction to Space Sciences

This course will investigate the relationship between humans and space. The history of humankind's development in understanding space will be covered from various perspectives such as Newton and Galileo. Students will gain an understanding of the birth of the cosmos, the solar system, meteorites and asteroids, black holes, and astronomy. Topics will also include the future of space exploration including commercial space flight.

3 credits

GEOL 124: Cataclysmic Geology

A study of natural disasters including volcanic eruptions earthquakes, landslides, and tsunamis. Attention will focus on their causes, locations of occurrence, effects on civilization, and hazard mitigation. Both historical and hypothetical natural disasters will be studied.

4 credits

GEOL 203: Voyages to Terrestrial Planets

An examination of the inner solar system including its origin and the history of its exploration. Special attention will focus on the processes that have shaped and modified inner solar system objects and the future of human and robotic exploration of these bodies.

Co-requisite: GEOL 113, GEOL 204

3 credits

GEOL 204: Voyages Terrestrial Planet Lab

Emphasis will be placed on the geography of the terrestrial planets, the processes shaping those planets, and the techniques used to study those processes.

Co-requisite: GEOL 112, GEOL 203

1 credits

GEOL 211: Mineralogy

Description, classification, and genetic interpretations of minerals.

Prerequisite: GEOL 100

3 credits

GEOL 212: Mineralogy Lab

A study of elementary crystallography and an examination of common minerals.

1 credits

GEOL 215: Geomorphology

A study of the earth's landforms; their classification, origin, and the forces of wind, waves, streams, glaciers, and gravity that have caused our present landscapes and are causing them to change. Soil development and interpretation is also covered.

Prerequisite: GEOL 100

Co-requisite: GEOL 216

3 credits

GEOL 216: Geomorphology Lab

An in-depth and hands-on approach to studying geologic processes that have shaped and continue to shape the Earth; field-based exercises will be implemented when possible.

Co-requisite: GEOL 215

1 credits

GEOL 225: Science on Display

This course examines Natural History museums. Basic concepts include the role of museums in education, natural history collection management and legal practices. Special emphasis will be placed on Geology, Paleontology, Entomology, Conchology, and Osteology. Students will apply principles covered in class to evaluate exhibits and collections in public and private situations.

4 credits

GEOL 235: Paleoclimatology: The Science of Global Warming

Paleoclimatology deals with the characteristics of Earth's climate in the past. This course will explore how and why Earth's climate has changed over time and the implications of that change. A hands-on approach will be taken where students will be out in the field collecting climate-related data and will discuss the techniques used in studying past climates. Earth's changing climate over the past 10,000 years will also be emphasized.

Co-requisite: GEOL 236

3 credits

GEOL 236. Paleoclimatology: The Science of Global Warming Lab

A laboratory approach taken as a co-requisite to GEOL 235.

Co-requisite: GEOL 235

1 credits

GEOL 240: Paleontology

A broad survey of fossil invertebrates, vertebrates and plants. Direct examination of actual specimens to familiarize the student with morphology and characteristics of common as well as rarely seen fossils. Special topics will address exceptional preservation, extinction, paleopathology and data retrieval from the fossil record. Offered alternate years

Prerequisites: GEOL 100, GEOL 110, BIO 146

Co-requisite: GEOL 241

3 credits

GEOL 241: Paleontology lab

An in-depth examination of fossils from diverse localities and preservational modes, including evolutionary and taxonomic problems stressing identification and interpretation. Field experiences are anticipated.

Co-requisite: GEOL 240

1 credits

GEOL 288: Energy and Environmental Justice

This course explores the socioeconomic and cultural implications of human interactions with the physical environment. Principal topics will include: Issues associated with fossil fuel extraction and use as well as the development of renewable energy sources. Using these topics, we will examine the idea of environmental racism and injustice towards various cultures and nations. We will also explore future energy needs that result from an energy independent United States and the consequent effects on the green energy field and global relationships with oil and gas producing nations.

4 credits

GEOL 302: Hydrogeology

An introduction to the origin, occurrence, regimen and utilization of the ground water sector of the hydrological cycle; the geological influences and chemical aspects of ground water, location, evaluation, and influence of man.

Prerequisite: GEOL 100

Co-requisite: GEOL 303

3 credits

GEOL 303: Hydrogeology Lab

A hands-on examination of the study of water in the natural environment with an emphasis on both surficial and groundwater.

Co-requisite: GEOL 302

1 credits

GEOL 306: Soils

The study of the processes and environmental conditions that result in the formation of soils; the relationships among climate, rock type, and time duration that cause soils to possess different chemical and physical properties; and the various schemes and the nomenclature by which soils are classified.

Prerequisite: GEOL 100

Co-requisite: GEOL 307

3 credits

GEOL 307: Soils Lab

The analysis and interpretation of soils maps; the field descriptions of general soil features; the recording of site and profile data; and soil sampling methods.

Co-requisite: GEOL 306

1 credits

GEOL 310: Petrology

Origin, occurrence, and characterization of igneous and metamorphic rocks; their mineralogy, petrology, geochemistry, and plate tectonic setting.

Prerequisites: GEOL 100, GEOL 211

Co-requisite: GEOL 214

3 credits

GEOL 311: Petrology Lab

A study of the texture and composition of rocks, both hand specimens and thin sections. Laboratory work may include the preparation of thin sections.

Co-requisite: GEOL 213

1 credit

GEOL 342: Sedimentology and Stratigraphy

An introduction to processes and environments of sedimentation and the principles employed in the examination of sediments and sedimentary rocks. Hand specimens and sequences will be studied for characteristics and origins.

Prerequisite: GEOL 100

Co-requisite: GEOL 246

3 credits

GEOL 343: Sedimentology and Stratigraphy Lab

A laboratory approach to studying sedimentary processes and environments; taken as a corequisite to Sedimentation.

Co-requisite: GEOL 245

1 credit

GEOL 350: Structural Geology

A study of both the processes that deform the earth and the features that result from that deformation.

Prerequisite: GEOL100

3 credits

GEOL 351: Structural Geology Lab

A laboratory approach to studying deformation of the Earth.

Co-requisite: GEOL 350

1 credit

Geol 360 Volcanology

This course will address processes that occur at volcanoes. The varieties and underlying causes of volcanism will be examined through lectures, discussions, and in class activities. Hazards and benefits associated with volcanoes will also be studied with a special emphasis on how humans have interacted with volcanoes with various degrees of success.

Co-requisite: GEOL 361

3 credits

GEOL 361: Volcanology Lab

In this laboratory section, we will take a hands-on approach to addressing concepts presented in GEOL 360. This approach may include the use of hand samples and thin sections, geochemical and geophysical data, geologic maps and cross sections, and geospatial computing programs.

Co-requisite: GEOL 361

1 credits

GEOL 370: Dendrochronology

Dendrochronology deals with time as recorded by tree rings. Information extracted from tree rings can subsequently be used to make predictions about past climate and paleo-environmental conditions, geologic and anthropological events, and even fire cycles. This class will present the fundamental principles of how to conduct dendrochronologic studies and will emphasize the techniques of collecting and interpreting tree ring data. Applications of dendrochronology will also be explored.

3 credits

GEOL 380: Principles of Remote Sensing

This course will address the theories and fundamentals of acquiring, processing, and interpreting remotely sensed datasets. Special attention will be paid to geological, archaeological, environmental, and urban applications of remotely sensed data collected through both air and space-borne platforms.

Co-requisite: GEOL 381

3 credits

GEOL 381: Principles in Remote Sensing Lab

This course is a laboratory approach to acquiring, processing, and interpreting remotely sensed imagery.

Co-requisite: GEOL 380

1 credit

GEOL 410: Seminar and Research

Special topics in geology may be pursued on an advanced level, often involving an extensive literature search with accompanying oral and written reports.

Students have the opportunity to choose, develop, and complete an original research problem followed by preparation of a report suitable for publication. The concept of professionalism will also be addressed in the context of geology.

Prerequisite: Consent of Instructor

1-4 credits

GEOL 430: Geoarchaeology

Geoarchaeology (archaeology) examines in detail the interface which exists between the fields of geology and the anthropological sub-discipline of archaeology. The purpose of this course is to acquaint the student not only with the history of the interrelationship between these academic specialties but also to document and illustrate the range of geological techniques which are useful to the contemporary archaeologist. More specifically, via lectures and laboratory work, this course will detail how geological methods may be employed in the location,

excavation, and interpretation of archaeological sites and materials.

Prerequisites: GEOL 100, GEOL 245, GEOL 247

Co-requisite: GEOL 431

3 credits

GEOL 431: Geoarchaeology Lab

Field and laboratory exercises will emphasize landform analysis. Sample processing and analysis will be performed in the laboratory.

Co-requisite: GEOL 430

1 credits

GEOL 440: Introduction to Geographic Information Systems

This course is an introduction to Geographic Information Systems, providing students with a basic knowledge of its theory, and main practical applications, with stress on basic GIS software logics, usage and applications. The student will learn the usage of ESRI's ArcGIS 9, with examples from different fields. At completion of the course, students will be able to collect, create and view geographic information data from preexisting sources as well as produce their own maps and calculate basic descriptive spatial statistics such as measurements of dispersion and central location.

Co-requisite: GEOL 441

3 credits

GEOL 441: Introduction To Geographic Information Systems Lab

Computer laboratory work taken as a corequisite to GEOL 440.

Co-requisite: GEOL 440

1 credit

GEOL 455: Field Methods in Geology

An overview of field techniques used in geology with an emphasis on how to operate independently in the field. An emphasis is placed on geologic mapping, but measuring and describing stratigraphic sections, using topographic and related maps, and the uses of other field-focused equipment will also be reviewed. May be taught off campus.

Prerequisite: GEOL 100

3-6 credits

GEOL 490: Senior Thesis

The undertaking and successful completion of a piece of original work that is related to the Earth Sciences. Completion of work includes a written paper and an oral presentation.

3 credits

GEOL 515: Advanced Geomorphology

a study of the earth's landforms; their classification, origin, and the forces of wind, waves, streams, glaciers, and gravity that have cause our present landscapes and are causing them to change. Soil development and interpretation are also covered.

3 credits

HIM - Health Information Management

HIM 101: ICD and CPT Coding I*

This course will introduce students to the proper use of medical coding for medical diagnoses and procedures. Students will understand how healthcare code sets are used by physicians and providers to turn diseases and injuries into alphanumeric numbers universally for reporting purposes and medical billing purposes. Students will learn correct billing and coding terminology to communicate effectively in the healthcare environment.

3 credits

HIM 202: Electronic Health Records*

This course introduces students to computerized health information systems with emphasis on electronic health care records (EHR). Students will learn how to perform a variety of important tasks that are vital in every medical office. EHR software will be utilized to create patient records, import health history records, and read and interpret patient files.

3 credits

HIM 203: Health Insurance and Reimbursement*

This course introduces students to medical insurances and handling of claims for various types of third-party carriers including managed care,

workers compensation, Tricare, Medicare, and Medicaid. Students will understand proper use of applying participating providers' adjustments, compliance issues, EOBs and clean claim submissions.

3 credits

*Offered at North East Campus only

HIS - History

HIS 101: US History to 1865

This course is a broad survey examining American history from the start of the first European settlements in North America in the seventeenth century to the end of the Civil War. Over the course of the term students will explore the important social, political, economic, and cultural issues that emerged from Europe's colonization of the New World, and how these developments shaped the founding, and early formative history of the United States.

3 credits

HIS 102: US History Since 1865

This course broadly examines the major political, social, economic, and cultural trends in America from the end of the Civil War through the end of the Cold War. Particular emphasis is placed on the factors that contributed to the rise of the United States as a political and economic world power, and how those developments broadly shaped the course of American society.

3 credits

HIS 103: America Since 1945

In this course students examine the social, economic, political, and cultural forces that have shaped the United States since World War II. We explore the politics and Cold War culture of the 1950s, American foreign policy throughout the period – especially Vietnam – as well as the social change movements of the 1960s, the sobering and transformative events of the 1970s, the subsequent enduring imprint on the American political and economic landscape left by the "Reagan Revolution," and the rise of lone-superpower militarism since the end of the Cold War. In many ways, this course is a critical examination of the roots of contemporary America.

3 credits

HIS 145: European History to Renaissance

This course examines the genesis of the ancient civilizations that centered on the Mediterranean, their collapse and replacement by feudal kingdoms, and the origins of the great powers of 20th Century Europe. Particular attention is devoted to understanding the dynamics of long term success and failure, and the interaction of religious and political institutions.

3 credits

HIS 146: Europe History Since Renaissance

This course traces the transformation of Western Society from an agrarian society with firmly entrenched and rigid notions about class, gender, and religion to a modern, industrialized and predominately urban society. The emphasis is on the political, economic, social and intellectual forces that were active in this turbulent transformation.

3 credits

HIS 170: World History I: Agriculture to Zheng He

This course presents a broad survey of the ideological, economic, political, social, and cultural historical forces at work in shaping our global past, examining the manners in which human societies have organized themselves to meet the challenges of rising human populations, demands on natural resources, contacts with diverse cultures and values, and new ideas and ideologies. We will concentrate on human societies from the experiments with agriculture (ca. 10,000 BCE) to the voyages of Zheng He and Columbus (ca. 1500 CE).

3 credits

HIS 171: World History II: Exploration to Atomic Age

In this course students examine the major issues that have shaped the human experience from the age of exploration and discovery (1500) to the present. We examine the major social and cultural conflicts, major political developments, and analyze the interactions between diverse peoples and societies around the world and the ways that religion, gender, and violence influenced their development. This course is an examination of critical events throughout world history that have shaped our present society.

3 credits

HIS 175: World Geography

In this introductory course we will study selected regions of the world, emphasizing the demographic, cultural, political, economic, and historic patterns of different regions. We will pay close attention to human-environmental interactions. A goal of this challenging course is to apply geographic concepts to identify and describe relationships between people and places.

3 credits

HIS 200: Waves of the Past, Leaders for the Future

This course broadly explores the maritime history of Lake Erie including the interaction between native peoples and European empires, the Age of Sail, the War of 1812, and industrialization. The course concludes with an examination of Lake Erie's future. In addition, students will live onboard and sail the historic Brig Niagara under the tutelage of its experienced crew.

3 credits

HIS 211: Colonial America

This course examines the emergence of Colonial America, with the founding of the Jamestown colony in 1607, to the eve of the Revolutionary crisis in 1763. During the semester students will explore the creation of viable political, social, economic structures, emphasizing the transition of colonial North America from a series of isolated colonial outpost to imperial provinces. Among the topics to be considered include: community and family relations, colonial religious patterns; slavery and race relations; and internal and external tensions.

3 credits

HIS 212: Revolutionary America

This course, in the broadest sense, covers the history of America from the start of the revolutionary crisis Constitutional debate, 1763-1787. Students will explore the origins, meaning and consequences of the Colonial America's Revolution, looking at how the struggle for the Colonies' struggle for independence from England impacted America society, politics, culture and economics, eventually giving rise to the United States.

3 credits

HIS 213: Early Republican America

The period 1781 to 1848 was bookended by the two defining moments in early American history—the end of hostilities with Great Britain and the Mexican-American War. Although the interim period was not marked by any large-scale military conflict, domestic political and social disputes engaged Americans from all walks of life. Caucasian, African, and Native Americans; men and women; rich and poor; eastern and western; northern and southern—all possessed different visions of what the United States should be. This course will explore the intense struggle conducted by these disparate Americans to forge a nation.

3 credits

HIS 215: American Indian History

American Indian History examines pertinent themes, issues, and events relative to Native Americans from pre-contact to the recent past. Native Americans were (and are) resilient and adaptive peoples who countered massive invasions by maintaining and modifying tribal identities, traditions, communities, spiritualities, and connections to the physical environment. This course employs a multidisciplinary approach. Indeed, the only way to understand native peoples and their past is to embrace multiple perspectives. We will therefore rely on the words and wisdom of historians, anthropologies, and of course, Native Americans.

3 credits

HIS 216: Civil War and Reconstruction

This course broadly examines American society and politics from the Jacksonian Era through the end of Reconstruction with major focus on that great American tragedy, the Civil War. During the semester students will explore the economic, political, social, and cultural forces that brought forth the conflict between the States, the War that ensued, and the new nation that emerged in its aftermath.

3 credits

HIS 217: Making Modern America 1877-1920

This course explores a period in American history characterized by massive and, often times, disruptive, economic, political and social changes and looks at the diverse efforts Americans made to adapt to these changes. In the four decades following Reconstruction the United States saw the rise of modern industrial

capitalism. It was also a period marked by unprecedented rates of immigration, rapid urbanization, and growing economic, racial, and gender inequalities. Responding to increasing tensions a reform impulse swept the nation as Americans attempted to come to terms with modernity. By the early 20th century so many reform movements were at play that Americans began to speak of a Progressive Era, an age marked by nascent idealism, and beneficial economic, political, and social changes. In all, America by the end of World War I in many ways barely resembled the nation of the Reconstruction Era.

3 credits

HIS 219: World War II

This course examines the history of World War II, the most widespread, costly, and destructive war in world history. We will explore the origins of the war, the strategies pursued by the participants, the major events in the Pacific and European theaters from the 1930s until 1945, as well as the impact of the conflict on Americans and American society here at home. Finally, we will consider the national and international significance of the war, as well as the national memory of the war, including its depiction and commemoration in cultural forms such as museums and Hollywood film.

3 credits

HIS 221: US Environmental History

With a wide-angled multi-disciplinary lens, students in this course explore the central importance of nature and the environment in American history. From Thoreau to pink flamingoes, we trace shifting conceptions of "nature" in American cultural history. In addition, we survey the history of environmental change, focusing on the historical impact of human activity upon local and regional environments from New England to California. Finally, students examine the often contested political and legislative response of Americans to environmental problems since the late nineteenth century.

3 credits

HIS 224: The Vietnam War

This look at the Vietnam War begins by examining the history of Vietnam but focuses on the American experience. Three central questions are addressed: How and why did the U.S. get involved? What was the nature of that involvement and what went wrong? And what were/are the lessons/results of the war?

3 credits

HIS 225: Exploring American Culture 1920-Present

This course explores main currents of modern (post-1920) American culture, with a focus on popular cultural forms. An examination of the historical and cultural roots of enduring American myths such as individualism, endless abundance and success provides the theoretical framework for the course. An American Studies theoretical foundation allows students to then engage in a lively survey of select periods and themes of American popular culture over the past century. Students will examine the rise of consumerism, the centrality of the automobile and The Road as forces in American life, the ways in which race and gender are constructed through popular culture forms, and the transformative role of technology in the lives of Americans.

3 credits

HIS 226: The Turbulent Sixties

Students in this course will explore in depth "The Sixties," one of the most transformational periods in all of American history. We will pay special attention to the ways in which the dramatic changes emanating from the mid-1950s through the early 1970s on a range of issues and topics—race and gender relations, the health of our democracy, America's role in the world, our relationship with the natural and built environments, among many others—continue to shape the nation today.

3 credits

HIS 230: History of American West

Although there are earlier "wests" in American history, the focus in this course is on the trans-Mississippi West, that mythic landscape which has shaped so much of both American history and our national identity. There we encounter the native peoples who first inhabited the region and the European Americans who largely supplanted them and sought to tame an unforgivably vast, unceasingly sublime landscape. Students encounter explorers, trappers, cowboys, gunslingers, railroad builders, gold rush miners, cattle barons, homesteaders, sightseers, dam builders, Dust Bowl migrants, and more, all of whose encounters with the West are the stuff of legend and history.

3 credits

HIS 232: African Americans in Films

The role of African Americans in cinematic films has varied widely, ranging from "brutal savages" in D.W. Griffith's *Birth of a Nation* to dynamic and powerful leaders as seen in Spike Lee's *Malcolm X*. This course explores the African American experience through the cultural medium of cinema. Particular emphasis will be placed on examining how Hollywood represented African-Americans and thereby reinforced, shaped and altered public perceptions of race and the role of blacks in society. The course will also investigate how historical developments in turn influenced the depiction of African-Americans in film, examining the modern Civil Rights struggle within the context of the film industry.

3 credits

HIS 233: History of Sports in America

Sports have emerged as powerful pillar in American society. Professional and amateur sports have helped define our American identity, building community institutions that shape our nation well beyond the arenas and playing fields. This course explores the significance of sport in American History, broadly examining the development of sports in American society, from the colonial period to the present. Students will study how unorganized athletic activities were transformed into mass spectator sports at the collegiate and professional level. Emphasis will be placed on the ways in which sports reflected and informed the issues of race, class, gender, ethnicity and politics.

3 credits

HIS 234: Historical Documentary Film

This course will introduce the student to the history, theory, and impact of historical documentary cinema. Through extensive readings and viewings, we will review and analyze the evolution of the historically focused documentary film genre and the varieties of approaches adopted by historical documentary filmmakers from the 1930's to the present.

3 credits

HIS 235: Introduction to Public History and Museum Studies

In this class students explore the broadly encompassing field of public history, examining first, issues of popular memory—how and why certain histories are remembered and others forgotten or repressed. We survey the history, purpose and functions of history museums, exhibits, and historic sites, as well as other sub-fields such as cultural landscapes, oral history, and documentary film. Through extensive readings, discussion, field trips, and assignments, we examine why and how American history is at once frequently both preserved and perverted, depicted and denied in the public realm.

3 credits

HIS 236: Introduction to Historic Preservation

In this course students will study the evolution of the preservation movement in the U.S. from its historic roots to the state of the field and the challenges facing it today. We examine shifting theoretical approaches, as well as the various forces driving preservation. Students gain an understanding of the tools preservationists use today, including historical research, state, federal and local law, community organizational support, and the application of scientific and technological methods to building preservation.

3 credits

HIS 238: Introduction to Archives and Records Management

Archival work is essential to preserving a culture, country, or institution's history. While public history provides a public interpretation or preservation of history—museums, documentaries, monuments—archives work to preserve and organize historical records for researchers to interpret. Through this course, students will get a broad introduction to various aspects of archival work, like arrangement, preservation, research services, and management. The class will go on to look at arrangement and description, the foundation of archival work, in great detail through examination of description tools and projects based on the Ridge Archives and their personal collections. At the end of this course, students will not only have a foundation of archival knowledge, but also practical skills that can be applied to future internships or graduate education.

3 credits

HIS 240: Museum Studies II

This course exposes students to fundamental approaches and best practices employed by history museum professionals. Students learn the changing nature

of methods adopted by curators and educators to care, preserve, and interpret artifacts to the public. Through various class projects, students have opportunities to apply concepts presented in the course.

3 credits

HIS 245: Ancient Greece

We will survey ancient Greek civilizations from the Bronze Age through the integration of the Greek world into the Roman hegemony. The emphasis is on the varying intellectual, political, aesthetic and social forces that came into play at various stages of Greek history and the ways in which these shaped modern Western values.

3 credits

HIS 246: Ancient Rome

This course surveys ancient Roman History from the early Iron Age through the collapse of the Western Roman Empire in the fifth century CE. The emphasis is on the military, political, aesthetic and social forces that came into play at the various stages of this history. Given the decisive influence of this history on the American founders, we are especially interested in understanding the political transformation from republic to monarchy that took place over the period c. 100 BCE to c. 100 CE.

3 credits

HIS 247: Medieval Europe

This course plots Western European History between the collapse of the Roman Empire and the 14th Century. Featured topics include the Carolingians, the Crusades, the dramatic conflict of Popes and Kings and the origins of modern warfare.

3 credits

HIS 250: 20th Century Europe Through Film

The images available to us in movies, both feature films and documentaries, are valuable tools for studying the past. War is more powerfully imagined by non-veterans when it is conveyed through a movie depicting trench warfare (A Very Long Engagement). The tensions of the Cold War are more accessible in a movie that draws viewers into the lives of men and women surviving in and resisting a Communist state (The Lives of Others). Every film is also a primary source. Like a fourth-century vase or a nineteenth-century newspaper, it is a product of a specific set of conditions and intentions that have a lot to tell us about the time, place, and people that produced them. As such we will watch movies created by European directors, some of them made close to the events they depict, some of them well after the fact, which will allow us to examine the short twentieth century through film.

3 credits

HIS 255: French Revolution Through Simulation

This course teaches students through an innovative pedagogy that includes role-playing, debate and critical thinking. Students act as members of the National Assembly and steer the course of the revolution themselves! What better way to learn history than through playing a game. As members of the National Assembly students will use primary source materials as evidence in an attempt to persuade the assembly to follow their factions values and agenda.

3 credits

HIS 260: History of Ireland

This course will provide an introduction to the history of Ireland from its reputation as the "island of Saints and Scholars" during the European Dark Ages to the rise and fall of the "Celtic Tiger" at the end of the twentieth century. We will craft an understanding of the complicated relationships between Ireland, Great Britain, Northern Ireland, and the British Empire, issues that are central to modern Irish history. We will cultivate a sense of the political, cultural, economic, and social changes and stagnations that made the partitioned island what it is today, as well as a familiarity with the strong historiographical traditions that have challenged and, sometimes, rewritten historical narratives.

3 credits

HIS 261: British Empire

British Empire is a critical survey of the British Empire from its early modern beginnings in the Mediterranean, Caribbean and America through to decolonization in the post-World War Two era. This course focuses on the political, economic, cultural and ecological causes and consequences of British overseas expansion. It explores early British expansion and colonization in North America, including

the Seven Years War and American War of Independence, as well as subsequent imperial endeavors in India, the Caribbean and Africa. It explores the debates about empire and asks students to come to a conclusion about the relative merits and detriments of such a system.

3 credits

HIS 262: Victorian Britain

In 1837, an 18-year-old girl ascended to the throne of the United Kingdom. The "Victorian" period of British history, though, became so much more than the queen for which it was named. This course will probe the depths of British history under the reign of Victoria. We will discuss the political and economic developments in Britain during the nineteenth century; the expansion and reinvention of empire; ideas about race, gender, sex, and class; the explosion of industrialized cities; the fostering of science and inquiry in a time of exploration and experimentation; the experience and suffering of the colonized; and more. We will start with a young woman turned monarch in the 1830s, and will end with the dismantling of her legacy at the outbreak of World War I.

3 credits

HIS 270: 20th Century World History

In this course students survey the major issues that have shaped the twentieth-century human experience from the beginning of World War I to the present time. The course assesses the causes and consequences of global violence so prevalent in the twentieth-century. It is centered on teaching an appreciation for non-western cultures and considers relations between non-western powers (specifically, Middle Eastern, African, and Asian countries) and European and American powers. We examine the development of modern warfare, new political ideologies, and the fall of communism. Twentieth-century World History exposes students to diverse perspectives and key social, cultural, and political events that shaped our world today.

3 credits

HIS 272: Soviet Russia

This course surveys Soviet history from its inception in 1917 to its collapse in 1991. We explore the fundamental political, social, economic, and cultural changes that occurred during the building of communism in the Soviet Union. In tracing the development of communism we will consider the violent efforts to build a socialist society and its origins, the new Soviet culture that formed, and the development of Soviet nationality policy. We will examine the ways that the newly minted Soviet Union weathered and rallied during World War II, postwar efforts to reinstitute stability, and the break-up of the USSR.

3 credits

HIS 274: Modern Middle Eastern History

This survey course will introduce students to the modern Middle East. The course will chart Middle Eastern History from the 1300's to the present. We will investigate the transformation of the Middle East as it meets the West, its interaction with Europe, and we will examine the Middle East's age of independence. Throughout the course, we will examine various themes, including gender, religion, and class. We will cover the following topics: European imperialism in the Middle East and its affects, the Arab-Israeli conflict, the Iranian Revolution, and the petroleum era, radicalism, while placing them within the broader framework of the modern Middle East. We will conclude by addressing recent developments in the region and its outlook for the future.

3 credits

HIS 275: Decolonization: The End of European Empires in the 20th Century

This course will explore the process of decolonization in the twentieth century as the end of empire was negotiated between colonial states, former colonial subjects, international organizations and a plethora of non-state actors.

3 credits

HIS 280: Gendering World History I

This course will broadly examine the historical issues of gender and power in the ancient world up to ca. 1500 CE. Most of ancient (and modern) history has been organized, ruled, and written by males. Patriarchy became the norm, and was firmly set into place. But were women really as powerless as we might assume? This question challenges us to investigate and understand how gendered perceptions of social, economic, cultural, ideological, and political practices developed in ancient civilizations. We will explore the ways gendered participation in society was enhanced and limited by factors such as social status, ethnic and cultural

ideologies, economic systems, religion, and political structures. Students will see the personal side of history through biographic and autobiographic evidence, and examine the 'how and why' behind gender relations.

3 credits

HIS 281: Gendering World History II

Since the 1990s, historians and social critics have argued that masculinity, and gender more generally, is a social construct. In this course, we will think about if and how masculinity has changed over time, how specific moments in time and space shaped masculine norms, and how cultural, political, and economic issues intersected with the shaping and enforcing of masculinities. This course considers cultural and historical constructions of masculinities across a variety of times and spaces. We will consider masculinities in relation to femininities, sports, violence, fashion, class, race, empire, and sexualities, among other salient issues. We will consult the secondary work of historians, sociologists, anthropologists, and scholars of literature and popular culture, and we will utilize cultural artifacts and primary sources to examine the deployment of masculinities in those sources.

3 credits

HIS 283: Sex in Modern History

Sex is the vehicle that has literally (and perhaps figuratively) allowed us to go forth, multiply, and inhabit this beautiful blue and green planet. Yet sex is so much more to us than mere propagation. Sexual pleasure, sexual desire, and sexual identities—particularly in the period that we will examine in this course—have been central to repression, oppression, and conflict; dialogues of race, gender, religion, and society; and the ways that different cultures and nations organize themselves, their communities, and their members/citizens. In this course, we will tackle many issues and topics that you may find interesting and relevant to your own experience in this world, including (but not limited to): gay and lesbian identities; sexual reproduction, abortion, and birth control; fetishism and sex toys; and state, religious, and familial interference in / policing of / assertion of 'appropriate' sexual expression. The course engages with narratives in North America and Europe in the twentieth-century with the expectation that students will develop a sense of change over time and a comparative framework for thinking about sex.

3 credits

HIS 294: Digital History: Documentaries

This course instructs students in the methods of historical documentary filmmaking. We will examine a range of historical documentaries, and discuss the major debates and skills that are important to historical documentary filmmaking. Producing a documentary requires discerning research, analysis of primary sources, appropriate use of equipment, and creating and editing digital images, video, audio and narration, and animation.

3 credits

HIS 295: Digital History: Storytelling

This course explores different digital formats for historical storytelling. It examines and discusses different formats, with a mind to understanding what sorts of narratives can be created in mediums like "blogging" and podcasting. The course focuses on producing individual and collaborative hands-on projects. Students conduct historical research and storytelling at three different levels—family, local, and global. The goal is to think critically about how we tell stories at all of these levels.

3 credits

HIS 296: Digital History: 101 to 3.0

This course will provide an overview of the development of the digital history field, engage students in assessing existing digital history projects and scholarship, and ultimately require that they pursue a project of historical significance using digital resources and tools.

3 credits

HIS 301: Historical Methods and Historiography

This course focuses on the discipline of History: what it is, what historians do, how they do it, and why. A reading and writing-intensive course, we will examine the discipline of history, exploring different schools of historical thought. Part of the process of investigating the history of History will be an examination of our assumptions about the past, about history, and about the discipline of History. We will focus on the processes of historical research and writing, with an emphasis on the development of skills in primary source analysis, critique of scholarly opinion, organization of research, critical thinking, effective writing, and verbal communication of arguments and ideas in a seminar setting.

3 credits

HIS 305: American Material Culture and Built Landscape

In this course students explore the many ways in which the material artifacts and built environments of Americans serve as historical "texts"—to be studied, and often, preserved and interpreted for the public. We learn to see America's tangible, three-dimensional cultural landscape as a window into the attitudes, values, beliefs, behaviors, hopes, ideals, achievements, and fears of Americans across time and space. Extensive reading in the field of material culture studies, along with lecture, film, discussion, and two field trips shape the course. Along the way, students are challenged to conduct their own interpretations of places and objects and think about their meanings and significance in American history.

3 credits

HIS 325: Fear and Film in the Nuclear Age

America in the Nuclear Age offers an interdisciplinary exploration of one of the central issues of human experience since 1945: the development and proliferation of nuclear weapons. From Hiroshima to the revived nuclear nightmares of a post-9/11—"Ground Zero" world, we unravel the political history of nuclear weapons, examine their impact on human and environmental health, and probe the ways in which nuclear technology has fundamentally permeated our culture, our consciousness, and our sense of security. We pay special attention to the role of Hollywood cinema in reflecting U.S. policy and shaping popular attitudes regarding nuclear technology and the unthinkable possibility of nuclear war.

3 credits

HIS 327: Civil Rights Movement

This course explores the Civil Rights Movement and the struggle for racial and social justice in twentieth-century America. Particular focus is placed on examining the socio-political and legal mechanisms constructed in public and private sectors to sustain racial inequality and restrict civil liberties, and the subsequent campaigns to overcome these barriers. Among the topics to be discussed: Jim Crow; Scottsboro; executive and judicial responses to the Civil Rights movement; the student sit-in movement; urban revolts of the 1960s; and the rise of mass protests through the 1970s.

3 credits

HIS 371: Russian Film

In this course we will examine the evolution of Russian/Soviet cinema from pre-revolutionary filmmaking and the experimental work of the 1920s, through Socialist Realism, to the late Soviet and post-Soviet periods. We will view films by Eisenstein, Tarkovsky, Mikhalkov, and others - including some of the greatest films ever made, according to many film critics.

3 credits

HIS 382: Crime & Violence in the Modern World

Crime, Gender & Violence in the Modern World is a seminar-based course (predominately reading and discussion), which will cover the period from 1600s to the present. It will examine the influence of gender, ethnicity, and race on crime and justice throughout the Modern World (Americas, Europe, Russia, Middle East, Africa, & Asia). The approach is historical in nature and utilizes the development of law to better understand historical content. Topics include: the historical development crime and justice, women and men & the law; sexual harassment; women and men as victims of violence (rape, domestic violence, pornography, trafficking, etc.); issues of gender and race; women/men and prison; and women/men and terrorism.

3 credits

HIS 384: Memory and History of Holocaust

This course explores the history and memory of the Holocaust. First we will establish a firm grounding in the historical context of the Nazi genocide of the European Jewry. We will pay particular attention to Germany's development of a "Racial State" which defined who was and was not part of the Volk, and the legal, social, and economic steps the state took to exclude and persecute a range of the "racially inferior" — Jews, but also the Roma and Scintil, people with developmental and physical disabilities, homosexuals, and others. Then we will focus on ways the Holocaust has been remembered.

3 credits

HIS 385: Sex, War, & Violence in 20th Century European History

A critical look at the gendered and sexual violence of the twentieth century in

Europe, focusing on several of the major and most violent events in European history, particularly the Armenian Genocide, the Holocaust, persecution of women and sexual minorities behind the Iron Curtain, and the dissolution of Yugoslavia. 3 credits

HIS 391: Special Topics: American History

Special Topics courses will cover specialized content in American History not available in the regular curriculum. Courses may be offered as a regular class or as an independent study. As an independent study, in conjunction with a cooperating faculty member, students select a topic of study to pursue independently and intensively over the course of a term. The participating faculty member meets weekly with the student to discuss assigned readings as well as written materials prepared by the student as part of course requirements.

3 credits

HIS 392: Special Topics: European History

Special Topics courses will cover specialized content in European History not available in the regular curriculum. Courses may be offered as a regular class or as an independent study. As an independent study, in conjunction with a cooperating faculty member, students select a topic of study to pursue independently and intensively over the course of a term. The participating faculty member meets weekly with the student to discuss assigned readings as well as written materials prepared by the student as part of course requirements.

3 credits

HIS 393: Special Topics: World History

Special Topics courses will cover specialized content in World History not available in the regular curriculum. Courses may be offered as a regular class or as an independent study. As an independent study, in conjunction with a cooperating faculty member, students select a topic of study to pursue independently and intensively over the course of a term. The participating faculty member meets weekly with the student to discuss assigned readings as well as written materials prepared by the student as part of course requirements.

3 credits

HIS 394: Special Topics: Public History

Through independent study with the coordinator of the public history program, the student pursues in-depth study of a particular self-chosen area of the field.

3 credits

HIS 475: History/Public History Internship

Completed through a cooperating museum, historical agency, business, or non-profit institution, the history internship offers students an opportunity to acquire real-world experience in public history. Conducting archival research, assisting with the exhibit development, and conducting tours for the public are among the many hands-on learning opportunities provided to student interns. Internships must be approved by the History Department Internship Supervisor.

3 credits

HIS 480: Senior Seminar in History

The capstone seminar experience will focus on intensive scholarly study of a specific topic in history. Topics will vary. In addition to studying a specific topic, students will read and develop an understanding of the historiography and principal interpretations related to the topic. Each student will also research and write a 15- to 20-page paper incorporating both primary and secondary sources. Designed as a capstone experience, it will ask the students to demonstrate a mastery of the historical process, both in terms of assimilating historical ideas as well as writing a paper based on substantive historical research.

3 credits

HIS 485: Senior Project in Public History

Students develop and produce an extensive public history project that preserves or interprets some element of local or regional history. Students work with a faculty member in conceiving and carrying out the project, often collaboratively with a regional institution or organization.

3 credits

HIS 490: Senior Thesis

Directed research, study and writing on a specific topic that leads to the completion of a scholarly work based upon original sources or a similar work of public history. Topics are often, though not always, chosen from research sources in the region.

The thesis experience emphasizes the use of primary sources as well as the arts of organizing and writing history.

All thesis projects must be approved and on file with the thesis director prior to registering for Senior Thesis.

3 credits

HIS 494: Senior Project in Documentary Filmmaking

The capstone experience will focus on intensive scholarly study of a specific topic in history. Each student will also research and create a documentary-style film incorporating both primary and secondary sources, on any topic of their choice. In addition to studying a specific topic students will read and develop an understanding of the historiography and the principal interpretation related to the topic. The Senior Project will ask students to develop a mastery of the historical process in terms of assimilating historical ideas, as well as producing a documentary film of their own.

3 credits

HLTH - Health

HLTH 100: Introduction to Allied Health Careers*

The course is designed for the future health career professional in mind, and the objective of this course is to provide such students with the necessary background information to aid them in selecting and preparing for academic training in the health career of their choice. Basic medical terminology will be taught throughout the course.

3 credits

*Offered at North East Campus only

HMC - Hospitality Management Conventions

HMC 205: Introduction to Event Management

HMC 205 offers a comprehensive introduction/analysis of the meetings and convention industry. Each industry market segment is examined in-depth and its relationship to other industry segments is explored. Also, HMC 205 focuses on how the meetings and conventions business contributes to overall hospitality facility profitability. Each student will be given the opportunity to practice event planning by developing a special event contract. Site selection, room set-up, food and beverage requirements, and attendee expectations are identified and discussed. Freshman or HM majors only.

