Susquehanna
UNIVERSITY



2025–26 UNDERGRADUATE COURSE CATALOG

SUSQUEHANNA UNIVERSITY BULLETIN

GENERAL CATALOG FOR 2025-26

School of the Arts

School of Humanities

School of Natural & Social Sciences

Sigmund Weis School of Business

www.susqu.edu/academics/academic-resources/course-catalog/

The 168th Academic Year
514 University Ave.
Selinsgrove, PA 17870-1164

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MISSION

Susquehanna University educates students for productive, creative and reflective lives of achievement, leadership and service in a diverse, dynamic and interdependent world.

ACCREDITATION & AUTHORIZATION

Susquehanna University is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB No. 166, Wilmington, DE 19801.

All degree programs are authorized by the Pennsylvania Department of Education, Bureau of Postsecondary and Adult Education, Division of Higher Education, Access, and Equity, Pennsylvania Department of Education, 607 South Drive, 3rd Floor, Harrisburg, PA 17120.

In addition to institution-wide accreditation, specific university programs have met the standards of "specialized" accreditors. Susquehanna also maintains strategic partnerships with regional educational institutions to guarantee admission for graduates seeking to complete their bachelor's degrees at the university as well as programs which offer pathways to earning dual degrees through post-graduate affiliate agreements.

As an accredited institution, Susquehanna University is approved by the U.S. Department of Education to participate in Title IV Federal Student Aid programs and is a designated Yellow Ribbon School by the U.S. Department of Veterans Affairs.

For addition information related to Susquehanna's accreditations, authorizations, and related matters, please visit our website at Accreditation - Susquehanna University (www.susqu.edu/about/accreditation).

NATIONAL COUNCIL FOR STATE AUTHORIZATION RECIPROCITY AGREEMENTS (NC-SARA)

Susquehanna University is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA authorizes Susquehanna to offer online courses in all SARA-member states. Membership in NC-SARA does not mean compliance with state professional licensing requirements. If you are taking an online course at Susquehanna for that purpose, please check your respective state licensing requirements in order to ensure the course meets expectations. The refund policy can be found on this webpage: www.susqu.edu/academics/summer-session/. Concerns and complaints can be filed with the Director of the Summer Session. Additional information about regulations governing compliance can be found at http://nc-sara.org/.

NONDISCRIMINATION STATEMENT

In administering its affairs, the university shall not discriminate against any person on the basis of race, color, religion, national or ethnic origin, ancestry, age, sex, sexual orientation, gender identity

or expression, disability, veteran status, or any other legally protected status. Compliance inquiries may be directed to Jennifer Bucher, Vice President for Operations, Susquehanna University, Selinsgrove, PA 17870-1164, 570-372-4024, or the director of the Department of Education, Washington, D.C.

FINANCIAL RESPONSIBILITY

Susquehanna University reserves the right to change the method or mode of academic instruction for courses, e.g., online, in person, hybrid, etc., without prior notice, including courses in which the student is pre-registered (prior to the start of a term) or during a term that is already in progress. The university may make other adjustments to its academic program, including closing the campus, where there is a need to do so, such as a pandemic, a national emergency, a national disaster and the like. Students enrolling, currently enrolled and/or formerly enrolled at Susquehanna University ("Susquehanna") are legally responsible to pay all tuition and fees assessed to their student account by the published due date as well as any additional costs or expenses related to their enrollment at Susquehanna regardless of the method or mode of academic instruction. In the event the method or mode of academic instruction or academic program changes during the academic year, all currently enrolled Susquehanna students and/or formerly enrolled at the university remain legally responsible to pay all tuition and fees assessed to their student account by the published due date as well as any additional costs or expenses related to their enrollment at Susquehanna.

CATALOG INFORMATION

This catalog is not to be considered an offer to enter into a contract or a contractual agreement between the university and the student or between the professor and the student. While frequent changes are not probable, the administration reserves the right to make any changes it deems necessary and acknowledges that under certain circumstances special activities of the university or part of the university community might impinge upon the normal academic schedule. All students are responsible for adherence to the university's rules and procedures, whether published in this catalog, the Student Handbook or other official media.

KEY TO ABBREVIATIONS

CC = Central Curriculum
GPA = grade point average
S = Satisfactory
SH = semester hours
U = Unsatisfactory

ACADEMIC CALENDARS

Fall 2025

All dates subject to change

August 21, Thursday
Residence Halls open for first-year students.

August 24, Sunday
Residence halls open for all students.

August 25, Monday
Classes begin, 8:00 a.m.

August 25-26, Monday-Tuesday
Check-in and registration confirmation.

August 29, Friday
Drop/Add deadline for first 7-week and 14-week classes.

September 3, Wednesday
Last day to declare or cancel audit and/or S/U options for first 7-week classes.

September 12, Friday
Last day to declare or cancel audit and/or S/U option for 14-week classes.

September 26, Friday
Last day to withdraw from a first 7-week class.

October 10, Friday
Mid-term break begins 10:00 p.m.
End of First 7-week classes.

October 15, Wednesday
Mid-term break ends 8:00 a.m.
Start of second 7-week classes.

October 21, Tuesday
Midterm grades due by 10a.m. Drop/Add deadline for second 7-week classes.

October 24, Friday
Last day to declare or cancel audit and/or S/U options for second 7-week classes.

October 27-November 6, Monday-Thursday (tentative)
2026 Spring Registration.

November 4, Tuesday
Last day to withdraw from a 14-week class.

November 7-9, Friday-Sunday (tentative)
Open Registration.

November 18, Tuesday
Last day to withdraw from a second 7-week class.

November 25, Tuesday
Thanksgiving recess begins, 10:00 p.m.

December 1, Monday
Classes resume, 8 a.m.

December 5, Friday
Classes end 10:00 p.m. Celebration of mid-year graduates.

December 6-7, Saturday-Sunday
Reading Days.

December 8-11, Monday-Thursday
Final examinations.

December 12, Friday
Residence halls close, 3 p.m.

December 16, Tuesday
Final grades due by 10 a.m.

Spring 2026

All dates subject to change.

January 12, Monday
Residence Halls open, 8:00 a.m.

January 13, Tuesday
Classes begin, 8:00 a.m.

January 13-14, Tuesday-Wednesday
Check-in and registration confirmation

January 19, Monday
Drop/Add deadline for first 7-week and 14-week classes.

January 22, Thursday
Last day to declare or cancel audit and/or S/U options for first 7-week classes.

February 2, Monday
Last day to declare or cancel audit and/or S/U options for 14-week classes.

February 16, Monday
Last day to withdraw from a first 7-week class.

February 27, Friday
Mid-term break begins, 10:00 p.m. First 7-week classes end.

March 9, Monday
Mid-term break ends, 8:00 a.m.
Start of second 7-week classes.

March 10, Tuesday
Mid-term grades due.

March 13, Friday
Drop/Add deadline for second 7-week courses.

March 18, Wednesday
Last day to declare or cancel audit and/or S/U options for second 7-week classes.

March 23-April 2, Monday-Thursday (tentative)
2026 Fall registration begins.

March 30, Monday
Last day to withdraw from a 14-week class.

April 2-5, Thursday-Sunday (tentative)
Open registration.

April 10, Friday
Last day to withdraw from a second 7-week class.

April 13, Monday (tentative)
Drop/Add begins.

April 27, Monday
Classes end, 10:00 p.m.

April 28, Tuesday
Reading Day.

April 29-30, May 1 & 4, Wednesday-Friday & Monday
Final examinations.

May 5, Tuesday
Final grades due by 10 a.m. for students participating in commencement.

May 5, Tuesday, 3 p.m.
Residence halls close for non-graduating students and those not supporting commencement

May 9, Saturday
Commencement.

May 10, Sunday, 12 p.m.
Residence Halls close for graduating students and those supporting commencement.

May 12, Tuesday
Final grades due by 10 a.m. for non-graduating students.

ELEMENTS OF A SUSQUEHANNA EDUCATION

There are three major elements of coursework at Susquehanna:

The Central Curriculum forms the broad liberal arts base in preparation for specialized study in any field. Central Curriculum courses are spread over four years and total about 40 percent of the graduation requirements.

Major programs build on the Central Curriculum foundation and usually total one-third of courses taken. Majors are designed to provide a broad introduction to the theory and practice of each field; students may choose departmental, interdisciplinary or self-designed majors. Each student must complete a capstone course as part of the major program, with a grade of C- or higher.

Electives typically make up the remaining coursework. These may be used to pursue one or more minors or a second major, to work in an internship, or simply to develop individual interests that may expand career options.

SUSQUEHANNA UNIVERSITY LEARNING GOALS

The learning goals of Susquehanna University articulate a vision of our students as confident, liberally educated, and committed to multidisciplinary education as global citizens, working within and across their academic disciplines. They productively gather and apply all facets of their educational experience to personally and professionally frame their vocations, areas of study, and lives, demonstrating achievement, leadership, and service in the world.

1) SU students investigate the creative, natural, social, economic, and cultural forces that shape the world, and gain familiarity with:
   a) the richness of human thought and expression across time and into the present;
   b) the ongoing ways humans seek to explain the natural world; and
   c) the breadth and depth of global human interactions, including belief systems, values, practices, and ways of organizing life.
2) SU students develop an integrated set of intellectual skills that empower them to:
   a) think creatively and critically to analyze issues, consider solutions, and make effective decisions;
   b) incorporate methods of analysis from a broad range of academic disciplines to understand and explore conflict, and solve problems;
   c) engage effectively with others through gathering, evaluating, synthesizing, and articulating information to generate informed opinions and arguments through multiple avenues; and
   d) work effectively within a team, function with professional and digital competency, and understand and navigate problems that often elicit complex and ambiguous responses.
3) SU students develop a mature, integrated sense of themselves through a holistic liberal arts experience, including:
   a) appreciating the limits and contexts of their own experience, and the ability to value the experiences of others with diverse backgrounds;

b) critically examining their strengths and struggles, and realistically evaluating the potential positive or negative impact of inputs and activities; and
c) committing to ongoing development of one's intellectual, physical, and spiritual life.

4) SU graduates develop and internalize their own integrated vision of the common good, and how to pursue it in the context of their lives, including:
   a) pursuing sustainable relationships with their natural and social environments;
   b) continued growth to discern and pursue improvement in themselves, their communities, and the world;
   c) understanding and valuing both the universality and diversity of human experience; and
   d) willingness to strive for responsible personal and interpersonal actions that serve the greater good.

OVERVIEW OF THE CENTRAL CURRICULUM

The Central Curriculum contains five complementary sections, each containing multiple requirements and focused on specific elements of the University Learning Goals (ULG).

Section 1. Richness of Thought

- 4 semester hours in Analytical Thought
- 4 semester hours in Literary Expression
- 4 semester hours in Artistic Expression

Among the goals of the Richness of Thought area are teaching students to debate the definitions of literary text, canon(s), and the relationship between them; to abstract a problem into a symbolic or mathematical model or framework; and to articulate an understanding of the ways in which art can serve as a medium for recognizing and understanding the diversities of human experiences. These requirements are designed to address ULG#1.

Section 2. Natural World

- 4 semester hours in Scientific Explanations

Also focusing primarily on ULG #1, students completing the Natural World requirement will be able to describe the philosophical underpinnings of science as it is used to explain the natural world and to evaluate the validity of information presented as science.

Section 3. Human Interactions

- 4 semester hours in Social Interactions
- 4 semester hours in Historical Perspectives
- 4 semester hours in Ethics
- 4 semester hours in Ethics Intensive courses
- 0–8 semester hours (depending on placement) in World Language courses*

**The policy related to accommodations for the World Languages requirement may be found under "Services for Students with Disabilities" in this catalog. The policy related to determining placement for World Languages courses may be found under the "Language Placement" in this catalog.*

The objectives of this area of the Central Curriculum lead students to demonstrate an understanding and evaluate how the methods of analysis from the social sciences are used to identify issues and explore conflict within a contemporary context; to describe the way past events and trends are relevant to the present; to articulate the implications of ethical questions for human life; and to compare and contrast another language and culture with their own. These learning objectives support ULGs #1 and 4.

Section 4. Intellectual Skills

Designed to address primarily ULG #2, this set of requirements focuses on developing and strengthening an integrated set of intellectual skills that will enable students to address complex problems from a variety of approaches. Elements of these requirements also focus on ULGs #3 and 4, personal and ethical development.

- 4 semester hours in First-Year Seminar
- 8 semester hours in Writing Intensive courses

Through this area of the Central Curriculum students should learn core intellectual skills such as developing, strengthening, and marshalling an argument for written expression.

Section 5. Connections

This group of requirements primarily supports ULGs #3 and 4, promoting a mature understanding of self and one's relationship to others.

- 4 semester hours in an Interdisciplinary course
- 4 semester hours in Diversity
- 4 semester hours in Diversity Intensive courses
- A Cross-Cultural experience that may or may not bear credit, depending on the specific experience selected by the student
- 2 semester hours total in a Cross-Cultural preparation course and a Cross-Cultural reflection course, the latter to be taken after the student returns from the Cross-Cultural experience; or a 4 SH GOEX course which includes embedded preparatory and reflective elements.

Study in this area of the Central Curriculum will lead students to have a fundamental understanding of multiple theories and principles of diversity, to demonstrate a complex understanding of culture, to reflect on their personal growth, social responsibility, and the value of active participation in human society, and to show an appreciation of how different academic disciplines can supplement and reinforce one another.

DETAILS OF THE CENTRAL CURRICULUM REQUIREMENTS

Richness of Thought

A major emphasis of the Central Curriculum is to bring students into contact with the richness and depth of various modes of human thought, including analytical thought, literary expression, and artistic expression.

Analytical Thought

Analytical thinking is a valuable tool for both problem solving and for exploring, understanding, and evaluating information and ideas. It involves breaking apart ideas, arguments, or problems into components, determining the significance of each component relative to the others, and using these insights to synthesize a solution or conclusion. Significance of the components is explored using formal and informal processes such as abstraction, deduction, pattern recognition, or symbolic manipulation. Courses that satisfy the analytical thinking requirement will focus on one or more of these processes, in addition to the technique of translating problem components to or from an abstract model and interpreting the results of such problem-solving.

Learning goals:

1. Abstract a problem into a symbolic or mathematical model or framework. (ULG 2a)
2. Interpret such a model or framework in terms of a real-world construct. (ULG 1b, 2a)
3. Reason from precisely stated principles using deductive methods and draw valid conclusions. (ULG 2c)
4. Recognize, manipulate, and reason from or about abstract patterns. (ULG 2b)

Artistic Expression

The fine and performing arts at once reflect and influence the world around us. A critical understanding and appreciation of significant expressions from historical and contemporary artists are therefore essential. Both aid in developing an intellectual and emotional awareness of the internal and external forces that shape our shared and varying complex human experience. The learning goals for artistic expression courses are applicable for all students, whether they identify as practitioners, critics, or receivers of the art under investigation.

Learning goals:

1. Demonstrate an understanding of the essential elements and creative processes that constitute the art(s) under examination. (ULG 1a, 1b)
2. Articulate an understanding of the ways in which art can serve as a medium for recognizing and understanding the diversities of human experiences and the relationship between art and its audiences. (ULG 2c, ULG 3a)
3. Articulate an informed understanding of the art(s) under examination by identifying aesthetic traditions/inquiries and cultural interactions associated with the discipline. (ULG 3a, 4c)

Literary Expression

A Literary Expression course helps students understand and engage with written texts; fosters their participation with creative and scholarly interpretive communities; and trains them to examine the relationship of texts to larger socio- political power structures. Through the study of a wide range of literary texts and through creative practice, students investigate and analyze an array of approaches to producing, circulating,

and/or interpreting literary texts that are or have been relevant to scholars, creative writers, publishers, editors, public intellectuals, activists, and educators. Students are thereby introduced to the ways that reader reception is shaped by a variety of socio-cultural and epistemological factors: subjectivity, identity, diversity, economic production, social and environmental justice and injustice, and the ethics of representation.

Learning Goals:

1. Explain or demonstrate ways that literary texts generate meaning by considering: the creative process (issues of form and craft), analytical frames (issues of interpretation and critique), modes of dissemination (issues of distribution and technology), and/or reputation (issues of social and cultural capital). (ULG 1a, 2b)
2. Critically and/or creatively investigate how a literary text reflects, even as it helps to construct, its relation to socio-political power structures, by referencing race, class, gender expression, sexual orientation, ethnicity, age, ability, nationality, religion, science, nature, and/or technology. (ULG 2b)
3. Critically and/or creatively engage with the aesthetic traditions, conventions, canons, and/or assumptions associated with understanding written texts as works of art. (ULG 1a)

Natural World

The Scientific Exploration of the natural world is essential to contemporary life. The Central Curriculum emphasizes that all students need coursework in the sciences.

Scientific Explanations

The scientific explanations requirement is designed to enable students to understand science as a way of thinking about the natural world. These courses emphasize the use of scientific investigation to explore questions about the natural world and focus on science as a human endeavor with social and ethical implications. A sound understanding of scientific principles is critical to being able to make informed decisions as an individual and as a citizen.

Learning Goals:

1. Demonstrate knowledge of fundamental components (e.g., nomenclature, classification, methods, principles, and relevant technologies) of the scientific discipline(s) studied. (ULG 1a, 1b)
2. Summarize how theories are proposed, revised, tested, and accepted by the scientific community. (ULG 1b, 2a)
3. Apply one or more methods used by science in a research setting (whether in the field, laboratory, or a combination of both) to gather and evaluate information for analyzing and solving problems. (ULG 2c)
4. Explore how science intersects with the broader society, including topics such as ethical decision-making, public policy, and sustainability. (ULG 4d)

Human Interactions

The objectives of this area of the Central Curriculum include leading students to demonstrate an understanding of the methods of analysis from the social sciences are used to identify issues and explore conflict within a contemporary context; to describe the way past events and trends are relevant to the present; to articulate the implications of ethical questions for human life; and to compare and contrast another language and culture with their own.

Social Interactions

Interpreting social interactions is a process in which the practices of people are scientifically observed and are assessed in light of how subjective experiences affect those practices. The Social Interactions requirement enables students to understand sustained, structured, and informal engagement with culture and the social environment. Examining individual behaviors and institutional forces through methods of social science analysis, students are offered opportunities to investigate societal conflict and arrangements through prevailing social theories and to explore the social construction of knowledge.

Learning goals:

1. Identify and define ways in which social interactions between individuals and/or between individuals and institutions help shape the world around them. (ULG 1c, 2b)
2. Demonstrate an understanding and evaluate how the methods of analysis from the social sciences are used to identify issues and explore conflict within a contemporary context. (ULG 2b)
3. Give examples of the ways in which the construction of knowledge in the social sciences is based upon prevailing theories and experiences. (ULG 1b, 1c)

Historical Perspectives

Understanding how past events, attitudes and perceptions impact our current viewpoints and shape our future is an essential intellectual viewpoint that helps students deal responsibly with who they are. The Historical Perspectives requirement focuses on shaping students' skills for understanding and 'doing' history as a way of thinking about our world.

Learning goals:

1. Understand how historians acquire and evaluate information, including how they
    a. Differentiate between primary and secondary sources and utilize both these sources to analyze historical events. (ULG 1b, 1c)
    b. Recognize various categories (written, oral, visual, performative, material) of both primary and secondary sources. (ULG 1b, 1c)
2. Describe the way past events and trends are relevant to the present. (ULG 1a)
3. Analyze changes over time by tracing connections through/via chronological narratives. (ULG 1a)
4. Articulate the ways in which diverse historical actors shape and are shaped by historical events. (ULG 2a)
5. Recognize that various types and perspectives of historical analysis exist. (ULG 2b)

Ethics

The Central Curriculum Ethics requirement provides a general introductory course on normative ethics within a theoretical and/or applied context. These courses engage students in philosophical and/or religious ethics, such as outcome-based, rule-based, or character-based approaches.

Learning goals:

1. Recognize the various dimensions of ethical questions and their implications for human life. (ULG 1a, 3b, 4a, 4b, 4c, 4d)
2. Demonstrate an ability to use at least one moral principle or theory to construct or assess an ethical argument. (ULG 2a, 2b)

3. Develop a reasoned argument for an ethical position and defend it from possible objections. (ULG 2a)
4. Understand the concept of moral standing and its significance for ethical questions. (ULG 2a, 4a)

Ethics Intensive

The Central Curriculum Ethics Intensive Course serves the purpose of teaching students the critical importance of ethical reasoning in a given field of inquiry or realm of human practice. Examples might include medical ethics, business ethics, environmental ethics, research ethics, ethics of clinical psychology, accounting ethics, etc. Foundations laid in Ethics courses are critically applied here, so it is advisable for students to take this requirement following completion of the Ethics course requirement.

Learning goals:

1. Demonstrate an understanding of ethical reasoning as it relates to specific course content. (ULG 1c, 2b)
2. Critically analyze ethical positions or standards related to course content. (ULG 2b)

World Languages

The World Language requirement is designed to give students a foothold in the broader world by equipping them with the basic tools to make human connections and explore the richness of world cultures in a language other than English. A second language is a vehicle for appreciating diversity and exploring culture both in the U.S. and abroad, and it promotes global citizenship, an underlying objective of the Cross-Cultural Requirement. It fosters the exchange of ideas and perspectives in cultural contexts, and it hones analytical and other intellectual skills applicable to all areas of learning.

Learning Goals:

1. Demonstrate an ability to understand writing used for everyday situations, needs, and experiences, including cultural phenomena and practices. (UGL 1c, 3a, 4c)
2. Demonstrate an ability to understand spoken language relating to everyday situations, needs, and experiences, including cultural phenomena and practices. (UGL 1c, 3a, 4c)
3. Demonstrate an ability to exchange information in spoken conversations relating to everyday situations, needs, and experiences. (2c)
4. Demonstrate an ability to write about everyday situations, needs, and experiences. (2c)

Completion through the 102 level (or its equivalent) of any language other than English fulfills this requirement.*

** The policy related to accommodations for the World Languages requirement may be found under "Services for Students with Disabilities" in this catalog. The policy related to determining placement for World Languages courses may be found under the "Language Placement" in this catalog.*

Intellectual Skills

College graduates enter an increasingly competitive global marketplace that demands competency in several diverse intellectual skills. In addition, there is an increasing need to bridge and merge disciplines. These needs are addressed in several intensive requirements and the interdisciplinary course.

First-Year Seminar (FYSE)

First-Year Seminar is an integral component of students' first-year experience, focusing on a topic chosen by each instructor. Students use writing to explore and connect the academic content of the course topic to foster their intellectual and personal development. Additionally, it provides students with vocabulary and strategies for multiple writing tasks.

First-Year Seminar emphasizes how writing skills can transfer to other classes.

Therefore, first-year students learn the terms, methods, and goals of academic writing. It familiarizes students with writing tools, skills, and knowledge. It encourages students to develop their ideas, explore and support them with evidence, logically marshal that evidence, and express themselves in context-appropriate styles.

Learning goals:

1. Cultivate social and intellectual habits required to thrive in new academic and social environments (ULG 3b)
2. Demonstrate critical thinking and reading skills to gather, evaluate, and incorporate information from sources (ULG 2a, 2B); (ULG 2a)
3. Employ writing strategies appropriate to the audience and subject matter (ULG 1a)
4. Compose across at least two forms of writing to explore how writing conventions shape and are shaped by readers' and writers' practices, purposes, and values. (ULG 1a)
5. Critically reflect on transferring and adapting intellectual and writing skills and knowledge from one context to another. (ULG 3c)

Writing Intensive

The purpose of Writing Intensive courses is to help students further hone their writing skills. These courses are often part of a student's major. In keeping with best practices in Writing Across the Curriculum studies and in writing studies, we promote a genre-informed teaching for-transfer approach to Writing Intensive courses. Research demonstrates that providing explicit instruction on genre and reflection better prepares students to exercise writing skills across contexts.

Students first encounter "genre" and reflection in ENGL 100 or HONS 100. Writing Intensive courses can expand students' understanding of those terms and practices.

Learning goals:

1. Employ rhetorical strategies appropriate for class assignments and discipline. (ULG 1b, 1c)
2. Learn from and respond to criticism of rhetorical, organizational, and genre- based strategies in their own writing. (ULG 2a, 2c)
3. Compose in multiple forms to explore the ways genre conventions shape and are shaped by readers' and writers' goals or values. (ULG 2c)

Connections

Study in this area of the Central Curriculum should lead students to have a fundamental understanding of multiple theories and principles of diversity, to demonstrate a complex understanding of culture, and to reflect on their personal growth, social responsibility, and the value of active participation in human society.

Interdisciplinary Course

The Interdisciplinary course requirement addresses the ULGs' emphasis on the "integration" of learning. Such courses enable students to cross the lines of academic disciplines to integrate their learning and investigate complex problems relevant to our diverse, dynamic, and interdependent world. Sophomore standing is required for all interdisciplinary courses to provide students with a sufficient academic foundation to engage in interdisciplinary analysis.

Learning goals:

1. Critically and/or creatively engage with the course topic(s) from the perspectives of at least two academic disciplines. (ULG 2a, 2b)
2. Evaluate how different academic disciplines complement and reinforce one another. (ULG 2a, 2b)
3. Appraise how interdisciplinary study enhanced the critical and/or creative engagement with the course topic(s). (ULG 2c)

Diversity

Diversity courses teach students about the richness of human diversity. They also expose, critique, and confront historical and contemporary sources of social and cultural conflict. Using different frameworks and theories, diversity courses teach students how to investigate issues related to human difference, including how a variety of structures intersect with their own respective experiences.

Learning goals:

1. Be able to use established frameworks and theories to recognize that diversity includes but is not limited to intersections among race, gender, culture, ethnicity, age, geographic origin, ability, social and economic class, sexuality, religion, and nationality. (ULG 1a, 4c)
2. Be able to question and critique how power and privilege shape understandings of diversity and identity, their own and others.' (ULG 3a, 3b)

Diversity Intensive

Diversity intensive courses illuminate how human diversity is conceptualized and actualized in a discipline specific context. Positions of race, gender, culture, ethnicity, age, geographic origin, ability, social and economic class, sexuality, religion, and nationality all play a role in how power and privilege function in our society. This relationship of various human conditions to systemic realities will be an underlying theme or thread throughout the course.

Learning goals:

1. Be able to integrate diverse discipline-related perspectives on diversity while addressing specific course content. (ULG 1c, 4c)
2. Recognize how diversity expands knowledge and equity within the discipline, and how inequalities of diverse human experiences affect the production of knowledge and the practices of this discipline. (ULG 2b)

Global Opportunities (GO) Cross-Cultural Requirement

In recognition of our University's Learning Goals (ULG) that focus on global citizenship, our Global Opportunities (GO) Cross-Cultural Requirement cultivates in students a stronger understanding and appreciation for the diverse perspectives, traditions, and values that shape our world. The requirement also fosters cultural competence and an ability to navigate and engage with people from diverse cultures and backgrounds. By participating in cross-cultural courses and experiences, students gain valuable insight into the complexities of human diversity and develop the skills needed to thrive in intercultural environments.

Students may complete an approved local, national, or international off-campus experience that immerses them in cultural experiences that are different from their own. The off-campus experience does not need to be credit-bearing and may be fulfilled through one of the following programs: GO Short, GO Long, or GO Your Way. All students who fulfill this requirement through an off-campus experience must complete the corresponding 1 SH preparatory and 1 SH reflection courses.

Alternatively, students may fulfill this requirement through a range of 4 SH courses that employ pedagogical techniques that ensure an immersive and comprehensive exploration of cultural dynamics within the context of the underlying course content. Although the content of individual sections will vary, all students who complete a course-based option will interact with members of another culture, reflect on their own cultural assumptions and biases, and build an openness to alternative perspectives.

Completing the cross-cultural requirement supports students' development into individuals equipped with the knowledge, skills, and attitudes necessary for success in an increasingly "diverse, dynamic, and interdependent world." This cross-cultural requirement enhances their academic and personal development, preparing them to navigate the complexities of a globalized society and contribute meaningfully to a world characterized by mutual understanding and respect.

Learning goals:

Through completion of the cross-cultural immersive experience (either through an off-campus experience or a course-based option that includes pedagogies that enable students to interact with members of another culture), students demonstrate a complex understanding of culture that enables them to:

1. Recognize and reflect on their own culture, their ethnocentric assumptions, and differences/similarities between cultures. (ULG 4c)
2. Recognize and articulate ways that their own identities and actions may be understood differently in various cultural settings. (ULG 1c, 3a)
3. Describe how their cross-cultural experiences help them understand issues in different cultural contexts. (ULG 3b, 4b)
4. Articulate how their own intercultural growth can enrich their personal development, academic development, and career readiness. *(*ULG 3c, 4d)

Cross Counting Policy

Courses that fulfill Central Curriculum requirements can also count toward majors and minors. Central Curriculum course with the appropriate designation can also count toward one or two Intensive requirements. For example, PHIL-320 *Moral Psychology* fulfills the Interdisciplinary requirement while also meeting the Ethics Intensive and Writing Intensive requirements.

Additionally, certain courses may satisfy multiple other requirements simultaneously:

- **Diversity courses**: These can overlap with one other Central Curriculum requirement, combining both into a single course (e.g., SOCI-101 *Principles of Sociology* satisfies both the Diversity and Social Interactions requirements).
- **Interdisciplinary courses**: These can also overlap with one other Central Curriculum requirement combining both into a single course (e.g., INTD-320 *The Sciences* satisfies both the Scientific Explanations and Interdisciplinary requirements).
- **First-Year Seminar courses**: These may count towards one other Central Curriculum requirement, except Interdisciplinary, which requires second-year standing.

Capstone Courses

In addition to the Central Curriculum requirements, students must complete at least two semester hours in a capstone course, with a grade of C- or higher, as a part of the major program. The capstone is designed to enrich students' academic experience by allowing them to demonstrate what has been learned through a concentrated course of study at Susquehanna. This course cannot be transferred from another institution.

CROSS-CULTURAL/GLOBAL OPPORTUNITIES (GO) PROGRAMS

Policies and Procedures

Susquehanna University offers a wide range of programs around the world to suit student interests, fields of study and modern language preparation. The Global Opportunities (GO) programs fit into several categories: GO Long, GO Short, GO Your Way, and GO Virtual Exchange. Most student choose an approved Susquehanna GO Short of GO Long program. There are many GO Short programs led by Susquehanna faculty and staff. They generally last two to four weeks during winter or summer break. GO Long programs are approved semester programs that are administered by Susquehanna University or in close cooperation with study-away partners. GO Your Way programs offer an alternative for students wanting to attend a non-SU administered program over Summer or Winter Break. GO Virtual Exchange courses are offered on campus during the regular semester or full summer session. Other proposed options that are consistent with the policies below may be considered.

At a minimum, to be eligible, students must be in good academic standing and may not select a travel-based GO program if they are on disciplinary probation. Susquehanna students normally do not study away before they have completed three semesters on campus. Specific programs may have additional requirements. Semester and short-term programs administered by Susquehanna University require that students sign a statement of responsibility upon acceptance into the program. By signing, participants agree that if they withdraw from the program, any Susquehanna financial aid applied to their account will be withdrawn, and they will still be billed for costs that have been incurred for them, such as airfare, program housing, etc. and they will be billed a withdrawal fee. This may result in responsibility for the full cost of the program, regardless of the amount of aid they may have initially been awarded.

Students who receive need-based aid to fulfill the cross-cultural requirement on a short-term program will see a reduction in Susquehanna aid available for subsequent semester study away. Students who have received Susquehanna aid for a semester-length program will not be eligible for need-based aid to participate in subsequent short-term programs.

Susquehanna University accepts study-away credit for transfer only from programs covered in these policies. The university reserves the right to change these policies without notice.

Cross-Cultural Requirements

The Susquehanna University cross-cultural requirement includes three course components: preparation, the cross-cultural experience and reflection. The structure of these components may vary between different GO options. Students accepted to a GO program are automatically registered in all course sections or components (OFFP, OFFC or OFFS, and OFFR; or GOEX) required for participation.

Semester Programs (GO Long)

Susquehanna GO Long programs are found on the Susquehanna study away Web page. Students submit applications for all semester programs to the Office of Global Programs by the deadlines specified on this site. Approval for courses not already on the pre-approved course list to fulfill major, minor or central curriculum requirements must be secured in advance Students also must complete additional application forms, pass the appropriate GO preparatory course and attend additional required meetings before leaving campus.

Students will be charged Susquehanna University tuition, activity, health and study-away administrative fees during the semester in which they study off campus in an approved Susquehanna GO Long program. Students will be billed by Susquehanna University for the study away program room fee (and board when applicable). Susquehanna tuition covers only the basic tuition costs of study away programs. Some programs have additional fees, including some additional course fees, which are not covered by SU tuition and which will be billed directly to the student by the program. In addition, each student may, upon acceptance to a study-away program, be required to pay a deposit directly to the program. In order for the student to participate in study away, the university requires that all accounts be current.

Students in Susquehanna GO Long study-away programs who are U.S. citizens or permanent residents will be eligible for most forms of financial aid and scholarships, ordinarily limited to one semester of off-campus study. To access need-based financial aid for off-campus study, students must:

- Complete the standard financial aid application, meeting university deadlines;
- Meet or exceed the required grade point average and satisfactory academic progress requirements for renewal of scholarship assistance and/or need-based financial aid.

Most forms of Susquehanna-sponsored scholarship assistance will continue to be available to students in approved Susquehanna GO Long programs. Exceptions include all tuition exchange and tuition remission awards, which may only be used for study in Susquehanna-administered study-away programs, including SWSB London and all “SU in” designated programs (SU in Prague: Charles University, SU in China: Macau, SU in New Zealand: University of Waikato, etc.).

Occasionally students may find that for specific academic reasons they prefer to study off campus at a program not on the list of approved Susquehanna GO Long programs. Some students may choose to spend a second semester on a Susquehanna GO Long program. In either case, no Susquehanna aid is available; however, state and federal aid may continue to be available. Credit may only be transferred from these programs for courses pre-approved in advance. Fees vary by program, and there is an additional administrative fee.

Short-Term Programs (GO Short)

Students planning short-term study away typically choose from the wide variety of Susquehanna GO Short programs (list available on the Susquehanna study away Web page and in the Special Programs section of the catalog).

Students are not permitted to participate in online courses during the duration of the travel portion of the GO Short program.

Need-based aid may be available for students attending a Susquehanna GO Short program to fulfill the Cross-Cultural requirement. To access need-based financial aid for off-campus study, students must:

- Complete the standard financial aid application, meeting university deadlines;
- Meet or exceed the required grade point average and satisfactory academic progress requirements for renewal of scholarship assistance and/or need-based financial aid.
- NOTE: Most forms of Susquehanna-sponsored scholarship assistance (non-need-based aid) are not available to students on Susquehanna GO Short programs because these programs take place outside the traditional academic calendar.

Students will be charged specific program fees for participation in any Susquehanna GO Short program. These fees vary according to the location, duration and type of program. In order for the student to participate in study away, the university requires that all accounts be current.

Students must complete required paperwork and must provide a copy of their passport information page by the posted deadlines or they will be dropped from the program and charged for any applicable withdrawal fees.

Short-Term Programs (GO Your Way)

Students may apply by the posted deadlines for approval to participate in a non-SU short-term study away program or a self-designed cross-cultural experience that can count for the cross-cultural requirement during winter or summer break. Examples include international internships, volunteer service, independent study in a cross-cultural setting and participation in a non-SU short-term study away program. Students selecting a program in which they will earn academic credit must complete the GO Transfer course pre-approval process described above in the GO Long section. Students also must pass the appropriate GO preparatory course, as well as complete additional application materials and required waiver and other forms before leaving campus. Guidelines for proposing a self-designed experience are available in the Global Opportunities Program Office.

Limited need-based aid may be available to attend non-SU short-term programs. To access need-based financial aid for off-campus study, students must:

- Complete the standard financial aid application, meeting university deadlines;
- Meet or exceed the required grade point average and satisfactory academic progress requirements for renewal of scholarship assistance and/or need-based financial aid.
- NOTE: Most forms of SU-sponsored scholarship assistance (non-need-based aid) are not available to students on SU GO Short programs because these programs take place outside the traditional academic calendar.

GO Your Way students are billed a study-away administrative fee. Most students participating in non-SU GO Your Way programs will be billed for GO Your Way fees by Susquehanna. Students on some GO Your Way programs will pay all deposits and fees directly to that program, as indicated in their acceptance letter. Students completing self-designed cross-cultural experiences pay all expenses directly as needed.

GO Virtual Exchange (GOEX)

Virtual exchange courses are offered on campus during the regular semester or full summer session and are available by application to students with Junior or Senior status.

Students applying to a virtual exchange 4-SH course will choose a GOEX section listed on the Susquehanna study away Web page (individual sections are not listed separately in the course catalog). Students are responsible for coordinating their academic schedule around the GO course as well as obtaining additional approval for course overload policies if applicable. GO courses will have additional required cultural immersion engagement outside of regular course times.

Students will be charged specific program fees for participation in a GO Virtual Exchange course. In order for the student to participate in the cross-cultural program, the university requires that all accounts be current.

Students taking the 4-SH course may have access to limited need-based aid. To access need-based financial aid for this purpose, students must:

- Complete the standard financial aid application, meeting university deadlines;
- Meet or exceed the required grade point average and satisfactory academic progress requirements for renewal of scholarship assistance and/or need-based financial aid.

NOTE: 4-SH summer session GO course are not eligible for institutional financial aid. Tuition remission/tuition exchange does not cover any virtual exchange charges. Students may utilize any eligible and available federal financial aid to pay for the cost of the virtual exchange course. They are not charged summer course fees but rather the virtual exchange course fee; summer virtual exchange courses are not eligible for Susquehanna need-based aid.

SCHOOLS

School of the Arts

The School of Arts offers majors and minors that allow for the practice and cultivation of creative skill and imagination in visual and performing formats. Majors in this School are offered by the Departments of Art and Design, English & Creative Writing, Music, and Theatre. Classes build students' technical skills, expressive fluency, and knowledge of the traditions and works of art within each specific major. They also use a combination of studio and traditional classroom experiences to build students' critical thinking, collaborative abilities, written and oral communication, and professional discipline. Through rigorous study of history, theory, and practice, students prepare for careers as artists, practitioners, teachers, and scholars. Traditional outcomes for majors within the school include professional employment opportunities in a wide range of fields, admittance to top graduate schools, and a variety of postgraduate opportunities.

School of Humanities

The School of Humanities offers majors and minors that study human societies and their cultures, including inquiry into human values and human expression. Majors in this School span traditional liberal arts and professional programs, and they are offered by the Departments of Communications, Education, English & Creative Writing, History, Languages, Literatures, and Cultures, Philosophy, and Religious Studies. Classes in these majors and minors build students' critical thinking, written and oral communication, and professional discipline using experiential learning, collaboration, and application of theory to meet rigorous academic expectations and to prepare for work in a variety of fields after graduation. Traditional outcomes for majors within the school include professional employment opportunities, admittance to top graduate schools and professional schools (law, medicine or related fields), and a variety of postgraduate opportunities.

School of Natural & Social Sciences

The School of Natural & Social Sciences offers majors and minors in the Departments of Biology, Chemistry, Earth and Environmental Sciences, Mathematics and Computer Science, Physics, Political Science, Psychology, and Sociology and Anthropology. Interdisciplinary majors in criminal justice, ecology, environmental studies, international studies, legal studies, neuroscience, and public policy allow students to study topics that cross traditional disciplinary boundaries. Our 3+2 joint engineering programs allow students to earn a bachelor's degree from Susquehanna University in chemistry, computer science, mathematics, or physics and an engineering degree from one of three partner programs. Secondary education certification is available for majors in biology, mathematics, physics, political science, psychology, and sociology. Classes across the school incorporate experiential learning, including hands-on lab and field components, simulations, field trips, and internship opportunities. Majors within the school typically require a senior capstone independent research project or internship experience. Natural & Social Sciences graduates pursue a wide variety of pathways after graduation including employment in the for-profit, non-profit, and government sectors, and graduate or professional school.

Sigmund Weis School of Business

The Degree Programs

The Sigmund Weis School of Business offers the Bachelor of Science degree with majors in accounting, economics, business analytics, entrepreneurship and corporate innovation, finance, international business, luxury brand marketing & management, management, marketing, professional sales, and real estate. All majors in the Sigmund Weis School complete the university Central Curriculum courses, the business foundation courses and courses required for the major. Students who do not enter the university as majors in business may transfer to the Sigmund Weis School from other majors within the university. For students transferring within the university, the requirements for consideration of admission to the Sigmund Weis School are good academic standing and approval of the appropriate department head.

The academic programs for the first two years are very similar for each of the majors. This allows students in the Sigmund Weis School to wait until their second year to decide on their majors, or to switch between different business majors, though many choose their majors earlier.

Prerequisite Requirements

A student must earn a grade of C- or better in all listed prerequisite courses.

Internship

An internship is an experiential opportunity that may be undertaken in a business, government or nonprofit organization. An internship can be completed either for academic credit or not for academic credit. Enrolling for internship credit includes coordination by a faculty member and by the host organization supervisor. Internships typically provide exposure to career options, a valuable frame of reference for coursework and, most important, an experience base that is a significant competitive advantage for graduates in seeking employment. Increasingly, employers use internships as extended interviews and restrict career-entry offers largely to the internship pool. The Sigmund Weis School strongly encourages an internship or equivalent work experience for all students before the senior year. Students may identify their own internship opportunities or request assistance from the Career Development Center. The school, through the Stein Fellowship Program, also offers international internship opportunities each summer; these cover all expenses and include a stipend.

The London Program

The Sigmund Weis School of Business offers a London program for junior Weis School majors. Courses are taught by Sigmund Weis School faculty and by adjunct faculty from the London academic community. Fall or Spring semester students earn a full semester of Susquehanna University credit designed for the normal junior-level schedule including a four-credit internship. A shorter version of the program, including internship experiences may be offered during summer and/or winter break. Students participating in the London Program complete a preparatory course during the semester before attending the London Program and a reflection course during the semester following the London Program to satisfy the University's cross-cultural requirements.

Elective Courses for Non-Business Students

Many students whose major fields of study are not in business choose to take business courses as electives. The Sigmund Weis School of Business welcomes these students and suggests the following courses: ECON-105 Elements of Economics, ACCT-200 Financial Accounting, ACCT-210 Legal Environment, MGMT-202 Business Statistics, and MKTG-280 Marketing. Please note that all students must satisfy course prerequisites. Also, students who have not declared either a major or minor within the Weis School may not take more than 20 semester hours of courses from the departments of management and accounting without permission from the dean of the Sigmund Weis School.

Interdisciplinary Programs

Susquehanna University offers several interdisciplinary programs that facilitate learning across Susquehanna's schools and departments. These may be minors or additional areas of study. These programs emerge from the collaboration of several departments.

ACADEMIC MAJORS OFFERED AT SUSQUEHANNA

School of the Arts

Bachelor of Arts

Art History
Creative Writing

Graphic Design
Music
Studio Art, emphases in:
    Painting and Drawing
    Photography
Theatre, emphases in:
    Performance
    Production and Design
    Theatre Studies

Bachelor of Fine Arts

Acting
Graphic Design
Theatre Management

Bachelor of Music

Composition
Music Education
Performance

SCHOOL OF HUMANITIES

Bachelor of Arts

Communications, emphases in:
    Advertising and Public Relations
    Broadcasting
    Communication Arts
    Communication Studies
    Journalism and Digital Content
    Sports Media
English - Literature
English - Publishing & Editing
French Studies
German Studies
History
Philosophy
Professional Sales
Religious Studies
Spanish Studies
Studies in Early Education

Bachelor of Science

Early Childhood Education (PreK-4)
Special Education PreK-12

SCHOOL OF NATURAL & SOCIAL SCIENCES

Bachelor of Arts

Anthropology
Chemistry
Chemistry 3+2 Pre-Engineering
Chemistry 3+4 Pharmacy
Computer Science
Economics, emphases in:
- Financial Economics
- General Economics
- Global Economy and Financial Markets

Legal Studies
Mathematical Economics
Mathematics
Mathematics 3+2 Pre-Engineering
Physics
Political Science
Psychology
Sociology

Bachelor of Science

Biochemistry
Biochemistry 3+4 Pharmacy
Biology
Biomedical Sciences
Chemical Physics
Chemistry
Chemistry 3+4 Pharmacy
Chemistry 3+2 Pre-Engineering
Chemistry-Management
Computer Science
Computer Science 3+2 Pre-Engineering
Data Science
Earth and Environmental Sciences
Physics
Physics 3+2 Pre-Engineering
Psychology

Sigmund Weis School of Business

Bachelor of Science

Accounting
Business Analytics
Economics

Entrepreneurship and Corporate Innovation
Finance
International Business
Luxury Brand Marketing & Management
Management
Marketing
Professional Sales
Real Estate

Interdisciplinary

Bachelor of Arts

Criminal Justice
Environmental Studies
International Studies
Public Policy

Bachelor of Science

Ecology
Neuroscience

Information on Majors

Choosing a Major

Some students declare their major when they enter Susquehanna. Many others prefer to wait and investigate a number of fields before deciding. Susquehanna welcomes and encourages these undeclared students. Students may pursue an "Undeclared" option for their first two years. During this time, faculty advisors, department heads and the Career Development Center can help them to choose or design a major that satisfies their interests and goals.

To ensure they can complete degree requirements within the normal four-year period of study, students must declare a major by the end of the sophomore year. Those seeking to enter programs leading to teacher certification must have a grade point average of 3.00 or better and secure the approval of the department. Those seeking to major in music must audition successfully with the music faculty before admission. Those seeking to major in creative writing must submit a portfolio (eight to 10 pages) of work to the creative writing faculty. Those seeking to major in studio art or graphic design must submit a portfolio to the art faculty.

Departmental Majors

Coursework in a major typically consists of eight to 12 courses, or 32 to 48 semester hours. Requirements may include courses from related disciplines. Music education, elementary education, graphic design, computer science, mathematics, ecology, biology, neuroscience, accounting and other majors offered through the Sigmund Weis School of Business require more than 48 semester hours; students choosing these majors should do so early and plan carefully to complete the requirements in four years. Students must complete at least half of their major coursework at Susquehanna. Unless it is explicitly stated otherwise in the section for that individual department, students must earn a grade of at least C- in a course to apply it to their major.

Dual Majors

Students pursue dual majors for a variety of reasons. Many have a strong interest in more than one field; others feel that a second major will better prepare them for their profession. Students seeking to declare a dual major must have the approval of both departments and plan their program with a faculty advisor from each. Because completing two majors is demanding, the university expects candidates to have a strong academic record. Most dual majors can be completed in four years, but additional time may be needed depending on the particular combination of majors proposed and the student's academic level when making this decision. Some departments have restrictions on the number of credits that can be double counted toward a second major (or minor) and such details are listed on each department's catalog page.

Major/Minor Combinations

Students may not major and minor in the same department, unless specifically stated under a department's catalog entry. If a student is earning an interdisciplinary minor, at least 16 semester hours of that minor must not be counted toward the student's major.

Self-Designed Majors

Self-designed majors must contain 48 to 60 semester hours from at least two different departments, with at least 28 semester hours from one core department. The student receives a primary advisor from this core department and a secondary advisor from one of the other departments from which a number of courses are taken for the major. Only grades of C- or higher may be used to satisfy the requirements for a self-designed major, and the student must have at least a 2.00 GPA in the major. Other degree requirements, such as the university Central Curriculum, remain in effect for students pursuing self-designed majors and should be included in the plan of study. The plan must be approved by the sponsoring departments and the dean of the school, with the proposal being signed by the primary advisor, secondary advisor and the department head of the sponsoring department.

Accelerated Degree Options

Most majors, with the exception of accounting, elementary education and music, adapt to Susquehanna's accelerated degree option, which allows highly motivated students to complete degree requirements in three or three and one-half years of study. For further details, contact the Office of Admission.

ACADEMIC MINORS OFFERED AT SUSQUEHANNA

The major-minor combination often allows students to combine a field of study chosen for its appeal to their special interests with a field chosen for its practicality. Such combinations often broaden possible career outcomes. A minor can also represent a particular skill that may give students a competitive edge in the job market, such as proficiency in a foreign language. Susquehanna offers more than 60 minors. Most consist of four to six courses, or 16 to 24 semester hours, of concentrated study in a specific field beyond the Central Curriculum requirement. Students who complete a minor will have it noted on their transcripts. If a student chooses an interdisciplinary minor, at least 16 semester hours of that minor must not be credited toward the student's major. Unless explicitly noted otherwise, a student must earn a grade of at least C- in a course in order to have it satisfy the requirements for a minor.

SCHOOL OF THE ARTS

Art History
Church Music
Collaborative Piano
Creative Writing
Music Performance
Music Technology
Music Theory/Literature
Photography
Studio Art
Theatre

SCHOOL OF HUMANITIES

Advertising
Broadcasting
English
ESL Program Specialist
French Studies
German Studies
History
Italian Studies
Journalism and Digital Content
Philosophy
Professional and Civic Writing
Public Relations
Publishing & Editing
Religious Studies
Spanish Studies
Sports Media

SCHOOL OF NATURAL & SOCIAL SCIENCES

Anthropology
Biochemistry
Biology
Chemistry
Computer Science
Earth and Environmental Sciences
Ecology
Economics
Environmental Education
International Relations
Mathematics
Physics
Political Science
Psychology

Sociology
Watershed Studies

SIGMUND WEIS SCHOOL OF BUSINESS

Accounting
Business Administration
Economics
Entrepreneurship and Innovation
Finance
Luxury Brand Management and Marketing
Management
Marketing
Risk Management

INTERDISCIPLINARY

Actuarial Science
Africana Studies
Applied Linguistics
Arts Administration
Asian Studies
Data Science/Analytics
Diversity Studies
Ecology
Environmental Studies
Film Studies
International Studies, focus areas in:
- Comparative Cultures
- Diplomacy
- Trade and Development

Jewish and Israel Studies
Leadership
Legal Studies
Military Science
Museum Studies
Pre-Health Professions
Professional Sales
Public Policy
Sustainability Management
Strategic Studies
Women and Gender Studies

PREPROFESSIONAL PROGRAMS

Prelaw

Susquehanna students have an excellent acceptance and achievement record at a wide variety of law schools across the country. To prepare for law school, the Law School Admission Council (LSAC) and the American Bar Association (ABA) do not recommend any one course of undergraduate study. Students from any major are accepted by and succeed in law school. The LSAC and ABA do recommend that students successfully complete a curriculum that will help them to develop their skills in oral and written communication, as well as their analytical reasoning ability. The prelaw program works with interested students to obtain internships in the law to provide them with experience that will help them to determine if the law is the right field of graduate study for them. A student's undergraduate GPA and LSAT score are important criteria in the law school admission process. To assist students preparing for postgraduate study in the law, Susquehanna University has an innovative program that reimburses students for half the cost of taking an LSAT-preparation course to assist them in putting together the best possible law school application. Susquehanna University has a general articulation agreement with Capital University Law School that guarantees admittance to Susquehanna graduates who meet certain requirements. For information on this and other aspects of the prelaw program, contact the prelaw advisor, Associate Professor of Political Science Rolfe Peterson.

Pre-health Professions, Including Pre-medicine, Pre-dental, Pre-veterinary and Others

Susquehanna graduates successfully pursue advanced degrees in medicine, dentistry, veterinary medicine, optometry, chiropractic medicine, podiatry, physician assistant, doctor of physical therapy and doctor of pharmacy programs. In addition, Susquehanna graduates pursue advanced training in allied health fields, including occupational therapy and accelerated nursing programs. The Director of Health Professions, coordinates the preparation of students for professional schools in these areas. Students receive career-specific advising, as well as assistance with arranging internship opportunities, professional test preparation, application preparation and school selection.

Demonstration of a strong level of competence in the natural sciences is a requirement for successful admission to medical school, dental school and other health professions programs. Most students pursue science majors such as biology, biomedical sciences, chemistry, biochemistry or psychology. However, students can pursue any major, provided they complete the science prerequisites, which commonly include at least two semesters of biology and one year each of general chemistry, organic chemistry, and physics. Most programs also require at least one semester of biochemistry and one semester of a higher-level math. Students should be cognizant that some health professional programs may require additional coursework, such as human anatomy and human physiology. Students need to consult the catalog descriptions pertaining to major or intended major to determine the recommended sequence of courses and how the required pre-health professions courses may fit into their program. Students are strongly encouraged to work with their academic advisor and to consult with the health professions advisor as they plan schedules and progress through their major. Candidates for professional schools must maintain a high grade point average and score well on profession-specific standardized tests. Susquehanna students most often take the MCAT, DAT, OAT, GRE, Biology GRE and PCAT after they have completed the course work pertinent to the specific exam. Additional test-specific preparation and practice exams are highly recommended. A formal test preparation course is one method students choose to prepare for the MCAT and DAT, since these computer-based standardized examinations encompass content areas from the sciences, social science, mathematics and English language skills. In response to the intense nature of these exams and the level of

preparation that is required, Susquehanna University developed an innovative program to reimburse students for half the cost of taking an MCAT or DAT preparation course as part of their preparation for the application process. Students wishing to take advantage of this program should complete all prerequisite courses by the end of the academic year in which they plan to take the MCAT or DAT.

The third component of a successful application to a program in the health professions entails experience in the field and community service. Susquehanna students are encouraged to pursue internships and volunteer opportunities during the academic year, as well as during vacations and breaks. Most students design their own experience by working jointly with the health professions advisor and the Career Development Center, or they take advantage of service-learning and travel options focusing on medicine offered through the university or other programs that have been screened by the health professions advisor. Sophomore and junior years are the ideal times for these internship experiences.

Pre-ministry and Church Occupations

Susquehanna has a special interest in preparing students for service in the church. This service can include the ordained ministry, parish work, diaconal ministry, social ministry and ministry in music. These career goals typically require graduate study.

Preparation for graduate theological study, ministry and church occupations includes academic instruction, spiritual maturation and experiential learning. Although students may major in any field, they are encouraged to emphasize the broadening aspects of the liberal arts. In addition, pre-ministerial students are advised to study a language likely to be spoken by those whom they may be called to serve (e.g., Spanish studies for those with an interest in ministry areas with significant Latino/Hispanic populations).

Susquehanna's historic relationship with the Lutheran Church (ELCA) attracts many students to its service, but graduates have also entered service in many other denominations. The university chaplain can give advice on the many options available in this area.

COOPERATIVE PROGRAMS

Susquehanna has established cooperative programs with several universities to expand opportunities for Susquehanna students. These programs allow interested students to pursue a special combination of liberal arts and professional studies. Cooperative candidates typically study in Susquehanna's liberal arts programs for two to three years. They then transfer to a more specialized university to earn a professional degree.

Engineering Joint Program with Columbia University, Washington University in St. Louis and Case Western University

Students spend three years at Susquehanna, taking a meticulously structured program of Susquehanna distributional requirements, courses for a major program in chemistry, computer science, mathematics or physics, and pre-engineering foundation courses prescribed by the specific joint university.

For Columbia University, students must earn a pre-engineering GPA of 3.30 or higher, as calculated by Columbia University. Additionally, the minimum grade for each pre-engineering science or math course must be a B (3.0) or better on the first attempt.

For Washington University in St. Louis, students must earn an overall and pre-engineering GPA of 3.25 or higher, as calculated by Washington University.

For Case Western University, students must earn an overall and pre-engineering GPA of 3.0 or higher, as calculated by Case Western University.

Approved candidates enroll at the joint university for two years, earning both a bachelor's degree in chemistry, computer science, mathematics or physics from Susquehanna and an engineering degree from the joint university. For more information, contact Professor of Physics Samya Zain.

Joint Degree programs are:

Chemistry 3+2 Pre-Engineering (Bachelor of Arts)
Computer Science 3+2 Pre-Engineering (Bachelor of Science)
Mathematics 3+2 Pre-Engineering (Bachelor of Arts)
Physics 3+2 Pre-Engineering (Bachelor of Science)

Lake Erie College of Osteopathic Medicine (LECOM) Early Acceptance Programs

High school students as well as first- and second-year Susquehanna University students (with fewer than 60 college credits total) may apply to LECOM's Early Acceptance Program through LECOM's Early Acceptance Program (EAP) portal. After screening, selected students will be offered an interview by LECOM. If successful they will be given provisional acceptance to the Doctor of Osteopathic Medicine (DO), Doctor of Dental Medicine (DMD), Doctor of Podiatric Medicine (DPM), or Doctor of Pharmacy (PharmD) program. LECOM will guarantee 5 EAP seats annually to the DO and DMD programs for qualifying students. Seats for dental school will be available only at the LECOM Bradenton, FL dental school. Seats in the Pharmacy program will be available at the Lake Erie Campus or the Bradenton, FL campus. LECOM will guarantee 2 EAP seats for provisionally accepted students in the DPM program.

Pharmacy Joint Program with Duquesne University and Temple University

Students spend three years at Susquehanna, taking a meticulously structured program of Susquehanna Central Curriculum requirements, courses for a major program in chemistry or biochemistry, and pre-pharmacy foundation courses prescribed by the specific joint university.

For Duquesne University, students will complete a three-year undergraduate Pre-Pharmacy curriculum at Susquehanna University, 110-116 semester hours towards the graduation requirements for either the chemistry or biochemistry major, including all central curriculum requirements, earn a minimum grade of "C" in all Susquehanna University undergraduate courses, and maintain a minimum overall GPA of 2.50 or better in all Susquehanna University undergraduate courses.

For Temple University, students will complete a minimum of 112 semester hours towards the graduation requirements for the biochemistry major, including all central curriculum requirements and the necessary additional prerequisite courses, within the three years immediately preceding matriculation at Temple. In addition, students will earn a minimum cumulative GPA of 2.7 and a minimum GPA of 3.0 in all math and science courses and earn a minimum grade of a "C" in courses considered for transfer into the PharmD Program.

Approved candidates enroll at the joint university for four years, earning both a bachelor's degree in chemistry or biochemistry from Susquehanna and Doctor of Pharmacy degree from the joint university. Select coursework from the first year at the joint university will transfer back to Susquehanna University, and students will complete their bachelor's degree requirements at the end of that year (residency waivers will be approved upon submission to the Residency Waiver Committee). Students will not satisfy the requirements of their Susquehanna bachelor's degree until the additional courses from the joint university are completed. For more information, contact Professor of Chemistry Swarna Basu.

ROTC

The Army's Reserve Officer Training Corps program prepares college graduates for entry-level positions within the United States Army. Many graduates serve for extended periods on active duty with the regular Army; others pursue civilian careers while serving part time in the Army Reserve or the National Guard. ROTC students are eligible for an academic stipend and scholarship assistance. Susquehanna participates in the ROTC program based at Bucknell University. Further information is available by contacting the Department of Military Science at Bucknell University at 570-577-1013.

Salus University Audiology, Optometry, and Occupational Therapy Programs

Salus University will reserve 3 seats in each incoming class for successful Susquehanna University students in the programs below. Students will complete 4 years at Susquehanna University earning their bachelor's degree before matriculating into a Salus University program.

- Doctor of Audiology (AuD) 4+4 program: Students must maintain a 3.0 or higher GPA at Susquehanna University including required pre-requisite courses.
- Doctor of Optometry (OD) 4+4 program: Students must maintain a 3.0 or higher GPA at Susquehanna University including required pre-requisite courses.
- Master of Science in Occupational Therapy (MSOT) 4+2 program: Students must maintain a 3.25 average or higher including required pre-requisite courses.

ACADEMIC POLICIES AND REGULATIONS

Academic standards exist at every college and university. Many are common throughout higher education and others are specific to a particular campus. Standards are both an indicator of general educational quality and a means by which an individual student's achievement and progress can be measured. Susquehanna's academic year is composed of 30 weeks of instructional time, and in each semester a full-time student must be enrolled in at least 12 semester hours of credit. To receive the full benefit of a Susquehanna education, each student has these basic responsibilities:

- To attend class regularly (if a student misses the equivalent of two weeks of class in a 14-week course or one week of class in a seven-week course, the faculty member may remove the student from the course with a final grade of F),
- To meet frequently with the faculty advisor,
- To make steady progress toward graduation, and ·
- To understand and follow university policies outlined in this catalog and the Student Handbook.

Advising and Course Selection

Academic advising is one of the most important services available at a college or university. The process helps students plan an educational program that satisfies their individual needs.

First-year and transfer students at Susquehanna usually meet their advisors during the second week of classes in the fall semester. Their initial discussions focus on course choices and the university in general. After that, students meet with their advisors as often as necessary—at least once each semester. These are opportunities to talk about academic goals and decide upon a major. Advisors can also help students gain approval for independent study and find out more about off-campus study programs. While academic advisors may provide guidance and support as described here, students are ultimately responsible for their academic choices and the consequences of those choices.

In March and November, students register for the upcoming semester after selecting their courses with the guidance of their advisors. In addition, during the first two days of each semester, all students go through a mandatory electronic registration check-in process.

Susquehanna reserves the right to limit the size of any course. Every effort is made to accommodate individual needs, but the university cannot guarantee placement in a specific course in a particular semester. The registration calendar enables priority for course enrollment first to seniors, followed by juniors, sophomores and first-year students.

Adding and Dropping Courses

Students may change their course schedules during the drop/add period through the fifth day of classes with no record of the change reflected on their transcript.

Course Withdrawals

After the drop/add period, students may withdraw from a course and receive a non-punitive grade of W until the end of the tenth week of classes in full-semester courses or the end of the fifth week of classes in seven-week courses.

After these dates, students may withdraw from a course only for extraordinary circumstances, such as a family or personal crisis, if approved by the Senior Director of the Center for Academic Success. In these cases, the student will receive a non-punitive grade of W.

While at SU, students may withdraw from a maximum of sixteen hours of credits after the withdrawal deadline due to extraordinary circumstances. Students whose circumstances necessitate withdrawal from more than sixteen hours of credit may appeal to the Provost.

Failure to attend class does not in itself constitute withdrawal. Students who stop attending a class without obtaining an approval to withdraw from a class will receive a final grade for the course, with zeros being factored in for all missing coursework.

Dropping a course can delay graduation and may affect a student’s eligibility for financial assistance, for insurance or for some academic honors.

All students are responsible for their own enrollment. Failure to add, drop or withdraw from a course properly may result in no credits awarded and/or a failing grade.

Medical Withdrawals and Medical Course Load Reductions

Susquehanna University is fully committed to supporting students in achieving success. Sometimes a medical or psychological condition can impact a student's ability to function so severely that either reducing the course load or withdrawing temporarily from the university may be worth considering.

- **Medical Leave of Absence:** Voluntary withdrawal from the university in order to improve mental or physical health, which has been supported by a medical or mental health provider.
- **Medical course Load Reduction:** Voluntary course load reduction after withdrawal deadline, which is granted in order to improve mental or physical health.

Students should contact the Center for Academic Success (su-cas@susqu.edu) for additional information about this process. If requests for a Medical Leave of Absence or a Medical Course Load Reduction are approved, students will receive a non-punitive grade of W. Approved medical withdrawals are not included in the limit of sixteen hours of credit described in the "Course Withdrawals" section.

Course Loads

The normal course load for a full-time student is 16 semester hours (typically four courses) per semester. Students may take a minimum of 12 semester hours each semester without losing their full-time status. Students may take more than 18 semester hours and up to a total of 24 semester hours if they do not have any outstanding grades of EC, I or N and meet the specified minimum cumulative GPA of 2.5 for seniors or 3.0 for all other students. The following course types do not count toward a student's overload: GO preparatory or GO reflection courses, music lessons, music ensembles, internships, or practica.

Students who do not meet the specified GPA criteria or have outstanding grades of EC, I or N need approval from their advisor and the dean of their school to exceed 18 semester hours. Students who have a cumulative GPA below 2.00 are not eligible to take an overload under any circumstances. First-time, first-year students also may not enroll in more than 18 credits in their first semester at SU. New transfer students may take an overload with advisor, department head and dean's permission.

Semester Hour

A "semester hour," used interchangeably for Susquehanna courses with "credit hour," is a course unit normally involving three to four hours of student effort per week during a 14-week semester. This includes both in-class contact hours and out-of-class activities. The major parameters influencing the in-class/out-of-class division include the mode of instruction and the level of the course. A special or compressed term shall meet a number of hours per credit equivalent to a semester but in a compressed or extended time frame, as determined by the registrar in consultation with the provost.

Independent Study

This option is for students who would like to investigate a topic not covered by the regular curriculum. It can also provide an opportunity for more in-depth research on an issue raised in another course. To qualify for independent study, a student must have completed 48 semester hours with a cumulative GPA of 3.00 or

higher. Independent study also requires written approval of the supervising faculty member and of the head of the department offering the course. Other students who are in good academic standing and who have no grades of EC, I or N may attempt an independent study if they also receive permission from the dean of the appropriate school. Individual faculty and departments may establish higher standards of eligibility. Normally an independent study project earns from two to four semester hours of credit.

Internships

Most academic disciplines offer internships during the junior or senior year. These work experiences allow students to apply what they have learned in courses to the real world of professional organizations. A faculty intern advisor and a supervisor in the place of work design internships together, and each evaluates the student's performance following completion of the internship.

Before arranging an internship, the student consults the academic department in which credit is to be earned. Department faculty must approve the student for the internship and determine the nature of the academic responsibilities and the amount of credit. Academic good standing (2.00 GPA or better) is required for all internships. Many departments require a 2.50 GPA or better for internship approval. Students must complete and submit to the Office of the Registrar a Student Learning Contract before beginning their internship. The university will not grant retroactive internship credit.

Students participating in summer internships for academic credit pay 50 percent tuition on a credit-hour basis. Normally, the university awards one to four semester hours for a summer internship. Summer internship credit is registered through the Office of the Registrar.

Practica

Practica are typically unpaid work assignments required in conjunction with a major program. Student teaching within the Department of Education is one example of a practicum experience. Practica typically involve supervised experience and training in professional, academic, clinical, community and research settings. Faculty from their major department inform and guide students in the practicum requirements. Internships or practica are possible for any Susquehanna student who meets the basic eligibility requirements. Interested students should consult their faculty advisors or department heads.

Grades and Grading

Normally, the instructor is the final authority for all grades. Grades are changed only in the event of error, and changes require authorization by the faculty member and approval by the dean of the appropriate school. All grade changes must be submitted within one month from the end of the semester in which the grade is assigned. If a student is assigned an incomplete, the grade change policy is effective one month from the date the incomplete is resolved. See the Incomplete (I) Grades policy in this catalog for deadlines related to assigning and resolving incomplete grades.

A student may not raise a final grade by doing additional assignments after the course has concluded or by revising previously submitted assignments. Any grade conflict that cannot be resolved between the faculty member and the student shall be referred to the department head. If the conflict cannot be resolved at the departmental level, the issue may be referred to the dean of the school.

Grading System and the GPA

Each letter grade from A to F carries a designated number of quality points per semester hour. These points are used to calculate the grade point average (GPA). To determine the GPA for each semester, the number of quality points earned that semester is divided by the number of semester hours taken that semester. To compute the cumulative GPA, all quality points earned at Susquehanna are divided by all semester hours attempted.

The following values are used in the computation of quality points:

A	4.00 quality points	C	2.00 quality points
A-	3.67 quality points	C-	1.67 quality points
B+	3.33 quality points	D+	1.33 quality points
B	3.00 quality points	D	1.00 quality points
B-	2.67 quality points	D-	0.67 quality points
C+	2.33 quality points	F	0.00 quality points

The following grades carry no quality points and do not affect the GPA:

W	Withdraw	EC	Extended Course
S	Satisfactory (C- or higher)	I	Incomplete
U	Unsatisfactory (D+ or lower)	N	Not Reported (final grade delayed for administrative reasons)
TR	Credit by examination or transfer credit from other institutions*	CIP	Course in Progress
AU	Audit		

* Coursework accepted for transfer from other institutions will be recorded only as credit earned toward graduation. It will not be included in the student's GPA.

Extended Course (EC) Grades

Some courses, especially senior seminars and advanced research courses, may require more than one semester to complete. In such cases, the instructor will give a temporary grade of EC. Students then submit all remaining work by the end of the next fall or spring semester in which the student is enrolled at SU. Students who fail to complete all assignments by the required date will be graded on the work submitted up to that point. Grades of zero or F may be calculated for missing assignments.

Students may not graduate with an "EC" grade recorded on their transcript. Therefore, any extended credit grade that is not resolved by the applicable deadline will be automatically converted to an F by the Registrar's Office, unless an official extension is granted. Such grades may be revised in accordance with the grade change policy listed in this catalog.

Incomplete (I) Grades

Occasionally an illness or family emergency may prevent a student from completing all assignments before the end of the course. Under these circumstances a professor may award the temporary grade of Incomplete, which is noted as "I" on the student's transcript. If the I is for a seven-week course in the first half of the semester, the student must complete all outstanding work by the end of the 14th week of classes in that term. If the I is for a full-semester course or a seven-week course in the second half of the semester, the student must complete all outstanding work within the first two weeks of the next fall or spring semester in which

they are enrolled at SU. Students who are assigned incompletes for summer and/or winter courses must complete all outstanding work within the first two weeks of the next fall or spring semester in which they are enrolled.

Students may not graduate with an "I" grade recorded on their transcript. Therefore, any incomplete grade that is not resolved by the applicable deadline will be automatically converted to an F by the Registrar's Office unless an official extension is granted. Such grades may be revised in accordance with the grade change policy listed in this catalog.

Extensions for Incompletes

Note that an extension for a previously assigned grade of "I" may not be changed to "EC," which is only granted for the circumstances listed above. Extensions for I grades must be approved by the instructor and filed with the registrar. Extensions for incompletes may not exceed the end of the fall or spring semester immediately following the one in which the student took the course. If, for any reason, the student takes a leave of absence during the extension period, the regular deadline (two weeks into the term in which they re-enroll) will apply.

Students who do not finish all assignments by the required date will be graded on the work submitted up to that point. Grades of zero or F may be calculated for missing assignments. If no grade change is received by the end of the approved extension period, the incomplete will be automatically converted to an F by the Registrar's Office. Such grades may be revised in accordance with the grade change policy listed in this catalog.

Any student who receives an I during the semester is ineligible for the Dean's List.

The S/U Option

Susquehanna encourages students to explore different disciplines and pursue new interests by enrolling in a wide variety of courses. The S/U, or satisfactory/unsatisfactory, option allows students to take an elective in an area in which they have had little or no prior experience without taking a chance of lowering their GPA. Under the S/U option, students who earn a grade of C- or higher receive a grade of S, or satisfactory. Students who earn a grade of D+ or lower receive a grade of U, or unsatisfactory. Neither grade is calculated into the student's GPA, but a course completed with a grade of U does not earn credit toward graduation. Courses for which students choose the S/U option may not be counted toward Central Curriculum or major/minor requirements. Courses offered on an S/U basis only, may be used toward these requirements.

Students must officially declare their intention to use the optional S/U grade by submitting a completed S/U form to the Office of the Registrar. Students may declare or cancel the S/U option through the end of the eighth day of classes for 7-week courses and the end of the 3rd week of classes for 14-week courses.

A student may not take more than four semester hours of S/U coursework in any one semester except in the case of certain internships. A maximum of 12 semester hours of electives may be taken on an optional S/U basis. Courses graded only on an S/U basis are not included in the optional S/U maximum total.

Auditing

Another way to take advantage of the university's diverse curriculum is to audit a course. Students who choose the audit option are not required to take examinations. They are expected to attend and participate in class regularly. Audited courses carry no academic credit, but the university does note audited courses on

transcripts. Students should notify the Office of the Registrar of their intent to declare or cancel an audited course by the eighth day of classes for 7-week courses and the end of the 3rd week of classes for 14-week courses.

Repeating a Course

To improve their knowledge or to earn a higher grade, students are permitted to repeat courses. If a course is repeated, only the highest grade is included in the calculation of the cumulative GPA. Students will not earn additional credit toward graduation by repeating a course in which they previously received a passing grade. All instances of repeated courses, including the original attempt, are displayed on the student's academic transcript.

The repeated course must have the same subject code and course number as the original unless listed as equated in the course catalog or is an approved independent study. Variable topic courses that share the same course code and number may be repeated under a different topic and do not fall under this repeat policy. This policy also does not apply to courses marked as repeatable for credit. A grade that was originally received in a course may not be changed by repeating the course under the satisfactory/unsatisfactory option. A grade of W (withdrawal) also does not replace the previous grade.

A course may be repeated at another institution and transferred to Susquehanna. If a grade of C- or higher is earned at the transfer institution, a grade of TR will be recorded on the transcript. TR grades do not calculate into the GPA. The original grade would then be removed from the GPA calculation. If the number of credits earned for the repeated transfer course is less than that earned for the original Susquehanna University course, the student will retain the credits already earned but no additional credits will be earned for the transfer. If the number of credits earned for the repeated transfer course is greater than that earned for the Susquehanna University course, the transfer credits will replace the previously earned credits. If a student repeats a transferred course, the student may request to remove the transfer course from their transcript.

A student may repeat a course more than once, but must receive permission from the academic advisor, dean, and Student Financial Services (if the student is a federal student aid recipient) for the third and subsequent attempts. Students are responsible for determining any academic or financial implications for repeating courses.

Credit and Exemption by Examination

Susquehanna recognizes exceptional high school achievement by participating in the Advanced Placement Program of The College Board. Students may earn academic credit and/or exemption from entry-level courses by superior performance on AP examinations. In general, departments award credit for scores of four and five.

Some academic departments at Susquehanna also grant credit toward graduation for both the general and the subject examinations of the College Level Examination Program (CLEP). Normally, a CLEP score at or above the 50th percentile receives the equivalent of four semester hours of course credit.

Students who earn exemption or credit through examination for a specific course may not subsequently enroll in and receive credit for the same course. They also may not enroll in any lower-level course in the same department without the permission of the department head.

International Baccalaureate Credit Policy

Susquehanna University recognizes the intellectual rigor, high academic standards and emphasis on international understanding and responsible citizenship of the International Baccalaureate (IB) program. The IB program is an internationally recognized two-year, comprehensive curriculum overseen by the International Baccalaureate Organization, a nonprofit foundation based in Switzerland. The program is available to students between 16 and 19 years of age at numerous domestic and international secondary schools. Recipients of the IB certificate may receive credit for up to two courses in each subject area for which a higher-level examination score of five or more has been achieved, subject to final confirmation by the appropriate university department. Credit for a higher-level examination score of four will be awarded at the discretion of the appropriate university department. No credit will be awarded for subsidiary level examinations.

Language Placement

Students may receive a 101 placement in a language if they have no previous experience with it or have taken less than three years of it. Students who meet these criteria but did not receive a 101 placement can request a placement by contacting the Registrar's Office (regoffice@susqu.edu).

Students who have the equivalent of three or more years' previous experience with a language that is taught at SU (e.g., in high school) must complete a placement assessment before studying that language at SU. However, students who have taken less than the equivalent of three years of a language may still take a placement assessment if they feel they could place above the 101 level.

Incoming students should refer to the World Languages placement information available at www.susqu.edu/campus-life/student-and-campus-services/first-year-experience/language-placement-assessments/. Continuing SU students should refer to the advising information regarding placement on MyNest.

Language placements are valid for only two years, and students must retake the placement assessment if their placement expires before they start their language studies.

Scores received on pre-enrollment language proficiency examinations and nationally recognized achievement tests help determine placement level or exemption without credit from the university's Central Curriculum language requirement. Students who score a minimum of 4 on the National Advanced Placement (AP) examination are placed in the applicable course for their language discipline.

Students may fulfill the World Languages requirement if they received their secondary education in a language other than English, including ASL, or provide evidence of proficiency equivalent to the Central Curriculum requirement via a recognized testing body (e.g., ACTFL).

For further information on exemption and placement examinations, please contact the Office of the Registrar at 570-372-4109.

Susquehanna University Transfer Credit Policy

Susquehanna University (SU) will accept transfer credit from U.S. institutions accredited by federally recognized accrediting agencies. Transfer credits from institutions outside the U.S. will be evaluated on a case-by-case basis. The Office of the Registrar will review the official transcripts from each previously attended institution to determine which credits may be eligible for transfer to SU. All bachelor's degree candidates take

at least 62 semester hours of their total coursework, including 24 of their last 32 semester hours, their major capstone course, and any other course a major program may designate, in residence at SU or in SU-approved off-campus programs, as required by SU regulations. Students must also complete half of the credits in their major and/or minor at SU.

Credit and Course Equivalency

Only courses with grades of C- or above will be considered for transfer credit. Academic courses at SU are typically valued at four semester hours. Credit for approved transfer courses from institutions that follow a standard semester hour system (where most academic courses are valued at 3 semester hours) will be granted based on the credit earned at the awarding institution. Courses transferred from institutions following a quarterly academic calendar will be awarded at 0.67 semester hours for each quarter hour earned at the other institution.

If the transfer of courses results in a shortfall of credit in a major or minor, SU will waive the shortfall of credit up to 3 semester hours. This policy applies to the total hours required to fulfill majors and/or minors and also the Central Curriculum. Students must still complete all the requirements of the academic programs, fulfill all residency requirements and earn a total of 124 hours toward graduation. (See institutional and departmental residency requirement details in related sections of this catalog.)

Courses approved for transfer credit that satisfy specific Central Curriculum or major requirements will fulfill the requirement as long as the required effort and amount of content is deemed comparable to an SU course. (See below for additional information related to Central Curriculum requirements.)

No grade earned elsewhere will be recorded on the student's SU transcript nor will those grades be used to calculate a student's Susquehanna GPA, except in the rare circumstances of existing articulation agreements. Please contact the registrar's office for additional details.

While preliminary transfer evaluations will be provided to students applying for admission or considering taking courses elsewhere during their residency at SU, no transfer credit will be officially recorded without an official transcript. Students should arrange to have an official copy of their transcript sent directly to the Office of the Registrar as soon as final grades are available.

1) Transfer courses may be approved as either equivalent to SU courses or as general elective credit.
    a) Equivalent courses:
        i) Courses approved as equivalent to a Susquehanna course fulfill all major and/or minor requirements that would be fulfilled if the course were taken in residence at Susquehanna.
        ii) Courses approved as equivalent to a Susquehanna Central Curriculum (CC) course carry the CC categories associated with the SU course with the exception of the "Intensive" requirement. The Office of the Registrar will require a copy of the syllabus to determine if a transfer course fulfills the CC intensive category and will consult with the University Curriculum Committee as needed.
        iii) Transfer students who are awarded a minimum of 12 semester hours of transfer credit upon admission to Susquehanna are exempt from the First-Year Seminar (FYSE) requirement.
    b) General Elective courses:
        i) Courses that do not have a Susquehanna equivalent may be approved as general elective credit.
        ii) General elective courses fulfill the total hours (124) required for graduation even if they do not fulfill requirements in the major, minor or Central Curriculum.

iii) General elective courses may be approved to fulfill areas of the Central Curriculum. The Office of the Registrar will review the courses and consult with the University Curriculum Committee as needed.
iv) General elective courses may also fulfill major and/or minor requirements when approved by the appropriate department.

2) All transfer courses require the approval of the respective department head(s) to be used in the student's major or minor, including when used as electives within the major or minor.
3) The following additional criteria will be used when considering courses for transfer credit:
   a) Remedial courses do not transfer.
   b) Courses repeated for credit at another institution generally transfer only once when the minimum grade of C- is met. Limited exceptions may be made for specific courses (e.g., music performance, studio lessons, topics courses with different titles, etc.). For details related to retaking an SU course at another institution, see the *Repeating a Course* section of this catalog.
   c) Courses taken on a pass/fail basis at another institution will be considered for transfer credit, dependent upon the availability of grade information from the awarding institution to verify that the minimum grade requirement of C- was met. Exceptions may be considered for courses taken during the COVID-19 pandemic (Spring 2020 – Spring 2022).
   d) Vocational and technical courses may transfer when the academic content in the course description is deemed appropriate by the Office of the Registrar.
   e) Credit awarded through AP and/or IB programs is counted toward graduation requirements and, if approved, may be counted toward major/minor requirements but are not included in the student's Susquehanna GPA.

Off-Campus Summer School

In keeping with university policy on coursework at other institutions, Susquehanna students may also take summer courses at other institutions. Students planning to do so should complete the necessary form and provide the Office of the Registrar and the appropriate department head(s) with course description(s) from the other school at least two weeks before the end of the spring semester.

Susquehanna Summer Session

Susquehanna offers a seven-week regular summer session and two four-week intensive summer sessions, featuring a variety of online and on-campus courses, which are available both to Susquehanna degree candidates and to non-degree students. A list of the summer session courses is posted online early in the spring semester. Recent high school graduates who have been admitted to other colleges may enroll in the summer session. They should confer in advance with the college they plan to attend to make certain the credit earned will be transferable. Summer session students who plan to earn a Susquehanna degree should have their applications approved by the Office of Admission.

Susquehanna Winter Session

The Winter Session runs over the scheduled winter break every semester. The courses are designed as four-week online courses. There will be no class on Dec 25 and Jan 1. If cultural or religious observances not on these dates are in conflict with required class time, the student is asked to contact the instructor at the beginning of the course so appropriate accommodations can be made.

Due to the intensive nature of these courses, students are not permitted to enroll in more than one course unless they have permission from the Director of the Winter Session. Similarly, due to the expectations of the GO trips, students are not allowed to enroll in a winter course that overlaps with a GO trip unless they have permission from the Director of the Winter Session and the GO staff. The drop/add dates and refund information are available on the Winter Session website at Winter Session – Susquehanna University.

Academic Honors

The university sponsors a variety of programs to encourage and recognize outstanding academic performance. These include the Dean's List for each semester, honors awards at commencement and the annual University Scholars program.

To graduate with honors, a bachelor's degree student must have completed no fewer than 62 semester hours in residence at Susquehanna.

The cumulative grade point averages required for honors designation at commencement are shown here:

Designation	**Cumulative GPA**
Summa cum laude	3.80-4.00
Magna cum laude	3.60-3.79
Cum laude	3.40-3.59

University Honors

Students who successfully complete the Honors Program, fulfill the semester-hour requirements above, and earn a cumulative GPA of 3.40 or better are awarded University Honors. Students who successfully complete the program and fulfill the semester hours but who have a cumulative GPA below 3.40 will be individually evaluated by the Director of the program and may be awarded University Honors based on a wholistic assessment of academic progress. The university awards departmental honors to recognize students who exhibit superior performance in their major field. Specific requirements for departmental honors appear under department listings.

Dean's List

The Dean's List recognizes students who earn a GPA of 3.40 or better in a particular semester. To be eligible, students must complete at least 12 semester hours and receive a letter grade for at least eight of those hours during the semester. Any student who receives an I during the semester is ineligible.

University Scholars

The university also annually designates University Scholars to recognize superior academic achievement. This honor goes to full-time students who have achieved or maintained a cumulative GPA of 3.75 or better after at least one full academic year of study at Susquehanna, or for part-time students who have completed 24 credits at Susquehanna.

Academic Standing and Satisfactory Progress Toward Degree

Any student with a cumulative grade point average below a 2.00 is on academic probation. Students have two semesters to bring their cumulative GPA up to academic good standing (2.00 or higher) as long as they make

progress towards good academic standing at the conclusion of their first semester following their probation status.

Students who are on academic probation and fail to make progress towards good academic standing after one semester or fail to achieve good academic standing after two semesters, will be up for academic suspension. The Academic Standing Committee will review students' records and make final decisions.

Appeal to Academic Standing Committee

Appeals for Academic suspension and probation are adjudicated by the Provost. The appeal must be in writing and sent to the Center for Academic Success at su-cas@susqu.edu. The appeal must include new information that was not available to the Academic Standing Committee. An appeal based on discrimination or on capricious or negligent action by the Academic Standing Committee may also be addressed to the Provost.

Students receiving federal student aid must also meet the Satisfactory Academic Progress (SAP) requirements per the Higher Education Act (HEA), as amended, of 1965. The details of the University's SAP requirements are available at www.susqu.edu/about/policies-disclosures/susquehanna-policies/satisfactory-academic-progress-policy/.

GRADUATION AND COMMENCEMENT

Graduation Requirements

To earn a baccalaureate degree, a student must do the following:

- Complete 124 semester hours, with at least 62 hours outside the subject area of the major, (unless the student is pursuing a major accredited by the National Association of Schools of Music or by the Pennsylvania Department of Education which explicitly mandates more credit in a particular department). 'Subject area' is defined as the subject code listed in the course catalog,
- Satisfy major requirements,
- Fulfill all sections of the university Central Curriculum,
- Have a cumulative grade point average of 2.00 (C average) or better for all courses attempted at Susquehanna and a minimum cumulative grade point average of 2.00 (C average) for all courses in the major, unless the department has a higher standard (unless otherwise indicated in the departmental listings, every course applied to the major will be included in the major GPA calculation),
- Satisfy the university residence requirement, and
- Have program approval from his or her academic advisor and the Office of the Registrar.

Each student is responsible for ensuring the completion of all degree requirements. The university provides an automated degree audit program to help students chart their progress toward graduation and recommends that students periodically check their records and immediately bring any questions or concerns to the Office of the Registrar.

Commencement

Candidates must declare their anticipated graduation date at least two semesters before they intend to graduate. The university holds one commencement ceremony in May of each academic year and expects

graduating seniors to attend to receive their degrees. Susquehanna will award degrees in absentia only on approval of a written request addressed to the provost.

Students who are within eight semester hours of completing all requirements for graduation and who are in good academic standing are permitted to participate in commencement prior to completion of those requirements. Students who meet these qualifications should contact the Office of the Registrar by the end of February to confirm their participation. Students who attend May commencement prior to completion of requirements may not participate in the Celebration of Mid-Year Graduates held the following December.

Celebration of Mid-Year Graduates

In December of each year, Susquehanna hosts a Celebration of Mid-Year Graduates for students who completed their degree requirements in August or will complete all their degree requirements in December but did not participate in the previous May commencement. Students who are eligible to participate in the Celebration of Mid-Year Graduates may return for commencement the following May.

Residence Requirement

Baccalaureate candidates must take at least 62 semester hours of their total coursework, including 24 of their last 32 semester hours and their major capstone course and any other course a major program may designate, in residence or in approved off-campus programs. At least half the courses applied to a student's major or minor must also be taken in residence. The faculty or the Residence Waiver Committee as its designee must approve any variation from this policy.

Second Bachelor's Degree

Students who have earned a bachelor's degree, whether from Susquehanna or from another institution, must fulfill the following requirements if they wish to enroll at Susquehanna for a second bachelor's degree:

- Be formally admitted to the bachelor's degree program at Susquehanna,
- Complete a minimum of 32 additional semester hours in current residency at Susquehanna,
- Satisfy all the current requirements for the Central Curriculum and for the chosen major, and
- Complete at least half of the coursework for the major, the major capstone course and any other course a major program may designate at Susquehanna.

Any coursework that a student has taken at another college or while earning a first bachelor's degree at Susquehanna must be approved by the appropriate department in order to be applied to the new major.

Susquehanna graduates who wish to complete a second major but who do not wish to earn a second degree need to notify the Office of the Registrar of their intention. Such students must satisfy all of the current requirements for the chosen major and must complete half of the coursework for the major at Susquehanna. Any coursework that the student has taken at another college or while earning a bachelor's degree at Susquehanna must be approved by the appropriate department in order to be applied to the new major. After the student has completed the second major, the double major will be recorded on the transcript, but another diploma will not be issued.

Dual Degree

Students who complete two majors may be awarded both degrees if they complete a total of 156 hours of coursework. A second degree presumes not just completion of a dual major but the completion of a greater amount of coursework than would be required by one degree. The additional coursework is also needed to give the breadth that a liberal arts education should provide. Students who complete two majors and who do not wish to take a total of 156 semester hours of coursework will be awarded one bachelor's degree.

Accelerated Degree

Most majors, with the exception of accounting, music and elementary education, adapt to Susquehanna's accelerated degree option, which allows highly motivated students to complete degree requirements in three or three and one-half years of study. To complete an accelerated degree, students plan carefully from the beginning to do the following:

- Earn exemption from some first-year courses through placement testing,
- Pursue course overloads when appropriate, and
- Add summer courses at modest cost.

For further details, please contact the Office of Admission.

Transcripts

The Office of the Registrar will issue official transcripts of the student's permanent academic record upon signed request through the National Student Clearinghouse.

ATTENDANCE, LEAVE OF ABSENCES AND WITHDRAWAL FROM THE UNIVERSITY

Attendance Policy

It is the university's policy that when a student has accumulated more absences than weekly class meetings in any particular course during the semester, the faculty member may warn the student in writing of the consequences of additional absences. When a total absence accumulation has reached the equivalent of two weeks' class meetings (one week's class meetings for a seven-week course), the faculty member may award a grade of F, which automatically withdraws the student from the course. As with any grade, an appeal may be made through normal channels if gross unfairness or illegal discrimination is alleged.

Each faculty member may choose to establish more stringent or less stringent attendance requirements than those set by the university or to abide by the university's policy. In either case, for each course the attendance policy must be clearly stated in the syllabus and distributed on the first day of classes.

Participation in university-sponsored events does not constitute an automatic excused absence from classes. The instructor may require student attendance if, in the context of the course, this appears to be in the student's best interest. In any case, the student is responsible for informing the instructor of an intended absence as early as possible and at least by the class period preceding that absence. If circumstances make such notification impossible, the student must see the instructor on the first day of returning to class.

Leave of Absence

Students may take leaves of absence for personal, medical or financial reasons, or for study at other institutions with which Susquehanna has no formal cooperative program. Any interested student may arrange a leave of absence by filing the appropriate form with the Center for Academic Success (CAS). Students in good academic standing may re-enter the university after their leave by writing to the CAS. Students on academic warning or academic probation who take a leave of absence must be formally reinstated by the Academic Standing Committee before they may return to Susquehanna. The procedures for such reinstatement are identical to the procedures for readmission after academic suspension.

Withdrawal from the University

To be eligible for any refunds under the schedule established by Student Financial Services at www.susqu.edu/admission/financial-aid/loans-financing/withdrawal-tuition-adjustment/, students must complete the formal withdrawal form available from the Center for Academic Success (CAS). Simple departure from campus does not constitute official withdrawal. Students who do not immediately notify the CAS of their intention to withdraw will lose all fees and deposits. Degree candidates who withdraw or take a leave of absence from the university for more than one year are subject to any changes made in their academic program requirements during that time. Students who have left the university for one year or less may fulfill either their original major and distributional requirements or the revised requirements.

NONDEGREE STUDENTS

Students not formally admitted as degree-seeking candidates may enroll in courses as nondegree students with the permission of the registrar. The registrar must approve the nature and amount of coursework based upon the student's prior academic record. Nondegree students may be required to provide a transcript of all previous academic work, and they must maintain a cumulative grade point average of 2.0 or higher in their Susquehanna courses. If the cumulative GPA falls below this point, the university may refuse permission to pursue further coursework. Enrollment will be on a space-available basis only.

Nondegree students planning to attend the university later as degree candidates should consult the admission staff. This should be done as early as possible to assure proper guidance and to complete the admission process. Nondegree students who have completed 12 semester hours of coursework and who intend to become degree candidates must declare their intention and be properly advised before continuing to enroll in courses at Susquehanna. Students planning to transfer Susquehanna credits elsewhere should obtain prior clearance from the academic dean or registrar of the receiving institution.

Nondegree students are subject to all rules and regulations of the university. They will be graded on the same basis as degree candidates, and the Office of the Registrar will maintain a permanent academic record of all courses attempted or completed. If a student enters the university as a nondegree student and later becomes a degree candidate, the grades earned as a nondegree student are included in the GPA.

SERVICES FOR STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act of 1990 and section 504 of the Rehabilitation Act of 1973, the university makes efforts to provide reasonable accommodations for students with disabilities. To be considered for disability accommodations, students should forward recent documentation of their condition to the director of disability services. Full information about the required documentation and steps for

obtaining accommodations is discussed in the disabilities policy available www.susqu.edu/academics/academic-resources/disability-services/.

The director of disability services coordinates the programs. The director of facilities management is responsible for physical facilities compliance with the Americans with Disabilities Act of 1990. The director of human resources is responsible for employment compliance.

Accommodations for the World Languages Requirement

Accommodations for the World Languages Requirement of the Central Curriculum are approved by the Office of Disability Services (ODS) on an individual basis through an interactive process between ODS and the student. It must be supported by documented effects of the student's disability. If a student is determined to be eligible, a world languages accommodation is approved by the ODS, which notifies the Registrar's Office and the student's academic advisor(s).

Once the World Languages Requirement Accommodation has been approved, students can substitute coursework related to cultural diversity in place of the University's world language requirements. The world language requirement is not simply waived. Students must still complete the same number of credits required to fulfill the University's world language graduation requirement. Therefore, students must complete two substitute courses.

Courses approved to meet the "Diversity" or "Diversity-Intensive" requirements of the University's Central Curriculum may be used as a substitute. Students should work with their academic advisers to determine which approved courses are most appropriate to complete.

The Registrar's Office will update the student's academic records audit upon completion of an approved course to reflect the course substitution. If a substitute course is currently approved as a "Diversity" or "Diversity-Intensive" for the Central Curriculum, it may double count toward both the "World Language" and either the "Diversity" or "Diversity-Intensive" requirement. However, if the course fulfills other areas of the Central Curriculum in addition to "Diversity" or "Diversity Intensive," it may not be used to fulfill any other Central Curriculum requirements. A "Diversity" or "Diversity Intensive" course that fulfills the requirements of a student's major(s) and minor(s) cannot be used as a substitute course.

Transfer courses approved as "Diversity" or "Diversity Intensive" may be used as language substitution courses in keeping with the same standards outlined above.

VETERANS

The Commonwealth of Pennsylvania has approved Susquehanna to provide education under the public laws pertaining to veterans, reservists and the children of armed forces personnel who lost their lives in the service of their country. Candidates should present certificates of eligibility and entitlement before registration. Veterans who come to the university without the appropriate certificates may apply after arrival through the Veterans Affairs webpage at www.benefits.va.gov.

Students who are eligible for Chapter 31 (Vocational Rehabilitation and Employment) or Chapter 33 (Post 9/11 GI Bill®)[1] benefits, and who have provided a Certificate of Eligibility or Statement of Benefits to the VA

[1] "GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

Certifying Official, will not be penalized for any delayed disbursement of funds from the VA. Students will not be assessed late fees, denied access to institutional facilities, or be required to borrow additional funds. Eligible students must provide a Certificate of Eligibility or Statement of Benefits. In addition, a written request must be submitted each semester in which the student wants to have their enrollment verified with the VA.

To be eligible for full veterans' benefits, a student must be a degree candidate in good academic standing and must be actively enrolled in at least 12 semester hours at any point during the semester. Veterans must notify the associate registrar of re-enrollment at the beginning of each semester and of any course dropped later.

Susquehanna is a participant in the Yellow Ribbon GI Education Enhancement Program. The Yellow Ribbon program is a provision of the Post 9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning in the United States to voluntarily enter into an agreement with the Veterans Administration (VA) to fund expenses up to the annual cap as determined by the VA each academic year. The institution can contribute up to 50 percent of any remaining tuition, and the VA will match the same amount as the institution. Contact the Office of the Registrar for information on Susquehanna's participation in the Yellow Ribbon program.

NOTIFICATION OF RIGHTS UNDER FERPA FOR SUSQUEHANNA UNIVERSITY

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the Susquehanna University receives a request for access. A student should submit to the Registrar, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   A student who wishes to ask Susquehanna University to amend a record should contact the Registrar's Office, clearly identify the part of the record the student wants changed, and specify why it should be changed.

   If Susquehanna University decides not to amend the record as requested, the student will be notified in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Susquehanna University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Susquehanna University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by Susquehanna University in an administrative, supervisory,

academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, including but not limited to disciplinary or grievance committees, curriculum or advisory committees, etc. A school official also may include a volunteer or contractor outside of the university who performs an institutional service for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information (PII) from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by Susquehanna University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202

In addition, FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student —

- To other school officials, including teachers, within Susquehanna University whom the school has determined to have legitimate educational interests. This includes, but is not limited to: contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*3*) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State- supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))
    - Susquehanna University has designated the following as "directory information:" name, program, class, campus email address, home address, campus address, student activities, photographs, home telephone number, dates of attendance and graduation, degrees awarded, honors received, and other educational institutions attended.
    - The University maintains an online directory listing each student's name, program, class, and campus email address, as well as weight and height for varsity athletes.
    - The university may also release photographs of students for use in the news media and in university publications in printed, video and electronic formats.
    - Students may request that any or all of this information not be released by writing to the Registrar.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

GUIDE TO COURSE NUMBERING

000-199	Introductory-level courses typically open to all students without prerequisites; primarily, though not exclusively, intended for first-year students with limited background in the subject area.
200-299	Courses that assume some level of previous study with prerequisites as applicable; primarily, though not exclusively, intended for sophomores or higher.
300-399	Courses intended for students with some knowledge of the subject and an intermediate level of college experience.
400-699	Courses intended for students with an advanced level of college experience.
700 and up:	Graduate level courses

Susquehanna University does not offer developmental or remedial courses.

ACCOUNTING

Faculty

Michael E. Ozlanski, Ph.D., Associate Professor of Accounting, department head
Andrew Felo, Ph.D., Associate Professor of Accounting
Bo Liu, Ph.D., Associate Professor of Accounting
Dana Zhang, Ph.D., Associate Professor of Accounting
Jie Hao, Ph.D., Assistant Professor of Accounting
Viet Tuan Pham, Ph.D., Assistant Professor of Accounting
April Rivers, L.L.M., Lecturer in Accounting

Learning Goals

- Analyze risks using appropriate frameworks and professional judgment related to the use of accounting information.
- Identify and apply appropriate professional frameworks to record transactions and communicate accounting information.
- Identify and utilize relevant technology and tools to efficiently and effectively perform data analysis.
- Apply standards of professional conduct.

Honors in Accounting

The departmental honors program encourages and recognizes superior academic performance in accounting. To graduate with departmental honors, candidates must complete the following:

- Apply for and be accepted into the program during their junior year,
- Maintain a GPA of 3.50 in the department and 3.50 overall,
- Submit a satisfactory research paper based on the completion of 4 semester hours of ACCT-502 during their senior year, and
- Present their research to the faculty and at Senior Scholars Day.

Departmental honors may be taken separately from or in conjunction with the University's Honors Program.

150 Semester Hour Option

Accounting majors who intend to become licensed CPAs need to complete at least 150 semester hours of college- level education. This is a requirement for membership in the American Institute of Certified Public Accountants (AICPA), and it is a requirement of the licensure processes enacted by individual state boards of accountancy.

Susquehanna University accounting majors work with their academic advisors to earn 150 semester hours over their four years. Students usually earn an average of 18 hours per semester and complete a for-credit summer internship.

Students apply for CPA candidacy in the state where they intend to practice, and they should be knowledgeable about the applicable requirements for their expected licensing jurisdiction.

Major in Accounting

A major in accounting requires the successful completion of the Business Foundation and the accounting courses listed below. No grade below a C- will be accepted toward graduation for foundation courses. Students who earn a grade below C- in a foundation course must retake the course during the next semester that it is offered.

The accounting course descriptions (provided below) identify course prerequisites. The catalog also suggests an order for completing courses within the Business Foundation and the accounting major.

First-semester students in the Sigmund Weis School of Business also enroll in MGMT-196 Global Business Perspectives (four semester hours). This course provides an introduction to liberal studies and college life, an overview of business functional areas, career opportunities and the Sigmund Weis School curriculum. This course satisfies the First-Year Seminar requirement of the University's Central Curriculum.

Double-counting Restriction

A student can declare two majors within the Sigmund Weis School of Business, but they may not declare a double major in both 1) Marketing and 2) Luxury Brand Marketing & Management. Students must complete all the requirements for both declared majors. Students may only double-count the courses included in the Business Foundation requirements. Therefore, if a course is used to satisfy a requirement of one major, that same course may not be used to fulfill a requirement of the second major within the School of Business.

Business Foundation Courses

Complete one of the following Introduction to Business classes:

4	MGMT-196 Global Business Perspectives
2	MGMT-138 Fundamentals of Business

Complete one of the following statistics classes:

4	MATH-108 Introduction to Statistics
4	MATH-180 Statistical Methods
4	MGMT-202 Business Statistics
4	PSYC-123 Statistics for the Behavioral Sciences

Required courses:

4	ACCT-200 Financial Accounting
4	ACCT-210 Legal Environment
4	ACCT-230 Managerial Accounting
4	BSAN-174 Data Collection and Modeling
4	BSAN-472 Data Insight and Visualization
4	ECON-201 Principles of Macroeconomics
4	ECON-202 Principles of Microeconomics
4	FINC-340 Corporate Financial Management
2	MGMT-105 Introduction to Professional Development
4	MGMT-240 Principles of Management
4	MGMT-400 Business Policy and Strategy
4	MKTG-280 Marketing

Requirements for the Major in Accounting

2	ACCT-220 Introduction to Taxation
4	ACCT-301 Intermediate Accounting I
4	ACCT-302 Intermediate Accounting II
2	ACCT-305 Federal Taxation
4	ACCT-309 Accounting Information Systems
4	ACCT-415 Advanced Accounting
4	ACCT-420 Auditing
4	ACCT-430 Advanced Managerial and Cost Accounting

To satisfy the major course requirements, courses must be completed with a grade of C- or better.

For the purposes of calculating the required 2.00 minimum GPA in the accounting major, the Accounting Department uses the following courses: ACCT-220 Introduction to Taxation, ACCT-301 Intermediate Accounting I, ACCT-302 Intermediate Accounting II, ACCT-305 Federal Taxation, ACCT-309 Accounting Information Systems, ACCT-415 Advanced Accounting, ACCT-420 Auditing and ACCT-430 Advanced Managerial and Cost Accounting. An accounting student must take at least 50 percent of these courses at Susquehanna.

Minor in Accounting

The minor in accounting enables students to enhance their career path through advanced studies in the accounting discipline. To complete the minor, students must have a GPA of at least 2.00 in the minor coursework and no grade below a C-.

The following courses are required:

4	ACCT-200 Financial Accounting
4	ACCT-301 Intermediate Accounting I

Students then select 12 semester hours from the following:

4	ACCT-210 Legal Environment
2	ACCT-220 Introduction to Taxation
4	ACCT-230 Managerial Accounting
4	ACCT-302 Intermediate Accounting II
2	ACCT-305 Federal Taxation
4	ACCT-309 Accounting Information Systems
4	ACCT-415 Advanced Accounting
4	ACCT-420 Auditing
4	ACCT-430 Advanced Managerial and Cost Accounting
2-4	ACCT 496 Topics in Accounting

Double-counting Restriction

Only 4 semester hours of this minor may be double-counted toward the student's major.

Accounting Courses

ACCT-200 Financial Accounting

Provides an introduction to the basic concepts and standards underlying financial accounting systems. Focuses on recording and communicating financial information for use by investors, creditors, regulators, and other external users. Covers theoretical and practical issues related to the accounting and reporting of assets, liabilities, owners' equity, revenues, expenses, gains, and losses. Basic financial ratios are introduced and interpreted. Prerequisite: Majors in the Sigmund Weis School of Business or sophomore standing. 4 SH.

ACCT-210 Legal Environment

The legal environment as it relates to business. Considers essential elements of consumer protection law, employment law, environmental regulation, court procedures, torts, introduction to contracts, agency law and selected laws regarding corporations. Prerequisite: Sophomore standing. 4 SH. CC: Ethics Intensive, Interdisciplinary.

ACCT-220 Introduction to Taxation

This course covers fundamental knowledge of basic federal income tax principles and concepts. Topics include gross income inclusions and exclusions, adjusted gross income, deductions, filing status, sales and exchanges of property, tax credits, and capital gains and losses. Basic Pennsylvania tax principles and concepts are also addressed. Students learn strategies for basic tax planning and tax research, and the course is designed to qualify students as VITA (Voluntary Income Tax Assistance) volunteers. Prerequisite: ACCT-200. 2 SH.

ACCT-230 Managerial Accounting

Provides an introduction to the fundamental concepts and commonly used tools in managerial accounting. Focuses on how to identify, measure, analyze, and interpret accounting information from the managers' perspective. Topics include traditional and emerging costing systems, cost behaviors, cost-volume-profit analysis, variance analysis, performance evaluation, and management decision making. Prerequisite: ACCT-200. 4 SH.

ACCT-301 Intermediate Accounting I

Provides an introduction to the conceptual framework of financial accounting and in-depth coverage of reporting issues related to operating activities of business enterprises. Covers the preparation, presentation, and interpretation of the financial statements, with emphasis on revenue recognition, cash, receivables, inventory, and long-term assets. Students also gain an understanding of the standard setting process and the codification system of the Financial Accounting Standard Board (FASB). Prerequisite: ACCT-200 and sophomore standing. 4 SH.

ACCT-302 Intermediate Accounting II

Continuation of ACCT-301, emphasizing accounting and reporting issues for investing and financing activities of a business enterprise. Additional coverage of the latest developments in financial accounting. Prerequisite: ACCT-301. 4 SH.

ACCT-305 Federal Taxation

This course is a continuation of ACCT-220. Technical tax topics are covered in greater detail, and students learn how to prepare tax returns using a computerized tax return preparation program. Students complete case studies that enable them to recognize and research tax issues, and they develop an ability to recognize,

interpret and weigh the various and often conflicting sources of the tax law. Pre- or co-requisite: ACCT-220. 2 SH.

ACCT-309 Accounting Information Systems

This course increases students' understanding of the documentation, flow, and control of financial information from its initiation at the business document and transaction level to its summarization in the financial statements. Students also improve their understanding of the basic internal control concepts and their reading and interpretation of accounting system flowcharts. This course also covers small business accounting using QuickBooks software. Topics include creating a chart of accounts, recording customer and vendor transactions, printing reports, and preparing bank reconciliations. Prerequisite: ACCT-200. 4 SH.

ACCT-310 Advanced Business Law

A study of contracts, employment law, antitrust law and commercial transactions. Includes negotiable instruments, sales, creditors' rights, personal property and bailments. Prerequisite: ACCT-210. 2 SH.

ACCT-340 Governmental and Nonprofit Accounting

Introduction to the theory and practice of accounting for nonprofit organizations, such as government operations, hospitals, colleges and arts facilities. Includes budgeting as well as bookkeeping and reporting practices. (Offered in alternate years.) Prerequisite: ACCT-200. 2 SH.

ACCT-345 Entrepreneurial Finance and Accounting

This course introduces the student to entrepreneurial finance and accounting topics, which are essential for the financial management of early-stage companies. The course topics include preparing financial projections, analyzing financial performance, managing cash flow, accessing investment and cash for business growth and determining the potential financial feasibility of new and growing ventures. This course is designed for students interested in pursuing entrepreneurial activity or financing ventures. Prerequisite: ACCT-200. 4 SH.

ACCT-375 Real Estate Law

This course provides an in-depth examination of the legal principles that govern real estate transactions. The course will cover the legal framework for property ownership, land use, financing, and leasing. Students will learn about the different types of legal instruments used in real estate transactions, including contracts, deeds, and mortgages. The course will also cover the regulatory environment for real estate, including zoning, differences in laws across states environmental law, and fair housing regulations. Prerequisite: ACCT-210. 4 SH.

ACCT-405 Federal Taxes II

This course is a continuation of ACCT-305. Topics include the taxation of corporations and partnerships, estate and gift taxation, tax practice and procedure, and other topics likely to appear on the CPA exam. Students also complete a tax research project. Prerequisite: ACCT-305. 2 SH.

ACCT-415 Advanced Accounting

This course provides accounting students with the theoretical, conceptual and technical foundation necessary to prepare and analyze consolidated financial statements and state and local governmental financial

statements. Other topics will include foreign currency transactions and translation, derivatives and hedge accounting, and interim and segment reporting. This is an applied course focusing on the development of knowledge and skills through extensive practice. Prerequisite: ACCT-302. 4 SH.

ACCT-420 Auditing

Provides an introduction to the theoretical and conceptual foundations of financial statement auditing. Topics include risk assessments, evidence collection and evaluation, sampling techniques, and reporting. Covers professional standards, the regulatory environment as well as the duties and responsibilities of certified public accountants. Emphasizes the application and emerging technologies that increase the effectiveness and efficiency of assurance services. Prerequisites: ACCT-309 and ACCT-302. 4 SH.

ACCT-425 Tax Practicum

Students build on the tax accounting principles learned in previous courses and prepare tax returns through the VITA (Voluntary Income Tax Assistance) Program. This course enables students to address community-identified needs while developing their academic skills and commitment to their community. Students will pass exams for the Volunteer Income Tax Assistance (VITA) program, research and analyze emerging tax issues, assist individuals with completing their federal, state, and local income tax returns, maintain the highest degree of professional ethics and confidentiality, and engage in critical reflection of their service learning experiences. Prerequisite: ACCT-220. 4 SH.

ACCT-430 Advanced Managerial and Cost Accounting

Extended study of traditional managerial accounting concepts involving cost systems, budgeting, performance and variance analysis, behavior accounting, break-even and capital budgeting models, and direct cash flow statements. Introduction to more recently developed cost management topics, including the theory of constraints, activity-based costing/management, target costing, backflushing, learning curves, stochastic models and extension of capital budgeting models. Prerequisites: ACCT-330 and junior standing. 4 SH.