3 credits

HMC 215: Convention and Trade Show Management

HMC 215 includes a comprehensive study of trade shows, operations of those trade shows and how they are used as a marketing tool. Course topics include: facility selection, budgeting, exhibit management, booth designs and working with convention services personnel. Field trip(s) may be required. By instructor permission after completing prerequisite

Prerequisite: HMC 205 and HM major

3 credits

HMC 305: Catering Management and Operations

Catering Management is one of the fastest growing segments of the food and beverage industry. HMC 305 is designed to provide students with an in-depth overview of the key elements of hotel, restaurant and independent catering. On premise and off-premise catering will be compared and discussed. HMC 305 course areas of study will include marketing, letters of agreement, contracts, ethics, client relations, working with other hotel departments in a hotel, catering function categories, room setup, staffing and financial controls, and the unique challenges of catering off premises. Practical experience is integrated into this course

Prerequisite: HMC 205

3 credits

HMC 315: Promotional Strategies for Meetings and Conventions

HMC 315 studies and analyzes the concept that meetings and conventions are products which can be promoted and marketed. Analysis and the control of the variables in the marketing mix are discussed from the perspective of the responsibilities of the meeting planner. Included in these responsibilities are the marketing of meetings/conventions, specific event marketing, event promotion, and event planning. Also, comprehensive marketing/promotional campaigns are analyzed for events such as meetings, corporate events, professional conferences, community functions, and event sponsorship. Budgeting and feasibility techniques

will be explored. HMC 315 students will be given opportunities for involvement in the planning and implementation of a promotional campaign for an event.

By instructor permission after completing prerequisite

Prerequisites: HMC 205, HM major

3 credits

HMC 425: Wedding Planning

HMC 425 is designed to introduce and analyze the planning and the management of weddings. The social, political, economic, religious and cultural influences on wedding planning decisions and business strategies will be discussed. Also, the practices relevant to successful wedding planning, consulting for diverse clients and wedding settings will be reviewed.

Prerequisites: HMC 205, HMC 325

3 credits

HMG - Hospitality Management Golf

HMG 322: Club Management

HMG 322 studies the unique operation of private clubs including but not limited to city clubs, country clubs, military clubs and athletic clubs. Analysis and discussion of private club personnel practices, financing, cost control (food, beverage and labor), communications, public relations, marketing, sports (golf), and security problems will be a primary topics and focuses of HMG 322. Field trip(s) to regional clubs will be required. **HM Majors only or by instructor permission.**

3 credits

HRIM - Hospitality Management

HRIM 100: Introduction to Hospitality Industry

HRIM 100 is designed to familiarize the student with the history of the hospitality industry, the many components that make up the hospitality industry, hospitality industry trends, the support services to the hospitality industry, and the services required by customers. Hospitality industry divisions and career paths will be highlighted. Minimal travel fees may be associated with the course.

Freshmen and sophomores interested in exploring the HM Major

HM majors or Instructor permission

3 credits

HRIM 101: Applied Service Methodology

This course is designed to give a hands-on introduction to front of the house restaurant operations. This lab, taught in the Marriott Cafe facility, covers topics such as Host/Hostess Training, Waiter/Waitress Training, American/French/Russian service, front of the house tableware/equipment, and buffets/banquets. This course should be completed during the student's freshman year. **For transfer students, HRIM 101 should be completed as soon as possible. There is a Lab Fee.**

Uniform required

1 credit

HRIM 110: Sanitation and Safety

This course will expose the student to the basic principles of sanitation and safety as they apply to the food service industry. Upon successful completion of the course, each student will receive a certificate from the National Registry of Food Safety Professionals signifying that he/she is NRFSP certified.

HM majors or Instructor Permission

2 credits

HRIM 175: Hospitality Engineering

HRIM 175 is a practical study into the hospitality facility systems/engineering. This course will analyze and focus on hospitality facility engineering management including the engineering systems, the facility maintenance requirements, the sustainability requirements, risk management, and the sanitation requirements of the hospitality facility. HRIM 175 will discuss how to build a strong working relationship between the hospitality manager and repair personnel, maintenance personnel, architects, contractors, equipment suppliers and health authorities. The effect of facility maintenance on hospitality industry guests/patrons will be highlighted and emphasized.

Freshmen interested in the HM Major, HM Majors, or Instructor permission

3 credits

HRIM 201: Hotel Rooms Management

The emphasis of HRIM 201 is on introducing the hospitality student to the fundamentals and operation of the hotel rooms division from a managerial perspective. This managerial perspective will include the analysis of how the different divisions/departments (Housekeeping, Front Office, Accounting, Sales & Marketing, and Human Resources) within the hotel interacts with the rooms division. This analysis of department/division interaction will focus on how coordination, communication, recordkeeping and management of the rooms division with other hotel departments is so important to the success of the most profitable division of the hotel.

Prerequisite: ACCT 101, HM Majors or instructor permission

3 credits

HRIM 212: Purchasing for Hospitality Industry

HRIM 212 takes a managerial approach to the purchasing function within the hospitality industry. HRIM 212 studies purchasing objectives, department organization, cost controls, and purchasing supervision. It also provides product information on food and nonfood items used in the hospitality and other related industries. **HM majors only**

3 credits

HRIM 223: Human Resource Management*

This course provides an introduction to organizational behavior, selection and placement of personnel, work analysis, and design. Management basics with regard to regularly applied and accepted practices are discussed.

3 credits

HRIM 234: Introduction to Food Service Management

HRIM 234 will overview the history and analyze the activities required for successful commercial food preparation/production. The course will emphasize the activities of food selection, food preparation, commercial equipment operation and sanitation. Also, HRIM 234 will provide students with basic culinary skills, food science principles, and the social, professional and technical aspects of commercial food preparation that will prepare the student for an advanced level of food service production and management.

HM majors or Instructor permission

Prerequisites: HRIM 100, HRIM 110

Co-requisite: HRIM 235

3 credits

HRIM 235: Introduction to Food Services Management Lab

HRIM 235 emphasizes and practices the techniques discussed in the HRIM 234 lectures. Professional attire is required for all hospitality students in Marriott Café facility. **Lab Fee**

Co-requisite: HRIM 234.

1 credit

HRIM 240: Casino and Gaming Operations Management

HRIM 240 will include the history of gaming, the popularity of gaming, an examination of casino games, and the impact, both economically and socially, that casino gaming has on a community. Field trip(s) may be required.

HM majors or Instructor permission

3 credits

HRIM 260: Hospitality Marketing and Sales

HRIM 260 focuses on the study of marketing the Hospitality Industry and its components. This course examines the components of hospitality marketing including; trends, segments, theory, practice, and their applications in the hospitality industry. In addition, HRIM 260 focuses on various means of improving a hospitality firm's image, sales and profits. Students will be given the opportunity to develop marketing strategies and tactics through participating in a marketing research project and through the preparation and presentation of a fundamental marketing plan for a hospitality firm. Course learning objectives will be presented through lectures, readings, written/in-class exercises, and video cases (used to illustrate industry differences and the relevance of certain marketing principles and skills).

HM Majors or Instructor permission

Prerequisites: HRIM 100, HRIM 201, MKTG 162

3 credits

HRIM 306: Wine and Spirit Management

HRIM 306 studies and analyzes the principles of modern beverage management, marketing, and controls. Students will study the production and flavors/types of

wine, spirits, and beer, and the role that these beverages play in the hospitality industry. Topics include liability, licensing, marketing and wine list creation. Visitations to regional wineries, distilleries, breweries and restaurants are scheduled based on availability; minimal travel fees may be required. Students will be certified through Responsible Alcohol Management Program (RAMP) training as part of the course.

3 credits

HRIM 380: Hospitality Law

HRIM 380 analyzes and examines the increasingly complex aspects of hospitality law, government regulations, insurance, risk management, administrative laws, and how they impact the hospitality industry divisions. Legal principles and precedents, as they apply to the Hospitality Industry as a whole, as well as legal applications to meetings and conventions, are highlighted and discussed.

3 credits

HRIM 401: Hospitality Management Cost Controls

HRIM 401 is the practical study of management's use of accounting, financial and operational data in pinpointing operational problems and in making decisions in planning, budgeting and internal cost controls within the divisions of the hospitality industry. HRIM 401 includes a study of the hospitality/restaurant industry's uniform system of accounts/industry comparisons of financial data.

Prerequisite: ACCT 101

3 credits

HRIM 405: International Cuisine

HRIM 405 is a culinary focused elective course geared toward the instruction of preparing European and other cultural cuisines. The student will create and prepare several theme dinners for small and large groups.

HM Majors or Instructor permission

Prerequisites: HRIM 234, HRIM 235

4 credits

HRIM 416: Mixology

HRIM 416 is a lecture-laboratory course intended to acquaint the student with the fundamentals of mixology and bartending while developing skills necessary for the proper preparation of mixed drinks. HRIM 416 focuses on basic terminology, service standards, bartending duties, product knowledge, sales transactions and bar operations in addition to practicing drink preparation. Students will be certified through Responsible Alcohol Management Program (RAMP) training as part of the course.

3 credits

HRIM 417: Advanced Hotel Operations

As the highest revenue-producing department in the hotel, the hotel front office/rooms division relies on successful management strategies and accurate information for daily decision making. HRIM 417 students will focus on revenue management/yield management techniques, hospitality industry operating ratios, occupancy forecasts, and key budget variables. Management decision-making cases/experiences in the areas of room inventory, staffing, guest satisfaction, and rate and occupancy mix are analyzed. Reporting functions and property management systems are examined and presented as crucial tools for operations management at the property and regional levels.

HM Majors or Instructor permission**Prerequisites:** HRIM 201, FPM 209, and HRIM 260

3 credits

HRIM 434: Advanced Food Services Management

HRIM 434 builds upon the principles learned in Intro to Food Service Management (HRIM 234) with application to the quantity food service/restaurant environment. Topics covered include menu planning, costing, pricing and production scheduling. In HRIM 434, the student will progress to managing the Marriott Cafe, an actual food service operation located on campus. This capstone course gives the student the platform to practice and apply management principles covered in lectures through managing an actual food service operation open to the public. During the course, all students will be given both "front-of-the-house" and "back-of-the-house" management responsibilities.

HM Majors or Instructor permission**Prerequisites:** HRIM 234, ACCT 101**Co-requisite:** HRIM 435

3 credits

HRIM 435: Advanced Food Services Management Lab

HRIM 435 will provide students with extensive food preparation instruction through hands-on experience in quantity food production. In addition, the student will be responsible for management roles including; kitchen manager, service manager, human resource manager, and revenue/cost manager. Since this lab/restaurant serves the general public, students are required to conduct themselves in a timely and professional manner. Grading in this lab is based on the student's attendance, performance and satisfactory completion of the management rotation. Lab fee.

Prerequisite: HRIM 235**Co-requisite:** HRIM 434

2 credits

HRIM 450: Senior Seminar

HRIM 450 is a senior level capstone course designed to implement and test theories/practices learned in the hospitality core curriculum using actual consulting projects. Each group of students will consult and present findings to a client operating within the hospitality industry. In addition, case studies and presentations will enhance the learning experience. Field trips with overnight stays may be scheduled. Note: A senior comprehensive exam will be administered which covers all of the hospitality management core courses. All HM students must pass all sections of this exam to pass the course.

Prerequisites: HM majors, senior standing only

3 credits

HRIM 452: Independent Consultant/Speaker Series

HRIM 452 brings to campus an outstanding array of known industry professionals to meet and address students on industry consulting, trends, research, and problem solving for businesses. HRIM 452 includes, but is not limited to, the hospitality industry. Industry professionals may provide expert advice and interact with students and faculty in other settings such as a speaker series, informal discussions and classroom visits.

0-3 credits

HRIM 455: HRIM Service Practicum

This service hour practicum is required of all students completing a major in Hospitality Management. All Hospitality Management majors must complete 200+ service hours over their enrollment in the program. Credits may be granted in the final term, prior to graduation, if the student chooses to earn credits towards graduation.

HM Major only

3 credits

HRIM 473: Hospitality Management Internship

HRIM 473 offers the student an individual work experience in the hospitality industry. The student is provided with on-the-job training (coordinated and supervised by the Career Services Department) while enrolled in HRIM 473.

Prerequisites: Department Permission, Junior Standing, 2.5 GPA in HM courses

0-3 credits

HRIM 475: HRIM INTERNSHIP

HRIM 475 offers the student with an individual work experience in the hospitality industry. The student is provided with on-the-job training (coordinated and supervised by the Career Services Department) while enrolled in HRIM 475.

Prerequisites: Department Permission, Junior Standing, 2.5 GPA in HM courses

3 credits

HRIM 476: HRIM Internship

HRIM 476 offers the student with an individual work experience in the hospitality industry. The student is provided with on-the-job training (coordinated and supervised by the Career Services Department) while enrolled in HRIM 476.

Prerequisites: Department Permission, Junior Standing, 2.5 GPA in HM courses

6 credits

*Offered at North East Campus only

HRMG - Human Resource Management**HRMG 206: Human Resource Management**

The course will provide a theoretical and practical overview of the field of human resource management. It is a study of the concepts of human resources in the organization and evaluation of such topics as job analysis, planning, recruitment,

selection, performance appraisal, training and development, career management, compensation, and legal issues. Examination of the basic personnel processes involved in the selection, development, and maintenance of human resources. Emphasis is on managerial and legal requirements.

3 credits

HRMG 300: Compensation & Benefits

This course examines reward policies, programs and practices over such matters as base-pay, employee benefits and incentives in private and public organizations. This course will provide a theoretical and practical overview of salary administration, job evaluation, compensation, legal requirements, and benefit designs (including medical, life, retirement, and flexible benefits). Emphasis on the role of compensation and benefits in attracting, retaining and motivating employees will also be covered.

3 credits

HRMG 316: Labor/Management Relations

A historical, legal, and economic examination of conflict in labor/management relations. Topics covered include collective bargaining strategies and tactics, structure and operation of unions, and economic constraints on collective bargaining.

3 credits

HRMG 340: Recruitment & Selection

This course examines the process of selection in today's modern business organizations. The student will be involved in analyzing methods of recruitment in order to procure a qualified pool of candidates from which a selection will be made. The students will investigate the job analysis process and its role in selection. Tools, such as application forms, interviews and tests, used in the selection process will be investigated. This course will show methodology by giving the student a complete presentation of the selection process, starting with recruitment.

3 credits

HRMG 345: Training & Development

This course exposes students to different types of training and development at all levels of employment. The student will be introduced to concepts that demonstrate the significance of training and developing employee skills. This course will help students determine which training methods are most appropriate for achieving particular objectives and shows the link between training objectives, training methods and training evaluation. Students will learn how to identify and write training objectives.

3 credits

HRMG 475: Human Resource Management Internship

An individual work-study experience in an approved business institution. Placement of a qualified student in a business setting which involves an area of interest, provides training and on-the-job learning, and prepares the student for business practice. Junior standing, 2.75 GPA in required business courses, and written permission of the program director or associate dean.

3 credits

IA - Interior Architecture and Design**IA 100: Design Basics**

Students will explore the elements and principles of design in a studio format. Emphasis will be placed on the artistic creation and analysis of design composition that are grounded in design fundamentals. Two-dimensional and three-dimensional interpretations and expressions will be explored as they pertain to the elements of line, shape, form, mass, texture, space, light, color, and motion, the principles of emphasis, balance, scale, proportion, rhythm, unity, variety, harmony, and visual perception and design theory.

Prerequisite: Department permission. Design toolkit required—available from the Mercyhurst University Bookstore.

3 credits

IA 102: Western Feng Shui

The course will allow students to explore more deeply the western application of the ancient art and science of Feng Shui in today's global market. Designers and non-designers are often fascinated with Feng Shui but have a misunderstanding of

its origins, transmission through ancient Chinese literature and the archeological evidence that drives its practice today on an international level. Students will actively engage in applying Feng Shui principles and practices to both residential and commercial interior environments, including analysis of existing spaces on and off campus.

3 credits

IA 105: Technical Graphics I

This course will introduce students to the fundamentals of architectural drawing and drafting, and model making. Students will acquire skill in the use of drafting equipment and the application of architectural symbols.

3 credits

IA 107: Introduction to Interior Environments

Students are provided with an introduction to the profession of interior design and acquire beginning studio experiences in a wide range of design practices and methodologies. Students explore the history of interior design, design process, design theory, the elements and principles of design, the relationship of interiors to the built structure, space planning, and the relationship of color, light and materials to interior environments. This course emphasizes aesthetic, functional, and sustainable qualities of the built environment and explores the profession's social responsibility and role in environmental concerns.

Prerequisite: Department permission

3 credits

IA 111: Interior Design Studio I

Students are provided with an introduction to the design process and will acquire studio experience in applying fundamental design elements and principles to two and three dimensional design solutions. This studio emphasizes the development of space planning and problem solving skills related to single and multi-family dwellings. Studio experiences will be taught in the theory of the design process and an understanding of design research involving physical, social, and psychological factors and reflect a concern for the aesthetic, functional and sustainable qualities of the built environment. Specific in-depth emphasis will be placed on the study of design for the private special populations.

Prerequisites: IA 105, IA 312

3 credits

IA 131: Visual Communications I

Professional methods of preparing visual presentations of interior design projects are examined. Students acquire specific skills in color and black and white expressive skills and manual rendering techniques. Design toolkit required—available from the Mercyhurst University Bookstore.

3 credits

IA 132: Visual Communications II

This course is an overview of basic Adobe Creative Suite Design and its functions—focusing on Adobe InDesign, Adobe Photoshop, and design principles. It is the goal of this course to show the student the process of putting graphic layout pieces together using the correct software for the correct part of the process. Students learn the differences between vector and raster images, basic typography, font usage, layout principles, e-publishing processes and functions using Adobe Acrobat. This course culminates in producing monograms/logos, photo editing, color correction, cropping and other photo functions using Photoshop and producing layout boards, personal stationary and displays using InDesign. This course will show students how to render 3 dimensional spaces using Photoshop, and Interior Architecture presentations boards.

Prerequisite: IA 131

3 credits

IA 200: Building Technology

This course surveys residential and commercial building systems. Technical information is presented regarding the building and its environment, structural systems, mechanical systems (electrical, plumbing, heating and ventilation, fire safety systems, etc.) and acoustical systems. The role of government regulation, energy efficiency and handicap accessibility is examined.

Prerequisite: IA 105

3 credits

IA 205: Technical Graphics II

This course builds on basic technical graphic skills through the introduction of

computer-aided drafting, primarily by use of AutoCAD. The class will be taught through a combination of lecture instruction and lab activities to introduce the student to computer-based design. This will include a basic understanding of the software tools and applications to further develop the student's design skills and presentation methods.

Prerequisite: IA105, IA 132

3 credits

IA 211: Design Studio II

This studio will emphasize the development of space planning and problem solving skills related to workplace environments. Studio experiences will be taught in the theory of the design process and an understanding of design research involving physical, social, and psychological factors and reflect a concern for the aesthetic qualities of the built environment. Emphasis will be placed on the study of design for corporate and industrial interiors.

Prerequisites: IA 105, IA 131

3 credits

IA 220: History of Interior Design & Architecture I

This course provides a study of the history of furniture, interior design, and architectural design traced from antiquity to modern times. Socio-cultural, political and economic factors are considered in relation to their influence on design motifs, styles, and trends.

Prerequisite: IA 105, IA 131

3 credits

IA 221: History of Interior Design & Architecture II

This course provides a study contemporary interior design surveyed from the end of the 19th Century to the present day. Specific designers and movements are studied and socio-cultural influences on motifs, styles, and trends are considered.

Prerequisite: IA 105, IA 131

3 credits

IA 230: Materials I

This course provides a study of the materials, finishes, furnishings, and products used in interior environments with emphasis on their properties, fabrication, performance, and influence on human well-being. Regulations, standards and performance testing are explored.

3 credits

IA 231: Human Factors

This course emphasizes how human performance, health, safety and behaviors are influenced by the design of work, play, and living environments. Students will gain an understanding of how the work of interior design is informed by knowledge of the sciences with emphasis on the behavioral sciences and human factors. Students will further explore and understand the design of the built environment in an ecological, socio-economic, and cultural context with emphasis on evidence-based research and design. Students will be provided with analytical tools with which to assess and recommend for change the elements of an interior environment that do not support the health, safety and performance of the users of the space.

3 credits

IA 305: Technical Graphics III

This course builds on basic technical graphic skills through the introduction of computer-aided drafting, primarily by use of Revit and SketchUp Pro. The class will be taught through a combination of lecture instruction and lab activities to introduce the student to computer-based design, 3-D modeling, and rendering software. This will include a basic understanding of the software tools and applications to further develop the student's design skills and presentation methods.

Prerequisite: IA 205

3 credits

IA 311: Design Studio III

This studio will emphasize the development of space planning and problem-solving skills related to healthcare, sports and fitness facilities. Studio experiences will be taught in the theory of the design process and an understanding of design research involving physical, social, and psychological factors and reflect a concern for the aesthetic qualities of the built environment. Specific in-depth emphasis will be placed on the study of design for a healthcare or recreational facility. Areas of healthcare and recreation that may be addressed in the course of study include hospitals, clinics, nursing homes, doctors' offices, freestanding emergency centers,

health and fitness centers, etc.

Prerequisite: ID 211

3 credits

IA 312: Materials II

This course focuses on the specification of materials in the built environment. Students select and apply materials on the basis of their properties and performance criteria, include ergonomics, environmental attributes, life safety, and life cycle cost. Students engage in specification writing.

Prerequisite: IA 230

3 credits

IA 320: Furniture Design

A study of the history, theory, materials and construction techniques of furniture design. Wood detailing for architectural interiors is also explored. Field studies are conducted at several furniture manufacturers and millwork shops. Projects focus on materials selection, design development and drawing skills.

3 credits

IA 322: Design Studio IV

This studio will emphasize the development of space planning and problem-solving related to retail stores, restaurants and lodging facilities. Studio experiences will be taught in the theory of the design process and an understanding of design research involving physical, social, and psychological factors will reflect a concern for the aesthetic qualities of the built environment. Specific in-depth emphasis will be placed on the study of design for hotel rooms, restaurants and retail locations/stores. Other areas of study may include malls, showrooms, galleries, eateries, resorts, clubs, and theaters, etc.

Prerequisites: IA 305, IA 311

3 credits

IA 340: Environmental Design I

This course addresses the interaction of the built environment with the natural environment, specifically in the context of how buildings affect the health, safety, and sustainability of man and nature. Students will explore and understand the design of the built environment in an ecological context using evidence-based research as well as traditional methods. Students will be provided with analytical tools with which to assess and make recommendations for environmental modifications to the built environment. Emphasis will be placed on design strategies that support and enhance sustainability.

3 credits

IA 375: Business & Professional Practice for Interior Design

This course provides students a thorough study of business practices and professionalism within the interior design industry. Emphasis is placed on business and professional practices including professional ethics, project management, project communication, financial management, industry relationships, and project assessment. Interior design organizations, legal recognition of the profession, and related professions and disciplines are examined in the context of current design practices.

3 credits

IA 380: Color and Light

This course includes lectures and studio experience in the study of the technical and creative concepts of light and color for interior spaces. Human factors, space planning, materials specification and the behavior of light and color are explored. Energy efficiency and maintenance issues are also studied. Projects focus on development of interior lighting, color plans and specifications.

Prerequisite: IA 305

3 credits

IA 410: Senior Seminar I

Students will engage in multi-faceted and interdisciplinary research to select a topic for development of a Senior Capstone Project (SCP) or a Senior Thesis Project (STP). Areas of inquiry of the student's choice will serve to formulate design research questions that pertain to a particular setting and user group. Research and analysis will form the basis of class and small group discussions. A final document, the Senior Capstone/Thesis Project Research and Program Document, will serve the student as a tool for subsequent courses that further develop their Senior Capstone/Thesis Project.

Prerequisite: Majors only

3 credits

IA 450: Advanced Independent Study in Interior Design

Students explore interior design projects of interest in an individualized in-depth study.

3 credits

IA 455: Senior Seminar II

Students will prepare the design development phases of their Senior Capstone (SCP) or Senior Thesis Project (STP). Based on research and programming developed in IA 410 Senior Seminar I. Presentation pieces of the solved design problem will be prepared and completed in IA 490 Senior Seminar III and displayed in a public venue. The senior show takes place in the spring semester and includes juried design critiques.

Prerequisite: IA 410

3 credits

IA 490: Senior Seminar III

As an endeavor into advanced graphics, this course will explore various design software and media to create a well-rounded approach to design conception, planning, implementation, and documentation. This course will be a guideline on how to present a design project. Graphic visualization is the main scope of this course. Students prepare their final graphic presentation of their Senior Capstone (SCP) or Senior Thesis Project (STP), a 3-D physical model and their final portfolio.

Prerequisite: IA 455

3 credits

IA 495: Department Directed Internship

Field placement for Interior Design majors only.

3-6 credits

LBST - Liberal Studies**LBST 299: Liberal Arts Capstone Course***

Students will make sense of their unique interdisciplinary learning and make connections between these seemingly disparate courses and subjects and their life experiences. In addition, they will prepare for the next steps of transfer to a four-year school and/or their future careers. Students should schedule for this course after earning a minimum of 41 credits.

1 credit

*Offered at North East Campus only

MATH - Mathematics**MATH 099: Basic Mathematics**

This course emphasizes the acquisition and development of basic mathematical, geometric and algebraic skills. This course involves teaching the skills of problem solving; the skills for interpreting data involving graphs and tables; and the skills for working with basic algebra. Credits do not count towards graduation.

3 credits

MATH 100: Business Mathematics*

This course emphasizes the acquisition and development of basic mathematical, geometric and algebraic skills. This course involves teaching the skills of problem solving related to percentages, proportions, rates, and averages; the skills for interpreting data involving graphs and tables, and skills for working with basic algebra.

3 credits

MATH 102: Elementary Algebra

The course deals with the fundamental operations of algebra and the applications of these operations. Number systems, fractions, linear equations, linear inequalities, graphs, exponents and polynomial expressions are studied. No student with two or more years of secondary mathematics should take this course. Does not satisfy the REACH math/stat requirement.

3 credits

MATH 103: Math Preparation

This is a one credit course designed for students that would like to improve their placement score or quickly enhance their algebra skills in preparation for more advanced coursework. This course will make use of ALEKS, a web based artificially

intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly which topics a student has mastered, and which still need additional review. Specific topics covered in the course will include arithmetic, linear equations and inequalities, absolute value equations and inequalities, polynomials, factoring, functions and their properties, and rational expressions. Students will have an opportunity to retake the mathematics placement exam at the end of the course.

1 credit

MATH 108: Mathematical Problem Solving

Learn how mathematics can be applied to situations we encounter every day. Topics to be covered will vary, but will include the application of statistics, probability, geometry, graphs, sets, functions, and more to real world situations such as voting, apportionment, city planning, and finances. Students will appreciate the beauty and utility of mathematics while fulfilling the Analytical Thought category of REACH.

3 credits

MATH 110: Mathematics Applications

Mathematics Applications invites students to experience mathematics in the context of its relationship to a single field of application, such as Art, Music, Sports, or Politics and Elections. Specifically, we will discuss functions, graphs, trigonometry, probability, statistics, and logic. The goal is to help students see the extent to which mathematics is bound to areas of their interest and awaken in them a new interest in the subject.

3 credits

MATH 111: College Algebra

A course in algebra fundamentals, topics include sets, relations, functions, exponents and radicals, equations, inequalities, and polynomial and rational functions.

Prerequisite: MATH Placement score of at least 25

3 credits

MATH 112: Trigonometry and Functions

This course will include a further exploration of functions, exponential functions, logarithmic functions, trigonometry functions and additional topics in trigonometry. A student may take MATH 112 without taking MATH 111. The student must have knowledge of the topics listed in MATH 111.

Prerequisite: MATH 111 or MATH Placement score of at least 60

3 credits

MATH 118: Math for Natural Science

This course has been designed for students who wish to take calculus or physics, but who are not prepared for college calculus based on our mathematics placement score and department recommendation. This course is a one semester replacement for the two semester combination of College Algebra and Trigonometry and Functions. Topics will include fundamental concepts of college algebra, pre-calculus, and a preparation for calculus. More specifically; the topics will include factoring, integer and rational exponents, simplifying algebraic expressions, function notation, polynomial and rational functions. While many of the topics covered are similar to those in typical college pre-calculus courses, there is more theoretical coverage and emphasis, a faster pace is maintained, a greater depth of understanding is required and additional material on applications is taught.

Prerequisite: MATH 111 or MATH Placement score of at least 50

4 credits

MATH 150: Linear Algebra

This course is an introduction to the algebra and geometry of finite dimensional vector spaces. Topics included are systems of linear equations, vectors and matrices, Gaussian elimination, vector spaces and subspaces, determinants, eigenvectors, symmetry, linear transformations, and matrix factorization. This course will also include an introduction to solving real world applications of linear algebra using a computer algebra system.

Prerequisite: MATH 170

4 credits

MATH 160: Business/Applied Calculus

This is a one-semester course in calculus for non-science majors. Topics included are: functions, limits, continuity, derivatives and their applications, integrals and their applications, exponential and logarithmic functions.

Prerequisite: MATH Placement score of at least 61 or MATH 111

3 credits

MATH 170: Calculus I

This is the initial course in a sequence of courses on the fundamental ideas of the calculus of one variable intended for science and mathematics majors. It is here that truly significant applications of mathematics begin. Topics follow the early transcendentals path, included are functions, continuity, limits, derivatives, maxima and minima and antiderivatives and an introduction to integration.

Prerequisite: MATH 112, or MATH 118, or MATH Placement score of at least 70

4 credits

MATH 171: Calculus II

Any student who has completed Calculus I should take Calculus II to obtain a complete study of the calculus of one variable. Topics follow the early transcendentals path, included are the integral, anti-derivatives, the Fundamental Theorem, integration techniques, interesting applications of integration, an introduction to differential equations, series, sequences.

Prerequisite: MATH 170

4 credits

MATH 200: Mathematics of Computing

This course has been designed for students who utilize technology in their discipline and would like to deepen their understanding of the mathematics to improve their application design, coding, and graphics. Topics will include coordinate systems, binary and hexadecimal numbers systems, modular arithmetic, iteration and recursion, the mathematics of color, image filters and compression, constructing and positioning vector graphics, and other applications of linear algebra, trigonometry, and geometry that are useful in computing.

Prerequisites: MATH Placement score of at least 60

3 credits

MATH 201: Technical Writing with LaTeX

Students learn the LaTeX document preparation system to write technical documents, articles, and presentations. The course will progress from learning the basics of how LaTeX works and how to get started, to writing mathematical formulas, lists, tabular information, cross-referencing, creating and using illustrations and graphics, presentations, and troubleshooting LaTeX errors. Students are required to install LaTeX on a computer in order to complete assignments.

3 credits

MATH 233: Calculus III

This is an introduction to the calculus of several variables. Topics selected from polar coordinates, functions of several variables, partial derivatives, multiple integrals, line integrals, surface integrals, Green's theorem and Stokes' Theorem.

Prerequisite: MATH 171

4 credits

MATH 240: Differential Equations

An introduction to the basic mathematical content of ordinary differential equations and their applications. This will include analytical, qualitative, and numerical methods for ordinary differential equations. Topics include first-order and second-order equations and applications, systems of differential equations, and matrix methods for linear systems.

Prerequisites: MATH 150, MATH 171

3 credits

MATH 245: Geometry

Emphasis in this course will be an axiomatic approach to the familiar geometry of Euclid, and how that approach historically produced other geometries. Several of these geometries will be explored, including finite geometries, projective geometry, and non-Euclidean geometries. The following topics are integrated into the course: comparisons of various geometries, historical aspects of geometry, reading and writing of geometric proofs, and the use of dynamic software packages.

Prerequisite: MATH 265

3 credits

MATH 250: Numerical Methods

This course will teach the student how to use programming skills together with mathematical software to efficiently solve a variety of problems. The primary programming language will be using the MATLAB environment. This approach will prepare the student for occasions where programming is required as well as

the ability to utilize software packages such as MATLAB. A secondary objective is learning to use the markup language LaTeX. Having a laptop computer is not required but may be of great benefit for this course.

Prerequisites: MATH 150, MATH 233, MATH 146

3 credits

MATH 265: Transition to Advanced Math

This course is designed to facilitate the mathematics student's transition to courses requiring a higher level of mathematical maturity. Emphasis will be on the reading and writing of proofs, and on communicating mathematically - both orally and in writing. Topics will include logic, set theory, functions, relations, and number theory.

Prerequisites: MATH 150, MATH 171

3 credits

MATH 280: Modern Algebra I

This is the first semester of a year-long sequence on the study of algebraic structures. Course topics include the properties of numbers, equivalence relations, groups, rings, fields, direct products, homomorphisms and isomorphisms, and the natural development of various number systems.

Prerequisites: MATH 150, MATH 265

3 credits

MATH 281: Modern Algebra II

This second semester course will build on material from Math 280, with a focus on integral domains, polynomial rings, and fields. Additional topics will include the Sylow theorems, finite simple groups, symmetry and patterns, and an introduction to Galois theory.

Prerequisite: MATH 280

3 credits

MATH 290: Probability Theory

An introduction to the mathematical theory of probability including continuous distributions. Topics included are sample spaces; events; the algebra of events; combinatorial theory; probability distributions; binomial, hypergeometric, and Poisson distribution; probability densities; uniform, exponential, gamma, and normal distribution; mathematical expectation; multivariate distribution; Chebyshev's Theorem; Law of Large Numbers.

Prerequisite: MATH 171

3 credits

MATH 291: Statistical Analysis

An introduction to statistical concepts and techniques with emphasis on the underlying probability theoretical basis. Topics included are sums of random variables; moment generating functions; sampling distributions; F- and t-distributions; chi-square; point estimation; interval estimation; testing hypotheses, theory, and application; regression and correlation; analysis of variance.

Prerequisites: MATH 265

3 credits

MATH 370: Advanced Calculus

This course introduces the fundamental concepts of a function of a real variable from a rigorous point of view. Topics included are completion of the rational numbers, theory of continuous functions, theory of differentiation, theory of the Riemann integral, sequences, series.

Prerequisites: MATH 150, MATH 233, MATH 265

3 credits

MATH 400: Topics in Mathematics

Some possible areas for further study are Combinatorics, Geometry, Number Theory, Numerical Methods, Topology, Real Analysis, and Complex Variables. At least one topics course is desirable for anyone wishing to pursue mathematics in graduate school.

Prerequisite: MATH 265

3 credits

*Offered at North East Campus only

MED - Medical Office**MED 105: Medical Assistant Clinical Procedures I***

Course Descriptions

This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics.

3 credits

MED 106: Medical Assistant Clinical Procedures I Lab*

Practice and demonstrate proficiency in the procedures listed under MED 105.
Corequisite: MED 105

1 credit

MED 108: Medical Assistant Clinical Procedures II*

This course provides instruction in clinical examining room procedures. Topics include asepsis infection control, assisting with exams and treatment, patient education, preparation and administration of medications, IKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures.

Co-requisite: MED 109

3 credits

MED 109: Medical Assistant Clinical Procedures II Lab*

Practice and demonstrate proficiency in the procedures listed under MED 108.
Co-requisite: MED 108

1 credit

MED 125: Medical Assistant Capstone*

This course is a capstone experience for students enrolled in the medical assistant program. This course provides comprehensive study of cardiopulmonary resuscitation and first aid techniques and procedures used in emergency response and treatment. Successful completion of this course may result in national certification. In addition, the following topics will be covered: National Exam Certification preparation, professional resume and cover letter development and successful interviewing skills. It is recommended that students take this course at the end of their program of study.

1 credit

MED 273: Medical Assistant Internship*

The student will complete a practical internship (200 hours) during the last semester. A medical assistant work setting is required. In addition, weekly logs must be submitted to the internship coordinator and a ten-page final paper is required upon internship completion. Students will be evaluated jointly by the internship coordinator and the employer/supervisor on successful completion of the internship and professional and ethical conduct.

0 credits

*Offered at North East Campus only

MGMT - Management

MGMT 120: Principles of Management

An introduction designed to provide a basic understanding of the principles, concepts and functions of management: planning, organizing, leading and controlling with an emphasis on managing and being managed.

Offered Fall and Spring Semesters

3 credits

MGMT 180: Retail Management I*

Retail Management I will be a required class for a concentration in Retail Management as well as a certificate in Retail Management. This course is an introduction to management techniques needed to operate a retail establishment. It addresses strategic goals, as well as the requirements of daily operation from the standpoint of the specific decisions a retail manager makes. The retail management course addresses buying, marketing, merchandising, inventory control, and personnel. The course will introduce technology and trends in retail.

3 credits

MGMT 226: Human Behavior in Organizations

A study of the individual as a functioning member of groups and organizations. Topics include organizational culture, motivation, group dynamics, communication, leadership, and conflict.

Prerequisite: MGMT120

Course Descriptions

Offered Spring Semester Only

3 credits

MGMT 280: Retail Management II*

This class focuses on the broad spectrum of retailers, both large and small. Key issues including strategic planning, financial planning, site selection and management will be presented and analyzed.

3 credits

MGMT 405: Quality Leadership

The understanding of the leadership process is fundamental to being an effective manager in any organization. This course will focus on the different dimensions of leadership by focusing on historical leaders in business and society and the interactional framework of leadership to get a comprehensive understanding of the different dynamics of the process of being an effective leader in an organization. Historical and current leader profiles will highlight the different philosophies of leadership. Focus will be placed on not only the leader themselves but also the characteristics of the followers and the situation/environment in which the leadership takes place.

Prerequisites: MGMT 120, MGMT 226, HRMG 206

Offered Spring Semester Only

3 credits

MGMT 475: Management Internship

An individual work-study experience in an approved business institution. Placement of a qualified student in a business setting which involves an area of interest, provides training and on-the-job-learning, and prepares the student for business practice. A 2.75 GPA is required in business courses.

Prerequisites: Junior Standing, Written Permission of the Associate Dean

3 credits

*Offered at North East Campus only

MIS - Information Systems

MIS 101: Computer Applications*

This introductory computer course provides students with a working knowledge of computer terminology. Topics also include Microsoft Office, Word, and Excel, Access and Power-Point and their applications in business.

3 credits

MIS 106: Web Management I*

This course introduces the student to the basics of a webpage creation using current markup standards. Students will design, maintain, and upgrade webpages, using both text editors and design programs.

3 credits

MIS 110: Advanced Computer Applications*

This course focuses on the use of spreadsheets and databases to manage information. Topics studied include systems analysis, basic database design, and applications development using Microsoft Word, Excel, PowerPoint, and Access.

Prerequisite: Word and Excel basics

3 credits

MIS 140: Computer Operations*

This course introduces the basics of computer architecture and how the software enables it to function. Students will gain knowledge and skill in installing and configuring computer hardware components including drives, motherboards, memory, network communications interfaces, printers and other peripherals. Students will install and evaluate software. Students will use software utilities to do diagnostics, perform backups, and utilities for security and virus detection.

3 credits

MIS 202: Microcomputer Operations II*

This course builds upon the skill developed in MIS 140. Students will advance their knowledge of computer architecture, hardware components, network/communication interfaces, and diagnostics. Students will be actively involved in the application of concepts learned.

Prerequisite: MIS 140

3 credits

MIS 207: Web Management IV*

This course focuses on the tools and technologies available for web development.

Students will develop, design and implement interactive websites. Applies to associate degree only. This course does not count as a major course for a four-year degree.

3 credits

MIS 252: Smartphone App Programming*

The rapid development and adoption of smartphone technology in our society presents a tremendous opportunity for the development of smartphone applications. The phrase, "There is an app for that," is now commonplace.