ACCT-496 Topics in Accounting

Topics of current importance and interest in accounting. Emphasizes readings from the current literature. Prerequisite: ACCT-200. 1-4 SH.

ACCT-501 Independent Study

Individualized academic work for qualified students under faculty direction. Usually studies special topics not covered in regularly offered courses. Prerequisites: Junior or senior standing and approval of instructor and department. 1-4 SH.

ACCT-502 Senior Research

An extensive accounting-related research project under faculty supervision. Prerequisites: Senior standing, formal proposal statement before registration, acceptance by faculty supervisor and department head’s permission. 2-4 SH.

ACCT-503 Accounting Internship

A learning experience that cultivates a student's academic and professional development through valuable work experience and the integration of classroom-acquired knowledge by working at a public accounting firm, corporation, governmental agency, or nonprofit organization. Prerequisites: Approval by the SWSB Internship Coordinator and acceptance by the organization. Graded on an S/U basis. 2 or 4 SH. Sigmund Weis School of Business London Program Courses

Sigmund Weis School of Business London Program Courses

INTD-133 British Theatre

Offered to students participating in the London Program of the Sigmund Weis School of Business, this course provides knowledge and exposure to the art of theatre performance by utilizing the rich offerings of the theatre and other fine arts resources in London and England. 4 SH. CC: Artistic Expression.

INTD-134 British History/Culture London

Offered to students participating in the London Program of the Sigmund Weis School of Business, this course introduces students to the theories and principles of diversity by examining Great Britain as a case study in diversity. The course explores key aspects diversity in relation to, but not limited to, class, race, gender and sexuality. A key focus will be location-specific study of social and cultural diversity through student exploration of the role played by culture, ethnicity, class, race and gender in Britain's past and in its contemporary life. This will involve exploring the opportunities and challenges faced by individuals, businesses and non-profit organizations in their engagement with issues of equality and social justice. Students will learn about contemporary British culture and they will be able to compare that culture with that of the United States. 4 SH. CC: Diversity.

OFFP-SWSB SWSB London Program Planning

The goal of this course is to prepare study abroad students for a semester's study in the Sigmund Weis School of Business London Program. Students begin work toward achieving the cross-cultural learning goals; examples include examining definitions and aspects of culture and learning to recognize ethnocentrism. They will be introduced to observational and reflective techniques to be used on site and will begin an investigation of the history and culture of their destination. Many differences come into play: finances, physical health and safety, cultural expectations, and world affairs differ in relevance to the SU student studying on campus versus studying in London. This course will respond to the question of how to research, plan and prepare for a study abroad experience, as well as how to prepare to return home. This course also includes some mandatory workshops provided by the GO Program office. Prerequisite: Approval by the GO Program office. 1 SH.

OFFC-SWSB London Program

The Sigmund Weis School of Business offers a London program for junior Weis School majors. Courses are taught by Sigmund Weis School faculty and by adjunct faculty from the London academic community. Fall or Spring semester students earn a full semester of Susquehanna University credit designed for the normal junior-level schedule including a four-credit internship. A shorter version of the program, including internship experiences may be offered during summer and/or winter break. Prerequisite: OFFP-SWSB. London Program Planning. 0 SH. CC: Cross-Cultural Experience.

OFFR-SWSB SWSB London Program Reflection

This course completes the cross-cultural requirement for students in the Sigmund Weis School of Business London Program. This course is designed to allow students to reflect on a cross-cultural experience and to integrate that experience into their social, intellectual, and academic life. They will explore the complexities of culture—both their own and that in which they have been immersed—in order to understand the possibilities and responsibilities of being a global citizen. Through short assignments, student presentations, a final paper and an opinion survey, students reflect on their learning in London coursework, company visits, consulting projects and more. Prerequisites: Completion of the SWSB London semester. 1 SH CC: Cross-Cultural Reflection.

AFRICANA STUDIES

Faculty Coordinators

Monica Prince, MFA, Associate Professor of Creative Writing, Director

Learning Goals

- Demonstrate the ability to analyze the cultural, historical, political, and social aspects of the African Diaspora.
- Possess the critical vocabulary and concepts with which to describe and interpret the lived experience of people of the African Diaspora.
- Demonstrate an understanding of the interdisciplinary character of the field.

Double-counting Restriction for Interdisciplinary Minors

Only 4 semester hours of this minor may be double-counted toward the student's major.

Minor in Africana Studies

This is an interdisciplinary minor. The Africana Studies minor completes, with a grade of C- or better, AFRC-101 Introduction to Africana Studies and at least 16 semester hours in the following courses or other courses approved by the program coordinator. Students consult with a minor advisor to select courses and are expected to take a balance of upper- and lower-level courses. At least three of these courses must be at the 200-level or higher.

AFRC-101 Introduction to Africana Studies
AFRC-260 The Choreopoem
ENGL-245 Studies in Comparative Literatures of the Americas (Multicultural/Non-Western)
ENGL-250 World Literature (when offered as African Literature)
HIST-115 African-American History
HIST-171 African Civilization
HIST-172 Early Modern Africa
HIST-180 Latin American Colonization and Resistance
HIST-181 Revolution and Identity in Latin America
HIST-314 The Long Civil Rights Movement
HIST-390 Topics in History (when offered as Violence, Terror and Race)
MUSC-102 A Study of Jazz
PHIL-150 Race, Class, and Ethics

PHIL-212/WGST-200 Feminist Philosophy
PHIL-214 Black Existentialism
PHIL-255 Plato's Republic and HBO's "The Wire"
PHIL-305 Topics in Philosophy (when offered as Philosophy of Race or Race and Reality)
POLI-320 African Politics
POLI-324 Democratization
PSYC-350 Psychology, Culture, and Ethnicity
SOCI-309 Black Feminism I
SOCI-316 Social Justice
SOCI-413/ANTH-413 Critical Race Theory
THEA-254 Race and Identity on the American Stage

Students are also encouraged to fulfill their Global Opportunities requirement by spending time immersed in cultures of the African continent and diaspora, for example GO Short or Long programs in South Africa, the Caribbean or New Orleans.

Africana Studies Courses

AFRC-101 Introduction to Africana Studies

The course explores the emergence of three related fields of inquiry – African Studies, African American Studies, and African Diaspora Studies – and is divided into three modules that correspond to each of these fields. Often regrouped within what has been called "Africana Studies," scholars in these fields pursue a broad range of questions such as the relationship between blackness and modernity, the politics of post-coloniality, and the construction of diasporic identity. This course engages the key debates in Africana studies through exploring the contributions of various disciplines to the development of the field, with a strong emphasis on anthropological knowledge. CC: Diversity. 4 SH.

AFRC-260 The Choreopoem

Inspired by the original choreopoem by Ntozake Shange, this course introduces the choreopoem form, investigating the concept of the living text as it applies to collaboration across multiple disciplines. Using literary analysis, creative writing, and theatre, students research the choreopoem form, write one as a class, and publicly perform it, reflecting on the tension of intention vs. impact in performance spaces. Prerequisite: Sophomore or higher standing required. (Same as THEA-260 and WRIT-260.) 4 SH. CC: Interdisciplinary, Diversity Intensive.

ART AND DESIGN

Faculty

Amanda Lenig, MFA, Associate Professor of Graphic Design, department head
Ann Piper, MFA, Professor of Art
Jimmy Henderson, MFA, Assistant Professor of Graphic Design
Karly Etz, Ph.D., Assistant Professor of Art History

Learning Goals

Art History

- Art History majors develop an awareness of art history worldwide, from prehistoric times to contemporary era, and gain extensive knowledge of at least one specific cultural period.
- Art History majors reveal an understanding of art in context, as well as key theories and methodologies specific to the discipline.
- Art History majors demonstrate critical thinking and visual analysis skills in written form.

Graphic Design

- Graphic Design BFA majors prepare an industry relevant portfolio that successfully demonstrates readiness to enter the creative industry at the entry level.
- Graphic Design BFA majors can clearly articulate their creative process and critical thinking abilities relative to their educational experience.
- Graphic Design BFA majors are proficient in baseline industry standard software applications.

Studio Art

- Studio Art majors will prepare a cohesive body of work that demonstrates artistic proficiency and/or professional competency, in either Painting and Drawing, or Photography.
- Studio Art majors can clearly and critically articulate the formal and conceptual aspects of their work relative to their educational experience.
- Studio Art majors will understand how to navigate professional activities in preparation for a career in the arts.

Double-counting rules within the department of Art and Design

- Students may double count 16 SH B.A. to B.A.;
- Students may double count 8 SH department minor to B.A. or BFA;
- Students may double count 4 SH department minor to department minor;
- Students may not have a photography minor and a studio art major;
- Students may not have a B.A. and BFA within the department.

Double-counting Restriction

Students in the Art and Design Department may, with department head approval, complete more than one major and/or minor in the department.

Departmental Honors

The department awards honors status for graduation for students receiving a 3.70 or higher GPA in the studio art, graphic design or art history major.

Off-Campus Study

Junior and senior studio art and art history majors are encouraged to spend a semester studying away from campus as part of the university's GO program. Susquehanna studio art and art history majors have access to art centers all over Europe, particularly in London, Florence, the south of France and Paris. A liberal arts program at Regent's College in London is one of the special programs available to art majors. Others may choose extended off-campus study in New York or Washington, D.C. This experience enriches the artistic spirit and opens up avenues for future careers. Students with modern language interests can combine language and art studies abroad.

Art History, Studio Art and Graphic Design Internships

The department encourages its majors to complete internships, which provide a valuable introduction to the professional art world. Studio art and art history majors typically complete internships at museums and galleries, while graphic design majors are expected to pursue internships at design firms, publishing houses and advertising agencies. All students may receive major credit for approved internships.

Major in Art History

The Bachelor of Arts in art history requires 48 semester hours in art history and studio art with grades of C- or better.

12 Art History Requirements

- 4 ARTH-101 Introduction to World Art I: Prehistory to 1400
- 4 ARTH-102 Introduction to World Art II: 15th to 20th Century
- 4 ARTH-403 Senior Thesis

28 Art History Electives

Choose elective art history courses selected with faculty advisor guidance (may include internship or independent study credit).

8 Studio Art Electives:

Choose two studio art courses (ARTS-111 Foundations of Art I and a photography course are recommended).

Reading knowledge of a second language is helpful for undertaking research in non-English scholarship.

Major in Studio Art

The Bachelor of Arts in studio art requires 46 semester hours of art department courses with grades of C- or better.

20 General Requirements

- 4 ARTH-101 Introduction to World Art I: Prehistory to 1400
- 4 ARTH-102 Introduction to World Art II: 15th to 20th Century
- 4 ARTS-111 Foundations of Art I
- 4 ARTH-300 or higher Art History Elective

4 ARTS-402 Senior Portfolio

6 Art Electives:

Choose 6 semester hours from art department courses.
Additional independent study and internship credits are applicable.

Painting and Drawing Concentration: 20 hours

4 ARTS-112 Foundations of Art II
4 ARTS-113 Drawing
4 ARTS-221 Painting
2 or 4 ARTS-314 Topics in Studio Art
4 ARTS-400 Independent Study (combination of two- or four-semester-hour sections)

Photography Concentration: 20 hours

4 ARTS-243 Digital Photography
4 ARTS-244 Advanced Photography
8 ARTS-341 Topics in Photography
4 ARTS-400 Independent Study (combination of two- or four-semester-hour sections)

Major in Graphic Design (BFA)

The BFA in Graphic Design requires 72 hours of Department of Art and Design courses with grades of C- or better.

24 Department of Art and Design Requirements:

4 ARTH-101 Introduction to World Art I or ARTH-102 Introduction to World Art II
4 ARTS-111 Foundations of Art I
4 ARTS-112 Foundations of Art II
4 ARTS-113 Drawing
4 ARTS-243 Digital Photography
4 ARTH-412 Contemporary Art

36 Graphic Design Requirements:

4 ARTG-251 Computer Applications in Graphic Design
4 ARTG-252 Visual Communication
4 ARTG-253 Typography
4 ARTG-352 Package Design
4 ARTG-354 Interactive Graphic Design I
4 ARTG-355 Brand Identity Design
4 ARTG-451 Graphic Design Studio
4 ARTG-453 Publication Design
4 ARTG-454 Interactive Graphic Design II

12 Electives

Choose from ARTG, ARTH, or ARTS courses, including ARTS 400 Independent Study and ARTS 404 Internship.

Major in Graphic Design (B.A.)

The B.A. in graphic design requires 48 semester hours of Art Department courses with grades of C- or better.

The Bachelor of Arts in Graphic Design is a liberal arts program intended for those who are interested in graphic design but unsure if they wish to pursue a career in the field. Students are strongly encouraged to double-major with a related program, such as Marketing, Editing and Publishing, Luxury Brand Marketing & Management, Creative Writing, or Communications-Advertising. Many other combinations are possible. Admission to the program does not require a portfolio, but those seeking to transfer to the BFA in Graphic Design program may only do so with approval.

20 Department of Art Requirements

- 4 ARTH-101 Introduction to World Art I: Prehistory to 1400
  or ARTH-102 Introduction to World Art II: 15th to 20th Century
- 4 ARTS-111 Foundations of Art I
- 4 ARTS-113 Drawing or ARTS-243 Digital Photography
- 4 ARTH-300 or higher Art History Elective
- 4 ARTS-402 Senior Portfolio

16 Graphic Design Requirements

- 4 ARTG-251 Computer Applications in Graphic Design
- 4 ARTG-252 Visual Communication
- 4 ARTG-253 Typography
- 4 One course chosen from the following:
  ARTG-352 Package Design
  ARTG-354 Interactive Graphic Design I
  ARTG-355 Brand Identity Design
  ARTS-400 Independent Study

12 Electives

Choose from ARTG, ARTH, or ARTS courses, including ARTS-400 Independent Study and ARTS-404 Internship.

Minor in Art History

The minor in art history requires 20 semester hours of art history courses with a grade of C- or above. Required courses include ARTH-101, ARTH-102 and three additional art history courses.

Minor in Studio Art

The studio art minor requires 20 semester hours in art department courses with grades of C- or above. Required courses are ARTH-101 Introduction to World Art I or ARTH-102 Introduction to World Art II; ARTS-111 Foundations of Art I; ARTS-113 Drawing; and eight additional semester hours of art department electives.

Minor in Photography

The minor in photography requires five courses, totaling 20 semester hours, with a grade of C- or above.

Required courses

ARTS-243 Digital Photography
ARTS-244 Advanced Photography
ARTS 341 Topics in Photography

One elective course chosen from the following:

ARTS-113 Drawing
ARTG-251 Computer Applications in Graphic Design

One art history course chosen from the following:

ARTH-215 History of Photography
ARTH-310 Modernism and the Avant-garde
ARTH-412 Contemporary Art
ARTH-313 Women in Art

Art History Courses

ARTH-101 Introduction to World Art I: Prehistory to 1400

A thematically structured introduction to diverse forms of creative expression, such as painting, sculpture, architecture, devotional objects, performance, cultural artifacts, ritual sites and memorials, from cave paintings to across the ancient world, including Africa, the Americas, Asia and Europe. Emphasizes dialogue across cultures and comparative visual analysis of art in context. 4 SH. CC: Artistic Expression.

ARTH-102 Introduction to World Art II: 15th to 20th Century

A thematically structured introduction to diverse forms of creative expression, such as painting, sculpture, architecture, devotional objects, performance, cultural artifacts, ritual sites and memorials, from the 15th to the 20th century and across the world, including Africa, the Americas, Asia and Europe. Emphasizes dialogue across cultures and comparative visual analysis of art in context. 4 SH. CC: Artistic Expression.

ARTH-205 Greek and Roman Art

A survey of art and architecture of ancient Greece (Archaic, Classical and Hellenistic) and Roman cultures. 4 SH. CC: Artistic Expression.

ARTH-215 History of Photography

A study of photography from its invention to the present day. Emphasizes the technical evolution of the medium and its various processes as well as the medium's use in both documentary/scientific and fine arts contexts. 4 SH.

ARTH-300 Topics in Art

An intermediate-level survey of selected topics in the history of art. Topics may be drawn from such areas as American folk art, modern art or Medieval and Renaissance art. Prerequisite: Sophomore standing. 4 SH.

ARTH-303 Socially Engaged Art Practice

Takes a thematic approach and examines the worldwide current of socially engaged art throughout the 20th century into the present, focusing on art practices from Europe, US, Latin America and India. Brings together theoretical approaches and methodologies from different disciplines. Emphasizes dialogue across cultures and comparative analysis of art in context. Prerequisite: Sophomore standing. 4 SH. CC: Diversity Intensive, Writing Intensive, Interdisciplinary.

ARTH-306 Renaissance Art History

A study of painting, sculpture and architecture in Florence, Rome and Venice from the late-13th to the 16th centuries. Prerequisite: Sophomore standing. 4 SH. CC: Artistic Expression, Writing Intensive.

ARTH-307 Baroque Art History

A study of the impact of society and of the Renaissance on painting, sculpture and architecture in 17th- and 18th- century Europe. Prerequisite: Sophomore standing. 4 SH. CC: Artistic Expression, Writing Intensive.

ARTH-310 Modernism and the Avante-garde

Analyzes movements and manifestos that define the art of the avant-garde from post-impressionism in the 1880s to World War II in the 1940s. Explores the various “isms” in the context of social issues that effected change in artistic principles. Recommended for all art majors. Prerequisite: Sophomore standing. 4 SH. CC: Artistic Expression, Writing Intensive.

ARTH-313 Women in Art

A study of the historic perception and the social history of the role of women in art: as artist, as subject of art and as patron (audience) of art. Emphasizes exploration and debate over issues affecting present-day perceptions about the woman artist of the past and the future. Prerequisite: Sophomore standing. Same as WGST-313. 4 SH. CC: Artistic Expression, Diversity Intensive, Interdisciplinary, Writing Intensive.

ARTH-401 Independent Study

A tutorial course focusing on serious scholarship in art history. Includes writing an article designed for publication. Instructor will assist in topic selection and guide student efforts. Students may do research at major museums, galleries and significant libraries. Prerequisite: Sophomore standing. 4 SH.

ARTH-403 Senior Thesis

Required capstone course for art history majors in their senior year. Students will work with art history faculty to develop a long paper. This may either be based on new research or be an expansion of a paper from a previous art history course. Prerequisite: Senior standing. 4 SH. Capstone.

ARTH-412 Contemporary Art

Critical issues in art from 1950 to the present, defined by radical changes in values for the art market, art criticism and public taste. Lively presentations by students will support or contest recent art criticism, involving them in both analysis and debate. Prerequisite: Sophomore standing. 4 SH. CC: Ethics Intensive.

Graphic Design Courses

ARTG-251 Computer Applications in Graphic Design

This introductory course focuses on the use of the computer and specific software applications as they relate to the study of graphic design. Students gain in-depth experience with pertinent graphic design software applications, as well as the basics of hardware usage, color printing and scanning. Emphasis is placed on hands-on experience and presentation of digital output. This is an excellent course for nonmajors interested in graphic design and a prerequisite for all other graphic design courses. 4 SH.

ARTG-252 Visual Communication

This course introduces students to the profession of graphic design and explores the design problem. Students will learn to conceptualize, analyze, solve problems and successfully render solutions. Emphasis is placed on idea generation, creative thinking and traditional design processes. Students complete projects that demonstrate grasp of the coursework, using both traditional and digital means. Prerequisites: ARTS-111 and ARTG-251 or instructor's permission. 4 SH.

ARTG-253 Typography

This course introduces students to the study of letterforms for their aesthetic and communicative value, as well as their importance as a medium for graphic designers. Emphasis is placed on technical aspects of typographic structure, including the anatomy of a letter and the history of typographic design. Students are expected to generate creative typographic solutions, using both traditional and digital means. Prerequisite: ARTG-252 or instructor's permission. 4 SH.

ARTG-352 Package Design

Intermediate course in which students study the creation of three-dimensional designs for commercial packaging. Emphasis is placed on problem solving, aesthetics, and the form and function of a product's packaging. Students generate design solutions that encompass a variety of packaging styles from bottles to boxes and blister packs. Prerequisite: ARTG-253. 4 SH.

ARTG-354 Interactive Graphic Design I

This course offers an introduction to design for digital platforms. Students focus on the creative and technical aspects of developing digital designs and content, as well as introductory UI/UX structures that are unique to this field. Students will expand on, and explore relevant software applications and gain practical creative and industry specific skills including wireframes, prototypes and application design. Prerequisite: ARTG-251 or instructor's permission. 4 SH.

ARTG-355 Brand Identity Design

Students in this course will explore brand identity development for the commercial and not-for-profit sectors. Students will learn the characteristics of a successful and cohesive brand identity system, how to implement a brand design across a wide range of print and interactive media applications, and how to create a comprehensive set of graphic standards. Prerequisite: ARTG-352. 4 SH.

ARTG-360 Topics in Graphic Design

This course will vary in content with each offering as areas of particular relevance not covered by the regular graphic design curriculum are explored. Each course title under this offering will bear a specific subtitle indicating the content to be presented. May be repeated with permission of the graphic design coordinator when course content changes. Prerequisite: ARTG-252 or ARTS-113 or permission of instructor. 4 SH.

ARTG-451 Graphic Design Studio

This capstone course for graphic design majors finalizes the portfolio through the completion of a variety of advanced projects. Students will concentrate on refining skills and preparing to enter the professional world or a graduate program. In addition to project work, students will publicly exhibit their designs; write an artist statement; and produce an exhibition catalog, accompanying announcements and a formal resume. Prerequisite: ARTG-453. 4 SH. Capstone.

ARTG-453 Publication Design

This course offers continued study of the value and impact of letterforms in graphic design. Emphasis is placed on the generation of creative solutions that demonstrate knowledge of contemporary typography and design values. Students enrolled in the course will be expected to generate creative typographic solutions using both traditional and digital means. Prerequisites: ARTG-252 and ARTG-253. 4 SH.

ARTG-454 Interactive Graphic Design II

This graphic design course builds on the introductory skills acquired in ARTG-354 Interactive Graphic Design I and stresses the further development of web design principles in terms of visual aesthetics, user-interface design, usability, and accessibility. Students will increase their fluency with associated software platforms and programming languages, and develop a sophisticated understanding of and ability to articulate issues critical in the realm of interactive design. Prerequisites: ARTG-354 Interactive Graphic Design I. 4 SH.

ARTG-460 Advanced Topics in Graphic Design

This course will vary in content with each offering as areas of particular relevance not covered by the regular graphic design curriculum are explored. Each course title under this offering will bear a specific subtitle indicating the content to be presented. May be repeated with permission of the instructor when course content changes. Prerequisites: ARTG-252 and ARTG-253. 2 SH.

Studio Art Courses

ARTS-111 Foundations of Art I

Introduces the principles, theories and aesthetics of two-dimensional artwork. Emphasizes the exploration of a variety of artistic media, development of creative concepts, and understanding of form and composition. Required as a beginning course for all art and graphic design majors. 4 SH.

ARTS-112 Foundations of Art II

Introduces the principles, theories and aesthetics of three-dimensional artwork. Emphasizes conceptual expression, as well as understanding of the physical world of form, space and texture as related to art objects. 4 SH.

ARTS-113 Drawing

Introduces the principles, theories and aesthetics of drawing. Focuses on visual perception and delineation incorporating traditional and nontraditional drawing media. Also addresses life drawing and conceptual expression. 4 SH.

ARTS-221 Painting

Introduces the principles, theories and aesthetics of painting. Focuses on understanding color, composition, light, illusion, abstraction and other visual expressions using oil and/or acrylic paint. Prerequisite: ARTS-111. 4 SH.

ARTS-231 Printmaking

Introduces the principles, theories and aesthetics of printmaking. Focuses on aesthetic intentions and techniques of producing multiple prints through various processes such as woodcut, linocut, monotype, collagraph and etching. Prerequisite: ARTS-111. 4 SH.

ARTS-241 Black and White Photography

Introduces the principles, theories and aesthetics of black and white photography. Focuses on the fundamentals of observation, composition, camera use and darkroom work, including film processing and printing. Requires a 35mm camera (SLR) with manual override. 4 SH.

ARTS-243 Digital Photography

Introduces the principles, theories and aesthetics of digital photography. Focuses on the fundamentals of observation, composition and camera use, as well as digital image manipulation and printing using computer software. Requires a minimum 5-megapixel digital camera. 4 SH.

ARTS-244 Advanced Photography

Advanced course that expands upon the principles, theories and aesthetics of photography and photographic processes introduced in ARTS-241 or ARTS-243. Requires a 35mm camera (SLR) with manual override or a 5-megapixel digital camera. Prerequisite: ARTS-243. 4 SH.

ARTS-314 Topics in Studio Art

This course will vary in content with each offering as areas of particular relevance in studio art are explored. Each course title under this offering will bear a specific subtitle indicating the content to be presented. May be repeated with permission of the department head when course content changes. Prerequisite: ARTS-111. 2 or 4 SH.

ARTS-341 Topics in Photography

This course will vary in content with each offering as areas of particular relevance in photography are explored. The course will require either a 35mm SLR camera with manual override or a 5-megapixel minimum digital camera, depending on the nature of the course topic. Each course title under this offering will bear a specific subtitle indicating the content to be presented. May be repeated with permission of the department head when course content changes. Prerequisite: ARTS-243. 4 SH.

ARTS-400 Independent Study

Independent work in advanced studio art or graphic design projects with faculty supervision and guidance. (May be repeated.) Prerequisites: Junior or senior standing and department head's permission. 1-4 SH.

ARTS-402 Senior Portfolio

Required capstone course for studio art majors, to be taken during the senior year. Students will complete a cohesive body of artwork and exhibit to the public. Students will work with a faculty member to select and professionally present their art, write an artist statement, and produce an exhibition catalog and announcement. Prerequisite: Senior standing. 4 SH. Capstone.

ARTS-404 Internship

Internships offer a valuable experience for all art department majors and are traditionally taken during the summer between the junior and senior years or during the academic year. Art history majors may work with a museum, gallery or other art institution; studio art majors may intern at professional studios, galleries or museums; and graphic design majors normally take internships with design firms or advertising agencies. Some interns work for the university's Lore Degenstein Gallery. Prerequisite: Department head's permission. 1-4 SH.

ARTS ADMINISTRATION

Faculty Coordinators

Matthew Rousu, Ph.D., Dean, Sigmund Weis School of Business; Professor of Economics
Erik K. Viker, MFA, Professor of Theatre
David S. Steinau, D.M.A., Associate Professor of Music

Learning Goals

- Students will learn how fundamental business principles are applied to the philosophy and practice of arts operations.
- Students will gain an understanding of the professional ethics and personnel management issues associated with working in the fine arts.

The interdisciplinary minor in Arts Administration is designed for students with a strong interest in pursuing arts operations careers or enhancing their academic study of arts-related disciplines from a business perspective. Through this minor, students will learn how foundational business principles are applied to the philosophy and practice of arts operations, and gain an understanding of the professional ethics and personnel management issues associated with working in the fine arts.

The Minor in Arts Administration is appropriate for those considering careers in performing arts administration, arts education, museum operations, drama literary management, artistic direction and music administration.

Double-counting Restriction for Interdisciplinary Minors

Only 8 semester hours of this minor may be double-counted toward the student's major.

Minor in Arts Administration

4 ACCT-200 Financial Accounting
4 MGMT-240 Principles of Management
4 MUSC-275 Intro to Arts Leadership

4 Choose from the following:
THEA-100 Introduction to Theatre
MUSC-101 Introduction to Music
MUSC-250 Music of the Classic and Romantic Eras

8 Choose from:
THEA-160 Theatrical Design Fundamentals ***or*** THEA-340 Stage Mgmt & Theatre Operations
MGMT-290 Non-Profit Management ***or*** MKTG-280 Marketing
COMM-211 Intro to Advertising and Public Relations ***or*** ENGL-299 Professional & Civic Writing

ASIAN STUDIES

Faculty Coordinator

Matthew L. Duperon, Ph.D., Associate Professor of Religious Studies

LEARNING GOALS:

- To initiate an in-depth study of Asia, including its cultures, literatures, history, religion, philosophy, businesses, media practices, arts and languages.
- To compare various Asian cultures with each other in order to achieve a greater understanding of the continuities/discontinuities between them.
- To arrive at some understanding of the continuities/discontinuities between Asian communities in Asia and their diasporic communities, particularly in the U.S.

Double-counting Restriction for Interdisciplinary Minors

Only 4 semester hours of this minor may be double-counted toward the student's major.

Minor in Asian Studies

The Asian studies minor requires 20 semester hours, with grades of C- or better, including four elective courses (with at least three to be chosen from courses exclusively on Asia) and a required final course. Study abroad is highly recommended but not required.

Electives

Students take a total of 16 elective semester hours. Not more than eight semester hours may be taken at the 100-level, and at least four semester hours must be taken at the 300-level. No more than four semester hours of language at the 100-level may be counted toward an elective.

At least 12 semester hours must be taken from the following courses exclusively on Asia:
CHNS-101 Beginning Chinese I

CHNS-102 Beginning Chinese II
CHNS-201 Intermediate Chinese
CHNS-202 Intermediate Chinese
Beginning Japanese I-II (transferred from another institution)
HIST-151 Traditional East Asia
HIST-152 Modern East Asia
HIST-252 History of China
ENGL-390 when the topic is Asian Literatures and Cultures
ENGL-205 Literature Studies, with Indian Literature and Film as the topic
ENGL-205 Literature Studies, with Asian Literature as the topic
ENGL-365 Studies in Literature and Gender, with Asian Women's Literature as the topic
POLI-300 when the topic is Rise of China
RELI-117 Introduction to Asian Religions
RELI-208 Buddhism
RELI-316 Daoism, Zen, and Authenticity
RELI-318 Confucian Ethics

4 semester hours may be taken in the following comparative courses:

ENGL-205 Literature Studies, with Asian-American Literature as the topic
RELI-105 World Religions
RELI-305 Topics in Religion, with Asian Religions as the topic
RELI-315 Being Awesome at Life

Minors are strongly encouraged to fulfill the university's Central Curriculum language requirement with an Asian language and to continue the language study beyond the first year. Features of Chinese and Japanese culture are closely associated with the uniqueness of the language. (For example, the evolution of Chinese characters is directly connected to the evolution of Chinese culture.) Chinese is currently offered at Susquehanna at both the 100- and 200-levels. Students who wish to take another Asian language not offered at Susquehanna may satisfy this requirement by taking language classes through off-campus programs or summer language study programs that have been approved for Susquehanna credit.

Required Final Course

Students pursuing a minor are required to take an upper-level four-semester-hour final course that offers an exploration of broad comparative issues that relate to Asia as a whole. Courses such as RELI- 208, ENGL-205, ENGL-365, ENGL-390 or other courses approved by the program coordinator will satisfy this requirement.

BIOLOGY

Faculty

Alissa A. Packer, Ph.D., Associate Professor of Biology, department head
Pavithra Vivekanand, Ph.D., Associate Professor of Biology, interim department head (spring 2026)
Jack Russell Holt, Ph.D., Professor of Biology
David Matlaga, Ph.D., Professor of Biology
Michael Mauro, Ph.D., Assistant Professor of Biology
Matthew Persons, Ph.D., Professor of Biology
Kelly Puzzi, MD, Director of Health Professions

Erin Rhinehart, Ph.D., Professor of Biology
Sophie Charvet, Ph.D., Assistant Professor of Biology
Tanya Matlaga, Ph.D., Assistant Professor of Biology
Antonio Rockwell, Ph.D., Assistant Professor of Biology

Learning Goals

Students graduating with a biology or biomedical sciences major will:

- be able to identify and describe the basic principles and theories of the biological sciences
- develop an understanding of a relevant body of knowledge and use that understanding to construct logical arguments and position their arguments in the larger context of biology
- understand the appropriate use of lab and field methods to acquire data, the tools to analyze and/or visualize data, and the ability to interpret data
- understand the nature of science as a way of knowing and the practice of science as a social and cultural endeavor, with the goal of explaining nature
- be able to recognize how basic scientific principles and theories are relevant to the broader liberal arts curriculum as well as to their daily lives.

Biology

Major in Biology

The Bachelor of Science degree in biology requires 60 semester hours in biology, chemistry and physics with grades of C- or better in biology. The Bachelor of Science degree includes an introductory sequence, biology distribution requirements (in cell and molecular biology, organismal biology, and ecology and evolution), and other requirements as outlined below. In addition, all students must complete a research capstone requirement (either Group A or Group B track).

16 Introductory Sequence

4 BIOL-101 Ecology and Evolution
and BIOL 101L Ecology and Evolution Lab
4 BIOL-102 Cell Biology and Genetics
and BIOL-102L Cell Biology and Genetics Lab
4 BIOL-205 Organismal Biology
4 BIOL-220 Biostatistics

16-20 Biology Distribution Requirements

Cell and Molecular Biology

Choose from one of the following:

3 BIOL-300 Developmental Biology
3 BIOL-306 Cell Biology
3 BIOL-316 Molecular Biology
3 BIOL-319 Advanced Genetics
3 BIOL-400 Immunology

Organismal Biology

Choose from one of the following:

3 BIOL-302 Comparative Vertebrate Anatomy
3 BIOL-310 Animal Physiology
3 BIOL-312 Microbiology
3 BIOL-404 Plant Physiology
3 BIOL-440 Behavioral Neuroendocrinology
3 BIOL-455 Functional Neuroanatomy
3 ECOL-110 Biogeodiversity

Ecology and Evolution

Choose from one of the following:
3 BIOL-324 Animal Behavior
3 BIOL-326 Invertebrate Zoology
3 BIOL-330 Conservation Biology
3 BIOL-332 Population Biology
3 BIOL-340 Marine Ecology
3 BIOL-408 Aquatic Ecology
3 ECOL-201 Community and Ecosystems Ecology

3 Laboratory courses taken concurrently with lecture or after the lecture has been completed

4-8 At least two *different* course offerings from:
2-4 BIOL-560 Interdisciplinary Explorations in Biology*
4 BIOL-565 Assisted Reproductive Technologies and Genome Editing*
2 BIOL-157 The Biology of Women
2 ECOL-560 Interdisciplinary Explorations in Ecology

* *Students taking a 4-semester hour course from the above list, must still take a second course. Two BIOL-560 courses may be taken to satisfy this requirement if the courses are address different topics.*

Other Requirements

8 Capstone

Based upon their qualifications and career goals, students may opt for collaborative research experience with a faculty mentor (Group A), or they may elect to take a classroom-based research experience (Group B). Each track contains a component that fulfills the capstone requirement for the major (i.e., BIOL-510 in the case of Group A and BIOL-350 in the case of Group B).

Group A:
4 BIOL-510 Student Research I
4 BIOL-511 Student Research II

Group B:
4 BIOL-350 Investigative Problems in Biology
4 Biology elective courses at the 200-level or above

20 Corollary Courses
4 CHEM-103 or CHEM-111 General Chemistry I

4 CHEM-221 Organic Chemistry I
4 CHEM-104 orCHEM-232 General Chemistry II, ***or*** CHEM 222 Organic Chemistry II
8 Choose 8 additional semester hours from the following courses:

BIOL-318 General Biochemistry
CHEM-104 or CHEM-232 General Chemistry II **or**
CHEM-222 Organic Chemistry II (whichever was not previously counted as a corollary course above)
CHEM-242 Methods of Chemical Analysis
CHEM-302 Medicinal Chemistry
CHEM-305 Forensic Chemistry
CHEM-306 Nanoscience
CHEM-313 Biotechnology
CHEM-314 Survey of Biochemistry
CHEM-422 The Biochemistry of Nucleic Acids
CHEM-423 Biochemistry Nucleic Acids Laboratory
CHEM-424 The Biochemistry of Metabolism
CHEM-426 The Biochemistry of Proteins and Enzymes
CHEM-427 Biochemistry of Proteins and Enzymes Laboratory
CHEM-429 Biochemistry of Metabolism Laboratory
CHEM-311 Analytical Chemistry
CSCI-151 Introduction to Programming
CSCI-181 Principles of Computer Science
CSCI-301 Data Mining
PHYS- 202 or PHYS-204 Introductory Physics I
PHYS-205 or PHYS-206 Introductory Physics II

Minor in Biology

Students minoring in biology complete 20 semester hours, including BIOL-101 Ecology and Evolution, BIOL-102 Cell Biology and Genetics, and BIOL-205 Organismal Biology. Students choose additional biology courses at the 200-, 300- or 400-level. Although BIOL-500, BIOL-502, and BIOL-560 may apply to the minor, other courses at the 500-level may not be taken for minor credit. At least one laboratory course is required in addition to BIOL-101, BIOL-102, and BIOL-205.

Honors in Biology

The departmental honors program encourages and recognizes superior academic performance in biology. Candidates for academic honors must:

- Maintain a cumulative GPA of 3.25 and a GPA of 3.50 in biology courses to qualify for academic honors, and
- Successfully complete Student Research I and II (BIOL-510 and BIOL-511) or BIOL-350, and earn a grade of B- or better in these courses.

Candidates for research honors must:

- Be nominated by a member of the biology faculty by midterm of Student Research II (BIOL-511),

- Submit an acceptable research thesis based upon two semesters of Student Research (BIOL-510 and BIOL-511), and
- Pass an oral comprehensive examination of their thesis in their final semester.

Secondary Teaching Certification

Secondary Teaching Certification Coursework required by the state of Pennsylvania for admission to the teacher certification program includes successful completion of FYSE-100 or equivalent course (having learning goals related to English composition), at least 3 semester hours in British or American literature, at least 6 semester hours of mathematics coursework (or other courses which satisfy the Central Curriculum Analytical Thought requirement) and at least one 40-hour externship. Education requirements for secondary education are EDUC-101 Introduction to Education and Society, EDUC-250 Educational Psychology, EDUC-260 Introduction to Special Education, EDUC-270 Instruction of Exceptional Students, EDUC-330 Technology in Education, EDUC- 350 English Language Learners: Theory and Instruction, EDUC-380 Instructional Design, EDUC-424 Methods of Curriculum, Instruction, and Assessment in Teaching Science, EDUC-479 Principles of Secondary Education, EDUC-483 Differentiated Instruction and Classroom Management in Secondary Education, and the EDUC-500 Student Teaching package (EDUC-501, EDUC-502, EDUC-503, and EDUC-600).

In addition, secondary education biology students complete all of the usual requirements for the biology major.

Major in Biomedical Sciences

The Biomedical Sciences major combines a solid foundation in the basic sciences of biology, chemistry, and physics with more applied courses related to the study of the human body plus the addition of courses in the social sciences that will prepare students for working effectively as healthcare practitioners and biomedical researchers in the field of biomedicine. This major allows students to meet the requirements for admission to medical and other professional programs and ensures they will have the necessary coursework to prepare for entrance exams such as the MCAT, DAT and OAT. Students completing this major will also be well prepared for admission to graduate study programs in biomedicine, such as cell and molecular biology, cancer biology, immunology, or microbiology, and to work in biomedical research settings. Students in the Biomedical Sciences major may not double-major or minor in Biology.

The Bachelor of Science degree in Biomedical Sciences requires 67-68 semester hours in the following courses, with grades of C- or better:

12 Introductory Biology Sequence

4 BIOL-101 Ecology and Evolution
and BIOL 101L Ecology and Evolution lab
4 BIOL-102 Cell Biology and Genetics
and BIOL-102L Cell Biology and Genetics Lab
4 BIOL-205 Organismal Biology

4 Upper-level Biology with Laboratory

Take one of the following options:

4 BIOL-300/301 Developmental Biology
4 BIOL-306/307 Cell Biology
4 BIOL-312/313 Microbiology

4 BIOL-316/317 Molecular Biology
4 BIOL-319 Advanced Genetics
4 BIOL-400/401 Immunology

8 Anatomy and Physiology

4 HLCR-301 Human Anatomy
4 Physiology (Choose from: HLCR-302 Human Physiology or BIOL-310 Animal Physiology ***and*** BIOL-315 Animal Physiology Lab)

16 Chemistry sequence

4 General Chemistry I (choose from: CHEM-103 or CHEM-111)
4 CHEM-221 Organic Chemistry I
4 CHEM-222 Organic Chemistry II
4 General Chemistry II (choose from: CHEM-104 or CHEM-232)

3-4 Biochemistry course

Take one of the following:

4 BIOL-318 General Biochemistry
3 CHEM-424 Biochemistry of Metabolism
3 CHEM-426 Biochemistry of Proteins and Enzymes
4 CHEM-314 Survey of Biochemistry

8 Physics sequence (the course must be accompanied with the laboratory)

4 Introductory Physics I (choose from: PHYS-202, or PHYS-204)
4 Introductory Physics II (choose from: PHYS-205 or PHYS-206)

8 Additional required courses

4 HLCR-301 Human Anatomy
4 PSYC-101 Principles of Psychology
4 SOCI-101 Principles of Sociology or ANTH-162 Introduction to Anthropology

4 Statistics

4 BIOL-220 Biostatistics

4 Capstone

4 BIOL-350 Investigative Problems in Biology

Biology Courses

BIOL-010 Issues in Biology

Emphasizes analysis of biological problems relevant to the human experience and presents basic biological concepts in a variety of contexts. Subject matter might include medicine, environmental issues, ecology, molecular biology, physiology and others. 4 SH. 3 lecture hours. 3 laboratory hours. CC: Scientific Explanations.

BIOL-101 Ecology and Evolution

Examination of descent with modification from a common ancestor, evidence for evolution, processes by which evolutionary changes occur, and how ecological interactions drive such changes. Course content will be

linked to the five core concepts of biology (evolution; structure and function; information flow; energy transformations; and systems). Topics include the link between genotype and phenotype as it relates to natural selection and evolutionary change; mechanisms of microevolution; speciation processes; population growth and regulation; species interactions; and ecosystem structure and function. 4 SH. 3 lecture hours, 3 laboratory hours. CC: Scientific Explanations.

BIOL-102 Cell Biology and Genetics

Examination of life at the cellular level, focusing on the five core concepts of biology (evolution; structure and function; information flow; energy transformations; and systems). Topics include cell structure and function, protein structure and function as the link between genotype and phenotype, information flow from gene to protein, inheritance of traits in eukaryotic organisms, membrane structure and transport, energetics on the cellular level, cell cycle control and cancer. 4 SH. 3 lecture hours, 3 laboratory hours.

BIOL-157 The Biology of Women

Examines the genetic and biological basis of gender difference, the unique biology of the female body and women's healthcare issues. Topics include female reproductive anatomy and the menstrual cycle, pregnancy and birth, developmental differences in the sexes, and reproductive technologies. Also covers problems such as breast cancer, premenstrual syndrome and osteoporosis. Includes the role of women in the healthcare system, as well as biology and science in general. Same as WGST-250. Prerequisite: Sophomore standing. 4 SH. 4 Lecture hours. CC: Diversity Intensive, Interdisciplinary.

BIOL-205 Organismal Biology

This workshop-style course will focus on the level of the organism as the biological scale through which to build the student's understanding of five core concepts in biology: evolution, information flow, structure-function relationships, energy transformations and systems biology. This course is designed as an introductory course, meaning that it introduces fundamental concepts that will be elaborated on and reinforced at a more sophisticated and deeper level in the more advanced courses that are taken as distribution requirements in the junior and senior year. Prerequisites: BIOL-101 and BIOL-102 or permission of the instructor. 4 SH. 3 lecture hours, 3 laboratory hours.

BIOL-220 Biostatistics

Biostatistics will focus on the collection and analysis of biological data. The course is designed to introduce students to the fundamental concepts of experimental and sampling design, as well as quantitative hypothesis testing. Some equations will be covered in the course; however, the emphasis will be on interpretation and presentation of statistical results. These concepts will be reinforced in upper-level biology/ecology/neuroscience courses taken by students to fulfill distribution requirements during their junior and senior years. Same as ECOL-220. Prerequisites: Sophomore standing and either BIOL-101, BIOL-102, ECOL-100, or EENV-101. 4 SH. 4 lecture hours. CC: Analytical Thought.

BIOL-225 Organismal Form and Function

This course serves as an introduction to the systems of the body, including basic study of structure and function. Topics include an introduction to homeostasis, cells and tissues, as well as basic functions of the cardiovascular, respiratory, nervous, endocrine, digestive, urinary and reproductive systems. Upon

completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. Prerequisites: BIOL-102. 4 SH.

BIOL-300 Developmental Biology

Examines embryo development, focusing on cellular and regulatory mechanisms that guide the process. Topics include the events of development from fertilization through organogenesis in a range of animal systems from sea urchins through mammals. Prerequisite: BIOL-102. 3 lecture hours. 3 SH. CC: Ethics Intensive.

BIOL-301 Developmental Biology Laboratory

An investigative approach to the study of animal development, emphasizing cellular and molecular techniques. Students work in small groups to conduct and analyze self-designed experiments with invertebrate embryos. Prerequisite: BIOL-102. 3 laboratory hours. 1 SH. CC: Ethics Intensive.

BIOL-302 Comparative Vertebrate Anatomy

Examines the evolutionary relationships among the vertebrate classes, using comparative morphological evidence. Uses an organ system approach to the study of anatomy and considers unique adaptations of individual vertebrates. Prerequisite: BIOL-205. 3 lecture hours. 3 SH.

BIOL-303 Comparative Vertebrate Anatomy Laboratory

Organ-based study of representative vertebrates, including shark and cat dissections. Laboratory may not be taken without BIOL-302. Prerequisite: BIOL-205. 1 SH. 3 laboratory hours.

BIOL-306 Cell Biology

Examines the molecular aspects of cell structure and function and the molecular processes that regulate cell behavior. Emphasizes experimental and problem-based approaches, and includes information on the cell biology of human disease. Prerequisite: BIOL-102. 3 lecture hours. 3 SH.

BIOL-307 Cell Biology Laboratory

Introduces the laboratory techniques commonly used in the study of cell biology. Includes labs on the isolation and characterization of proteins and nucleic acids. Laboratory may not be taken without BIOL- 306. Prerequisite: BIOL- 102. 1 SH. 3 laboratory hours.

BIOL-310 Animal Physiology

General and comparative physiology. Emphasizes membrane, neural, muscular and homeostatic physiology. Prerequisite: BIOL-205 and junior standing. 3 lecture hours. 3 SH.

BIOL-312 Microbiology

An introduction to the morphology, physiology and genetics of microorganisms. Discusses the roles of microorganisms in the environment and in human disease. Prerequisite: BIOL-205 or ECOL-201. 3 lecture hours. 3 SH.

BIOL-313 Microbiology Laboratory

Emphasizes basic bacteriologic techniques, including staining, culturing and identification. Laboratory may not be taken without BIOL-312. Prerequisite: BIOL-205 or ECOL-201. 1 SH. 3 laboratory hours.

BIOL-315 Animal Physiology Lab

A laboratory in general animal and human exercise physiology. Investigates the physiological basis of responses to exercise and extreme environments with an emphasis on neural, muscular, respiratory and cardiovascular mechanisms. Uses some animal models. Laboratory may not be taken without BIOL-310 . Prerequisite: BIOL-205 and junior standing. 1 SH. 3 laboratory hours.

BIOL-316 Molecular Biology

Examines the structure and function of DNA and RNA of prokaryotes and eukaryotes. Topics include recombinant DNA technology, genomics and bioinformatics. Prerequisite: BIOL-102. CHEM-221 strongly recommended. 3 lecture hours. 3 SH.

BIOL-317 Molecular Biology Laboratory

Investigates the structure and function of DNA through techniques of molecular biology. Topics include agarose gel electrophoresis, DNA hybridization and gene cloning. Laboratory may not be taken without BIOL-316. Prerequisite: BIOL-102. 1 SH. 3 laboratory hours.

BIOL-318 General Biochemistry

General Biochemistry is an upper-level course designed for majors in the biology department. It introduces and expounds upon the basic unifying principles of macromolecule structure, function, and metabolism. The course content covers 5 broad areas: structure, function, biosignaling, energy and metabolism. Prerequisites for this course are BIOL102 and CHEM221. 4 lecture hours. 4 SH.

BIOL-319 Advanced Genetics

This workshop-style course will explore advanced topics in the expression, evolution and inheritance of genetic material, as well as the modern techniques that are used in their analysis. It will also consider the ethical issues that arise from the generation and potential uses of the resulting knowledge. It will build upon the basic molecular and Mendelian genetics concepts taught at the introductory level. Prerequisite: BIOL-102 or permission of instructor. 3 lecture hours, 3 laboratory hours. 4 SH. CC: Ethics Intensive.

BIOL-324 Animal Behavior

Explores the adaptive value of animal behavior with an emphasis on theory and hypothesis testing using examples drawn from primary literature. Major topics include sexual selection, mating systems, parental care, sociality, foraging theory, antipredator behavior, game theory and communication framed within an evolutionary context. Prerequisite: BIOL-101 or ECOL-100. 3 lecture hours. 3 SH.

BIOL-325 Animal Behavior Laboratory

Field and laboratory techniques in behavioral data collection, experimental design and statistical analysis. Hypothesis development and testing emphasized. A portion of the grade is based on an independent research

project. Laboratory may not be taken without BIOL-324. Prerequisite: BIOL-101 or ECOL-100. 1 SH. 3 laboratory hours.

BIOL-326 Invertebrate Zoology

An introduction to evolutionary themes and functional approaches to invertebrate animal biology. Course covers a broad survey of the invertebrate phyla. Within the coverage of each group, unique aspects of morphology, physiology, ecology and behavior are discussed in light of the selective forces that have favored their evolution. Prerequisite: BIOL-304, or ECOL-110, or BIOL-205, or ECOL-201. 3 lecture hours. 3 SH.

BIOL-327 Invertebrate Zoology Laboratory

An introduction to invertebrate phyla and subgroups with emphasis on form and functional morphology, organ systems, life history, ecology and behavior. Course includes dissections, examination of preserved material, demonstrations and observations of living animals. In addition, students organize an invertebrate collection based on local fauna. Laboratory may not be taken without BIOL-326. Prerequisite: BIOL-304, or ECOL-110, or BIOL-205, or ECOL-201. 1 SH. 3 laboratory hours.

BIOL-330 Conservation Biology

Explores patterns of local and worldwide biological diversity to better understand factors that generate hotspots of diversity, ways to measure diversity, value derived from biodiversity, and the variety of threats to diversity. Examines topics of basic ecology, including characteristics of individuals, populations and communities, and how conservation applies to these levels of diversity. Explores the design and management of protected areas and the role of people in them. All topics are infused with examples from local regions as well as from around the world in order to form connections between the theory and real life. Both BIOL-330 and BIOL-331 must be taken to satisfy the Ethics Intensive area of the Central Curriculum. Prerequisites: BIOL-101 or ECOL-100. 3 SH. CC: Ethics Intensive.

BIOL-331 Conservation Biology Lab

Field and lab methods to measure biodiversity and the ecosystem services gained from biodiverse systems will be explored, as well as alternative approaches to manage and conserve biodiversity. Prerequisite: BIOL-101 or ECOL-100. Pre- or corequisite: BIOL-330. 1 SH. CC: Ethics Intensive

BIOL-332 Population Biology

This course will introduce students to the biotic and abiotic factors that influence the size and trajectory of populations. Topics of the course will include understanding demographic rates, density independent and density dependent population growth rates, density, population dynamics of structured and non-structures populations, competitions, and predation. Prerequisite: BIOL-101 or ECOL-100. 3 lecture hours. 3 SH.

BIOL-333 Population Biology Laboratory

This course will introduce students to methods used in estimating demographic rates and population parameters, such as age structure. Concepts fundamental to experimental design and statistical analysis of data will be stressed. Laboratory cannot be taken without BIOL-332. Prerequisite: BIOL-101 or ECOL-100. 1 SH. 3 laboratory hours.

BIOL-340 Marine Ecology

This course provides an examination of the ecology of marine and estuarine systems based on the principles of population biology and community ecology. Studies the ecology of the major marine communities: rocky intertidal and subtidal substrate, mangroves, salt marshes, kelp, soft substrate, estuarine, plankton, coral reef and deep sea. Emphasis is placed on current hypotheses concerning the processes controlling the distribution and abundance of organisms in these communities and critical evaluation of the primary scientific literature. Prerequisites: ECOL-201, or BIOL-205, or EENV-220. 3 lecture hours. 3 SH.

BIOL-341 Marine Ecology Laboratory

This course is a 9-day field course where we compare marine ecosystems in the Bahamas or other locations investigating their structure and function. During the field days, we sample different parts of the ecosystems (the pelagic system, coral reefs, mangroves, and hard- and soft benthic communities and their associated fauna and fish communities). Field work is performed as group projects that have been planned and designed in advance by the students. Prerequisites: BIOL-340 and either ECOL-201, BIOL-205, or EENV-220. 1 SH.

BIOL-350 Investigative Problems in Biology

Offered for a capstone experience for biology majors in Group B. Provides an authentic research experience based in the area of expertise of the supervising faculty. Students will learn important laboratory and/or field approaches to collect novel data in order to answer research questions. Course elements include experimental design, data collection and analysis, and presentation in oral and written formats. Prerequisites: Senior standing, BIOL-205, and either BIOL-220 or MATH-108 or MATH-180 or permission of the instructor. 6 laboratory hours. 4 SH. Capstone. CC: Writing Intensive.

BIOL-400 Immunology

Investigates how the immune system defends vertebrate organisms against invasion by pathogenic microorganisms. Discusses recognition of antigens and interactions between components of the immune system from a molecular perspective. Prerequisite: BIOL-102. 3 lecture hours. 3 SH.

BIOL-401 Immunology Laboratory

Techniques used in immunological studies. Topics include antibody purification, immunofluorescence and Western blot analysis. Laboratory cannot be taken without BIOL-400. Prerequisite: BIOL-102. 1 SH. 3 laboratory hours.

BIOL-404 Plant Physiology

The physiology of photosynthetic organisms. Includes photosynthesis, translocation, metabolism, mineral nutrition, photoperiodism, hormones, growth and development. Prerequisite: BIOL-205 or ECOL-201. 3 lecture hours. 3 SH.

BIOL-405 Plant Physiology Laboratory

A series of experiments designed to illustrate the unique physiology of photosynthetic organisms. Laboratory may not be taken without BIOL-404. Prerequisite: BIOL-205 or ECOL-201. 1 SH. 3 laboratory hours.

BIOL-408 Aquatic Ecology

The ecology of freshwater ecosystems. Emphasizes biota of freshwater and their relationships with physical and chemical components of lakes, streams and reservoirs. Same as ECOL-408. Prerequisite: BIOL-101 or ECOL-100 or ECOL-201. 3 l3cture hours. 3 SH.

BIOL-409 Aquatic Ecology Laboratory

Field laboratory in aquatic ecology techniques. Topics include physical and chemical measurements and the identification and enumeration of phytoplankton, zooplankton, aquatic plants and benthic organisms. Same as ECOL-409. Laboratory may not be taken without BIOL-408 (or ECOL-408). Prerequisite: BIOL-101 or ECOL-100, or ECOL-201. 1 SH. 4 laboratory hours.

BIOL-440 Behavioral Neuroendocrinology

This course deals with the interrelationships among hormones, the brain and behavior. The role of the nervous system and hormones in the development and regulation of behavior, as well as how experience can regulate neuroendocrine physiology, will be examined. This course puts special emphasis on generating and testing hypotheses based on knowledge gained from reviewing the primary literature. Specific topics covered include the endocrine regulation of reproductive behavior, aggressive behavior, biological rhythms, energy balance, stress, learning and memory. Prerequisite: BIOL-205. Corequisite: BIOL-441. 3 lecture hours. 3 SH. CC: Writing Intensive.

BIOL-441 Behavioral Neuroendocrinology Laboratory

This course investigates the experimental methodology used by behavioral neuroendocrinologists to investigate the interrelationships among hormones, the brain and behavior. The course provides hands-on learning about laboratory techniques that examine neuropeptides, hormones, brain structures and behavior, as well as proper use of animals in research, experimental design and statistical analysis. Hypothesis development and testing is emphasized, and a portion of the grade is based on an independent research project. Prerequisite: BIOL-205. Corequisite: BIOL-440. 1 SH. 3 laboratory hours. CC: Writing Intensive.

BIOL-455 Functional Neuroanatomy

This course is a detailed look at the sophisticated cellular and molecular mechanisms in the nervous system and how these mechanisms provide the foundation for circuits and functional neuroanatomical structures capable of generating complex behaviors and physiological functions. This course connects functional cellular and anatomical units of the nervous system to behaviors typically addressed by the field of psychology, such as learning, motivation, addiction and psychological disorders. The initial material focuses on the molecular structure and function of neurons and then builds upon this foundation by progressively assembling the functional neuroanatomical structures of the nervous system and considering the complex behaviors that these structures generate. Prerequisites: BIOL- 102, PSYC-101 and junior standing or instructor's permission. 4 SH. 3 lecture hours, 3 laboratory hours. CC: Interdisciplinary.

BIOL-500 Topics in Biology

Varying topics of interest to students and instructor. Possible topics include genetic engineering advances in embryology, plant products, reproductive physiology and stress ecology. Prerequisites: Prior course in general topic area and instructor's permission. Variable credit.

BIOL-502 Biology Internship

Career investigation for junior and senior biology majors. May be repeated once. A written report of the internship will be required. Prerequisite: First two years of the biology major program. 1 SH.

BIOL-504 Independent Study in Biology

Investigation of a specific topic or problem in biology under the guidance of an appropriate faculty member. 1-4 SH.

BIOL-510 Student Research I

Introduces students to methods and techniques of biological research in the context of a collaborative research project. Required for students in the Group A track. Prerequisite: Instructor's permission. 4 SH. 16 contact hours. Capstone.

BIOL-511 Student Research II

Collaborative research with an emphasis on presentation of data and explanation of results. Required for students in the Group A track. Prerequisite: Instructor's permission. 4 SH. 16 contact hours. Capstone. CC: Writing Intensive.

BIOL-560 Interdisciplinary Explorations in Biology

Explores salient issues in the biological sciences from an interdisciplinary perspective. Prerequisites: Sophomore standing and BIOL-101, BIOL-102, or ECOL-100. 2-4 SH. CC: Interdisciplinary.

BIOL-565 Assisted Reproductive Technologies and Genome Editing

The course will explore the scientific basis of different Assisted Reproductive Technologies (ART) and genome editing technologies (GET). The medical, public health, societal, environmental, and economic impacts that result from the use of ART & GET, and ethical issues pertaining to disparities in access to ART & GET based on insurance coverage, race, ethnicity, and geography will also be examined. Prerequisites: Sophomore standing and BIOL-102 or Instructor's permission. 4 SH. CC: Interdisciplinary, Ethics Intensive.

CHEMISTRY

Faculty

Swarna Basu, Ph.D., Professor of Chemistry, department head
Geneive Elizabeth Henry, Ph.D., Professor of Chemistry
William G. Dougherty, Jr, Ph.D., Associate Professor of Chemistry
Michael A. Parra, Ph.D., Associate Professor of Chemistry
Lou Ann Tom, Ph.D., Associate Professor of Chemistry
Phillip Brogdon, Ph.D., Assistant Professor of Chemistry
Joseph Bularzik, Visiting Assistant Professor of Chemistry

Learning Goals

- Demonstrate the ability to apply appropriate chemical and physical models to make predictions or draw conclusions regarding chemical systems or phenomenon. Examples of chemical systems are compound

formation (synthesis), energy transfer, equilibrium composition, various physical properties, chemical reactivity, etc.
- Demonstrate mastery of laboratory skills and execute common experimental techniques.
- Demonstrate the ability to design, prepare, execute and adjust experiments.
- Describe the theoretical and operational principles of common laboratory instrumentation such as NMR, FT- IR, UV-Vis, AA, fluorescence spectrometers, GC-MS, HPLC and electrochemical analysis instrumentation, as well as their typical uses, sensitivities and limitations. Interpret the data collected with such instrumentation.
- Find topic-specific chemical literature, interpret and evaluate chemical studies as described in scientific journals, and describe these conclusions through written and oral presentations.
- Analyze and interpret data to detect trends, evaluate the quality of data and reach scientifically valid conclusions.

American Chemical Society Accreditation

The department's major in chemistry is accredited by the American Chemical Society.

Majors in Chemistry, Biochemistry and Chemical Physics

Susquehanna offers a Bachelor of Arts degree in chemistry and Bachelor of Science degrees in chemistry, biochemistry and chemical physics. Two biochemistry tracks are available: an ACS-Certified track and a Biology-Intensive track. The ACS-Certified track includes courses that cover properties of metals, spectroscopic techniques and instrumental methods that will prepare students for careers or graduate programs in the areas of biochemistry or biophysics. The Biology-Intensive track includes courses that will offer a solid foundation in chemical principles in addition to biological systems and will prepare students for careers or graduate programs in the biological sciences or biochemistry, or the healthcare professions. All required courses must be completed with a grade of C- or higher.

Double-counting Restriction

Students may only pursue either a single major or minor offered by the Department of Chemistry.

The Bachelor of Arts degree in Chemistry

The Bachelor of Arts degree in chemistry requires the following courses, with grades of C- or better:

4	General Chemistry I—choose from: CHEM-103 or CHEM-111
4	General Chemistry II—choose from: CHEM-104 or CHEM-232
4	CHEM-221 Organic Chemistry I
4	CHEM-222 Organic Chemistry II
4	CHEM-242 Methods of Chemical Analysis
4	CHEM-341 Physical Chemistry I
4	CHEM-342 Physical Chemistry II
4	CHEM-450 Advanced Inorganic Chemistry
4	PHYS-204 Introductory Physics I (Calculus-based)
4	PHYS-206 Introductory Physics II (Calculus-based)
4	Four semester equivalents of CHEM-505 Seminar
0-8	Mathematics through MATH-112 Calculus II
2	CHEM-400 Research Experience

2 CHEM-500 Problems in Chemistry and Biochemistry

Other chemistry courses selected to fulfill career goals.

The Bachelor of Science degree in chemistry with American Chemical Society certification

The Bachelor of Science degree in chemistry with American Chemical Society certification requires a minimum of 49 semester hours in chemistry. Students will meet the requirements for the degree by completing the following courses: all courses required for the Bachelor of Arts degree; CHEM-430 Instrumental Analysis, one biochemistry course from among CHEM-422 The Biochemistry of Nucleic Acids, CHEM-424 The Biochemistry of Metabolism or CHEM-426 The Biochemistry of Proteins and Enzymes; and one elective course from among CHEM-300 Topics in Chemistry, CHEM-302 Medicinal Chemistry, CHEM-303 Scientific Ethics, Blunders, and Fraud, CHEM-304 Pharmaceutical Chemistry, CHEM-305 Forensic Chemistry or CHEM-306 Nanoscience. In addition, students will complete a minimum of four semester hours of CHEM-400 during the junior and/or senior year (including the two semester hours required for the Bachelor of Arts degree) and either MATH-201 Linear Algebra or MATH-353 Differential Equations.

A student completing a double major that includes a Bachelor of Arts or Bachelor of Science degree in Chemistry may replace CHEM-500 with a capstone in the second major.

Secondary Teaching Certification

The Chemistry Department offers secondary teaching certification for both chemistry and biochemistry majors.

Secondary Teaching Certification Coursework required by the state of Pennsylvania for admission to the teacher certification program includes successful completion of FYSE-100 or equivalent course (having learning goals related to English composition), at least 3 semester hours in British or American literature, at least 6 semester hours of mathematics coursework (or other courses which satisfy the Central Curriculum Analytical Thought requirement) and at least one 40-hour externship.

Education course requirements for secondary education are EDUC-101 Introduction to Education and Society, EDUC-250 Educational Psychology, EDUC-260 Introduction to Special Education, EDUC-270 Instruction of Exceptional Students, EDUC-330 Technology in Education, EDUC-350 English Language Learners: Theory and Instruction, EDUC-380 Instructional Design, EDUC-424 Methods of Curriculum, Instruction, and Assessment in Teaching Science, EDUC-479 Principles of Secondary Education, EDUC-483 Differentiated Instruction and Classroom Management in Secondary Education, and the EDUC-500 Student Teaching Package (EDUC-501, EDUC-502, EDUC-503, and EDUC-600).

In addition, secondary education chemistry students complete all of the usual requirements for the chemistry or biochemistry major, except for CHEM-400, and CHEM-500 (which is fulfilled with EDUC-500 Student Teaching Package.) While not required, it is recommended that secondary education students complete at least 2 semester hours of CHEM-400.

Biochemistry

The Bachelor of Science degree in biochemistry requires the following courses with grades of C- or better:

4 General Chemistry I – choose from: CHEM-103 or CHEM-111
4 General Chemistry II – choose from: CHEM-104 or CHEM-232

4 CHEM-221 Organic Chemistry I
4 CHEM-222 Organic Chemistry II
4 CHEM-242 Methods of Chemical Analysis
4 CHEM-341 Physical Chemistry I
4 CHEM-426 The Biochemistry of Proteins and Enzymes and CHEM-427 Biochemistry of Proteins and Enzymes Laboratory
4 CHEM-422 Biochemistry of Nucleic Acid and CHEM-423 The Biochemistry of Nucleic Acid Lab or CHEM-424 The Biochemistry of Metabolism and CHEM-429 Biochemistry of Metabolism Lab
4 Four semester equivalents of CHEM-505 Seminar
4 PHYS-204 Introductory Physics I: Calculus
4 Introductory Physics II: Calculus (PHYS-206)
4 BIOL-102 Cell Biology and Genetics
4 CHEM-400 Research Experience
2 CHEM-500 Problems in Chemistry and Biochemistry
0-8 Mathematics through MATH-112 Calculus II

In addition to the courses outlined above, students will complete one of the following two options.

Biology-Intensive Track

12 Semester hours of biology courses beyond BIOL-102, at least 8 of which must be at or above the 300 level (excluding BIOL-510), which may include HLCR-301 Human Anatomy (4 SH) and/or HLCR-302 Human Physiology (4 SH).

ACS-Certified Track

4 Semester hours of biology courses beyond BIOL-102, at or above the 300-level (excluding BIOL-510)
4 CHEM-450 Advanced Inorganic Chemistry
4 CHEM-342 Physical Chemistry II or CHEM-430 Instrumental Analysis

A student completing a double-major that includes a B.S. in Biochemistry may replace CHEM-500 with a capstone in the second major.

Chemical Physics

Double-counting Restriction

Students majoring in chemical physics cannot double-count courses towards a chemistry or physics major.

Major in Chemical Physics

The Bachelor of Science degree in chemical physics requires the following courses with grades of C- or better:

4 General Chemistry I
Choose from: CHEM-103 or CHEM-111
4-8 General Chemistry II
Choose from: CHEM-104
or CHEM-232 and CHEM-242
4 PHYS-204 Introductory Physics I: Calculus
4 PHYS-206 Introductory Physics II: Calculus
4 CHEM-221 Organic Chemistry I

4 CHEM-341 Physical Chemistry I
4 CHEM-342 Physical Chemistry II
4 PHYS-404 Thermodynamics and Statistical Methods
4 MATH-111 Calculus I
4 MATH-112 Calculus II
4 MATH-201 Linear Algebra
2 Capstone
Choose from CHEM-500 Problems in Chemistry and Biochemistry
or PHYS-550 Physics Research.

Students must complete at least 2 SH of CHEM-400 Research Experience prior to taking CHEM-500.

Other requirements

Students must select at least four courses from the following list, with at least one course from each department and no more than two courses from a single department. Students may take additional courses as long as the total number of semester hours in the major does not exceed 64.

Chemistry
4 CHEM-306 Nanoscience
4 CHEM-430 Instrumental Analysis

Mathematics
4 MATH-211 Multivariate Calculus
4 MATH-353 Differential Equations

Physics
4 PHYS-101 Introduction to Digital and Analog Electronics
4 PHYS-105 Independent Thought and Exploration in Physics
4 PHYS-306 Modern Physics

Major in Chemistry-Management

The B.S. degree in chemistry-management prepares students for careers in management, administration, and consulting for chemical and pharmaceutical companies. The degree requires a minimum of 72 semester hours that includes foundational and advanced courses in chemistry and business, with grades of C- or better in courses counting towards the major. The program involves a minimum of 42 semester hours of coursework in STEM and a minimum of 30 semester hours in the business school. It also includes an interdisciplinary research experience in both chemistry and management through the capstone course. Finally, students have the option of choosing a minimum of 10 semester hours of electives, depending on their interests and career goals.

Requirements for the Degree in Chemistry-Management

The Bachelor of Science degree in chemistry-management requires the following courses with grades of C- or better:

Chemistry Courses (24 SH)
4 General Chemistry I
Choose from: CHEM-103 or CHEM-111
4 CHEM-221 Organic Chemistry I
4 CHEM-222 Organic Chemistry II

4 CHEM-232 Structure and Reactivity
4 CHEM-341 Physical Chemistry I
2 CHEM-400 Research Experience
2 Capstone
CHEM-500 Problems in Chemistry and Biochemistry

Students must complete at least 2 SH of CHEM-400 Research Experience prior to taking CHEM-500.

Management Courses (minimum of 26 SH)

4 ACCT-200 Financial Accounting
4 ACCT-210 Legal Environment
4-8 ECON-105 Elements of Economics or both ECON-201 Principles of Macroeconomics and ECON-202 Principles of Microeconomics
2 MGMT-105 Introduction to Professional Development
2-4 MGMT-138 Fundamentals of Business or MGMT-196 Global Business Perspectives
4 MGMT-240 Principles of Management
2 MGMT-466 Negotiations
4 MKTG-280 Marketing

Required Corollary Courses (12 SH)

4 MATH-111 Calculus I
4 MATH-112 Calculus II
4 PHYS-204 Introductory Physics I (Calculus-based)

Science Electives (minimum of 6 SH)

Students must select two courses from the following list:

4 BIOL-102 Cell Biology and Genetics
3-4 300- or 400-level BIOL course (with or without lab)
4 CHEM-302 Medicinal Chemistry or CHEM-306 Nanoscience
3-4 CHEM-424 Biochemistry of Metabolism (optional CHEM-429 Biochemistry of Metabolism Laboratory) OR CHEM-426 Biochemistry of Proteins and Enzymes (optional CHEM-427 Biochemistry of Proteins and Enzymes Laboratory)
4 CHEM-450 Advanced Inorganic Chemistry

Management Elective (4 SH)

Students must select one from the following list:

4 MGMT-360 Management of Organizations
4 MGMT-361 Human Resource Management
4 MGMT-373 Managing for Sustainability

Double-counting Restriction

Students may only pursue either a single major or minor offered by the Department of Chemistry. Additionally, students completing this major may not simultaneously complete a major or minor in management.

Honors in Chemistry

The departmental honors program encourages and recognizes superior performance in chemistry. To graduate with honors in chemistry, candidates must do the following:

- Maintain at least a 3.25 cumulative GPA overall and a 3.50 cumulative GPA in chemistry courses (plus biology courses for biochemistry majors),
- Petition the research advisor in writing by the third week of their final semester. The research advisor will make a request on behalf of the honors candidate to the department chair.
- Upon departmental approval, submit an acceptable written thesis based on a minimum of 4 semester hours of CHEM-400, completed during the junior and/or senior years, and CHEM-500 (or BIOL-510 and BIOL-511, if approved by the Chemistry Department), and
- Pass an oral thesis defense.

Minor in Chemistry

Students minoring in chemistry complete five courses: General Chemistry I (CHEM- 103 or CHEM-111), and General Chemistry II (CHEM-104) or Structure and Reactivity (CHEM-232), Organic Chemistry I (CHEM-221), either Organic Chemistry II (CHEM-222) or Physical Chemistry I (CHEM-341), and one of the following courses: Analytic Chemistry (CHEM-311), Topics in Chemistry (CHEM-300), Medicinal Chemistry (CHEM-302), Scientific Ethics, Blunders, and Fraud (CHEM-303), Pharmaceutical Chemistry (CHEM-304), Forensic Chemistry (CHEM-305), or Nanoscience (CHEM-306). Methods of Chemical Analysis (CHEM-242) may be used to fulfill the minor requirement, but is only recommended if a student completes Structure and Reactivity instead of General Chemistry II.

Minor in Biochemistry

Students minoring in biochemistry complete General Chemistry I (CHEM-103 or CHEM-111) and General Chemistry II (CHEM-104 or CHEM-232), the Organic Chemistry I-II sequence (CHEM-221-222), The Biochemistry of Proteins and Enzymes lecture and lab (CHEM-426 and CHEM-427), and either CHEM-422 The Biochemistry of Nucleic Acids or CHEM-424 The Biochemistry of Metabolism.

Chemistry Courses

CHEM-010 Foundations of Chemistry

Development of reasoning and quantitative skills for problem solving in chemistry courses. Introduction to atomic structure, chemical reactions, chemical nomenclature, formulas, symbols and equations, dimensional analysis, and experimental data analysis methods. 4 SH. 4 lecture hours. Not for credit toward Chemistry or Biochemistry major or minor.

CHEM-100 Trends in Chemistry

Emphasizes the use of chemistry by society and in nature. This course presents the basic chemical concepts in a variety of contexts. Subjects might include environmentally friendly green chemistry, medicinal, nanotechnology, chemistry of movies and magic, or chemistry of everyday objects. Students who have completed General Chemistry I (CHEM-103 or CHEM-111) may not enroll in CHEM-100. 4 SH. 3 lecture hours, 3 laboratory hours. CC: Scientific Explanations.

CHEM-103 General Chemistry I

Fundamental laws and principles, atomic structure and periodicity, bonding, molecular structure, stoichiometry, chemical reactions, energy, equilibrium, thermodynamics and nuclear chemistry. Students may receive credit for only one of the three introductory chemistry I courses, CHEM-103, or CHEM-111. 4 SH. 3 lecture hours, 3 laboratory hours (taken as CHEM-105, not a separate credit/grade). CC: Scientific Explanations.

CHEM-104 General Chemistry II

Properties of gases, liquids, solids and solutions, kinetics, acids, bases, buffers, solubility, complex ion equilibria, electrochemistry, and descriptive and coordination chemistry taught in a team-based format. Students may receive credit for only one of the three introductory chemistry II courses: CHEM-102, CHEM-104 or CHEM-232. Prerequisite: CHEM-103 or CHEM-111. 4 SH. 3 lecture hours, 3 laboratory hours (taken as CHEM-106, not a separate credit/grade).

CHEM-111 General Chemistry I: Workshop

Fundamental laws and principles, atomic structure and periodicity, bonding, molecular structure, stoichiometry, chemical reactions, energy, simple acid-base equilibria, thermodynamics and kinetics taught in a team-based workshop format, with the lab and lecture integrated. Students may receive credit for only one of the two introductory chemistry I courses, CHEM-103 or CHEM-111. 4 SH. 3 lecture hours, 3 laboratory hours. CC: Scientific Explanations.

CHEM-200 Research Exploration

Individual or team investigation of a novel problem in chemistry or biochemistry in collaboration with a faculty member. Introduction to common methods and techniques used in the chemistry and biochemistry fields. This course may only be taken in the first and/or second year of the Chemistry/Biochemistry/Chemical Physics program and can be repeated for credit. Prerequisite: Instructor’s permission. 1-4 SH.

CHEM-221 Organic Chemistry I

Basic concepts of stereochemistry and chemistry of aliphatic hydrocarbons, alkyl halides and alcohols. Prerequisite: CHEM-101, CHEM-103 or CHEM-111. 4 SH. 3 lecture hours, 3 laboratory hours (taken as CHEM 221L, not a separate credit/grade).

CHEM-222 Organic Chemistry II

Basic concepts of spectroscopy, and chemistry of aromatic hydrocarbons, conjugated alkenes, amines, ethers, carbonyl compounds, carboxylic acid derivatives, and carbohydrate building blocks. Prerequisite: CHEM-221. 4 SH. 3 lecture hours, 3 laboratory hours (taken as CHEM 222L, not a separate credit/grade). CC: Writing Intensive.

CHEM-232 Structure and Reactivity

Structure and reactivity of solids, liquids, gases, and solutions will be investigated. Molecular symmetry, molecular orbital theory and chemical kinetics will be introduced. Basic coordination chemistry will be discussed; including molecular and electronic structure, acid/base theory, magnetism, and common ligands.

Students may receive credit for only one of the three introductory chemistry II courses: CHEM-104 or CHEM-232. Prerequisite: CHEM-222 (Organic Chemistry II). 4 SH. 3 lecture hours, 3 laboratory hours.

CHEM-242 Methods of Chemical Analysis

Classical and modern analytical methods for quantitative determination of chemical species. Analytical processes, measurements, instrumentation, error, and statistics are discussed. Topics include theory and laboratory techniques of potentiometry, optical spectroscopy, chromatography, and mass spectrometry. Prerequisites: CHEM-103 or -111. Taken concurrently with CHEM-104, or -232 or with instructor permission. 4 SH. 3 lecture hours. 3 laboratory hours.

CHEM-300 Topics in Chemistry

Varied topics reflecting student and instructor interests. Possibilities include organometallic chemistry, environmental chemistry, green chemistry, proteomics and chemistry of art. Prerequisite: CHEM-222 (may be others for some topics). 1-4 SH. Offered as lecture only, laboratory only, or as a lecture/laboratory combination.

CHEM-302 Medicinal Chemistry

This course integrates principles from the disciplines of chemistry, biology and pharmacology to study the discovery, design and mechanisms of action of important anticancer, antiviral, antibacterial, cardioprotective and antidepressant drugs. Major emphasis is placed on drug interactions with nucleic acids, enzymes and receptors. Prerequisites: Junior standing and CHEM-222. 4 SH. Offered as lecture only. CC: Interdisciplinary.

CHEM-303 Scientific Ethics, Blunders, and Fraud

Examines science and the scientific method through the lens of ethics to distinguish scientific error from outright fraud. The course looks at classic and contemporary scientific blunders and fraud cases in academia, industry and government. Examines ethical policy from the fallout of academic fraud. Prerequisite: Sophomore standing and CHEM-222. 4 SH. CC: Ethics Intensive, Interdisciplinary.

CHEM-304 Pharmaceutical Chemistry

In this course students will learn about partition coefficient and biopharmacy, physicochemical properties of drugs, stereochemistry, drug metabolism, volumetric analysis of drugs, analytical spectroscopy, stability of drugs and medicines, kinetics of drug stability, licensing of drugs and the British Pharmacopoeia, method validation, and GMPs. Prerequisite: Junior standing and CHEM-222. 4 SH. 4 lecture hours (may be taught 3 lecture hours, 3 laboratory hours). CC: Interdisciplinary.

CHEM-305 Forensic Chemistry

This course approaches the challenges, methods, analyses and ethics of forensic chemistry from fundamental chemical and biological perspectives, including quality assurance, sampling and evidence collection and preservation, instrumentation, drugs as physical evidence, analysis of seized drugs, drugs in the body, forensic toxicology, combustion and arson, explosives, firearms, colorants, polymers, paper and fibers, and forensic DNA analysis. Students will also be able to articulate the basic ethical questions and issues related to the study of forensics. Prerequisite: Junior standing and CHEM-222. 4 SH. 4 lecture hours (may be taught 3 lecture hours, 3 laboratory hours). CC: Ethics Intensive, Interdisciplinary.

CHEM-306 Nanoscience

An introduction to many aspects of nanoscience and nanotechnology. Interdisciplinary connections between chemistry, physics, biology and material science are investigated through readings, discussions and laboratory experiments. Major topics include the formation and implementation of nano-structured systems, synthesis, and detection of nanoparticles, their current roles in technology, medical applications, ethical implications, and the likely future impact of such systems on society, industry and the environment. Prerequisite: Sophomore standing and CHEM-222. 4 SH. CC: Interdisciplinary.

CHEM-311 Analytical Chemistry

Chemical species are analyzed by classical quantitative and modern spectrometric methods. Laboratories range from volumetric, gravimetric and potentiometric wet techniques to photospectrometric methods (Uv-vis, FT-IR, AA) and mass spectrometry. This class is specifically designed for the chemistry minor and does not count toward the chemistry major, the biochemistry major or as an elective. Prerequisites: CHEM-102, or CHEM-103-104 or CHEM- 111-112. 4 SH. 3 lecture hours, 3 laboratory hours.

CHEM-313 Biotechnology

Biotechnology is broadly defined as the application of the principles of molecular and cellular science to the production of biologically important or industrially useful products. Understanding how DNA-templated process are regulated is key to understanding many aspects of biology: cell development and differentiation, the impact of the environment on cellular process, the development, progression, and treatment of diseases, etc. This course will explore how scientists use this information to create breakthroughs in disease treatment, the development of genetically modified crops, the development of cutting-edge vaccines, etc. This course will begin with a review of general principles of chemistry, biochemistry, biology, and molecular biology. In addition, this course will explore the "tools of the trade" that are used by omics scientists. The course will conclude with a study and discussion of the moral and ethical implications of this information. It will look at rules and regulations governing this information and how the information may be used for the study of diseases (diagnostics, treatments, etc.). It is strongly recommended that students take BIOL-426/CHEM-426 prior to this course. Prerequisite: CHEM 222: Organic Chemistry II. 4 SH

CHEM-314 Survey of Biochemistry

A survey of Biochemistry: structure and function of amino acids, proteins, lipids, carbohydrates, and nucleic acids; enzymology; metabolism; biosynthesis; and selected topics. Not acceptable for credit toward a major in Chemistry or Biochemistry, nor Biochemistry minor. Prerequisite: CHEM-104 General Chemistry II or CHEM-232 Structure; and Reactivity and CHEM-222 Organic Chemistry II. 4 SH.

CHEM-341 Physical Chemistry I

An in-depth study of classical and statistical thermodynamics and reaction kinetics presented with applications to phase equilibria, chemical equilibria, solute-solvent interactions and nonequilibrium thermodynamics. Prerequisites: CHEM-242, MATH-112, and PHYS-204 (Calculus-based). 4 SH. 3 lecture hours, 3 laboratory hours. CC: Writing Intensive.

CHEM-342 Physical Chemistry II

Introduction to quantum chemistry and spectroscopy. Theory of quantum mechanics presented at a fundamental level with special attention paid to classical problems—particle in a box, harmonic oscillator, rigid rotor and hydrogen atom—and practical application to the electronic structure of atoms and molecules and to atomic and molecular spectroscopy. Prerequisites: CHEM-242, MATH-112 and PHYS-206 (Calculus-based) or instructor's permission. 4 SH. 3 lecture hours, 3 laboratory hours.

CHEM-400 Research Experience

Individual investigation of a novel problem in chemistry or biochemistry in collaboration with a faculty member. Introduction to common methods and techniques used in the chemistry and biochemistry fields. May be repeated for credit. Prerequisite: Instructor's permission. 1-4 SH.

CHEM-422 The Biochemistry of Nucleic Acids

This course integrates information from the disciplines of biology and chemistry to explore nucleic acid function and metabolism. In-depth discussions cover the forces behind DNA/DNA, DNA/RNA and DNA/protein interactions as they apply to DNA structure and metabolism, RNA function and metabolism, protein synthesis, and gene regulation. Prerequisite: CHEM-104 General Chemistry II or CHEM-232 Structure; and Reactivity and CHEM-222 Organic Chemistry II. Strongly recommended: BIOL-426/CHEM-426. 3 SH. 3 lecture hours.

CHEM-423 Biochemistry Nucleic Acids Laboratory

Exploration of nucleic acids, including methods of isolation, purification, identification and analysis. Prerequisite: CHEM-104 General Chemistry II or CHEM-232 Structure; and Reactivity and CHEM-222 Organic Chemistry II. 1 SH. 3 laboratory hours.

CHEM-424 The Biochemistry of Metabolism

This course covers the structure and function of major biomolecules such as carbohydrates and lipids and their role in metabolism. Energy metabolism and biomolecule biosynthesis and degradation are emphasized. Prerequisite: CHEM-104 General Chemistry II or CHEM-232 Structure; and Reactivity and CHEM-222 Organic Chemistry II. Strongly recommended: BIOL-426/CHEM-426. 3 SH. 3 lecture hours.

CHEM-426 The Biochemistry of Proteins and Enzymes

This course focuses on the structure of proteins, the thermodynamics of protein folding, enzyme catalytic mechanisms and enzyme kinetics. This course also introduces the field of bioinformatics, the use of computer databases to determine relationships between nucleic acid sequence, protein structure and protein function. Prerequisite: CHEM-104 General Chemistry II or CHEM-232 Structure; and Reactivity and CHEM-222 Organic Chemistry II. 3 SH. 3 lecture hours.

CHEM-427 Biochemistry of Proteins and Enzymes Laboratory

This lab explores enzyme kinetics and inhibition, as well as methods of isolation, purification, identification and analysis of proteins and enzymes. This lab is designed to provide technical skills necessary for biochemical research. Prerequisite: CHEM-104 General Chemistry II or CHEM-232 Structure; and Reactivity and CHEM-222 Organic Chemistry II. 1 SH. 3 laboratory hours.

CHEM-429 Biochemistry of Metabolism Laboratory

This lab explores metabolic function and metabolites. The lab focuses on the isolation, purification, identification and analysis of metabolites. Prerequisite: CHEM-104 General Chemistry II or CHEM-232 Structure; and Reactivity and CHEM-222 Organic Chemistry II. 1 SH. 3 laboratory hours.

CHEM-430 Instrumental Analysis

Instrumental techniques of analysis, focuses on atomic and molecular spectroscopy, including chemical principles behind the instrumental techniques, instrument operation, and applications of instrumental analysis. Some discussion of macromolecule (polymer) analysis will also be included. Prerequisite: CHEM-341- or CHEM-342 or instructor's permission. 4 SH. 3 lecture hours, 3 laboratory hours.

CHEM-450 Advanced Inorganic Chemistry

Advanced physical and electronic structure of transitional metal complexes, reaction mechanisms, bulk properties of metals, principles of organometallic chemistry and bioinorganic chemistry. Prerequisite: CHEM-232. 4 SH. 3 lecture hours, 3 laboratory hours.

CHEM-490 Chemistry Independent Study

Individual work for qualified students under the direction of a faculty member. Usually deals with specialized topics not covered in regularly offered courses. Prerequisites: Instructor and department head approval. 2-4 SH.

CHEM-500 Problems in Chemistry and Biochemistry

Individual study of a problem in experimental chemistry under the direction of a faculty member, and public presentation of the results. May not be repeated for credit. Co-/Prerequisite: Senior standing and completion of a minimum of 2 semester hours in CHEM-400 during the junior and/or senior year. 2 SH. Capstone.

CHEM-501 Independent Study

Investigation of a specific topic or problem under the guidance of an appropriate faculty member. 1-4 SH.

CHEM-505 Seminar

Weekly meetings in which students report on current chemical research literature. Researchers from other institutions and industry will also be invited to present their research. Four semester hours in a manner approved by the student's advisor are required for all majors. Prerequisite: Junior standing. Variable credit.

CHEM-590 Chemistry Internship

Selected students work in the chemical industry under the supervision of an industrial chemist. Prerequisites: CHEM-242 and department head's permission. 4 SH. S/U grade.

COMMUNICATIONS

Faculty

Michele C. Welliver, Ph.D., Associate Professor of Communications, department head
Craig A. Stark, Ph.D., Associate Professor of Communications, interim department head (fall 2025)

Catherine M. Hastings, Ph.D., Associate Professor of Communications
David C. Kaszuba, Ph.D., Associate Professor of Communications
Joseph R. Giomboni, Ph.D., Assistant Professor of Communications
Nabeel A. Siddiqui, Ph.D., Assistant Professor of Communications
Linda H. Burkley, M.A., APR, Lecturer in Communications
John C. Foltz, M.S., Lecturer in Communications
Part-time faculty: Professionals in media and communications from throughout the region are hired to teach classes.

Learning Goals

- Students will be able to identify, explain and apply theory.
- Students will demonstrate communication skills (oral, visual, written, research).
- Students will recognize ethical implications and relate them to various contexts.
- Students will develop and practice critical thinking.

Major in Communications

Susquehanna offers six degrees in Communications: Advertising and Public Relations; Broadcasting; Communication Arts, Communication Studies; Journalism and Digital Content; and Sports Media. Majors complete university Central Curriculum requirements, plus 48 to 50 semester hours of courses in a selected degree plan. These include introductory courses, practicums for learning skills, and specific emphases requirements. A grade of C- or better is required for any course to apply to the major or minor. Courses may count toward only one degree or minor.

The department also expects communications majors and minors to participate in related co-curricular activities, all of which count for the practicum requirement. Options include WQSU-FM radio; The Quill student newspaper; The Lanthorn student yearbook; studio and remote video production with Lens Flare; the Paul Dannelley Chapter of the Public Relations Student Society of America (PRSSA); the Association for Women in Sports Media (AWSM); Athletic Communication, and other activities supervised by department faculty.

Advertising and Public Relations Track

Students fulfill the university Central Curriculum requirements, participate fully in various media activities, and successfully complete the following courses:

24 Department Requirements

4	COMM-101 Essentials of Digital Media
2	COMM-102 Methods of Adobe Creative Suite
2	COMM-190 Introduction to Communications/Media Theory
4	COMM-192 Public Speaking
4	COMM-201 Ethics and Leadership
4	COMM-202 Digital Media Analytics
4	COMM-481 Media Law

14 Advertising and Public Relations Requirements

4	COMM-211 Introduction to Advertising and Public Relations
4	COMM-311 Research Methods in Advertising and Public Relations
4	COMM-411 Public Relations Management

or COMM-418 Advertising Campaigns

1 COMM-501 Practicum

1 COMM-501 Practicum

or COMM-504 Internship

12 Choose three from:

4 COMM-215 Professional Selling

4 COMM-314 Public Relations Writing and Campaigns

4 COMM-317 Advertising Creative Strategies

4 COMM-321 Crisis Management

4 COMM-322 Strategic Event Management

4 ARTG-251 Computer Applications in Graphic Design

4 MKTG-280 Marketing

Broadcasting Track

Students fulfill the university Central Curriculum requirements, participate fully in WQSU radio operations and successfully complete the following courses:

24 Department Requirements

4 COMM-101 Essentials of Digital Media

2 COMM-102 Methods of Adobe Creative Suite

2 COMM-190 Introduction to Communication/Media Theory

4 COMM-192 Public Speaking

4 COMM-201 Ethics and Leadership

4 COMM-202 Digital Media Analytics

4 COMM-481 Media Law

26 Broadcasting Requirements

4 COMM-277 Audio Production and Media Performance

4 COMM-282 Fundamentals of Digital Video Production

4 COMM-382 Intermediate Digital Multimedia Production

4 COMM-384 Writing and Planning for Screen Media

2 COMM-386 Motion Graphics and Animation

4 COMM-482 Professional Digital Multimedia Production

1 COMM-501 Practicum

1 COMM-501 Practicum

Communication Arts Track

Students fulfill the university Central Curriculum requirements, participate fully in departmental activities appropriate to their interests and successfully complete the following courses

24 Department requirements

4 COMM-101 Essentials of Digital Media

2 COMM-102 Methods of Adobe Creative Suite

4 COMM-190 Intro Communication/Media Theory

4 COMM-192 Public Speaking

4 COMM-201 Ethics and Leadership

4 COMM-202 Digital Media Analytics
4 COMM-481 Media Law

2 Communication Arts Requirements
1 COMM-501 Practicum
1 COMM 501 Practicum

20 Department electives
Chosen from communications courses

4 Capstone requirement
Chosen from the following courses (provided prerequisites have been met)
4 COMM-391 Team Communication
4 COMM-411 Public Relations Management
4 COMM 418 Advertising Campaigns
4 COMM-435 Feature Writing
4 COMM-482 Professional Digital Multimedia Production
4 COMM-499 Communication Studies Research Seminar

Communication Studies Track

Students fulfill the university Central Curriculum requirements, participate fully in departmental activities appropriate to their interests and successfully complete the following courses:

24 Department Requirements
4 COMM-101 Essentials of Digital Media
2 COMM-102 Methods of Adobe Creative Suite
4 COMM-190 Intro Communication/Media Theory
4 COMM-192 Public Speaking
4 COMM-201 Ethics and Leadership
4 COMM-202 Digital Media Analytics
4 COMM-481 Media Law

24 Communication Studies Requirements
4 COMM-191 Interpersonal Communication
4 COMM-194 Intercultural Communication
4 COMM-291 Qualitative Research Methods
4 COMM-379 Critical Approaches to Interactive and Gaming Media
4 COMM-391 Team Communication
4 COMM-499 Communication Studies Research Seminar

Journalism and Digital Content Track

Students fulfill the university Central Curriculum requirements, participate fully in various media activities and successfully complete the following courses:

24 Department Requirements
4 COMM-101 Essentials of Digital Media
2 COMM-102 Methods of Adobe Creative Suite

2 COMM-190 Intro to Communication/Media Theory
4 COMM-192 Public Speaking
4 COMM-201 Ethics and Leadership
4 COMM-202 Digital Media Analytics
4 COMM-481 Media Law

24 Journalism and Digital Content Requirements

4 COMM-131 Introduction to Journalism
4 COMM-231 News and Content Creation
4 COMM-331 Editing
4 COMM-435 Feature Writing
1 COMM-501 Practicum
1 COMM-501 Practicum
1 COMM-501 Practicum
1 COMM-501 Practicum

4 Choose one from:

ARTS-243 Digital Photography
COMM-282 Fundamentals of Digital Video Production

Sports Media Track

Students prepare for careers in sports media and/or sports public relations/promotion by fulfilling the university Central Curriculum requirements, participating in sports-related communications practica, and successfully completing the following courses:

24 Department Requirements

4 COMM-101 Essentials of Digital Media
2 COMM-102 Methods of Adobe Creative Suite
2 COMM-190 Intro to Communication/Media Theory
4 COMM-192 Public Speaking
4 COMM-201 Ethics and Leadership
4 COMM-202 Digital Media Analytics
4 COMM-481 Media Law

22 Sports Media Requirements

2 COMM-141 Sports Reporting
2 COMM-142 Sports Statistics
2 COMM-241 Sports Media Relations and Promotion
2 COMM-242 Sports Announcing
4 COMM-282 Fundamentals of Digital Video Production
1 COMM-501 Practicum
1 COMM-501 Practicum

In addition to the courses above, a student must complete one of the following course sequences which each total 12 SH:

1. COMM-277 Audio Production and Media Performance; COMM-382 Intermediate Digital Multimedia Production; COMM-482 Professional Digital Multimedia Production

2. COMM 143-Sports Management; COMM 243-Sports Feature Writing and Column Writing; COMM 383-Sports Production; COMM 386-Motion Graphics and Animation; COMM 483-Sports and Social Media

Honors

The departmental honors program encourages and recognizes outstanding performance in communications. To graduate with department honors, candidates must do the following:

- Complete major requirements under guidance of a Communications Department faculty advisor, who agrees to serve as a sponsor at the student's request,
- Petition the honors coordinator with a written honors proposal no later than the second to last week of the end of the junior year. The submission must be approved as honors quality by departmental faculty,
- Maintain a 3.70 cumulative GPA in department courses,
- Produce an acceptable written or production thesis based on one year of senior research/production work (COMM-503 Honors Study) beyond the required major track semester hours,
- Submit the thesis at least two weeks before graduation, and
- Successfully complete an oral defense of the honors thesis.

Honors work not meeting the required standards will be applied as a university elective course. Departmental honors may be taken separately from or in conjunction with the university Honors Program.

Honor Societies

Students who meet the requisite national and local standards are eligible to join the national honorary society Lambda Pi Eta (communications).

Communications Minors

Courses selected require a grade of C- or higher.

Double-counting Restriction

Courses may count toward only one Communications degree or minor.

Minor in Advertising

Students are expected to participate in department activities appropriate to their interests and successfully complete a total of 24 semester hours: COMM-101 Essentials of Digital Media, COMM-102 Methods of Adobe Creative Suite, COMM-211 Introduction to Advertising and Public Relations, COMM-311 Research Methods in Advertising and Public Relations, COMM-317 Advertising Creative Strategies, two semesters of COMM-501 Practicum, and one of the following electives: COMM-215 Professional Selling, COMM-411 Public Relations Management, or COMM-418 Advertising Campaigns.

Minor in Broadcasting

Students are expected to participate in department activities appropriate to their interests and successfully complete a total of 24 credit hours: COMM-101 Essentials of Digital Media, COMM-102 Methods of Adobe Creative Suite, COMM-277 Audio Production and Media Performance, COMM-282 Fundamentals of Digital

Video Production, COMM-384 Writing and Planning for Screen Media, COMM-481 Media Law, and two semesters of COMM-501 Practicum.

Minor in Journalism and Digital Content

Students are expected to participate in department activities appropriate to their interests and successfully complete a total of 26 credit hours: : COMM-101 Essentials of Digital Media, COMM-131 Introduction to Journalism, COMM-202 Digital Media Analytics, COMM-231 News and Content Creation, COMM-331 Editing, COMM-435 Feature Writing, COMM-501 Practicum (two semesters)

Minor in Public Relations

Students are expected to participate in department activities appropriate to their interests and successfully complete a total of 24 credit hours: COMM-101 Essentials of Digital Media, COMM-102 Methods of Adobe Creative Suite, COMM-211 Introduction to Advertising and Public Relations, COMM-311 Research Methods in Advertising, COMM-314 Public Relations Writing and Campaigns, two semesters of COMM-501 Practicum, and one of the following electives: COMM-321 Crisis Management, COMM-322 Strategic Event Management, or ARTG-251 Computer Applications in Graphic Design.

Minor in Sports Media

Students are expected to participate in department activities appropriate to their interests and successfully complete a total of 24 credit hours COMM-101 Essentials of Digital Media, COMM-102 Methods of Adobe Creative Suite, COMM-141 Sports Reporting, COMM-142 Sports Statistics, COMM-241 Sports Media Relations and Promotion, COMM-242 Sports Announcing, COMM-277 Audio Production and Media Performance, COMM-282 Fundamentals of Digital Video Production, and two semesters of COMM-501 Practicum.

Communications Courses

COMM-101 Essentials of Digital Media

This course includes basic operating concepts and a hands-on introduction to word processing, email, spreadsheets, presentations, search, website creation and other uses. Students will be introduced to the design and production requirements for documents and content for web distribution (Photoshop and Adobe Acrobat specifically). Media convergence and issues of audience consideration and usage will also be addressed. 4 SH.

COMM-102 Methods of Adobe Creative Suite

This course is an introduction to the industry standard software package for professional designers and communicators. Students will focus on core concepts and techniques that apply to work flow in Photoshop, InDesign, Acrobat Pro and Illustrator. The course emphasizes basic design principles, visual literacy and the technical skills necessary to develop effective designs for print, web and other applications. 2 SH

COMM-131 Introduction to Journalism

An introduction to journalism. Topics include American newspaper history, elements of libel, copyediting symbols, Associated Press style, news leads, inverted pyramid format, interviewing, attributing quotations,

writing stories on speeches and meetings, and reading print and online newspapers critically. 4 SH. CC: Writing Intensive.

COMM-141 Sports Reporting

The foundational course in the sports media program. The course instructs students on the basics of writing sports stories, primarily game summaries for print media, such as newspapers and websites. Other topics include feature stories, column writing, interviewing technique, and Associated Press style. Attention is also given to writing game stories for broadcast media, such as television and radio, as well as writing for blogs and other New Media platforms. 2 SH.

COMM-142 Sports Statistics

Offers instruction on how to compute statistics for a variety of sports. Includes the use of statistical software, as well as reflection on how to properly apply statistics in reporting and interpreting athletic contests. Students will also examine the growing use of analytics in sports and how it has changed the industry. 2 SH.

COMM-143 Sports Management

Introduces students to the $500 billion-plus sports industry, with emphasis on career opportunities and the professional viewpoints and skills needed to succeed in this area. Students draw on business, marketing and communication principles to learn how to plan sports events and manage sports businesses/clients. 2 SH.

COMM-190 Introduction to Communication/Media Theory

An introductory exploration of theories about communication and mass media, with particular emphasis on how the media shapes public discourse and drives understanding. Consideration is given to how media conveys power dynamics and reinforces or challenges stereotypes, often via aesthetic choices about how a story is presented. The course also explores some non-media theories, including theories about human interaction. 2 SH.

COMM-191 Interpersonal Communication

An introductory course on competent interpersonal communication skills. Topics include setting specific communication goals; ways we perceive, talk and listen to others; gender communication; how we use verbal and nonverbal communication; skills in relationships; and ethical considerations within the contexts of friendships, families, intimate partnerships and the workplace. 4 SH. CC: Social Interactions.

COMM-192 Public Speaking

Basic principles of effective extemporaneous speaking to inform and persuade an audience. Emphasizes audience analysis, idea development, organization and delivery skills. Students deliver, listen to and criticize classroom speeches. 4 SH.

COMM-194 Intercultural Communication

An introduction to contemporary and foundational concepts, practices and processes of intercultural communication. Topics include the complex nature of social and cultural identities; privilege, power and

oppression in historical and contemporary society; representations of cultures and identities in popular media; nonverbal codes and cultural space; and the relationship between language and culture. Special emphasis will be on ethical and mindful intercultural communication and social justice. 4 SH. CC: Diversity.

COMM-201 Ethics and Leadership

Uses case studies to examine the types of ethical challenges that face professional communicators across a variety of contexts, while requiring students to analyze those situations critically. The role of leadership in navigating ethical dilemmas is highlighted, as are several case studies where ethical questions intersect with diversity-related issues. 4 SH. CC: Diversity Intensive, Ethics Intensive.

COMM-202 Digital Media Analytics

This course focuses on performance metrics for strategic communication on the Internet. Students will examine contemporary practices, learn analytic software and its application, optimize websites and social media, and study how businesses use analytics to tailor content and target audiences in strategic digital communication. Prerequisite: COMM-101. 4 SH. CC: Analytical Thought.

COMM-211 Introduction to Advertising and Public Relations

This course introduces students to the fields of advertising and public relations, along with fundamental concepts and theories behind effective advertising and public relations practices. The course will provide students with a solid foundation for understanding both disciplines, including historic and contemporary perspectives, ethical and legal issues, best practices, job opportunities, and the components of successful advertising and public relations campaigns. 4 SH

COMM-215 Professional Selling

This course is intended to provide students with a practical understanding of the principles of selling, the sales process, and the experiences and skills essential to become successful at selling. The course will also explore selling careers and various sales structures and compensation options. 4 SH

COMM-231 News and Content Creation

The theory and practice of news writing and content creation for print, web, and social media. Topics include news sources, news selection, covering beats, basic photojournalism, and ethical reporting. 4 SH.

COMM-241 Sports Media Relations and Promotion

Introduces students to the public relations function within the sports industry, especially the media relations position common to professional teams, leagues, and university athletic programs. Students learn how to write news releases and arrange news conferences, in addition to learning about media guide assembly, press box management, and promotion of sports and athletes via social media. 2 SH.

COMM-242 Sports Announcing

Introduces students to the elements of play-by-play announcing, color analysis, and in-studio hosting, with instruction in each. Attention is also given to the differences between announcing for visual media versus

radio. On-air interviewing technique is also covered. Students also learn about the history of sports broadcasting. 2 SH.

COMM-243 Sports Feature Writing and Column Writing

Provides students practice with two specialized types of sports writing: feature writing, which is a longer, magazine-style writing form that profiles and humanizes athletes, and column writing, which provides opinion or analysis and drives much of today's online sports readership. 2 SH.

COMM-277 Audio Production and Media Performance

Examines the theory and practice of audio production and broadcast operations, including sound and broadcast wave theory, console operation, microphone techniques, commercial production, digital editing and on-air procedures. Students will produce broadcast-quality audio projects in addition to developing a working knowledge and appreciation for high-quality sound and video production. Includes an examination and study of basic announcing techniques for audio and video, such as voice and diction, pronunciation and oral interpretation of American speech for broadcast and online distribution. Prerequisite: COMM-101. 4 SH.

COMM-282 Fundamentals of Digital Video Production

An introduction to small to medium format video production. Covers basic equipment, terminology, personnel and video production techniques in the studio and field. Includes writing, producing and editing of assigned short projects such as commercials or brief interview segments. Prerequisite: COMM-101. 4 SH.

COMM-291 Qualitative Research Methods

Introduction to qualitative research methods that contribute to the insight and depth of our understanding of communication. Focuses on qualitative research methods including in-depth interviewing, focus groups, case studies, participant observation, and textual analysis. Students will design and conduct an exploratory qualitative study and write a scholarly essay answering a communication question using qualitative research methods. Prerequisites: COMM-101 or COMM-102 and COMM-190. May be taken concurrently with COMM-202. 4 SH. CC: Writing Intensive

COMM-311 Research Methods in Advertising

This course introduces students to primary and secondary research methods used to develop solutions to advertising and public relations problems. Students will explore the most important and relevant research methods used by advertising and public relations practitioners to define target audiences, inform strategic planning and message development, and evaluate strategic communication plans and campaigns. Students will develop capabilities in planning and conducting research, as well as interpreting and communicating the findings. Prerequisites: COMM-211. 4 SH

COMM-314 Public Relations Writing and Campaigns

Students will demonstrate competency in producing various pieces of written material commonly used in the public relations field, conducting a public relations campaign and understanding professionalism (attendance, deadlines and appropriate use of electronic devices). The course will be a combination of learning to generate public relations materials in a variety of formats as well as utilizing research methodologies, creative strategies and evaluative techniques to create a fully-developed public relations campaign. 4 SH.

COMM-315 Advanced Professional Selling

This course seeks to develop students' sales skills and knowledge of the selling process to a professional and competitive level. Students improve their professional selling skills through role-playing projects and a real-world sale. The top students will have the opportunity to compete in sales competitions. Team selling will also be introduced. The course is appropriate for students seeking to further their understanding and skill in selling and the sales process. Prerequisite: COMM-215. 4 SH.

COMM-317 Advertising Creative Strategies

This course is designed to provide students with basic planning, designing, writing, and production techniques involved in the development of advertising creative work. Students will use copywriting and design skills, computer software programs, and segmentation, targeting and positioning strategies to reach audiences to complete advertising campaigns that include print and broadcast ads, direct mail pieces, and digital advertising. The use of typography, color, graphics and other design tools will be used to target these creative messages. Students will also submit a final digital portfolio of their creative work that demonstrates proficiency in the skills and techniques covered in the course. Prerequisites: COMM-102 and COMM-211. 4 SH

COMM-321 Crisis Management

In today's world crises are inevitable. Crisis management recognizes and deals with systems and system failures. This course introduces students to a management approach for working with crises before, during and after they occur. Communications-related elements and challenges are especially emphasized. 4 SH.

COMM-322 Strategic Event Management

Strategic Event Management will prepare students to research, plan, execute and evaluate small and large scale events. Students will acquire in-depth knowledge of special event planning processes, techniques and strategies while creating communication products essential to the planning process, including logistical, promotional and evaluative materials. 4 SH.

COMM-331 Editing

The process of editing news for print and online outlets. Includes developing assignments, editorial judgment and ethical considerations, copy-editing, type styles and sizes, headline writing, graphic and photo design, and page layout. Prerequisite: COMM-131 or ENGL-190. 4 SH.

COMM-379 Critical Approaches of Interactive and Gaming Media

Introduces and expands student knowledge to the art and practice of contemporary media criticism and key theoretical and critical approaches, focusing on interactive digital media, including gaming and simulation technologies. Students will gain a deeper understanding of the movement and interconnection that exists between new media technologies and their social, economic, cultural and political impacts and effects. Historical development, industrial structure and organization, and effects of convergent and emergent media will be incorporated into the analysis. Prerequisite: COMM-190. 4 SH. CC: Writing Intensive.

COMM-382 Intermediate Digital Multimedia Production

An emphasis on advanced video editing techniques and special effects utilizing Adobe Premiere Pro editing software. Students edit and produce complete programs and projects from field-recorded video and student-

recorded productions. Emphasis will be on both the technical operation of sophisticated editing systems and the aesthetics of program editing. Students will be required to engage the Web as a system for distribution of content and will be expected to produce and create their own personal Web pages and portfolio blogs. Prerequisites: COMM-277 and COMM-282. 4 SH.

COMM-383 Sports Production

Introduces students to the planning, in-game decision-making, and overall precision that are required to mount a broadcast or livestream of a sporting event or sports studio show. Emphasis is placed on production and scripting considerations that make sports distinct from news and other entertainment programs. 2 SH.

COMM-384 Writing and Planning for Screen Media

An introduction to the theory and practice of writing for video and emerging media, and the planning required for production. Students will learn the fundamentals of visual writing, as well as the integration of visual elements into scenes and short scripts to be prepared for production. 4 SH Prerequisite: FYSE-100.

COMM-386 Motion Graphics and Animation

This course will introduce motion graphics and animation techniques using 2D and 3D computer software. Theoretical and conceptual approaches to motion graphics design and techniques will be explored. Students will complete several animation projects with increasing complexity during the course. Prerequisites: Sophomore standing; COMM-282. 2 SH.

COMM-391 Team Communication

Theory and principles of effective team membership and leadership in the small group setting. Focuses on functional roles, verbal and nonverbal behaviors, decision making, problem solving, conflict resolution, ethics and diversity, and group dynamics through the observations of teams. Capstone for Communication Arts. 4 SH.