3 credits

MIS 260: Networks*

This is a study of the theory and utilization of computer networks. Topics include network hardware components, network standards from ISO-OSI and IEEE, networking protocols: channel access methods, Ethernet, and TCP/IP, Internet tools, peer-to-peer networking, network management, and network routing and virtual circuits. Network software utilized in the course will include latest Microsoft server/client software and Linux.

Prerequisite: MIS 101, MIS 140

3 credits

MIS 279: Introduction to Internet Programming: JavaScript*

This course is designed to provide a guide for the beginning programmer to develop web applications using the Javascript programming language. Students will focus on sound programming concepts and syntax.

4 credits

MIS 280: Introduction to Internet Programming*

In this course, students will learn the fundamentals of XHTML and CSS. The students will build websites with these two technologies, adhering to W3C standards. The separation of presentation from content will be a major theme of the course. Basic topics include the markup and styling of text, lists, tables, forms, and images, and CSS layout as well. Certain advanced topics, such as CSS frameworks, designing to a grid, CSS3, HTML5 and web graphics may also be covered.

4 credits

*Offered at North East Campus only

MKTG - Marketing**MKTG 162: Principles of Marketing**

A broad study of the field of marketing from a managerial and analytical perspective. Emphasis is on demand analysis, need satisfaction, strategic planning, product development, distribution channels, promotions, and price determination.

Offered Fall and Spring Semesters

3 credits

MKTG 200: International Marketing Management

This course deals with opportunities and challenges associated with the increasing globalization of markets. Topics covered include the environmental and cultural differences which shape the needs and preferences of global consumers, the impact of foreign political and economic factors on the marketing mix, the assessment of foreign markets, entry strategies, channel management, promoting internationally, and transfer pricing.

Prerequisites: ECON 105, MKTG 162**Offered Fall Odd Years/Spring Odd Years**

3 credits

MKTG 260: Social Media Marketing

This course provides an introduction to the application of social media to today's marketing environment. Social media marketing is now integral to organizations' overall marketing strategy, therefore, this course addresses essential theoretical and practical application of skills, such as strategic planning and tactical execution for social media applications, integrated marketing communications, and consumer insights through social media analytics and metrics. To achieve strategic marketing objectives, the course outlines four zones of social media marketing: community, publishing, entertainment, and commerce. Students participate by analyzing case study situations and gain hands-on experience through the development of a social media marketing plan.

Prerequisites: MKTG 162; Majors/Minors only**Offered Fall semester only**

3 credits

MKTG 301: Consumer Behavior

This course addresses the categories of consumers and provides an understanding of consumer behavior. Emphasis is placed on the consumer's decision process and the internal and external factors that influence a consumer's purchasing decisions.

Prerequisite: MKTG 162**Offered Fall and Spring Semesters**

3 credits

MKTG 317: Sales Management

A study of contemporary sales management with an emphasis on sales strategy development and building a sales program. In addition, special attention will be devoted to improving the student's personal selling skills.

Prerequisite: MKTG 162**Offered Spring Even Years**

3 credits

MKTG 347: Advertising and Branding Strategies

This course focuses on the creative and media components of advertising, marketing, and branding strategies. Emphasis will be placed on the customer's role in the branding process, brand and product positioning, elements of a brand identity, and key communication messages. Students will develop decision making and analytical skills by developing a campaign for a local or national business.

Prerequisite: MKTG 162**Offered Spring Odd Years**

3 credits

MKTG 357: Marketing Research

An analysis of research methods in marketing. Specific attention is given to problem definition, data gathering techniques, methods of analysis, decision theory, and the role of marketing research.

Prerequisites: MKTG 162, MKTG 301, STAT 135 (or MATH 109)**Offered Fall Semester Only**

3 credits

MKTG 360: Digital Marketing

The internet and digital media technologies have transformed marketing and business practice. This course examines how to utilize digital media technology to meet marketing goals. Students will understand the digital marketing environment, examine best practices in developing digital marketing strategies, learn how to implement strategies using digital marketing techniques, and evaluate the performance of digital marketing campaigns using digital marketing metrics.

Prerequisites: MKTG 162; Majors/Minors only; MKTG 260 recommended**Offered Spring semester only**

3 credits

MKTG 406: Marketing Management

A managerial orientation to the analysis, planning, implementation, and control of marketing decisions. A case-oriented approach will emphasize managerial decision making and problem solving in the areas of product development, pricing, promotion, and distribution. Emphasis will also be placed on the development of marketing plans for a new product/ service. Topics will be addressed in a variety of diverse industries including health care, consumer products, and high tech.

Prerequisites: ECON 106, MKTG 357**Offered Spring Semester Only**

3 credits

MKTG 475: Marketing Internship

An individual work-study experience in an approved business institution. Placement of a qualified student in a business setting which involves an area of interest, provides training and on-the-job learning, and prepares the student for business practice. A 2.75 GPA is required for business courses.

Prerequisites: Junior Standing, Written Permission of the Associate Dean

3 credits

MLT - Medical Laboratory Technician**MLT 111: Clinical Laboratory I***

This course will be an introductory level course designed to teach the basic functions of the clinical laboratory. It will cover laboratory operations, quality

assessment, specimen collection, handling, preparation, Complete Urinalysis, Body Fluids analysis and Basic Hematology principles and techniques.

3 credits

MLT 112: Clinical Laboratory II*

This course will introduce the student to the basic laboratory concepts and laboratory test procedures used in the clinical laboratory with an emphasis on Coagulation (hemostasis), Immunology, and basic Blood Banking principles and techniques. The theory and procedures for common manual lab tests such as rheumatoid factor, heterophile antibodies and HCG are also included in this course.

3 credits

MLT 150: Clinical Microbiology*

This course is designed to prepare the student to gain in- depth understanding of bacterial pathogens and the testing used to identify these organisms in the clinical lab. Normal flora of the human body will be discussed, as well as characteristics of these genera of microbial flora. Bacterial pathogens will be explored using an organ system approach, with focus being on proper specimen collection and testing. Didactic and hands-on laboratory exercises will serve to introduce to the student to these topics, as well as microbiology laboratory safety, aseptic technique, biochemical, immunological and molecular testing techniques.

4 credits

MLT 160: Clinical Chemistry*

This course is designed to be introductory to the field of Clinical Chemistry that is the field of Chemistry concerned with testing of human derived specimens for the purpose of healthcare. We will explore topics including basic principles and practices of clinical chemistry including specimen requirements, specimen collection, lab supplies, reagents, method evaluation, quality management, and statistics. We will delve into analytical techniques used in the contemporary clinical chemistry lab including spectrophotometry, photometry, electrochemistry, electrophoresis, chromatography, mass spectrometry, proteomics, and osmometry. We will also explore the principles of clinical chemistry automation, Immunoassay, Molecular (Nucleic Acid Based) techniques, and Point of Care testing. In the second half of the course, we will further expand topics including basic principles and practices of clinical chemistry including lab safety, specimen requirements, specimen collection, lab supplies, reagents, method evaluation, quality management, and statistics. We will work on polishing those hands-on skills necessary to be a successful entry level MLT. We will cover the topics of body chemistry to include electrolytes, blood gases, pH, buffer systems, trace elements, porphyrins and hemoglobin. We will learn the laboratory role involved with each of the organ systems such as hormones: pituitary, adrenal, gonadal, and thyroid, calcium homeostasis, liver function, renal function, pancreatic function, gastrointestinal function, and body fluid analysis. We will also learn about specialty areas of the clinical lab to include: therapeutic drug monitoring, toxicology, and tumor markers. Students should develop a mastery of skills necessary to enter the clinical rotations at various laboratories.

4 credits

MLT 220: Clinical Hematology*

This course designed to prepare the student to gain a general understanding of and apply hematology principles and applications for use in laboratory medicine. A course on the formation and maturation of blood cells, basic laboratory hematology techniques and disorders of erythrocytes, leukocytes, plasma, and hemostasis.

3 credits

MLT 225: Serology/Blood Banking*

This course designed to prepare the student to gain a general understanding of and apply serology and blood banking principles in the study of clinical serology and blood bank. This is a course on immune mechanisms, classification of immunologic phenomena in clinical medicine. Topics will include human blood grouping, compatibility testing, and blood component therapy.

4 credits

MLT 250: Clinical Laboratory Seminar*

Clinical Laboratory Seminar builds upon the knowledge base the student possesses from passing all the MLT classes up to this point. It provides an opportunity for self-exploration of special topics of interest to the student with which they will gain a broader understanding of laboratory medicine.

3 credits

MLT 251: Clinical Laboratory Externship*

This course is primarily a fieldwork externship in which the student will rotate through various clinical laboratory settings in which they will be able to gain valuable hand-on experience. This course is designed to be very individualized and the students will be accountable for their own objectives based learning. The Clinical laboratory externship will emphasize the basic laboratory principles upon which the students can build a broader understanding of laboratory medicine.

9 credits

*Offered at North East Campus only

MUNP - Municipal Police

MUNP 101: Introduction to the Police Academy*

This course examines the Pennsylvania Act 120 and the authority of the Municipal Police Education and Training Commission and the Pennsylvania legal system. It further examines the history of modern law enforcement, contemporary issues in police community relations and ethics.

1 credit

MUNP 104: Physical and Emotional Readiness*

This course provides concepts in Physical Fitness, Emotional Health/Stress Management. This course also includes the Academy physical fitness requirements.

1 credit

MUNP 107: Law and Procedures*

This course examines concepts in the areas of constitutional law, criminal procedure, criminal law and motor vehicle law as those concepts relate to criminal justice. This course also examines developing legal issues in criminal law.

4 credits

MUNP 110: Patrol Procedures and Operations*

This course provides an overview of those basic line functions found within municipal law enforcement agencies. Included are patrol procedures and community policing concepts currently being undertaken that enhance those relationships between the police and the community they serve. The role of other operating components found within law enforcement agencies will be explored along with the responsibilities of the services and auxiliary bureaus.

3 credits

MUNP 115: Criminal Investigations*

The course presents basic procedures in the investigation of criminal matters. Includes interview procedures, crime scene examinations, development of information, procedures for solving crimes, criminalistics, and the use of forensic sciences.

3 credits

MUNP 120: Topics in Criminal Justice*

This course explores the most important topics encountered in contemporary policing. This includes but are not limited to criminal activity, controlled substances, cultural diversity, handling juveniles and more.

3 credits

MUNP 125: Mechanics of Arrest*

A study of the judicial process and the legal framework encountered by the law enforcement which develops a basic understanding and application of the physical process of arrest, officer discretion in arrest/non-arrest situation, risk factors and appropriate response.

1 credit

MUNP 130: Vehicle Operations and Procedures*

This course is designed to familiarize the student with the best practices in emergency vehicle operation. It further offers practical, behind-the-wheel exercises in vehicle maneuvering with various road conditions.

1 credit

MUNP 135: First Aid and CPR*

This course offers "hands on" instruction in first aid and CPR. Further is instruction in surviving a traumatic incident by maintaining self-reliant and offensive position by employing emergency medical tactics and extrication techniques.

1 credit

MUNP140: Tactical Self-Defense*

To familiarize the student with the basic legal information and framework and tactics that apply to unarmed and armed self-defense. It further prepares the student for the law-enforcement, legal, psychological, and tactical events that can be expected during and after such an encounter.

4 credits

*Offered at North East Campus only

MUS - Music**MUS 100: Music in Society**

An exploration of music from Medieval chant through Rock, and an examination of its impact on politics, culture, history, and education. There is a strong emphasis on the acquisition of listening skills as the primary vehicle for fully comprehending musical meaning, style, and form. The course is international in scope, including music traditions from around the world. Students are encouraged to reflect on music's relevance to their studies at Mercyhurst and their daily lives.

3 credits

MUS 101/102: Theory I and II

An introductory study of basic music terminology, notational skills, melodic and harmonic writing and musical analysis.

3 credits

MUS 104/105: Music History I and II

Chronological study of Western music from antiquity to the present.

3 credits

MUS 108: Introduction Music Technology

This course is designed to give the musician and educator an introduction to commonly used technologies. Included will be experiences with music notation and sequencing, basic web design, the internet, power point, digital recording, and basic video editing. The course is constructed to provide practical hands-on experiences, and the final project will result in a CD based web site containing each of the course's unit assignments.

1 credit

MUS 109/113: Theory and Aural I and II Lab

Required for all first-year theory and aural skills students. Supplemental guided practice for academic concepts and practical skills covered in the Music Theory I & II and Aural Skills I & II curriculum.

0 credits

MUS 110: Introduction to Music Education

This fundamental course is important to introduce the music education majors to the history and development of music education, specifically in the public school system. Various methods and experiences in both the elementary and secondary schools will be discussed.

3 credits

MUS 111/112: Aural Skills I and II

An introduction to sight-singing, rhythm, and ear training. The students will apply solfege to major and minor modes using a diatonic melody, perform rhythms in simple and compound meter, and identify intervals isolated and within a melodic dictation.

1 credit

MUS 140/440: Large Ensemble

Open to all Mercyhurst students by audition. Required (four years) for all music majors. Participation in choral (Concert Choir) or instrumental (Wind Ensemble, Jazz Ensemble, Chamber Orchestra) ensembles. Students learn and perform selected literature for programs on campus and in the community.

0-1 credits

MUS 145/445: Small Ensemble

Open to all Mercyhurst students by audition. Participation in small vocal and/or instrumental ensembles, or for composers, the study of contemporary repertoire. Small ensembles include chamber choir, opera workshop, composers workshop,

and ensembles for woodwinds, brass, string chamber, percussion, piano, and guitar.

0-1 credits

MUS 147/447: Opera Production

Provides practical experience in the performance of a fully staged opera with orchestra. A requirement (1 credit per semester) for BM Performance students having a voice concentration. Also open to other students (1 credit for music majors, 0 credit option for non-music majors) who may be assigned leading or secondary roles, design make-up and costumes, assist the director, accompany (piano) the rehearsals and performances, and sing in the ensemble. Non-voice performance majors must audition/interview with the musical director, conductor, and stage director.

0-1 credits

MUS 150/250: Class Piano I and II

A two-year course of class instruction to develop functional piano skills that incorporates elements of applied theory.

2 credits

MUS 150/450: Secondary Piano

Individual instruction of 30 minutes per week for non-piano majors with emphasis on the thorough development of musicianship, technique, style, interpretation, and repertoire.

Music Majors Only / Non-Majors See MUS 176

1 credit

MUS 151/451: Piano (Applied)

A four-year course of individual instruction with emphasis on the thorough development of musicianship, technique, style, interpretation and repertoire.

Credits determined by student's degree program

1-2 credits

MUS 155/255: Accompanying

Structured learning of the assigned accompanying repertoire including vocal and instrumental literature. Participation in lessons and guided performing experiences.

1 credit

MUS 156: Class Guitar For Music Therapy

This year-long course is designed for beginners or for players who need to fill in the gaps in their basic overall knowledge of the instrument, all within a music therapy context. Topics covered are fingerboard knowledge, chords, strumming, basic improvisation, basic finger-style technique, reading standard notation/tablature, and basic concepts in music theory.

1 credit

MUS 159: Class Voice for Music Therapy

A year-long course covering basic physical and psychological principles of voice production, with particular attention to problems of tone, diction, development of vocal range and sight-reading. Particular focus on popular and jazz music, accompanying self on guitar and piano, as well as clinical uses of vocal techniques with a variety of patient populations.

1 credit

MUS 160/460: Voice (Applied)

A four-year course of individual instruction with emphasis on the thorough development of musicianship, technique, style, interpretation and repertoire.

Credits determined by student's degree program

1-2 credits

MUS 162/462: Secondary Lessons - Voice

Only for non-majors, or minors who go beyond two years of lessons, or majors who elect to take secondary lessons not part of their degree program. Individual instruction of 30 minutes per week in voice, with emphasis on the thorough development of musicianship, technique, style, interpretation and repertoire.

Students must pay the Applied Lesson Fee each semester

1 credit

MUS 170-174/470-474: Instrumental (Applied)

A four-year course of individual instruction with emphasis on the thorough development of musicianship, technique, style, interpretation and repertoire.

Credits determined by student's degree program

1-2 credits

MUS 176/476: Secondary Lessons - Instrumental

Only for non-majors, minors who go beyond two years of lessons, or majors who elect to take secondary lessons not part of their degree program. Individual instruction of 30 minutes per week in an instrument, with emphasis on the thorough development of musicianship, technique, style, interpretation and repertoire.

Students must pay the Applied Lesson Fee each semester

1 credit

MUS 180/480: Composition (Applied)

A four-year course offering individual instruction with emphasis on the thorough development of compositional creativity and techniques.

Credits determined by student's degree program

1-2 credits

MUS 190/490: Attendance Requirement

This is a Fall requirement of all music majors. Attendance at weekly Student Forums and certain faculty/guest recitals is required. Students will register for Attendance Requirement each semester for all four years.

0 credits

MUS 191/491: Attendance Requirement

This is a Spring requirement of all music majors. Attendance at weekly Student Forums and certain faculty/guest recitals is required. Students will register for Attendance Requirement each semester for all four years.

0 credits

MUS 195/495: Independent Study

Independent studies in music allow students to pursue knowledge in an area of special interest not covered in the curriculum. The Chair of the Department of Music and the Vice-President of Academic Affairs must grant permission for independent studies.

1-3 credits

MUS 201/202: Theory III and IV

A continuation of MUS 101/102 and a more in-depth study of scales, chords, and structural analysis; this includes topics like modes, mode mixture, secondary dominants, augmented and Neapolitan sixth chords, enharmonic equivalence, and an introduction to twentieth-century techniques.

3 credits

MUS 206: Orchestral - Chamber Music Literature

Provides a broad historical overview and stylistic analysis of dominant instrumental works, genres, and composers of the Western Classical Art music, primarily from the seventeenth century into the mid-twentieth century; this includes chamber music, symphonic literature, concertos, symphonic poems, and overtures. It will have students defining and using terminology as it pertains to orchestral and chamber music, demonstrating a deeper knowledge of the repertoire, and analyzing various chamber and symphonic works.

3 credits

MUS 207: World Music and Cultures - Jazz History

This course is designed to broaden the student's knowledge and appreciation of non-Western music and jazz, with emphasis on representative works from the world's major cultures and the African origins of jazz. It provides a brief introduction to the musical elements of style and performance from a variety of non-Western cultures and jazz.

3 credits

MUS 211/212: Aural Skills III and IV

Uses the skills achieved in MUS 111/112 to sing and dictate melodies that are diatonic, modal, chromatic, and modulate in various clefs and keys. In addition, students will perform rhythms that are more advanced in simple and compound meters and will be introduced to music that is more metrically complex.

1 credit

MUS 230/246: Educational Methods and Techniques

This sophomore-year course encompasses the first year of a two-year cycle. It

focuses on the following: a) instructional planning, b) strategies for teaching musical concepts in all ensemble settings, c) administering large and small ensembles, and d) the performance techniques of the voice, string, wind and percussive instruments. The student will build practical knowledge and skills through experiences in instructional design, composition and arranging, ensemble instruction and conduction, as well as ensemble participation on all secondary instruments.

1-3 credits

MUS 281/282: Diction for Singers

Study of components of spoken language, including IPA, characteristics of accent, intonation, etc. Practice in oral presentations and transcriptions. Languages include English, Italian, German, and French.

2 credits

MUS 304: Form and Analysis

Development of the traditional techniques of musical form and structure.

3 credits

MUS 307: Instrumental Literature and Materials

A study of instrumental materials in various media depending on applied major instrument.

3 credits

MUS 310: Piano Pedagogy

Designed to provide the student with materials and approaches to piano teaching from primary to advanced levels. Teaching method used will be lectures, demonstrations, and research.

3 credits

MUS 321: Elementary General Methods

Methods and materials for developing appropriate music education curriculum and teaching general music in elementary school (K-6).

2 credits

MUS 322: Secondary General Methods

This course will cover various topics and methods to better equip the student with the necessary tools and basic skills needed to teach general music at the secondary level successfully. The course will focus on class guitar techniques and other student participation activities and will include classroom observation in cooperating public schools.

2 credits

MUS 330/346: Educational Methods and Techniques

This junior-year course encompasses the second year of a two-year cycle. It focuses on the following: a) instructional planning, b) strategies for teaching musical concepts in all ensemble settings, c) administering large and small ensembles, and d) the performance techniques of the voice, string, wind and percussive instruments. The student will build practical knowledge and skills through experiences in instructional design, composition and arranging, ensemble instruction and conducting, as well as ensemble participation on all secondary instruments.

1-3 credits

MUS 334: Marching Band Techniques

A broad overview of all aspects of directing a high school marching band program. This course will include organization of all performing sections and support groups, drill techniques, modern show design and judging techniques.

1 credit

MUS 341: Instrumental Pedagogy

Survey of methods and materials needed for teaching instruments in the student's major applied area.

3 credits

MUS 344: Improvisation

This course is designed to include a wide range of experiences in improvisation (jazz and non-jazz, free and structured) for all musicians. A road map for success through future practice will be provided as well as ideas for the implementation of improvisation activities in a variety of classroom settings.

All musicians are welcome.

1 credit

MUS 384: Orchestration

A study of the basic principles of instrumentation; structural differences and individual characteristics of orchestral instruments and how this effects the sound produced; basic arrangements of pitch, notation of pitch for various instruments of the orchestra, and how to use combinations of these instruments to produce desired sounds.

3 credits

MUS 401/402: Vocal Literature and Materials

A two-semester study of musical materials for voice in various media. Material to be drawn from all periods and styles of vocal repertoire.

3 credits

MUS 410: Vocal Pedagogy

Survey of methods and materials needed for teaching voice to students at all levels.

3 credits

MUS 413: Beginning Conducting

Fundamentals of baton techniques, score reading and interpretation. Students organize, rehearse and conduct small vocal or instrumental ensembles.

1 credit

MUS 414: Advanced Instrumental Conducting and Repertoire

Students are expected to acquire a mastery of more advanced techniques of conducting appropriate to their area of expertise: accuracy and clarity in conducting complex rhythms and the ability to read scores for any combination of instruments/voices. Includes instruction in selection of appropriate repertoire.

Prerequisite: MUS 413

1 credit

MUS 415: Advanced Choral Conducting and Repertoire

The student is expected to acquire a mastery of more advanced techniques of conducting: accuracy and clarity in conducting complex rhythms and the ability to read scores for any combination of instruments/voices. Includes instruction in selection of appropriate repertoire.

Prerequisite: MUS 413

1 credit

MUS 430: Piano Literature and Materials

A year-long course in the study and analysis of piano repertoire from the pre-piano period to the present. Special emphasis given to development of keyboard forms, techniques, and styles.

6 credits

MUS 499: Senior Recital

Student's required senior recital performed in the senior year. Recital length determined by degree program.

1 credit

MUS - Music Therapy**MUTH 101: Music Therapy Foundations**

An overview of the field of Music Therapy from its historical roots to its present day theories, methods of treatment, ethics and standards of practice for the professional music therapist.

3 credits

MUTH 102: Clinical Musicianship and Songwriting in Music Therapy

Emphasis on functional skills on a variety of instruments commonly used in a music therapy setting. Other aspects include original songwriting, improvisation, alternate tunings, Greek modes, music technology and building population-specific repertoire.

2 credits

MUTH 103: Psychology of Music

An introduction to phenomena involving music and behavior, including physical, acoustical, perceptual, psychological, and pedagogical aspects.

2 credits

MUTH 104: Clinical Experience I

Pre-Internship experience in Music Therapy. Each student will complete a total of 12 sessions at the chosen site, in addition to a weekly seminar/supervision meeting with faculty.

2 credits

MUTH 201: Special Populations Music Therapy

Provides an overview of the wide spectrum of clinical populations served by Music Therapists and the kinds of therapeutic issues encountered in practice with individuals and groups. Emphasis is placed on gaining insight into clinical issues, gathering data and evaluation, assessment, goal-setting and music techniques.

3 credits

MUTH 204: Clinical Experience II

Pre-Internship experience in Music Therapy. Each student will complete a total of 12 sessions at the chosen site, in addition to a weekly seminar/supervision meeting with faculty.

2 credits

MUTH 302: Percussion and Improvisation for Music Therapy

Building on the improvisational music skills students have developed in Clinical Musicianship and Songwriting, this course is designed to provide opportunities to further develop knowledge and skills in planning, facilitating, and evaluating clinical improvisation and percussion/therapeutic drumming experiences.

Prerequisite: MUTH 102

1 credit

MUTH 304: Clinical Experience III

Pre-Internship experience in Music Therapy. Each student will complete a total of 12 sessions at the chosen site, in addition to a weekly seminar/ supervision meeting with faculty.

2 credits

MUTH 305: Clinical Experience IV

Pre-Internship experience in Music Therapy. Each student will complete a total of 12 sessions at the chosen site, in addition to a weekly seminar/ supervision meeting with faculty.

2 credits

MUTH 405: Clinical Experience V

Pre-Internship experience in Music Therapy. Each student will complete a total of 12 sessions at the chosen site, in addition to a weekly seminar/ supervision meeting with faculty.

2 credits

MUTH 406: Clinical Experience VI

Pre-Internship experience in Music Therapy. Each student will complete a total of 12 sessions at the chosen site, in addition to a weekly seminar/ supervision meeting with faculty.

2 credits

MUTH 473: Music Therapy Internship

A full-time internship placement with an AMTA approved internship site supervised by an on-site board certified music therapist.

0 credits

NURS - Nursing**NURS 130: Nursing I***

This course assists the part-time student to fulfill his/her potential as a nursing major by reviewing ideas, strategies and skills that lead to success in a college setting. The student will be introduced to various ideas and resources that will assist in educational success, such as study skills, time and stress management and test taking strategies. Also included in this course is medication administration of non-parenteral medications.

Prerequisite: Admission to the Nursing Program

2 credits

NURS 135: Nursing I/II*

This course assists the student to fulfill his/her potential as a nursing major by reviewing ideas, strategies and skills that lead to success in a college setting. The

student will be introduced to various ideas and resources that will assist in educational success, such as study skills, time and stress management and test taking strategies. Also included in this course is medication administration of non-parenteral medications. This course also introduces the student to the role of the professional nurse by discussing topics such as patient safety, nursing process and patient centered care. Included is a review of the concepts of the nursing curriculum and the core values of Mercyhurst University as they relate to the profession of nursing.

Prerequisite: Admission to the Nursing Program

5 credits

NURS 140: Nursing II*

This course introduces the part-time student to the role of the professional nurse by discussing topics such as patient safety, nursing process and patient centered care. Also included in this course is a review of the concepts of the nursing curriculum and the core values of Mercyhurst University as they relate to the profession of nursing.

Prerequisite: Admission to the Nursing Program

3 credits

NURS 150/151: Nursing III (Lecture & Lab)*

This course introduces basic physiological and biopsychosocial concepts with an emphasis on the older adult. Students learn to safely assess and perform fundamental nursing procedures and practice these skills in caring for an individual older adult in a variety of settings.

Prerequisite: Admission to the Nursing Program

6 credits

NURS 155: Pharmacology*

This course focuses on the nursing process as it relates to medication therapy. General characteristics of major classifications of medications are discussed. Specific information regarding action, dosage, side effects, adverse reactions and contraindications of selected medications within each classification is addressed. Students will be introduced to key points related to the role of the nurse in patient teaching regarding medications.

4 credits

NURS 209: PN TO RN Role Transitions*

This course is designed to assist the Licensed Practical Nurse to successfully transition to the role of Registered Nurse. The conceptual framework of the Associate Degree Nursing Program is discussed. The student compares and contrasts the differences in responsibilities of the Registered Nurse and PN. The nursing process is presented as framework for registered nurse practice. Physical exam skills are presented in detail. Critical thinking skills are developed through theory, discussion, simulations and clinical practice activities. The student learns appropriate leadership and management techniques inherent to the role of a registered nurse. Clinical activities taken place in simulated lab and an acute care facility.

Prerequisite: Admission to the Nursing Program

3 credits

NURS 210: PN TO RN Role Transitions Clinical lab*

The clinical experiences designed to complement the theory presented in Nursing 209. Clinical activities take place in a simulated place and an acute care facility.

1 credit

NURS 230/231: Nursing IV Lecture and Lab*

This course is designed to assist the student in the development of skills and knowledge necessary to provide patient centered care to those patients with common acute and chronic illnesses. The student will provide safe care for at least one patient each clinical week across the lifespan experiencing medical, surgical, and/or mental health conditions or illness. The student will integrate evidence based practice to promote health and wellness. Clinical opportunities may include ambulatory care and acute care settings as well as simulated lab experiences.

Prerequisite: NURS 155

12 credits

NURS 230A/231A: Nursing IV-A Lecture and Lab*

This course is designed to assist the part-time student in the development of skills and knowledge necessary to provide patient centered care to those patients with common acute and chronic illnesses and/or in a maternal/ child health setting. The student will provide safe care for at least one patient each

clinical week across the lifespan experiencing medical, surgical conditions or illness. The student will integrate evidence based practice to promote health and wellness. Clinical opportunities may include ambulatory care and acute care settings as well as simulated lab experiences.

Prerequisite: NURS 155

6 credits

NURS 230B/231B: Nursing IV-B Lecture and Lab*

This course is designed to assist the part-time student in the development of skills and knowledge necessary to provide patient centered care to those patients with common acute and chronic illnesses. The student will provide safe care for at least one patient each clinical week across the lifespan experiencing medical and/or surgical conditions or illness. The student will integrate evidence based practice to promote health and wellness. Clinical opportunities may include ambulatory care and acute care settings as well as simulated lab experiences.

Prerequisite: NURS 155

6 credits

NURS 240A/241A: Nursing V-A Lecture and Lab*

This course is designed to facilitate the transition from nursing student to professional nurse. The student will refine clinical judgment in the safe care of patients with acute mental illness and complex medical surgical illnesses. The clinical experience takes place in simulation lab, acute/long term care settings.

Prerequisite: NURS 230-231 or NURS 230A&B/231A&B

7 credits

NURS 240B/BIO 241B: Nursing V-B Lecture and Lab*

This course is designed to facilitate the transition from nursing student to professional nurse. It emphasizes refining clinical judgment in the safe care of critically ill patients with multi system involvement. The student will enhance professional nursing skills of management, leadership and communication in lab and clinical experiences and/or in a capstone experience with a registered nurse mentor. The clinical experience takes place in simulation lab, acute/long term care settings.

Prerequisite: NURS 230-231 or NURS 230A&B/231A&B

7 credits

NURS 300: Professional Advancement

This nursing course promotes the professional advancement of the Associate degree or Diploma-prepared Registered Nurse. This course introduces the student to the learning outcomes of the BSN completion program and to the professional nursing and academic resources needed to meet these outcomes. Assisting the student to enhance written communication skills (scholarly writing) is a priority in this nursing course. The development of the nursing knowledge, skills and attitudes needed to advance as a professional nurse is emphasized.

3 credits

NURS 301: Research and Evidence-Based Practice in Nursing

This course focuses on the integration of appropriate theoretical perspectives as well as scholarly and research evidence into the care of individuals, families and populations across the lifespan. Strategies for the identification, retrieval and appraisal of the various levels of information are examined. The ethical and empirical implications of the scientific method and both quantitative and qualitative research designs are discussed. Evidence-based practice models are compared as an approach to guide the adoption of best clinical practice in a variety of healthcare settings.

4 credits

NURS 302: Introduction to Nursing Informatics

This course introduces the student to the use of information technology (IT) in healthcare and the management of information pertinent to nursing. Included is a brief history and evolution of health information technology; selected concepts, theories and models related to healthcare information systems; current IT systems and their uses; and trends in healthcare informatics. Knowledge and skill in computer basics and information literacy, as well as electronic learning (e-learning) will be highlighted.

3 credits

NURS 303: The Experience of Chronic Illness

This course considers the illness experience of individuals and their families, across cultures, as they live with, and sometimes die from, chronic disease. While the focus

will be on the older adult's experience with mental illness, powerlessness, chronic pain, loss, social isolation, the need for caregivers, and diminished quality of life, this course will also examine family caregiving and the care of the chronically ill child. The impact of chronic disease on the U.S. healthcare delivery system will be analyzed along with ethical issues at end-of- life.

3 credits

NURS 400: Health Promotion and Prevention

This course focuses on enhancing the health status, outcomes and quality of life of a community by promoting healthy attitudes, behaviors and interventions at the individual, group or population level. Healthy People 2020 provides the framework to study the goals, objectives and priorities of population-based health promotion, risk reduction, social engagement and environmental concerns. Health promotion program planning, intervention and evaluation is emphasized.

3 credits

NURS 401: Nursing in the Community

This clinical course integrates nursing knowledge and public health principles and focuses on the promotion and the protection of the health and the well-being of the community. The prevention of disease is addressed by gaining an in-depth understanding of the effect of the bio-psycho, cultural, socio-economic, political and environmental determinants of health status and outcomes. Surveillance, case management, and profit/non-profit health initiatives are examined as strategies for reducing the burden of disease and impacting the health of individuals, groups and communities.

6 credits

NURS 402: Multicultural and Global Perspectives in Health Care

This course examines the varied and multiple factors that influence the health status, disease trajectories and life expectancy of our world's population. This course will analyze health status, beliefs, behaviors and practices primarily from a socio-cultural perspective. The structure of the healthcare system and the influence of the healthcare policy of governments as well as national and international agencies are discussed. The global impact of communicable disease(s), environmental concerns/ causes and/or natural and man-made disasters is presented.

3 credits

NURS 404: Leadership in Nursing

This clinical course focuses on the leadership and management of professional nursing care/services within a diverse and ever-changing health care environment. Emphasis is placed on developing the professional nurse roles of manager, leader, communicator, collaborator, and life-long learner. Evidence-based professional nursing practices and their impact on patient care outcomes are stressed. As a member of the interdisciplinary healthcare team, the contributions of nursing to quality patient care at the individual or group level, is highlighted.

6 credits

*Offered at North East Campus only

OASIS - OASIS

OASIS 001: Life Skill Development I*

This curriculum is for students who are enrolled in the OASIS 2-year program during their Fall Semester of the First Year. The course will provide students 1-on-1 tutoring for core and elective courses they are currently enrolled in. In addition, students will focus upon the development of Independent Living Skills such as, Successful Study and Organization Skills, Emotional Regulation Skills, Self-Advocacy, Problem Solving, Independent Living Skills, First Aid and Community Safety, and Healthy Human Sexuality Skills.

0 credits

OASIS 002: Life Skill Development II*

This curriculum is for students who are enrolled in the OASIS 2-year program during their Spring Semester of the First Year. The course will provide students 1-on-1 tutoring for core and elective courses they are currently enrolled in. In addition, students will focus upon the development of Independent Living Skills such as, Transportation and Safety, Shopping, Cooking and Household Management, and Banking and Savings Skills.

0 credits

OASIS 003: Job Shadowing*

During their first summer semester, OASIS students enrolled in the 2-year program

are offered the opportunity to participate in job shadowing experience throughout the Erie Community. Students will be exposed to a multitude of different employment positions that are offered throughout community organizations. This allows them to experience typical requirements of positions that the OASIS certificates focus upon.

0 credits

OASIS 004: Employment Skill Development I*

This curriculum is for all OASIS students enrolled in their last Fall Semester of the program. This course will provide students 1-on-1 tutoring for a more in-depth look at skills and knowledge related to their certificate area. Students will also focus upon employment related skill development for Independent Living. This includes development of income budgets, long and short term goal setting, and developing an understanding of time cards, health insurance, income and taxes, and earning statements.

0 credits

OASIS 005: Employment Skill Development II*

This curriculum is for all OASIS students enrolled in their last Spring Semester of the program. This course will provide students 1-on-1 tutoring for a more in-depth look at skills and knowledge related to their certificate area. Students will also focus upon Employment related Skill Development for Independent Living. This includes developing an understanding of W4 and W2 forms and Career, Work and Business Development. (OASIS-004 is a prerequisite for OASIS-005). Skill fluency and problem solving are addressed. There is also a more intensive focus on skills related to obtaining employment in regards to Resume Building, Career Planning, Exploration, and Preparation.

0 credits

OASIS 006: Internship*

All OASIS students during their last summer term are required to participate in an individual work experience in a facility related to the chosen certificate. The student is provided training and on-the-job learning. Internship is coordinated and supervised by OASIS Program staff and organizations in the community. (OASIS-004 and OASIS-005 are prerequisites for OASIS-006).

0 credits

OASIS 040: Early Childhood Clinical I*

Clinical I is a platform for observations, practice, feedback, discussion, and reflection that will help OASIS students become a good and effective early childhood educator. More broadly, the skills from good teaching (being an effective, confident speaker, a careful listener, an inspiring mentor, a good communicator and team player) are useful skills that apply to other aspects of professional and personal life.

0 credits

OASIS 041: Early Childhood Clinical II*

Clinical II is an opportunity to build upon the learning and experiences from Clinical I, particularly to further understandings about classroom teaching and professionalism. OASIS students will explore how teachers make particular decisions and implement self-designed lesson plans.

0 credits

OASIS 042: Introduction to Early Childhood*

This seminar will introduce the students enrolled in the OASIS Program to foundations of Early Childhood Development. It will focus upon the promotion and maintenance of physical activity, health, safety, and nutrition of your children. It will provide an overview of the basic principles and best practices of physical education, health, safety, and nutrition utilized in early childhood from birth to age nine.

0 credits

OASIS 043: Teaching Practices in Early Childhood*

This seminar will expand upon the foundation blocks taught within OASIS 041. Upon completion of this course, students will be able to recognize and support the importance of language and literary acquisition from birth through the early primary grades. With focus on the development of the skills such as speaking, listening, writing, reading, and viewing, essential components of literacy. Students will utilize several checklists to evaluate children's speech and language learning and conduct appropriate literacy assessments on children and programs.

0 credits

*Offered at North East Campus only

OTA - Occupational Therapy Assistant

OTA 101: Introduction to Occupational Therapy*

This course introduces the student to the profession of occupational therapy (OT) and the role of the occupational therapy assistant (OTA) as a health care provider and member of a treatment team. The history, philosophy and major theories of occupational therapy are presented. Areas of practice, ethics and current trends of the health care delivery as they relate to OT are presented.

3 credits

OTA 102: Conditions in Occupational Therapy*

This course presents the concepts the human body's response to the major diseases that an OTA will encounter in the clinical setting. Major disease states and processes, traumatic injury and congenital conditions that affect the specific systems of the human body. The course will include the major diagnosis per system, diagnostic procedures, the general characteristics of the patient, and their prognosis. The overall intent of this is to ready the OTA to enter the clinic with an understanding of disease, and the way that these diseases will affect a person's occupational performance. Medical terminology is covered in this course.

Prerequisite: OTA 101, BIO 240/241

3 credits

OTA 105: Analysis of Human Movement*

This course focuses on kinesiology, the study of human motion from the perspective of the OTA. This includes the study and evaluation of joint motion and muscle function. Analysis of biomechanics in the context of functional movement is also included.

Prerequisites: BIO 240-241

Co-requisite: OTA 106

3 credits

OTA 106: Analysis of Human Movement Lab*

This lab course incorporates the concepts learned in OTA 105 to learn and practice safe body mechanics for patient care. Students learn to palpate joints, bony prominences, and muscles, as well as to test muscle strength and range of motion.