COMM-411 Public Relations Management

Modules include management, strategy, government affairs and corporate advertising. Self-managed teams simulate agency communications consulting. Prerequisites: Second-semester junior or senior standing, COMM-211 and COMM-314. Capstone for Public Relations. 4 SH.

COMM-415 Professional Sales Capstone Portfolio

This course is a faculty-guided independent study overviewing student achievement in academic work in the Communications Department, including aspects of professional sales and skill development in creative work, writing, research, ethics, and critical thinking. This course is a reflective and forward-looking experience with content derived from the student's academic experiences both in the classroom and in practice-based learning. Participation in this course will provide students with a method of completing their capstone requirements by (1) preparing a communications portfolio of the student's best communications work and presenting it in a mock interview with a faculty advisor and (2) preparing a reflective essay to look back on the student's undergraduate experience, intellectual and professional growth, and progress. Prerequisites: Junior or senior standing, COMM-315, and COMM-505. Capstone. 2 SH.

COMM-418 Advertising Campaigns

This capstone course provides students the opportunity to plan, execute and present a complete advertising campaign for a client. Students, working in agency-style teams, apply both theoretical and practical knowledge acquired in their previous coursework to complete the campaign. Prerequisites: Junior standing, COMM-311 and COMM-317 or major in the Sigmund Weis School of Business and MKTG-280. Capstone for Advertising and Public Relations. 4 SH.

COMM-435 Feature Writing

The process of determining a medium's audience, developing story ideas, wring query leers, and researching and wring feature articles. How-tos, profiles, and travel and human interest articles are among the assignments. Students prepare and print online portfolios. Prerequisites: Junior or senior standing and COMM-131 or COMM-141. Capstone for Journalism, Communication Arts, or Sports Media. 4 SH.

COMM-481 Media Law

Examines legal aspects of print and electronic communications. Emphasizes First Amendment, freedom of the press, the right to know, copyright, libel and privacy. Prerequisite: Senior standing. 4 SH. CC: Interdisciplinary, Writing Intensive.

COMM-482 Professional Digital Multimedia Production

Engages students in the advanced methods of digital multimedia production. Students will produce a variety of projects that demonstrate their understanding of production skills, including audio and video production for broadcast and the Web. Students will be required to maintain personal portfolio blogs that showcase content produced in this course and others. Students will gain an understanding of the ethical and theoretical frameworks of video broadcasting. Prerequisites: Senior standing and COMM-382. Capstone for Broadcasting or Communications Studies. 4 SH.

COMM-483 Sports and Social Media

A survey of contemporary theories of social media that focuses on how social media affects individuals, communities, and cultures in the world of athletics. Particular attention will be paid to themes such as identity, privacy, access, participatory culture, and attention economies. Students will be able to evaluate and analyze how social media impacts social, economic, and civic lives. Students will simultaneously learn about careers in social media, including social media strategy, content creation, user experience, analytics, and data science. A primary goal of this course is to create a professional production environment for sports media majors – where student teams under the instructor's supervision will produce real-world digital media projects. Prerequisites: COMM-202, COMM-383, and senior standing. Capstone. 4 SH.

COMM-499 Communication Studies Research Seminar

The capstone course brings together student work from various classes, emphasizing especially their research, analytical, interpretive, communication and writing skills. Students create a substantial research project in conjunction with a faculty member and present their work publicly. Required for Communication Studies majors. Prerequisites: COMM-202, COMM-291, and senior standing. Capstone for Communication Studies. 4 SH. CC: Writing Intensive.

COMM-500 Topics in Communications

Examines selected topics in communications, depending on student and instructor interest. Course may be repeated for credit if topic is different. 2-4 SH.

COMM-501 Practicum

The communications practicum is a supervised practical application of knowledge in a given area of study – journalism and digital content, public relations, radio, video and sports. The practicum presents unique opportunities that go beyond traditional classroom learning, allowing students to fully understand aspects of their chosen field or explore others. All department majors and minors must complete the number of semester hours required by their degree. Students may take no more than two hours of practicum credit in one semester. The maximum number of total practicum hours a student may take is six. Practicum projects generally require 60 hours of work per semester. Prerequisite: Sophomore standing. 1 SH.

COMM-502 Individual Investigation

In-depth exploration of selected topics in advertising and public relations, broadcasting, communication studies, journalism and digital content, or sports media with faculty guidance. This course option allows students to focus on topics outside the normal sequence of course offerings. Prerequisite: Department-designated faculty director's permission and approval from department head. May be repeated but not for departmental major credit. 1-4 SH.

COMM-503 Honors Study

Independent study for candidates accepted into the departmental honors program. Candidates work under faculty direction, develop and submit written or production theses and defend their theses orally. 4 SH.

COMM-504 Internship

On-the-job, supervised experience at a corporation, governmental agency or nonprofit organization. Prerequisites: Junior or senior standing and internship coordinator's permission. Variable credit.

COMM-505 Professional Sales Internship

This course provides students in the Professional Sales major an opportunity to apply the skills and knowledge of the sales discipline learned in the classroom to the professional setting by working within a sales-oriented organization. Prerequisites: Program/Internship coordinator's approval and acceptance by the organization. Graded on an S/U basis. 0-4 SH.

CRIMINAL JUSTICE

Faculty Coordinator

Nicholas J. Clark, Ph.D., Professor of Political Science, department head
Carol Chen, Ph.D., Assistant Professor of Criminal Justice

Major In Criminal Justice

Criminal Justice examines different aspects of the criminal justice system, including the micro-level and socio-economic foundations of criminal behavior; the laws and policies that seek to prevent and respond to criminal

acts; the political, social, economic, and legal institutions that been created around the system; and the social, economic, and racial biases that are embedded in that system. In addition to completing courses that establish foundational knowledge in the discipline, students choose courses from three elective areas that offer courses relevant to the study of criminology and criminal justice. The major seeks to equip students with the foundational knowledge, methodological training, and practical experiences to pursue careers related to the criminal justice system, including careers in law, social work, law enforcement, and non-profit management.

Learning Goals

- Knowledge about the criminal justice system, including the institutions and processes that constitute that system
- Familiarity with methodological approaches to examining and documenting patterns in criminal behavior
- An understanding of the sociological, psychological, and political foundations to the criminal justice system
- Knowledge of the predominant critiques of the criminal justice system, including racial and socio-economic biases embedded in the system
- An ability to analyze and critique complex arguments, showing strong analytical reasoning abilities

Double-Counting Restrictions

Majors may not double count more than 12 semester hours (SH) with another major or minor.

Major in Criminal Justice

32	The following courses are required		
	4	CJUS-110	Introduction to Criminal Justice
	4	CJUS-210	Crime Prevention and Policy
	4	POLI-205	Research Methods I
	4	POLI-212	Introduction to Policy
	4	PSYC-101	Principles of Psychology
	4	SOCI-101	Principles of Sociology
	4	SOCI-255	Crime and Justice or SOCI-350 Punishment and Society
	4	Capstone	INTD-501 or POLI-501 or SOCI-501
12	Choose 3 of the following as electives:		
	4	CJUS-202 Topics in Criminal Justice (can be taken more than once and counted as an elective if covering different subjects)	
	4	POLI-215	Law and Politics
	4	POLI-411	Constitutional Law
	4	POLI-412	Civil Liberties
	4	PSYC-230	Social Psychology
	4	PSYC-243	Drugs, Society, and Behavior
	4	PSYC-320	Psychological Disorders
	4	PSYC-322	Psychological Testing
	4	SOCI-102	Social Problems
	4	SOCI-300	Gender and Crime
	4	SOCI-500 when the topic is “Juvenile (In)Justice”	

Criminal Justice Courses

CJUS-110 Introduction to Criminal Justice

This course offers an overview of the American criminal justice system. Students will examine the structures, goals & outcomes of each of the three main components of the American criminal justice system: law enforcement, courts, and corrections. Students will also identify and evaluate current challenges & issues facing participants in the criminal justice system. Students will approach these questions using a variety of perspectives, including but not limited to: historical, legal, political, and sociological. Students will examine the impact of individual and community attributes such as gender, race and ethnicity, religion and age upon relationships and experiences within our criminal justice system. 4 SH

CJUS-202 Topics in Criminal Justice

Examines selected topics or problems in criminal justice or criminology. May be repeated for credit if topic is different. 4 SH.

CJUS-210 Crime Prevention and Policy

This course examines methods and programs of crime prevention. Throughout the course, students will learn how policy issues and considerations (including but not limited to race, class, labor markets, education, and gender) impact frameworks for crime prevention and system and community responses to crime. Students will learn about system-based and situationally-based approaches and will examine the overlap between these varying approaches to crime prevention. Students will learn about primary, secondary, and tertiary crime prevention measures and will also critically examine research and data in order to evaluate the effectiveness of various measures of prevention. 4 SH.

CJUS-220 Crime Mapping and Statistics

This course provides a theoretical and practical introduction to the mapping and analysis of geospatial data for public safety applications. Students will learn to create and analyze maps and data using ArcGIS and QGIS (the smaller, open-source version of ArcGIS). 4 SH.

DATA SCIENCE/ANALYTICS

Faculty Coordinator

Edisanter Lo, Ph.D., Professor of Mathematics & Computer Science

Minor in Data Science/Analytics

The minor in data science/analytics requires the completion of 20 semester hours of the following courses with grades of C- or better: MATH-180 Statistical Methods (or MATH-108 Introduction to Statistics plus BSAN-233 Data Driven Decision Making), MATH-201 Linear Algebra, CSCI-181 Principles of Computer Science, CSCI-301 Data Mining, and CSCI-401 Machine Learning.

Double-counting Restriction for Interdisciplinary Minors

Only 4 semester hours of this minor may be double-counted toward the student's major.

DIVERSITY STUDIES

Faculty Coordinator

John J. Bodinger de Uriarte, Ph.D., Professor of Anthropology

Learning Goals

- Knowledge of the limits and contexts of one's own experience and the ability to value the different experiences of others.
- Recognition and understanding of the diversities of human experience.
- Continued growth development as a contributing member of a number of communities within human society.
- Commitment to an ongoing development of the life of the mind.

Minor in Diversity Studies

The minor in diversity studies consists of 22 semester hours, including either DIVS-100 Introduction to Diversity Studies, ANTH–162 Introduction to Anthropology, or SOCI–101 Principles of Sociology; the capstone course for the minor, DIVS-400 Diversity Encounters for a Changing World: Models of Impact; and 16 semester hours selected from courses in the women and gender studies program, courses in the Jewish & Israel studies program and other courses approved by the director of diversity studies.

Double-counting Restriction for Interdisciplinary Minors

Only 6 semester hours of this minor may be double-counted toward the student's major.

Diversity Studies Courses

DIVS-100 Introduction to Diversity Studies

Introduces students to the study of diversity. Students learn the historical contexts of diversity issues and the scholarly language that has been developed to discuss these issues and investigate how diversity has operated in specific cultural arenas (such as sports or music). 4 SH. CC: Diversity.

DIVS-400 Diversity Encounters for a Changing World: Models of Impact

The capstone course for the minor, this course is a continued examination of diversity issues as they affect personal, group, community and academic discourses. Students work with a faculty mentor to focus, develop and apply knowledge of diversity issues to a significant area of student interest, resulting in a major project. Students need to contact the director of diversity studies to sign up for this course and make arrangements for their particular project. 2 SH.

EARTH & ENVIRONMENTAL SCIENCES

Faculty

Jennifer Mary Elick, Ph.D., Associate Professor of Earth & Environmental Sciences, department co-head

Ahmed Lachhab, Ph.D., Associate Professor of Earth & Environmental Sciences, department co-head
Katherine Straub, Ph.D., Dean, School of Natural & Social Sciences; Professor of Earth & Environmental Sciences
Dan Ressler, Ph.D., Associate Professor of Earth & Environmental Sciences
Derek J. Straub, Ph.D., Associate Professor of Earth & Environmental Sciences
Siobhan Fathel, Ph.D., Assistant Professor of Earth & Environmental Sciences

Learning Goals

- Understand the scientific method and how it is applied in the context of a discipline.
- Understand the earth system, the connections between abiotic and biotic systems, and the effect of the human society on the natural system. Understand the historical context of environmental awareness.
- Application of classification systems: vocabulary, observation and categorization.
- Scale interaction within space and time on earth science processes and outcomes.
- Geographic relationships of Earth, science processes, landforms and materials and comprehension of methods to relate these relationships.
- Data, plot and map interpretation and construction.
- Discipline-appropriate methods for observation, classification, characterization and description using relevant technologies and telemetries.
- Development of discipline-appropriate synthesis of readings, laboratory work and course material to produce original scientific understanding.

Double-counting Restriction for the Major

Students in the Earth and Environmental Sciences department may double-count a maximum of 16 semester hours toward another major or minor. Students may not double major in Earth and Environmental Sciences and Ecology.

Major in Earth and Environmental Sciences

All majors must complete the department foundation courses, a choice of distribution courses, and the corollary science and mathematics courses listed below. To satisfy degree requirements, courses in the Department of Earth and Environmental Sciences must be completed with grades of C- or higher. Students who change majors after completing EENV-102, EENV-103, EENV- 104, EENV-105 or EENV-213 may substitute that course in place of EENV-101 in the introductory sequence.

16 Department Introductory Sequence

4 EENV-101 Environmental Science
4 EENV-113 Geology and the Environment
4 EENV-220 Water Resources
4 EENV-240 Introduction to Meteorology

12 Distribution Requirements: one course each from 3 of the following 4 categories

Water Distribution

EENV-380 Wetlands Analysis
EENV-420 Groundwater Hydrology

Geology Distribution

EENV-283 Sedimentology/Stratigraphy
EENV-313 The Susquehanna River

Surface Distribution

EENV-370 Environmental Geophysics
EENV-383 Soil Science

Climate/Energy Distribution

EENV-242 Climate and Global Change
EENV-332 Sustainable Energy Resources

8 Electives

Choose 8 SH from additional courses in the distribution list above or the following elective courses:

4 ECOL-201 Ecosystems
4 EENV-250 Topics in Earth and Environmental Sciences
4 EENV-360 Geographic Information Systems
4 EENV-373 Air Quality
4 EENV-430 Chemistry of Natural Waters
4 CHEM-221 Organic Chemistry I
4 BIOL-408 Aquatic Ecology and BIOL-409 Aquatic Ecology Laboratory

20 Corollary Courses

8 Choose two of the following four options:
BIOL/ECOL-220 Biostatistics **OR** MATH-108 Introduction to StatisticsMATH-111 Calculus I
MATH-112 Calculus II
MATH-201 Linear Algebra
4 General Chemistry I (Choose from: CHEM-103 or CHEM-111)
4 General Chemistry II (Choose from: CHEM-104 or CHEM-232)
4 Introductory Physics I (Choose from: PHYS-202 or PHYS-204)

4 Senior Research: EENV-510 Senior Project I

4 Capstone Experience:

EENV-511 Senior Project II
or 4 SH from an approved Capstone experience in another department

For the purposes of calculating the required 2.00 minimum GPA in the major, the Earth and Environmental Sciences Department uses all of the major courses with the EENV prefix.

Minor in Earth and Environmental Sciences

The minor requires 20 semester hours, with grades of C- or better, from among the courses in the major. No more than 8 SH in 100-level EENV courses may be applied toward the minor.

Double-counting Restriction for the Minor

Students may double-count a maximum of 8 semester hours toward another major or minor.

Honors in Earth and Environmental Sciences

The departmental honors program encourages and recognizes superior academic performance in earth and environmental sciences. To graduate with departmental honors, earth and environmental sciences majors must:

- Maintain a cumulative GPA of 3.25 and a GPA of 3.50 in Earth and Environmental Science courses;
- Earn a score of 75% or higher on the department comprehensive exam;
- Earn an A- or higher in both EENV-510 and EENV-511; and
- Pass an oral comprehensive examination of their thesis in their final semester.

Minor in Environmental Education

Faculty Coordinator

Siobhan Fathel, Assistant Professor of Earth and Environmental Sciences

The Environmental Education Minor provides a comprehensive, interdisciplinary, and experiential approach to preparing students for careers in environmental education and outreach. By integrating environmental literacy, instructional strategies, communication skills, and hands-on teaching experiences, the program ensures that graduates are equipped to educate, engage, and inspire diverse audiences in environmental stewardship.

Student Learning Goals

- SLG 1 Develop foundational knowledge in ecological systems, sustainability, human-environment interactions and environmental justice.
- SLG 2 Acquire skills for effective environmental education and outreach, including experiential teaching methods, program development, and assessment strategies.
- SLG 3 Demonstrate the ability to apply interdisciplinary approaches to engage diverse audiences, promote environmental literacy, and foster community-based solutions.
- Course Requirements.

The minor in Environmental Education requires 20-24 semester hours. Only courses completed with a grade of C- or higher may be counted toward the minor.

Choose 1 Foundational Course in Natural Science – 4 SH

4 ECOL-100 Introduction to Ecology
4 BIOL-101 Ecology and Evolution and BIOL-101L Ecology and Evolution Lab
4 EENV-101 Environmental Science
4 EENV-103 Earth History

Required Courses to support Instruction and Curriculum Development – 8 SH

4 ENED-230 Foundations of Environmental Education
2 EDUC-380 Instructional Design
2 ENED-235 Learning in Informal Spaces

Interpretation Courses – 8 SH from among these offerings

4 ANTH-323 Wish You Were Here: The Anthropology of Tourism
4 BIOL-330 Conservation Biology and BIOL-331 Conservation Biology Lab
2 ECOL-560 Interdisciplinary Explorations in Ecology, when the topic is Climate Change Biology
2 ECOL-560 Interdisciplinary Explorations in Ecology, when the topic is Sustainable Food Systems
4 EENV-105 Energy and the Environment
4 EENV-242 Climate and Global Change

2 EENV-250 Topics in Earth and Environmental Science
4 EENV-373 Susquehanna River
4 ENGL-205 Literature Studies, when the topic is Climate Change Narratives
4 ENGL-289 Grant Writing
4 ENGL-299 Professional and Civic Writing
4 ENST-117 American Environmental History
4 ENST-201 Environmental Humanities
4 ENST-301 Current Topics in Environmental Studies
4 ENST-335 Environmental Laws and Regulations
4 INTD-340 Inquiry Based Science
4 MGMT-373 Managing for Sustainability
4 PHIL-226 Philosophy, Ethics and the Environment
4 PPOL-352 Environmental Policy
4 RELI-235 Environmental Ethics
4 SOCI-320 Environmental Sociology
4 WRIT-253 Introduction to Creative Nonfiction, when incorporating Environmentally themed assignment

Required Internship – 0-4 SH

Students must complete an internship, which may or may not be taken for credit. ENED-200 is recommended but other internships may be considered. All internships require approval by the Program Coordinator.

Double-counting Restriction for Interdisciplinary Minors

If the internship is taken for zero credits, 4 semester hours of this minor may be double counted toward the student's major or another minor. If the internship is taken for 1 credit, 5 semester hours of this minor may be double counted toward the student's major or another minor. If the internship is taken for 2 credits, 6 semester hours of this minor may be double counted toward the student's major or another minor. If the internship is taken for 3 credits, 7 semester hours of this minor may be double counted toward the student's major or another minor. Finally, if the internship is taken for 4 credits, 8 semester hours of this minor may be double counted toward the student's major or another minor.

Minor in Watershed Studies

Faculty Coordinator

Siobhan Fathel, Assistant Professor of Earth and Environmental Sciences

Learning Goals

- Possess in-depth knowledge for assessing and improving the health of watersheds.
- Acquire skills applicable to watershed research, restoration, and management, such as fieldwork, grant writing, mapping, and project management.
- Demonstrate an understanding of the interdisciplinary approach needed to achieve successful outcomes for watersheds.

The minor in watershed studies requires students to complete a minimum of 21 semester hours. Student must complete the following courses with a grade of C- or higher:

5 Required courses:
- 4 EENV-220 Water Resources
- 1 WTST-200 Watershed Studies Colloquium

4 Choose from:
- 4 ECOL-408 Aquatic Ecology and ECOL-409 Aquatic Ecology Laboratory
- 4 ECOL-560 Interdisciplinary Explorations in Ecology when the topic is Restoration Ecology
- 4 EENV-313 Susquehanna River
- 4 ENST-301 Current Topics in Environmental Studies

4 Choose from:
- 4 ENST-335 Environmental Laws and Regulations
- 4 POLI-212 Introduction to Public Policy
- 4 POLI-215 Law and Politics
- 4 POLI-351 Public Administration
- 4 PPOL-352 Environmental Policy

4 Choose from:
- 4 ENGL-299 Professional & Civic Writing
- 4 EENV-360 Geographic Information Systems

4 Choose from:
- 4 MGMT-240 Principles of Management
- 4 POLI-355 Non-Profit Management

0-4 Internship

Students must complete an internship, which may or may not be taken for credit. WTST-400 is recommended but other internships may be considered. All internships require approval by the Program Coordinator.

Double-counting Restriction for Interdisciplinary Minors
Only 8 semester hours of this minor may be double counted toward the student's major or another minor.

Earth and Environmental Sciences Courses

EENV-101 Environmental Science

Modern society functions with incredible resources and conveniences. Some of this progress has come at a great environmental price. This course investigates the scientific principles of the geosphere, hydrosphere, biosphere and atmosphere, and examines the environmental issues that our society faces. Topics include sustainability, ecology, resources, energy, pollution, wastes and approaches to living in a more sustainable way. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: Scientific Explanations.

EENV-102 Environmental Hazards

Investigation of selected natural hazards, including volcanic eruptions, earthquakes, severe weather and landslides that affect and may be affected by humans. Topics are interrelated by case studies, discussion of current issues, and laboratory and field exercises. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: Scientific Explanations.

EENV-103 Earth History

This course focuses on life from its origin on this planet to its present diversity of species. Students learn about the fundamental physical and biological changes that have shaped and influenced the Earth system since its formation 4.6 billion years ago. Topics addressed include physical concepts that deal with geologic time and stratigraphic relationships, plate tectonics and nutrient cycling. Discussions cover such topics as the origin of life, evolutionary processes, the expansion of biodiversity, the radiation of organisms in the oceans, the conquest of land, mass extinctions, dinosaurs and the rise of humans. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: Scientific Explanations.

EENV-104 Weather and Climate

Introduction to basic concepts in meteorology, including temperature, pressure, precipitation, winds, fronts, severe weather, forecasting and atmospheric measurements. The focus is on observing the atmosphere and explaining our observations. Labs include weather map analysis, lab experiments and field trips. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: Scientific Explanations.

EENV-105 Energy and the Environment

Modern society relies on cheap and abundant energy for almost every aspect of daily life, from transportation to entertainment. Where does this energy come from? How much do we consume? How will we meet our future energy needs? What are the consequences of our energy use? These questions will be addressed as energy use and its impact on the environment is explored. Topics include the scientific principles that define energy and its transformation, society's current reliance on fossil fuels, climate change, and alternative and sustainable energy sources. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: Scientific Explanations.

EENV-113 Geology and the Environment

Fundamental concepts and principles of geology and the processes and materials that interact at the surface of the Earth. The course includes rocks and minerals, plate tectonic interactions, weathering and erosion, the cycling of materials through different environments, and how we use these resources. Same as ECOL-113. 4 SH. 3 lecture hours, 3 laboratory/field hours.

EENV-213 Oceanography

Introduction to oceanography. The processes that control the formation and function of the oceans. The course focuses on food, mineral and energy resources associated with the ocean and societies' influence on those resources. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: Diversity Intensive, Ethics Intensive, Scientific Explanations.

EENV-220 Water Resources

Introduction to watersheds and water resources. Students study the distribution and variation in water resources (lakes, rivers, groundwater) and the historical impact of water resources on societies past and

present. Topics include surface water hydrology, fluvial geomorphology, hill slope processes, water budgets, stream flow, water allocation law, water conflicts, and surface water and groundwater interactions. Prerequisite: EENV-101 or ECOL-100 or EENV- 113. 4 SH. 3 lecture hours, 3 laboratory/field hours.

EENV-240 Introduction to Meteorology

A comprehensive overview of the atmospheric processes responsible for observed weather patterns. This course provides students with an understanding of radiation and energy budgets, cloud formation, precipitation processes, surface and upper-level winds, the global circulation, and the development of midlatitude cyclones and severe weather. 4 SH. 3 lecture hours, 3 laboratory/field hours.

EENV-242 Climate and Global Change

An overview of the Earth's past, present and future climate. Topics include climate forcing, response and feedbacks; observed climate change; climate data; anthropogenic climate change; and climate change treaties. Prerequisite: sophomore standing. 4 SH. CC: Interdisciplinary, Writing Intensive.

EENV-250 Topics in Earth and Environmental Sciences

Selected topics vary depending on instructor, student interest and new advances in environmental science. Topics might include watershed modeling, geology of Pennsylvania, meteorology or the natural history of the Susquehanna River basin. Prerequisites: Earth and environmental sciences major or minor, environmental studies major or minor, or ecology major or minor. 1-4 SH.

EENV-283 Sedimentology/Stratigraphy

An introduction to the properties, classification and nomenclature of soils, sediments and sedimentary rocks. Discusses processes that create, transport, deposit and lithify sediments. Students examine depositional environments where sediments form and accumulate, the properties of sedimentary rocks and the stratigraphic framework of sedimentary successions. Prerequisite: EENV-113. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: Writing Intensive.

EENV-313 The Susquehanna River

This course will examine the Susquehanna River drainage basin from multiple perspectives including its geologic history, ecologic relationships and influences throughout the basin, the historical colonization and use of resources within the basin, and our recent response to the environmental issues that currently plague the system. Through a multidisciplinary approach, we will begin to better understand this complex environment and its future outcome. Prerequisites: sophomore standing, EENV-101 or ECOL-100, and EENV-113 (same as ECOL-113). 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: Ethics Intensive, Interdisciplinary.

EENV-332 Sustainable Energy Resources

An overview of energy use, its effect on the environment and the potential for sustainable energy solutions. Traditional, non-sustainable energy production from fossil fuels is first described in terms of energy efficiency, environmental impact and available reserves. This is followed by a description of individual sustainable energy technologies with a focus on the underlying science, energy production rates, viability and potential limitations. Specific technologies that are discussed include: wind turbines, solar thermal systems, solar

photovoltaics, hydropower, wave and tidal energy capture, and geothermal heating. Prerequisites: Sophomore standing. 3 lecture hours, 3 laboratory/field hours. 4 SH. CC: Interdisciplinary.

EENV-360 Geographic Information Systems

An introduction to geographic information systems (GIS) theory, software and practical application. Students will use GIS software to organize, edit, analyze and display geographic data to develop new understanding and interpretation of both natural and human landscapes and resources. Mapping exercises and student projects will be used to develop skills in data management, spatial analysis and estimation (geostatistics), terrain analysis, and spatial modeling. Prerequisite: Sophomore standing. 4 SH. 3 lecture hours, 3 laboratory hours. CC: Interdisciplinary.

EENV-370 Environmental Geophysics

Methods of near-surface geophysical explorations with emphasis on solving environmental and geotechnical problems. Students learn the basic physical variation in Earth and non-Earth materials and how these variations may be used to discern what lies beneath the Earth's surface. Examples of near-surface geophysical applications include detection of contaminant plumes, buried metallic objects, variations in geological materials, aggregates and mining, forensics, archaeology, and hydrogeology. Prerequisites: EENV-113 and MATH-111.4 SH. 3 lecture hours, 3 laboratory/field hours.

EENV-373 Air Quality

An introduction to air quality and air pollution issues from the regional scale to the global scale. This course examines the various types and sources of air pollutants and the effects of air pollution on health, welfare and the environment. Specific topics include acid deposition, tropospheric and stratospheric ozone, visibility degradation, air pollution meteorology, and regulatory aspects of air quality. Laboratory experiments focus on air-quality measurement strategies. Prerequisites: EENV-240, General Chemistry I, (CHEM-103, or -111), General Chemistry II (CHEM-104 or -112) or instructor's permission. 4 SH. 3 lecture hours, 3 laboratory/field hours.

EENV-380 Wetlands Analysis

Wetlands are complex environments that are controlled by chemical, biological and physical interactions. The course explores the structure, function, management and jurisdictional delineation of non-tidal freshwater wetlands. Lecture material covers the history of wetlands use/abuse; current definitions and analysis of the common indicators of wetland function; and hydrology, soils and vegetation. The laboratory consists of plant identification, techniques for hydric soil analysis and identification of wetland hydrology indicators using current methodologies for delineation of jurisdictional wetlands. Same as ECOL-380. Prerequisites: CHEM-104. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: Writing Intensive.

EENV-383 Soil Science

Soil science is the exploration of the organic and mineral material that forms thin layers where atmospheric, biological and geological interactions occur. Students study the materials that make up soil, their relationship to each other, water and air interactions, and the biological, chemical and physical processes that are at work in soil. The course also explores how various cultures have used and abused this natural resource and how different diversity markers, such as sexual orientation, ethnic background, global residence and socioeconomic

status, have affected the science and participation in federal support programs. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: Diversity Intensive.

EENV-420 Groundwater Hydrology

A comprehensive study of groundwater and the technologies that locate, extract and protect this resource. Emphasizes practical knowledge, developing theoretical principles when applicable. Includes origin and movement of groundwater, exploration techniques and groundwater computer modeling. Prerequisites: EENV-101 or ECOL-100, and EENV-113 and MATH-111. 4 SH. 3 lecture hours, 3 laboratory/field hours.

EENV-430 Chemistry of Natural Waters

Chemical reactions in the atmosphere, the land surface and in the groundwater determine the distribution of both beneficial and toxic materials on earth that may affect resource distribution and human health. Chemistry of Natural Waters examines the elements and reactions that govern the mobility, stability and distribution of nutrients, salts and toxins in freshwater, marine, atmospheric and groundwater systems. Chemical analysis techniques, field methods, computer applications and problem solving are important components of the course. Prerequisites: CHEM-104. 4 SH. 3 lecture hours, 3 laboratory/field hours.

EENV-510 Senior Project I

Introduces students to environmental research, reading, and writing in the context of a collaborative or independent research project. Prerequisite: Instructor's permission. 4 SH.

EENV-511 Senior Project II

A continuation of collaborative or independent research with an emphasis on written and oral presentation of data and explanation of results. Prerequisite: EENV-510 or instructor's permission. 4 SH. Capstone. CC: Writing Intensive.

EENV-560 Environmental Independent Study

Individual students select a contemporary environmental topic to investigate in depth and propose their plan of study to the department for approval. Each student is assigned a departmental faculty mentor to oversee the project. Projects require extensive literature searches accompanied by oral and written presentations. Prerequisites: Junior or senior standing and department approval of project. 4 SH.

EENV-590 Environmental Internship

Individual student work in private industry or public agency. Open only when positions are available. The student, employer and the department internship coordinator must complete the Student Learning Contract before the end of the drop/add deadline. Oral and written presentations and employer's written evaluation are required. Prerequisites: Junior or senior standing and department permission. May be repeated for credit. 2-4 SH. Capstone.

EENV-595 Research in Earth and Environmental Sciences

Independent research projects in the earth and environmental sciences. Prerequisites: Junior or senior standing and department permission. 2 SH. Capstone.

EENV-597 Field Program

Participate in another institution's summer field program and transfer the credits to satisfy the capstone experience requirement in earth and environmental sciences. Acceptable programs are those that are three to six weeks in length and include field instruction, independent projects and a final presentation of the completed work. Requirements to be met in residence at Susquehanna include attendance at capstone class meetings and completion of projects assigned therein, to include both written and oral presentation of the work. Prerequisite: Department permission. 2-4 SH. Capstone.

Environmental Education Courses

ENED-200 Environmental Education Internship

This course provides students in the Environmental Education minor with an opportunity to apply the skills and knowledge of the discipline to the professional work environment. Prerequisites: Program coordinator's approval, acceptance by the organization, completion of the Internship Student Learning Contract. Graded on a S/U basis. 0-4 SH.

ENED-230 Foundation of Environmental Education

This course explores the theoretical, historical, and practical foundations of environmental education. Students will engage in hands-on, project-based learning experiences to develop instructional strategies, evaluate environmental literacy, and analyze the role of environmental education in diverse learning environments. 4 SH

ENED-235 Learning in Informal Spaces

This course explores the ways people learn outside of traditional classrooms, focusing on state parks, conservancies, museums, libraries, religious institutions, community programs, science centers, and digital platforms. Students will investigate how these spaces foster learning, encourage curiosity, and complement formal education. Through hands-on explorations, discussions, and project-based learning, students will analyze, design, and experience informal education in action. 2 SH

Watershed Studies Courses

WTST-200 Watershed Studies Colloquium

The colloquium features alumni guest speakers, connections to watershed partner organizations, and guided tours of local areas of interest, including on-campus restoration sites and facilities. This course provides insights into watershed studies careers, facilitates connections with local organizations, offers networking opportunities, and practical exposure to topics in Watershed Studies. 1 SH.

WTST-400 Watershed Studies Internship

This course provides students in the Watershed Studies minor with an opportunity to apply the skills and knowledge of the discipline to the professional work environment. Prerequisites: Program coordinator's approval, acceptance by the organization, completion of the Internship Student Learning Contract. Graded on a S/U basis. 0-4 SH.

ECOLOGY

Faculty Coordinator

Matthew Persons, Ph.D., Professor of Biology

Ecology is an interdisciplinary program that draws on the strengths of the Biology Department and the Earth and Environmental Sciences Department and provides students the possibility of earning either a major or a minor in ecology.

Learning goals

- Ecology majors will learn to identify and describe the basic principles and theories of ecology and the related sciences (biology, environmental science and geology).
- Using these principles and theories, students will learn to construct and critique logical scientific arguments.
- Students will learn to use appropriate skills and techniques to acquire and evaluate scientific evidence.
- Students will recognize how basic ecological principles and theories are relevant to the broader university curriculum, as well as to their daily lives.

Double-counting Restriction for the Major

Students majoring in ecology may double-count a maximum of 16 semester hours toward another major or minor. Students may not double major in Ecology and Earth and Environmental Sciences.

Major in Ecology

The Bachelor of Science degree in ecology requires 56 semester hours in biology, earth and environmental sciences and chemistry with grades of C- or better in ecology, biology, and earth and environmental sciences courses. The Bachelor of Science in ecology includes a four-course introductory sequence and a year or more of student research. In addition, the 56 semester hours include 24 semester hours of elective courses with at least 12 drawn from each of Category 1 and Category 2. In cases where the lecture and laboratory components of courses are listed separately, students in the ecology program must take both lecture and laboratory.

16 Introductory Sequence (16 semester hours)

4 ECOL-100 Introduction to Ecology
(BIOL-101 Ecology and Evolution, EENV-101 Environmental Science, or EENV-103 Earth History may substitute as an initial course in the introductory sequence)
4 ECOL-110 Biogeodiversity
4 ECOL-201 Community and Ecosystems Ecology
4 BIOL-220 Biostatistics

24 Elective Courses:

24 semester hours chosen from the following, with at least 12 semester hours taken in Category 1 and 12 semester hours taken in category 2.

Category 1: **Biology Electives**:

12 credits must be chosen from the following. The course must be accompanied with the laboratory when offered and at least two courses of the 12 credits must be lab-based.

- 4 BIOL-312-313 Microbiology
- 4 BIOL-324-325 Animal Behavior
- 4 BIOL-326-327 Invertebrate Zoology
- 4 BIOL-330/331 Conservation Biology
- 4 BIOL-332-333 Population Biology
- 4 BIOL-340-341 Marine Ecology
- 4 BIOL-404-405 Plant Physiology
- 4 BIOL-408-409 Aquatic Ecology
- 2-4 ECOL-560 Explorations in Ecology (e.g. Sustainable Food Systems, Biology of Invasive Species, Amphibian Population Declines, Ecological Analysis: an Introduction to R, Fish Biology, Conservation Biology, Human Evolution and Behavior, etc.)

Category 2: **Environmental Science Electives**:

12 credits must be chosen from the following:

- 4 EENV-113 Geology and the Environment
- 4 EENV-213 Oceanography
- 4 EENV-220 Water Resources
- 4 EENV-240 Introduction to Meteorology
- 4 EENV-242 Climate and Global Change
- 4 EENV-283 Sedimentology/Stratigraphy
- 4 EENV-313 The Susquehanna River
- 4 EENV-360 Geographic Information Systems
- 4 EENV-380 Wetlands Analysis
- 4 EENV-383 Soil Science
- 4 EENV-420 Groundwater Hydrology
- 4 EENV-430 Chemistry of Natural Waters

8 Student Research*

- 2 ECOL-509 Student Research I
- 2 or 4 ECOL-510 Student Research I
- 4 ECOL-511 Student Research II

* ECOL-509 Student Research I may be taken during the third year for students that require more than one field season of research. ECOL-510 Student Research I may be taken as either 2 or 4 semester hours senior year. Students who have completed ECOL-509 must take no more than 2 semester hours of ECOL- 510.

8 Required Corollary Courses

Students must complete the following corollary chemistry courses:

- 4 General Chemistry I – choose from: CHEM-103 or CHEM-111
- 4 General Chemistry II – choose from: CHEM-104 or CHEM-232

Note: Additional corollary courses are strongly recommended for those intending to pursue graduate training. These recommended courses include CHEM-221 Organic Chemistry I, CHEM-222 Organic Chemistry II, CHEM-

242 Methods of Chemical Analysis, Introductory Physics I (PHYS-202, or PHYS-204), and Introductory Physics II (PHYS-205 or PHYS-206).

Majors must also take a comprehensive ecology examination prior to graduation. Exam content will be drawn from introductory sequence courses. Students have multiple opportunities to take the comprehensive examination; only the highest score is recorded on the transcript. Performance on the comprehensive examination is reported on the transcript as high pass, pass or fail.

Minor in Ecology

The minor in ecology requires 24 semester hours in ecology, biology, and earth and environmental sciences with grades of C- or better. The first course in the minor may be one of the following: ECOL-100, BIOL-101, EENV-101 or EENV-103. That introductory course should be followed by the sequence of ECOL-110/BIOL-204 and ECOL-201. Following the completion of the introductory sequence, the student will take at least four semester hours from Category 1 (biology) and four semester hours from Category 2 (earth and environmental sciences).

Double-counting Restriction for Interdisciplinary Minors

Only 8 semester hours of this minor may be double-counted toward the student's major.

Category 1: **Biology Electives** (must be taken with the laboratory)

- 4 BIOL-312/313 Microbiology
- 4 BIOL-324/325 Animal Behavior
- 4 BIOL-326/327 Invertebrate Zoology
- 4 BIOL-332/333 Population Biology
- 4 BIOL-404/405 Plant Physiology
- 4 BIOL-408/409 Aquatic Ecology

Category 2: **Environmental Science Electives**

- 4 EENV-213 Oceanography
- 4 EENV-220 Water Resources
- 4 EENV-240 Introduction to Meteorology
- 4 EENV-242 Climate and Global Change
- 4 EENV-283 Sedimentology/Stratigraphy
- 4 EENV-313 The Susquehanna River
- 4 EENV-360 Geographic Information Systems
- 4 EENV-380 Wetlands Analysis
- 4 EENV-383 Soil Science
- 4 EENV-420 Groundwater Hydrology
- 4 EENV-430 Chemistry of Natural Waters

Honors in Ecology

The ecology program encourages and recognizes superior academic performance in ecology.

Candidates for academic honors must:

- Maintain a cumulative GPA of 3.25 and a GPA of 3.50 in major courses to qualify for academic honors;

- Successfully complete Student Research I and II (ECOL-510 and ECOL-511) and earn a grade of B- or better in these courses.

Candidates for research honors must:

- Be nominated by a member of the faculty who teaches within the ecology program by midterm of Student Research II (ECOL-511).
- Submit an acceptable research thesis based upon two semesters of Student Research (ECOL-510 and ECOL-511).
- Pass an oral comprehensive examination of their thesis in their final semester. The oral comprehensive examination is administered by faculty who teach within the ecology major.

Ecology Research Facilities

The Center for Environmental Education and Research (CEER) is an 87-acre tract of land immediately adjacent to campus that serves as a convenient field station for observational and manipulative studies in ecology. The CEER is home to the Freshwater Research Institute, a research laboratory and center for freshwater ecological research. The CEER also includes a research greenhouse, research plots and storage facilities for field equipment. In addition, the department operates the George A. Hepner Ecology Laboratory at Camp Karoondinha. It provides a small research laboratory and a variety of habitats, offering students experience through short- and long-term experiments. The property features more than 600 acres from 600 to 1,800 feet above sea level. It includes both deciduous and mixed coniferous forests, an 8-acre lake, Penns Creek and small streams.

Ecology Courses

ECOL-100 Introduction to Ecology

An introduction to ecology and its relationships with other disciplines of science. Emphasizes analysis of current problems in the ecological sciences, particularly as they relate to discussions that students will have to make as citizens of a scientific/technological society. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: Scientific Explanations.

ECOL-110 Biogeodiversity

Explores the influences of geology (abiotic factors), environment (including climate), and place on the evolution and diversity of life. Students investigate multiple issues posed by the science and technology of the diversity of life on this planet. Particular issues include changing views of systematic relationships of living things, how many species occur on earth, and how to establish effective public policy guidelines for protection of life's diversity. Prerequisite: BIOL-101, or EENV-101, or ECOL-101, or BIOL-205. 4 SH. 3 lecture hours, 3 laboratory hours. CC: Writing Intensive.

ECOL-113 Geology and the Environment

Fundamental concepts and principles of geology and the processes and materials that interact at the surface of the Earth. The course includes rocks and minerals, plate tectonic interactions, weathering and erosion, the cycling of materials through different environments, and how we use these resources. Same as EENV-113. 4 SH. 3 lecture hours, 3 laboratory/field hours.

ECOL-201 Community and Ecosystems Ecology

Ecosystem ecology addresses the interactions between organisms and their environment as an integrated system. The physical setting for an ecosystem, the climate, geology and soils interact with water, nutrients and energy to control the organisms that thrive there. Prerequisite: BIOL-101, ECOL-100 or EENV-101. 4 SH. 3 lecture hours, 3 laboratory/field hours.

ECOL-220 Biostatistics

Biostatistics will focus on the collection and analysis of biological data. The course is designed to introduce students to the fundamental concepts of experimental and sampling design, as well as quantitative hypothesis testing. Some equations will be covered in the course; however, the emphasis will be on interpretation and presentation of statistical results. These concepts will be reinforced in upper-level biology, ecology, and neuroscience courses taken by students to fulfill distribution requirements in their respective majors during their junior and senior years. Same as BIOL-220. Prerequisites: Sophomore standing and either BIOL-101, BIOL-102, or ECOL-100. 4 SH. 4 lecture hours. CC: Analytical Thought.

ECOL-380 Wetlands Analysis

Wetlands are complex environments that are controlled by chemical, biological and physical interactions. The course explores the structure, function, management, and jurisdictional delineation of nontidal freshwater wetlands. Lecture material covers the history of wetlands use/abuse; current definitions and analysis of the common indicators of wetland function; and hydrology, soils and vegetation. The laboratory consists of plant identification, techniques for hydric soil analysis and identification of wetland hydrology indicators using current methodologies for delineation of jurisdictional wetlands. Same as EENV-380. Prerequisites: CHEM-104. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: Writing Intensive.

ECOL-408 Aquatic Ecology

The ecology of freshwater ecosystems. Emphasizes biota of freshwater and their relationships with physical and chemical components of lakes, streams and reservoirs. Same as BIOL-408. Prerequisite: BIOL-101 or ECOL-100 or ECOL-201. 3 SH.

ECOL-409 Aquatic Ecology Laboratory

Field laboratory in aquatic ecology techniques. Topics include physical and chemical measurements and the identification and enumeration of phytoplankton, zooplankton, aquatic plants and benthic organisms. Same as BIOL- 409. Prerequisite: BIOL-101 or ECOL-100 or ECOL-201. 1 SH. 4 laboratory hours.

ECOL-501 Independent Study

Individual work on selected topics for qualified students under faculty direction. Requires approval of supervising professor and program coordinator. 1-4 SH.

ECOL-509 Student Research I

Introduces students to methods and techniques of ecological research in the context of a collaborative research project. Prerequisite: Instructor’s permission. 2 SH. 8 contact hours.

ECOL-510 Student Research I

Introduces students to methods and techniques of ecological research in the context of a collaborative research project. Prerequisite: Instructor's permission. 2 or 4 SH. 8 contact hours for 2 SH; 16 contact hours for 4 SH.

ECOL-511 Student Research II

Collaborative research with an emphasis on presentation of data and explanation of results. Prerequisite: Instructor's permission. 4 SH. 16 contact hours. Capstone. CC: Writing Intensive.

ECOL-560 Interdisciplinary Explorations

Explores salient issues in the biological sciences from an interdisciplinary perspective. Prerequisite: Sophomore standing and BIOL-101, or BIOL-102, or ECOL-100, or ECOL-101. CC: Interdisciplinary. 2-4 SH.

ECONOMICS

Faculty

Theresa Finley, Ph.D., Associate Professor of Economics, department head
Matthew C. Rousu, Ph.D., Dean, Sigmund Weis School of Business; Professor of Economics
Olu Onafowora, Ph.D., Professor of Economics
Lyudmyla Ardan, Ph.D., Associate Professor of Economics
Katarina R. Keller, Ph.D., Associate Professor of Economics

Learning Goals

- Demonstrate understanding of the concept of scarcity of resources and the opportunity cost associated with choices made.
- Demonstrate understanding of basic economic models of supply and demand, the role of prices in efficient allocation of resources, and how changes to supply and demand affect the market price and quantity of a particular good or service.
- Demonstrate understanding of how the national economy works, the role of government in the economy, and the reasons for macroeconomic policy proposals.
- Understand interactions in a global economy setting, the basis for exchange and the sources of comparative advantage that drive trade.
- Demonstrate understanding of international trade issues and the impact of appreciations and depreciations of exchange rates on different sectors of the economy.
- Understand economic data and some basic analysis methods.

Degree Programs in Economics

Susquehanna University has two degree programs in economics. The Bachelor of Arts (B.A.) degree is a liberal arts degree earned in the university's School of Natural & Social Sciences. Students pursuing a Bachelor of Arts in economics choose an emphasis in financial economics, general economics, or mathematical economics. The Bachelor of Science (B.S.) degree is a more technical degree and is earned in the Sigmund Weis School of Business. It integrates extensive business administration coursework into the study of economics.

Double-counting Restriction

A student can declare two majors within the Sigmund Weis School of Business, but they may not declare a double major in both 1) Marketing and 2) Luxury Brand Marketing & Management. Students must complete all the requirements for both declared majors. Students may only double-count the courses included in the Business Foundation requirements. Therefore, if a course is used to satisfy a requirement of one major, that same course may not be used to fulfill a requirement of the second major within the School of Business.

Requirements for the Bachelor of Arts Degree—General Emphasis

Majors complete 32 semester hours in economics with a GPA of 2.00 or better. They also complete a required course in statistics and a required course in calculus or quantitative methods. The department recommends two courses in calculus for students planning graduate study in economics. Majors must earn grades of C- or better in all required courses except ECON-201 and ECON-202.

4 ECON-201 Principles of Macroeconomics
4 ECON-202 Principles of Microeconomics
4 ECON-311 Intermediate Macroeconomics
4 Choose from:
    ECON-313 Intermediate Microeconomics Theory
    ECON-315 Managerial Economics
4 ECON-499 Econometrics
4 One statistics course (MGMT-202, MATH-108, MATH-180, PSYC-123)
4 One course in calculus or quantitative methods
12 12 hours of economics electives selected with faculty advisor guidance.
A maximum of 4 semester hours of ECON-503 Internship may be applied to the electives.

Financial Economics Emphasis

The financial economics emphasis is designed to provide both a sound theoretical background in economics and a considerable exposure to finance, all in one package. This degree is especially suitable for students who want to a have a strong liberal arts education combined with several business courses without having to follow the structure of a business program. Students earning their degrees in financial economics will acquire proper skills and connections needed to enter and succeed in rewarding careers. In addition, this degree can facilitate the completion of a minor or a second major.

Requirements for the Bachelor of Arts Degree—Financial Economics Emphasis

Majors are required to complete 48 semester hours, with a GPA of 2.00 or better, as follows:

4 ACCT-200 Financial Accounting
4 ECON-201 Principles of Macroeconomics
4 ECON-202 Principles of Microeconomics
4 ECON-311 Intermediate Macroeconomics
4 ECON-313 Intermediate Microeconomics Theory or ECON-315 Managerial Economics
4 ECON-330 International Trade and Finance
4 ECON-331 Money, Banking and Financial Markets
4 ECON-499 Econometrics
4 FINC-340 Corporate Financial Management

4 FINC-342 Investment Analysis
4 One statistics course (MGMT-202, MATH-108, MATH-180 or PSYC-123)
4 Four hours of electives, chosen with advisor's guidance from one 300-level and above economics course.

A maximum of 4 semester hours of ECON-503 Internship may be applied to the electives.

No grade less than C- will be accepted in all required courses except ECON-201 and ECON-202. The department recommends students pursuing the financial economics emphasis take MGMT-340 and MGMT-342 in the fall and spring of the junior year, respectively.

Requirements for the Bachelor of Science Degree with a Major in Economics

Candidates for the Bachelor of Science with a major in economics successfully complete the business foundation courses as follows and at least 20 semester hours of economics at the 300-level or above as listed below. No grade below a C- will be accepted toward graduation for foundation courses; upon earning a grade below C- in a foundation course, the student must retake the course the next semester in which it is offered. The course descriptions listed later in the catalog identify prerequisites, and these suggest a certain degree of order in completing the foundation. In addition to the foundation, first-semester Weis School students enroll in MGMT-196 Global Business Perspectives (four semester hours), which provides an introduction to liberal studies and college life, as well as an overview of business functional areas, career opportunities and the Sigmund Weis School curriculum. This course satisfies the First-Year Seminar requirement of the Central Curriculum.

Business Foundation Courses for Economics (B.S.) Majors

Complete one of the following Introduction to Business classes:
4 MGMT-195 Global Business Perspectives
2 MGMT-138 Fundamentals of Business

Complete one of the following statistics classes:
4 MATH-108 Introduction to Statistics
4 MATH-180 Statistical Methods
4 MGMT-202 Business Statistics
4 PSYC-123 Statistics for the Behavioral Sciences

Required courses:
4 ACCT-200 Financial Accounting
4 ACCT-210 Legal Environment
4 ACCT-230 Managerial Accounting
4 BSAN-174 Data Collection and Modeling
4 BSAN-472 Data Insight and Visualization
4 ECON-201 Principles of Macroeconomics
4 ECON-202 Principles of Microeconomics
4 FINC-340 Corporate Financial Management
2 MGMT-105 Introduction to Professional Development
4 MGMT-240 Principles of Management
4 MGMT-400 Business Policy and Strategy
4 MKTG-280 Marketing

Complete at least 20 semester hours of economics, as follows:

4 ECON-311 Intermediate Macro
4 ECON-313 Intermediate Micro or ECON-315 Managerial Economics
4 ECON-499 Applied Econometrics
8 Semester hours of economics electives at the 300-level or higher

No grade less than C- will be accepted to satisfy major course requirements.

Requirements for the Bachelor of Arts Degree with a Major in Mathematical Economics

The Mathematical Economics major is a combined curriculum that incorporates mathematics, economics and statistics to allow students to develop the intellectual and quantitative skills to study questions at the intersection of these disciplines. The major is intended for students with a strong intellectual interest in both mathematics and economics. Students intending to pursue graduate studies in economics are encouraged to consider either the Mathematical Economics major or a double major in Economics and Mathematics. The Mathematical Economics major meets the classification as a STEM discipline according to the United States Citizenship and Immigration Services (USCIS) so that international students are eligible for a 24-month Optional Practical Training (OPT) extension.

Learning Goals

Majors in Mathematical Economics will:

- Develop a comprehensive understanding of economic principles, including scarcity, opportunity cost, and the fundamental models of supply and demand.
- Demonstrate an understanding of the functioning of the national economy, the government's role, and macroeconomic policy rationales.
- Acquire a basic understanding of the dynamics of a global economy, including trade fundamentals, comparative advantage, and the effects of exchange rate fluctuations on various economic sectors.
- Demonstrate the ability to apply empirical economic and mathematical methods, including multivariate calculus and linear algebra, to gather, interpret and analyze economic data, and effectively communicate their results.

Required courses for Mathematical Economics Major

Economics Core

4 ECON-201 Principles of Macroeconomics
4 ECON-202 Principles of Microeconomics
4 ECON-311 Intermediate Macroeconomics
4 ECON-313 Intermediate Microeconomics
4 ECON-499 Econometrics (Capstone)

Mathematics Core

4 CSCI-181 Principles of Computer Science
4 MATH-111 Calculus I
4 MATH-112 Calculus II
4 MATH-201 Linear Algebra
4 MATH-211 Multivariate Calculus

Economics Electives

8 300- or 400-level ECON classes

Mathematics Electives: choose 2

4	MATH-352 Numerical Analysis
4	MATH-353 Differential Equations
4	MATH-441 Mathematical Statistics

Statistics Course: choose 1

4	MATH-108 Introduction to Statistics
4	MATH-180 Statistical Methods

Minor in Economics

The economics minor completes ECON-201 and ECON-202 (or ECON-105 and another four- semester-hour economics course) and 12 additional semester hours in economics including either ECON-311 or ECON-313 (ECON-315 can substitute for ECON-313), or both, selected in consultation with the minor advisor. Students must complete courses applied to the minor with grades of C- or better.

Double-counting Restriction

ECON-201 and ECON-202 (or ECON-105) may double-count toward other majors or minors. Two of the three upper-level courses required for the minor may also be double-counted toward other majors or minors.

Economics Courses

ECON-105 Elements of Economics

Basic macro- and microeconomics principles. Discusses unemployment, inflation, resource scarcity, and consumer and business behavior under various market structures. Not open to students pursuing a major in the Sigmund Weis School of Business or pursuing an economics B.A. major. 4 SH. CC: Social Interactions.

ECON-201 Principles of Macroeconomics

Introduces aggregate economics. Emphasizes current issues such as unemployment, inflation, stagflation, monetary and fiscal policies, and international economics. 4 SH. CC: Social Interactions.

ECON-202 Principles of Microeconomics

Introduces principles of supply and demand and how they affect levels of output, price and employment under various market structures. 4 SH. CC: Social Interactions.

ECON-311 Intermediate Macroeconomics

A comprehensive study of the major economic aggregates and the theories of income determination. Includes applications to contemporary public issues, such as achieving full employment, price stability and a desired rate of economic growth. Prerequisites: ECON-105, or ECON-201 and ECON-202. 4 SH.

ECON-313 Intermediate Microeconomics Theory

Analyzes how consumers, businesses and suppliers of labor and other resources make their choices. Covers how individual markets for products and resources determine resource allocation, wages, prices, income

distribution and levels of production. Students may earn credit for only ECON-313 or ECON-315. Prerequisites: ECON-201, ECON-202, and one of the following: MATH-111, MATH-112 or a MATH course at or above the 200-level. 4 SH.

ECON-315 Managerial Economics

A study of the application of economic theory and methods to business and administrative decision-making processes, emphasizing the role that economic analysis plays in managerial decisions. Quantitative methods and tools—such as simple regression analysis, statistics, time series forecasting models, linear programming and spreadsheet packages—are introduced to assist students in gaining better insight into the methods of economic analysis and the applications of managerial economics to real-life decisions. Students may earn credit for only ECON-313 or ECON-315. Prerequisites: ECON-105, or ECON-201 and ECON-202. 4 SH.

ECON-322 Introduction to Econometrics

Examines the general linear regression model and its use to analyze economic data. Focuses on estimating economic models, verifying economic theories by testing alternative hypotheses and forecasting the future of economic variables. Prerequisites: ECON-105, or ECON-201 and ECON-202, and MATH-108, MATH-180, MGMT- 202, or PSYC-123. 4 SH.

ECON-325 Labor Economics

Theoretical and empirical investigation of the functions and outcomes of labor markets. Discusses and analyzes current labor issues, trends and developments. Emphasizes how public policies, individual market characteristics of employees, firms and organized labor influence human resource allocation and compensation. Prerequisites: ECON-105, or ECON-201 and ECON-202. 4 SH.

ECON-330 International Trade and Finance

Examines contemporary and historical patterns of economic interactions and interdependence among national economies. In-depth analysis of exchange rates, capital flows and trade flows. Discusses problems of international resource transfers in the context of evolving international economic institutions. Prerequisites: ECON-105, or ECON- 201 and ECON-202. 4 SH.

ECON-331 Money, Banking and Financial Markets

Examines depository and nondepository financial institutions, financial markets and instruments. The Federal Reserve System's structure and role in controlling the money supply and regulating financial institutions and markets are discussed in detail. The course examines Keynesian, monetarist and new classical approaches to monetary policy and controversies concerning inflation, unemployment, economic growth and balance of payments. Prerequisites: ECON-105, or ECON-201 and ECON-202. 4 SH.

ECON-332 Public Finance

Examines the influence of government in a market-oriented economy. Analyzes how tax and spending policies reallocate resources, redistribute income and affect stable economic growth. Prerequisites: ECON-105, or ECON-201 and ECON-202. 4 SH.

ECON-335 Economic Development

Examines theories of economic growth and development. Includes in-depth discussions of problems of economic development that confront developing nations. Prerequisites: ECON-105, or ECON-201 and ECON-202. 4 SH.

ECON-338 International Political Economy

Examines issues of political interaction with economic forces at the national, international and global levels. Topics studied include economic systems, international trade and finance, the European Union, NAFTA, CAFTA, OPEC, multinational corporations, economic development, poverty, inequality, and global environmental issues. Same as POLI-338. Prerequisites: Sophomore standing, ECON-201 or ECON-105, or instructor's permission. 4 SH. CC: Interdisciplinary.

ECON-341 Economic Policy

Examines theory and practice of economic policy in the contemporary open-economy environment. Includes detailed analysis of fiscal and monetary policies for interdependent national economies. Emphasizes the relationship between deficit financing and inflation. Prerequisites: ECON-105, or ECON-201 and ECON-202. 4 SH. CC: Writing Intensive

ECON-360 Economic History

Survey of key events in world economic history. Examines the main causes and effects of historical events and explores potential lessons for the modern world. Prerequisites: ECON-105, or ECON-201 and ECON-202. 4 SH.

ECON-370 Game Theory

Analyzes the strategic interaction between parties. Normal and extensive form games will be studied, with discussions of dominant and mixed strategies, Nash Equilibrium, and incentive compatibility. This course has applications to economic decision making, industrial organization, bargaining and negotiation, and political science. Prerequisites: An introductory statistics course, ECON-202 or ECON-105, or instructor's permission. 4 SH.

ECON-373 Political Economic Thought

Study the writings on political and economic issues from several different writers. The readings will be from a diverse set of writers, with views ranging from politically liberal to politically conservative. This course will examine and analyze these writers' views on social justice, tax policies, discrimination, socialism and much more. Prerequisites: Junior or senior standing, ECON-105, or both ECON-201 and ECON-202 or instructor's permission. 4H. CC: Diversity Intensive.

ECON-375 Topics in Economics

Study of selected topics as needed, based on student and instructor interest. 1-4 SH.

ECON-441 History of Economic Thought

A survey of the development of economic ideas. Examines the parallel development of economic doctrines and industrial systems from the Middle Ages to the present. Examines implications of these doctrines for current policy issues. Prerequisites: ECON-105, or ECON-201 and ECON-202. 4 SH.

ECON-442 Emerging Market Economies

Examines emerging market economies on both theoretical and practical bases and in historical perspective. Compares market-oriented economies arising from different sociocultural backgrounds. Prerequisites: ECON-105, or ECON-201 and ECON-202. 4 SH.

ECON-465 Global Financial Markets

Introduces the new and intriguing world of global finance. Explores theoretical and practical reasons for international capital flows. Studies the evolution of financial liberalization on a world scale in conjunction with interest rate and exchange rate dynamics. Practically analyzes the interplay of capital inflows and domestic economic policies using examples of economic collapses of Asia, South America and Eastern Europe. Impacts of European Monetary Union and the co-integrating relationship between the major financial centers conclude the course. Prerequisites: ECON- 105, or ECON-201 and ECON-202. 4 SH.

ECON-499 Applied Econometrics

Introduces students to the empirical research methods in economics. Students are expected to use real data in a topic chosen in consultation with the instructor and present their findings. Prerequisites: Senior standing, statistics (MGMT-202, MATH-108, MATH-180, or PSYC-123), and either ECON-105 or both ECON-201 and ECON-202. 4 SH. Capstone.

ECON-500 Seminar in Economics

A course focusing on varying topics of interest to the students and the instructor. Topics may include public policies toward business, problems of manpower development, the role of population in economic development, development of various regions, or the use of mathematics in economics. Prerequisites: Senior standing, either ECON-105 or both ECON-201 and ECON-202, and instructor's permission. 2-4 SH.

ECON-501 Independent Study

Individual work on selected topics for qualified students under faculty supervision. Prerequisites: ECON-311 and ECON-313, plus four additional semester hours in economics and department head's permission. 2-4 SH.

ECON-503 Economics Internship

A learning experience that cultivates a student's academic and professional development through valuable work experience and the integration of classroom-acquired knowledge by working at a public accounting firm, corporation, governmental agency, or nonprofit organization. Prerequisites: Approval by the SWSB Internship Coordinator and acceptance by the organization. Graded on an S/U basis. 2 or 4 SH.

EDUCATION

Faculty

Sarah Edwards Moore, Ph.D., Associate Professor of Education, department head

Valerie A. Allison, Ph.D., Professor of Education
Leigh Ann Kurz, Ph.D., Associate Professor of Education
David S. McLaughlin, Ph.D., Associate Professor of Education, department head
Lauren Emick, Ph.D., Assistant Professor of Education
Kenneth Sider, Ph. D., Assistant Professor of Education
Annemieke Stassel, M.Ed., Director of Teacher Intern and Auxiliary Programs

Since 1904, Susquehanna University has prepared liberal arts students for careers in teaching and education related fields. Students enrolled in education majors that lead to teacher certification master the professional knowledge and skills necessary for state certification and for developing successful and rewarding careers in education.

Upon completion of an education program, students will have learned to:

- Design instruction and prepare for all aspects of managing a learning environment;
- Instruct students and assess their learning;
- Maintain a learning environment that is welcoming, respectful and productive; and
- Fulfill other professional responsibilities.

Learning goals

- Understand how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.
- Understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
- Create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- Prepare and plan instruction based on knowledge of subject matter, students, curriculum goals, and formal and informal assessment strategies.
- Include every student — accommodating, adapting and/or differentiating instruction as appropriate, considering readiness, history, interests, achievement and learning styles; cultural, racial, social and ethnic affiliations; and exceptional needs and abilities.
- Use effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interactions in the classroom.
- Function effectively within community-wide systems of education.
- Evaluate the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) through ongoing reflective practice and actively seek opportunities to grow professionally.

Requirements for Admission to a Teacher Certification Program

- Completion of at least 48 semester hours of coursework, including three semester hours of English composition (FYSE-100 or equivalent), three semester hours of English/American literature and six semester hours of college-level mathematics;
- Successful completion of EDUC-101 Introduction to Education and Society;
- A cumulative GPA of 3.00;

- Completion of one 40-hour externship (see below), with completed forms returned to the education department;
- Current Act 24, Act 34, Act 114, Act 126 and Act 151 clearances, and negative Tuberculosis (TB) results;
- Two reference forms completed by Susquehanna University faculty; and
- A completed application form.

Teacher Certification

The Susquehanna University Department of Education offers the following programs for teacher certification approved by the Pennsylvania Department of Education:

Early Childhood Education (PK-4) as part of the Elementary Education major
Special Education (PK-12)
Secondary (7-12) and (K-12) in areas listed below under Majors Approved for Teaching Certification
Music education (PK-12). See the music department for information about this program.

Major in Elementary Education

Students taking the course of studies necessary to gain one of the Pennsylvania teaching certificates for the elementary grades will major in elementary education. This major combines courses in various disciplines with teacher education courses, including student teaching.

Early Childhood Certification

Students who enter SU's Early Childhood Education program will earn a bachelor's degree in elementary education and prepare for PK-4 certification.

Middle Grades Certification

At this time, SU does not offer a program for middle-grades certification (grades 4-8).

Secondary Certification

Students who earn certification in secondary education must major in the subject they will teach. They earn a teaching certification in grades 7-12 by completing the teacher education program, which includes student teaching in the spring semester of the senior year. Courses required for the secondary teacher education program are listed below.

The Teacher Intern Program

The Teacher Intern Program is a route to certification for those who have a bachelor's degree in an approved major. It is an option for students who do not complete certification requirements as undergraduates, including those who decide to pursue teaching late in their undergraduate program. For information about the program, contact the director of the Teacher Intern Program in the Susquehanna education department office or visit www.susqu.edu/programs/teacher-intern-program/.

4+1 Undergraduate/Graduate Enrollment.

Eligible undergraduate education majors can choose to participate in the 4+1 pathway to a Master of Education. Undergraduate education majors are eligible to take their first Master of Education course in the spring semester of their Junior year if they have a minimum of 88 completed undergraduate credits (a minimum of 100 credits the semester of the methods requirements) and a cumulative undergraduate GPA of 3.5 or higher. Students must also take a minimum of 12 undergraduate credits per semester to maintain full-time status. Graduate coursework does not count toward full time status.

Undergraduate education majors may take a maximum of 8 hours of graduate credit prior to completion of their undergraduate degree. Graduate courses may be used as substitutions to fulfill undergraduate curriculum requirements. Master's electives in Special Education and ESL (see ESL Program Specialist in the Graduate Catalog, page 6) may also satisfy undergraduate requirements counting toward Pennsylvania teacher certification, when approved by the Education Department Head. However graduate credits earned do not count towards the 124 credits required for graduation and are not included in the undergraduate GPA calculation. Instead, these credits will appear on the graduate transcript.

Eligible students will meet with the Director of Teacher Interns and Auxiliary Programs to register for 4+1 coursework. Following graduation, undergraduate students who have completed graduate coursework must still apply for and meet the regular graduate program admission requirements to be considered for admission into a graduate program.

Majors Approved for Teaching Certification

Major	**Teaching Certification**
Elementary Education	Early Childhood (PreK-4)
English	English (7-12)
Creative Writing	English (7-12)
Spanish	Spanish (K-12)
French	French (K-12)
German	German (K-12)
Mathematics	Mathematics (7-12)
Music Education	Music Education (PreK-12)
Biology	Biology, General Science (7-12)
Chemistry	Chemistry, General Science (7-12)
Physics	Physics, General Science (7-12)
Biochemistry	General Science (7-12)
Psychology	Social Studies (7-12)
Sociology/Anthropology	Social Studies (7-12)
History	Citizenship Education, Social Studies (7-12)
Political Science	Citizenship Education, Social Studies (7-12)

(Some certifications, such as social studies, and some majors, such as biology, may require extra coursework because of state or university requirements.)

Certification Requirements

To qualify for teaching certification in Pennsylvania, students must complete a bachelor's degree in the appropriate major with a grade point average of 3.00 or higher. They must also complete an accredited teacher education program, such as that offered by Susquehanna University, and pass the PECT and/or Praxis tests required by the Pennsylvania Department of Education (PDE). More detailed information about these and other certification requirements is available on the PDE website www.pa.gov/agencies/education.html.

Declaring Interest in Teacher Certification

Students who wish to pursue early childhood, K-12 or secondary education certification should notify their academic advisor and the head of the education department when they make that decision. They should also inform the Office of the Registrar by completing the Declaration of Academic Program form, available in that office.

Externship

An externship consists of 40 hours in a school for observing and aiding in classrooms and other areas of the school, conducting staff interviews, etc. Applicants must complete an externship prior to admission to the education program. Externship information and forms can be obtained through students' academic advisors.

Applying to a Teacher Certification Program

The Pennsylvania Department of Education requires that education students apply and be admitted to a teacher education program before completing senior level courses and student teaching. The application packet is available through the education department's website and in the education department office in Seibert Hall. Students may apply for admission to the teacher education program as early as the spring semester of their sophomore year if all requirements have been met. Students must apply and be admitted no later than the first semester of their junior year.

Student Teaching

Student teaching usually occurs in the spring semester of the senior year. To participate in student teaching, students must already be admitted to the teacher education program. Students must also have current TB test results and clearances through Act 24, Act 34, Act 151 and Act 114. Student teachers must have completed all courses required for the major and all education courses except the student teaching block. Students should not take any additional courses during student teaching without written permission from the head of the education department.

Professional Conduct

The education department faculty reserves the right to judge students' suitability for professional teaching practice. Students are evaluated by faculty in collaboration with cooperating teachers and building administrators to ensure they meet state certification requirements and maintain the integrity of the university's education programs. Practicum students (those in the schools observing and/or aiding a teacher) and student teachers must follow the policies of the university's education department and the host school district. Students not meeting expectations for professional behavior as specified by the Pennsylvania Code of Professional Practice and Conduct for Educators may be removed from a school site.

Departmental Honors

Departmental honors may be awarded to Elementary Education and Special Education majors who meet the following criteria:

- Overall GPA of 3.50 and GPA of 3.50 or higher in education courses;
- Completion of early childhood education program for graduation;
- Submission of a formal application for honors to the education faculty by the second Friday of September of the senior academic year and before implementation of the research project;
- Acceptance of the application by the education faculty committee;
- Selection of an honors advisor from the education faculty;
- Development, in consultation with the selected advisor, of a proposal to execute, interpret and report on the individual research project;
- Approval by the education faculty committee of the project proposal;
- Enrollment in EDUC-601 Independent Study (1-4 semester hours);
- Completion of the research project and a public presentation of results;
- Submission of a final written report on the project to the honors advisor on or before the last day of classes for the semester of graduation; and
- Determination of honors status by the education faculty based on student performance.

Education Honor Society

Susquehanna University has a chapter of the international education honor society, Kappa Delta Pi. Education students with a GPA of 3.40 or higher who qualify for admittance to the teacher education program will be invited to apply for membership.

Education Course Requirements

Please note: Elementary and Secondary Education students are required to include the following courses in their certification program:

EDUC-260 Introduction to Special Education (4 SH) EDUC-270 Instruction of Exceptional Students (4 SH) EDUC-350 English Language Learners: Theory and Instruction (4 SH)

The exception to this rule is that music education students must follow requirements of the music education curriculum, which may allocate this content to different courses. EDUC-290 will be taken in place of EDUC-270 by Special Education students.

Early Childhood Emphasis

Early Childhood (PreK-4) Course Requirements

Candidates for an early childhood (preK-4) teaching certificate must complete university Central Curriculum requirements plus the following required courses for a Bachelor of Science in elementary education:

12 Coursework required by PDE for admission to the teacher education program:

3 semester hours of English composition (FYSE-100 or equivalent)

3 semester hours of English/American literature

6 semester hours of college-level mathematics (100-level or higher)

(Please note that PDE's requirement for 2 semester hours of math beyond Susquehanna's Central Curriculum may be met by any math course that has a math prefix and a course number of 100 or higher. It may be taken at any accredited institution of higher education and does not have to be accepted by Susquehanna as a transfer course.)

66 Education courses (taken before student teaching):

2 EDUC-101 Introduction to Education and Society
4 EDUC-240 Cognition and Classroom Learning: Early Childhood
4 EDUC-260 Introduction to Special Education
4 EDUC-270 Instruction of Exceptional Children
4 EDUC-280 Development and Learning
4 EDUC-300 Arts in Education
4 EDUC-310 Math Methods I
4 EDUC-311 Math Methods II
4 EDUC-330 Technology in Education
4 EDUC-350 English Language Learners: Theory and Instruction
4 EDUC-366 Teaching the Science of Reading
4 EDUC-367 Literacy Assessment and Interventions
4 EDUC-380 Instructional Design
2 EDUC-389 Assessment
4 EDUC-400 Social Studies Methods: Early Childhood
2 EDUC-410 Family and Community
4 EDUC-430 Science Methods: Early Childhood
4 EDUC-490 Pedagogy and Classroom Environment

12 Cognate courses (some may also satisfy university Central Curriculum requirements):

4 PSYC-101 Principles of Psychology
4 United States History (HIST-111, HIST-112 or HIST-115)
4 INTD-320 The Sciences

14 Student teaching courses (taken during the spring semester of the senior year; students may not enroll in other courses during this semester without written permission from the head of the Department of Education:

4 EDUC-501 Preparation and Planning
4 EDUC-502 Classroom Teaching
4 EDUC-503 Classroom Management
2 EDUC-600 Seminar

Studies in Early Education

The Studies in Early Education major is designed for students who have an interest in early childhood education, the development of young learners, and the structures of instruction and schools. With a degree in Studies in Early Education, graduates have the credentials and experiences for employment in education settings where teacher certification is not required, such as non-traditional and private schools and preschools, youth camps, children's museums, and educational consulting organizations. Holders of the

degree may be eligible for admission into education graduate and teacher intern programs. In combination with a minor or major in Psychology, the degree is a path toward graduate studies in school counseling.

The Studies in Early Education major includes many but not all the components for eligibility for the Pennsylvania PreK-4 teacher certification. As second semester sophomores or first semester juniors, students in the Studies in Early Education major may make application to the Early Childhood Education major that includes all the criteria for teacher certification articulated by the Pennsylvania Department of Education. All courses for the Studies in Early Education major, with the exception of EDUC-530 Education Policy, are requirements of the Early Childhood Education major.

Studies in Early Education Requirements

Students in the Studies in Early Education (B.A.) major must complete the 38 semester hours in required courses with grades of C- or better.

2	EDUC-101 Introduction to Education and Society
4	EDUC-240 Cognition and Classroom Learning: Early Childhood
4	EDUC-260 Introduction to Special Education
4	EDUC-280 Development and Learning
2	EDUC-330 Technology in Education
4	EDUC-310 Math Methods I
4	EDUC-350 English Language Learners: Theory and Instruction
2	EDUC-380 Instructional Design
4	INTD-320 The Sciences
4	PSYC-101 Principles of Psychology
4	EDUC-530 Education Policy

* In addition to the coursework outlined above, students must complete a 40-hour education related externship.

Special Education PK-12 (B.S.)

The B.S. Special Education PK-12 program is designed for students who have an interest in teaching special education across the PK-12 continuum. Candidates will demonstrate knowledge and competencies in the areas of academic, behavioral, social, and emotional growth, and methods to maximize a student's capabilities. Utilizing research-based effective instructional strategies and diagnostic tools, candidates will develop a thorough understanding of child and adolescent development and appropriate diagnostic and instructionally adaptive strategies for all learners, as well as competence in applying appropriate instructional practices to meet the diverse needs of all early, middle level, and high school level students. In addition to the B.S. degree, this program makes students eligible for the Special Education Grades PK-12 certificate in Pennsylvania, acknowledging that candidates have the skills, knowledge, and competencies necessary for meeting the needs of students with disabilities in multiple settings.

Please note: All education students seeking PDE certification are required to include the following courses in their certification program:

EDUC-260 Introduction to Special Education (4 SH)
EDUC-290 Teaching Students with Mild Disabilities (Special Education majors only) or EDUC 270 Instruction of Exceptional Children (4 SH)
EDUC-350 English Language Learners: Theory and Instruction (4 SH)

Special Education Course Requirements

Candidates for the Special Education PK-12 teaching certificate must complete university Central Curriculum requirements plus the following required courses for a Bachelor of Science in Special Education:

12 Coursework required by PDE for admission to the teacher education program:

- 3 semester hours of English composition (FYSE-100 or equivalent)
- 3 semester hours of English/American literature
- 6 semester hours of college-level mathematics (100-level or higher)
  (Please note that PDE's requirement for 2 semester hours of math beyond Susquehanna's Central Curriculum may be met by any math course that has a math prefix and a course number of 100 or higher. It may be taken at any accredited institution of higher education and does not have to be accepted by Susquehanna as a transfer course.)

66 Education courses taken by Special Education majors before student teaching

- 2 EDUC-101 Introduction to Education and Society
- 4 EDUC-240 Cognition and Classroom Learning: Early Childhood
  OR EDUC-250 Educational Psychology: Secondary
- 4 EDUC-260 Introduction to Special Education
- 4 EDUC-280 Development and Learning
- 4 EDUC-290 Teaching Students with Mild Disabilities
- 4 EDUC-310 Math Methods I
- 4 EDUC-311 Math Methods II
- 4 EDUC-320 Teaching Students with Moderate & Severe Disabilities
- 4 EDUC-330 Technology in Education
- 4 EDUC-340 Behavioral Interventions
- 4 EDUC-350 English Language Learners: Theory and Instruction
- 4 EDUC-366 Teaching the Science of Reading
- 4 EDUC-367 Literacy Assessment and Interventions
- 2 EDUC-380 Instructional Design
- 4 EDUC-415 Assessment in Special Ed
- 4 EDUC-400 Social Studies Methods: Early Childhood
- 4 EDUC-430 Science Methods: Early Childhood
- 4 EDUC-490 Pedagogy and Classroom Environment

16 Cognate courses (some may also satisfy university Central Curriculum requirements):

- 4 PSYC-101 Principles of Psychology
- 4 INTD-320 The Sciences
- 4 (HIST-111, HIST-112 or HIST-115) United States History

14 Student teaching courses (taken during the spring semester of the senior year; students may not enroll in other courses during this semester without written permission from the head of the Education Department):

- 4 EDUC-501 Preparation and Planning
- 4 EDUC-502 Classroom Teaching
- 4 EDUC-503 Classroom Management
- 2 EDUC-600 Seminar

Secondary Education Emphasis

Secondary Education (7-12) Course Requirements

Candidates for a secondary teaching credential must major in an approved subject, meet all of the university's requirements for a bachelor's degree in that subject (see that department's section of the catalog) and complete the required courses listed below. All courses required for secondary teacher certification must be completed with a grade of C- or higher.

12 Coursework required by PDE for admission to the teacher education program:

- 3 semester hours of English composition (FYSE-100 or equivalent)
- 3 semester hours of English/American literature
- 6 semester hours of college-level mathematics

(Please note that PDE's requirement for 2 semester hours of math beyond Susquehanna's Central Curriculum may be met by any math course that has a math prefix and a course number of 100 or higher. It may be taken at any accredited institution of higher education and does not have to be accepted by Susquehanna as a transfer course.)

22 Education courses taken before the senior year:

- 2 EDUC-101 Introduction to Education and Society
- 4 EDUC-250 Educational Psychology
- 4 EDUC-260 Introduction to Special Education
- 4 EDUC-270 Instruction of Exceptional Children
- 4 EDUC-350 English Language Learners: Theory and Instruction
- 2 EDUC-380 Instructional Design
- 2 EDUC-330 Technology in Education

8 Education courses (taken during the fall semester of the senior year; the secondary methods block:

- 4 EDUC-479 Principles of Secondary Education
- 2 EDUC-421-427 Methods of Curriculum, Instruction and Management
- 2 EDUC-483 Differentiated Instruction and Classroom Management in Secondary Education

14 Student teaching courses (taken during the spring semester of the senior year; students may not enroll in other courses during this semester:

- 4 EDUC-501 Preparation and Planning
- 4 EDUC-502 Classroom Teaching
- 4 EDUC-503 Classroom Management
- 2 EDUC-600 Seminar

Minor in ESL Program Specialist

This four-course program consisting of EDUC-440/740, EDUC-441/741, EDUC-442/742, and EDUC 443/743 (or LANG-360 or PSYC-348), is only open to students enrolled in an Education program (e.g., Early childhood, Special Education, Secondary or Music Education). EDUC-350 should be taken first and the remaining coursework can be completed in any order beginning in spring of sophomore year. Course numbers beginning with "7" indicate the 4+1 master's level option for eligible undergraduates. Upon successful completion of the courses and their integrated field experiences (60 hours), teacher candidates will be eligible for the dual certification and potential employment as ESL Program Specialists in PreK-12 settings. The ESL program

prepares teachers to address the learning needs of English Language Learners (ELLs) in inclusive settings, as well as coach and support classroom teachers who are not similarly trained but have ELLs in their classrooms. Students must submit a program application available through the Education Department in order to enroll in ESL certification courses.

Education Courses

EDUC-101 Introduction to Education and Society

Introductory study of education. Emphasizes teaching as a profession and current educational practice. Requires school-based practicum. This course requires the submission of PA Department of Education Clearances. 2 SH.

EDUC-103 Introduction to Teaching

This course is an introductory study of education. The emphasis is on teaching as a profession and current educational practices. Highlighted in this course is the role of education in American society and the historical, cultural, and philosophical forces that have influenced the school. Particular attention will be paid to the changing needs of society which underlie the institution of the school. This course will examine a variety of practical ethical issues and educational problems using the tools of philosophical analysis and moral theory. This is a four credit course that includes a 5-hour field experience. All Education Department clearances must be obtained by the beginning of this course. 4 SH.

EDUC-160 Introduction to Exceptionalities

This education course is for non-education majors. This elective course prepares students to understand the diverse needs of individuals with exceptionalities. Typical and neurotypical patterns of development are examined to provide an understanding of the 13 categories of exceptionality as defined by the Individuals with Disabilities Education Act (IDEA) and the Pennsylvania standards governing special education. Course topics include, but are not limited to: (a) the various disability categories and corresponding characteristics, effective practices and approaches to support the needs of these individuals; (b) legal, ethical and professional responsibilities of individuals and teachers working with children with disabilities, including those with multicultural and multilingual backgrounds; (c) perceptions of individuals with disabilities, (d) inclusion and inclusive practices; and (e) an exploration of career options in the field of special education. 4 SH. Prerequisite: none. CC: Diversity Intensive

EDUC-205 Topics in Education

Studies of current and past issues in education. Topics vary according to instructor preference. 2-4 SH.

EDUC-240 Cognition and Classroom Learning: Early Childhood

An overview of educational principles, theories and strategies that positively influence student development and learning focusing on early childhood through middle school ages. Approaches to teaching and learning are based on the understanding of children as individuals and as members of a group. Includes required school-based field experiences. EDUC-240 focuses on the development of young children and is a required course for Early Childhood Education majors. Special Education majors may take either EDUC-240 or EDUC-250 depending on their interests, with the latter course focusing on adolescents. Secondary Education majors

should enroll in EDUC-250, not EDUC-240. Prerequisite: EDUC-101. 4 SH. CC: Social Interactions, Writing Intensive.

EDUC-250 Educational Psychology

An overview of psychological and educational principles as they apply to the classroom. Topics include instructional planning, developmental characteristics of students and learning theories. Also covers evaluation, discipline, and classroom management. EDUC-250 focuses on the development of adolescents and is a required course for Secondary Education majors. Special Education majors may take either EDUC-250 or EDUC-240 depending on their interests, with the latter course focusing on young children. Early Childhood Education majors should not enroll in EDUC-250. Prerequisite: EDUC-101 or MUED-200. 4 SH. CC: Social Interactions, Writing Intensive.

EDUC-260 Introduction to Special Education

An overview of the needs of students with disabilities in multiple settings, examining both typical and atypical development, as well as all major areas of exceptionality and instructional strategies that support student success in inclusive classrooms. Additionally, legal, ethical, and professional responsibilities of teachers working with children with disabilities, including those with multicultural and multilingual backgrounds are emphasized. Includes required special education school-based field experiences. Prerequisite: EDUC-101. 4 SH. CC: Diversity Intensive.

EDUC-270 Instruction of Exceptional Children

Explores methods of designing and delivering effective instruction for individuals with special learning requirements. Prerequisites: EDUC-260 and either EDUC-240 or EDUC-250. 4 SH.

EDUC-280 Development and Learning

This course focuses on child development for children in pre-kindergarten through grade 4 and the ways in which child development interacts with teaching and learning. Particular attention will be paid to developmentally appropriate practices and the role of play as a teaching medium. Research-based teaching strategies will be highlighted. Students will demonstrate their in-depth understanding and analyses of concepts and constructs applied to important issues that have implications for the home, school, and community. This is a course with additional field experiences at early childhood sites. All Education Department clearances must be obtained by the beginning of this course. Prerequisite: EDUC-101. 4 SH.

EDUC-290 Teaching Students with Mild Disabilities

This course emphasizes experiential learning and builds upon students' understanding of the diverse needs of children who are struggling and those with identified mild disabilities, particularly in terms of research-based approaches to provide effective instruction in inclusive and special education classrooms. Students will specifically learn how to develop and implement appropriate and individualized standards-aligned instruction for learners who have Individualized Education Plans (IEPs). Students will identify and implement research-based learning/teaching strategies to promote learners' progress (focusing on both those with high incidence disabilities) as well as a range of ways in which to differentiate instruction and implement universal design for learning principles to meet individual needs in all content areas. Only available to students accepted into the Special Education (PreK-8) Dual Certification program. Prerequisites: Sophomore standing, EDUC-260, and either EDUC-240 or EDUC-250. 4 SH.

EDUC-300 Arts in Education

Basic music and art fundamentals, methods of music and art instruction in elementary classrooms, and strategies for integrating music and art into the teaching of other elementary subjects; taught as two separate 2 SH sections (EDUC-300A and EDUC-300M). Students must complete both EDUC-300A and EDUC-300M to fulfill the Artistic Expression requirement. Prerequisites: Sophomore standing and EDUC-101. 4 SH. CC: Artistic Expression.

EDUC-310 Math Methods I

Methods of developing instructional strategies beginning with preschool-aged children and including numbers and operations, algebraic concepts, geometry and measurement, and data analysis and probability. This course will focus on developing conceptual understanding of math skills using hands-on and virtual manipulatives and using research-based instructional strategies. This knowledge will be applied in field experiences. Prerequisites: EDUC-101. 4 SH

EDUC-311 Math Methods II

Methods of developing instructional strategies in all strands of the mathematics curriculum beginning with early elementary-aged children. Topics include numbers and operations, algebraic concepts, geometry and measurement, and data analysis and probability. This course will focus on developing conceptual understanding of math skills using hands-on and virtual manipulatives and using research-based instructional strategies. This knowledge will be applied in field experiences. Prerequisites: EDUC-310 and admission to a teacher education program. 4 SH

EDUC-320 Teaching Students with Moderate and Severe Disabilities

This course will address knowledge and skills educators need to plan individualized programs for students with moderate and severe disabilities, including those with physical and cognitive impairments as well as autism. Emphasis will be on teaching and supporting students within both special education and regular classes/typical school activities, based on a vision of adult participation in typical community activities and settings. Associated topics of discussion include learning characteristics of students with moderate and severe disabilities, program planning and IEP development, assessment and instructional planning in foundation skills, communication, assistive technology, supporting participation and progress in the general education curriculum, social skills and facilitating peer relationships, and transition planning. Only available to students accepted into the Special Education (PreK-8) Dual Certification program. Prerequisites: Sophomore standing, EDUC 260, and either EDUC-240 or EDUC-250. 4 SH.

EDUC-330 Technology in Education

The theory and practice of using educational technology in the classroom. Includes practice with computers, multimedia and telecommunications. Prerequisites: EDUC-101. 2 SH.

EDUC-340 Behavior Interventions

This course will focus on having students develop a foundational understanding of behavior modification principles and classroom management strategies in order to be able to most effectively teach any type of student in an inclusive setting. Special attention will be given to individuals with emotional and behavior disorders and a variety of techniques for implementing specific behavior intervention strategies at the school-

wide and classroom levels will be discussed in addition to appropriate assessment procedures and behavior plan writing. Students will also learn evidence-based methods for providing academic instruction in core content areas for this population of students. Only available to students accepted into the Special Education (PreK-8) Dual Certification program. Prerequisites: Sophomore class standing and successful completion of EDUC-240 and EDUC-260. 4 SH.

EDUC-350 English Language Learners: Theory and Instruction

Using knowledge of language systems, language acquisition and sociocultural influences on learning and communication to design instruction and assessment for students whose home language is not English. Includes field experiences. Prerequisites: Either MUED-200 or EDUC-101. 4 SH. CC: Diversity.

EDUC-365 Pre-school Language and Emergent Literacy

An overview of research on and theories of young children's language development and methods of assessing and guiding the development of language skills in very young children, including skills that facilitate later learning of reading and writing. Includes field experiences at early childhood sites. Prerequisites: EDUC-101. 4 SH.

EDUC-366 Teaching the Science of Reading

This course will present a balanced, comprehensive program of scientifically-based research instruction in reading, wring, and related language arts. emphasizing the teaching of phonemic awareness, phonics, fluency, vocabulary development, and comprehension strategies for all students in Prekindergarten through Grade 4, including students with varied reading levels and language backgrounds. This course includes required field experiences in schools. Prerequisite: Either EDUC-280 or EDUC-365. 4 SH.

EDUC-367 Literacy Assessment and Interventions

Methods of assessing young children's literacy development and providing interventions suited to the needs of each child. Includes field experiences at school sites. Prerequisites: EDUC-365 or EDUC-280, and EDUC-366. 4 SH. CC: Writing Intensive.

EDUC-370 The Theory and Practice of Peer Education

An introduction to a broad range of approaches to successful tutoring, this course focuses particularly on addressing diverse learning styles and understanding the impact of social-cultural differences on learning. Students will develop diverse peer tutoring strategies to facilitate learning and will be prepared to serve as tutors in a variety of settings. Prerequisite: GPA of 2.75 or instructor's approval. 2 SH.

EDUC-380 Instructional Design

Methods of designing instruction to enhance student learning by using clear objectives, appropriate assessment and flexible learning activities that conform to state curriculum standards. Prerequisite: EDUC-101. 2 SH.

EDUC-389 Assessment

Methods of designing and using a wide range of assessment types and assessment data to implement instructional or programmatic revisions in education. Includes field experiences at school sites. Prerequisites:

A Central Curriculum Analytical Thought course, senior standing and admission to the teacher education program. 2 SH.

EDUC-400 Social Studies Methods: Early Childhood

Methods of designing and delivering effective instruction in social studies in early childhood classrooms. Includes field experiences at school sites. Prerequisites: Senior standing and admission to the teacher education program.4 SH.

EDUC-410 Family and Community

Examines the connections among schools, families and communities and methods teachers can use to establish and maintain positive collaborative relationships with the families of their students. Includes field experiences at school or community sites. Prerequisites: Senior standing and admission to the teacher education program. 2 SH.

EDUC-415 Assessment in Special Education

The course covers methods and materials used in assessing students who may be eligible for special education. Class sessions will involve experiential learning activities related to the assessment of students. Students will take this course the semester before student teaching, in concurrence with a practicum. This course includes technical prerequisites of understanding standardized assessment and the rationale for using curriculum-based measurement (CBM) within the broad context of special education programming. Students will develop competencies in utilizing norm-referenced, criterion-referenced, curriculum-based, and teacher-made assessment for instructional and placement decisions. Only available to students accepted into the Special Education (PreK-8) Dual Certification program. Prerequisites: Special Education (PreK-12) major, senior standing, EDUC-260, and either EDUC-240 or EDUC-250. 4 SH.

EDUC-421 Methods of Curriculum, Instruction and Assessment in Teaching English

Methods courses in the secondary program address content and techniques used to develop and implement instruction in the specific content area. (Music education majors should refer to the music department's methods course list.) All methods courses include field experiences. These courses are taken in the first semester of the senior year as part of the Secondary Education Methods Block. Prerequisites: Senior standing and admission to teacher education program. 2 SH.

EDUC-422 Methods of Curriculum, Instruction and Assessment in Teaching Foreign Languages

Methods courses in the secondary program address content and techniques used to develop and implement instruction in the specific content area. (Music education majors should refer to the music department's methods course list.) All methods courses include field experiences. These courses are taken in the first semester of the senior year as part of the Secondary Education Methods Block. Prerequisites: Senior standing, and admission to the teacher education program. 2 SH.

EDUC-423 Methods of Curriculum, Instruction and Assessment in Teaching Mathematics

Methods courses in the secondary program address content and techniques used to develop and implement instruction in the specific content area. (Music education majors should refer to the music department's methods course list.) All methods courses include field experiences. These courses are taken in the first

semester of the senior year as part of the Secondary Education Methods Block. Prerequisites: Senior standing, and admission to the teacher education program. 2 SH.

EDUC-424 Methods of Curriculum, Instruction and Assessment in Teaching Science

Methods courses in the secondary program address content and techniques used to develop and implement instruction in the specific content area. (Music education majors should refer to the music department's methods course list.) All methods courses include field experiences. These courses are taken in the first semester of the senior year as part of the Secondary Education Methods Block. Prerequisites: Senior standing, and admission to the teacher education program. 2 SH.

EDUC-425 Methods of Curriculum, Instruction and Assessment in Teaching Social Studies

Methods courses in the secondary program address content and techniques used to develop and implement instruction in the specific content area. (Music education majors should refer to the music department's methods course list.) All methods courses include field experiences. These courses are taken in the first semester of the senior year as part of the Secondary Education Methods Block. Prerequisites: Senior standing, and admission to the teacher education program. 2 SH.

EDUC-427 Methods of Curriculum, Instruction and Assessment in Teaching Citizenship

Methods courses in the secondary program address content and techniques used to develop and implement instruction in the specific content area. (Music education majors should refer to the music department's methods course list.) All methods courses include field experiences. These courses are taken in the first semester of the senior year as part of the Secondary Education Methods Block. Prerequisites: Senior standing, and admission to the teacher education program. 2 SH.

EDUC-428 Business, Communications and IT Methods

Business, Communications and IT Methods prepares students to develop and implement instruction in the K-12 Business classroom setting. This course includes field experiences and is taken in preparation for student teaching. Prerequisites: Approval of the Director of Teacher Intern and Auxiliary Programs. 2 SH.

EDUC-429 Methods of Teaching Art

Methods of Teaching Art (Methods of Curriculum, Instruction and Assessment in Art) prepares students to develop and implement instruction in the pK-12 Art classroom setting. This course includes field experiences and is taken in preparation for student teaching. Prerequisites: Approval of Director of Teacher Intern Programs. 2 SH.

EDUC-430 Science Methods: Early Childhood

Methods of teaching scientific knowledge and the elements of scientific thinking and experimenting in developmentally appropriate ways to children through fourth grade. Field experiences may include one or more Saturdays. Prerequisites: INTD-320, junior or senior standing, and admission to the teacher education program. 4 SH.

EDUC-440 ELL Language and Literacy Development

This course focuses on the academic language needed for ELLs to be successful in U.S. schools. The course begins with an emphasis on foundational knowledge of language structures (i.e., English phonology, morphology, and syntax) as well as a thorough review of key theories and principles in first and second language acquisition. The course looks at the particular issues faced by students at different points in their education: elementary, middle and high school, as well as the role of literacy in content area learning. Students will understand the complexities associated with reading and writing development in more than one language. To enhance the development of connections between theory and practice, the course includes required field experiences. Prerequisites: EDUC-350. 4 SH.

EDUC-441 Diversity, Politics, and Social Factors for ELLs and in Education

In this course, sociocultural and political dimensions of language learning and teaching are explored. Learning a language is not a politically neutral enterprise: Issues of power are related to who is encouraged to learn a language and who is prevented from accessing linguistic resources. The course emphasizes the interplay between the macro- level relations of power in society and the micro-level experiences of language learners by focusing on sociocultural, political, racial, and economic perspectives. To enhance the development of connections between theory and practice, the course includes required field experiences. Prerequisites: EDUC-350. 4 SH. CC: Diversity.

EDUC-442 ESL Curriculum Design and Teaching Methods

The purpose of this course is to introduce students to current research-based methods, strategies, frameworks and resources in K-12 ESL education, with an emphasis on both curriculum and assessment components. The course offers a critical overview of a variety of ESL teaching methods, with the focus on recent developments in content- based, task-based, and critical pedagogies, in addition to appropriate assessment principles and techniques. Students will also explore a variety of ways to use technology for instructional purposes. To enhance the development of connections between theory and practice, the course includes required field experiences. Prerequisite: EDUC-350. 4 SH.

EDUC-443 Introduction to 2nd Language Acquisition for Educators

This course is designed as an introduction to how first and, in particular, second languages are learned. The hope is that students will use what they learn to teach individuals who have a second/additional language. All course topics weave in discussion on the role of language in teaching and learning, as well as stress the relevant implications for effective instruction in culturally and linguistically diverse classrooms. Students will gain an understanding of the historical development of language acquisition theories, and how they have led to modern hypotheses on language learning and classroom practices. By the end of the course, the students will write action plans that explain their understanding of language acquisition and how it applies to classroom environments. There is no required field experience for this course. Prerequisite: EDUC-350. 4 SH.

EDUC-478 Principles of Professional Practice

A study of current curricular and instructional practices. Topics include components of planning and preparation, classroom environment, classroom assessment, and professional development. Prerequisite: Acceptance in the Teacher Intern Program. 2 SH.

EDUC-479 Principles of Secondary Education

A study of current curricular and instructional practices. Topics include components of professional practice, planning and preparation, classroom environment, classroom assessment, and professional development. This course is taken in the first semester of the senior year as part of the Secondary Education Methods Block (see secondary education in the education course requirements section). This course includes a practicum. Prerequisites: Senior standing and EDUC-999 admission to the teacher education program. 4 SH.**EDUC-483 Differentiated Instruction and Classroom Management in Secondary Education**

An overview of the current models of classroom management and strategies for meeting diverse needs and unique abilities of students from many different backgrounds. Topics include classroom management techniques for exceptional learners, urban and rural students, and culturally and linguistically diverse students. Includes field experiences at a school site. This course is taken in the first semester of the senior year as part of the Secondary Education Methods Block. Prerequisites: Senior standing and admission to the teacher education program. 2 SH.

EDUC-490 Pedagogy and Classroom Environment

A course for seniors in the early childhood (PreK-4) certificate program, which covers methods of early childhood teaching, including instructional planning, responsive classroom management, diversity in the classroom and professional ethics. The second half of the course is spent at the school site with the cooperating teacher to whom each senior is assigned for student teaching in the spring semester. Prerequisites: Senior standing and admission to the teacher education program. 4 SH.

EDUC-501 Preparation and Planning

Taken together, EDUC-501, EDUC-502, EDUC-503, and EDUC-600 require observation and student teaching in nearby schools under supervision of a public school teacher and a university supervisor and attendance at a weekly seminar. During this 15-week period, students in early childhood education spend a minimum of 450 hours of observation/teaching experience, and students in secondary education spend a minimum of 420 hours of observation/teaching experience. To enroll in this block of courses, students must be admitted to the teacher education program and have approval from their advisors. Students may not enroll in any additional courses for this semester without prior written approval from the head of the Education Department. Prerequisites: All other courses required for the major and for the teacher education program, as well as admission to the teacher education program. Capstone for elementary education majors. 4 SH.

EDUC-502 Classroom Teaching

Taken together, EDUC-501, EDUC-502, EDUC-503, and EDUC-600 require observation and student teaching in nearby schools under supervision of a public school teacher and a university supervisor and attendance at a weekly seminar. During this 15-week period, students in early childhood education spend a minimum of 450 hours of observation/teaching experience, and students in secondary education spend a minimum of 420 hours of observation/teaching experience. To enroll in this block of courses, students must be admitted to the teacher education program and have approval from their advisors. Students may not enroll in any additional courses for this semester without prior written approval from the head of the Education Department. Prerequisites: All other courses required for the major and for the teacher education program, as well as admission to the teacher education program. Capstone for elementary education majors. 4 SH.

EDUC-503 Classroom Management

Taken together, EDUC-501, EDUC-502, EDUC-503, and EDUC-600 require observation and student teaching in nearby schools under supervision of a public school teacher and a university supervisor and attendance at a weekly seminar. During this 15-week period, students in early childhood education spend a minimum of 450 hours of observation/teaching experience, and students in secondary education spend a minimum of 420 hours of observation/teaching experience. To enroll in this block of courses, students must be admitted to the teacher education program and have approval from their advisors. Students may not enroll in any additional courses for this semester without prior written approval from the head of the Education Department. Prerequisites: All other courses required for the major and for the teacher education program, as well as admission to the teacher education program. Capstone for elementary education majors. 4 SH CC: Ethics Intensive.

EDUC-530 Education Policy

This course examines contemporary issues and challenges in public education. It explores the history of education in the United States and discusses objectives behind creating a public school system. Theories and concepts related to the policymaking process are explored, and resulting policies are analysis and contextualize within the field of education. Finally, the course investigates recent education reforms and, where possible, seeks to analyze the consequences of these reforms. Same as POLI-353. Prerequisites: EDUC 101, Junior or senior standing. 4 SH. CC: Writing Intensive.

EDUC-600 Seminar

Taken together, EDUC-501, EDUC-502, EDUC-503, and EDUC-600 require observation and student teaching in nearby schools under supervision of a public school teacher and a university supervisor and attendance at a weekly seminar. During this 15-week period, students in early childhood education spend a minimum of 450 hours of observation/teaching experience, and students in secondary education spend a minimum of 420 hours of observation/teaching experience. To enroll in this block of courses, students must be admitted to the teacher education program and have approval from their advisors. Students may not enroll in any additional courses for this semester without prior written approval from the head of the Education Department. Prerequisites: All other courses required for the major and for the teacher education program, as well as admission to the teacher education program. Capstone for elementary education majors. 2 SH.

EDUC-601 Independent Study

A detailed exploration of a selected educational topic or problem under faculty direction. Project may relate to the development of a significant skill in teaching. Requires approval of supervising professor and department head. 1-4 SH.

INTD-320 The Sciences

Students in this course will examine the disciplines of the natural sciences (physics, chemistry, biology, earth and space) together with related technologies. The course introduces students to science as a human activity with a long history and the following habits of mind: values and attitudes, computation and estimation, manipulation and observation, communication, and critical-response skills. Particular attention is given to the underlying themes of science: systems, models, constancy and change, and scale. Laboratories will be taught together with the lecture portion of the class. However, some field experiences may be on Saturdays. Prerequisites: Sophomore standing, completion of the Analytical Thought requirement, and either MUED-200 or EDUC-101. 4 SH. CC: Interdisciplinary, Scientific Explanations.

INTD-340 Inquiry-based Science

This course is designed for secondary education, modern language education, and music education students. Course instruction will be structured following principles of interdisciplinary instruction and inquiry-based learning. Required lab components are integrated with instruction. Students will analyze and apply their developing understanding of interdisciplinary instruction and inquiry-based learning in order to create original learning activities and lesson plans that incorporate concepts from their respective teaching disciplines. Prerequisites: Sophomore standing and completed the Central Curriculum Analytic Thought requirement and EDUC-101 or MUED-200. CC: Scientific Explanations. 4 SH.

ENGLISH & CREATIVE WRITING

Faculty

Betsy Verhoeven, Ph.D., Associate Professor of English, department co-head
Silas Dent Zobal, Ph.D., Associate Professor of Creative Writing, department co-head
Karla Anne Kelsey, Ph.D., Charles B. Degenstein Professor of Creative Writing
Laurence D. Roth, Ph.D., Charles B. Degenstein Professor of English
Catherine Zobal Dent, Ph.D., Associate Professor of Creative Writing
Amira Hanafi, MFA, Associate Professor of Digital Publishing and Writing
Drew Hubbell, Ph.D., Associate Professor of English
Matthew Neill Null, MFA, Associate Professor of Creative Writing
Monica Prince, MFA, Associate Professor of Creative Writing
Glen Retief, Ph.D., Associate Professor of Creative Writing
Randy Robertson, Ph.D., Associate Professor of English
Rachana Sachdev, Ph.D., Associate Professor of English
Hasanthika Sirisena, MFA, Associate Professor of Creative Writing
Jessica Masterton, Ph.D., Assistant Professor of Publishing & Media Entrepreneurship
Sean Ironman, Visiting Assistant Professor of Creative Writing

English & Creative Writing Studies

Students in English & Creative Writing study literature from four different perspectives: as creative writers, readers, editor-entrepreneurs, and professional writers. Foundational courses taken by students in the first and second years show how literary history, literary theory, and literary diversity are integral to formal concerns and to emerging digital contexts. These provide a common learning experience. After the foundational courses, English-Literature and English-Secondary Education majors take advanced seminars in literary history and theory; English-Publishing & Editing majors take advanced courses in literary criticism and professional skills; Creative Writing majors take advanced writing workshops in fiction, nonfiction, and poetry; and Professional and Civic Writing majors take advanced courses in grant, community, and democratic writing. Coursework in each major is completed through a capstone experience. English-Literature and English-Secondary Education majors pursue an independent research project; English-Publishing & Editing majors take a course in which they reflect on the cultural, political, and commercial functions of publishing; Creative Writing majors prepare a portfolio of their original work; and Professional and Civic Writing majors participate in a class that prepares job application materials and considers the connections between political and workplace writing.

Students in the English & Creative Writing Department may, with department head approval, complete more than one major and/or minor in the department. Students may double-count a maximum of 28 semester hours toward another major in the department.

English Literature

The English Literature major is designed to prepare students for a successful, fulfilling life and career in the 21st century by training them to understand the theoretical implications and historical context of all forms of writing and become expert writers. A graduate from this program will have superb analytic and problem-solving skills, powerful methods to understand cultural context and meaning, and the ability to perform advanced research in any text-based field, such as law, education, government, library science, publishing, editing, marketing and public advocacy.

Learning Goals

- Critical thinking: originality and appreciation of nuance
- Interpretation: history, theory and criticism
- Literacy: reading, intertextuality and cosmopolitanism
- Style: rhetoric, genre and audience

Major in English - Literature

42-44 semester hours with grades of C- or better.

4 ENGL-240 Literary Themes

4 One course chosen from:

- ENGL-245 Studies in Comparative Literatures of the Americas
- ENGL-250 World Literature
- ENGL-255 Jewish Literature
- ENGL-240 Literary Themes.
- NOTE: Students cannot repeat a course with the same content.

4 ENGL-265 Forms of Writing

4 ENGL-290 Aesthetics and Interpretation

4 Mid-level writing course chosen from:

- ENGL-297 Writing and Editing Podcasts
- ENGL-298 Book Reviewing
- ENGL-299 Professional and Civic Writing
- WRIT-200 Introduction to Creative Writing
- WRIT-240 Introduction to Genre Writing
- WRIT-250 Topics in Creative Writing
- WRIT-251 Introduction to Fiction
- WRIT-252 Introduction to Poetry
- WRIT-253 Introduction to Creative Nonfiction

16 Advanced study

To be chosen from among courses in the ENGL-300 to ENGL-390 range.
4 semester hours of this work must be in an early period course.

2-4 ENGL-520 Practicum **or** ENGL-540 Internship in field related to likely career

4 ENGL-440 Applied Knowledge in the Discipline

Of the semester hours listed above, 4 semester hours taken at the 200- or 300- level must be early period, defined as pre-1865 America or pre-1789 British. 4 semester hours taken at either the 200- or 300- level must be multicultural/non-Western.

Secondary Teaching Certification

The English-Secondary Education major is designed to prepare students to teach English in grades 7-12 and be successful on standard exams required of teaching candidates. This major is offered by the Department of English & Creative Writing in conjunction with the Department of Education. It is designed to be a program leading to teacher certification, and students formally apply to the teacher education program by February of their sophomore year or as soon after that as possible. At the time of application, the candidate must have at least a 3.00 overall GPA and a 3.00 English GPA.

Secondary Teaching Certification Coursework required by the state of Pennsylvania for admission to the teacher certification program includes successful completion of FYSE-100 or equivalent course (having learning goals related to English composition), at least 3 semester hours in British or American literature, at least 6 semester hours of mathematics coursework (or other courses which satisfy the Central Curriculum Analytical Thought requirement) and at least one 40-hour externship.

Education course requirements for secondary education

EDUC-101 Introduction to Education and Society
EDUC-250 Educational Psychology
EDUC-260 Introduction to Special Education
EDUC-270 Instruction of Exceptional Students
EDUC-330 Technology in Education
EDUC-350 English Language Learners
EDUC-380 Instructional Design
EDUC-421 Methods of Curriculum, Instruction, and Assessment in Teaching English
EDUC-479 Principles of Secondary Education
EDUC-483 Differentiated Instruction and Classroom Management in Secondary Education
EDUC-500 Student Teaching Package (EDUC-501, EDUC-502, EDUC-503, and EDUC-600)

In addition, secondary education English students complete all of the usual requirements for the English-Literature major—except for ENGL-520/ENGL-540, since the internship requirements is completed via student teaching courses as listed above. Students must complete the major requirements with grades of C- or better.

Minor in English

English minors complete, with grades of C- or better, four semester hours from ENGL-265 Forms of Writing courses, four semester hours from Multicultural/200-Level Choice courses (chosen from ENGL-245, ENGL-250, and ENGL-255), and 12 semester hours from Advanced Study courses (chosen from any ENGL course 300-399). Courses are chosen by the student with the guidance of a departmental advisor.

Major in English-Publishing & Editing

The English-Publishing & Editing major prepares students for careers in a digitally mediated publishing industry and for related careers in marketing, public relations, arts journalism, library and information science, and media management. Courses focus on both the intellectual and practical uses of literary study, especially the technologies of writing and reading, the businesses of literature, and craft.

Students in the English - Publishing & Editing major complete the following 50 semester hours with grades of C- or better.