Prerequisites: BIO 240/241

Co-requisite: OTA 105

1 credit

OTA 201: Principles and Skills: Psychosocial/Mental Health*

This course will provide the student with an understanding of the role of occupational therapy within the mental health/psychosocial practice area. The student will be presented with diagnosis, symptoms, medications, and OTA remediation of dysfunction in this area. OTA practice theories and models commonly utilized in mental health practice areas are studied in this course.

Prerequisite: PSYC 211

Co-requisites: OTA 211, OTA 206

3 credits

OTA 203: Principles and Skills: Intervention Skills for Pediatrics*

This course will provide the occupational therapy assistant student with knowledge of the roles and responsibilities of the occupational therapy assistant with the 0-21 year old population, with the focus on infants, pre-school and school aged individuals. Through lecture and lab experiences, the student will gain a basic understanding of diagnosis groups, evaluation, therapeutic interventions and techniques, and frames of reference that apply for work with this population.

Prerequisites: OTA 201/211, OTA 206, SOC 108

Co-requisites: OTA 213, OTA 209

3 credits

OTA 205: Professional Issues*

This course will provide the OTA student with a knowledge of professional issues, healthcare related research endeavors, licensure and certification, legislative initiatives and legal issues, practice domain concerns, and the roles and responsibilities that reflect the current arena of healthcare for the entry-level OTA. Participates will choose topics to present in the course and be responsible for leading discussion.

Prerequisites: OTA 201, OTA 211, OTA 206

OTA 206: OTA Level I Fieldwork: Psychosocial/ Mental Health*

Level I Fieldwork is designed to be an integral part of didactic coursework through directed observations and participation in selected settings. Level I Fieldwork shall be supervised by qualified personnel which include, but are not limited to registered occupational therapists, certificate occupational therapy assistants, speech pathologists, teachers, activity directors, physical therapists, social workers, nurses, recreational therapists.

Prerequisite: PSYC 211

Co-requisites: OTA 201, OTA 211

1 credit

OTA 207: Principles and Skills: Intervention Skills for Adult Physical Disabilities*

This course will provide the OTA student with an overview of the roles and responsibilities of the OTA when working with the adult population. Through lecture, discussion, assignments and observational experiences, the OTA student will gain an understanding of diagnosis groups, evaluations, therapeutic activities, skills and frames of reference in working with adults up through the aging process.

Prerequisites: OTA 201, OTA 211, OTA 206, SOC 108

Co-requisites: OTA 208, OTA 209

4 credits

OTA 208: Principles and Skills: Intervention Skills for Adult Physical Disabilities Lab*

OTA 208 Lab will provide opportunities for practical application of skills presented in OTA 207. OTA Principles and Skills: Intervention Skills for Adult Physical Disabilities.

Prerequisites: OTA 201, OTA 211, OTA 206, SOC 108

Co-requisites: OTA 207, OTA 209

1 credit

OTA 209: OTA Level I Fieldwork: Physical Disabilities Fieldwork*

Level I Fieldwork is designed to be an integral part of didactic coursework through directed observations and participation in selected settings. Level I Fieldwork shall be supervised by qualified personnel which include, but are not limited to licensed occupational therapists, certified occupational therapy assistants, speech pathologists, teachers, activity directors, physical therapists, social workers, nurses, recreational therapists.

Prerequisites: OTA 201, OTA 211, OTA 206, SOC 108

Co-requisites: OTA 207, OTA 208

1 credit

OTA 211: Principles and Skills: Psychosocial/Mental Health Lab*

The student will, through lab experiences, gain basic skills in a logical and sequential manner in which to conduct group activities with a variety of clients.

Prerequisite: PSYC 211

Corequisites: OTA 201, OTA 206

1 credit

OTA 213: Principles and Skills: Intervention Skills for Pediatrics Lab*

The student will through lab experience learn evaluation, therapeutic interventions and techniques, and frames of reference that apply for intervention with this population.

Prerequisites: OTA 201-211, OTA 206, SOC 108

Co-requisites: OTA 203, OTA 209

1 credit

OTA 220: OTA Level II Fieldwork*

Fieldwork II placements represent the culmination of academic preparation in order to prepare the OTA student for an entry level position within the profession. This course will involve 8 weeks of fulltime equivalent hours. This is the first of two different and distinct settings to provide the student with a broader sense of the scope and domain of the OT profession.

Prerequisites: Successful completion of all required classroom, lab, and level 1 fieldwork curriculum.

6 credits

OTA 223: OTA Level II Fieldwork*

Fieldwork II placements represent the culmination of academic preparation in order to prepare the OTA student for an entry level position within the profession.

This course will involve 8 weeks of fulltime equivalent hours. This is the second of two different and distinct settings to provide the student with a broader sense of the scope and domain of the OT profession.

Prerequisites: Successful completion of all required classroom, lab, and level 1 fieldwork curriculum.

6 credits

*Offered at North East Campus only

PHIL - Philosophy

PHIL 100: Philosophical Inquiry

An introduction to philosophy through a study of the principles of sound argument, the nature of philosophical perplexity, and selected topics in the theory of knowledge, ethics, metaphysics, and the philosophy of religion. Lecture and discussion.

3 credits

PHIL 101: Introduction to Logic

An introduction to the rules and processes of rational thinking, argumentation, analysis and criticism. Students will learn the elements of logic, become skilled at constructing rationally compelling deductive and inductive arguments, and learn how to effectively analyze and criticize arguments through a study of formal and informal fallacies. Lecture/discussion.

3 credits

PHIL 102: Philosophy of Human Nature

An examination of issues involving the nature of persons and human existence. Topics include freedom of action, the relationship of human nature to social reality, the extent to which humans are selfish, the nature of genuine self-interest, the basic problem of human existence, the meaning of life and the good life. Lecture and discussion.

3 credits

PHIL 150: Philosophical Studies

Invites students to explore a philosophical problem, theme, movement, school of thought, genre or interdisciplinary topic in depth, using a variety of sources, including both philosophical and non-philosophical literature as well as other forms of media, such as film, music, theater and art, as a means of philosophical interpretation, comprehension, analysis and criticism. Recent course titles: "Revolution", "Consciousness", and "Institutional Sociopathy."

3 credits

PHIL 190: Introduction to Ethics

This course is an introduction to the philosophical study of morality, including the nature of moral narratives, a survey of the most important theories and thinkers of moral value, moral virtue, and justice in the history of philosophy and theology, and a look at the distinction between meta-ethics and applied ethics in the context of contemporary social issues

3 credits

PHIL 200: Philosophy and Literature

Provides students the opportunity to explore important works of literature with rich philosophical content as well as works of philosophy that are written in various literary styles, examining literature from a philosophical perspective and philosophy as a form of literature. Lecture and discussion.

3 credits

PHIL 210: Existentialism

A study of existentialist thinkers, literature, and film. The characteristics of existential philosophy are examined and the ideas of such figures as Kierkegaard, Nietzsche, Heidegger, and Sartre are explored. Existential themes are then used to interpret works by writers such as Dostoyevsky, Kafka, Camus, and Hesse and to discuss some selected recent films.

3 credits

PHIL 230: Aesthetics and Criticism

An investigation into the nature of art and the aesthetic experience. The ground and function of aesthetic judgments is explored, issues surrounding the evolution of art are examined, and the role of aesthetic experience in the larger phenomenon of human experience is discussed. Lecture and discussion.

3 credits

PHIL 260: History of Philosophy: Greece to the Renaissance

A study of the history of Western philosophical thought and culture from its advent in ancient Greece to the Renaissance, emphasizing the great minds and ideas of Western civilization and how these have helped to shape our cultural landscape, focusing on the most significant ideological continuities and ruptures that constitute the historical changes of the Western world. Special emphasis is placed on shifts in conceptual frameworks and narrative forms found in the works of Greek dramatists, the early natural philosophers, Socratic philosophy, and the philosophical systems of Plato, Aristotle, the hedonists, the stoics, and Christian theologians, such as St. Augustine and St. Thomas Aquinas.

3 credits

PHIL 261: History of Philosophy Since the Renaissance

A study of Western philosophical thought and culture from the Renaissance to the twenty-first century, emphasizing the great minds and ideas of Western civilization and how these have helped to shape our cultural landscape, focusing on the most significant ideological continuities and ruptures that constitute the history of the modern Western world. Emphasis is placed on the Renaissance and Reformation, modern rationalism and empiricism, and the subsequent movements that grew out of these, such as German idealism, romanticism, scientific materialism, positivism, Marxism, and modern psychology and existentialism. Lecture and discussion.

3 credits

PHIL 270: Foundations of Catholic Philosophy

An exploration of the rich, complex, and diverse foundations of the Catholic worldview. Students will develop an understanding of the key movements (Platonism, Aristoteleanism, Neo-Platonism, Gnosticism, Manichaeism, Scholasticism, etc.), individuals, and texts that have motivated the growth and development of Catholicism in the ancient, medieval, and modern world. Special emphasis will be placed on the conceptual frameworks and narratives of Greek philosophers (Plato, Aristotle, and Plotinus), early Christian scriptures (the New Testament), and Christian theologians (Boethius, St. Augustine, and St. Thomas Aquinas).

3 credits

PHIL 309: Postmodernism

A study of the philosophical sources and significance of postmodern themes, thinkers and movements. The course will introduce students to (1) the distinction between two historical periods and intellectual epochs: modernity and postmodernity, (2) the role that postmodern thinking plays in contemporary metaphysics, epistemology, natural science, social science, religion and pop culture, and (3) various modern and postmodern philosophers and cultural theorists including Nietzsche, Heidegger, Derrida, Foucault, Lyotard, Rorty, and Baudrillard. Lecture and discussion.

Prerequisites: PHIL 100

3 credits

PHIL 345: Philosophy of Religion

This course investigates various issues and arguments within philosophy of religion, including: the problem of evil, arguments for God's existence, the concept of religious experience, divine omniscience and omnipotence, religious language, miracles, life after death, and the justification of religious belief.

3 credits

PHIL 360: Philosophy of Law

A study of the various philosophical issues and problems that arise in law and legal institutions. Special emphasis is placed on examining the ways in which law is shaped by distinctly philosophical principles like justice, liberty, equality, rights, and responsibility. Topics include the relationship between law and morality, the unique nature of legal obligation and its connections with legitimacy, authority, and citizenship, and problems surrounding the interpretation and enforcement of law. Lecture/discussion.

3 credits

PHIL 400: Political Theory

A study of major figures in the history of political theory and their particular political theories. The primary purpose of the course is to analyze the relationship between political theory and political action. The course covers the three general historical periods: ancient, Christian, and modern. Some of the political thinkers and theories covered include: Plato, Aristotle, St. Augustine, Thomas Aquinas,

Course Descriptions

Machiavelli, Hobbes, Locke, Rousseau, Marx, Burke, and contemporary figures like Boegelin and Rawls.

3 credits

PHIL 401: Applied Ethics

An advanced examination and evaluation of selected contemporary and broadly relevant social issues through the framework of philosophical ethics, providing seniors the opportunity to unify and apply their acquired knowledge and skills in a way that both transcends and informs their professional goals while emphasizing personal and civic responsibility. Lecture and discussion.

3 credits

PHIL 405: Ethics and the Professions

An examination of the unique ethical dilemmas encountered in professional practice in a wide range of professions, including business, law, education, journalism, science, medicine and health care, and politics and government. Critical scrutiny is given to the specialized norms and values that govern professionals in their institutional practices, as well as to those points at which professional ethics conforms to and conflicts with the more general norms of social morality. Additional issues for examination include professional autonomy and self-regulation, the social status and responsibilities of professional expertise, and the unique opportunities for social service provided by professions. Lecture and discussion.

3 credits

PHIL 420: Mysticism

A study of the significance of mystical experience in the world's religions. What is the meaning of particularly vivid, intense religious experiences reported by sages, saints, and seers in the faith traditions of the world? This course will examine classic analyses of mysticism, the nature, context, and conditions of mystical experience, the 'perennial philosophy', the scope of ineffability, and the cognitive merit of mystical experience.

3 credits

PHYS - Physics

PHYS 100: Conceptual Physics

As a study focusing on the ideas of physics, this course is aimed at students with non-science majors. Very few math skills are necessary as the emphases are the historical development of physics, the main concepts and ideas of physics, and the current state of the discipline. A central theme in the course will be using physics to explain everyday phenomena. PHYS 110 Lab is optional.

3 credits

PHYS 101: Principles of Physics I

This course is an algebra-based physics course designed both for students with science majors and as a laboratory science course in the core curriculum. A working knowledge of algebra and the basics of trigonometry are required. The major topics that will be covered include: Newtonian mechanics, circular motion, energy, momentum, rotational motion and Fluid mechanics. Though concepts of physics will be discussed in detail, the focus of the course will be problem-solving techniques.

Prerequisites: MATH 112, MATH 118, or an ALEKS score of 61 or higher

Co-requisite: PHYS 103

3 credits

PHYS 102: Principles of Physics II

This course is a continuation of Principles of Physics I; thus similar mathematical skill level requirements apply. Additionally, this course in the series continues to emphasize the application of physics to other fields. Topics include vibrations, wave motion, light and optics, and electricity & magnetism.

Prerequisite: PHYS 101

Co-requisite: PHYS 106

3 credits

PHYS 103: Principles of Physics I Lab

Laboratory experience to accompany Principles of Physics I.

Co-requisite: PHYS 101

1 credit

PHYS 106: Principles of Physics II Lab

Course Descriptions

Laboratory experience to accompany Principles of Physics II.

Co-requisite: PHYS 102

1 credit

PHYS 110: Conceptual Physics Lab

As a study focusing on the ideas of physics, this lab is aimed at students with non-science majors. While problems and calculations will be done in the course, high level math skills are not necessary as the emphases are the main concepts and ideas of physics and their real-world applications. A central theme in the lab will be using physics to explain everyday phenomena. This lab is intended to enhance your experience in PHYS 100, Conceptual Physics.

Co-requisite: PHYS 100

1 credit

PHYS 200: Freshman Seminar

The freshman seminar course is designed to expose new students to the ideas and frontiers of physics. Aside from getting a general feel for the various sub-disciplines in physics, students will learn what it means to be a good scientist: to be curious, to ask good questions and seek meaningful answers, to recognize that it is often okay to admit you don't know the answers, and to collaborate and participate in the process of science.

1 credit

PHYS 201: General Physics I

This is a calculus-based course that is designed for natural science and mathematics majors, (biology, biochemistry, chemistry, earth-space science education, mathematics). The role of physics in other scientific fields will be emphasized as classical mechanics is covered. This portion of the General Physics series will deal strictly with mechanics; topics include: motion in one-, two-, and three-dimensions, the laws of motion, work, potential energy, kinetic energy, conservation of energy, linear and rotational motion, and the prediction of motion based on initial conditions.

Prerequisite: MATH 170

Co-requisite: PHYS 203

3 credits

PHYS 202: General Physics II

This course is a continuation of General Physics I; calculus skills are required. Topics include: waves, electricity and magnetism, light and optics, and thermodynamics. Problem solving and the relationships between physics and the fields of biology, biochemistry, and chemistry continue to be emphasized.

Prerequisites: PHYS 201, MATH 171

Corequisite: PHYS 206

3 credits

PHYS 203: General Physics I Lab

Laboratory experience to accompany General Physics I.

Co-requisite: PHYS 201

1 credit

PHYS 206: General Physics II Lab

Laboratory experience to accompany General Physics II.

Corequisite: PHYS 202

1 credit

PHYS 310: Modern Physics

This course is a continuation of PHYS 201/202 and is designed to present natural science and mathematics students with exposure to contemporary physics topics and their applications. Topics include: relativity, nuclear physics, particle physics, and basic quantum physics.

Prerequisite: PHYS 202

3 credits

PHYS 312: Modern Physics Lab

Laboratory experience to accompany Modern Physics.

Prerequisite: PHYS 202

Co-requisite: PHYS 310

1 credit

PHYS 320: Biomedical Physics

Biomedical Physics applies physics-based principles and methods to the diagnosis,

treatment and monitoring of diseases. Primary areas of application include radiation hazards and radiation protection, intervention strategies to promote restoration of function through therapeutic physical agents, diagnosis and treatment of cancer, brain disorders, and muscle-skeletal diseases.

Prerequisite: General Physics II or Principles of Physics II

3 credits

PHYS 325: Nuclear Physics

This course is an introduction to the elements of nuclear physics. Course topics include basic properties of the nucleus and nuclear radiation, bound state energy wave functions, transition probabilities, binding energy and stability, and interactions of emitted particles with matter.

Prerequisite: PHYS 360

3 credits

PHYS 330: Thermal Physics

A more in-depth study of thermal physics than the introductory courses, this course involves present treatment of thermal dynamics including applications of the theory of ideal gases and other state functions, and in-depth treatment of the laws of thermodynamics and their relevance to real-world systems, non-ideal and non-equilibrium systems, and the basics of kinetic theory.

Prerequisite: PHYS 202

3 credits

PHYS 335: Optics

With an emphasis on the visual and tangible nature of light and using the microscope as the focus of our efforts, this course presents an introduction to Optics. Course topics include both geometric optics (ray tracing, lens design, aberrations, apertures and stops, etc.) and physical optics (polarization, interference, diffraction, wave guides, resolution etc.). The course is presented in a Studio format to maximize the connection between the theory learned in class and the construction of optical systems.

Prerequisite: PHYS 202

3 credits

PHYS 350: Mechanics I

This course presents an intermediate treatment of classical mechanics. Topics covered include: motion of a particle in three dimensions, Kepler's laws of planetary motion, phase space and oscillations, Lagrangian and Hamiltonian formulations, and central force motion.

Prerequisite: PHYS202, MATH233

3 credits

PHYS 360: Electromagnetism

This course presents an intermediate treatment of the electric and magnetic phenomena using vector calculus. Topics include advanced electrostatics, magnetostatics, induction, development of Maxwell's equations, the Poynting theorem and electromagnetic waves, and radiation theory.

Prerequisite: PHYS 202, MATH 233

3 credits

PHYS 420: Quantum Mechanics

An introduction to quantum theory and calculations, this course emphasizes the fundamental of the quantum approach. Topics include the postulates of quantum mechanics, quantum operators and the wave function, the bra-ket notation, Hermitian operators, eigenfunctions and eigenvalues, conservation theorems, angular momentum, fermions and bosons, time development of wavefunctions, and perturbation theory as time allows.

Prerequisite: MATH 150, 240

Suggested Prerequisite: PHYS 360

3 credit

PHYS 440: Topics in Physics Education

This course provides an overview of techniques which can assist the development of conceptual understanding in physics. Information will be taken from the Physics Education Research literature with an emphasis on models of teaching and learning. The models will then be discussed in terms of application to contemporary classrooms at the secondary and post-secondary levels.

Prerequisite: PHYS 202

3 credits

PHYS 446: Physics Research

This is a semi-independent research course or a guided research course, to be determined by the student and the instructor with an emphasis on physics. This can be taken by Physics majors or non-majors.

Prerequisite: Approval of the instructor

1-2 credits

PHYS 448: Physics Research II

This is a continuation of PHYS 446. This can be taken by Physics majors or non-majors.

Prerequisite: Approval of the instructor

1-2 credits

PHYS 450: Senior Research Project

Students are expected to engage in independent research, either theoretical or experimental, in collaboration with a faculty member. Physics majors only, approval of the instructor

Prerequisite: PHYS 202

1-3 credits

PNG - Practical Nursing

PNG 101: Practical Nursing 101*

This course is an introduction to anatomy, physiology, and normal nutrition. Basic concepts of chemistry and physics are reviewed. Knowledge of the normal structural and functional units of the body serves as the basis for the application of principles in providing safe, effective nursing care. This initial module is designed to prepare the student to provide care across the life span and along the health-illness continuum through understanding of the etiology of illness, the body's response to illness, and common methods of disease prevention. This module focuses on the development of an understanding of the nursing process as it relates to acquiring skills to meet simple nursing needs of adult clients. Students learn to apply knowledge of asepsis and universal precautions, body mechanics, basic nutrition and diet therapy, fluid and electrolyte balance, documentation, basic assessment skills, and CPR.

Basic psychological and social concepts as well as fundamental concepts of ethics and legal responsibilities involved in nursing are introduced. Interpersonal relationships and communication skills are stressed along with aspects of personal and vocational growth. The current health care delivery system as it relates to values, influences, changes, and challenges in the areas of personal and community health are discussed, along with the role of the practical nurse in the delivery of care. Clinical experience will be in the acute care and long term care settings

In order to be promoted at the end of each term a student must have a grade of 83% or higher in theory and pass clinical. Additional program policies are addressed in the Practical Nursing Student Handbook which is distributed to the students on admission. Standardized testing is scheduled across the curriculum. A level two or three score demonstrates mastery. 196 Class Hours, 161 Clinical Hrs, 42 Lab Hours.

Co-requisite: PNG 101C

PNG 101-C: Practical Nursing I Clinical*

This course is the initial clinical course assigned to provide care across the life span and along the health-illness continuum. The focus of this course is on understanding the nursing process as it relates to acquiring skills to meet simple nursing needs of adult clients while applying knowledge of asepsis, universal precautions, body mechanics, basic nutrition, documentation and basic assessment skills. Clinical experience will be in the acute or long term care setting. 196 Class Hours, 161 Clinical Hrs, 42 Lab Hours.

Co-requisite: PNG 101,

PNG 102: Practical Nursing*

This course introduces students to those skills needed to provide nursing care to adult clients with moderately complex nursing needs related to elimination, selected emergencies, perioperative care, and death and dying. Students are introduced to pharmacology, drug calculations, and medication administration. This course introduces students to the care required by adult clients with more complex medical-surgical conditions. Psychosocial and developmental needs of adult clients are discussed. Students apply the nursing process in caring

for patients with diseases of the respiratory, genitourinary, and gastrointestinal systems. Content related to diet modifications, drug therapy, and disease management for these specific diseases is integrated. Information about health care agencies that focus on various conditions discussed in this course, as well as related information on disease prevention, health screenings, health promotion, and patient education is included. Principles of Oncology, Geriatrics, and rehabilitation are presented. 166 Class Hrs, 191 Clinical Hours, 42 Lab Hours.

Prerequisites: PNG 101, PNG 101C

Co-requisite: PNG 102C

PNG 102-C: Practical Nursing II Clinical*

This course is the second clinical course designed to introduce students to those skills needed to provide nursing care to adult clients with moderately complex nursing needs. Clinical experience will be in acute care settings, long term care settings, rehabilitation, and community-based programs. 166 Class Hours, 191 Clinical Hrs, 42 Lab Hrs.

Prerequisites: PNG 101, PNG 101-C

Co-requisite: PNG 102

PNG 103: Practical Nursing III*

This course is a continuation of nursing care for adults with diseases of the cardiovascular, endocrine, musculoskeletal, neurological, and integumentary systems. Mental health conditions are discussed. Content related to diet modifications, drug therapy, and disease management for these specific diseases is integrated. Information about healthcare agencies that focus on various conditions discussed in the course, as well as related information on disease prevention, health screenings, health promotion, and patient education is included. The course includes theory and clinical experience in the application of nursing care to adult clients, including the geriatric client, progressing from the simple to the more complex medical and surgical diseases and disorders of the various body systems. Integrated into this course are dietary modifications and the medications used in treating the various conditions. The course also emphasizes the psychosocial and developmental needs of clients as they relate to nursing care. Community health agencies are presented as they relate to various disorders. Basic principles of planning of client care are introduced with a discussion of the leadership and incidental teaching role of the practical nurse. 166 Class Hrs

Prerequisites: PNG 101, PNG 101C, PNG 102, PNG 102C

Co-requisite: PNG 103C

PNG 103-C: Practical Nursing III Clinical*

This course is a continuation of nursing care for adults with more complex medical and surgical diseases and disorders including adults with mental health conditions. Clinical experience will be in acute care settings and mental health services. 233 Clinical Hrs

Prerequisites: PNG 101, PNG 101C, PNG 102, PNG 102C

Co-requisite: PNG 103

PNG 104: Practical Nursing IV*

Maternity nursing focuses on the care of the mother during the prenatal, labor and delivery, postpartum periods, and the care of the newborn following delivery. The concepts and principles of normal growth and development for the neonate and newborn periods are explored, and include the physical, emotional, psychosexual, mental and social development of the infant. Clinical experience focuses on care of the mother during the prenatal, labor and delivery, postpartum period and care of the newborn following delivery. Pediatric nursing presents an overview of sociology and effects of family life and the environment on the child. The concepts and principles of normal growth and development for the infant to adolescent are explored and include the physical, emotional, psychosexual, mental, and social development. Conditions of illness are presented within the developmental framework focusing on the etiology, predisposing factors, pathophysiology, disease prevention, early detection, clinical manifestations, diagnostic tests, change in body image, prognosis, complications, applicable nursing diagnoses, treatment, and patient education. 110 Class Hrs

Prerequisites: PNG 101, PNG 101C, PNG 102, PNG 102C, PNG 103, PNG 103C

Co-requisite: PNG 104C

PNG 104-C: Practical Nursing IV Clinical*

This course is the final clinical course which focuses on maternal child health nursing and advanced medical surgical nursing. Acute care, long term care and community-based programs are utilized to provide student with a diverse

clinical experience. 247 Clinical Hrs, 42 Lab Hrs.

Prerequisites: PNG 101, PNG 101C, PNG 102, PNG 102C, PNG 103, PNG 103C

Co-requisite: PNG 104

*Offered at North East Campus only

POLI - Political Science

POLI 100: American Government

Introductory course in Political Science stressing how policy-making is done at the national level. Beginning with the Constitution, an introduction is given to the three main branches of the U.S. Government. Attention is also given to elections, economics, political parties, interest groups, and the federal system.

3 credits

POLI 103: Winning the White House

The course introduces students to the exciting world of electoral politics by exploring strategies, tactics, institutions involved in presidential elections, and by following the presidential election in real-time. In addition to engaging readings, lectures and multimedia experiences, students will participate in an election simulation.

3 credits

POLI 105: Global Issues

An overview of significant global issues, such as human rights, arms proliferation, regional conflicts, and sustainable development, with attention to the scope, causes, and consequences of these issues. Special emphasis will be placed on theories of global civil society and the role of NGOs and transnational advocacy groups in mobilizing responses to these issues. The contributions of the constructivist perspective in international relations, with theoretical insights drawn from both political science and sociology, will be explored and debated in readings and assignments.

3 credits

POLI 107: Debating the Presidency

This course explores the evolution of the American presidency from its conception in 1787 to the present. Over the course of the semester students will learn how presidential elections, the relationship between the President and Congress, and various presidential powers have changed over time, and be provided the opportunity to debate the merits of this evolution. Special attention is given to the current president and most recent presidential election.

3 credits

POLI 103: Exploring the Law

This is an introduction to the liberal arts study of law. It examines fundamental questions about the nature and functions of law in society. Topics include legal reasoning, discretion, wealth and power, role of the police, profession of law, juries and community participation, conflict resolution, and the conflicting images of law relative to freedom and obedience.

3 credits

POLI 202: Contemporary Environmental Issues

This class will address a varying collection of contemporary environmental issues, with the focus determined by the professor who is offering the course. Issues addressed may include environmental racism, sustainable development, smart growth, ecoterrorism and radical environmentalism, and other current issues of importance. The investigation focuses on the substance of the issue as well as policy alternatives.

3 credits

POLI 213: Intelligence and National Security

An introduction to national security decision-making in the U.S. with a special emphasis on the role of intelligence in formulating policy. Historical overview of national security politics and strategy since WWII. Description of major institutions and processes involved in national security policy-making. Survey of significant national security problems and their changing nature in the 21st century.

3 credits

POLI 220: Campaigns, Strategy, and U.S. Elections

This course emphasizes a blend of political science perspectives and practical considerations in modern campaigns. The subject material focuses on the nature of mobilization, competition, negative advertising, strategic polling, and changing

tactics of Internet campaigning, as well as encouraging critical thinking through campaign simulations.

3 credits

POLI 224: The Vietnam War

This look at the Vietnam War begins by examining the history of Vietnam but focuses on the American experience. Three central questions are addressed: How and why did the U.S. get involved? What was the nature of that involvement and what went wrong? And what were/are the lessons/results of the war?

3 credits

POLI 225: American Legal Process

This is an introduction to the liberal arts study of law. It examines fundamental questions about the nature and functions of law in society. Topics include legal reasoning, discretion, wealth and power, role of the police, profession of law, juries and community participation, conflict resolution, and the conflicting images of law relative to freedom and obedience.

3 credits

POLI 229: Environmental History of U.S.

This course surveys the evolution of American attitudes and values regarding Nature, landscape, and the environment. In addition, a close look is taken at the history of environmental change in particular regions and at the politics of the environment in the twentieth century, particularly in the post-World War II era.

3 credits

POLI 240: Comparative Politics: Africa

Africa is a resource-rich region, comprising 54 states. Endemic poverty, pervasive corruption, patronage, and ethnic cleavages are often used to describe the entire region. Yet, it is inaccurate to paint the region with such a broad brush. Within Africa, there is diversity as some states perform better than others on many politico-economic indicators. Thematically, this course examines the complexities of politics in Africa. Specifically, we will explore the interaction of political culture, institutions, and domestic and international actors and the political outcomes they produce in African countries.

3 credits

POLI 241: Comparative Politics: Asia

A comparative study of a variety of political systems emphasizing Asia. Survey of topics/problems related to economic development, democratization, government structure, and foreign relations with the United States. Specific countries examined include China, Japan, India, Indonesia, and South Korea.

3 credits

POLI 242: Comparative Politics: Europe

A comparative study of a variety of political systems emphasizing Europe. Survey of topics includes government structure, political parties and coalitions, social movements, European integration, economic transition, and foreign relations with the United States. Special emphasis on Britain, France, Germany, Poland, and the European Union.

3 credits

POLI 246: Political Cinema

The course is designed to allow the students to experience the multi-dimensional nature of political films, including their influence on individual, social, national and global levels. The goal of the course is to engage students in a deeper critical evaluation of select films in order to gain a broader understanding of the role cinematic art plays in enhancing our understanding of the world around us. The students will be given analytical and theoretical tools with which to critically evaluate the motion pictures and the intentions of their creators, directors, and writers. As a creative art form the film gives us an opportunity to whiteness and experience familiar and unknown life situations through different interpretive lens. The students will be given an opportunity to convey their own political messages in short films of their making.

3 credits

POLI 250: Leadership

In this course the subject of leadership is studied from many different perspectives. The questions studied include: What is leadership? Is there a moral aspect to leadership? What are the types of leaders? Why do followers follow?

3 credits

POLI 289: Social Knowledge

Is it possible to have a social "science" or are there other, better ways to engage in systematic, principled thinking about political and social phenomena in order to produce valid knowledge? What should be studied and how should it be studied? In this course we explore the ideas of some of the founders of contemporary social science such as Marx, Weber, and Durkheim along with many other prominent recent thinkers who helped create and shape the study of social science as it has evolved from the 19th to the 21st century.

3 credits

POLI 290: Research Methods in Social Science

An introduction to reading, writing, and conducting both quantitative and qualitative research in the social sciences. Special attention is given to the logic of research design, including: research questions, variables, hypotheses, and data analysis. This course is important particularly to those students going on to graduate school and to those who plan on working in politics.

3 credits

POLI 293: American Political Parties and Interest Groups

An overview of the history and function of political parties and interest groups in the American political system. In addition to analyzing the influence of parties on voter behavior, elections, and the organization of government; this course explores the power, tactics, and formation of interest groups within the context of several theoretical frameworks.

3 credits

POLI 300: State and Local Politics

A general overview of and introduction to the structure and policy making process of state and local government. It also includes some analysis of federalism — how state and local government fit into the American constitutional framework. The course addresses budget issues, political participation, and direct democracy.

3 credits

POLI 301: American Political Thought

A study of American political theory. The course focuses on the philosophical roots/origins of the American political tradition and surveys the evolution of political theory in American political history. Special attention is given to the period of the American Founding and the ideas that informed the Constitution.

3 credits

POLI 302: Politics of Russia

An energy exporter with one of the largest nuclear stockpiles in the world today, Russia continues to be a formidable power. Challenges facing Russia affect not only order and stability inside Russia, but potentially also international security and the global economy. This course is designed to facilitate a greater understanding of Russian domestic and foreign policy. We will examine the political institutions/legacies, political process, political culture, leadership, public opinion, and contemporary challenges facing Russia.

3 credits

POLI 299: Geopolitics

Investigates politics among nation-states and the conduct of international relations, with particular attention paid to the role of power and the geographic location of each country.

3 credits

POLI 308: Public Policy Analysis and Impact

This course focuses on the skills, knowledge, tactics, and factors that will allow you to influence policy outcomes. Politics is about power and resolving the tensions and value conflict inherent in deciding who makes the rules, how rules are made and enforced, who gets what share of the "goods" and who bears the costs (i.e., the "bads"). Public policy debates, in the US or in the global arena, are not generally about facts, but rather they are ultimately political conflicts. Ultimately, becoming a successful policy entrepreneur means being able to do policy analysis.

3 credits

POLI 311: Media and Politics

This course outlines the influence of modern media on American politics. Topics covered include the organization of and decision making within the media, the effect the media has on attitudes and behavior, the relationship of the government

Course Descriptions

to the media (censorship, freedom of the press, government regulation), and the role media plays in elections.

3 credits

POLI 321: Environmental Law

Taught utilizing a law school style approach -- including a moot court experience -- the purpose of this course is to provide an in-depth look at current U.S. environmental law, as well as the underlying technology implicit in a successful environmental law framework. This course will provide an excellent opportunity to improve your oral communication skills.

3 credits

POLI 322: Legal Research and Writing

This course will introduce students to the legal research process through both classroom and library experience. Students will become familiar with the major sources of legal research and will complete a research assignment which will require the use of all types of sources. This course will also emphasize the principles and techniques of legal writing, including proper analysis and appropriate citation. Recommended for Pre-Law students.

3 credits

POLI 325: Introduction to Public Administration

Public Administration is a major sub-field of political science and at the core of what government is all about. Subjects surveyed include ethics, leadership, budgeting, personnel, policy analysis, public versus private administration, clientele/ stakeholders, bureaucracy, and democracy.

3 credits

POLI 334: International Relations

How do we explain, interpret, and understand international relations? Why do states go to war or develop weapons of mass destruction? Can global institutions create the conditions for cooperation and effective problem-solving? What are the role of ideas, beliefs, and norms in exercising power or reshaping the international system? In this course we will examine enduring theoretical debates, consider claims and arguments made by leading scholars, and think about the limits and possibilities of social science as the means for appreciating the dynamics of world politics.

3 credits

POLI 335: American Foreign Policy

Stresses evaluation of U.S. foreign policy and world role. Analyzes how and by whom policy is made, its goals, and its domestic/foreign consequences. Primary emphasis is on U.S. policy since WWII.

3 credits

POLI 336: International Organizations and Diplomacy

The existence and prominence of International Organizations (IOs), such as the United Nations, in today's world is a remarkable achievement of modern diplomacy. In this course we will explore the interworking of several prominent international organizations that transformed the global political landscape since the end of WWII. Additionally the students will engage in diplomatic role-playing activities simulating the functions of IO's. Students will engage in individual and team research and participate in intercollegiate competitions.

3 credits

POLI 337: Foreign Policy Decisions

Individuals make foreign policy, but they are constrained by their own psychological limits as well as a complex set of institutional rules. Drawing from the literature of political psychology, social cognition, and organizational behavior we explore the most significant actors shaping American foreign policy: presidential advisors, the media, the bureaucracy, Congress, interest groups and social movements. Social cognition and the new institutionalism provide an overarching explanation about the way in which decision-makers reason about problems and situations and embed those understandings in enduring institutions. We will read accounts of some significant decisions in postwar American foreign policy as well as participate in a decision-making simulation designed to integrate and illustrate key concepts.

3 credits

POLI 360: Philosophy of Law

A study of the various philosophical issues and problems that arise in law and legal institutions. Special emphasis is placed on examining the ways in which law is

Course Descriptions

shaped by distinctly philosophical principles like justice, liberty, equality, rights, and responsibility. Topics include the relationship between law and morality, the unique nature of legal obligation and its connections with legitimacy, authority, and citizenship, and problems surrounding the interpretation and enforcement of law. Lecture/ discussion.

3 credits

POLI 363: Gender and Politics

This course examines gender (understood as a hierarchical dichotomy privileging that which is masculinized--ideas, entities, identities, activities--over that which is feminized) and its intersection with politics (understood as differential access to and control over material and symbolic resources).

3 credits

POLI 380: Politics of the Global Economy

This course blends perspectives of economics and politics to analyze economic relations among state and non-state actors as they pursue their interests. This course is designed to provide students with an introduction to some of the mainstream approaches to the study of international political economy and some of the pressing debates in the field including cross border flows of trade, capital, labor, and ideas. These topics will be discussed in the context of competing theoretical perspectives, the role of international financial institutions (WTO, World Bank and IMF) and the views from the Global North (rich nations) and Global South (poor countries).

3 credits

POLI 395: Environmental Politics

This class is premised on the belief that environmental problems are ultimately political conflicts. Accordingly, we focus not only on the substance of environmental issues, but also on the public policy process, and on the skills, tactics, and factors that influence the outcomes of the policy process.

3 credits

POLI 400: Political Theory

A study of major figures in the history of political theory and their particular political theories. The primary purpose of the course is to analyze the relationship between political theory and political action. The course covers the three general historical periods: ancient, Christian, and modern. Some of the political thinkers and theories covered include: Plato, Aristotle, Buddha, St. Augustine, Thomas Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Marx, Burke, and contemporary figures like Voegelin and Rawls.

3 credits

POLI 402: War and World Politics

Wars can have a substantial political impact on participants, neighboring countries, and even the global system. Given the far-reaching effects of these violent events, it is important to understand why countries engage in armed conflict and how to avoid it in the future. The purpose of this course is to familiarize students with the theoretical explanations surrounding the study of war in the international system.

3 credits

POLI 411: Seminar: Contemporary Issues in Politics

Each year the seminar will be focused on a special topic determined by the professor who is offering the course. One year the topic might be feminist politics; another year the topic might be the Supreme Court; another year political psychology might be the focus.

3 credits

POLI 421: Constitutional Law

Course explores impact of the Supreme Court on the doctrine of Separation of Powers and Federalism. Topics include presidential, congressional, and judicial powers; inter-branch constitutional relations; and the division of power between state and federal governments. Recommended for pre-law students.

Prerequisite: POLI 100

3 credits

POLI 422: Civil Liberties

An examination of Supreme Court cases dealing with civil liberties and civil rights such as the freedom of speech, religion, assembly, and press. The course also covers due process rights and issues related to criminal law are examined by analyzing Supreme Court cases. The analysis of civil rights and liberties is placed in the context

Course Descriptions

of the American political system and its search for ordered liberty.

Prerequisite: POLI 100

3 credits

POLI 423: Cyber Law

This course explores many of the key legal and policy related aspects of cyber law, the most rapidly changing area of law today. It examines fundamental questions about the role of the government and the private sector with respects to regulating and protecting computer networks and information technology. Topics include cybersecurity, specifically national security aspects of the cyberdomain, cybercrimes, cyberterrorism, constitutional and human rights issues in cyberspace, e-commerce, intellectual property issues in cyber space, international perspectives on cyber law, and dispute resolution in cyberspace.

3 credits

POLI 437: Political Science Project

A capstone course designed for senior majors and minors to engage in critical reflection on their political and intellectual identity. A series of readings, class exercises, and discussions will culminate in a final "intellectual memoir" wherein each student examines his or her political socialization process, major intellectual commitments, and future plans.

Offered Every Fall Semester, Must be Taken Fall Term of Senior Year

3 credits

POLI 438: Senior Honors Thesis

Seniors only, and only with permission of the department. Students wishing to write a traditional thesis, especially those who plan on attending graduate school, are encouraged to discuss their interests with the political science faculty. Thesis is normally allowed only after successfully completing the Political Science Project course

3 credits

POLI 475-476: Internship

Off-campus experiences in Erie, Washington, DC, and other sites which are individually tailored to promote the student's career plans. Examples of typical placements are law firms, the offices of congressional representatives or local officials, government agencies, and mass media sites.

3-6 credits

POLI 491: American Presidency

An overview of the development of the modern American Presidency. Topics include the selection process; the executive branch; and the relationship between the President, the press, the Congress, the Courts, and the public. Also covered are the powers, roles, and responsibilities of the President.

3 credits

POLI 492: American Congress

A study of the role of Congress in the American political system. The course examines the Framers' view of legislative power and pays particular attention to the role and meaning of representation. The course also covers the organization and structure of Congress including the committee system, the law making process, and the leadership of each house.

3 credits

PSYC - Psychology

PSYC 101: Introduction to Psychology

A general introduction to the science of behavior and mental processes. Topics considered include learning, memory, perception, motivation, personality, psychopathology, and social interaction.

3 credits

PSYC 150: Positive Psychology

This highly experiential and research-based course will examine the differing assumptions and questions that result from a change in perspective in psychology from decreasing maladaptive emotions and behaviors to increasing our capacity to thrive and prosper. Students will explore the human strengths, virtues, and skills that make life worth living and enable individuals and communities to flourish.

3 credits

PSYC 160: Cultural Psychology

In this course, we will examine how the elements of culture affect psychological processes including values, traditions, socialization, education, language, and politics. We will explore which psychological theories and findings apply across cultures and which do not, and why. This course will also explore the psychological effects of moving between cultures and will address the immigrant and refugee experience. Finally, this course also aims to develop cross-cultural communication skills.

3 credits

PSYC 201: Personality

In this course, we will explore the factors that shape personality, including biology, motivation, the environment, and thought processes. We will also explore why personality remains relatively stable, how it may change over time, and how psychologists study and use personality traits to predict behavior.

Prerequisite: PSYC 101

3 credits

PSYC 203. Majoring in Psychology

This course is designed to help sophomore psychology majors begin to chart their future in the field and lay the groundwork for life after graduation. Specifically, its purpose is to help students further understand themselves, their choice of psychology as a major, their potential careers and how these interact. Topics such as success in the major, career options, graduate school preparation, employment at the bachelor's level, professional identity, and personal development will be explored.

Required for Sophomore Psychology majors

1 credit

PSYC 211: Abnormal Psychology

The major forms of psychopathology that appear in childhood and adult life. Topics include the symptomatology of mental disorders; their etiology from psychological, biological, and sociocultural perspectives; and issues pertaining to diagnosis, treatment, ethics, and the legal system.

Prerequisite: PSYC 101

3 credits

PSYC 221: Clinical Psychology

An overview of clinical psychology focusing on the settings, clients, and activities of the clinical psychologist. Attention to the assessment and treatment of psychopathology and evaluation of the success of psychological interventions.

Prerequisite: PSYC 101

3 credits

PSYC 225: Health Psychology

This course focuses on the relationship and interaction of the mind and body. That is, how psychological functioning relates to illness and disease; treatment and outcome; and recovery and cure. In addition, the student will be introduced to the impact of age, gender, and ethnicity on the availability of, use of, and access to health care. The relationship of stress and lifestyle on the immune system, wellness and disease will be discussed. The psychological and physical interaction of some of today's major health issues such as eating, smoking, drinking, cancer and heart disease are presented with a discussion of treatment and outcome. Also, lifetime accommodation to chronic illness/disease based on psychological adjustment is reviewed. Other topics include: response to terminal illness, adjustment to trauma and the current industrialization of health care.

Prerequisite: PSYC 101

3 credits

PSYC 231: Social Psychology

This course examines the social foundations of human thoughts, feelings, and behavior by addressing the following aspects of social life: (a) social influence; (b) social roles and public behavior; (c) inferences about other people; and (d) interpersonal relations and groups. Among the topics to be considered are: the influence of public behavior on social norms, persuasion, impression management, social emotions, judgment of responsibility and character, interpersonal attraction, aggression, altruism, group dynamics, and inter-group conflict. The course will concentrate on the level of analysis of the individual, but will include sociological and evolutionary perspectives where appropriate.

Prerequisite: PSYC 101

3 credits

PSYC 232: Psychology of Prejudice

Course Descriptions

This course examines the development and persistence of prejudice, stereotyping, and discrimination from a social psychological perspective. It provides an overview of theories of prejudice, exposure to relevant research, and discussion of prejudice reduction. Readings cover historical, cultural, and sociological perspectives of issues related to ethnicity, gender, and social class.

3 credits

PSYC 233: Cross-Cultural Psychology

Human beings are inherently cultural, more so than any other species. This course explores the ways in which humans are uniquely built for cultural learning and how different cultural experiences affect perceptual processes, cognition, emotion, personality, self, social interactions, and physical and mental health.

3 credits

PSYC 234: Relationship Psychology

This course addresses the scientific findings on close relationships, including friendship, interpersonal attraction, loneliness, shyness, communication, relationship stress, sex, loss, jealousy, and forgiveness. The cultural and social factors - particularly gender - that affect these processes are emphasized throughout the course. This course will also emphasize the centrality of the scientific method in obtaining these findings and will train students to become discerning consumers of information about relationships and other psychological phenomena.

3 credits

PSYC 235: Sport Psychology

This course examines the application of psychological principles to sports and to athletes of all levels. Topics include: performance enhancement (i.e., mental imagery; self-talk), promoting well-being (i.e., the "recreational athlete"), psychopathology in sport and exercise (i.e., eating disorders), working with special populations (i.e., children, elite athletes, college athletes), and education and training for a career in sport psychology (i.e., graduate training; relevant work experience).

Prerequisite: PSYC 101

3 credits

PSYC 236: Learning and Motivation

This course provides an overview on the behavioral and neurobiological bases of learning, motivation, and memory. Lessons are conveyed through discussion of clinical studies on amnesia and other abnormalities with humans, as well as through discussion of experimental results obtained by behavior analytic, anatomical, electrophysiological, and biochemical techniques using non-human models.

3 credits

PSYC 237: Memory and Cognition

This course provides a survey of research into such human mental processes as perception, attention, memory, language, decision making, and creativity. It explores the domain of cognitive psychology (part of an active interdisciplinary approach known as cognitive science), a vibrant sub-field in psychology that emphasizes people's mental processes and knowledge.

Prerequisite: PSYC 101

3 credits

PSYC 239: Learning and Motivation Lab

Experimental coursework corequisite to Learning and Motivation.

Co-requisite: PSYC 236

1 credit

PSYC 240: Psychology and the Law

The application of psychological principles, research and knowledge to legal issues and proceedings is growing rapidly. This course will deal broadly with the interface between psychology and the law. As such it will critically investigate the wide range of contemporary applications of psychology to a variety of topics including: understanding the origins and treatment of criminally deviant behavior, psychological autopsies, criminal profiling, jury selection, eye witness testimony, repressed memory, persuasive communication in the courtroom, child abuse investigations, competence determination and the insanity defense.

Prerequisite: PSYC 101

3 credits

PSYC 241: Developmental Psychology: Childhood

Course Descriptions

This course covers an area in psychology known as developmental psychology, which is the scientific study of age-related changes in behavior, thinking, emotions, and social relationships. The focus is on childhood, from conception to the teenage years. Areas of development include physical, cognitive, and socio-emotional. The role of biological, maturational, and socio-cultural influences on development are considered. This course is solidly grounded in psychological theory. Basic issues in development are explored, and research methodologies and findings are emphasized.

Prerequisite: PSYC 101

3 credits

PSYC 242: Developmental Psychology: Adolescence

This course covers the area of developmental psychology and will focus exclusively on that part of the lifespan known as adolescence (or, "the second decade of life"). A multi-disciplinary approach is utilized to examine how individuals develop from childhood into mature adulthood. Grounded in theory and empirical research, the course will cover fundamental changes (e.g., puberty, social transitions), contexts (e.g., families, peer groups), and psychosocial developmental issues (e.g., achievement, intimacy) associated with adolescence. In addition, basic issues in development are explored, and research methodologies and findings are emphasized.

Prerequisite: PSYC 101

3 credits

PSYC 252: Biopsychology

This course explores the biological basis of behavior and experience, including the role of the brain in emotions, learning, memory, motivation, sleep, perception, consciousness, and psychological disorders. The course also considers how the brain recovers from damage.

Prerequisite: PSYC 101

3 credits

PSYC 253: Drugs and Human Behavior

This course covers basic principles of psychopharmacology, including the effects of stimulants, depressants, opioids, psychedelics, cannabis, as well as alcohol, caffeine, and tobacco. Also considered is the nature of addiction and modalities of treatment and prevention of drug abuse.

Prerequisite: PSYC 101

3 credits

PSYC 265: Psychology of Gender

Issues of female and male psychology are examined with a consideration of both the similarities and differences between women and men and how these characteristics influence behavior, cognitive abilities, and physical and psychological health. Theoretical perspectives on sex and gender are explored, as well as the research methods for comparing the sexes.

3 credits

PSYC 274: Psychology in Film

The main goal of this course is to explore different areas of psychology through film. We will evaluate the accuracy of the ways in which psychology is depicted in the movies by comparing it to actual psychological research. We consider a variety of psychological processes - motivation, personality, sensation, perception, memory, intelligence, moral decision-making, learning, stress, love, obedience, psychopathology, therapy, and so on - and use classic and contemporary feature films as a laboratory to shed light on those processes.

Prerequisite: PSYC 101

3 credits

PSYC 281: Behavior Modification

This course introduces the major themes underpinning the behavioral approach to constructing healthy behavior repertoires. In addition to considering methods of behavioral assessment, the course surveys a variety of treatment modalities, including contingency management, token economies, exposure therapies, modeling, cognitive behavioral therapies, and acceptance and mindfulness-based interventions. Ethical principles as well as applications to medical disorders and to community problems are also considered.

Prerequisite: PSYC 101

3 credits

PSYC 282: Basic Principles of Applied Behavior Analysis

This course provides an introduction to the basic principles of behavior, according to both operant and respondent conditioning paradigms. It covers the key dimensions of human behavior, the environmental factors involved in operant conditioning, and the tools and techniques developed to measure, record, and analyze resulting data. The functional relevance of behavior is explored so that ethical behavior change procedures may promote lasting change in a variety of clinical, organizational, and social contexts.

Prerequisite: PSYC 281

3 credits

PSYC 283: Behavioral Research: Single Subject Design

This course will examine the multiple facets of behavioral research. Emphasis is placed on understanding, conceptualizing, applying, and critically analyzing behavioral research methodologies. Special emphasis will be placed on the analysis, strategies, tactics, and application of single subject research methodologies related to research-based educational and clinical practices. This course will also cover professional ethics.

Prerequisite: PSYC 282

3 credits

PSYC 284: Advanced Principles of Applied Behavior Analysis

This course provides a series of "practical" extensions to the preceding courses in the ABA sequence. We examine key concepts derived from the behavior analytic literature, while being introduced to specific behavior change procedures and strategies based on systematic applications of behavioral principles. These procedures will rely heavily on gaining control over environmental factors, such as reinforcement and motivational variables, to support positive behavior change across environments in which the psychologist will likely work.

Prerequisite: PSYC 283

3 credits

PSYC 290: Statistics for Psychology

An introduction to the use of statistics in psychology and the social sciences. Topics include measurement scales, hypothesis testing, descriptive statistics, concepts and procedures in statistical inference (including t-tests and analysis of variance), correlation and prediction, and nonparametric tests.

3 credits

PSYC 291: Research Design and Statistical Analysis I

An introduction to the statistical, experimental and descriptive research methods in psychology. Topics include how to conduct literature searches, the American Psychological Association (APA) style of writing, the research process, ethics and bias in research and experimental/non-experimental research design. Statistical topics include measurement scales, hypothesis testing, descriptive statistics, and concepts and procedures in statistical inference.

3 credits

PSYC 292: Research Design and Statistical Analysis II

A continuation of RDSA I, this course further explores statistical, experimental, and descriptive research techniques in Psychology. Students learn statistical tests such as t-tests, analysis of variance, and correlation and explore in more detail the structural components of experimental designs. Students apply course material by replicating a study and presenting their results in both a full written APA-style research report and in an oral (poster or presentation) format.

3 credits

PSYC 293: Research Design and Statistical Analysis I Lab

Experimental coursework corequisite to RDSA I.

Co-requisite: PSYC 291

1 credit

PSYC 294: Industrial and Organizational Psychology

This course applies psychological concepts and methods to problems of personnel management, employee motivation and productivity, supervisory leadership, and organizational development.

3 credits

PSYC 295: Research Design and Statistical Analysis II Lab

Experimental coursework corequisite to RDSA II.

Co-requisite: PSYC 292

1 credit

PSYC 301: History of Psychology

A study of changing views of psychology from Descartes to the present, with emphasis on the influence of ideas and methodologies on the evolution of systems and theories of psychological thought during the past century. The course is a capstone experience helping the psychology major integrate the diversity of contemporary psychology.

Prerequisite: Senior in Psychology or permission of the instructor

3 credits

PSYC 321: Topics in Developmental psych

This seminar course focuses on in-depth coverage of a specific area of developmental psychology, such as cognitive development, developmental psychopathology, or socio-emotional development. Readings of primary sources, group discussion of that research, oral presentations, and written papers are major components of the course.

Prerequisite: PSYC 241 or 242 or instructor permission

3 credits

PSYC 323: Counseling Theory and Skills

This course is for students considering a career in human services and mental health professions. It surveys the major theories that inform therapeutic practice and guides students in the process of integrating theories and techniques that are consonant with their personal style. This course will particularly benefit students majoring in psychology, social work, art therapy, and other disciplines which prepare the student for interaction with a population in need of positive mental health intervention.

Prerequisite: PSYC 101

3 credits

PSYC 324: Psychological Assessment

An introduction to the principles and problems involved in the assessment of human behavior. This course highlights the skills involved in collecting, interpreting and integrating data from a variety of sources, such as interviews, observations and formal psychological testing. It will emphasize how this information is presented through psychological report writing.

Prerequisites: PSYC 211, PSYC 221

3 credits

PSYC 331: Topics in Social Psychology

An advanced course in social psychology, taught in a seminar style, covering special topics of current issues in social psychology. Students will have an opportunity to explore an area of social psychology in-depth by reading current articles and discussing research findings.

Prerequisite: PSYC 231 or permission of the instructor

3 credits

PSYC 341: Developmental Psychopathology

This course examines and explores the etiology, diagnosis, and treatment of psychopathology in children and adolescents. Content includes coverage of a variety of psychological disorders, such as anxiety disorders, mood disorders, autism spectrum disorders, language/learning disabilities, mental retardation, and asthma and diabetes. Focus is on the developmental psychopathology perspective, which endorses that abnormal development occurs along dynamic pathways, with links to both the past and future. An exploration of the social and cultural contexts in which children experience life is also examined.

Prerequisite: PSYC 211 or PSYC 241 or PSYC 242

3 credits

PSYC 350: Antecedents of Aggression

Aggressive behavior and violence is an issue of great concern for the mental health and criminal justice systems, as well as society. This course explores the biological, psychological, and social factors involved, as well as their interaction in children, adolescents, and adults. Emphasis is placed on controlling aggression, assessing and managing violence risk, and prevention and treatment strategies with a juvenile population.

Prerequisite: PSYC 101

3 credits

PSYC 352: Topics in Behavioral Neuroscience

This seminar course will provide depth to the Neurosciences through student and instructor discussion. Primary source research will be presented and discussed in great detail. Topics may include, but are not limited to the following: electrophysiology, neuropharmacology, drug abuse, systems level analysis, neurology, specific psychological disorders, and biostatistics.

Prerequisite: PSYC 252 or Instructor permission

3 credits

PSYC 390: Independent Study

The independent study experience provides an opportunity for highly motivated students to explore an area of interest one-on-one with a faculty member.

1-3 credits

PSYC 473: Psychology Internship

An opportunity for students to get specific job related training and/or to apply concepts learned in coursework to a psychology-related community placement.

0-3 credits

PSYC 475: Psychology Internship

An opportunity for students to get specific job related training and/or to apply concepts learned in coursework to a psychology-related community placement.

200 hours required

3 credits

PSYC 476: Psychology Internship

An opportunity for students to get specific job related training and/or to apply concepts learned in coursework to a psychology-related community placement.

400 hours required

6 credits

PSYC 480: Current Issues

Students lead an in-depth exploration of a selected topic in contemporary psychology. Topics change each year: Past topics have included evolutionary psychology, affective forecasting, psychoneuroimmunology, flow, automaticity, and self-justification.

Prerequisite: PSYC 101

0 credits

PSYC 490: Senior Research Practicum

The student designs, executes, and presents an original research project.

Prerequisites: Minimum GPA 3.0, senior standing, psychology major, and permission from the sponsoring faculty member, the student's academic advisor, and Department chair.

3 credits

PSYC 525: Psychology in Healthcare

This course prepares the Physician Assistant student for the mental health rotation by providing a foundation of the major psychological disorders as they present across the lifespan. Students develop knowledge of clinical presentation, use of the DSM-5, pathophysiology, potential medical complications and pharmacological and nonpharmacological therapeutic interventions inclusive of cultural perspectives for the psychological disorders. The psychosocial and behavioral processes in health, illness, and healthcare are introduced and resources presented for the patient, caregiver/family and provider for health promotion.

3 credits

PTA-Physical Therapy Assistant

PTA 101: Introduction to Physical Therapy*

This course presents a general orientation to the profession of physical therapy (PT) and the role of the physical therapist assistant (PTA) as part of the treatment team. The course includes the historical background, professional ethics and development of the profession of PT. Documentation and medical terminology introduced earlier will be revisited. The student will gain an appreciation of the psychosocial issues and cultural diversity in healthcare, as well as the physical and mechanical principles relative to body function. Topics of instruction include application techniques for the following interventions and data collection skills: vital signs, basic first aid, positioning, massage, muscle testing, range of motion assessment, reflex testing, sensation testing, flexibility testing, body mechanics, and transfer and gait training with assistive devices. Emphasis will be on interventions of particular significance to the PTA.

Prerequisites: BIO 240/241 PTA 200/204

Co-requisite: PTA 104

4 credits

PTA 103: Healthcare Communication*

This course presents communication strategies and skills essential in today's health care environment. Emphasis is placed on medical terminology, professionalism, communication and documentation in the medical record.

1 credit

PTA 104: Introduction to Physical Therapy Lab*

This lab is designed to provide physical demonstration, instruction and practice of interventions presented in the lecture. Students will learn application techniques for the following topics: vital signs, basic first aid, positioning, massage, muscle testing, flexibility testing, body mechanics, and transfer and gait training with assistive devices. Emphasis will be on interventions of particular significance to the PTA. Students must complete competency skills testing for topics studied.

Prerequisites: BIO 240/241, PTA 200/204

Co-requisite: PTA 101

1 credit

PTA 200: Kinesiology*

This course focuses on the study of human motion, including principles of body mechanics and anatomy in relation to human movement. The course begins with an introduction to physical principles that relate to human motion in preparation for more complex biomechanics. Additional topics include systems review, joint structure and function, gait and postural analysis. Strong emphasis is placed on movement analysis and knowledge of musculoskeletal anatomy.

Prerequisite: Acceptance to PTA program

Co-requisites: BIO 240/241, PTA 204

4 credits

PTA 204: Kinesiology Lab*

Kinesiology lab is designed to assist students in understanding information presented in PTA 200. Emphasis is placed on identification and palpation of body structures using skeletal models and human subjects. The student will also gain experience with postural assessment and gait analysis under normal conditions.

Co-requisites: BIO 240/241, PTA 200

1 credit

PTA 205: Pathophysiology*

This course examines the medical, surgical, and multisystem conditions commonly encountered in physical therapy. The disease process, abnormal physiology, diagnostic procedures and medical interventions associated with these clinical conditions will be presented. Emphasis will be on conditions of particular significance to the PTA.

Prerequisites: BIO 240/241, PTA 200/204

3 credits

PTA 206: Therapeutic Modalities for the PTA*

In this course students will learn theory and application of various physical agents used in physical therapy treatments. Content covered will prepare the students with the knowledge of indications, contraindications, special precautions and implementation of modalities such as: superficial heat and cold, hydrotherapy, traction, short wave diathermy, ultrasound, light therapy, ultraviolet, external compression, and electrical simulation currents.

Prerequisites: PTA 101/104 and PTA 208/218

4 credits

PTA 207: Orthopedics for the PTA*

This course provides a sound knowledge base of common orthopedic disorders and disease processes seen in physical therapy practice. The scientific rationale for physical therapy interventions used in the management of orthopedic injuries will be emphasized. Orthopedic special tests and joint mobilizations will be introduced.

Prerequisites: BIO 240/241, PTA 200/204

4 credits

PTA 208: Therapeutic Exercise*

This course examines the anatomy and physiology of exercise and the principles

and application of exercise to pathologic conditions. Exercise techniques used to enhance strength, power, flexibility, endurance, postural control, balance, circulation and coordination are discussed. Development of exercise programs to correct specific postural abnormalities, muscle weakness and joint limitations are emphasized.

Prerequisites: PTA 101/104 & PTA 207

3 credits

PTA 209: General Rehabilitation*

This course will present numerous specialty areas including vascular disorders, amputations, prosthetics, orthotics, burns, and cardiopulmonary diagnoses. Students will learn specific intervention strategies and data collection skills associated with rehabilitation.

Prerequisite: PTA 210

3 credits

PTA 210: Neurorehab*

This course will cover specialty areas specific to neurological dysfunction. Areas of discussion include pediatrics, traumatic brain injury, spinal cord injury, stroke, neuromuscular disorders, Parkinson's and pediatric conditions. Treatment techniques specific to the care of individuals with neurologic conditions will be presented.

Prerequisites: PTA 208/218

4 credits

PTA 211: PTA Clinical Education I*

This first clinical rotation is a five week, full time introductory clinical experience. A minimum of 200 hours will be completed at a facility emphasizing general medical and orthopedic diagnoses. This experience is structured to provide the student with the opportunity to develop their skills in patient care under the direct supervision of a qualified physical therapist assistant and/or physical therapist. The student will have the opportunity to gradually integrate information learned in previous courses into a health care setting.

Prerequisites: PTA 208/218

Co-requisite: PTA 210

4 credits

PTA 212: PTA Clinical Education II*

In the second clinical affiliation, the student will continue to gain exposure to physical therapy practice under the direct supervision of a qualified physical therapist and/or physical therapist assistant. A minimum of 200 hours will be completed in any type of physical therapy setting. This experience is structured to provide the student with the opportunity to refine their skills in direct patient care and to develop competency in the management of patients with more complex problems.

Prerequisite: PTA 211

4 credits

PTA 213: Clinical Education III*

This is the final clinical experience. A minimum of 240 hours will be completed in any type of physical therapy setting. The student will continue to gain exposure to physical therapy practice under the direct supervision of a qualified physical therapist and/or physical therapist assistant. This experience is structured to provide the student with the opportunity to further refine their skills in direct patient care, develop advanced skills, and move toward entry level performance. The student will be challenged in problem solving and critical thinking.

Prerequisite: PTA 211/212

5 credits

PTA 214: Professional Issues Seminar

This seminar provides a forum for the discussion of professional issues in physical therapy and health care. Emphasis is placed on continued preparation for the National Physical Therapy Examination and future employment. Comprehensive examinations are provided to assess competency and readiness for the National Exam.

Prerequisite: PTA 211

Co-requisite: PTA 212

2 credits

PTA 216: Therapeutic Modalities for PTA Lab*

This lab will provide demonstration, instruction and practice of hands-

on application of the modalities discussed in the lecture. Knowledge of indications, contraindications and precautions will be reinforced. Students will gain a better understanding and appreciation for application techniques, parameter adjustments and patient monitoring. Students must complete competency skills testing for each of the physical agents studied.

Prerequisites: PTA 101/104, PTA 208/218

1 credit

PTA 217: Orthopedic Interventions Lab*

This lab based course continues building on the foundation begun in the 1st year PTA courses and allows for integration of material on orthopedic pathologies, biomechanics, treatment techniques, and patient and clinic dynamics in order to prepare students for their clinical rotations in outpatient physical therapy facilities. The course will include use of scenarios, problem solving, discussion board, and proficiency in patient progression to verify student mastery of material.

Prerequisites: PTA 207, PTA 208/218

Co-requisites: PTA 206, 216

1 credit

PTA 218: Therapeutic Exercise Lab*

This lab is designed to provide physical demonstration, instruction and practice of exercise techniques presented in the lecture. Hands-on application of therapeutic exercise interventions used to enhance strength, power, flexibility, endurance, postural control, balance, circulation and coordination are practiced. Students must complete competency skills testing for each of the topics studied.

Prerequisites: PTA 101/104 & PTA 207

Co-requisite: PTA 208

1 credit

PTA 219: Neurorehab Lab*

This lab is designed as a companion course for PTA 210 with emphasis on application of various interventions and data collection techniques in relation to patients with more complex diagnoses.

Co-requisite: PTA 210

1 credit

*Offered at North East Campus only

PUBH - Public Health

PUBH 101: Foundations in Public Health

Public health is both a discipline and a perspective on human health, with an emphasis on the health of populations and groups rather than on individual patients. This focus on serving the needs of populations and emphasis on prevention over traditional medicine approaches presents economic, political and ethical challenges to public health workers and researchers. Public health requires a unique skill set that pulls from statistics, demography and biology to the social sciences and public policy. This course will focus on the core areas of public health practice including chronic disease prevention, transmission of infectious diseases, health promotion, disease-related research and environmental health.

Offered all terms, all years

3 credits

PUBH 109: Health Education

A critical role of public health is to promote and transform the health of populations. During this course, theories and models that explain health behaviors and outcomes are described, and successes and failures of past and present health promotion initiatives are discussed. Students learn the ethical, philosophical, theoretical and practical reasons for improving the health of people and their communities as well as the key elements of planning and implementing effective health promotion programs. Opportunities for applying health education and promotion methods cross settings and sectors of communities. Careers and educational pathways for health educators are also reviewed.

Offered fall term, all years

3 credits

PUBH 201: Environmental Health

Environmental Health is an introduction to the role of environmental exposures in human health and disease. Though the focus is on humans, because the human ecological footprint is expanding and has few natural boundaries, the impacts

of human activities on the broader environment and non-human systems are equally important to our understanding of the role of environment on health. It is an applied science course that will focus on finding solutions to the many challenges posed by environmental health hazards including chemical, biological and radiation exposures at work, at home and at play - and the choices we must make to minimize personal exposures while participating in an expanding global economy. A major emphasis is on understanding the role of public health in environmental health science while linking these disciplines to broader goals of preserving environmental quality and protecting human health.

Offered fall term, all years

3 credits

PUBH 205: Public Health Policy

Americans eat more, work more, and exercise less than the citizens of all other developed nations. As a result, the prevalence of chronic disease is higher in the US than all European countries and US health care costs are the highest in the world. The US doesn't have a health care problem—it has a public health problem. "Health care" and "public health" have developed in silos despite the fact that both fields are fundamentally tied to one another. This course provides students with a framework to think systematically about the determinants of health, the problems linking public health and physician and hospital-based health care, and the strategies available to governments and policymakers for addressing these matters. The course emphasizes contemporary topics that are important in the health policy debates of virtually all nations and provides cross-national comparisons of public health and health care systems.

Offered fall term, all years

3 credits

PUBH 211: Global Health

A person born in Japan can expect to live to 83 while a person born in Swaziland is unlikely to see their 32nd birthday. There are dramatic differences in the health and well being of populations around the world. What explains these disparities and what can be done about them? These questions and more are fundamental to the core of global health. This course will use case studies, interactive exercises and simulations to teach students the core principles of global health while encouraging them to think globally and act locally. Students will learn about cutting edge methodologies in global health including the use of mobile phones to monitor health, the use of Gapminder software to study population health trends, and modeling techniques to simulate the impact of proposed public health policy interventions.

Offered spring term, all years

3 credits

PUBH 260: Principles of Epidemiology I

From its foundations in the London Cholera epidemic of 1854 to emerging epidemics around the globe, epidemiology is an investigative health science using the clues around us to better understand the cause of disease outbreaks and to develop effective strategies for promoting and protecting public health. The science of epidemiology is concerned with measurement, study design and methods which will provide "disease detectives" a solid base of evidence upon which to make decisions about health policy, treatment of diseases and to establish public health priorities. This course will introduce this exciting science through data exercises, case studies and hands-on investigation, which require skill, knowledge and quick thinking to get the job done.

Offered fall term, all years

3 credits

PUBH 276 Public Health Nutrition

The course will teach how to identify nutritional needs of population groups and available resources in communities. The course examines food and nutrition laws, regulations, and policies as well as the influence of socioeconomic, cultural and psychological factors on food and nutrition behavior. Food availability, access and consumption will be highlighted throughout the course.

Offered fall term, all years

3 credits

PUBH 280: Mental Health and Psychiatric Epidemiology

This course will focus on public mental health and the basic epidemiology of neurological and psychiatric diseases through a series of weekly case studies. The course will also address suicide, injury and violence as public health problems and related prevention strategies. Students will also receive training in basic Mental

Health First Aid and other public health approaches to mental health.

3 credits

PUBH 285: Professionalism in Public Health

A critical component for a successful career in public health is being able to function in a professional environment. This course teaches students about the basic expectations of professional environments and how best to carry themselves in professional environments to succeed. The course teaches students about professional expectations regarding work ethic, working on teams, turning in quality work, meeting deadlines, handling disputes, presenting their work, handling competing obligations and time management.

Open to Juniors and Seniors or Instructor's Approval

3 credits

PUBH 290: Social Determinants of Health

Social and economic conditions are currently the best predictors of health outcomes in the United States, and improvements in living conditions better explain gains in human life expectancy than improvements in medicine alone. The links between social structures (risk conditions) and lifestyles (risk factors) are explored. The impact of risk conditions, such as income and education, on health outcomes are reviewed and compared across communities and cultures. Students are introduced to emerging theories and research on the social determinants of health. The benefits and costs of decreasing inequity and injustice as well as increasing equity and justice are critically analyzed.

Offered spring term, all years

3 credits

PUBH 300 Special Topics

This course is offered by faculty members to teach special or emerging topics related to public health. The format and material will vary by topic semester and instructor. Potential topics: women's health, sexual and reproductive health, emergency preparedness, global health nutrition, occupational epidemiology, bioterrorism, etc.

Offered spring terms, all years

3 credits

PUBH 361: Principles of Epidemiology II

Epidemiology is a complex field with rigorous methodologies. This course will build on Principles of Epidemiology I to provide students with an advanced knowledge of methods to track disease cause and spread. Students will learn how to diagnose and address threats to validity in epidemiologic study designs. They will learn to model complex multivariable problems using both parametric and nonparametric statistics. The method covered will include analyses of proportions, rates, and time to failure as well as parametric models for hazard functions and proportional hazards regression.

Prerequisite: STAT 137

Recommended: PUBH260

3 credits

PUBH 395: Public Health Program Evaluation

Grounded in a community-based project, this course enables professionals to develop and conduct public health program evaluations. The application of evaluation methods begins prior to the implementation of a community-based intervention/initiative and continues well after the conclusion of the project. A cultural movement toward increased accountability has elevated the value of evaluating policies, practices, and environments in medicine and public health. Evaluation skills enable professionals to develop evidence-based practices, adapt practices based on evidence, and win funding. Results support scaling and sustainability of efficient and effect strategies.

Prerequisite: PUBH 109

Recommended: STAT 137 Biostatistics

3 credits

PUBH 415 Independent Study

This course is designed to provide the student with an opportunity to gain or enhance public health knowledge and to explore an area of interest related to public health through a pre-approved self-directed project. Independent study courses are reserved for students who have achieved a minimum of 70 credits, who have had substantial experience, a cumulative GPA of 2.5 in the chosen area of study, and who wish to pursue a specialized topic not offered in the regular program. Students enrolled in independent study courses must meet with the sponsoring

faculty member at least one hour weekly during the term. Students who wish to study independently must first secure the approval of the department directors, their advisors, and faculty sponsors. A formal plan of study must then be filed with the Office of Academic Affairs for final approval. Independent study courses are taken only on a pass-fail basis unless the course is a major or minor requirement. Special applications for enrolling in Independent Study courses are available in the Office of Academic Affairs. Students cannot register for independent study until their applications have been approved.

1 to 3 credits

PUBH 475: Public Health Field Experience

Experiential learning is a critical process by which students develop the competencies that will enable them to have successful careers. This course is an intensive field work experience that allows students to gain real practice working on a community-based public health project or with a public health agency or an organization that has a public health mission. Students must attend a mandatory information/preparation meeting a semester prior to taking the course.

Prerequisites: STAT 137; PUBH 260 and PUBH 285**All terms, all years**

0-12 credits

PUBH 476 Public Health Internship

Internships are a combination of classroom and on the job experiences in public health. Internship are a great way to stand out to potential employers and to start building a professional network. Students must attend a mandatory information/preparation meeting a semester prior to taking the course.

Prerequisites: STAT 137; PUBH 260 and PUBH 285**Offered all terms, all years**

0-12 credits

PUBH 490: Public Health Senior Research Practicum

The public health research practicum is for advanced students that wish to pursue individual or group research projects under faculty mentorship. Students must obtain both faculty and IRB approval prior starting the research. Students must attend a mandatory information/preparation meeting a semester prior to taking the course.

Prerequisites: STAT 137; PUBH 260 and PUBH 285**Offered all terms, all years**

3 credits

RES - Respiratory Therapy**RES 101: Introduction to Respiratory Therapy***

This course is designed to familiarize the student with the history of respiratory therapy as a profession, medical and legal ethics, medical terminology, medical records, communication and safety in health care environments, the basics of breathing, laws of motion, characteristics of fluids, types of forces, and effects of temperature on fluids.

Prerequisites: MATH 102, BIO 240/241, CHEM 101/102

3 credits

RES 110: Respiratory Therapy I*

This course is designed to cover various therapeutic procedures used in respiratory therapy. The indications, side effects, hazards and basis of application will be stressed. This includes but is not limited to: aerosol and humidity therapy, oxygen therapy, chest percussion, hyperinflation therapy, suctioning, and arterial blood gas sampling.

Prerequisite: RES 101**Co-requisites:** RES 111, RES 122

3 credits

RES 111: Respiratory Care Equipment I*

A course relating the equipment used in respiratory therapy to treat the pathological conditions of patients. This course will allow students to practice and apply topics discussed in RES 110.

Prerequisite: RES 101**Co-requisites:** RES 110, RES 122

1 credit

RES 120: Respiratory Therapy II*

A continuation of RES 110 Respiratory Therapy I, this course consists

of the theory of how to treat patients in the critical care setting. Emphasis will be placed on mechanical ventilation, artificial airway care, emergency/trauma situations and analyzing arterial blood gas results.

Prerequisites: RES 101, RES 110, RES 111, RES 122.**Co-requisites:** RES 121, RES 205, RES 212

3 credits

RES 121: Respiratory Care Equipment II*

A continuation of RES 111, Respiratory Care Equipment I, this course will allow students to apply knowledge gained in RES 120. Emphasis will be placed on mechanical ventilators, their operation, and application to patient care.

Prerequisites: RES 101, RES 110, RES 111, RES 122.**Co-requisites:** RES 120, RES 205, RES 212

1 credit

RES 122: Respiratory Pharmacology*

The study of respiratory pharmacology with an emphasis placed on the properties of medications and their effects on the patient. Safe and effective use of medications by the respiratory therapist will be stressed.

Prerequisite: RES 101**Co-requisites:** RES 110, RES 111

2 credits

RES 201: Pediatric and Neonatal Respiratory Care*

This course is a study of the diagnosis and treatment of pediatric and neonatal patients. Emphasis will be placed on diseases unique to pediatric and neonatal patients as well as mechanical ventilation for these patients.

Prerequisites: RES 101, RES 110, RES 111, RES 120, RES 121, RES 122, RES 205, RES 212**Co-requisites:** RES 223, RES 221

2 credits

RES 205: Cardiopulmonary Pathology and Diagnostic Procedures*

This course is the study of the nature and the cause of pathological conditions in patients, as well as, the noninvasive and invasive monitoring and testing techniques used in treatment and diagnosis of cardiopulmonary disease. Emphasis will be placed on recognizing clinical signs and symptoms of the disease, including any changes in normal laboratory values, pulmonary function tests, chest x rays, and EKGs.

Prerequisites: RES 101, RES 110, RES 111, RES 122**Co-requisites:** RES 120, RES 121, RES 221

4 credits

RES 212: RT Clinical Practicum*

A clinical externship in which students work under supervision in affected institutions for two days a week. The students will apply therapeutic and diagnostic procedures. Included are general floor therapies, home care/long term care and pulmonary rehabilitation.

Prerequisites: RES 101, RES 110, RES 111, RES 122**Co-requisites:** RES 120, RES 121, RES 205

8 credits

RES 221: RT Clinical Practicum II*

A continuation of the practical clinical application of therapies and equipment in respiratory therapy. Emphasis will be placed on critical care patients including advanced therapeutic and diagnostic procedures used by respiratory therapists. Also included in this course will be a TMC and CSE. These exams must be passed successfully for completion of the Respiratory Therapist Program. This clinical externship will be 4 days a week.

Prerequisites: RES 101, RES 110, RES 111, RES 120, RES 121, RES 122, RES 205, RES 212**Co-requisites:** RES 201, RES 223

11 credits

RES 223: RT Professional Seminar*

A course providing physician and Respiratory Care Practitioner insights into medical topics related to respiratory therapy with an emphasis on communication. This course will also include the study of current issues in respiratory therapy including pulmonary rehabilitation and sleep medicine. Case study analysis will be done to further enhance the understanding of diagnosis and treatment of patients. NBRC credentialing exam review and preparation for taking the exam upon graduation will also be a focus of this course.

Prerequisites: RES 101, RES 110, RES 111, RES 120, RES 121, RES 122, RES 205, RES 212

Corequisites: RES 201, RES 221

3 credits

*Offered at North East Campus only

RIAP - Intelligence Studies

RIAP 177: Introduction to Intelligence Studies

This survey course introduces the student to the discipline of intelligence and provides the student with an understanding of how intelligence systems function, how they fit within the policymaking systems of free societies, and how they are managed and controlled. The course will provide a theoretical overview of the intelligence, including psychology of intelligence, types of intelligence methods, tools and techniques, basic writing and briefing skills, basic data management strategies and tools and various types of intelligence used throughout the private and public sectors.