Required courses:

4 ENGL-190 Introduction to Modern Publishing
4 WRIT-270 Small Press Publishing and Editing
OR ENGL-297 Writing and Editing Podcasts
2 COMM-102 Methods of Adobe Creative Suite
2 ENGL-520 Practicum **or** ENGL-540 Internship
4 MGMT-280 Marketing
OR ENGL-375 History of the Book
4 ENGL-370 SU Press
4 ENGL-397 Digital Publishing
4 ENGL-388 Publishing: Ethics, Entertainment, Art, Politics

4 One course from:

4 COMM-211 Introduction to Advertising and Public Relations
4 ENGL- 298 Book Reviewing
4 ENGL-299 Professional Writing.
4 WRIT-200 Intro to Creative Writing
4 WRIT-240 Introduction to Genre Writing
4 WRIT-250 Topics in Creative Writing
4 WRIT-251 Introduction to Fiction
4 WRIT-252 Introduction to Poetry
4 WRIT-253 Introduction to Creative Nonfiction

8 ENGL-265 Surveys in Forms of Writing (students may not repeat the same form)
2 ENGL-269 Copyediting and English Grammar
4 ENGL-290 Aesthetics and Interpretation
4 One ENGL course at the 300-level other than ENGL-370, -375, -397 and -388

Major GPA Calculation

For the purposes of calculating the required 2.00 minimum GPA in any of the three majors offered by the department, the English & Creative Writing Department uses all of the major courses with the ENGL and WRIT prefixes.

Minor in Publishing & Editing

Students earning the minor in publishing & editing must complete five courses (a total of 18 semester hours) with a grade of C- or above. The required courses are ENGL-190 Introduction to Modern Publishing, WRIT-270

Small Press Publishing and Editing, COMM-102 Methods of Adobe Creative Suite, ENGL-520 or ENGL-540 Internship and ENGL- 388 Publishing: Ethics, Entertainment, Art, Politics.

Major in Professional and Civic Writing

The Professional and Civic Writing major teaches students how to write a variety of documents that are widely used in business, non-profits, government and non-governmental organizations, and civic situations. These documents include grant proposals, letters, personal profiles, websites, and inter-office communication such as memos and emails. They also include data visualizations, social media campaigns, infographics, podcasting, and video storytelling. Students graduating with this major gain experience in problem-solving, including the research skills necessary to find solutions and to present complex information to a wide range of different audiences; careful listening and negotiating among competing points of view; and navigating complex ethical challenges and thorny, "wicked" problems like climate change, public health crises, and the quality of K-12 education.

Complete the following requirements with grades of C- or better.

Writing intensive requirement: At least 24 SH writing intensive courses are required, which may be selected from those included in the program requirements and indicated below.

18 Required Core Writing Courses:

- 4 ENGL-299 Professional and Civic Writing (*Writing Intensive*)
- 4 ENGL-289 Grant Writing (*Writing Intensive*)
- 4 ENGL-385 Making Democracy Work
- 2 ENGL-269 Copy Editing and Grammar
- 4 ENGL-420 Professional and Civic Writing Capstone (*Writing Intensive*)

2-4 Internship Requirement:

- 4 ENGL-360 Community Partnerships: Guided Writing Internship (*Writing Intensive*)
- **2** **or** ENGL 520 Practicum
- 2 **or** ENGL 540 Internship

8 Interdisciplinary Democratic Culture Requirement. Choose two from:

- 4 COMM-191 Interpersonal Communication
- 4 COMM-194 Intercultural Communication
- 4 ENGL-205 Climate Change Narratives (*Writing Intensive*)
- 4 HIST-201 Public History
- 4 PHIL-224 Bioethics
- 4 PHIL-226 Philosophy, Ethics, and the Environment
- 4 RELI-316 Daoism, Zen, and Authenticity
- 4 RELI-318 Confucian Ethics (*Writing Intensive*)
- 4 WGST-313 Women in Art
- 4 WGST-100 Introduction to Women and Gender Studies

12 Depth of Knowledge. In addition to the courses above, a student must complete a sequence of three courses, all on the same topic or in the same discipline. This depth of knowledge may then inform writing in the Required Core Writing courses listed above. This requirement may be met by any of the sequences from the list below or another sequence approved by the department of English and Creative

Writing. Courses may not simultaneously fulfill the Interdisciplinary category and the Depth of Knowledge category.

Africana Studies: AFRC-101 Introduction to Africana Studies; ENGL 250-World Literature (when offered as African Literature); either HIST-115 African-American History or PHIL 150 Race, Class, and Ethics.

Art History: ARTH-101 Introduction to World Art 1; ARTH-102 Introduction to World Art II; 4 SH any 300 level ARTH class. *Note that some 300-level ARTH classes are Writing Intensive.*

Arts Administration: 4 MGMT-240 Principles of Management; MUSC-275 Intro to Arts Leadership; either THEA 100 Introduction to Theatre, MUSC 101 Introduction to Music, or MUSC-250 Music of the Classis and Romantic Eras *(Writing Intensive).*

Environmental Sciences: Any 3 of the following courses. EENV-102 Environmental Hazards, EENV-103 Earth History, EENV-104 Weather and Climate, EENV-105 Energy and the Environment, EENV-213 Oceanography

English: ENGL-265 Forms *(Writing Intensive);* either ENGL-245, ENGL-250, or ENGL-255; 4 SH ENGL-350 *(Writing Intensive)*, ENGL 375, or ENGL 390 *(Writing Intensive)*.

History: Two Geographic Based Surveys (100-level) courses from different geographical areas and one 200-level Specialized Thematic Survey course.

Languages, Literatures & Cultures: 12 SH in French at the 200-level or above; 12 SH in German at the 200-level or above; or 12 SH in Spanish at the 200-level or above; or 12 SH in Italian at the 200-level or above. *Note that some of French, German, or Spanish courses are Writing Intensive.*

Public Policy: POLI-205 Research Methods I; POLI-212 Introduction to Public Policy; 4 SH POLI at the 300-level. *Note that some 300-level POLI courses are Writing Intensive.*

Religious Studies: 12 hours RELI courses; at least 8 hours must be 200-level or higher. *Note that some 200-level and above RELI courses are Writing Intensive.*

Philosophy: 12 hours PHIL courses; at least 8 hours must be 200-level or higher. *Note that some 200-level and above PHIL courses are Writing Intensive.*

Women and Gender Studies: 12 hours WGST classes; at least 8 hours must be 200-level or higher. *Note that some 200-level and above WGST courses are Writing Intensive.*

Minor in Professional & Civic Writing

Students earning the minor in professional and civic writing must complete a total of 20 semester hours with a grade of C- or above. The required courses are listed below:

4 Choose from:

INTD-201 International Studies and Global Challenges
DIVS-100 Introduction to Diversity Studies
LANG-300 Applied Linguistics

4 Choose from:

ENGL-381 Rhetoric & the Environment

ENGL-382 Reading/Writing/Teaching Difference
ENGL-390 Special Themes and Topics (when the topic addresses a rhetorical theory)

4 COMM-194 Intercultural Communication
2 ENGL-269 Copyediting and English Grammar
4 ENGL-299 Professional and Civic Writing: Practice and Theory
2 ENGL-520 Practicum **or** ENGL-540 Internship

Major in Creative Writing

The creative writing major emphasizes literature and writing courses that will be most valuable in preparing students not only for careers in writing, but also for related careers in law, education, publishing and editing. Courses are organized to offer breadth and depth, practical skills, and intensive independent writing, presentation and production experiences.

46-48 semester hours with grades of C- or better.

4 WRIT-251 Introduction to Fiction
4 WRIT-252 Introduction to Poetry
4 WRIT-253 Introduction to Creative Nonfiction

8 Intermediate creative writing workshops chosen from:
WRIT-351 Intermediate Fiction
WRIT-352 Intermediate Poetry
WRIT-353 Intermediate Creative Nonfiction

4 Advanced creative writing workshops chosen from:
WRIT-451 Advanced Fiction
WRIT-452 Advanced Poetry
WRIT-453 Advanced Creative Nonfiction

4 WRIT-550 Senior Seminar
2-4 WRIT-520 Practicum ***or*** WRIT-540 Internship
8 ENGL-265 Forms of Writing, with no repetition of genre and no limitation of topic within the course topics listed below:
ENGL-265 Novel
ENGL-265 Short Story
ENGL-265 Formal Structure of Poetry
ENGL-265 Narrative Poetry
ENGL-265 Lyric Poetry
ENGL-265 Prose Poetry/Lyric Essay
ENGL-265 Personal Essay
ENGL-265 Memoir
ENGL-265 Literary Journalism
ENGL-265 Popular Writing
4 ENGL-290 Aesthetics and Interpretation
4 ENGL courses at the 300-level other than ENGL-381, ENGL-382, and ENGL-388

Note: A student is required to participate in a senior reading and to produce a senior chapbook in order to graduate with a creative writing major.

Secondary Teaching Certification

The Creative Writing Secondary Education major emphasizes literature and creative writing courses that will be most valuable in preparing students for a career in teaching. Courses are organized to develop not only the writing skills of the student, but also to enhance the ability to teach creative writing and literature. Courses in literature are chosen specifically to enable students to master the core of literature needed to both succeed on standardized examinations required of teaching candidates and to be familiar with secondary school curricula.

This major is offered by the Department of English & Creative Writing in conjunction with the Department of Education. It is designed to be a program leading to teacher certification, and students formally apply to the teacher education program by February of their sophomore year or as soon after that as possible. At the time of application, the candidate must have at least a 3.00 overall GPA and a 3.00 English GPA.

Secondary Teaching Certification Coursework required by the state of Pennsylvania for admission to the teacher certification program includes successful completion of FYSE-100 or equivalent course (having learning goals related to English composition), at least 3 semester hours in British or American literature, at least 6 semester hours of mathematics coursework (or other courses which satisfy the Central Curriculum Analytical Thought requirement) and at least one 40-hour externship.

Education course requirements for secondary education are EDUC-101 Introduction to Education and Society, EDUC-250 Educational Psychology, EDUC-260 Introduction to Special Education, EDUC-270 Instruction of Exceptional Students, EDUC-330 Technology in Education, EDUC-350 English Language Learners, EDUC-380 Instructional Design, EDUC-421 Methods of Curriculum, Instruction, and Assessment in Teaching English, EDUC-479 Principles of Secondary Education, EDUC-483 Differentiated Instruction and Classroom Management in Secondary Education, and the EDUC-500 Student Teaching Package (EDUC-501, EDUC-502, EDUC-503, and EDUC-600).

Requirements for the Creative Writing Secondary Education Major

44 semester hours in Department of English & Creative Writing courses with grades of C- or better.

4 WRIT-251 Introduction to Fiction
4 WRIT-252 Introduction to Poetry
4 WRIT-253 Introduction to Creative Nonfiction
(These 200-level courses must be completed before the end of the student's junior year.)

4 Intermediate creative writing workshops chosen from:
WRIT-351 Intermediate Fiction
WRIT-352 Intermediate Poetry
WRIT-353 Intermediate Creative Nonfiction

4 Advanced creative writing workshops chosen from:
WRIT-451 Advanced Fiction
WRIT-452 Advanced Poetry
WRIT-453 Advanced Creative Nonfiction

4 ENGL-290 Aesthetics and Interpretation
4 WRIT-550 Senior Seminar
4 ENGL-265 Forms of Writing

12 Advanced study courses chosen from ENGL-300 to ENGL- 390 range.

4 semester hours of this work must be in an early period course, defined as pre-1865 America or pre-1789 British. Creative writing-secondary education majors are strongly encouraged to fulfill this early period requirement via ENGL-350 Major Authors: Shakespeare. A further 4 semester hours must be multicultural/non-Western.

Note: The Department of Education requires a cumulative grade point of 3.00 overall and in the major. Also, a student is required to participate in a senior reading and to produce a senior chapbook in order to graduate with a creative writing major.

Major GPA Calculation

For the purposes of calculating the required 2.00 minimum GPA in any of the four majors offered by the department, the English & Creative Writing Department uses all of the major courses with the ENGL and WRIT prefixes.

Minor in Creative Writing

Creative writing minors complete, with grades of C- or better, at least 20 semester hours beyond FYSE-100 and including a WRIT 300-level, intermediate workshop class. The remaining courses are chosen with guidance and approval of the depagrtmental minor advisor from departmental offerings that are part of the creative writing major. See the course descriptions for information about which courses may be repeated. COMM-131 Introduction to Journalism also satisfies requirements of the minor. Declaration of a creative writing minor requires submission of a six- to eight-page creative writing sample to the director of creative writing. Select members of the creative writing faculty will review this sample to ensure that students have the ability to succeed in this minor. Note that approval of a creative writing minor does not guarantee a place in workshop classes. The creative writing minor is not open to students pursuing the creative writing major.

English Courses

ENGL-190 Introduction to Modern Publishing

An introduction to the history of modern publishing, to the art and business of producing books (including current trends and problems), and to the practical knowledge and critical skills needed to pursue employment in the industry. 4 SH.

ENGL-205 Literature Studies

Specialized courses surveying a particular theme or topic of literary study and fostering in students the capacity for critical thinking. Texts are chosen according to the interest and expertise of instructors. Recent examples are Wilderness Literature, Beat Literature, Living Writers and Travel Literature. Prerequisite: Sophomore standing or second-semester students who have successfully completed FYSE-100 or an equivalent course. 4 SH. CC: Literary Expression, Writing Intensive.

ENGL-240 Literary Themes

An introductory historical survey of prominent themes in literature, including those related to national, transnational and ethnic literatures. Course topics vary and may include coming of age, human-nature relations, war and revolution, technology, and publishing house culture. Prerequisite: Sophomore standing or

second-semester first-year students who have successfully completed FYSE-100 or an equivalent course. 4 SH. CC: Literary Expression.

ENGL-245 Studies in Comparative Literatures of the Americas (Multicultural/Non-Western)

Surveys the literature of one or more cultural groups both within and outside the U.S., including African-American, Native American, Latina/Latino, Asian American and others. In every case, factors of race, ethnicity, gender, sexual orientation and class will be of prime concern. Course selections and course topics vary according to instructor preference. Prerequisite: English and creative writing major or sophomore standing. Satisfies Multicultural/Non- Western requirement. 4 SH. CC: Diversity, Literary Expression.

ENGL-250 World Literature (Multicultural/Non-Western)

Surveys the literature, primarily in translation, of both historical and contemporary world writers, emphasizing the global context of literature. Prerequisite: English and creative writing major or sophomore standing. Satisfies Multicultural/Non-Western requirement. 4 SH. CC: Literary Expression.

ENGL-255 Jewish Literature (Multicultural/Non-Western)

A variable topic survey, in English translation, of the texts, writers, histories and languages that describe Jewish literatures. The course is especially concerned with debates over definitions of “Jewish literature” (what makes Jewish literatures Jewish?), the significance of Jewish literary and cultural diversity and Jewish literary navigations between diaspora and homeland, secularism and religiosity. Readings may include Hebrew and Israeli literature, Yiddish literature, Sephardic literature, or Jewish literatures of Europe and the Americas. Same as JWST-255. Prerequisite: Sophomore standing. Satisfies Multicultural/Non-Western requirement. 4 SH. CC: Diversity, Literary Expression.

ENGL-265 Forms of Writing

Courses designed to examine both the formal characteristics of a particular genre and its historical development. Focus of a particular section may be the novel, the short story, drama, poetry, the essay, memoir, epic or popular writing. Prerequisite: English or creative writing major or sophomore standing. 4 SH. CC: Diversity Intensive, Literary Expression, Writing Intensive.

ENGL-269 Copyediting and English Grammar

A descriptive study of American English grammar and the history of the English language. 2 SH.

ENGL-289 Grant Writing

Grant writing is a key component of securing funding for projects that make the world a better place. Nonprofits, school districts, and local governments regularly seek to hire staff with comprehensive writing, research, and strategic skills in grant writing. By researching grant funders, developing a grant narrative, practicing boilerplate grant language, writing a realistic budget, and strategizing project implementation, students will become proficient in all aspects of professional grant writing. Prerequisites: FYSE-100 or an equivalent course. 4 SH. CC: Writing Intensive.

ENGL-290 Aesthetics and Interpretation

Intensive and advanced study of reading and writing about literature. Includes close analysis of literary texts in historic, generic and cultural contexts; study of research methods and writing the research paper; and attention to traditional and recent critical theory. Prerequisite: English or creative writing major or sophomore standing. 4 SH. CC: Artistic Expression, Interdisciplinary, Writing Intensive.

ENGL-295 Voice and Audience

This course introduces students to academic writing in English studies by exploring varied models of successful scholarly writing. Emphasis is placed on students developing the skills and strategies writers need in order to participate effectively in the diverse conversations that define this field. Prerequisites: FYSE-100 or an equivalent course. CC: Writing Intensive.

ENGL-297 Writing and Editing Podcasts

Students gain hands-on experience in digital publishing and storytelling by contributing to Me/Us/U, a publicly circulated podcast. Working in teams and engaging a variety of analytical and writing practices, students brainstorm, record, edit, and publish a series of podcast episodes that circulate on Apple Podcasts and other podcasting platforms. 4 SH. Prerequisites: FYSE-100 or an equivalent course; and ENGL-190. 4 SH.

ENGL-298 Book Reviewing

An introduction to and an intensive, rigorous workshop in the basic forms of book reviewing: the short book review, the review essay and the longer literary critical essay. The course builds on the writing skills students have learned in 200-level courses in literature, and it includes intensive reading in the forms listed above. Prerequisites: Sophomore standing and FYSE-100 or an equivalent course. 4 SH.

ENGL-299 Professional and Civic Writing: Practice and Theory

This course offers experience in theory and practice of professional writing (writing that occurs in the workplace, especially in businesses, in government and for nonprofits). While the course is required for students in the publishing and editing emphasis of the Department of English & Creative Writing, students from other majors are welcome. Students will first choose a company or organization for which they would like to write. They will then gain experience writing a wide range of genres, such as letters and memos, feature stories, interviews, biographical sketches, press kits, fliers and brochures, and proposals. We will also study the theory of professional writing, including how genres (generally seen as set formulas) evolve over time in response to changing situations, how genres engage power relations and how genres can be made more open to divergent points of view. Prerequisite: FYSE-100 or an equivalent course. 4 SH. CC: Writing Intensive.

ENGL-350 Studies in Major Authors

A study of literary works by a single author or perhaps of two writers whose works may be studied in tandem. By reading a number of texts by a single author, students will come to understand individual works better and will gain insight into the author's particular vision and sense of literary craft. Offerings are likely to include Chaucer, Shakespeare, Milton, Twain, Austen, Dickinson and Morrison. 4 SH. CC: Writing Intensive.

ENGL-355 Studies in Anglophone Literature (Multicultural/Non-Western)

A study of literature written originally in English by writers from countries other than the United States and Britain. The course may include writers from Canada, Ireland, the Indian subcontinent, the Caribbean and English-speaking countries in Africa. Satisfies Multicultural/Non-Western requirement. 4 SH.

ENGL-360 Community Partners: Guided Writing Internship

Students in this course work with the professor and your peers to fulfill a writing project with a local business, government office, nonprofit, or charitable organization. For this course and its internships, local partners have already worked with faculty to determine meaningful writing projects that further the mission of the partner, although students may cultivate their own partners and projects with faculty permission. Class time covers practical writing strategies, theories of community partnership and community organization, and peer review of each other's writing project drafts. Students will produce a portfolio that they can share when pursuing future work positions; reflect on their interests and future professional goals; practice transferring classroom skills toward professional aims; benefit from a structured framework that helps them develop problem-solving skills, interpersonal communication, professional collegiality, and self-confidence in a professional environment; and work alongside supervisors who are passionate about their work and dedicated to your professional development. Prerequisites: FYSE-100 or an equivalent course; and either ENGL-299 or ENGL-320. 4 SH. CC: Writing Intensive.

ENGL-361 Studies in Literary Forms

Advanced courses designed to examine the formal characteristics of a genre, as well as the historical factors influencing its development or manifestation at any given moment, and the theoretical approaches to understanding the genre. The focus of a particular section may be the novel, short story, drama, poetry, the essay or autobiography. 4 SH.

ENGL-365 Studies in Literature and Gender

Courses exploring such topics as women in literature, literature by women, literature and sexuality, the construction of gender in literature, and feminist literary theory. Same as WGST-365. 4 SH. CC: Writing Intensive.

ENGL-370 SU Press

An advanced experiential learning course where students apply editing, design, and business theories to hands-on practice. Students work for SU Press, a professional publisher that seeks to bridge the gap between the creative and business sides of the industry. Students gain real-world experience in copyediting, proofreading, cover design, typesetting, web development, marketing, management, accounting, and strategic planning. They also learn how to market their skill sets toward a variety of career paths. Prerequisites: WRIT-270 or ENGL-297. 4 SH.

ENGL-375 History of the Book

In this course we will study the book as a material object, a concrete text that is produced, sold, circulated and read. More broadly, we will address the wider social and political pressures that have shaped book production, as well as the social and political consequences of producing books and other media. We will first examine manuscripts and manuscript culture through a consideration of the New Testament's publication history. We will then shift our attention to the medium of print. As a class, we will study the wider implications of the invention of the printing press. What effect, for instance, did printing have upon literacy, the rise of

natural science, the transformation of religion, and the twin concepts of authorship and literary property (copyright)? How did censorship constrain what writers, printers and booksellers were able to publish? Finally, we will study the Internet as an engine of change. In many scholars' estimation the Internet will have a more profound impact upon society than did the printing press. We will try to gauge this impact and to appraise the ways in which hypertext is changing literature, journalism and what's more, how we read and write. Early Period. Pre-requisite: Sophomore standing. 4 SH.

ENGL-381 Advanced Composition: Rhetoric and the Environment

An interdisciplinary workshop course focusing on the environment. Students explore the way scientists' knowledge, methods and values have informed public rhetoric and scholarly rhetorical criticism, as well as the ways that rhetorical criticism and awareness have in turn had an impact on scientific discourse. Fundamental to the course is the crafting of students' written arguments in response to readings and personal involvement with environmental issues. The process of writing these arguments is informed by research from the field of composition and models the best practices of that field, making this course useful for future teachers and professional writers, as well as to those who are interested in environmental issues. Prerequisite: Sophomore standing. 4 SH. CC: Interdisciplinary, Writing Intensive.

ENGL-382 Reading/Writing/Teaching Difference

Students explore the ways that difference impacts everyone's—students', instructors' and others'—experiences of reading, writing and teaching/learning. "Difference" includes, among other factors, gender, race, class, religion, ability, sexuality and national origin. This interdisciplinary course uses readings and concepts from the fields of education, literature, and composition and rhetoric. Students will apply these concepts and readings to their own or to others' reading, writing and learning experiences inside and/or outside of the traditional classroom. Prerequisites: Sophomore standing and FYSE-100 or equivalent course. 4 SH. CC: Interdisciplinary, Diversity Intensive.

ENGL-383 Peer Tutoring in Writing

This class introduces students to the theory, research, and practices of writing tutoring by engaging with scholarship in writing studies while providing practical experience by providing tutoring support in the Writing Center @ The Center for Academic Success or in embedded placements in First-Year Seminar (FYSE) or Writing Intensive (WI) classes across the curriculum. Students will explore theories of learning writing, supporting student writers, and developing their own mentoring and leadership styles. Prerequisites: FYSE-100 or equivalent course; and Instructor Permission. 4 SH. CC: Diversity Intensive.

ENGL-385 Making Democracy Work

In these polarized times, how can citizens learn to cooperate or communicate across political camps and parties? We will use the field of politics to understand the evolution of democratic ideals from ancient Greece to Contemporary America and to provide empirical means to explore actual trends in political behavior. We will also learn rhetorical concepts that help us create better dialog and more carefully judge the political claims made by others. Students will engage in hands-on community projects to help them implement what they learn outside of the classroom. Prerequisites: Sophomore standing and FYSE-100 or equivalent course. 4 SH.

ENGL-388 Publishing: Ethics, Entertainment, Art, Politics

This course explores the cultural, political and commercial functions of publishing. We explore how published texts ask us to take on certain ethical roles as art critics, citizens and consumers. We start by reading Addison and Steele's Spectator; next we examine Jurgen Haberma's theory that newspapers' publication of literary criticism helped enable democratic government; finally, we consider the ways changes in marketing, new formats like the Internet and increases in profitability have obscured the political purposes that may have been served in publishing. 4 SH. Prerequisites: Junior-standing; Publishing & Editing majors and minors; ENGL-190; at least 8 SH at 200-level or above; FYSE-100 or equivalent course. Capstone. CC: Ethics Intensive, Writing Intensive.

ENGL-390 Special Themes and Topics

Occasional offerings of specialized courses exploring subjects of serious interest to faculty members and to students. 4 SH. CC: Writing Intensive. When the topic being offered is Race and Identity in U.S. Literature, the course is Diversity Intensive and Ethics Intensive but not Writing Intensive.

ENGL-397 Digital Publishing

This course provides an introduction to the theories, platforms, and tools of digital publishing. Students will learn about the various formats and technologies used in digital publishing, including e-books, audiobooks, and web publishing. They will explore the tools and techniques used to create, design, and distribute digital content. Prerequisites: ENGL 297 or WRIT 270. 4 SH.

ENGL-420 Professional and Civic Writing Capstone

The capstone course brings together student work from various classes, emphasizing especially their research, writing, and project-management skills. We use reflection on these prior in-class and of-class experiences to prepare for our first professional positions after college; we also consider how these past experiences prepare us to be better members of our civic communities, considering the ethical ramifications of various writing practices. Prerequisite: Junior standing; Publishing & Editing majors and minors; ENGL-190; at least 8 SH at ENGL 200-level or above; and FYSE-100 or equivalent course. 4 SH. Capstone. CC: Ethics Intensive, Writing Intensive.

ENGL-440 Applied Knowledge in the Discipline

The capstone course for the major focuses on post-graduate preparation and applying knowledge and skills to projects related to core subjects in the discipline: reading, writing, critical thinking, and producing and transmitting cultural knowledge. Prerequisites: Senior standing for literature track; junior or senior standing for secondary-education track; and at least eight hours at 200 level or above. 4 SH. Capstone. CC: Writing Intensive

ENGL-500 Directed Reading and Research

Independent research and writing under the supervision of an appropriate member of the department. Prerequisites: 24 credit hours in ENGL 200- and 300-level courses, 48 total credit hours with at least a 3.00 GPA in the major and department approval. 2-4 SH.

ENGL-505 Independent Study

Independent research and writing under the supervision of an appropriate member of the department. Prerequisites: 24 credit hours in ENGL 200- and 300-level courses, 48 total credit hours with at least a 3.00 GPA in the major and department approval. 2-4 SH.

ENGL-520 Practicum

Applied projects in language, literature or craft, including supervised work in literacy projects, in writing projects, at public and school libraries, in shelters, and in public institutions. The Susquehanna University Office of Volunteer Programs provides contacts. May apply for major or minor credit to a maximum of four semester hours, depending on the nature of the project. Prerequisites: 24 credit hours in ENGL 200- and 300-level courses, 48 total credit hours with at least a 3.00 GPA in the major and department approval. S/U grade. 2-4 SH.

ENGL-540 Internship

Research, writing and editing for various public and private organizations and various on- and off-campus publications. Open only when positions are available. May apply for major or minor credit to a maximum of four semester hours, depending on the nature of the internship. Prerequisites: 24 credit hours in ENGL 200- and 300- level courses, 48 total credit hours with at least a 3.00 GPA in the major and department approval. 2-4 SH.

Creative Writing Courses

WRIT-200 Introduction to Creative Writing

In this course, students write stories, poems and creative non-fiction. As T.S. Eliot teaches us in "Tradition and the Individual Talent," there is no ultimate separation between understanding and practicing an art. By studying published authors, we will learn about the forms, techniques, elements, and processes associated with writing a work of literature. By composing original creative work—in playing with form, voice, structure, character, image, setting, and in undertaking processes like idea development, writing first drafts, getting and receiving peer and professional feedback, and revision and editing—we will become more skilled readers and critics. This course should not be taken by creative writing majors. Prerequisites: Sophomore standing or second-semester students who have successfully completed FYSE-100 or an equivalent course. 4 SH. CC: Literary Expression, Writing Intensive.

WRIT-240 Introduction to Genre Writing

This workshop writing course introduces students to the craft of various types of writing, including screenwriting, children's literature and science fiction. Genres vary depending on semester and instructor expertise. 4 SH. CC: Artistic Expression when the topic is Experimental Writing.

WRIT-241 Environmental Writing

In this hands-on course students will develop creative writing projects around specific, local, environmentally important/precarious sites. In doing so, students will perform both traditional academic (scientific/historical) and experiential (place-based/creative) research that evolves into works of poetry, fiction, creative non-fiction, or cross-genre work. In this course you will dwell in the space between and including environmental studies and creative writing, developing your own voice and vision as witness to environmental change and trauma. 4 SH.

WRIT-250 Topics in Creative Writing

Introductory workshop course in the study and practice of genre topics other than fiction, poetry, and creative nonfiction. 4 SH. CC: Writing Intensive. May be repeated as long as the topic changes.

WRIT-251 Introduction to Fiction

Introductory workshop course in the study and practice of fiction. 4 SH. CC: Writing Intensive.

WRIT-252 Introduction to Poetry

Introductory workshop course in the study and practice of poetry. 4 SH. CC: Writing Intensive.

WRIT-253 Introduction to Creative Nonfiction

Introductory workshop course in the study and practice of creative nonfiction. 4 SH. CC: Writing Intensive.

WRIT-260 The Choreopoem

Inspired by the original choreopoem by Ntozake Shange, this course introduces the choreopoem form, investigating the concept of the living text as it applies to collaboration across multiple disciplines. Using literary analysis, creative writing, and theatre, students research the choreopoem form, write one as a class, and publicly perform it, reflecting on the tension of intention vs. impact in performance spaces. Prerequisite: Sophomore or higher standing required. (Same as THEA-260 and AFRC-260.) 4 SH. CC: Interdisciplinary, Diversity Intensive.

WRIT-270 Small Press Publishing and Editing

An introductory workshop course in the study and practice of publishing and editing for small presses; includes both historical study of the industry and hands-on publishing and editing projects. 4 SH. CC: Artistic Expression.

WRIT-350 Intermediate Creative Writing

An intensive, rigorous discussion of student writing in a workshop atmosphere. This course builds upon what students learned in WRIT-250 Topics In Creative Writing. It includes intensive reading of literature in the genre being studied. Special emphasis on the development of a body of work. Genre topics include all those other than fiction, poetry, and creative nonfiction. Prerequisite: WRIT-250 or instructor's permission. 4 SH. CC: Literary Expression, Writing Intensive. May be repeated as long as the topic changes.

WRIT-351 Intermediate Fiction

An intensive, rigorous discussion of student writing in a workshop atmosphere. This course builds upon what students learned in WRIT-251 Introduction to Fiction. It includes intensive reading of fiction. Special emphasis on the development of a body of work. Prerequisite: WRIT-251 or instructor's permission. 4 SH. CC: Writing Intensive. May be repeated as long as the topic changes.

WRIT-352 Intermediate Poetry

An intensive, rigorous discussion of student writing in a workshop atmosphere. This course builds upon what students learned in WRIT-252 Introduction to Poetry. It includes intensive reading of poetry. Special emphasis on the development of a body of work. Prerequisite: WRIT-252 or instructor's permission. 4 SH. CC: Writing Intensive. May be repeated as long as the topic changes.

WRIT-353 Intermediate Creative Nonfiction

An intensive, rigorous discussion of student writing in a workshop atmosphere. This course builds upon what students learned in WRIT-253 Introduction to Creative Nonfiction. It includes intensive reading of creative nonfiction. Special emphasis on the development of a body of work. Prerequisite: WRIT-253 or instructor's permission. 4 SH. CC: Writing Intensive. May be repeated as long as the topic changes.

WRIT-450 Advanced Creative Writing

An intensive, rigorous discussion of student writing in a workshop atmosphere, along with intensive reading in the genre. Special emphasis on the development of a significant body of work in preparation for an understanding of what is required to write a book in the genre being studied. Genre topics include all those other than fiction, poetry, and creative nonfiction. Prerequisite: WRIT-350 or instructor's permission. 4 SH. May be repeated.

WRIT-451 Advanced Fiction

An intensive, rigorous discussion of student writing in a workshop atmosphere, along with intensive reading in fiction. Special emphasis on the development of a significant body of work in preparation for an understanding of what is required to write a fiction book. Prerequisite: WRIT-351 or instructor's permission. 4 SH. May be repeated.

WRIT-452 Advanced Poetry

An intensive, rigorous discussion of student writing in a workshop atmosphere, along with intensive reading. Special emphasis on the development of a significant body of work in preparation for an understanding of what is required to write a poetry book. Prerequisite: WRIT-352 or instructor's permission. 4 SH. May be repeated.

WRIT-453 Advanced Creative Nonfiction

An intensive, rigorous discussion of student writing in a workshop atmosphere, along with intensive reading. Special emphasis on the development of a significant body of work in preparation for an understanding of what is required to write a creative nonfiction book. Prerequisite: WRIT-353 or instructor's permission. 4 SH. May be repeated.

WRIT-500 Independent Study

Independent research and writing under the supervision of an appropriate member of the department. 1-4 SH.

WRIT-520 Practicum

Applied projects in writing under the supervision of an appropriate member of the department. Prerequisites: 24 credit hours in WRIT 200- and 300-level courses, 48 total credit hours with at least a 3.00 GPA in the major and department approval. 2-4 SH.

WRIT-540 Internship

Research, writing and editing for various public and private organizations and various on- and off-campus publications. Open only when positions are available. 2-4 SH.

WRIT-550 Senior Seminar

The capstone course for all creative writing majors (and interested creative writing minors). Students will prepare a portfolio of their written work with the expectation of the portfolio going "public," that is, meeting the demands of graduate school, employment or the marketplace. Required for senior creative writing majors; others by successful completion of WRIT-350. 4 SH. Capstone.

WRIT-590 Departmental Honors

Completion of a suitable portfolio of fiction, poetry, drama or creative nonfiction, by invitation of the department only, and in accordance with departmental honors guidelines. 4 SH.

ENVIRONMENTAL STUDIES

Faculty Coordinator

Drew Hubbell, Ph.D., Associate Professor of English

Environmental studies is an interdisciplinary program that allows students to study environmental problems from multiple disciplinary perspectives. Drawing on courses from the departments of Earth and Environmental Sciences, Political Science, English & Creative Writing, Economics, Religious Studies, Sociology and Anthropology, and others, students develop a holistic, applied approach to environmental problem-solving.

Learning goals

- Students will be able to use interdisciplinary knowledge and skills to explain the interrelated scientific, political, economic, ethical, and human dimensions of environmental issues
- Students will be able to communicate a position on complex environmental problems and explain its tradeoffs to various stakeholders
- Students will develop critical thinking, research, writing, and analytical skills
- Students will be able to use various technologies and methods of gathering and analyzing data relevant to understanding complex, interrelated environmental issues, while also being able to explain the cost/benefit of each method or technology

Major in Environmental Studies

To earn the B.A. in environmental studies students must complete 62 semester hours of coursework, all with grades of C- or higher. All majors must complete 50 semester hours of program foundation courses and 12 semester hours of electives.

Double-counting Restriction for Environmental Studies Major

Students in the Environmental Studies major may double-count a maximum of 20 semester hours toward another major or minor.

50 Foundation

4 EENV-101 Environmental Science
OR ECOL-100 Introduction to Ecology
OR BIOL-101 Ecology and Evolution
OR BIOL-010 Issues in Biology when the topic is one of the following:
Biology of Climate Change, Conservation Biology, Environmental Biology, or Human Ecology

4 EENV-105 Energy and the Environment or EENV-332 Sustainable Energy Resources

4 ENST-110 Sustainability and Society

4 ECON-105 Elements of Economics
NOTE: ECON-201 Principles of Macroeconomics or ECON 202 Principles of Microeconomics may be substituted for ECON -105 with approval of the Program Coordinator.

4 ECOL-/BIOL-220 Biostatistics

4 ENST-201 Environmental Humanities

4 EENV-242 Climate and Global Change

4 POLI-212 Introduction to Public Policy

4 RELI-235 Environmental Ethics or PHIL-226 Philosophy, Ethics and the Environment

4 ENST-301 Current Topics in Environmental Studies

4 ENST-335 Environmental Laws and Regulations

4 ENST-505 Environmental Studies Community Project

2 Internship (must be approved by Program Coordinator)

12 Electives:

Students must complete 12 semester hours forming a cohesive focus, with advisor approval. No more than 4 semester hours may be taken at the 100-level or lower, and at least 4 semester hours must be taken at the 300-level or higher. It is not necessary for students to complete all 12 semester hours from the same category.

Biology/Ecology/Earth Sciences

4 BIOL-332 Population Biology
and BIOL 333 Population Biology Lab

2 BIOL-560 Interdisciplinary Explorations in Biology when the topic is Sustainable Food Systems, Biology of Invasive Species, Amphibian Population Decline, or Biology of Climate Change

4 ECOL-201 Community and Ecosystems Ecology

4 ECOL-408 Aquatic Ecology and ECOL-409 Aquatic Ecology Lab

4 EENV-213 Oceanography

4 EENV-220 Water Resources

4 EENV-313 The Susquehanna River

4 EENV-360 Geographic Information Systems

4 EENV-383 Soil Science

Cultural Studies

- 4 ENGL-205 Literature Studies when the topic is Climate Change Narratives or Shakespeare and the Environment
- 4 ENGL-390 Special Themes and Topics, when the topic is Sustainability Literature
- 4 ENST-117 American Environmental History
- 4 HIST-324 Pennsylvania's Pasts and Their Publics
- 4 PHIL-125 Justice
- 4 PHIL-150 Race, Class, and Ethics
- 4 RELI-101 Introduction to Religious Studies
- 4 RELI-105 World Religions
- 4 RELI-208 Buddhism
- 4 RELI-305 Topics, when the topic is Eco-Theology

Economics/Business

- 4 BSAN-174 Data Collection and Modeling
- 4 BSAN-472 Data Insight and Visualization
- 4 ECON-201 Principles of Macroeconomics (if not taken for Foundation credit)
- 4 ECON-202 Principles of Microeconomics (if not taken for Foundation credit)
- 4 ECON-313 Intermediate Microeconomics Theory
- 4 ECON-335 Economic Development
- 4 ECON-338 International Political Economy
- 4 ECON-373 Political Economic Thought
- 4 MGMT-230 Entrepreneurship and Innovation
- 4 MGMT-240 Principles of Management
- 4 MGMT-290 Non-Profit Management
- 4 MGMT-333 New Ventures and Corporate Innovation
- 4 MGMT-373 Managing for Sustainability
- 4 MGMT-437 Social and Sustainable Entrepreneurship

Political Science

- 4 POLI-111 American Government and Politics
- 4 POLI-215 Law and Politics
- 4 POLI-334 International Organizations and Law
- 4 POLI-352 Environmental Policy

Public Relations

- 4 COMM-211 Introduction to Advertising and Public Relations
- 4 COMM-314 Public Relations Writing and Campaigns
- 4 COMM-321 Crisis Management

Sociology/Anthropology/Psychology

- 4 ANTH-152 Public Culture
- 4 ANTH-162 Introduction to Anthropology
- 4 ANTH-310 National, Transnational, Diasporic Communities
- 4 ANTH-311 Regulating Bodies: Food, Sex, Drugs and the Economy
- 4 PSYC-232 Environmental Psychology
- 4 SOCI-413 Critical Race Theory

Minor in Environmental Studies

Environmental studies is an interdisciplinary program that allows students to study environmental problems from multiple disciplinary perspectives. Drawing on courses from the departments of Earth and Environmental Sciences, Political Science, English & Creative Writing, Economics, Religious Studies, Sociology and Anthropology, and others, students develop a holistic, applied approach to environmental problem solving.

The minor in environmental studies requires 24 semester hours. Only courses completed with a grade of C- or higher may be counted toward the minor. No more than 8 semester hours may be taken at the 100-level or lower.

Double-counting Restriction for Interdisciplinary Minors

Only 8 semester hours of this minor may be double-counted toward the student's major or another minor.

Courses applied to the environmental studies minor must include the following (see below for detailed lists):

- Introductory (100-level) environmental science, biology, or ecology (4 SH)
- Upper-level (200-level or higher) environmental science, biology, or ecology (4 SH)
- Political science, law, or economics (4 SH)
- English, philosophy, religious studies, sociology/anthropology, or creative writing (4 SH)
- Sustainability Electives list (4 SH)
- ENST-301 Current Topics in Environmental Studies (4 SH)

4 Introductory (100-level) environmental science, biology, or ecology courses:

EENV-101 Environmental Science
EENV-105 Energy and the Environment
ECOL-100 Introduction to Ecology
BIOL-101 Ecology and Evolution
BIOL-010 Issues in Biology (when the topic is one of the following: Biology of Climate Change, Conservation Biology, Environmental Biology, or Human Ecology only)

4 Upper-level (200-level or higher) environmental science, biology, or ecology courses:

EENV-213 Oceanography
EENV-220 Water Resources
EENV-242 Climate and Global Change
EENV-313 The Susquehanna River
EENV-332 Sustainable Energy Resources
EENV-383 Soil Science
BIOL-332 Population Biology
BIOL-560 Sustainable Food Systems
BIOL-560 Biology of Invasive Species
BIOL-560 Biology of Climate Change
ECOL-201 Community and Ecosystems Ecology
ECOL-408 Aquatic Ecology and
ECOL-409 Aquatic Ecology Lab

4 Political science, law, or economics courses:

ECON-105 Elements of Economics
ECON-201 Principles of Macroeconomics
ECON-202 Principles of Microeconomics
ECON-313 Intermediate Microeconomics Theory
ECON-335 Economic Development
ECON-373 Political Economic Thought
ECON-338 International Political Economy
ENST-335 Environmental Laws and Regulations
POLI-212 Introduction to Public Policy
POLI-215 Law and Politics

POLI-334 International Organizations and Law
POLI-352 Environmental Policy

4 English, philosophy, religious studies, or sociology/anthropology:
ANTH-152 Public Culture
ANTH-311 Regulating Bodies: Food, Sex, Drugs and the Economy
ENGL-205 Climate Change Narratives
ENGL-205 Shakespeare and the Environment
ENST-201 Environmental Humanities
PHIL-125 Justice
PHIL-150 Race, Class, and Ethics
PHIL-226 Philosophy, Ethics and the Environment
RELI-208 Buddhism
RELI-235 Environmental Ethics
RELI-305 Topics, when the topic is Eco-Theology
SOCI-316 Social Justice

SOCI-413 Critical Race Theory WRIT-241 Environmental Writing

4 Sustainability course from the following:
BSAN-174 Data Collection and Modeling
EENV-360 Geographic Information Systems
ENGL-390 Special Themes and Topics, when the theme is Sustainability Literature
ENST-110 Sustainability and Society
ENST-117 American Environmental History
MGMT-373 Managing for Sustainability
MGMT-437 Social and Sustainable Entrepreneurship
PSYC-232 Environmental Psychology

4 ENST-301 Current Topics in Environmental Studies

Honors

To graduate with honors, environmental studies majors must:

- Maintain a cumulative GPA of 3.25 and a GPA of 3.50 in the program,
- Request nomination from the ENST program coordinator at the beginning of their senior year and

- Complete and publicly present an honors-quality project at the Senior Scholars' Day in the spring of their senior year.

Environmental Studies Courses

ENST-110 Sustainability and Society

This course introduces students to the three pillars of sustainability: environmental conservation, economic development, and social equity. Through the lens of sustainable resilience, students will analyze social and infrastructure systems and critically examine sustainable solutions' impact on society. Class discussions, hands-on exercises, and a team-based project will result in a broad understanding of societal systems, their interconnectedness, and the sustainability challenges our world faces. 4 SH.

ENST-117 American Environmental History

Introduction to topics and methods of environmental history. An interdisciplinary study of the mutual relationships between humans and nature through time. Examines American environmental history from Native American ecology and European contact in the 16th century through urbanization and industrialization, and consequent problems of pollution and resource conservation in the 20th century. 4 SH. CC: Historical Perspectives.

ENST-201 Introduction to Environmental Humanities

A practical, accessible guide to the power of the arts and humanities for understanding and addressing human-caused environmental problems, including climate change, deforestation, species extinction, pandemics, and environmental injustice. The course takes a global, historical view of these problems, emphasizing their impact on human diversity, geopolitical and economic power, and struggles for equity and justice. Projects and research engage students in using the humanities and arts to advance sustainable, just solutions that reimagine the human role in Earth's future. 4 SH. CC: Interdisciplinary, Diversity, Writing Intensive. Second year standing or permission of the instructor. Not restricted to ENST majors or minors.

ENST-301 Current Topics in Environmental Studies

An in-depth analysis of a current environmental issue. The topic will be explored through an integration of disciplines, including science, ethics, economics, policy, law and literature, as well as the role of citizen activism. Prerequisite: Sophomore standing or permission of the instructor. 4 SH.

ENST-335 Environmental Laws and Regulations

Surveys important state and federal environmental legislation, the principles on which these laws are founded, and the problems that arise in their practical application. Employs case studies to illustrate how environmental laws function in contemporary American society. 4 SH.

ENST-400 Independent Study

Individual and in-depth study of a specialized topic under a faculty member's direction. 1-4 SH.

ENST-410 Internship

This learning experience cultivates a student's professional development. Students work at a private industry, public agency, or institute in an environment-related field under professional supervision. GO Your Own Way internships and service learning in environmental conservation fields are also encouraged. The student, employer and the department internship coordinator must complete the Student Learning Contract before the end of the drop/add deadline. Oral or written presentations and employer's written evaluation are required for credit. Prerequisites: Faculty advisor's permission, approval of Program Director, acceptance by organization, completed Internship Student Learning Contract. Graded S/U. 2-4 SH.

ENST-505 Environmental Studies Community Project

A capstone course for Environmental Studies majors. Students complete a community-based project that addresses an ongoing environmental issue. This course emphasizes the development of effective research, stakeholder analysis, communication, and partnership-building skills in a project-based environment. Prerequisite: Junior or senior standing. 4 SH. Capstone.

FILM STUDIES

Faculty Coordinator

Catherine Hastings, Ph.D., Associate Professor of Communications

Learning goals

- Film students understand films as works of art.
- Film students understand the relationship between films and their audiences and cultures.
- Film students possess a vocabulary to describe and evaluate films.
- Film students explore otherness through films.

Minor in Film Studies

The minor in film studies is an interdisciplinary program using courses in several departments and coordinated by the Film Institute. It provides students with a broad introduction to motion pictures as an art and cultural phenomenon. Students minoring in film studies complete, with grades of C- or better, 20 semester hours from the following: FILM-150, FILM-180, FILM-210, FILM-220, FILM-230, FILM-240, FILM-260/MUSC-260, FILM-300, COMM-282 or COMM-382. Independent Studies and COMM-502 Individual Investigation are also available for credit toward the film studies minor, with Film Institute and instructor approval.

Double-counting Restriction for Interdisciplinary Minors

Only 4 semester hours of this minor may be double-counted toward the student's major.

Film Production

The Department of Communications offers the following film-related production courses: COMM-282 Fundamentals of Digital Video Production and COMM-382 Intermediate Digital Multimedia Production.

Film Courses

FILM-150 Introduction to Film

An interdisciplinary study of film as an art and cultural phenomenon. Stresses the history, aesthetics and social implications of film rather than movie-making techniques. Studies commercial cinema in connection with traditional humanistic disciplines such as literature, history and philosophy. 4 SH. CC: Artistic Expression.

FILM-180 Film and Human Values

Focuses on religious, ethical, aesthetic and epistemological values as exemplified in selected films. Examines such issues as peace and war, personal ethics, civil disobedience, deception, truth, beauty, and the sordid. Emphasizes the nature of the ethical choices and value systems and the extent to which these are adequately represented or oversimplified and distorted by films. 4 SH.

FILM-210 Film and Literature

A study of films based upon literary works and their cinematic adaptations. Stresses an understanding of the relative criteria of artistic form for film and literature and problems of translating the written word into visual images, techniques of narration and questions of verisimilitude. 4 SH.

FILM-220 International Film

An interdisciplinary study of outstanding foreign films as works of art and cultural artifacts. Stresses film theories and criticism, as well as the appreciation of foreign films as creative exemplifications of national mores and culture. Includes particular attention to the work of distinguished directors such as Eisenstein, Lang, Renoir, Bunuel, Fellini, Kurosawa and Bergman. 4 SH. CC: Artistic Expression.

FILM-230 American Film and Culture

An interdisciplinary study of American film as an art, industry and cultural phenomenon. Stresses the history and aesthetics of American cinema, as well as the interaction between the American film industry and major events in U.S. history from 1895 to present. 4 SH.

FILM-240 Female Action Heroines in Film

This course examines the emergence and development of the female action heroine in film over the course of the last 50 years within the popular “action film” genre. This course critically evaluates visual and thematic markers of femininity, masculinity, sexuality, race and class with respect to representations of female action heroines in a variety of films. Same as WGST-240. 4 SH. CC: Artistic Expression, Diversity Intensive.

FILM-260 Early Film Music

Exploration of the art, technique, and history of music developed in the late 19th and early 20th centuries to accompany silent movies. Credit may not be received for both MUSC-260 and FILM-260. 4 SH. CC: Artistic Expression.

FILM-300 Film Seminar

Intensive study of advanced or specialized areas in film and its relation to the humanities and fine arts. Subjects vary and may include Imagination and the Artist, Film Theory and Criticism, studies in national cinema, individual artists, and film-based study of historical phenomenon. May be repeated with permission of the Film Institute coordinator. 4 SH.

FINANCE & ANALYTICS

Faculty

James J. Pomykalski, Ph.D., Associate Professor of Analytics, department head
Pat Polwitoon, Ph.D., Associate Professor of Finance
Loc Tan Bui, Ph.D., Assistant Professor of Finance
Anjee Gorkhali, Ph.D., Assistant Professor of Analytics
Kihun Kim, Ph.D., Assistant Professor of Real Estate
Cindy Pan, PhD., Assistant Professor of Finance

Requirements for the Majors offered by the Finance and Analytics Department

Students complete the business foundation courses and a major in Business Analytics, Finance or Real Estate. No grade below C- will be accepted to fulfill major requirements or in any foundation course.

Double-counting Restriction

A student can declare two majors within the Sigmund Weis School of Business, but they may not declare a double major in both 1) Marketing and 2) Luxury Brand Marketing & Management. Students must complete all the requirements for both declared majors. Students may only double-count the courses included in the Business Foundation requirements. Therefore, if a course is used to satisfy a requirement of one major, that same course may not be used to fulfill a requirement of the second major within the School of Business.

Business Foundation Courses

Complete one of the following Introduction to Business classes:

4	MGMT-196 Global Business Perspectives
2	MGMT-138 Fundamentals of Business

Complete one of the following statistics classes:

4	MATH-108 Introduction to Statistics
4	MATH-180 Statistical Methods
4	MGMT-202 Business Statistics
4	PSYC-123 Statistics for the Behavioral Sciences

Required courses:

4	ACCT-200 Financial Accounting
4	ACCT-210 Legal Environment
4	ACCT-230 Managerial Accounting
4	BSAN-174 Data Collection and Modeling
4	BSAN-472 Data Insight and Visualization
4	ECON-201 Principles of Macroeconomics

4	ECON-202	Principles of Microeconomics
4	FINC-340	Corporate Financial Management
2	MGMT-105	Introduction to Professional Development
4	MGMT-240	Principles of Management
4	MGMT-400	Business Policy and Strategy
4	MKTG-280	Marketing

No grade below a C- will be accepted toward graduation for foundation courses; upon earning a grade below C- in a foundation course, the student must retake the course the next semester in which it is offered. The course descriptions listed later in the catalog identify prerequisites, and these suggest a certain degree of order in completing the foundation. In addition to the foundation, first-semester business students enroll in MGMT-196 Global Business Perspectives (four semester hours), which provides an introduction to liberal studies and college life, as well as an overview of business functional areas, career opportunities and the Sigmund Weis School curriculum. This course satisfies the First-Year Seminar requirement of the Central Curriculum.

Major in Business Analytics

Continuing advancements in technology enable organizations to collect and analyze increasing volumes of data that can inform strategic and operating decisions from a variety of business perspectives. Students complete the business foundation courses which enable students to understand and apply theories from economics, accounting, marketing, finance, business analytics, and management. The business foundation courses are then complemented by coursework in the mathematical sciences. This combination of coursework enables students to understand the application of data science techniques to business decision making.

Learning Goals

- Students will be able to apply data analysis, data visualization, and data mining techniques that enable decision-makers to discern insights and patterns and describe these insights through data stories
- Students will be able to assess the performance of different data analysis and data mining models by using appropriate metrics and validation methods, ensuring the reliability and accuracy of the models.
- Students will be able to effectively communicate the results of data mining projects through written reports and presentations, highlighting key insights and actionable recommendations derived from their analyses.

Requirements for the Major in Business Analytics

The Business Analytics major requires completion of the business foundation. Students will also complete the following semester hours:

24 Required Courses:

2	BSAN-233	Data Driven Decision Making
2	BSAN-505	Capstone
4	CSCI-181	Principles of Computer Science
4	CSCI-281	Data Structures
4	CSCI-301	Data Mining
4	CSCI-401	Machine Learning
4	MATH-201	Linear Algebra

Courses that fulfill the Business Analytics major requirement may not also be used to satisfy requirements of minor in Data Science/Analytics. In addition, students in this major may not also have a minor in Computer Science.

Major in Finance

The finance major prepares students for positions in all areas of finance, including asset management, corporate financial management, commercial and investment banks in an international context, investment advisory services, mutual funds, brokerages, and insurance. The major includes an optional CFA track that provides in-depth coverage of key areas tested on the CFA Level I examination.

Students will be offered the opportunity to participate in the Susquehanna University Student Investment Program (SUSIP). SUSIP is a student-managed investment fund that focuses on sustainability investment.

Learning Goals

- Students will be able to understand the fundamental principles of investments and use quantitative tools in modern portfolio theory to aid investment-making decisions and portfolio performance evaluations.
- Students will be able to apply practical techniques of financial statement analysis to assess a company's financial performance and forecast its future earnings and cash flows.
- Students will be able to understand the dynamics of international equilibrium relationships and monetary systems and employ various derivatives to manage foreign exchange exposures and aid the international financial management process.