3 credits

RIAP 178: Intelligence Methods and Analysis

This course introduces students to the collection and analysis techniques used by entry level analysts. Students work on a term-long project that incorporates data basing, collection planning, organizational and link analysis, and structured analysis techniques. Computer software programs are used to enhance that analytical product. A threaded discussion of the psychology of intelligence analysis is integrated into course material.

Prerequisite: RIAP 177

3 credits

RIAP 213: National Security and Intelligence

This course is an introduction to national security decision-making in the United States with a special emphasis on the role of intelligence in formulating policy. Students will engage in a historical overview of national security politics and strategy since WWII and describe major institutions and processes involved in national security policy-making. The course is designed to survey significant national security problems and their changing nature in the 21st century.

3 credits

RIAP 240: Intelligence for Business

This course explores the processes involved in providing foreknowledge of a company's competitors, industry dynamics and macro-environmental factors that impact an organization; the precursors to actionable intelligence and strategy. The class introduces business terminology, analytical business models and other resources that organizations utilize in the process of competitive and market intelligence. Students will develop competitive assessments to assist corporate decision makers in making decisions and develop corporate strategy. Lectures, exercises, and projects are applied to a real company project with the goal to gain competitive advantage and/or minimize risks related to the current business climate.

Prerequisite: RIAP 178

3 credits

RIAP 250: Professional Communication

Students in the Intelligence Studies program are about to enter what is often a large and complex professional world. In order to navigate that world, particularly in the search for employment, students need to learn how to make the most of the professional communication process. During this course, students will learn how to write an effective resumé, to write a cover letter that best expresses their goals and capabilities, to undergo a job interview and to communicate in a professional setting.

1 credit

RIAP 276: Law Enforcement Intelligence

This course is an introduction to law enforcement intelligence definitions, agencies, and methodologies of analysis. It reviews the mission and roles of the crime analyst at the local, state and federal levels.

Prerequisite: RIAP 178

3 credits

RIAP 280: Communicating Intelligence Analysis I

This course examines the skills needed to effectively communicate intelligence analysis results to a decisionmaker. Through repetitive application of the focused set of skills needed for that communication, it prepares intelligence analysts to deliver analysis in a variety of written and oral formats. Students will also be assigned readings on best ways to prepare and develop a written intelligence product and to prepare and present an oral briefing making best use of presentation tools such as PowerPoint and Prezi. Students will also become familiar with visualization tools available for presentations and reports.

2 credits

RIAP 281: Communicating Intelligence Analysis II

This course examines the skills needed to effectively communicate intelligence analysis results to a decisionmaker. It builds on skills learned in Communicating Intelligence Analysis I (CIA1) by adding a defined intelligence tasking that students will pursue the entire term. Students will produce and deliver written and oral analytic reports on the assigned tasking. They will be graded for adherence to effective communication skills learned in CIA1 and for the quality of their analysis. Students will develop increased familiarity with structured analytic methods learned in other RIAP courses and will apply new methods to these products.

2 credits

RIAP 303: American Military History

This course covers the basics of the US military history experience from the colonial period through contingency operations of the 1990's. This course will employ American military history as a tool for studying military professionalism and for applying critical thinking skills and decision-making skills to military problems. This course provides both the historical foundation and context for service in today's military and a kind of survey course preparing students for future study in military history and heritage.

3 credits

RIAP 305: Warfare and Military Intelligence

This course explores the role of intelligence in the conduct and prosecution of armed conflict. The course traces the evolution of modern military organizations and the use of intelligence in the success or failure of these organizations. Current intelligence practices and methods employed by the US military are also discussed.

3 credits

RIAP 309: Social Media and Politics

This survey course introduces the student to the modern social media platform and its influence on politics. Social Media, (Facebook, Twitter, YouTube, websites, and blogging) combine to unprecedented influence not only on politics but culture, tradition, and society. The course assesses how social media is now challenging the status quo "traditional media" (print media, television, and radio) for attention, influence, and legitimacy.

3 credits

RIAP 310: Special Topics

This course allows students to pursue a specific area of interest that augments their analysis experience. Topics vary. Past topics have included data visualization, geospatial intelligence, and intelligence collection.

3 credits

RIAP 311: Collection Operations

This course is designed to help young analysts appreciate the difficulties and capabilities of various intelligence collection assets. Students will gain an appreciation of and familiarization with various techniques from each of the major collection disciplines including open source intelligence, human intelligence, signals intelligence, measurements and signatures intelligence and geospatial intelligence.

3 credits

RIAP 312: Social Media Intelligence and Analysis

This course introduces students to the collection and analysis techniques used in the analysis of social media. Students will be exposed to critical theory with regards to social media including basic techniques in collection and analysis. Open source computer software programs are used to enhance individual analytical products. A threaded discussion of the psycho-socio aspects of intelligence analysis of social media is integrated into course material.

3 credits

RIAP 316: Cinematic Mirror Intelligence Film

This course takes an historical approach to the depiction of various manifestations of “intelligence” in film, spanning over eight decades of filmmaking in different countries.

3 credits

RIAP 317: Data Visualization

A hands-on course in data analysis and visualization based on key design principles and techniques for interactively visualizing data based on principles from the fields of statistics, perception, graphic design, cognition, communication, and data mining. Through lecture, case studies, and design studios, students will work individually and collaboratively to visualize complex datasets using software applications to identify patterns, trends, and variation across categories, space, and time. Students will obtain practical experience with the visualization of complex data including multivariate data, geospatial data, textual data, time series, and network data.

3 credits

RIAP 320: Advance Law Enforcement Intelligence

This course will explore the theory and practical application of analytical methodologies to selected law enforcement intelligence topics. It will utilize the case studies methodology to understand the role and effect that intelligence influenced the out-come of historical events. Classroom projects will require critical thinking skills to produce an analytical intelligence product for law enforcement decision makers.

Prerequisite: RIAP 276

3 credits

RIAP 321: Law and Ethics Law Enforcement Intelligence

The Law and Ethics of Law Enforcement Intelligence course builds upon the prerequisite introduction course of RIAP 276. The class will explore the governing laws, rules and regulations plus ethics associated with law enforcement intelligence.

3 credits

RIAP 322: Applied Methodology in Law Enforcement Intelligence

The Applied Methodologies for Law Enforcement Intelligence course builds upon the prerequisite introduction course of RIAP 276. The class will learn and apply advanced applied structured analytical methodologies commonly utilized in law enforcement intelligence.

3 credits

RIAP 325: Cyber Threat Analysis

This course will introduce students to the methodology of investigation and analysis procedures associated in the application of real world cyber attacks. Students will gain knowledge of key terminology, online tools used by analysts, the development of legislation, key government agency roles, and the nature of cyber threats/attacks.

3 credits

RIAP 337: Investigative Psychology for Law Enforcement Intelligence

This elective encourages the student to make links between psychology and law enforcement practices, and to gain an understanding of how psychological knowledge can be applied to law enforcement intelligence. The class will explore the theory and practical application of analytical methodologies to selected law enforcement intelligence topics. Although this elective takes a specific focus upon intelligence in law enforcement, students will be taught aspects of Investigative Psychology methodology that will be of use to many agencies involved within the intelligence world.

3 credits

RIAP 341: Homeland Security

This course provides historical context for understanding the evolution of homeland security concepts, strategies, and threats. Students will study key initiatives, legislation, and challenges related to the issues of terrorism, natural disasters, immigration and border security, transportation safety, critical infrastructure protection, and emergency preparedness and response. Students will learn about the current structures, functions, and coordination of government agencies responsible for these respective areas.

3 credits

RIAP 360: Financial Intelligence Analysis

This course explores the theory and application of intelligence in the conduct of identifying and mitigating financial threats and crimes by governments, the private sector, and other inter-governmental organizations. The course also traces the evolution of financial fraud and threat financing since 9/11, examining tactics, techniques, and mechanisms used both by state and non-state actors involved in illicit financial activity and those involved in detecting, preventing, and investigating those illegal activities. Working in small groups, the students will apply relevant analytic methods and techniques to a series of practical exercises and case studies related to financial crime and threat financing.

Prerequisites: RIAP 177, RIAP 178, RIAP 275, RIAP 276

3 credits

RIAP 365: Advanced Competitive Intelligence

This course encompasses a more in-depth perspective of competitive and market intelligence utilizing additional analytical tools and methodology. Advanced models and techniques are applied to a term-long industry project and a final report is compiled at the end of the course. Teams representing companies within the industry participate in a stock market exercise, scenario analysis and war gaming to gain experience in the dynamics and workings of the business environment.

3 credits

RIAP 368: Climate Change and National Security

Despite the national debate, global temperatures and sea levels are rising creating unique security concerns, but also areas of opportunity. This course will cover how a nation anticipates and prepares for a changing global landscape and how they reconcile scientific research to policy and security goals.

3 credits

RIAP 372: Terrorism

This course fosters an understanding of the roots, development and impact of contemporary worldwide terrorism, especially in the United States, while using a simulated operational environment.

3 credits

RIAP 374: History of Intelligence

This course examines the scope, elements and history of intelligence activities, especially the American experience. Particular attention is paid to the role of intelligence in a democratic society.

3 credits

RIAP 395: Geospatial Intelligence

This course will cover topics related to the collection, exploitation, and analysis of geospatial information and imagery. The focus of the course will be on how to use software and knowledge of geospatial concepts to respond to a variety intelligence requirements that arise from fields that range from military and law enforcement to business, humanitarian issues, and other security issues. The emphasis is on the choice and application of appropriate methods for the analysis of the spatial and imagery data often encountered in the various intelligence disciplines.

3 credits

RIAP 415: Contemporary Leadership in Intelligence

This course examines organizational leadership in the context of intelligence organizations and units. Historically, the execution of intelligence leadership within the Intelligence Community will be analyzed and the impact of leadership on the intelligence process will be evaluated. Students will explore leadership styles, principles, models, in addition to developing a personal sense of how to lead groups and how to lead change within an organization. Contemporary issues and ethical challenges facing intelligence leaders will be explored, particularly how leadership decisions impact organizations, staff, morale, and public perceptions of intelligence organizations.

3 credits

RIAP 420: Advance Analytic Techniques

This course is designed to provide an opportunity for students to explore techniques emerging from the intelligence community and physical and social sciences and apply those techniques to intelligence problems. Focusing on a variety of techniques from a variety of disciplines, this course will expose an advanced student to new and potentially useful methods for conducting intelligence analysis.

3 credits

RIAP 425: Strategic Intelligence

This course is divided into three parallel tracks covering strategic theory, the practice of strategic intelligence, and the application of those principles to a “real life” problem. Analysts will participate throughout the course as a member of a group in a large-scale estimative project.

3 credits

RIAP 435: Grand Strategy/Planning and Intelligence

This course examines the theory and practice of grand strategy and how intelligence informs the process of forming and executing it. Beginning with a historical view of grand strategy from the post-Napoleonic War period (1815 – 1914), the course then covers Interwar and Cold War grand strategy, post-Cold War grand strategy and American grand strategy today in the age of terror. The course concludes with workshops on strategy formulation and a real-life simulation of a crisis event in which students are expected to discern, formulate, and implement an American grand strategy of their own.

3 credits

RIAP 446: Counterintelligence Policy and Practice

This course is designed to provide students with an understanding of the historical context that formed the basis for national security legislation. Students will examine the development of the country’s current counterintelligence bureaucracy and strategy and its role in the fulfillment of national security policy. This course will examine the intersection of Department of Justice policy, the media, and the prosecution of media leak cases. Students will also be exposed to the conduct and practice of counterintelligence and espionage investigations, with a focus on insider threats.

3 credits

RIAP 448: Marketing Research and Primary Intelligence

This course is designed to provide a comprehensive overview of the principles and fundamentals of market research and primary intelligence. The course includes the study of both the qualitative and quantitative methods used in contemporary market research along with the tools and techniques used in the collection, analysis, and measurement of data. The course is organized from a management perspective using an applied, problem analysis format. A real life research project will be used to reinforce the theoretical concepts presented during the term. The course is student-oriented with a focused learning approach. Accordingly, it is taught from an applied perspective to challenge and help students to understand the role, importance, and operational fit of market research in the workplace. The use of technology is emphasized with emphasis on research via the internet, development of an on-line survey and SPSS for statistical evaluation. Students are expected to take an active role and participate in class discussions, interactive assignments, and team/group exercises.

3 credits

RIAP 449: Nonproliferation Analysis

Students in this course will examine the many aspects of nonproliferation. Topics will include basic physics, the nuclear fuel cycle, the Nuclear Nonproliferation Treaty (NPT), the International Atomic Energy Agency (IAEA), the Additional Protocol, safeguards (including an overview of verification techniques and the use of open-source information), export control, proliferation incentives (and disincentives), nonproliferation trends, and nuclear terrorism. Two case studies will explore the nuclear black market and proliferation.

3 credits

RIAP 475: Intelligence Studies Internship

Students engage in a period of employment (minimum of 200 hours) as an intelligence analyst with a government, international agency or corporation during which certain experience objectives must be met.

Prerequisite: RIAP 178

3 credits

RLST - Religious Studies**RLST 100: What is Religion?**

An introduction that provides students with the foundational skills of the academic study of religion in order to apply them to an increased understanding of the role of religion in contemporary society. The course presents a broad overview that will provide students with a foundation for topical courses in the religious studies

department as well as the ability to engage religion thoughtfully and knowledgeably in other disciplines.

3 credits

RLST 110: Sacred Texts

An introduction to religious studies that examines the origins and developments of sacred texts. The course will focus especially on how later texts and traditions reconfigure earlier traditions in the light of new experiences. By the end of the term the student will have developed the skills necessary to become a close and careful reader of primary texts.

3 credits

RLST 115: World Religions

An introduction to religious studies that inquires into the history of religions by focusing on several world religious traditions and their claims about Ultimate Reality, the purpose of human life, the meaning of suffering and alienation, the importance and role of social organization, and ethics.

3 credits

RLST 200: Contemporary Moral Issues

Course explores moral issues both personal and social, in light of Christian Scriptures, tradition, and human experience. A Roman Catholic perspective on these issues is emphasized.

3 credits

RLST 205: Christianity

This course examines the impact of significant Christian thinkers.. As we will see, the development of Christianity was neither monolithic nor predetermined. It is rather the historical result of argument and debate among a plurality of voices throughout the centuries. We will explore the influence these voices have on the way various contemporary Christians groups conceptualize theology and authority.

3 credits

RLST 206: Hinduism

An historical and thematic introduction to Hinduism which will examine its array of beliefs and morals, myths and rituals, philosophies and poetry, gurus and teachers, gods and goddesses. Particular attention will be given to developments in Hinduism including the host of philosophical, historical, social and political contexts that have generated plural expressions of Hinduism in India and have contributed to a more global expression of Hinduism worldwide.

3 credits

RLST 207: Buddhism

An introduction to the various world views encompassed under the rubric of Buddhism. This course surveys religious, philosophical and ritual developments in the history of Buddhism, beginning in the Indian context and extending throughout Asia and even into the West. The nature of reality, human community, suffering and liberation articulated in various versions of Buddhism will be primary themes for study.

3 credits

RLST 208: Islam

A study of the origins and development of Islam, beginning from the prophet Muhammad to the contemporary era. Special consideration of Islam’s religious, social, and philosophical developments, the diversity within Islam, and the interface of Islam as it penetrated into cultures beyond the Arabian peninsula.

3 credits

RLST 210: New Testament and Christian Origins

This course engages the foundational documents of Christianity and examines how these texts emerged over time as an authoritative collection that came to be regarded as Scripture. In addition to contextualizing these documents in their indigenous religious/philosophical/cultural environments, special attention will be paid to the formation of diverse early Christian communities based on differences in their use of a multiplicity of Jesus traditions.

3 credits

RLST 230: Jesus the Christ

An examination of the development of images, concepts, and doctrines about Jesus of Nazareth. It moves chronologically from New Testament materials to contemporary theological discussions about the person and message of Jesus and

their significance for the post-modern world.

3 credits

RLST 235: The Sacred and Cinema

Film has become the dominant medium of popular cultural expression in the contemporary era, and as such offers a vital space where the re-contextualization and re-interpretation of religious themes can be studied. Understanding the use and presence of religious ideas and symbols in film allows perspective on how traditional religious themes are imagined and challenged through contemporary experience.

3 credits

RLST 240: Medical Ethics*

Medical Ethics is a discipline that examines the issues of health care, distribution of medical resources, death, suffering, and overall wellbeing. In order to examine the issues relevant to medical ethics, we will focus on the contributions made by contemporary social thinkers, classical ethical theorist, and contemporary theologians and ethicists. This course will require you to examine the role of medical care professionals in the medical systems and their ethical and professional obligations to their patients, employers, and the larger society.

3 credits

RLST 250: Eastern Philosophy

This course examines various traditions of Indian philosophy, specifically the 'orthodox' schools (the so-called "six views") and their Buddhist counterpoints. Our concern will be the methods, presuppositions, arguments, and goals in Indian reflection on the nature of the human person (philosophical anthropology), the nature of reality (metaphysics), and the nature and process of knowing (epistemology). The goals of this course include showing the traditions of systematic, critical thinking in India and highlighting, where appropriate, their significant parallels to Western philosophical thought.

3 credits

RLST 255: Religious Perspectives on Human Relationships

This course will examine the many ways religious and cultural traditions have interpreted the dynamics of human relationships, including (but not limited to): concepts of relating to oneself, to others (or, friendship), relationships with divine, sexual relationships, the status of one's gender in relation to others, as well as definitions of marriage and family. The course offers descriptive, comparative, and critical analyses of the teachings of individual theorists (religious, cultural, and/or philosophical) in order to better understand how religious and cultural perspectives bear on the questions and controversies about human relationships in the modern world.

3 credits

RLST 265: American Religion

A survey of religious beliefs and practices in an American context. This course examines various expressions of American religiosity and aims to contextualize, understand, and analyze the variety and plurality of the American religious landscape.

3 credits

RLST 266: Globalized Religion

This course provides a basic introduction to the descriptive and explanatory models in the sociological study of religion that prove helpful in examining the enculturation of diverse traditions such as Buddhism, Islam, Hinduism, and Sikhism into the U.S. religious landscape. In addition, this course examines strains of anti-immigration in the United States that resist such efforts of religious enculturation. Finally, this course acknowledges the distinctiveness of these enculturated religious traditions in order to move toward a pluralistic engagement of religious traditions.

3 credits

RLST 267: Religion and Violence

This course is designed to explore the complex ways in which religious people appear to be motivated by religion toward violence or peace. It will look at the history of violence in religious traditions, modern movements and developments most closely associated with religious violence, structures of religious life and identity that appear to lead to acts of violence, specific case studies, and finally pathways toward peace.

3 credits

RLST 270: Women and Scripture

An exploration of the biblical texts dealing with the themes relating to women: their presence and neglect, images, and roles. The course will study the contributions, challenges and significance of women in Scripture with particular concern for contemporary interpretations by Jewish and Christian women.

3 credits

RLST 275: Liberation, Religion, & Society

This course examines the origin and growth of liberation theologies in Asia, Africa, and Latin America, and the United States. Students will be introduced to the work of major liberation theologians and the diverse contexts in which liberation theologies are done. The critical roles they play within diverse religious, cultural, and societal contexts and the impact of economic globalization has upon them will also be considered.

3 credits

RLST 295: Religion, Science, and Magic

This course examines the complex historical relationship between the fields of scientific and religious enquiry. This course approaches these issues historically and thematically using case studies to understand and to analyze distinctive modes of inquiry about truth claims.

3 credits

RLST 305: Death and Dying

Issues surrounding death and dying are both deeply personal and central to the human experience. This course is designed to explore ideological frameworks around death and relate them to concrete issues. The course is designed in two parts. The first part engages ideas found across the globe related to death and dying. The second part of the course examine practical and ethical considerations.

Prerequisite: 100 or 200 level RLST or CST course

3 credits

RLST 310: Evolving Religion

An analysis of the intellectual challenges to religious belief since the Enlightenment to the present day with a special emphasis on postmodern philosophy and the theological responses to the postmodern critique.

Prerequisite: 100 or 200 level RLST or CST course

3 credits

RLST 335: Contemporary Folklore, Legends, and Mythology

This course will approach a wide variety of contemporary folklore, legends, and mythology through the methodologies and theories of Religious Studies. Folklore, legends, and mythology are sometimes in agreement with established religious traditions. Other times they represent breaks with mainstream doctrines. These three categories draw attention to visions of what is possible in both life and death, according to peculiar accounts of the way things really are.

Prerequisite: 100 or 200 level RLST or CST course

3 credits

RLST 345: Philosophy of Religion

This course investigates various issues and arguments within philosophy of religion, including: the problem of evil, arguments for God's existence, the concept of religious experience, divine omniscience and omnipotence, religious language, miracles, life after death, and the justification of religious belief.

Prerequisite: 100 or 200 level RLST or CST course

3 credits

RLST 350: New Religious Movements

New Religious Movements (NRMs) in the past have been called "cults," a term that tends to judge the communities by the standards of longstanding and well-established religions or broader cultural norms. Our study will examine the various contexts and circumstances—sociologically, psychologically, even politically—that account for the rise of new religious movements. The course will explore a series of questions: What broader social, cultural, and traditionally religious dynamics serve as catalysts for the emergence of NRMs? What is the psychological appeal of NRMs? Are there recognizable patterns to the emergence and organizational structures of NRMs? Under what conditions do they forfeit the rights of freedom of religion?

Prerequisite: 100 or 200 level RLST or CST course

3 credits

RLST 375: Religion and the Environment

An examination of key texts, historical movements, and ideas pertaining to the relationship between "religion" and "the environment." Several religious traditions are considered, including: Judaism, Christianity, Islam, Buddhism, and Native American religions.

Prerequisite: 100 or 200 level RLST or CST course

3 credits

RLST 385: Poetry of the Sacred

A study of poetry as an expression of and a vehicle for awakening in the world's religious and spiritual traditions. Exploring notions of the sacred and theological anthropology, this course examines the context, content, and goals of poetry self-reflexively located in faith and spiritual traditions. Poetry of Hindu bhakti traditions, Sufism, Zen, and Christian mysticism will be central, though not exclusive, to this course.

Prerequisite: 100 or 200 level RLST or CST course

3 credits

RLST 390: Apocalypse to Zombie

Stories about "the end" have been employed by various cultures as a means to use language to reflect upon, critique, and explain current events. This course compares different visions of the end by investigating the diverse ancient and contemporary cultural contexts out of which these imagined endings emerge.

Prerequisite: 100 or 200 level RLST or CST course

3 credits

RLST 420: Mysticism

A study of the significance of mystical experience in the world's religions. What is the meaning of particularly vivid, intense religious experiences reported by sages, saints, and seers in the faith traditions of the world? This course will examine classic analyses of mysticism, the nature, context, and conditions of mystical experience, the "perennial philosophy," the scope of ineffability, and the cognitive merit of mystical experience.

Prerequisite: 100 or 200 level RLST or CST course

3 credits

RLST 440: Peace and Justice

In the face of oppression, people of faith and people of good will have argued for a principled world of peace and justice for all. This course examines how it is that oppressed people groups have grounded the pursuit of peace and justice in terms of social and spiritual liberation. This course will explore global and domestic cases of oppression, which may include: imperialism and exile, racism and civil rights, sexism and homophobia. Diverse religious responses to oppression may include: Jewish, Christian, Islamic, Buddhist, and Hindu views.

Prerequisite: 100 or 200 level RLST or CST course

3 credits

RLST 445: Special Topics

The Special Topics course is designed to complement programs throughout the university. The topics will be chosen to provide timely analysis of contemporary events and/or developments in the field. The course will, generally, explore the relationship between religion and social life and explore issues of particular significance facing the contemporary world.

Prerequisite: 100 or 200 level RLST or CST course

3 credits

RLST 480: Seminar Religious Studies

A seminar that offers in-depth study of significant religious themes and thinkers, determined by the professor. The course is directed to majors and minors as their capstone course and does not otherwise meet general core-curriculum requirements. The course therefore presumes background training in religious studies and emphasizes independent, creative scholarship and experiential learning.

Prerequisite: 100 or 200 level RLST or CST course

3 credits

RLST 490: Senior Thesis

A student may elect to use three to six credits as "thesis credits" in place of one or two courses. This entails writing a substantial research paper and can only be done if approved by the student's advisor and department director.

Prerequisite: Instructor permission

3-6 credits

*Offered at North East Campus only

RMGT - Risk Management**RMGT 120: Fundamentals of Risk Management**

Students will receive an overview of risk management principles and the role insurance plays in the assessment process. All aspects of the risk control options including prevention, avoidance, transfer and retention will be presented in personal and enterprise contexts. Students will learn how the various choices can be incorporated in individual and business decision-making practices.

3 credits

RMGT 320: Risk Management & Insurance

This course expands upon the introductory course of the risk management and insurance program. It also covers the insurance component of the financial planning track. The focus of the course is to provide students additional details of the terminology of insurance. To understand insurance, students need to review contract law and agency relationships. The course will introduce topics covered in later courses such as personal property and liability insurance, commercial property and general liability insurance.

Prerequisite: RMGT 120

3 credits

RMGT 325: Finance and Accounting for Insurance Professionals

This course will provide an introduction to insurer statutory accounting, cash flow valuations, and insurer investment portfolio management. It will incorporate some coverage of GAAP financial statements and financial statement analysis. The course provides an introduction to insurer capital needs analysis and the underwriting cycle. This course is closely aligned with the industry designation exam, CPCU 540.

Prerequisites: ACCT 101 and RMGT 320

3 credits

RMGT 330: Property & Liability Insurance

This course will require students to apply knowledge of risk management policies and relate them to personal and commercial property and liability insurance coverages. Topics studied will be a combination of those on the personal and commercial property side (introduction to property insurance, causes of loss forms, business owners' policies and bonds) and those related to personal and commercial liability (general personal and commercial liability, workers compensation, personal and commercial liability umbrella, cyber risk and terrorism).

Prerequisites: RMGT 120 and 320

3 credits

RMGT 420: Insurance Operations & Regulations

The course covers how property-casualty insurance functions work together to create and deliver products. The various functions covered include: underwriting; marketing and distribution; risk control and premium auditing; claims; actuarial operations; information technology; reinsurance; and regulation. This course is closely aligned with the industry designation exam, CPCU 520.

Prerequisites: RMGT 120 and 320

3 credits

RMGT 475: Risk Management Internship

Students should complete a 3-credit internship in the risk management industry. Internship placement will be subject to the approval of the Director of the Risk Management Major. GPA requirements will also be imposed.

0-3 credits

RUSS - Russian**RUSS 101: Introduction to Russian I**

An introduction to the Russian language, including development of the basic skills: listening, speaking, reading, and writing. Learning activities aimed toward a flexible command of the language are included.

3 credits

RUSS 102: Introduction to Russian II

Course Descriptions

Further study of the skills introduced in Russian I, including study of grammar and aural-oral practice designed to reinforce the basic language skills.

Prerequisite: RUSS 101 or equivalent

3 credits

RUSS 125: Russian Culture

Historical and cultural development of Russia are studied. Lectures, class discussions, and reports on the most significant aspects and trends of political, literary, economic, social, and artistic life are included. Course conducted in English.

3 credits

RUSS 130: Golden Age of Russian Literature

Study of the major works and writers of the first half of the 19th century. Includes Gogol and Lermontov as well as Pushkin and Turgenev. Particular emphasis on the growth of Russian realism in light of the Slavophile-Westernizer debates of this era. Conducted in English.

3 credits

RUSS 131: Later 19th Century Russian Literature

Includes works of Tolstoy to Chekhov and treats such masterpieces as Anna Karenina, Brothers Karamazov, and several famous Chekhov plays. Conducted in English.

3 credits

RUSS 132: Masterpieces of 20th Century Russian Literature

Students will explore the masterpieces of twentieth-century Russian literature. Lectures and course discussions will consider historical background, literary movements (Symbolism, Futurism, Acmeism) and aesthetic trends (Modernism, Socialist Realism, and Post-Modernism) in analysis of the literary works. Conducted in English.

3 credits

RUSS 135: Topics Russian Literature/Culture

The content of this course, determined by the instructor, will focus on some literary or cultural subject relating to Russia. Coursework will further student understanding of Russia and the Russian people. Conducted in English.

3 credits

RUSS 150: History and Development of the Russian Orthodox Church

This course will examine the history, dogmatic teachings, and liturgical practices of the Russian Orthodox Church as it developed in Russia and will address the role of the Church at the present time and predict its role for the future. This course is conducted in English.

3 credits

RUSS 203: Intermediate Russian I

A study of the more sophisticated grammatical patterns and idiomatic structures of Russian designed to increase proficiency in reading and writing the language. Increased speaking practice enables the student to become more orally proficient in the Russian language.

Prerequisite: RUSS 102

3 credits

RUSS 204: Intermediate Russian II

The continuation of RUSS 203 with study of the four skills, reading, writing, listening and speaking.

Prerequisite: RUSS 203

3 credits

RUSS 208: Contemporary Reading in Russian

Based on short stories, newspaper articles, and excerpts from longer works, the course aims to develop vocabulary, reading comprehension, a sense of style, and greater facility in discussion.

Prerequisite: RUSS 204

3 credits

RUSS 210: Russian Conversation/Composition I

Students will develop their communicative skills, while building vocabulary and a greater understanding of structure and idioms, through composition and guided as well as spontaneous conversations.

Prerequisite: RUSS 208 or 211

3 credits

Course Descriptions

RUSS 211: Contemporary Russia

Students will explore the culture and geography of Contemporary Russia. Course material will cover the geography, politics, arts, and other social and cultural phenomena of the late 20th and 21st-century Russia. They will also focus on developing and improving their skills in written and spoken Russian. The language of instruction for this course is Russian.

Prerequisite: RUSS 204 RUSS 204

3 Credits

RUSS 300: Russian Conversation/Composition II

Students will develop more sophisticated composition and conversation skills, such as techniques for persuasion, debating, analysis, and creative expression.

Prerequisite: RUSS 208 RUSS 210

3 credits

RUSS 310: Seminar: Composition/Translation

Examination of several basic differences in the structure of the Russian and English languages. Exercises to develop expertise precede directed and free composition, problems of translation.

Prerequisite: RUSS 208

3 credits

RUSS 316: Abroad Experience

With instructor approval, students may use this course to develop an independent study program based on their experiences abroad. Students must have spent at least four weeks abroad and must arrange, prior to departure, to complete a research or creative project and present it publicly in the semester following their return.

Prerequisite: RUSS 204

3 credits

RUSS 490: Senior Thesis

An experience in original research leading to the development of a publishable paper. Topics will be chosen from research sources in contemporary Russian works.

Prerequisite: RUSS 208

3 credits

SBM - Sports Business Management

SBM 100: Introduction to Sport Industry

Sport has grown and spread throughout the world and has developed into a complex, extensive and highly distinct structure and organizational process. This course will explore the many components of Sport Business Management that are present in this academic field. This class will bridge these two areas together in such a way that the student will understand clearly what the Sport Business Industry is all about. Sport Business is far more than people liking sport.

Offered Fall and Spring Semesters

3 credits

SBM 150: Intercollegiate Practicum

Practicum is a faculty supervised experience that encompasses aspects of NCAA Intercollegiate Athletics at Mercyhurst. The supervising faculty member and a member of Mercyhurst Intercollegiate Athletics will construct an experience designed to meet the needs of the student as it applies to intercollegiate athletics.

1 credit

SBM 210: Sport Marketing

This course applies basic marketing principles to the sport industry. An examination of the current environment of the sport industry will include: tactics, strategies, and examples of sport industry organizations use of marketing.

Prerequisite: SBM 100

Offered Fall Semester Only

3 credits

SBM 220: Legal and Ethical Issues in Sport

The course provides practitioners the tools necessary to survive in the legal and ethical framework of the sport industry. Sport managers will establish a foundation of the legal aspects ranging from risk management, gender equity, and antitrust law. Basic concepts of ethics and morality will be discussed to assist in developing an ethical perspective of sport managers.

Prerequisite: SBM 100

Course Descriptions

Offered Spring Semester Only

3 credits

SBM 230: Special Topics I

This course will focus on special topics relevant to Sport Business professionals and innovative topics within the field of Sport Business Management. Topics may include, but are not limited to, intercollegiate athletics, youth sports, and sport entrepreneurship.

Prerequisite: SBM 100

Offered Fall Semester Only

3 credits

SBM 310: Facility and Event Management

This course combines the skills and techniques necessary to operate a facility with the ability to incorporate the same concepts into a specific event. Topics will include management theory specific for the sport industry, facility and staff preparation, game management, and sport-related events either as a contest or within the event.

Prerequisite: SBM 100, MGMT 120

Offered Spring Semester Only

3 credits

SBM 330: Special Topics II

This course will focus on special topics relevant to Sport Business professionals and innovative topics within the field of Sport Business Management. Topics may include, but are not limited to, research, analytics, and sport communications.

Prerequisite: SBM 100, STAT 135

Offered Spring Semester Only

3 credits

SBM 410: Sport in Society

A comprehensive overview of the issues impacting sport throughout history and its impact on society. The status of acceptance of who can play will help develop a sensitivity to, and understanding of, the role of individuals and organizations based on gender, race, and ability.

Prerequisites: Senior Standing (Juniors with permission), SBM 100

Offered Fall Semester Only

3 credits

SBM 420: Sport Governance

This course will explore many governance structures from the amateur, high school, local and professional arenas. Students will examine the major sporting government organizations such as the International Olympic Committee, National Collegiate Athletic Association, NFL, NHL, NBA and MLB. The focus will be on the structures, rules, issues, and regulations that govern sport organizations.

Prerequisites: Senior Standing (Juniors with permission) SBM 100, MGMT 120

Spring Semester Only

3 credits

SBM 475: Sport Business Management Internship

An individual work/study experience in an approved sport business institution. Placement of a qualified student in a sport business setting which involves an area of interest, provides training and on-the-job-learning, and prepares the student for sport business practice. A 2.75 GPA is required for business courses.

Prerequisite: Junior Standing, Written Permission of the Associate Dean

3 credits

SCI - Science

SCI 100: Environmental Problem Solving

A course designed for students considering a science major or interested in environmental issues, providing a survey of topics in environmental science including the ecosystem concept, risks and economics of pollution, and specific environmental pollution, air pollution, toxic wastes, pesticides and energy resources.

Co-requisite: SCI 101

3 credits

SCI 101: Environmental Problem Solving Lab

Basic field and laboratory investigation into environmental problems of local

Course Descriptions

concern, providing an introduction to the scientific method and the techniques used by biologists, geologists, and chemists in environmental investigations.

Co-requisite: SCI 100

1 credit

SCI 118 Astronomy

An introduction to the study of astronomy and cosmology. Topics include: the evolution of stars and galaxies; the origin and evolution of the universe; dark matter and dark energy; special and general relativity; recent discoveries in astronomy and cosmology.

Co-requisite: SCI 119

3 credits

SCI 119 Astronomy Lab

Laboratory experience to accompany Sci 118. Observations through the Mercyhurst Baltus Observatory.

Co-requisite: SCI 118

1 credit

SCI 304: Physical Meteorology

This course examines the physical atmospheric and oceanographic reasons for everyday weather, by examining general circulation, the imbalance of incoming solar radiation caused by the tilt of the Earth causing seasons, and the particular weather that each season brings to the midlatitudes.

3 credits

SCI 335: Climatology

This course examines the physical atmospheric and oceanographic reasons for climate change, by quantifying present climate, examining past climates, and examining anthropogenic and natural reasons for present global warming.

3 credits

SECM - Secretarial Management

SECM 111: Medical Terminology*

This is a three-credit course intended to assist those studying in the fields of health sciences. It is a programmed learning course which teaches a word- building system for defining, using, spelling, and pronouncing medical words. Students will be presented medical terms in relation to medical specialties. This will provide students with an immediate window into how the healthcare world is organized— around medical specialties, and not by organ systems.

3 credits

SECM 275: Health Information Management*

Concentration Internship. The student may choose to complete a practical internship (200 hours) during the last term. Weekly logs must be submitted to the internship coordinator and a ten-page final paper is required upon internship completion.

0 credits

*Offered at North East Campus only

SMGT - Sport Management

SMGT 121: Sport Management Lab I- Sport Officiating*

With the assistance of the NFHS and the PIAA, students will learn the fundamentals of officiating for sports. The class will emphasize game day procedure; dealing with fans, coaches, parents, and players; and enforcing the rules of the game. Upon completion of this course, students have the opportunity to be certified by the NFHS and the PIAA if they pass a sport specific exam.

1 credit

SMGT 122: Sport Management Lab II- CPR, First Aid, & Concussion Training

This course will consist of a comprehensive overview of health and safety in sport. The students will work with the NFHS and the American Red Cross to be certified in CPR, first aid, and concussion training. This course will also examine risks such as heat illness, sudden cardiac arrest, and more.

1 credit

SMGT 123: Sport Management Lab III- Strength and Conditioning*

This course will give the students the opportunity to learn and apply the best principles and practices used in strength and conditioning. Upon

Course Descriptions

completion of the class, students will have the opportunity to be certified by the NFHS in strength and conditioning.

1 credit

SGMT 150: Coaching Techniques*

The opportunity to be certified in Fundamentals of Coaching through the NFSHA. Students will spend 10-15 hours working with coaches at MNE.

3 credits

SGMT 211: Personal Fitness Trainer Certification*

This course prepares students in the Business Sport Management concentration to take a Personal Fitness Trainer certification exam. Students study both the human muscular and skeletal systems. Detailed exercise regimens are developed according to the needs of the exercise participant. Typical needs include weight loss, strength building, and recovery from injury.

3 credits

*Offered at North East Campus only

SOC-Sociology

SOC 100: Introduction to Sociology

This course introduces students to the discipline of sociology: the scientific study of human behavior as shaped by collective forces and self-reflections. The primary aim of this course is to enhance students' ability to interpret and evaluate the social and cultural influences around us. To achieve this aim, the course compares and contrasts sociological theoretical paradigms, as well as discusses the strengths and weaknesses of the qualitative and quantitative research methodologies.

3 credits

SOC 101: Contemporary Social Problems

This course is designed to provide a context for students to critically explore selected social conditions that have been determined to constitute social problems in modern society. Each of the issues selected will be looked at from different perspectives using the lens of various theories. The contributions of opposing ideologies and ideas and a critique of research related to the phenomena will be utilized to facilitate an understanding of the complexity of the phenomena and clarify one's perspective.

3 credits

SOC 102: Family in Changing Society

This course looks at the historical family development, cultural family patterns, disintegration and reintegration of contemporary family life and marital interaction. It will look at the changing attitudes toward marriage and the family.

3 credits

SOC 107: Introduction to Gerontology

This course is an introduction to the study of aging through the examination of the fundamental age associated changes in physical, mental and psychological function. Reciprocal relationships between aging groups and social institutions will be explored.

3 credits

SOC 108: Human Growth and Development

This course will familiarize students with concepts and principles of development of physical, cognitive, emotional and social development across the lifespan. The course discusses how the multiple domains of development interact with contextual factors to influence developmental outcomes and individual differences from birth to late adulthood.

3 credits

SOC 125: Introduction to Gender Studies

This interdisciplinary course will cover the theoretical foundations and history of the gender discourse, and address topics central to the discipline of gender studies. The economic, political, ideological and social forces that shape the cultural construction of gender will be discussed and the consequences examined. The discussion will also include the intersection of gender, race and socioeconomic class, biology and gender, and the gendered body. Through a variety of exercises/discussions and works of fiction, attention will be given to the connection between gender issues and life experiences. Students will also engage with course topics via lectures, readings and films.

Course Descriptions

3 credits

SOC 140: Special Topics

This course will cover a special topic within the field of sociology. Examples include: sociology of food, sociology of film and others.

1-3 credits

SOC 150: Children in Society

This course provides an examination of specific areas of socialization of children in American society from infancy through adolescence. We will consider how familial and psychosocial status, development, culture, ethnicity, gender, and socioeconomic class affect and shape children's lives. We will critically examine how current problems, policies, and programs influence childhood.

3 credits

SOC 203: Deviant Behavior

A psychological and sociological examination of pathological behavior. Deviancy will be discussed as a problem in both individual adjustment and in social organization.

3 credits

SOC 204: Diversity in Society, Oppression and Social Justice

This course is designed to provide students with a knowledge base concerning human diversity from a sociological perspective. Diversity is broadly defined to encompass many aspects of social life, including gender and sexuality, social class, race and ethnicity, and (dis)ability. Students will learn how to use each of these concepts in conversation and in writing, and to view them in combination using an intersectional lens. The dynamics of oppression will be examined and ways to create a more just society explored.

3 credits

SOC 208: Power, ID, Relationships, Culture: Sociology of Food

This course explores the cultural and social meaning of food. A central focus of sociology is to investigate the inter-relationship between human relationships and the environment. Given that food is an element in humans' environment this course will allow students to discover that food has meaning that goes beyond its nutritional value.

3 credits

SOC 214: Grief and Loss

This course explores the complex process of grieving as a result of loss. While a large focus will be on death and dying, other losses such as divorce, job loss and loss of physical health will be discussed. Cultural variations and common rituals will be addressed.

3 credits

SOC 235: Gendered Relationships

This course will examine the continuous cycle of influence between gender and relationships. Gender differences within social behavior and experiences will be identified. The distinction between gender and sex will be studied in terms of identity and communication styles. The intersections and interactions between gender, race and class will be developed. Relationships within families and friendships will be the primary focus of the course.

3 credits

SOC 241: Aging: Issues and Controversy

An introduction to the study of aging through the examination of major problematical areas of later life in the United States, e.g. retirement, sex and institutionalization. Countering viewpoints will be examined.

3 credits

SOC 275: Counseling the Older Adult

This course will identify various areas impacting the lives of the young old, middle old and old old. The course will focus on assessment, counseling interventions and techniques geared to enriching the world of mature adults and their families.

3 credits

SOC 300: Social Science Research Methods

This course is focused on learning the basics of conducting social science research as well as critiquing and utilizing existing research. Students are exposed to key

Course Descriptions

aspects of the research process including: choosing a research topic; identifying the population of interest; conducting a literature review; selecting a research design; collecting data; and descriptive analysis.

3 credits

SOC 301: Contemporary Sociological Theory

This course aims to familiarize students with contemporary sociological theories and how they build upon classical theorists such as Marx, Weber and Durkheim. Examples of contemporary theories covered include works from Giddens, Bourdieu, Smith, Hooks, Goffman, Foucault and others.

3 credits

SOC 312: Services and Resources for Aged

An in-depth inquiry into the community and institutional service systems available to elderly Americans through public and/or private funding. Representative services will be examined in policy, legislative and administrative perspective.

3 credits

SOC 337: Sociology of Law

An exploration of the purposes and process of criminal and civil law in the U.S. with emphasis on the actual operation of the legal system. Topics covered include the police, types of courts, the legal professions, corrections and the role of law in social change.

3 credits

SOC 338: Sociology of Evil

The course examines the social dynamics and interpersonal processes that promote dehumanization, denigration and demonization of humans and result in mass killings, torture, enslavement and human trafficking. As a seminar, students will discuss readings, critique perspectives, and assess sociological and social-psychological research.

3 credits

SOC 340: Special Topics

When offered, this course will focus on a special topic within the field of sociology. Examples include: Sociology of Mental Health & Aging.

3 credits

SOC 342: Global Problems and Social Change

This course explores socio-cultural factors that connect human needs to global issues. Using a sustainable development paradigm, students will develop an understanding of the linkage between global problems such as overpopulation, food production/distribution disparities and environmental disasters with human/societal needs such as poverty, race and ethnicity, gender, sexual orientation, aging, education, health and medicine, drug use, and war and terrorism. This course will introduce the perspectives and competencies required to prepare for citizenship in the global community of the twenty-first century.

3 credits

SOC 350: Human Trafficking

This is upper level undergraduate course that explores a range of topics related to human trafficking, sex trade, and anti-trafficking institutions both domestically and globally. During the course we will mainly focus on sex trafficking of women and other forms of slavery-like practices (e.g., forced labor, exploitation of children, domestic servitude, organ trafficking, and others). We will review relevant experiences, concepts, theories that can help us in explaining the causes of these social problems and discuss different solutions to the problem of human trafficking, as well as institutional and legislative frameworks used to prevent human trafficking.

3 credits

SOC 352: Seminar: Political Crime and Terror

This course will examine political crimes committed for ideological purposes, both against the state and by the state. Included are activities such as secret police, human rights violations, genocide, crimes of officials of government, and illegal surveillance and experiments. In addition, crimes of protest, espionage, political whistle-blowing and, in particular, terrorism will be explored.

3 credits

SOC 475: Sociology Internship

The internship affords the student an opportunity to operationalize sociology

Course Descriptions

concepts in a variety of work environments. The educational experience is administered by the Career Development Center.

0-12 credits

SOC 482: Independent Study

This course is for students interested in exploring a specialized topic in the field.

1-3 credits

SOC 490: Senior Project

Students can complete the sociology degree requirements by completing a research thesis which includes developing, implementing and successfully writing about an original research project. Oversight is provided by a faculty member from Sociology, Social Work or Criminal Justice.

3 credits

SOCW - Social Work

SOCW 107: Introduction to Social Work

Explores the nature of the social work profession including its history, value base, and focus on social, economic and environmental justice. This course will familiarize the student with the direction of social work for the future beginning practitioner. Students have the opportunity to gain an understanding of the various aspects of social work and the populations social workers work with.

3 credits

SOCW 220: Human Behavior and the Social Environment I

This course explores the interactions within and among human biological, psychological, sociological and cultural systems as they affect human growth and development. Systems theory provides the primary lens from which to understand the complex dynamics involved in human behavior. Students also explore and critique traditional and alternative paradigms that help understand human behavior. Throughout the course emphasis is placed on human diversity.

3 credits

SOCW 221: Human Behavior and Social Environment II

This course is a continuation of HBSE I. Emphasis will be on assessment with particular attention to HIV/AIDS, substance abuse, mental health, gender, grief and loss, and aging.

3 credits

SOCW 304: Social Welfare Analysis

This course aims to assist the students in critically assessing the provision of human services in the U.S. today and the local community specifically. Students determine ways that the system of services can be improved. In order to do this, in addition to readings, class lecture and discussion, students participate in site visits to a variety of human service agencies. They are also introduced to pertinent community initiatives.

3 credits

SOCW 307: Social Work Practice I

This is the first of three courses in the social work practice sequence. Using the generalist, problem solving framework, it is designed to teach social work students the concepts and skills to use in a variety of settings and situations. The use of case discussions and role-playing will enhance the learning of these skills.

3 credits

SOCW 313: Crisis Intervention Skills: Criminal Justice and Social Work

This course is designed to enable students to develop effective crisis intervention strategies. The theories and skills taught prepare students to deal with crises they will face in their careers. Students will learn to identify potential crises, deescalate situations and provide appropriate crisis interventions in a variety of situations.

Prerequisite: Sophomore status or above

3 credits

SOCW 330: Social Work Practice II

This course is a continuation of Social Work Practice I and is designed to further develop the interpersonal skills needed in the social work profession. The methods and techniques used are designed to prepare students for working in a variety of social service settings. The course will include case discussions, role-playing, recorded interviewing and evaluation.

Prerequisite: SOCW 307

3 credits

SOCW 340: Leadership Development Through Mentoring

This course is designed to introduce students to prevention and intervention efforts intended to optimize children and youth's developmental outcomes. Particular emphasis will be directed toward building children's resiliency and decreasing their at-risk factors. Students will develop leadership skills as they develop and implement a mentoring program for children in an area school.

3 credits

SOCW 343: Current Issues in Social Work

This course will cover a special topic within the field of social work.

1-3 credits

SOCW 346: Leadership Development through Mentoring II

This course is designed to: 1) further the development of one's leadership style and skills; and, 2) provide an opportunity to gain a greater understanding of youth development. Students will take the lead on planning and implementing sessions for the mentoring program that is underway at JoAnna Connell.

3 credits

SOCW 430: Social Work Practice III

This course builds on the knowledge and skills acquired in SOCW 307 and SOCW 330 as it introduces social work majors to theories and concepts regarding working with groups, organizations and communities. Within this context, students will gain knowledge and self-awareness needed to work effectively with large systems, increase their understanding of group dynamics, and learn methods of engagement, assessment and intervention with the aim of promoting growth, self-determination and justice.

Prerequisite: SOCW 330

3 credits

SOCW 440: Social Welfare Policy & Social Justice

This course is designed to develop skills in social policy analysis and advocacy. Students will assess the relationship between social policy and social values. In addition, students will learn strategies and techniques used to impact political processes related to the planning and delivery of human services.

Prerequisite: SOCW 304

3 credits

SOCW 485: Social Work Internship

The internship provides an opportunity to operationalize concepts learned in class and provides the vehicle to help integrate knowledge and skills for the beginning social worker. The intense supervision and seminar help the student become more aware of one's role in the helping profession.

0-12 credits

SOCW 480: Social Work Seminar

This course is designed to facilitate the integration of the knowledge and skill components for beginning Social Work practice. The course is taken concurrently with the field placement.

3 credits

SPAN - Spanish**SPAN 101: Introduction to Spanish I**

An introduction to the Spanish language, including development of the basic skills: listening, speaking, reading, and writing. Learning activities aimed toward developing communicative proficiency. For students with no prior language experience.

3 credits

SPAN 102: Introduction to Spanish II

Further study of the skills introduced in Introduction to Spanish I, including a continuing study of Spanish grammar and aural-oral practice designed to reinforce the basic language skills. For students with 1-2 years of prior language study.

Prerequisite: SPAN 101 or equivalent

3 credits

SPAN 125: Latin-American Culture

Historical and cultural development of Latin America. Lectures, class discussions,

and readings examine the most significant aspects and trends of political, literary, economic, social, and artistic life. The course is conducted in English.

3 credits

SPAN 130: Latin-American Literature

A study of the major trends in literature from the Pre-Columbian period to present day, with emphasis on the authors of the "Boom" and "Post-Boom" years. This class is conducted in English.

3 credits

SPAN 203: Intermediate Spanish I

A communicative approach to an overview of fundamental grammar concepts, including the simple and compound tenses of the indicative and subjunctive moods. Deeper understanding of verb tenses and other more advanced grammar concepts will allow more sophisticated expression and comprehension. For students with 2-3 years of high school Spanish.

Prerequisite: SPAN 102 or equivalent

3 credits

SPAN 204: Intermediate Spanish II

An intensive study of the subjunctive mood, as well as some of the more sophisticated grammatical patterns and idiomatic structures of Spanish, designed to increase proficiency in reading, writing, and speaking the language. For students with 4 or more years of prior study.

Prerequisite: SPAN 203 or equivalent

3 credits

SPAN 208: Introduction to Literature

Using short stories, poems, and novels, students will enhance their reading comprehension while discussing literary concepts such as plot, theme, metaphor and symbol.

Prerequisite: SPAN 204

3 credits

SPAN 209: Introduction to Spanish Civilization

This course presents an introduction to the contemporary culture and civilization of Spain. Readings, lectures, and other activities introduce students to the geography, history, and politics of Spain as well as contemporary issues such as regionalism, immigration, and the European Union which are shaping the culture of modern Spain. Taught in Spanish.

Prerequisite: SPAN 204

3 credits

SPAN 210: Conversation and Composition I

Students will develop their communicative skills, while building vocabulary and a greater understanding of structure and idioms, through composition and guided as well as spontaneous conversations.

Prerequisite: SPAN 204

3 credits

SPAN 230: Spanish for Business

Using Spanish as the language of instruction, this course examines business practices in Latin America and Spain in an era of globalization. Students will acquire the vocabulary and cultural skills needed to interact in a business setting. Memo, resume and business letter writing, as well as the interview and telephone skills, will be practiced.

Prerequisite: SPAN 204

3 credits

SPAN 300: Conversation and Composition II

This course is designed in sequence with Conversation/Composition I to provide further opportunities for creative communication, emphasizing both written and oral expression.

Prerequisite: SPAN 210

3 credits

SPAN 305: Seminar: Culture / Literature

Content determined by preference of students/professor. Focus may be on a literary movement, a century, or a genre. Group will then examine the relationships between cultural patterns and literary tendencies.

Prerequisite: SPAN 204

3 credits

SPAN 308: Phonetics

This upper level course focuses on the mastery of the International Phonetic System, the phonemes and allophones of Spanish, phonetic and phonemic transcription, dialectal variation, etc.

Prerequisite: SPAN 204

3 credits

SPAN 310: Seminar: Composition and Translation

Student will hone their skills in composition, writing descriptive, narrative, expository and argumentative essays. Students will examine several basic differences in the structure of the Spanish and English languages before addressing problems of translation.

Prerequisite: SPAN 204

3 credits

SPAN 314: Hispanic Sociolinguistics

Using Spanish as the main language of instruction, this course will introduce you the structural and social aspects of language in general, and to the ways these aspects manifest in the Spanish-speaking world. We will analyze English and Spanish contact in the United States, as well as other language contact situations around the globe, such as communities where Spanish intertwines with indigenous languages. Topics discussed will include dialects, types of bilingualism, code-switching, issues of language and power, and the socio-political ramifications of bilingual/bicultural education. The course does NOT assume prior linguistics/sociolinguistics study, although students possessing such knowledge will have an opportunity to share experiences with the class.

Prerequisite: SPAN 204 or equivalent

3 credits

SPAN 316: Abroad Experience

With instructor approval, students may use this course to develop an independent study program based on their experiences abroad. Students must have spent at least four weeks in a Spanish-speaking country and must arrange, prior to the trip, to complete a research or creative project and present it during the semester following their return.

Prerequisite: SPAN 204

3-6 credits

SPMD - Sports Medicine**SPMD 155: Personal Health Science**

A multi-faceted view of health/wellness including cardiovascular fitness, resistance training, flexibility, nutrition, body composition, stress management and other contemporary health care issues will be researched and discussed. You will demonstrate an understanding of related theory by researching, writing, participating in group discussions and debates, performing relevant laboratory projects, relating information in exams, quizzes and assignments. Ultimately, you will be able to promote a healthier lifestyle for yourself and members of the community including the general layperson, active individual and the organized athlete.

Prerequisite: Exercise Science/Sports Medicine majors only

3 credits

SPMD 157: Emergency Athletic Injury Management

A lecture and clinical course introducing the students to athletic injuries requiring immediate medical intervention. Emergency procedures include: respiratory distress, head and cervical neck trauma, circulatory failure and heat/cold stress.

Prerequisite: Athletic Training/Sports Medicine majors only, or by permission

3 credits

SPMD 161: Assessment/Injury Management I

A lecture and lab course introducing the student to the etiology, prevention and management of specific athletic injuries to the foot, ankle and knee. There will be a strong emphasis on anatomy of bone, muscle, and ligament at each joint. Hands-on clinical assessment of each joint will be taught and the student will be evaluated on their individual psycho motor skills. Students are required to complete 30 hours of observation in clinical professional sites related to their chosen pre-health field.

3 credits

SPMD 162: Introduction to Sports Medicine

The purpose of this course is to introduce first year Sports Medicine students to the allied health profession and injury/illness pathophysiology and evaluation. History of their desired profession, necessary educational background and job opportunities will be discussed in order to promote professional development. Students will gain knowledge of the tissue injury cycle at the cellular level, which allows the students to have a complete understanding of the healing process. The evaluation sequence, along with proper documentation will be introduced and students are encouraged to apply this knowledge. Throughout the course students will be using and focusing on their critical thinking skills in relation to their profession.

3 credits

SPMD 205: Exercise Assessment I

This course is part of a series of courses that prepare students in the health promotion field to work with clients in assessing physical fitness levels and individualizing exercise/activity programs that will be beneficial in improving the overall health of the general population as well as in the treatment of persons with chronic diseases and disabilities. American College of Sports Medicine guidelines will be used to present theory regarding health screening and risk stratification, pretest clinical evaluation, physical fitness testing and interpretation, general principles of exercise prescription, methods for changing behavior, and legal issues.

Prerequisites: SPMD 155, Sports Medicine majors only

3 credits

SPMD 206: Exercise Assessment I Lab

This course is the laboratory extension of SPMD 205. The purpose of the class is to allow the student to gain experience in assessment of a client/athlete in the following areas: Assess Resting and Exercise Blood Pressure, Assess Resting and exercise Heart Rate, Assess Submaximal Graded Cardiorespiratory Exercise Tests utilizing a variety of equipment, Assess Anaerobic Exercise Testing utilizing a variety of equipment, Assess flexibility utilizing a flexometer and goniometer, Assess and determine V02 in order to prescribe cardiorespiratory exercise, Assess upper and lower body muscular strength, muscular power, and muscular endurance utilizing a variety of equipment, Assess client body composition utilizing a variety of equipment. The student will be exposed to the utilization of ECG. The student will be able to bring classroom theory into practical experience.

Co-requisite: SPMD 205

1 credit

SPMD 207: Orientation to Occupational Therapy

This course will be the fundamental introduction of the history, roles, skills and responsibilities of the occupational therapy profession. Scope of practice, client population needs and addressing problem solving skills will also be stressed.

3 credits

SPMD 262: Assessment/Injury Management II

A lecture and lab course introducing the student to the etiology, prevention and management of specific athletic injuries to the wrist/hand, elbow and shoulder. There will be a strong emphasis on anatomy of bone, muscle and ligament at each joint. Hands on clinical assessment of each joint will be taught and the student will be evaluated on their individual psycho motor skills.

Prerequisites: SPMD 161, Athletic Training/Sports Medicine majors only

3 credits

SPMD 263: Nutrition for Health Professions

The functions and sources of nutrients in maintaining health and performance are explored throughout the life cycle. Students will be expected to interpret current nutrition information, conduct nutrition analyses, and develop counseling techniques necessary to assist clients in maintaining and improving general health and performance.

Prerequisites: CHEM 121/122, Athletic Training/Exercise Science/Sports Medicine majors only

3 credits

SPMD 264: Assessment/Injury Management III

A lecture and lab course introducing the student to the etiology, prevention and management of specific athletic injuries to the hip, lumbar, thoracic, cervical spine as well as brain trauma evaluation and return to play criteria. General internal

Course Descriptions

medical health assessment skills will also be taught. There will be a strong emphasis on anatomy of bone, muscle and ligament at each joint. Hands on clinical assessment of each body section will be taught and the student will be evaluated on their individual psycho motor skills.

Prerequisite: SPMD 262

3 credits

SPMD 305: Exercise Prescription

A lecture and lab course that expands on the specifics of exercise assessment techniques beyond those taught in other courses. Evaluation of special populations, including geriatric, pediatric, elite athletic, and chronic disease populations will be covered in case study format. Students will focus on theories and principles of exercise prescription, application of multiple forms of exercise assessment, and appropriate interpretation of clinical and performance data, including graded exercise testing, metabolic measurement, and genetic/epigenetic profiling.

Prerequisite: Sports Medicine majors only

Co-requisite: SPMD 306

3 credits

SPMD 306: Exercise Prescription Lab

This lab will focus on the practical applications of topics addressed in lecture and clinical proficiency testing will be incorporated.

Co-requisite: SPMD 305

1 credit

SPMD 307: Application of Occupational Therapy

This course will emphasize treatment intervention related to occupational therapy. Communication skills, assessment skills, infection control, development of patient goals and outcomes will be stressed. Field experience will be required in the O.T. clinical environment.

Prerequisite: SPMD 207

3 credits

SPMD 360: Sport/Health Fitness Management

Study of the administrative procedure in sports health fitness environments; techniques for developing effectiveness as an administrator. Practical experience in solving hypothetical administrative problems provided. Topics include staff hiring, facility design, insurance protocol, budget design, medical practice act and employment opportunities including resume writing and mock interviews.

Prerequisite: Exercise Science/Sports Medicine majors only

3 credits

SPMD 365: Kinesiology

A study of the principles of body mechanics, physics and anatomy in relation to human movement. Special attention will be given to movement specific to sports activities and injury prevention.

Prerequisites: SPMD 161; BIO 240/BIO 241 or BIO 334/BIO 335; Athletic Training/Exercise Science/Sports Medicine majors only

Co-requisite: SPMD 366

3 credits

SPMD 366: Kinesiology Lab

Laboratory experience stressing principles of physics and its relationship to efficiency of human movement and sports activities.

Co-requisite: SPMD 365

1 credit

SPMD 370: Strength Training and Program Design

This course is designed to help prepare the student to sit for the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) exam. Concepts and applications of exercise science, testing and evaluation, exercise techniques and organization are some of the topics which will be discussed.

Prerequisites: BIO 250/251 or BIO 344/34, Sports Medicine majors only

Co-requisite: SPMD 371

3 credits

SPMD 371: Strength Training and Program Design Lab

This course is designed to allow the students to learn and practice the required weight training components of each lift. Power lifts, core lifts, strength lifts, accessory lifts, flexibility, medicine ball training are some of the training

Course Descriptions

techniques which will be taught. The student will learn how to properly spot and instruct strength training techniques.

Prerequisite: Sports Medicine majors only

Co-requisite: SPMD 370

1 credit

SPMD 372: Therapeutic Management/Modality and Rehabilitation

Classroom and clinical experience stressing the proper use of therapeutic modalities and the construction of injury rehabilitation programs related to specific injury case studies occurring from sports participation or active lifestyles.

Prerequisite: SPMD 162

3 credits

SPMD 373: Advanced Strength Training

Designed to augment SPMD 370 to prepare students for the NSCA Certification Examinations. This course follows the NSCA ERP program requirements. Tactical Strength & Conditioning Facilitator training will be explored in depth as well as Certified Special Populations Specialists training.

Prerequisite: Exercise Science majors only

Co-requisite: SPMD 374

3 credits

SPMD 374: Advanced Strength Training Lab

This course will explore non-traditional strength and conditioning techniques as well as special lead up exercises for traditional whole body & power lifts.

Prerequisite: Exercise Science majors only

Co-requisite: SPMD 373

1 credit

SPMD 380: Exercise Physiology

This course describes the physiological, behavioral and biomechanical effects of physical exercise. It builds upon the student's basic background in human physiology particularly in the areas of neuromuscular coordination and strength, cardiovascular fitness, respiratory and nutritional support, and hormonal and PH balance. The consequence of physical conditioning on these systems is also emphasized while also discussing the effects human factors and environmental factors have on physical performance.

Co-requisite: SPMD 381

3 credits

SPMD 381: Exercise Physiology Lab

Tests to evaluate conditioning and performance in general will be explained and tested in the laboratory. During laboratory, the student will participate in an extensive series of exercises to assess and interpret muscle strength/endurance, anaerobic capacities, and aerobic capacities.

Co-requisite: SPMD 380

1 credit

SPMD 383: Advanced Exercise Physiology

Upper division students will be exposed to contemporary topics of human exercise physiology, including enhancement of energy transfer capacity during aerobic and anaerobic performance, exercise performance and environmental stress, relationship between body composition, energy balance and weight control in clinical, recreational and athletic environments. Understanding of current exercise science literature in modern clinical, recreational and athletic realms of exercise physiology.

Prerequisites: SPMD 380, Exercise Science majors only or permission

3 credits

SPMD 472: Topics in Pharmacology

A course designed to educate the medical health professional on the proper use, dosage, physiological effects, and ethical issues related to commonly used over-the-counter prescription medicines and alternative supplements.

Prerequisites: SPMD 161, Sports Medicine Majors Only

3 credits

SPMD 480: Research Methods I

This course will establish the basis for research in the allied health field. The need for continuing research in all four sports Medicine tracks will be discussed. The students will understand the difference between qualitative and quantitative research. Experimental and descriptive research methods will be introduced and

discussed. Students will understand the components of the literature review. The students will conduct a literature review and develop a research project. Research methodology will be discussed and applied to the students' chosen research project. The students will prepare a research proposal to be presented to the Institutional Review Board for approval.

Prerequisite: Junior Exercise Science/Sports Medicine majors only

2 credits

SPMD 481: Research Methods II

The students will conclude the year of research methods by initiating their research projects after obtaining institutional review board approval. The students will begin data collection and analysis. The students will conclude their research project in an appropriately written format for completion of a Baccalaureate project. Students will also prepare a PowerPoint presentation and formulate a poster for presentation purposes.

Prerequisite: SPMD 480

1 credit

SPMD 483: Research Methods Lab

This research lab will allow the students the necessary time, place and access to any/all appropriate equipment to conduct their research experiments with the assistance of the Sports Medicine faculty.

Prerequisites: SPMD 480, SPMD 481

1 credit

SPMD 485: Exercise Science Practicum

Students will critically summarize and evaluate their observation and internship experiences in the Exercise Science program. This will take the form of a semester project (re: manuscript), culminating in: (1) an applied review of the exercise science literature; (2) an evidence-based evaluation of facility operations and staff qualifications, knowledge, and client interaction at each facility (including operational strengths and weaknesses), and; (3) a constructive commentary on future directions and the student's professional evolution in the world of applied exercise science.

3 credits

STAT - Statistics

STAT 109: Introduction to Statistics

This course is an introduction to the uses of statistics and probability as decision and problem solving tools. Topics included are: measures of central tendency; variability; probability; counting, binomial distribution; normal distribution; confidence intervals correlation and regression; hypothesis testing, statistical inference, sampling techniques and experimental design.

Prerequisite: MATH Placement score of at least 30.

3 credits

STAT 130: Introduction to Social Statistics

This course introduces students to statistical methodologies and basic knowledge on the use of statistics in scientific research. Students use quantitative reasoning as they gain an understanding of descriptive and inferential statistics, including the interpretation and application of quantitative data.

3 credits

STAT 135: Business Statistics I

Application of statistical techniques to business problems. Includes descriptive statistics, business forecasting, statistical inference, and regression. Computer software is used in this course. The goal is to introduce students to a new way of thinking about data, and to help them gain an understanding of how to use, communicate, and interpret statistics in a variety of business contexts. Offered fall and spring semesters.

3 credits

STAT 137: Biostatistics

Whereas epidemiology is the science of public health, biostatistics is the "toolkit" of the epidemiologist and public health practitioner with many applications across clinical, evaluation and research settings. Public health scientists must collect and use data to answer key questions about the effectiveness of interventions, monitor the health of populations and make decisions based on evidence. Building on a foundation of basic statistics, the course uses real-world health data and simulations to practice applying the same tools used by

professional epidemiologists in the field and medical researchers investigating the causes of disease.

3 credits

STAT 139: Statistics for the Sciences

This course is an introduction to statistical methods that are of particular interest to biology and natural science majors. We will explore the use of statistical methodology in designing, analyzing, interpreting, and presenting biological experiments and observations. We will cover descriptive statistics, elements of experimental design, probability, hypothesis testing and statistical inference, analysis of variance, correlation, regression techniques, and non-parametric statistical methods. Throughout the course the application of statistical techniques within a natural science context will be emphasized, using data from laboratory and field studies.

Prerequisite: MATH Placement score of at least 46

3 credits

SUST - Sustainability

SUST 210: Responding to Climate Change

This course engages students in practical activities that model responsible actions to address climate change. Introductory lectures will provide an overview of the scientific basis of human-induced climate change, the history of human response to climate change (in a deep time perspective), and the efficacy of modern approaches to mitigation and adaptation. Most of the class periods will focus on the processes involved in conducting a greenhouse gas inventory and advancing a climate action plan for an organization, using Mercyhurst's programs as the working models. The course will include a service component whereby students working in groups will help an organization in the community to initiate climate change response activities.

3 credits

SUST 305: Foundations of Sustainability

Designed for upper level students interested in focusing their studies on the area of sustainability. This course will explore the theories, principles and strategies concerning the challenge of living more environmentally responsibly. This course will also explore in depth the issues related to sustainable development from different disciplinary perspectives.

3 credits

SUST 475: Sustainability Internship

Professional training and work experience in a qualified internal or external setting, coordinated by university Career Services Office.

Permission of program director required.

0-12 credits

SUST 490: Senior Field Experience in Sustainability

In this capstone senior experience, the student working with a faculty member and in collaborative consultation with a community organization, a business, government agency, or on the Mercyhurst campus, engages in a substantial and meaningful service project designed to help advance the principles of sustainability in the region.

3 credits

THEA - Theater

THEA 101: Theatre Appreciation

An introduction to the live performance experience through the study of the various elements of theatre and performance, the history of theatre from ancient Greeks to modern times, and dramatic literature.

3 credits

THEA 110: Acting I

An introduction to the creative process of acting, with a focus on the Stanislavski System. Students explore a broad spectrum of skills, including imagination, concentration, emotional and sensory awareness, and vocal and physical expressiveness.

3 credits

THEA 140: Special Topics

An examination of concepts or techniques not covered in established theatre

Course Descriptions

courses. Topics for study may include voice and movement, playwriting, dramaturgy, stage management, improvisation, and study abroad opportunities. This course is repeatable for credit under a different topic.

3 credits

THEA 220: Acting II

An in-depth exploration of the basic principles of acting and the creative process introduced in Acting I. These skills, including expansion of improvisational skills, action and text analysis, character analysis and transformation, and communion are focused toward advanced work in scene and monologue study.

Prerequisite: THEA 110 or Instructor permission

3 credits

THEA 245: Script Analysis

An introduction to approaches to script analysis useful to actors, directors, designers, theatre critics, playwrights, and other theatre practitioners.

3 credits

THEA 290: Topics in Theatre History

An exploration of a theme, period, movement, or genre in theatre history through the reading and discussion of representative plays and their production.

3 credits

THEA 401: Practicum

Theatre minors must complete a practicum in conjunction with Mercyhurst theatre productions. Opportunities include, but are not limited to: directing, stage management, acting, dramaturgy, scenic design, and property design.

Prerequisite: Instructor permission

3 credits

WL - World Languages

WL 101: Culturally and Linguistically Diverse Learners

This course provides the knowledge, skills and dispositions that enable K-12 teachers to facilitate learning among students from various linguistic and cultural backgrounds. Specifically, the course will (1) explore variations in personality, educational background, social class, ethnicity, national origin, language, and culture; (2) analyze the issues of race, racism, and culture in historical and contemporary perspectives, (3) explore strategies for teaching multicultural and multilingual English language learners in K-12 settings, and (4) identify obstacles to participation in the educational process by diverse cultural and ethnic groups. This course is open to all majors, though the focus is on the educational context.

3 credits

WL 312: Second Language Acquisition

This course will present a historical overview of language education and introduce the student to various current theories of second language acquisition, including innatist, cognitive, and socio-cultural perspectives. Issues such as error correction, grammar instruction, testing (including the ACTFL/TESOL proficiency guidelines), and bilingual education/ESL will be discussed. Students will become familiar with the use of the language lab and techniques for its implementation. This course includes a 20-hour practicum.

Prerequisite: Language education majors or Teaching English Language Learners certification/minor

3 credits

WL 314: Introduction to Sociolinguistics

This course does not assume prior language or linguistics study but rather introduces students to the social aspects of language, in general, and to the relationship between language and social factors that affect its usage, such as geography, gender, ethnicity, age, and socioeconomic class.

3 credits

WL 501: Culturally and Linguistically Diverse Learners

This course provides the knowledge, skills and dispositions that enable K-12 teachers to facilitate learning among students from various linguistic and cultural backgrounds. Specifically, the course will (1) explore variations in personality, educational background, social class, ethnicity, national origin, language, and culture; (2) analyze the issues of race, racism, and culture in historical and contemporary perspectives, (3) explore strategies for teaching multicultural and multilingual English language learners in K-12 settings, and (4) identify obstacles

Course Descriptions

to participation in the educational process by diverse cultural and ethnic groups. This course is open to all majors, though the focus is on the educational context. Students enrolled in this course will be expected to complete a research/practical application project which demonstrates and in-depth, integrated understanding of the content at the graduate level.

3 credits

WL 512: Second-Language Acquisition

This course will present a historical overview of language education and introduce the student to various current theories of second language acquisition, including innatist, cognitive, and socio-cultural perspectives. Issues such as error correction, grammar instruction, testing (including the ACTFL/TESOL proficiency guidelines), and bilingual education/ESL will be discussed. Students will become familiar with the use of the language lab and techniques for its implementation. This course includes a 20-hour practicum.

Prerequisite: Language education majors or Teaching English Language Learners graduate concentration

3 credits

WL 514: Introduction to Sociolinguistics

This course does not assume prior language or linguistics study but rather introduces students to the social aspects of language, in general, and to the relationship between language and social factors that affect its usage, such as geography, gender, ethnicity, age, and socioeconomic class. Students enrolled in this course will be expected to complete a research/practical application project which demonstrates and in-depth, integrated understanding of the content at the graduate level.

3 credits

Board of Trustees

Officers

Joseph G. NeCastro '78
Chair of the Board

Sister JoAnne K. Courneen, RSM '64
Vice Chair

Rosemary Durkin '77
Secretary

Voting Members

Sister Mary Ann Bader, RSM '73
Sister JoAnne K. Courneen, RSM '64
Luigi G. Damasceno
Rosemary D. Durkin '77
Stephen J. Fiedler '85
Susan K. Furr
Andrea T. Jeffress
B. Scott Kern
Lev J. Kubiak '88
John H. Langer '95
Richard A. Lanzillo '83
William G. Lewis
Brian M. Lilly
Robert D. MacKinlay, Jr. '99

Yvonne J. Maher '93
Christina M. Marsh
Desmond J. McDonald
Daniel J. Moran
John A. Munch '91
Joseph G. NeCastro '78
Margaret M. Pietraszek '68
Leanne M. Roberts
Mark J. Salvia '82
John W. Saxon '89
P. Kelly Thompkins '78
Dr. Michael T. Victor
Patrick J. Weschler '78
Peter J. Zaphiris

Members by Virtue of Office

Abigail Staub
MSG President

Dr. Christopher Taylor
Faculty Senate President

Melanie R. Titzel
President of the Alumni Association

Trustee Emeriti (non-voting)

Vernon D. Dobbs
A. James Freeman
George R. Metcalf
Marlene D. Mosco
Bruce H. Raimy

Kathleen C. Rohm
William C. Sennett
Msgr. L. Thomas Snyderwine
Jane L. Theuerkauf
Barrett C. Walker

Administration

President's Staff

Michael T. Victor, J.D., LL.D.
President

Greg Baker, D.Min.
Vice President for Mission

Merry Bollheimer, J.D.
Vice President for Legal Affairs / General Counsel

Jeanette Britt, MBA
Chief Information Officer

Betsy A. Frank, B.A.
Director of Executive

Joseph E. Howard, M.S.
Vice President for Enrollment

David P. Myron, CPA, CGMA
Vice President for Finance and Administration

Caleb Pifer, B.S.
Vice President for University Advancement

Leanne Roberts, Ph.D.
Provost / Vice President for Academic Affairs

Laura Zirkle, Ph.D.
Vice President for Student Life / Deputy Title IX
Coordinator

Academic Affairs

Leanne Roberts, Ph.D.
Provost / Vice President for Academic Affairs

Andrea Barnett, M.A.
Associate Provost

Dyan Jones, Ph.D.
Associate Provost

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

Karen Meyer, B.A.
Executive Director of Operations

Michele Wheaton, M.S.
Registrar

Administrative Services

Alice Agnew
Title IX Coordinator

Tina Fryling, J.D., M.S.
Deputy Title IX Coordinator

D. J. Fuhrmann
Chief of Police / Director of Public Safety

Deborah Morton
Executive Communications Officer / Director of Public
Relations

Jamie Breneman, M.S.
Director of Human Resources

Admissions and Student Financial Services

Joseph E. Howard, M.S.
Vice President for Enrollment

Christian Beyer, B.A.
Director of Undergraduate Admissions

Travis Lindahl, M.S.
Director of Enrollment Services – Graduate and
Continuing Education

Carrie Newman, M.A.
Director of Student Financial Services

Advancement

Caleb Pifer, B.S.

Vice President for University Advancement

Lindsay Frank

Director of Alumni Engagement

Courtney Olevnik

Director of Annual Giving

Ryan Palm

Associate Vice President for Advancement

Susan Reddinger

Office Manager

Matt Sanfilippo

Director of Grants and External Contracts

Athletics

Bradley Davis

Director of Athletics

Stacey Gaudette

Head Coach of Women's Field Hockey

Deputy Title IX Coordinator

Matt Platz, M.S.

Athletic Budget Manager

Josh Reilly, B.A.

Sports Information Director

Lauren Packer Webster, M.A.

Associate Director of Athletics

Director of Compliance and Senior Woman

Administrator

Business Services

David P. Myron, CPA, CGMA

Vice President for Finance and Administration

Jane Kelsey, B.S., CPA

Assistant Vice President for Finance and Treasurer

D. J. Fuhrmann

Chief of Police / Director of Public Safety

Jeff Taylor

Director of Finance and Assistant Treasurer

Mission Integration

Greg Baker, D.Min.

Vice President for Mission Integration

Bethany Brun, B.A.

Assistant Director of Community Engagement

Colin Hurley, B.A.

Director of Community Engagement

Sister Lisa Mary McCartney, RSM, Ph.D.

Mission Associate

Jenell Patton, M.A.

Assistant Director of Community Engagement

Father James Piszker, M.Div.

University Chaplain / Interim Director of Campus

Ministry

Michelle Scully, M.A.

Campus Ministry

Mercyhurst North East Administration

Clinton D. Jones, Ph.D.

Associate Provost for Associate Degree & Certificate
Programs

Natalie Britt, A.S.

Director of Academic Administration

Brian Dewey, A.A.

Athletic Director
Head Softball Coach

Jacquelyn Fink, B.A.

Director of Administrative Services
Director of Women with Children Program

Steven Gregg, M.S.

Director of Programming,
Booker T. Washington Center and Corry

Shantel Hilliard

Part-Time Faculty
Outreach Coordinator, Booker T. Washington Center

Barry Nuhfer, M.S.

Director of Computing Services

Rachel Pacholke, B.A.

Assistant Director of Student Life
Head Women's Volleyball Coach

Courtney Phelps, M.S.

Coordinator of Academic Operations

Charles Rosequist

Sergeant
Sworn Officer

Michelle Simpson, M.S.

Director of Student Life

Patricia Sullivan, M.Ed.

Music Director
Coordinator of Auxiliary Services

Penelope Wise, M.L.S.

Associate Director Ridge Library
Electronic Resources Librarian

Academic Success Center

Douglas Gifford, M.A.

Director of Academic Success Center

Laurie Baker, M.S.

Assessment Specialist
Academic Success Coach

Stephen Craig, M.S.

Academic Success Coach

Jonathan Frye, B.S.

OASIS Transition Counselor

Katie Huba, M.S.

OASIS Program Director

Jeanette Long, M.S.

Writing Center
Peer Tutoring Coordinator

Mathew Wise, M.S.

Coordinator of Learning Differences
Academic Success Coach

Admissions

Adam Grady, M.S.

Director of Admissions

Kathy Hill, B.A.

Assistant Director of Admissions

Angela Brown

Admissions Counselor

Allison DiGilio

Admissions Counselor

Denise Roth, M.S.M.

Administrative Assistant

Student Financial Services

Caitlyn Burick

Assistant Director of Student Financial Services

Linda Watkins

Senior Student Financial Services Representative

Athletics

Brian Dewey, A.A.

Athletic Director / Head Softball Coach

Aaron Cooper, M.S.

Athletic Director
Head Softball Coach

Jake Marinelli

Head Baseball Coach

Matthew Mountford

Head Women's Soccer Coach

Rachel Pacholke, B.A.

Assistant Director of Student Life
Head Women's Volleyball Coach

Daniel Poe, B.A.

Head Men's Soccer Coach

S. Shannon Pullium

Head Men's Basketball Coach

Logan Tousaw

Head Lacrosse Coach

Mashea Williams

Head Women's Basketball Coach

Faculty

Joe Adserias-Garriga

Assistant Professor of Applied Forensics
 B.S. University of Girona, Spain
 M.Sc. Université Paul Sabatier III
 M.Sc. Universitat de Barcelona
 M.Sc. Universidad de Granada
 D.D.S. Universitat Internacional de Catalunya
 Ph.D. Universitat Internacional de Catalunya

Kelly C. Amenta

Assistant Professor of
 Physician Assistant Studies
 B.S. Duquesne University
 M.P.A.S. Duquesne University

Juan J. Argaez

Associate Professor of Business
 B.A. Universidad del Mayab
 M.A. Edinboro University
 M.A. University of Notre Dame
 Ph.D. University of Notre Dame

Keyman Asefi

Instructor of Interior Design
 M.A. Southeast Missouri State University
 B.S. UCSI University, Malaysia

Paul Ashcraft

Lecturer of Physics
 B.S. Texas A&M University
 M.S. State University of New York at Albany
 B.S.Ed. Clarion University
 Candidate - Ph.D. The Pennsylvania State University

Mahtab Athari

Assistant Professor of Finance
 B.S. Allameh Tabatabai University
 M.B.A. Alzahra University
 M.S. University of New Orleans
 Ph.D. University of New Orleans

Gerard Barron

Associate Professor of Psychology
 B.A. Mercyhurst College
 M.A. Edinboro University
 Psy.D. Indiana University of Pennsylvania

Benjamin Baughman

Assistant Professor Intelligence Studies
 B.Sc. East Carolina University
 M.Sc. University of Liverpool
 Ph.D. University of Huddersfield

Phillip Belfiore

Professor of Education
 B.S. Duquesne University
 M.Ed. Kent State University
 Ph.D. Lehigh University

Sarah L. Bennett

Senior Lecturer of Biology
 B.S. Michigan State University
 M.S. Michigan State University

Peggy Black

Professor Emeritus of Social Work
 B. A. Geneva College
 M.S.S.A. Case Western Reserve University
 Ph.D. University of Pittsburgh

Meredith Bollheimer

Associate Professor, Walker School of Business
 B.A. Pennsylvania State University
 J.D. University of Pittsburgh School of Law

Katy Jan Bobseine

Instructor of Intelligence Studies
 A.S. SUNY Jamestown
 B.A. Mercyhurst University
 M.A. Middlebury Institute of International Studies

Douglas L. Boudreau

Associate Professor of French
 B.A. Depauw University
 M.A. The Ohio State University
 Ph.D. The Ohio State University

Gregory Brown

Assistant Professor of English
 M.A. University of Mississippi
 Ph.D. University of Mississippi

Ronald C. Brown

Associate Professor of Chemistry
 B.S. Michigan State University
 Ph.D. University of Minnesota

Kathleen T. Bukowski

Professor Emeritus of Education
 B.A. Mercyhurst College
 M.Ed. Edinboro University
 Ph.D. University of Pittsburgh

Amy L. Burniston

Assistant Professor of Biology and Education
 B.S. The Pennsylvania State University
 M.S. Mercyhurst University

John M. Campbell

Professor of Biology
 B.A. East Stroudsburg State University
 M.S. East Stroudsburg State University
 Ph.D. Texas A&M University

Gary Cardot

Assistant Professor of Art
 B.A. Ohio University
 M.A. University of Massachusetts
 M.F.A. California Institute of the Arts

Simona Carrubba

Assistant Professor Physics
 B.S. University of Catania, Italy
 Ph.D. University of Catania, Italy

Robert Chetlin

Associate Professor of Sports Medicine
 B.A. Northwestern University
 M.S. West Virginia University
 Ph.D. West Virginia University

Randy S. Clemons

Professor of Political Science
 B.A. Whitworth College
 D.A. Idaho State University

Christopher Corpora

Professor of Practice in Intelligence Studies
 B.A. University of Illinois
 M.A. American University
 Ph.D. American University

Amy Danowitz

Associate Professor of Chemistry
 B.A. Grinnell College
 M.S. University of Michigan
 Ph.D. University of Michigan

Orlandrew E. Danzell

Associate Professor of Intelligence Studies
 B.A. Cameron University
 M.A. Kansas State University
 Ph.D. Kansas State University

Deborah Davies

B.S. Clemson University
 M.S. Clemson University
 M.S. George Washington University

Heather Denning

Instructor Art Therapy
 B.S. Bowling Green State University
 M.A. Vermont College of Norwich University

Dennis C. Dirkmaat

Professor of Anthropology
 B.A. University of Pittsburgh
 Ph.D. University of Pittsburgh

Christopher Dolanc

Assistant Professor of Biology
 B.M. Missouri State University
 B.S. Missouri State University
 M.S. Miami University
 Ph.D. University of California

Thomas Donahue

Associate Professor of Philosophy
 B.A. Hofstra University
 Ph.D. SUNY at Buffalo

Megan Dougan

Assistant Professor Physician Assistant Studies
 B.S. Gannon University
 M.P.A.S. Gannon University

Kathryn Duda

Assistant Professor of Russian Studies
 B.A. Thomas Aquinas College
 M.A. University of Chicago
 Ph.D. University of Chicago

Robin Duke

Assistant Professor of Physician Assistant Studies
 B.S. Slippery Rock University
 M.S. Duquesne University

Averill Earls

Assistant Professor
B.A. University of Vermont
M.A. University of Vermont
Ph.D. University of Buffalo

Alice A. Edwards

Professor of Spanish
B.A. Gannon University
M.A. Middlebury College
Ph.D. University of Pittsburgh

Verna Ehret

Associate Professor of Religious Studies
B.A. Hamline University
M.A.R. Yale Divinity School
Ph.D. University of Iowa

Summer Ekelund

Instructor of Biology
B.S. Gannon University
M.A. DePaul University

Michael Elnitsky

Associate Professor of Biology
B.S. Slippery Rock University
M.S. Miami University
Ph.D. Miami University

Leslie Fitzpatrick

Assistant Professor Forensic Science
B.S. Georgia Institute of Technology
M.A. Georgia State University
Ph.D. University of Wyoming

Thomas A. Forsthoefel

Professor of Religious Studies
B.A. Georgetown University
M.A. Loyola University of Chicago
Ph.D. University of Chicago

Michael Foulk

Assistant Professor of Biology
B.A. Augustana College
Candidate - Ph.D. Brown University

Timothy Frawley

Associate Professor of Elementary/ Early Childhood Education
B.B.A. St. Bonaventure University
M.Ed. Edinboro University
D.Ed. Indiana University of Pennsylvania

Tina M. Fryling

Associate Professor of Criminal Justice
B.A. Mercyhurst College
M.S. Mercyhurst College
J.D. University of Dayton School of Law

Maria Garase

Associate Professor of Criminal Justice
B.A. Edinboro University
M.S. Mercyhurst University
Ph.D. Indiana University of Pennsylvania

Larry Gauriloff

Associate Professor of Biology
B.A. Oberlin College
Ph.D. University of Georgia

Daryl V. Georger

Assistant Professor of Hospitality Management
B.S. Cornell University
M.S. University of Massachusetts
Ph.D. Duquesne University

Albert Glinsky

Professor Emeritus of Music
B.M. Juilliard School of Music
M.M. Juilliard School of Music
Ph.D. New York University

Kristofer Gossett

Associate Professor of Business
B.S. Otterbein College
M.B.A. Morehead State University
D.B.A. Anderson University

Roger Griffiths

Associate Professor of Mathematics
B.S. U.S. Merchant Marine Academy
B.A. Fort Lewis College
M.S. Montana State University
Ph.D. Montana State University

Leslie Guelcher

Assistant Professor of Intelligence Studies
B.A. Marymount University
M.B.A. Pennsylvania State University
M.S. Mercyhurst University

Frank E. Hagan

Professor Emeritus of Sociology
B.A. Gannon University
M.A. University of Maryland
Ph.D. Case Western Reserve University

Penny A. Hanes, CPA

Associate Professor of Accounting
B.S. Gannon University
M.B.A. Gannon University

Timothy Harvey

Assistant Professor of Sports Medicine
B.S. Central Connecticut State College
M.S. Canisius College

Melissa Heerboth

Associate Professor of Psychology
B.A. Saint Anselm College
M.A. University of New Hampshire
M.T. University of New Hampshire
Ph.D. University of New Hampshire

Nathan Hess

Associate Professor of Music
B.M. James Madison University
M.M. University of Cincinnati
D.M.A. University of Cincinnati

Robert Hingtgen

Assistant Professor of Mathematics
B.A. University of North Texas
B.S. University of North Texas
M.S. University of North Texas
M.A. University of California, Santa Cruz
Ph.D. University of California, Santa Cruz

Robert A. Hoff

Professor of Psychology
B.A. Wagner College
M.A. University of Minnesota

Fred Hoffman

Assistant Professor of Intelligence Studies
B.A. Lawrence University
M.A. University of Michigan
Candidate - Ph.D. Robert Morris University

Heidi K. Hosey

Dean, Walker College of Business
Dean, Global Programs
Professor of English
B.A. Villa Maria College
M.A. Gannon University
Ph.D. Indiana University of Pennsylvania

Thomas P. Hubert

Professor of Art
B.A. Mercyhurst College
M.F.A. Rochester Institute of Technology

David Hyland

Professor of Biology and Anthropology/Archaeology
B.A. University of Cincinnati
Ph.D. University of Pittsburgh

Bradley R. Jacobson

Assistant Professor of Sports Medicine
B.A. Alfred University
M.A. University of North Carolina

William Jeffress

Instructor of Sport Business
B.S. University of New Haven
M.S. University of New Haven
M.S. Gannon University
Candidate - Ph.D. Gannon University

Brett Johnson

Associate Professor of English
B.A. Susquehanna University
M.A. University of Missouri-Columbia
Ph.D. University of Missouri-Columbia

Joseph A. Johnson

Assistant Professor of Physics
B.S. Edinboro University
M.Ed. Gannon University
Ph.D. State University of New York at Buffalo

Susan D. Johnson

Associate Professor of Education
B.S. State University of New York at Fredonia
M.S. Saint Bonaventure University
Ph.D. Gannon University (ABD)

Edward A. Jolie

Assistant Professor of Anthropology/Archaeology
B.A. Mercyhurst College
M.A. University of Nevada, Reno
M.S. University of New Mexico
Ph.D. University of New Mexico

Ruth Burgett Jolie

Assistant Professor in Anthropology/Archaeology
B.A. Mercyhurst College
M.A. University of Nevada, Reno
Ph.D. University of New Mexico

Louisa Jonason

Assistant Professor of Music
B.A. Moorhead State University
M.M. Brooklyn College,
City University of New York

Clinton Jones

Dean, Zurn College of Natural and Health Sciences
Associate Professor of Chemistry
B.S. Georgia Institute of Technology
Ph.D. Georgia Institute of Technology

Dyan Jones

Associate Provost
Associate Professor of Physics
B.A. Edinboro University
M.S. Miami University
Ph.D. Kansas State University

Katie M. Kilmer

Instructor of Biology
B.S. University of Pittsburgh
B.S. Mercyhurst University
M.S. Mercyhurst University

Emmaleigh Kirchner

Instructor of Criminal Justice
B.S. University of Louisville
M.A. University of Louisville
Ph.D. Indiana University of Pennsylvania (ABD)

Candice Kiskadden

Instructor of Nursing
B.S.N. Penn State University
M.S.N. Edinboro University

Courtney Lang

Assistant Professor Communications
B.A. Edinboro University of Pennsylvania
M.F.A. Chatham University

Nicholas Lang

Associate Professor of Geology
B.A. Whitman College
M.S. Vanderbilt University
Ph.D. University of Minnesota

Laura Lewis

Professor of Social Work
B.A. Whitworth College
M.A. Idaho State University
M.S.W. University of Pittsburgh
Ph.D. University of Pittsburgh

Marilyn Livosky

Professor of Psychology
A.B. Youngstown State University
M.S. Colorado State University
Ph.D. Colorado State University

Joshua Long

Instructor of Athletic Training
B.S. Mercyhurst University
M.S. Ohio University

Melissa Lustic-Long

Instructor of Athletic Training
Clinical Education Coordinator
B.S. Mansfield University of Pennsylvania
B.S. Mount Union College
M.S. Ohio University

Mahesh Maddumala

Professor of Cyber Security
Bachelor of Technology M.L Engineering College
Master of Technology Andhra University
Ph.D. University of Missouri

Chris J. Magoc

Professor of History
B.A. Edinboro University
M.A. Pennsylvania State University at Middletown
Ph.D. University of New Mexico

Lisa Marie Malischke

Assistant Professor Anthropology/Archaeology
B.S. University of Iowa
M.A. Western Michigan University
Ph.D. University of Alabama

Christopher Mansour

Assistant Professor of Cyber Security
B.S. American University of Science and Technology
M.S. Villanova University
Ph.D. Villanova University

Jacob Mauslein

Assistant Professor of Intelligence Studies
B.A. Washburn University
M.A. Kansas State University
Ph.D. Kansas State University

Richard McCarty

Associate Professor of Religious Studies
B.A. Iowa State University
M.Div. Western Theological Seminary
Ph.D. The University of Iowa

Duncan McGill

Dean, Ridge College
B.S. University of Missouri, Rolla
M.A. Webster University
M.S. National Defense University
Ph.D. George Mason University

Elizabeth McDyer

Visiting Assistant Professor of World Languages
B.S. University of Scranton
M.A. Indiana University-Bloomington
Ph.D. Indiana University-Bloomington

Joanne M. McGurk

Assistant Professor of English
B.A. Chestnut Hill College
M.A. Western Illinois University
Ph.D. Indiana University of Pennsylvania

Scott McKenzie

Assistant Professor of Geology
B.S. Edinboro University of Pennsylvania

Jennifer McNamara

Assistant Professor of Dance
M.F.A. Hollins University

Scott Meier

Associate Professor of Music
B.A. University of Wyoming
M.M. University of Redlands
Ph.D. Florida State University

Tami Micsky

Assistant Professor Social Work/Sociology
B.S. Edinboro University of Pennsylvania
M.S. Case Western Reserve University

Rajinikanth Mohan

Assistant Professor of Biology
B.Sc. Osmania University
M.Sc. University of Hyderabad, India
Ph.D. Michigan Technological University

Cheryl Moore

Assistant Professor of Business
B.A. Mercyhurst University
M.B.A. DeVry University
Ph.D. University of the Rockies

Karen Morahan

Associate Professor of Nursing
B.S.N. Dominican College
M.S.N. University of Maryland at Baltimore
Ph.D. Capella University

Joseph Morris

Associate Professor of Political Science
B.A. San Diego State University
M.A. California State University
M.P.A. Idaho State University
D.A. Idaho State University

John Olszowka

Professor of History
B.A. State University of New York at Buffalo
M.A. State University of New York at Buffalo
Ph.D. State University of New York at Binghamton

Stephen Ousley

Associate Professor of Forensic Science
and Anthropology/Archaeology
B.A. University of Maryland
M.A. University of Tennessee
Ph.D. University of Tennessee

Mary Ann Owoc

Associate Professor of Archaeology
B.A. University of Pittsburgh
Ph.D. University of Sheffield, England

Amy D. Parente

Associate Professor of Chemistry / Biochemistry
B.S. State University of New York
M.S. University of Rochester
Ph.D. University of Rochester

John Parente

Assistant Professor of Sport Business
B.S. State University College at Fredonia
M.S. State University College at Buffalo
D.Ed. The Pennsylvania State University

Noelle Partusch

Professor of Dance
B.F.A. State University of New York at Purchase
M.F.A. The Ohio State University

Donald M. Platte

Professor of Mathematics
B.A. Aquinas College
M.A. Michigan State University
Ph.D. Michigan State University

Charles Redmond

Professor of Mathematics
B.A. Temple University
Ph.D. Lehigh University

Brian Reed

Professor of English
B.A. Wittenberg University
M.A. Youngstown State University
Ph.D. Case Western Reserve University

Alexander Regina

Assistant Professor of Marketing
B.S. B.A. Duquesne University
M.B.A. Duquesne University
Ph.D. Duquesne University

Victoria Rickard

Assistant Professor of Political Science
B.A. Gonzaga University
M.A. American University
J.D. Michigan State University
Ph.D. University of Oklahoma

Christina Rieger

Professor of English
B.A. University of Dallas
Ph.D. Notre Dame University

Christina Riley-Brown

Dean, Hafenmaier College
Associate Professor of English
B.A. University of Arkansas
M.A. University of Mississippi
Ph.D. University of Mississippi

Brian D. Ripley

Professor of Political Science
B.A. Macalester College
Ph.D. The Ohio State University

Leanne M. Roberts

Provost
Vice President for Academic Affairs
Professor of Education
B.S. Edinboro University
M.Ed. Edinboro University
Ph.D. University of Akron

Jeffrey Roessner

Professor of English
B.A. Mercyhurst College
M.F.A. University of Notre Dame
Ph.D. University of Notre Dame

Ashlee Rzyczycki

Lecturer of Fashion Merchandising
B.S. Mercyhurst University
M. A. University of Akron

Adam Saeler

Assistant Professor of Criminal Justice
B. A. Mercyhurst University
M.S. Mercyhurst University
Ph.D. Nova Southeastern University

Mark Santillano

Assistant Professor of Dance
B.S. Southwest Missouri State University
B.F.A. Southwest Missouri State University
M.A. Wesleyan University

Solveig Santillano

Associate Professor of Dance
B.A. Juilliard School of Dance
M.A. Wesleyan University of Connecticut

Benjamin Scharff

Assistant Professor of History
B.A. Wake Forest University
M.A. Slippery Rock University
Ph.D. West Virginia University

Allyson Schrimper-Minor

Lecturer of Hotel Management
B.A. Mercyhurst University
M.S. Mercyhurst University

Brian Sheridan

Senior Lecturer of Communication
B.A. Mercyhurst College
M.A. Edinboro University

Mark Simpson

B.A. Mercyhurst College
M.S. Washington School of Law
M.B.A. Pennsylvania State University, Behrend College

James Snyder

Associate Professor of Philosophy
B.A. Slippery Rock University
B.S. Slippery Rock University
M.A. Duquesne University
Ph.D. Duquesne University

Mary Hembrow Snyder

Professor of Religious Studies
B.A. Canisius College
M.A. Marquette University
Ph.D. St. Michael's College, Toronto

Peter Stadtmueller

Senior Lecturer of Art
B.S. California University of Pennsylvania
M.S. University of Pittsburgh

Jodi Staniunas-Hopper

Associate Professor of Graphic Design
B.A. Mercyhurst College
M.F.A. Marywood University

Judith Stanley

Associate Professor of Nursing
B.A. State University of New York at Buffalo
B.S.N. D'Youville College
M.S.N. D'Youville College
D.H.Sc. Nova Southwestern University

Craig Stevens

Lecturer of Music Therapy
B.A. University of Dayton
M.A. Naropa University

Gary Sullivan

Assistant Professor Risk Management
A.S. Lake Land College
B.A. University of Illinois
M.B.A. University of Pittsburgh

Kevin Sullivan

Associate Professor of Philosophy
B.A. Gannon University
M.A. University of Dayton
Ph.D. Marquette University

Christopher Taylor

Associate Professor of Chemistry
B.S. Evergreen State College
M.S. University of Michigan
Ph.D. University of Michigan

Lucy Thairu

Assistant Professor of Public Health
B.S. Université de Nantes
M.S. Cornell University
Ph.D. Cornell University

Gerard Tobin

Associate Professor of Psychology
B.A. College of the Holy Cross
M.A. Loyola University Chicago
Ph.D. Loyola University Chicago

Maria Beatriz Torrez

Associate Professor of Public Health
B. A. Universidad Nacional de Cordoba, Spain
M.A. Ohio University
M.P.H. University of Minnesota
Ph.D. Ohio University

Musa Tuzuner

Assistant Professor of Intelligence Studies
B.A. Turkish National Police Academy
B.B.A. Gazi University, Turkey
M.A. Kent State University
Ph.D. Kent State University

M. Afzal Upal

Assistant Professor Intelligence Studies
 B.S. University of Punjab, Pakistan
 B.S. University of Saskatchewan, Saskatoon
 M.S. University of Saskatchewan, Saskatoon
 Ph.D. University of Alberta, Edmonton

Robert Von Thaden

Professor of Religious Studies
 B.A. Muhlenberg College
 M.A. University of Chicago Divinity School
 Ph.D. Emory University

Meng Wang

Assistant Professor of Asian Studies
 B.A. Hunan Normal University, China
 M.A. Nankai University, China

Matthew Weaver

Associate Professor of Psychology
 B.S. Allegheny College
 Ph.D. University of Florida

Amy Weaver-Kaulis

Assistant Professor of Fashion Merchandising
 B.S. Mercyhurst College
 M.S. University of North Texas

Kathy Weidenboerner

Assistant Professor of Interior Design
 B.A. Mercyhurst College
 M.Ed. Gannon University

William Welch

Instructor of Intelligence Studies
 B.A. Point Park College
 M.S. Mercyhurst University

Jack D. Williams

Professor of Chemistry
 B.A. The Pennsylvania State University
 Ph.D. Villanova University

Lauren Williams

Associate Professor of Mathematics
 B.A. College of New Jersey
 M.A. University of Wisconsin Milwaukee
 Ph.D. University of Wisconsin Milwaukee

Rebecca Wunch

Instructor of Music
 B.A. Duquesne University
 M.M. Bowling Green State University

Selin Yalcindag

Assistant Professor of Economics
 B.A. Bosphorus University, Turkey
 M.A. Boston College
 Ph.D. Boston College

Kim Zacherl

Assistant Professor of Business
 B.A. Mercyhurst College
 M.B.A. Gannon University
 SPHR, SHRM-SCP Certifications

Anne Zaphiris

Associate Professor of Communication
 B.A. Edinboro University
 M.A. Kent State University
 Ph.D. State University of New York at Buffalo

Peter Zohos

Assistant Professor of Hospitality Management
 B.A. Mercyhurst University
 M.B.A. The Pennsylvania State University

Part-Time Faculty**Carl Anderson**

B.S. Indiana University of Pennsylvania
 M.B.A. Penn State University

Amy Bauchard

B. S. Gannon University
 M.A. Gannon University

Leslie Bories-Scalise

Artist in Residence

Daniel V. Burke

Professor of Art
 B.A. Mercyhurst College
 M.Ed. Edinboro University

Jennifer G. Craven

Lecturer of Fashion Merchandising
 B.S. Mercyhurst College
 M.S. North Carolina State University

Marcie Fitzgerald

Assistant Professor of Physician Assistant Studies
 B.S. Gannon University
 M.S. University of Nebraska

Robert Green

B.S. The Pennsylvania State University

Holly Jodon

Associate Professor of
 Physician Assistant Studies
 B.S. Gannon University
 M.P.A.S. University of Nebraska

Kelly Karns

B.A. Mercyhurst University
 M.Ed. Gannon University

Erin Magorien

B.S. Mercyhurst College
 M.S. Mercyhurst College

Jonathan Moser

Instructor of Music
 B.M. Shenandoah University
 M.M. Arizona State University

Janelle Newman

Instructor of Intensive English
 B.S. Gannon University
 M.A. University of Southern Queensland, Australia
 Ph.D. Indiana University of Pennsylvania (ABD)

Adrienne Riegler

B.A. Concordia University

M.S. Eastern Illinois University
 Ph.D. Iowa State University

Michael Sliker

A.S. Mercyhurst University
 B.A. Mercyhurst University
 M.S. Mercyhurst University

Jennifer Webb

B.A. Central Michigan University
 M.S. Mercyhurst University

Kayln Zamierowski

B.A. DePauw University
 M.A. Gannon University
 Candidate - Ph.D. Indiana University of Pennsylvania

Concurrent Faculty**Allison Byrnes**

Lecturer in Anthropology/Archaeology
 B.S. Mercyhurst University
 M.A. University of Wyoming

Luis Cabo-Perez

Lecturer in Anthropology/Archaeology
 B.S. Universidad de Oviedo, Spain
 M.S. Universidad de Oviedo, Spain

Faculty - North East Campus

Patricia Bedell-Pulito

Assistant Professor of Nursing
A.S. State University of New York at Orange County
Community College
B.S.N. State University of New York at Downstate
Medical Center
M.S.N. Edinboro University

Patrick Doyle

Instructor of English
B.F.A. Pennsylvania State University, Behrend College
M.A. Gannon University

Kari Dundore-Shrout

Director Liberal Arts - Science & Health Studies Program
Assistant Professor of Biology
B.S. Juniata College
M.Ed. Edinboro University

Dennis Dunne

Instructor of Culinary Arts
B.A. Gannon University

Dawn Earp

Academic Fieldwork Coordinator
Instructor of Occupational Therapy Assistant
A.S. Clarion University
L.P.N. Venango County Technical
B.A. Mercyhurst University

Amy Erickson

Director of Medical Lab Technician Program Instructor of
Medical Lab Technician
B.S. Pennsylvania State University, Behrend College
M.S. State University of New York at Fredonia

Audrey G. Forbes-Cardinali

Assistant Professor of Biology
B.S. Queens University
M.S. Syracuse University
D.C. New York Chiropractic College

Charlotte Forester

Instructor of Nursing
B.A. University of Pittsburgh
B.S.N. Edinboro University
M.S.N. Edinboro University
Post-Masters Clarion University

Terri Fry

Instructor of Practical Nursing
B.S.N. Lubbock Christian University
M.S.N. West Texas A & M University

Lauren Giles

Instructor of Biology
B.S. State University of New York at Fredonia
M.S. State University of New York at Fredonia

Christine Gluvna

Director of Respiratory Therapist Program Lecturer of
Respiratory Therapy
B.S. Gannon University
M.S. Mercyhurst University

Ronald Gluvna

Deputy Director of Police Academy
Instructor of Police Academy
Retired Police Lieutenant

Robert Green

Instructor of Culinary
B.S. The Pennsylvania State University

Janice Haas

Director Physical Therapist Assistant Program Assistant
Professor in Physical Therapy
A.S. Lehigh County Community College
B.A. Mercyhurst University
M.S. Mercyhurst University

Kathryn Habusta

Director of Practical Nursing Program
Instructor of Practical Nursing
A.S. Lorain County Community College
B.S. The Pennsylvania State University
M.S. Ohio University

Walter Hale

Director of Police Academy
B.A. Mercyhurst University
M.S. Mercyhurst University
M.B.A. University of Phoenix

Karyn Hodgins

Instructor of Practical Nursing
B.S.N. Edinboro University
M.S.N. Western Governor's University

Hope Holben

Instructor of Practical Nursing
B.S. Mercyhurst University
RN St. Vincent School of Nursing

Stephen Kanicki

Director of Computer System Support Assistant
Professor of Computer Science
A.A.S. Jamestown Community College
B.S. State University College at Buffalo
M.S. Rochester Institute of Technology

Deborah Krause

Clinical Coordinator Instructor of Nursing
B.S.N. Edinboro University
M.S.N. University of Phoenix

Jacob Lanyon

Director of Liberal Arts Program Assistant Professor of
Liberal Arts
B.A. Edinboro University
M.A. Edinboro University

Mary Ann Lubiejewski

Assistant Director of Nursing Program
Assistant Professor of Nursing
B.S.N. Edinboro University
M.S.N. Edinboro University

Elizabeth Lucas

Instructor of Nursing
B.S.N. Duquesne University
M.S.N. Drexel University

Kelly Lucore

Biology Instructor
B.A. Edinboro University
M.S. Edinboro University

Tricia Mahoney

Instructor of Physical Therapy
B.A. Mercyhurst University
M.H.S. Krannert School of Physical Therapy

Nicole Marton

Director of Clinical Education - Respiratory Therapist
Program
Instructor of Respiratory Therapy
B.S. Gannon University

Claudia Matz

Instructor of English
B.A. Edinboro University
M.A. Gannon University

Michael Meyer

Director of Nursing Program
Instructor of Nursing
B.S.N. Ohio University
M.S.N. Chamberlain College

Lynn Oberle

Assistant Professor Occupational Therapy Assistant
Director of OTA Program
B.S. Eastern Michigan University
M.S. Mercyhurst University
Ph.D. Gannon University

Catherine Phillips

Instructor of Nursing
B.S.N. Edinboro University
M.S.N. Gannon University

Leslie Reed

Director of Medical Certificate Program
Instructor of Business
B.S. Gannon University
M.A. Edinboro University

Randall Rinke

Associate Dean - Walker College
Assistant Professor of Business
B.A. Mercyhurst College
M.B.A. Gannon University

Tamila Salisbury

Simulation Coordinator
Instructor of Nursing
B.S.N. Gannon University
M.S.N. California University of Pennsylvania

Connie Schultz

Instructor of Nursing
B.S.N. Daemen College
M.S.N. Gannon University

Raymond Sobina

Director of Criminal Justice Program
Assistant Professor of Criminal Justice/Sociology
B.A. Gannon University
M.S. Youngstown State University

Jessica Spanogle

Director of Business Program
Instructor of Business
B.S. Gannon University
M.B.A. Gannon University

Michael Szymanowski

Instructor of Mathematics
B.S. Penn State University
M.A. Gannon University

Eric Wagner

Instructor of Political Science, History, and Criminal
Justice
B.A. Mercyhurst University
M.A. University of Pittsburgh
Retired PA State Police

Marialaine Wagner

Instructor of Medical Laboratory Technician Program
B.S. Slippery Rock University

Peter Yaksick

Assistant Professor of Criminal Justice/Sociology
B.A. Edinboro University
M.A. Edinboro University
M.S. Johns Hopkins University
M.A. Columbia University
D.Ed. Morgan State University

Conference for Higher Education

Carlow University

Pittsburgh, PA 15213

Mercyhurst University

Erie, PA 16546

Saint Xavier University

Chicago, IL 60655

Georgian Court University

Lakewood, NJ 08701

College of Saint Mary

Omaha, NE 68124

Misericordia University

Dallas, PA 18612

Salve Regina University

Newport, RI 02840

Mount Aloysius College

Cresson, PA 16630

Trocaire College

Buffalo, NY 14220

Gwynedd - Mercy University

Gwynedd Valley, PA 19437

Mount Mercy College

Cedar Rapids, IA 52402

University of Detroit Mercy

Detroit, MI 48219

Maria College

Albany, NY 12208

Saint Joseph's College

Standish, ME 04602

University of Saint Joseph

West Hartford, CT 06117

Mercy College of Health Sciences

Des Moines, IA 50309

Index

- A -		Catholic Studies Minor.....	66	Federal Perkins Loan	45
Academic Calendar	2	Chemistry Major.....	67	Federal SEOG.....	45
Academic Forgiveness	20	Cohen Student Health Center.....	12	Financial Aid Refund Policy.....	39
Academic Honesty	24	College Level Examination Program.....	22	Federal Work Study (FWS).....	45
Academic Policies	21	Communication Major.....	70	Fees.....	36
Academic Probation and Suspension	20	Company Reimbursement.....	35	Finance Major.....	62
Academic Programs	1	Computer Facilities.....	6	Financial Aid.....	36
Academic Progress	20	Computer Support Systems Major (North East Campus).....	153	Financial Aid - Special Circumstances.....	42
Academic Services	27	Computer Information Systems Certificate (North East Campus).....	167	Financial Aid Package.....	42
Academic Standards and Grades	19	Computing and Information Science.....	72	Financial Aid Policies.....	40
Accelerated MBA Programs	26	Conduct Code.....	11	Forensic Science Major.....	50
Accelerated Program in Medicine	26	Contract Major/Minor	19	French Major.....	146
Accelerated Program in Pharmacy	26	Counseling Center	8	Full-Time Student Status.....	21
Acceptance of Credits for Online Courses	32	Course Examination	22	- G -	
Acceptance of Credits from Other Institutions	32	Course Overloads	22	Gender Studies Minor.....	96
Accounting Major	61	Course Withdrawal	22	Geology Major.....	97
Administration	264	Credit for Non-Traditional Learning	34	Grade Appeals.....	23
Admissions	31	Criminology and Criminal Justice Major (Main Campus).....	74	Grade Point Average, Calculating.....	20
Advanced Placement	22	Criminal Justice Major (North East Campus).....	154	Grading Systems.....	19
Anthropology / Archaeology Major	47	Culinary Arts Certificate (North East Campus).....	168	Graduation Requirements.....	17
Applications, Financial Aid, Summer	41	- D -		Graduation with Latin Honors.....	21
Applied Forensic Sciences Major	50	Dance Major	77	Grants - Pell/SEOG.....	44
Applied Sociology/Social Work Major	138	D'Angelo Department of Music	116	Graphic Design Major.....	54
Arab and Islamic Studies Minor	147	Data Science Major.....	72	- H -	
Art Major	53	Deadlines - FAFSA Filing	41	Hafenmaier College of Arts & Humanities	13
Asian Studies Minor	147	Deadlines - Financial Aid Requested Info.	40	Health Care Management Major (North East Campus)..	149
Autism Initiative at Mercyhurst (AIM)	7	Deadlines - SAP Appeal	46	Health Studies Major (North East Campus).....	155
Associate Degrees	1	Dean's List and Honors	21	History Major	99
Astronomy, Physics Major	123	Degree Completion Time Frames	19	Honors Program	28
Athletic Eligibility	9	Double Majors/Minors	18	Hospitality Management Major (Main Campus).....	104
Athletic Training Major	46	- E -		Hospitality Management Major (North East Campus)...	156
Athletics	9	Economics Major	62	Human Resource Management Major.....	62
Attendance Policy	21	Education Major	80	- I -	
Audit of Courses.....	22	Eligibility Criteria - Financial Aid	42	Incomplete Grades	19
- B -		English Major	84	Independent Study	22
Basic Competency Requirements.....	21	Enrollment Status Classification	42	Institutional Review Board	23
Beyond the Gates, outREACH.....	18	Environmental Science Major	88	Institutional Employment	45
Biochemistry Major.....	67	Examination Credit	22	Intelligence Studies Major	107
Biology Major (Main Campus).....	58	Exercise Science Major	91	Interior Architecture and Design Major	110
Biology Major (North East Campus).....	150	- F -		International Baccalaureate Program	31
Business Major.....	61	Faculty	268	International Business Major	63
Business Administration Major (North East Campus)...	151	Faculty Led Study Abroad	25	International Students	32
- C -		FAFSA (Free Application for Federal Student Aid)	38	Internships	25
Campus and Buildings.....	5	Fashion Merchandising Major	94	Intramural Sports	10
Campus Involvement Center.....	8	Federal and State Grants	44	- L -	
Campus Ministry.....	8			Lake Erie College of Osteopathic Medicine	26
Campus Visits.....	31			Language Laboratory	6
Career Development Center.....	27			Learning Differences Program	27

Liberal Arts Experience	17	Public Health Major	132	Undergraduate Grants	44
Liberal Arts Major (North East Campus).....	158	- R -		Undergraduate Scholarships	43
Library Services	6	Registration	21	- V -	
- M -		Religious Studies Major	135	Verification	42
Management Major	63	Repeated Courses	19	Veterans' Resources	35
Marketing Major	63	Required Fees	36	- W -	
Mathematics Competency	21	Required Fee Schedule per Semester	36	Walker College of Business & Management.....	13
Mathematics Major	112	Residence Life	10	Withdrawal Policy	22
Medical Assistant Certificate (North East Campus).....	169	Respiratory Therapist Major (North East Campus).....	165	Women with Children Program (North East Campus)..	16
Medical Laboratory Tech Major (North East Campus).....	159	Retail Management Certificate (North East Campus)...	173	Work Study – Federal	45
Mercyhurst North East	5	Ridge College of Applied Intelligence Studies and	13	Work Study – Institutional	45
Military Science	114	Applied Sciences		World Languages & Cultures Major	146
Minor Program	19	Risk Management Major	64	- Z -	
Municipal Police Academy Certificate (North East	170	Room and Board Charge	69	Zurn College of Natural & Health Sciences.....	13
Campus).....		Russian Studies Major	149		
Music Major	116	- S -			
- N -		Satisfactory Academic Progress (SAP)	20		
National Collegiate Athletic Association	9	SAP Appeal Deadline	46		
National Honor Societies	21	Schedule Changes	22		
Need-Based Grants	44	Scholarships-Undergraduate, Merit-Based.....	43		
Notification of Admission Decision	31	Second Degree	32		
Nursing Certificate (LPN - North East Campus).....	172	Security Violations & Misuse	24		
Nursing Major (Main Campus).....	120	Selective Service	42		
Nursing Major (RN - North East Campus).....	161	SFS Processing Schedule & Deadlines	41		
- O -		Social Work/Applied Sociology Major	138		
OASIS Certificate Program (North East Campus).....	171	Spanish Major	143		
Occupational Therapy Asst Major (North East Campus).	163	Special Programs	34		
Off-Campus Learning Experience	25	Special Requirements	31		
Off-Campus Living	10	Special Students	21		
Official Communication	5	Sport Business Management Major	64		
- P -		Sports Medicine Major	146		
Packaging, Financial Aid	42	Sports Studies Minor.....	140		
Parking	12	Status, Enrollment	42		
Part-Time Student Status	21	Student Employment Work-Study (IWS)	45		
Pass/Fail Option	20	Student Grievance Procedure	23		
Pell Grant	44	Student Loans	45		
PHEAA	44	Student Life	8		
Philosophy Major	122	Study Abroad	25		
Physical Therapist Asst Major (North East Campus).....	164	Study Abroad, Faculty Led	25		
Physics and Astronomy Major.....	123	Summer-Financial Aid Application	41		
Police Academy Certificate (North East Campus).....	170	Summer Sessions	22		
Police and Safety Service	12	- T -			
Political Science Major	124	Taking a Course off Campus	25		
Post-Baccalaureate Programs	1	The University Mission Statement	5		
Pre-Law Minor	128	Theater Minor	145		
Professional School Preparation	26	Transfer Policy	31		
Proficiency Exams	22	Trustees	263		
Psychology Major	129	Tuition & Fees	36		
Psychology of Crime and Justice Minor.....	131	Tutorial Study	22		
		- U -			



MERCYHURST

UNIVERSITY

501 East 38th Street, Erie, PA 16546

814-824-2202 | 800-825-1926 | mercyhurst.edu