Requirements for the Major in Finance

The Finance major requires completion of the business foundation. Students will also complete the following semester hours:

12 Required Courses:

4	FINC-300 Financial Statement Analysis
4	FINC-342 Investment Analysis
4	FINC-345 International Financial Management

12 Semester hours selected from the following courses:

2	ACCT-220 Introduction to Taxation
4	FINC-344 Financial Institutions and Markets
2	FINC-350 River Hawk: Sector Analysis
4	FINC-375 Foundations of Real Estate
4	FINC-441 Advanced Corporate Financial Management
4	FINC-442 Portfolio Management
4	FINC-443 Equity Asset Analysis and Valuation
4	FINC-445 Financial Modeling and Fixed Income Analysis
2-4	FINC-446 Topics in Finance
4	FINC-450 River Hawk Fund

Students planning careers in investments are encouraged to take the following CFA track. This track is designed to provide in-depth coverage of CFA Level I examination topics, including CFA Institute Code of Ethics and Standards of Professional Conduct.

4 FINC-442 Portfolio Management
4 FINC-443 Equity Asset Analysis and Valuation
4 FINC-445 Financial Modeling and Fixed Income Analysis

Students participating in the Susquehanna University Student Investment Program (SUSIP) must enroll in FINC-442 and FINC-443.

Minor in Finance

The minor in Finance requires 16 semester hours. To complete the minor, students must have a GPA of at least 2.00 in the minor coursework and no grade below a C- in courses chosen from the following:

4 FINC-340 Corporate Financial Management

12 Chosen from the following:
4 FINC-342 Investment Analysis
4 FINC-344 Financial Institutions and Markets
4 FINC-345 International Financial Management
4 FINC-441 Advanced Corporate Financial Management
4 FINC-442 Portfolio Management
4 FINC-443 Equity Asset Analysis and Valuation
4 FINC-445 Financial Modeling and Fixed Income Analysis
2-4 FINC-446 Topics in Finance
4 FINC-450 River Hawk Fund

Major in Real Estate

The Real Estate major is designed to develop the leaders needed to thrive in the real estate industry. Students are given an opportunity to develop skills in conjunction with a focus on real estate fundamentals, financial analysis, marketing, law, and negotiations. Students will develop competencies around development, market underwriting, investment analysis, urban planning, appraisal, asset and risk management, brokerage, and marketing.

Students may have the opportunity to earn real-estate certificates through the existing courses, and these certificates will enhance their real-world knowledge of real-estate topics.

Learning Goals

- Students will be able to analyze and make decisions regarding commercial real estate investment, deal structuring and financing
- Students will be able to discuss the role of real estate, both properties and securities, in corporate strategy and the global economy
- Students will be able to demonstrate their knowledge of the legal aspects of real estate development within their strategic and financial planning

Requirements for the Major in Real Estate

The Real Estate major requires completion of the business foundation. Students will also complete the following semester hours:

14 Required Courses:

4	ACCT-375	Real Estate Law
4	FINC-375	Foundations of Real Estate
4	FINC-474	Real Estate Finance and Capital Markets
4	FINC-480	Real Estate Strategy

10 Select a minimum of 10 semester hours from the following:

2	ACCT-220	Introduction to Taxation
4	ACCT-344	Entrepreneurial Finance and Accounting
4	COMM-215	Introduction to Professional Selling
4	FINC-443	Equity Asset Analysis & Valuation
2-4	FINC-447	Topics in Real Estate
4	MGMT-350	International Business
4	MGMT-373	Managing for Sustainability
2	MGMT-379	Business Government Relations
2	MGMT-466	Negotiations

See subject specific sections of this catalog for description of all courses listed above.

Minor in Risk Management

The Risk Management minor is designed to introduce students to the fundamental principles of risk management, focusing on corporate and property risk, and its application in the insurance industry. Students from any major can complete this minor. They will develop knowledge and skills to succeed in the insurance industry or other settings focusing on managing risk.

Professional certificates such as the Institute's Associate of Risk Management Certification will be embedded into the curriculum, and they will enhance the knowledge, skills, and credentials of the students who complete this program.

To complete the Risk Management minor, students must have a GPA of at least 2.00 and no grade below C- in the following courses:

Required courses:

4	ACCT-200	Financial Accounting
4	FINC-340	Corporate Financial Management
2	FINC-384	Principles of Risk Management
2	FINC-386	Corporate Risk Management
2	FINC-485	Insurance Company Operations
2	FINC-486	Property Risk Management

Complete a minimum of 4 semester hours from the following:

2	ACCT-220	Introduction to Taxation
2	COMM-215	Professional Selling
4	FINC-442	Portfolio Management
2-4	FINC-487	Topics in Risk Management
1-4	FINC-497	Internship in Risk Management

4 MGMT-361 Human Resource Management

Double-counting Restriction

Only 8 semester hours may be double-counted towards other majors/minors.

A student can declare two majors within the Sigmund Weis School of Business, but they may not declare a double major in both 1) Marketing and 2) Luxury Brand Marketing & Management. Students must complete all the requirements for both declared majors. Students may only double-count the courses included in the Business Foundation requirements. Therefore, if a course is used to satisfy a requirement of one major, that same course may not be used to fulfill a requirement of the second major within the School of Business.

Finance Courses

FINC-300 Financial Statement Analysis

Study of the information contained in balance sheets, income statements, statements of cash flow, and footnotes in the annual reports of corporations. Includes analysis of the relationships and predictability of such information. The course includes case studies, computerized analyses and library research. Prerequisite: ACCT-200. 4 SH.

FINC-340 Corporate Financial Management

Examines the theory and practice of corporate financial management. Topics include the financial environment, time value of money, bond and stock valuation, and the capital asset pricing model. Also covers analysis of financial statements, financial forecasting, capital budgeting, long-term financing decisions, the cost of capital, capital structure, dividend policy and working capital management. Prerequisites: ACCT-200, Introductory statistics course, (MATH-108, MATH-180, MGMT-202 or PSYC-123) and either ECON-105 or both ECON-201 and ECON-202. 4 SH.

FINC-342 Investment Analysis

Examines various investment vehicles within a risk and return framework. Topics include the structure and operation of markets, use of margin, short sales, stock market indexes, mutual funds, efficient market hypothesis, stock and bond valuation, duration, international investing, call and put options, futures contracts, real estate, and portfolio management. Uses a mutual fund study, a stock valuation exercise and a computer database to increase knowledge and experience in investment management. Prerequisite: FINC-340. 4 SH.

FINC-344 Financial Institutions and Markets

Focuses on the financial services industries and financial markets in the U.S. economy. Topics include the structure of the financial markets and the roles of the financial services industry and the federal government in these markets; the valuation of fixed-income securities; risk-return trade-offs in capital markets; hedging and the use of financial derivatives to manage interest rate risk, foreign exchange risk, credit risk and liquidity risk; asset-liability-liquidity management emphasizing GAP and duration analysis; and mergers and acquisitions. Prerequisite: FINC-340. 4 SH.

FINC-345 International Financial Management

Examines the theoretical and practical analysis of the financing and investment decisions of multinational firms operating in international financial markets. Topics include international asset valuation, international financing and investments, foreign currency, foreign exchange risk exposure and country risk management. Prerequisite: FINC- 340. 4 SH.

FINC-350 River Hawk: Sector Analysis

Students will study a sector of the economy in great detail, examining the financial valuations for companies in that sector. Students will also conduct research using Bloomberg Terminals and will assist students in the River Hawk Fund Management course as they make decisions on the student managed investment fund. 2 SH.

FINC-375 Foundations of Real Estate

This course introduces the principles and practices of real estate, with a focus on the economic, legal, and financial aspects of the industry. Topics include property rights, market analysis, real estate finance, investment analysis, and property management. Students in this class will complete the Urban Land Institute's Foundation of Real Estate Certificate as part of the course. Prerequisites: FINC-340. 4 SH.

FINC-384 Principles of Risk Management

Risk management is the study of risks and risk mitigation techniques, methods, and models. These are used by people in all industries and are especially relevant for those considering opportunities in insurance or those who would like to be upper-level executives, where managing risks is a crucial responsibility. Two Credit Hours. Prerequisite: FINC-340.

FINC-386 Corporate Risk Management

This course focuses on risk management within businesses. Students will learn the concepts and tools that businesses use when managing risk and will apply these concepts and tools to a variety of cases and scenarios. We adopt an enterprise risk management perspective, i.e., we will be concerned with managing all the major risk exposures of an enterprise and, under ideal conditions, in a portfolio context. By the end of the course, students should have a decision-making framework that can be applied to many different situations involving risk. Prerequisite: FINC-384 Principles of Risk Management. 2 SH

FINC-441 Advanced Corporate Financial Management

A brief review of MGMT-340 with additional depth in such topics as risk and return, cost of capital, capital structures theory and practice, capital budgeting, and financial statement analysis. Expands to cover topics such as lease financing and debt refinancing. Uses case studies to apply these concepts and theories. Prerequisite: FINC-340. 4 SH.

FINC-442 Portfolio Management

This course is designed to focus on the work of portfolio managers. Students will learn how to establish appropriate investment objectives, develop optimal portfolio strategies, estimate risk-return trade-offs, select investment managers and evaluate investment performance. Many of the latest quantitative approaches in portfolio formation and evaluation are discussed. This course will draw upon selected materials from the CFA professional designation curriculum. This class is one of the two courses that make up the "Susquehanna Student Investment Program, SUSIP." Prerequisite: FINC-342. 4 SH.

FINC-443 Equity Asset Analysis and Valuation

Examines various investment techniques using empirical analysis within the framework of modern portfolio theory. The course features a top-down fundamental analysis approach using both economic and industry financial data. Topics include macroeconomics, portfolio analysis, financial statement analysis, traditional investment theory, intrinsic security valuation, efficient market hypothesis, executive compensation, insider trading, and advanced technical writing and oral presentations. Prerequisite: FINC-340. 4 SH.

FINC-445 Financial Modeling and Fixed Income Analysis

This course focuses on securities that promise a fixed income stream. Topics include features of bonds, risk of bonds, yield spreads, duration, convexity, term structure, volatility of interest rates, and CDO's. Financial models are developed using Excel and focusing on extraction of financial data and converting it into models useful for financial decision-making. Prerequisites: FINC-340 and instructor's permission. 4 SH.

FINC-446 Topics in Finance

Topics of current importance and interest in finance. Prerequisites: FINC-340. 2-4 SH.

FINC-447 Topics in Real Estate

This course investigates contemporary or emerging topics of real estate. The individual course topics will vary according to the interest and expertise of the instructor. The course may be repeated for credit if the topic is different. Prerequisites: FINC-375. 2-4 SH.

FINC-450 River Hawk Fund

This course provides practical, real-world experience in valuing companies, making investment decisions, and managing portfolios. Students will evaluate economic sectors, industries, and individual firms as investment opportunities using a variety of financial analysis methods. Students will oversee the work of junior analysts and present their recommendations to the River Hawk Fund Advisory Board. Prerequisite: FINC-443. 4 SH.

FINC-474 Real Estate Finance and Capital Markets

This course is designed to investigate debt and equity secondary markets linked to real estate assets. Mortgage structure and mechanics in both residential and commercial markets will be examined, along with an evaluation of investment in property markets, mortgage-backed securities, and with REITs. The course places considerable emphasis on securitization, the housing finance system, the GSEs, the subprime mortgage crisis and related topics. The course will be relevant both to people with an interest in real estate and those interested in fixed income markets. Prerequisites: FINC-375. 4 SH.

FINC-480 Real Estate Strategy

This course is designed to provide students with a comprehensive understanding of the strategic decision-making processes in commercial real estate. It will cover factors that affect real estate investments, including market conditions, capital markets, government policies, and property-specific characteristics. Students will work in teams analyzing all aspects of a real estate and/or development opportunity and work in teams to assess the profitability of the venture. Prerequisites: FINC-375 and senior standing. 4 SH.

FINC-485 Insurance Company Operations

This course provides an overview of the fundamentals of insurance operations, including underwriting, claims management, risk assessment, and customer service. Students will learn how insurance companies operate, and how they interact with customers and other stakeholders. The course will cover the key processes and activities involved in insurance operations, as well as the legal and regulatory frameworks that govern the industry. Prerequisite: FINC-384. 2 SH.

FINC-486 Property Risk Management

This course focuses on the principles and practices of property risk management, including the identification, assessment, and treatment of property risks. Topics covered include property risk identification, loss prevention, risk financing, and risk transfer. Prerequisite: FINC-384. 2 SH.

FINC-487 Topics in Risk Management

This course investigates contemporary or emerging topics of risk management. The individual course topics will vary according to the interest and expertise of the instructor. The course may be repeated for credit if the topic is different. Prerequisites: FINC-384. 2-4 SH.

FINC-497 Internship in Risk Management

A learning experience that cultivates a student's academic and professional development through valuable work experience and the integration of classroom-acquired knowledge by working at a firm, corporation, government agency, or nonprofit organization. Prerequisites: Approval by the SWSB Internship Coordinator and acceptance by the organization. Graded on an S/U basis. 2 or 4 SH.

FINC-501 Independent Study

Individualized academic work for qualified students under faculty direction. 1-4 SH.

Business Analytics Courses

BSAN-174 Data Collection and Modeling

This course deals primarily with projects that collect and structure data as part of the preparation for data analysis and visualization. Major emphasis is placed on managing a data collection project and data structuring to provide the basis for algorithmic analysis. Students will study project management, data manipulation, data modeling, and Structured Query Language. 4 SH.

BSAN-233 Data Driven Decision Making

This course enables students to advance their knowledge of statistical techniques to synthesize, analyze and draw insights from quantitative data. It emphasizes the application of mathematical and quantitative methods and Microsoft Excel to analyze and present data to improve business and economic decision making. Prerequisite: MATH-108, MATH-180, MGMT-202 or PSYC-123. 2 SH.

BSAN-271 E-Business Applications Development

An introduction to the basics of client/server computing and Web-based system development. The course covers the concepts of networking, Web technologies, HTML (hyper-text markup language), client-side scripting (JavaScript), server-side scripting (PHP, ASP, and ISP), and structured query language (SQL) The

course builds upon Database Systems Analysis and Design by linking an interactive Web design to a database. Prerequisite: BSAN-174. 4 SH.

BSAN-276 Simulation Models

Design, development and use of computer models for planning, allocation and scheduling in the manufacturing and service sectors. Uses queuing theory and statistical analysis to interpret results. Includes the use of Simul8 or some other special-purpose simulation language. Prerequisites: A statistics course such as MATH-108, MATH-180, MGMT-202, PSYC-123 or equivalent, and COMM-101. 2 SH.

BSAN-375 Database Programming

A practical course to teach database programming in SQL. Topics include relational database management systems fundamentals such as extended entity-relationship modeling, normalization and physical database file organization. Additional topics include database administration and data warehousing. Students develop a prototype database for an actual client. Prerequisites: CSCI-181, BSAN-174 or CSCI-281. 4 SH.

BSAN-472 Data Insight and Visualization

This course provides a framework for understanding the technologies associated with algorithmic analysis and data presentation for business decision-making. Students will study analysis techniques that enable insights and patterns to be drawn from descriptive, predictive, and prescriptive analytics. Tools that support these techniques will be researched and presented by student teams, and they will also be investigated through Individual research projects. 4 SH. CC: Writing Intensive.

BSAN-485 Artificial Intelligence

A brief summary of the tools, techniques and applications of artificial intelligence. Introduces problem solving and knowledge representation and selects topics from techniques for constructing models, robot design, language processing, computer vision, neural networks and expert systems. Same as CSCI-485. Prerequisites: CSCI-281, MATH-111 and either MATH-108 or MATH-180. 2 SH.

BSAN-496 Topics in Business Analytics

Topics of current importance and interest in business analytics. Emphasizes readings from the current literature. Prerequisite: Instructor’s permission. 2 or 4 SH.

BSAN-501 Independent Study

Individualized academic work for qualified students under faculty direction. Usually studies special topics not covered in regularly offered courses. Prerequisites: Junior or senior standing and approval of instructor and department head. 2 -4 SH.

BSAN-502 Independent Research

A research project culminating in a substantive paper on a selected topic or field in computer science or business analytics by arrangement with an instructor. Prerequisites: Junior or senior standing and permission of computer science department head or business analytics department head. 2-4 SH.

BSAN-503 Business Analytics Internship

A learning experience that cultivates a student's academic and professional development through valuable work experience and the integration of classroom-acquired knowledge by working at a firm, corporation, government agency, or nonprofit organization. Prerequisites: Approval by the SWSB Internship Coordinator and acceptance by the organization. Graded on an S/U basis. 2 or 4 SH.

BSAN-505 Capstone

This semester-long course serves as a capstone experience for business analytics majors. Students will engage in projects that can benefit a university or community group involving data analytics. This course requires students to integrate principles learned from their data science and business foundations coursework. These projects will change each year based on requests and arrangements made through the faculty in the Department of Management. The projects largely will focus the students on the development of data analytical solutions to solve analytical problems associated with large volumes of data. Prerequisites: BSAN-174, CSCI-301, and senior standing. 2 SH. Capstone.

Sigmund Weis School of Business London Program Courses

INTD-133 British Theatre

Offered to students participating in the London Program of the Sigmund Weis School of Business, this course provides knowledge and exposure to the art of theatre performance by utilizing the rich offerings of the theatre and other fine arts resources in London and England. 4 SH. CC: Artistic Expression.

INTD-134 British History/Culture London

Offered to students participating in the London Program of the Sigmund Weis School of Business, this course introduces students to the theories and principles of diversity by examining Great Britain as a case study in diversity. The course explores key aspects diversity in relation to, but not limited to, class, race, gender and sexuality. A key focus will be location-specific study of social and cultural diversity through student exploration of the role played by culture, ethnicity, class, race and gender in Britain's past and in its contemporary life. This will involve exploring the opportunities and challenges faced by individuals, businesses and non-profit organizations in their engagement with issues of equality and social justice. Students will learn about contemporary British culture and they will be able to compare that culture with that of the United States. 4 SH. CC: Diversity.

OFFP-SWSB SWSB London Program Planning

The goal of this course is to prepare study abroad students for a semester's study in the Sigmund Weis School of Business London Program. Students begin work toward achieving the cross-cultural learning goals; examples include examining definitions and aspects of culture and learning to recognize ethnocentrism. They will be introduced to observational and reflective techniques to be used on site and will begin an investigation of the history and culture of their destination. Many differences come into play: finances, physical health and safety, cultural expectations, and world affairs differ in relevance to the SU student studying on campus versus studying in London. This course will respond to the question of how to research, plan and prepare for a study abroad experience, as well as how to prepare to return home. This course also includes some mandatory workshops provided by the GO Program office. Prerequisite: Approval by the GO Program office. 1 SH.

OFFR-310-SWSB SWSB London Program Reflection

This course completes the cross-cultural requirement for students in the Sigmund Weis School of Business London Program. This course is designed to allow students to reflect on a cross-cultural experience and to integrate that experience into their social, intellectual, and academic life. They will explore the complexities of culture—both their own and that in which they have been immersed—in order to understand the possibilities and responsibilities of being a global citizen. Through short assignments, student presentations, a final paper and an opinion survey, students reflect on their learning in London coursework, company visits, consulting projects and more. Prerequisites: Completion of the SWSB London semester. 1 SH CC: Cross-Cultural Reflection.

HEALTHCARE STUDIES

Faculty Coordinator

Alissa Packer, Associate Professor of Biology, Biology department head

Pre-Health Professions Minor

Learning Goals

- Students will understand the relationship between the structure of body parts (anatomy) and their biological functions (physiology)
- Students will be able to describe the interconnected elements of the healthcare system.
- Students will be able to apply the bioethical principles to critically evaluate contemporary issues in the healthcare system.
- Students will understand the social determinants that affect the health of individuals and communities.
- Students will develop important practical skills (e.g. professionalism, communication, empathy, problem-solving) through their internships in the healthcare field.

The pre-health professions minor is designed for students interested in pursuing a career in healthcare or healthcare-related fields. Through course work and internship experiences, students gain a foundation that prepares them for a future career in healthcare, including topics such as the business of healthcare, the ethical dimensions of healthcare, as well as an understanding of human anatomy and physiology. The minor includes the prerequisite courses required for many post-graduate programs in the allied health field (e.g. physical therapy, physician's assistant, optometry, occupational therapy, and accelerated nursing programs.) Students majoring in biomedical sciences may not pursue a pre-health professions minor.

Students in the pre-health professions minor will be advised by Dr. Kelly Puzzi, pre-health advisor and director of health professions. All internships should be planned in consultation with Dr. Puzzi.

Double-counting Restriction for Interdisciplinary Minors

Only 8 semester hours of this minor may double count toward the student's major.

The minor requires 22-24 semester hours, including:

4	BIOL-102 Cell Biology and Genetics
4	HLCR-301 Human Anatomy
4	HLCR-302 Human Physiology
4	PHIL-224 Bioethics

2 HLCR-080 The Business of Healthcare
0-2 HLCR-500 Healthcare Internship*

* The minor requires two, unique internships (between 0 and 1 credit each). Each internship must be a minimum of 40 hours. Internships may be completed during the fall or spring semester, or over winter or summer break. Regardless of when the internship is completed, students must register for the internship and complete the student learning agreement prior to beginning the internship.

4 Elective course(s) chosen from the following:
4 BIOL-157 The Biology of Women
4 BIOL-220 Biostatistics
3 BIOL-300 Developmental Biology
1 BIOL-301 Developmental Biology Laboratory*
3 BIOL-306 Cell Biology
1 BIOL-307 Cell Biology Laboratory*
3 BIOL-312 Microbiology
1 BIOL-313 Microbiology Lab*
4 BIOL-318 General Biochemistry
4 BIOL-319 Advanced Genetics
3 BIOL-400 Immunology
1 BIOL-401 Immunology Laboratory*
3 BIOL-440 Behavioral Neuroendocrinology
1 BIOL-441 Behavioral Neuroendocrinology Lab*
4 BIOL-455 Functional Neuroanatomy
4 BIOL-500 Species Topics in Biology when the topic is Human Nutrition
4 BIOL-560 Interdisciplinary Explorations in Biology when the topic is Cancer Biology
4 BIOL-565 Assisted Reproductive Technologies and Genome Editing
4 CHEM-302 Medicinal Chemistry
4 CHEM-305 Forensic Chemistry
3 CHEM-424 Biochemistry of Metabolism
3 CHEM-426 The Biochemistry of Proteins and Enzymes
1 CHEM-427 Biochemistry of Proteins and Enzymes Lab
4 HIST-217 History of Medicine
4 HIST-323 History of American Medicine
4 POLI-354 Healthcare Policy
4 PSYC-237 Lifespan Development
4 PSYC-242 Health Psychology
4 PSYC-243 Drugs, Society and Behavior
4 PSYC-320 Psychological Disorders
4 PSYC-342 Behavioral Neuroscience

*Lecture courses (3 SH) may be taken without associated labs (1 SH) but labs cannot be taken unless the lecture is taken concurrently or has been successfully completed (C- or above) a previous semester.

Healthcare Studies Courses

HLCR-080 The Business of Healthcare

This course considers the effects of social influences and business practices as they apply to healthcare professions. Through application of theoretical concepts and use of case examples, this course introduces

students to a variety of topics in the business of healthcare. Possible topics include historical and social influences on healthcare and its delivery; developments in health insurance, including the rise of HMOs; organizational mission and performance objectives; accounting practices; marketing principles and competitive factors; alternative organizational structures; personnel management, including staffing, training and diversity; and managing for organizational change. 2 SH.

HLCR-301 Human Anatomy

This course examines the major organ systems of the human body with an emphasis on structure as it influences function. It is designed to fulfill the entrance requirements of several health fields' postbaccalaureate and graduate training programs. The course is taught in a workshop format with the laboratory integrated into the lecture topics. Included in this workshop are hands-on study of the human skeleton, intensive dissection of the cat and dissection of other pertinent mammalian organs. Students will be required to identify most of the major mammalian anatomical systems and their detailed structures using either human models, isolated mammal organs or a dissected cat. Included in the course will be a discussion of some of the pathologies associated with human anatomy. This course cannot be used as a substitute for those courses in other programs that require cadaver dissection. Prerequisite: BIOL-101 or BIOL-102 or instructor's permission. 3 lecture hours, 3 laboratory hours. 4 SH.

HLCR-302 Human Physiology

This class focuses on the complex functioning of the individual organ systems of the body and how changing function may influence or be influenced by structure. The integrated interactions of each organ system with other body systems will be studied in detail within the contextual framework of maintaining homeostasis. Laboratory studies encompass many aspects of physiology, ranging from cell physiology to using humans as experimental subjects. Prerequisite: BIOL-102. 3 lecture hours, 3 laboratory hours. 4 SH.

HLCR-400 Independent Study in Healthcare

Study of a particular topic in healthcare under the guidance of an appropriate faculty member. 1-4 SH.

HLCR-500 Healthcare Internship

A minimum of 40 hours of experience is required for each internship. Students may arrange for an internship from a wide range of healthcare disciplines and clinical settings depending upon their interests. Typical settings include hospital or clinic-based practice, private practice, public health areas and service-learning opportunities. Internship experiences may range from strictly observational to more hands on, depending upon the actual internship. Students must apply through the Office of the Registrar and submit a Student Learning Contract before beginning their internship. 0-2 SH.

HISTORY

Faculty

Edward S. Slavishak, Ph.D., Professor of History, department head
David M. Imhoof, Ph.D., Professor of History
Karol K. Weaver, Ph.D., Professor of History
Mégane Coulon, Ph.D., Assistant Professor of History
Li E, Ph.D., Assistant Professor of Chinese Studies and History

History Studies

Students of history learn to read, analyze, and express themselves well. They study the past to learn from it and to prepare for a variety of careers. History majors focus on subjects, regions, and eras that interest them, and they graduate with a broad, international perspective on history. The major is flexible. It works well with other majors and minors and is particularly compatible with a semester abroad.

Learning Goals:

- History majors will, in their first three semester, be able to articulate the intellectual and professional value of their discipline and build relationships on and off campus.
- History majors will explore various career options through coursework.
- History majors will demonstrate the connection between their GO experience and their major.
- History majors will research, write, and present a senior research project following professional guidelines.

Major in History

Requirements for the History major reflect the commitment to history as a way of knowing and thinking about the world.

2 Geographical surveys at the 100-level that focus larger civilizations and longer timeframes. These courses teach students to think like historians and develop analytical and communication skills.

3 Specialized thematic surveys at the 200-level that dig deeper into a particular place or theme. Like the 100-level courses, these classes emphasize analytical and communication skills.

3 Upper-division courses at the 300-level, one of which must be in non-U.S. or -European history. These classes focus on more specific topics in a specific area or smaller thematic framework and ask students to compare historical material and the arguments of other historians in order to craft their own conclusions about the past.

3 Majors courses that represent the “backbone” of the History major:

- History Methods, a methodology course taken in the sophomore year, that teaches students the specific skills of the historian. This class then helps students learn to explain their analyses better in verbal and written form, with an eye toward the senior thesis.
- Collective Inquiry in History, taken in the junior year, continues to teach students the skills of the historian and prepares them for their senior thesis.
- Finally, in Senior Seminar, majors carry out detailed research on a topic of their choice and work one-on-one with a faculty advisor to create a capstone project.
- In all three of these courses for majors, students spend time preparing for careers (creating resumes, interviewing, exploring options) and learning to explain the value of their history major.

Total: 40 semester hours. Students must maintain a 2.00 GPA in their major courses.

Transfer, AP, or study abroad classes may apply to the major.

Minor in History

The minor in history is designed to enhance nonmajors' interest in history; it consists of 20 hours or five classes. Students take two geographical surveys (100-level) from different geographical areas, one 200- level specialized thematic survey and two 300-level courses of their choice. Students must earn a grade of at least C- in courses for the minor. Transfer, AP, or study abroad classes may apply to the minor.

Honors

Students may earn departmental honors by obtaining at least a 3.50 overall GPA and completing a senior research project deemed outstanding by members of the department.

Teacher Certification

Secondary teaching certification Coursework required by the state of Pennsylvania for admission to the teacher certification program includes successful completion of FYSE-100 or equivalent course (having learning goals related to English composition), at least 3 semester hours in British or American literature, at least 6 semester hours of mathematics coursework (or other courses which satisfy the Central Curriculum Analytical Thought requirement), and at least one 40-hour externship.

Education course requirements for secondary education are EDUC-101 Introduction to Education and Society, EDUC-250 Educational Psychology, EDUC-260 Introduction to Special Education, EDUC-270 Instruction of Exceptional Students, EDUC-330 Technology in Education, EDUC-350 English Language Learners: Theory and Instruction, EDUC-380 Instructional Design, EDUC- 479 Principles of Learning and Teaching in Secondary Education, EDUC-483 Differentiated Instruction and Classroom Management in Secondary Education, and the EDUC-500 Student Teaching package (EDUC-501, EDUC-502, EDUC-503, and EDUC-600).

In addition to completing the history major and the courses listed above, secondary education history students must complete certification in either social studies or citizenship. The requirements for certification in social studies are EDUC-425 Methods of Curriculum Instruction and Assessment in Teaching Social Studies, SOCI-101 Principles of Sociology, ANTH-162 Introduction to Anthropology, ECON-105 Elements of Economics, POLI-111 American Government and Politics, POLI-121 Comparative Government and Politics, PSYC-101 Principles of Psychology, HIST-322 Pennsylvania History or HIST-324 Pennsylvania's Pasts and Their Publics, one course in U. S. history (HIST-111, HIST-112 or HIST-115), one course in European history (HIST-131 or HIST-132), and one course in non- Western history (HIST-151, HIST-152, HIST-171, HIST-172, HIST-180, or HIST-181). The requirements for certification in citizenship are EDUC-427 Methods of Curriculum, Instruction, and Assessment in Teaching Citizenship, ANTH-162 Introduction to Anthropology, ECON-105 Elements of Economics, POLI-111 American Government and Politics, POLI-121 Comparative Government and Politics, HIST-322 Pennsylvania History or HIST- 324 Pennsylvania's Pasts and Their Publics, one course in U.S. history (HIST-111, HIST-112, or HIST-115), one course in European history (HIST-131 or HIST-132), and one course in non-Western history (HIST-151, HIST-152, HIST-171, HIST-172, HIST-180, or HIST-181).

History Courses

HIST-111 United States History to 1877

Covers the emergence of an independent American state, the development of a distinctively American society and culture, the conflict over states' rights and slavery, and the Civil War. Considers changes in the lives of diverse American peoples. 4 SH. CC: Historical Perspectives.

HIST-112 United States History from Frontier to Space

Considers industrialization, immigration, domestic politics, foreign relations and changing definitions of citizenship in the United States since the late 19th century. 4 SH. CC: Historical Perspectives, Diversity Intensive.

HIST-115 African American History

A survey of United States history with African-American experiences as its centerpiece. By adopting cultural, economic, political, and social approaches to the past, the course emphasizes themes of identity, strategy, and agency. 4 SH. CC: Historical Perspectives, Diversity Intensive.

HIST-131 Europe 800-1648

European history from about 800 to the middle of the 17th century. Pays particular attention to major epochs during this lengthy period-medieval, Renaissance, Reformation. 4 SH. CC: Historical Perspectives.

HIST-132 Ideas and Guns in Modern Europe

Modern Europe from the dawn of science and Enlightenment thought to the end of communism and after. Focuses on political, intellectual, cultural, and social developments, showing the ways in which ideas shaped people's daily lives. Pays special attention to the human impact of the modern state's development, as well as industrialization, empire building, modernism, world war and genocide. 4 SH. CC: Historical Perspectives.

HIST-151 Traditional East Asia

An introduction to the civilization of East Asia from earliest times to the 17th century, surveying major political, social, and cultural developments in China, Japan, and Korea. Special attention is given to the origins and the evolution of civilizations; the relationship between state, society, and religion; and the writing of history. The course provides students with a better understanding of different cultures, to awaken them to world developments, and to encourage cross-cultural analysis and appreciation. 4 SH. CC: Historical Perspectives.

HIST-152 Modern East Asia

A survey course that introduces the foundation and development of modern East Asia from the 17th century to the present. It emphasizes the transformation of political and economic institutions and the social and cultural trends of modern China, Japan, Korea and Vietnam. It studies how international diplomatic, commercial, military, religious, and cultural relationships joined with internal processes to direct the development of East Asian societies. 4 SH. CC: Historical Perspectives.

HIST-171 African Civilization

Survey of key developments in early African history from the agricultural revolution to the advent of trade with Western Europe. This course covers the topics of technology, economy, politics, constructions of gender, and religious institutions between circa 16,000 B.C.E. up to 1,400 C.E. 4 SH. CC: Historical Perspectives.

HIST-172 Early Modern Africa

An examination of the processes of change that have led to modern political, economic, and social institutions in Africa. Topics include the analysis of the historical development of urbanization, state formation, the slave trade, monetary systems, and leisure culture. This course focuses on issues of continuity and change between 1400 and the present. The central questions addressed are: How have African communities viewed modernity? and How have different people endeavored to create a modern Africa? 4 SH. CC: Historical Perspectives.

HIST-180 Latin American Colonization and Resistance

An examination of Latin America from pre-Columbian times to independence. Traces developments fundamental to the establishment of colonial rule, the formation of colonial society and the origins of the independence movements in Spanish America and Brazil. Topics include the contact period, the cultural and political assimilation and resistance of indigenous and African peoples, and the role of the church, government and economic systems in colonial organization. 4 SH. CC: Diversity Intensive, Historical Perspectives.

HIST-181 Revolution and Identity in Latin America

Study of Latin America from the era of independence to the present. Focuses on Latin America and the global economy, revolutions and their consequences, ethnic, cultural, and socio-economic diversity of the region, the relationship between the U.S. and Latin American nations, and changing politics of citizenship. 4 SH. CC: Diversity Intensive, Historical Perspectives.

HIST-200 Gender and Sexuality in Africa

This course explores the history of Africa through the lens of women and gender. Focusing on gender roles across the nineteenth and twentieth centuries, students will attempt to recover the voices of individuals often silenced. Students will consider power dynamics based on gender and study how women were active participants in the making of their own histories. Degrees of autonomy and dependence are scrutinized through themes that include access to land and property, slavery, colonization, and decolonization. 4 SH. CC: Historical Perspectives.

HIST-201 Public History

This course is an introduction to the field of public history, in which historians work beyond the classroom to reach multiple audiences. Students learn and apply best practices in such venues as museums, historical tours, heritage sites, “pop up” exhibits, and digital history. 4 SH. CC: Historical Perspectives.

HIST-206 American Dream$

This course explores the history of buying, selling, and profit-seeking in the United States by emphasizing their social and political contexts. Students consider such topics as the business of European settlement, colonial exchange, free and enslaved labor, the economics of revolution, industrialization, recessions and depressions, consumerism, and the costs of the American Dream. 4 SH. CC: Historical Perspectives.

HIST-209 A History of Crime in the United States

This course considers crime in the United States from the Revolutionary Era to the late twentieth century. The main concepts covered are crime as a social construct, crime and class, crime and race, cultural explanations for criminal motivation, and the politics and economics of incarceration. 4 SH. CC: Historical Perspectives.

HIST-212 Europe, Money, and the World

How did Europeans take over and dominate the world starting in the mid-1800s, and what are the lasting economic implications of their control? This course considers these and other big questions of the modern world and helps students learn how to analyze and communicate better. 4 SH. CC: Historical Perspectives.

HIST-215 The Civil War in the American Experience

This course considers the Civil War in its economic, political, and cultural contexts. Students focus on the war as a human struggle with roots in racial, class, gender, and regional identities. The course also emphasizes historians' debates about causes and consequences. 4 SH. CC: Historical Perspectives.

HIST-217 History of Medicine

The course considers the history of medicine from the prehistoric period to the present. Two key components of the course are the analysis of primary and secondary source evidence and the significance of narrative to the history of medicine. Prior knowledge of the history of medicine is not required. 4 SH. CC: Historical Perspectives.

HIST-218 Work and Play in the U.S.A.

This course examines the connections between the history of labor and leisure in the United States from the early 19th century to the late 20th century. Particular emphasis is placed on social and cultural analysis of labor and leisure systems. Students read several historical case studies and synthesize course material in an original research project on a topic of their choosing. 4 SH. CC: Historical Perspectives.

HIST-222 The Ends of the Earth: A Century of Polar Exploration

This course studies the phenomenon of polar exploration between 1820 and 1920. It presents journeys of "discovery" as adventure, science, and imperialism. Students read explorers' firsthand accounts and historians' analyses to place Arctic and Antarctic journeys in scientific, political, and cultural contexts. The course ends by asking students to apply the lessons of polar expeditions to modern forms of extreme travel. 4 SH. CC: Historical Perspectives.

HIST-252 History of China

This course covers the period from the neolithic era to contemporary China. Focuses on the life of prominent figures as well as underprivileged people, and major events, developments, and trends that have characterized China and its tradition and transformation. 4 SH. CC: Historical Perspectives.

HIST-260 Cuban Histories

This course will broadly focus on the intersection of social, political, economic, and cultural developments in the making of modern Cuba. While much of the course will focus on the nineteenth and twentieth centuries, we will briefly examine the colonial period to provide historical context. A significant part of the course will also examine major historical moments that will situate the 1959 Cuban R/revolution in proper historical

context and the ways different people envisioned their revolution. The R/revolution reshaped the island, the lives of its people and its institutions in fundamental ways. It also had a significant impact in regional and global contexts. While the course will try to follow a chronological order, it will also interrogate the conventional and official narratives of the region and present a range of actors and their contributions in thematic ways. Within broader historical moments, we will explore the range of processes and experiences that Cuban people shaped and were shaped by. 4 SH. CC: Diversity Intensive, Historical Perspectives.

HIST-300 History Methods

A study of the research methods employed by historians: searching for sources with electronic and published retrieval systems, annotated bibliographies, and methods of citation. A consideration of epistemological issues, such as fact, truth, inference and synthesis. Completion of a historiographical essay, a short research project, and other writing in order to build and refine skills. History Methods is a critical course in the professional development of historians; therefore, the intended audience is history majors and minors. Prerequisite: 100-level history course. 4 SH. CC: Ethics Intensive, Writing Intensive.

HIST-313 Social History of the United States

Studies the changing group setting for individual Americans, including family, community and class and race/ethnicity, with a dual focus on popular culture and the process of industrialization/urbanization. Also examines historians' models of social change. 4 SH.

HIST-314 The Long Civil Rights Movement

This course examines the twentieth-century movements of African Americans to secure legal, social, and economic equality in the United States. Course readings and assignments focus on the structure of social movements, including their political, legal, and identity-based aspects, and specific case studies since the 1910s. The course also considers the nature of African-American agency and its limitations over time. 4 SH. CC: Diversity Intensive.

HIST-316 Making a Multicultural United States

This course examines United States history through the lens of ethnic and racial interplay. Students consider the experiences of a diverse set of historical actors, emphasizing shifting definitions of national identity, citizenship, and opportunity in America. 4 SH. CC: Diversity Intensive.

HIST-322 Pennsylvania History

An examination of the history and government of Pennsylvania. In addition to analyzing political developments and the structure of the state constitution, students consider the experiences of a diverse set of historical actors who co-existed from the colonial period to the late 20th century. The course emphasizes the ways in which these groups interacted, as well as the means by which individuals made sense of such widespread changes as industrialization, demographic shifts, and urbanization. Students may not receive credit for both HIST-322 and HIST-324. 4 SH.

HIST-323 History of American Medicine

An analysis of the history of American medicine from the colonial period to today. In addition to studying professional medical practice, the class investigates the following topics: Native American medicine, enslaved

healers, alternative medical practices, gender and medicine, race and medicine, class and medicine, and disease. Using both primary and secondary sources, students analyze several important questions: What is medicine? What is disease? How did race, gender and class affect American medical care? How has medicine changed or stayed the same over time? What is unique about American medicine? Prior knowledge of medicine or American history is not required. 4 SH. CC: Diversity Intensive.

HIST-324 Pennsylvania's Pasts and Their Publics

This course examines Pennsylvania history by considering how the state's past can be conveyed via diverse media for multiple audiences. Students analyze the political and social history of the colonial, early republic, and industrial eras while considering the experiences of a diverse set of historical actors who co-existed in what is now Pennsylvania. The course features research projects that move beyond the traditional paper format and take the form of museum exhibits, walking tours, and interactive digital media. Students may not receive credit for both HIST- 324 and HIST-322. Prerequisite: Sophomore standing. 4 SH. CC: Interdisciplinary.

HIST-330 The Middle Ages

Focuses on the social, economic, and intellectual changes and developments during the time of enormous creativity and transition from the 9th to the 14th centuries. Examines the social and intellectual synthesis of the medieval period as an essential link between the classical and modern worlds. 4 SH.

HIST-338 The Holocaust

Examines the origins, implementation, and consequences of the Nazi program of mass murder over the course of the 20th century. Students study various primary and secondary sources of the Holocaust and consider the lasting impact of how we represent and remember these events. Same as JWST-338. 4 SH.

HIST-370 American Women

This course traces the history of American women from the 17th through the 21st centuries. It considers the history of American women in relation to gender, race, ethnicity, class, sexual orientation, and religion. Same as WGST- 370. 4 SH.

HIST-381 Film and History

This interdisciplinary course unites film studies and history as a way to understand two things: the ways that film functions as history and the ways we use film to consider history. Using films therefore as primary and secondary sources, it will analyze one epoch in detail. Students will use the tools of the historian to study film and the tools of the film scholar to analyze film's function in shaping perspectives on history. Prerequisites: Sophomore standing. 4 SH. CC: Interdisciplinary.

HIST-383 Popular Music and History in the 20th Century

Merging the study of music and history, this interdisciplinary class offers a unique way to understand people's lives in Europe and the United States in the 20th century. The focus on popular music, in particular, looks at recorded music, which helps minimize differences in students' abilities to read and analyze music. Prerequisites: Sophomore standing. 4 SH. CC: Interdisciplinary.

HIST-389 Enlightenment and Revolution

This seminar traces the history of the Enlightenment and French Revolution from a comparative perspective. Using and analyzing secondary and primary sources, the class will explore various themes related to the Enlightenment, including the importance of science, the role women played, the rise of print culture, and the impact of the philosophies. In the second half of the semester, the class will turn its attention to the French Revolution, revolution in the French colonies, and how Americans viewed the Revolution. 4 SH. CC: Diversity.

HIST-390 Topics in History

Topics vary according to instructor. Recent topics included film and history, African diaspora, intellectual history of Europe, Islam in Africa, Indian Ocean history, Latin American revolutions, American women and global migrations. 4 SH.

HIST-401 Collective Inquiry in History

Collective work that bridges the courses History Methods and Seminar in History and helps students construct their senior thesis topic. Also emphasizes editing, publishing, Web work and attention to career choices. Prerequisite: HIST-300 or instructor's permission. 4 SH.

HIST-410 Seminar in History

The capstone course that brings together students' work in various classes, employing especially their research, analytical, interpretative, communication, and writing skills. Students create a substantial research project in conjunction with a faculty member and present their work publicly. Required for history majors. Prerequisite: HIST-300 or instructor's permission. 4 SH. Capstone. CC: Writing Intensive.

HIST-420 Internship in History

Supervised work in fields related to history, including museum work, publishing and editing, historic site surveys, and other activities in public history. Not for Central Curriculum credit. Variable credit up to 8 SH.

HIST-501 Independent Study

Detailed exploration of a selected historical period, topic, or problem under a faculty member's direction. Involves either a reading program or a major research paper. Open to all majors. Prerequisite: Department permission. Variable credit.

HIST-502 Honors Conference

Writing a thesis under the personal supervision of a department member. 4 SH.

HONORS PROGRAM

Faculty

Marcos Krieger, D.M.A., Associate Professor of Music, Director
Karla Kelsey, Ph.D., Charles B. Degenstein Professor of Creative Writing, Associate Director

The Faculty

Honors Program faculty, selected from many disciplines and departments, are committed to fostering a diverse and challenging intellectual community for the university. These instructors engage with Honors-specific pedagogy to create and foster a community of scholars that work with a higher degree of intellectual independence.

Curriculum

Students typically enroll in one Honors course during each of their eight semesters at Susquehanna. Students must earn a grade of C- or better in all Honors Program courses. All Honors courses satisfy specific combinations of central Curriculum requirements. Only Honors students may register for Honors courses.

Students participating in the Honors Program must maintain an overall grade point average of 3.40 during each semester at Susquehanna. If a student earns any grade below a C- in any Honors-designated course, the student, at the discretion of the director, may be removed automatically from the Honors Program. The director of the program reviews students' GPAs at the end of each semester. If an Honors student's GPA falls below the 3.40 level, the student will receive a warning letter. After a second semester below a 3.40 level GPA, the student's progress will be assessed by the director of the program and be dismissed from the program.

During the first year, students must successfully complete HONS-100 Thought, which focuses on ideas and their expression. All Honor Students take HONS-100 as their First-Year Seminar, except SWSB students, who take Global Business Perspectives and HONS-200 Thought and Civilization their first semester . To fulfill their first-year Honors requirements, SWSB students choose two (2) courses from the HONS low-200 options (200, 210 or 230) or take ENGL-383 Peer Tutoring in Writing and one HONS low-200. Usually in the spring of the first year, Honors students complete one of the following courses: HONS-200 Thought and Civilization, an interdisciplinary look at literature and cultures; HONS-210 Thought and The Arts, which focuses on Western aesthetics as seen in varied artistic forms; or HONS-230 Analytical Thought-Logic, a course that examines symbolic logic as the generative epistemology of the scientific method.

In their sophomore year, students must successfully complete either HONS-240 Thought and Social Diversity or HONS-250 Thought and the Natural Sciences, which offer cross-disciplinary approaches. Sophomore Honors students also must successfully complete HONS-260 and HONS 261, Sophomore Colloquium, in which they engage with an interdisciplinary view of a chosen theme and write a reflection-portfolio.

As juniors, students must successfully complete eight semester hours from a series of HONS-301 seminars that foster interdisciplinary engagement. If the chosen course is part of the student's major, the student will submit an "honors-level contract" to the Honors Program Director describing, in consultation with the instructor, how the course assignments for the honors student differ from the other students' work. Since some HONS-301 seminars are occasionally offered as electives that do not fulfill Central Curriculum requirements, students need to check individual course descriptions for Central Curriculum categories and communicate with the Honors Program Director for any needed equivalency adjustment. Honors students who are enrolled in a 3/2 degree are exempt from the two HONS-301 seminar requirements.

The Honors Program culminates in the Honors Research Project, an experiential learning project that applies an interdisciplinary frame to a topic chosen by the student. The research project must last for a minimum of two semesters (two courses, with a minimum of 1 SH each). this research project must address a topic not

fully addressed by any specific course at SU, and may do so by building onto the student's capstone project for their major or by creating a new, independent project. Students may register for HONS-450 after completion of the Sophomore Colloquium (HONS 260+HONS 261). Once registered for HONS 450, students must submit their project proposal, which requires securing an academic research mentor, and receive official acceptance from the Honors Program Director by the second week of classes of their first HONS 450 semester to continue to be enrolled in the course. The conclusion of the research project must include a public presentation, usually in a forum organized by the Honors Program.

Honors Courses and the Central Curriculum

The Honors Program aligns its courses with Central Curriculum requirements; however, Honors courses fulfill Honors Learning Goals that follow guidelines from the National Collegiate Honors Council. For Honors students, the way Central Curriculum requirements are fulfilled may differ from the manner in which Central Curriculum requirements are defined in the course catalog. Honors students enrolling in Central Curriculum courses should consider whether to select Honors options to fulfill those requirements. A student who completes the requirements of the Honors Program also fulfills the interdisciplinary requirement of the Central Curriculum. Students with special concerns about their programs should seek additional advising from the Director and/or Associate Director of the Honors Program.

Honors Courses

HONS-100 Thought

A study of ideas, this course examines intellectual curiosity and critical thinking in both oral and written communication. In this seminar setting, students investigate the process of arriving at a thoughtful position, supported by appropriate evidence. Students learn how to do academic research, evaluate source material, and form hypotheses as well as how to share their questions and ideas with various audiences. Students will practice effective habits for succeeding in a new academic and social environment. 4 SH. CC: First-Year Seminar, Ethics Intensive.

HONS-200 Thought and Civilization

An introduction to Western thought, this course emphasizes how humans resist or assimilate, oppose or renew tradition. Philosophical, historical, religious, and literary texts of various eras, movements, genres, and media are the object of examination and interpretation. 4 SH. CC: Literary Expression, Diversity Intensive, Writing Intensive.

HONS-210 Thought and The Arts

An introduction to Western aesthetics, this course emphasizes how creative processes either align themselves with canonical traditions or oppose and dismiss them. The course may focus on one form of artistic expression, or, unified by a thematic umbrella, on a combination of various forms of artistic expression. 4 SH. CC: Artistic Expression, Diversity Intensive, Writing Intensive.

HONS-230 Analytical Thought: Logic

Logic was one of the original disciplines in the trivium, the tripartite foundation block of the liberal arts. This course addresses critical thinking within the time-honored frame of deductive argumentation using standard notations, principles, and methods used in modern symbolic logic. Logic is examined as the generative epistemology of the scientific method. 4 SH. CC: Analytical Thought, Writing Intensive.

HONS-240 Thought and Social Diversity

An introduction to the social sciences in the context of issues of substantial concern to individuals and society, this course identifies specific social issues and explores them in their historical, psychological, political, and ethical contexts. Students study concepts and methods central to the social sciences, read primary sources in several disciplines, and learn in a highly participatory classroom environment. 4 SH. CC: Social Interactions, Diversity, Ethics.

HONS-250 Thought and the Natural Sciences

This history and philosophy of science course focuses on science as a human activity. Through an examination of methods, explanations, limitations, and applications of science, students are given sufficient background to be able to recognize distinctive attributes of both actual science and pseudoscience. The course introduces students to the complexity of ethical, political, and social issues that are byproducts of science and technology. Experiments in biology, chemistry, geology, and physics are used to illustrate the nature and progress of science across time. 4 SH. CC: Interdisciplinary, Scientific Explanations, Writing Intensive.

HONS-260 + HONS-261 Sophomore Colloquium

This experiential colloquium teaches students how to develop an interdisciplinary learning framework. Over the course of two semesters, students attend interdisciplinary lectures, workshops, and experiences. Before each activity, students receive preparatory materials to study ahead of the event, to guarantee optimal integration of content. Following each event, students produce critical reflections as assigned by the Colloquium instructor. At the end of the year, students prepare a portfolio with their critical reflections on attended events, and an overview that demonstrates the interdisciplinary reach of their intellectual engagement. The two courses must be taken consecutively, but may be taken in different academic years. 2 SH, 2 semesters. CC: Interdisciplinary, Writing Intensive.

HONS-301 Honors Seminar

Each Honors student must complete a minimum of eight hours of 300-level upper-division Honors classes. These courses are designed for a specific departmental major, but instructors have opened the courses to all Honors students, who perform very well in such challenging interdisciplinary environments. Several Honors seminars are offered each semester. If the chosen course is part of the student's major, the student will submit an "honors-level contract," describing, in consultation with the instructor, how the course assignments for the honors student differs from the other students' work. 4 SH. CC: based on the equivalencies indicated on the original course description.

HONS-450 Honors Research Project

The Honors program culminates in an experiential learning project to be completed in a minimum of two and a maximum of four semesters. This research project will address a topic not fully addressed by any specific course at SU. If the topic relates to a course or departmental capstone project, a clear and detailed explanation of how this Honors project supersedes and transcends the course of capstone is required. If students choose a topic in their major, some degree of interdisciplinarity is expected. By the end of the second week of classes in the first semester of HONS-450, students must submit a research proposal describing the duration and methodology of the project and the final deliverable product. The proposal must name an advisor from the faculty that has agreed to supervise the project. The project may be interrupted for study abroad, and may be prolonged, should the advisor deem an extension necessary for quality assurance. Once

completed, the project is publicly presented in events organized by the Honors Program. Minimum of 2 SH. CC: Interdisciplinary. Capstone.

Interdisciplinary Courses

INTD-133 British Theatre

Offered to students participating in the London Program of the Sigmund Weis School of Business, this course provides knowledge and exposure to the art of theatre performance by utilizing the rich offerings of the theatre and other fine arts resources in London and England. 4 SH. CC: Artistic Expression.

INTD-134 British History/Culture London

Offered to students participating in the London Program of the Sigmund Weis School of Business, this course introduces students to the theories and principles of diversity by examining Great Britain as a case study in diversity. The course explores key aspects diversity in relation to, but not limited to, class, race, gender and sexuality. A key focus will be location-specific study of social and cultural diversity through student exploration of the role played by culture, ethnicity, class, race and gender in Britain's past and in its contemporary life. This will involve exploring the opportunities and challenges faced by individuals, businesses and non-profit organizations in their engagement with issues of equality and social justice. Students will learn about contemporary British culture and they will be able to compare that culture with that of the United States. 4 SH. CC: Diversity.

INTD-201 International Studies and Global Challenges

International Studies involves the analysis of transnational phenomena – things that cross borders – from a variety of disciplinary perspectives. This course provides an overview of theories and approaches common to the field of international studies. Students will grapple with what makes this field interdisciplinary and examine problem-solving on an international scale. Students are introduced to how and why the field draws from many different disciplines, such as economics, anthropology, history, political science, linguistics/language, and religious studies. Pre-requisite: Sophomore Standing. CC: Interdisciplinary, Diversity.

INTD-250 Japan Seminar

This course offers an insight into Japan's unique culture and society through a survey of its history from ancient to modern times, its political and social transformations, its religious history, the development of its language, literature and art forms, and its absorption and transformation of outside cultures and ideas. This course is a prerequisite for the A Window to Japan GO short program. 2 SH.

INTD-320 The Sciences

Students in this course will examine the disciplines of the natural sciences (physics, chemistry, biology, earth and space) together with related technologies. The course introduces students to science as a human activity with a long history and the following habits of mind: values and attitudes, computation and estimation, manipulation and observation, communication, and critical-response skills. Particular attention is given to the underlying themes of science: systems, models, constancy and change, and scale. Laboratories will be taught together with the lecture portion of the class. However, some laboratory experiences may be on Saturdays. Prerequisites: Sophomore standing, completion of the Analytical Thought requirement, and either MUED-200 or EDUC-101. 4 SH. Pre-requisite: Sophomore standing. CC: Interdisciplinary, Scientific Explanations.

INTD-340 Inquiry-based Science

This course is designed for secondary education, modern language education, and music education students. Course instruction will be structured following principles of interdisciplinary instruction and inquiry-based learning. Required lab components are integrated with instruction. Students will analyze and apply their developing understanding of interdisciplinary instruction and inquiry-based learning in order to create original learning activities and lesson plans that incorporate concepts from their respective teaching disciplines. Prerequisites: Sophomore standing and completed the Central Curriculum Analytic Thought requirement and EDUC-101 or MUED-200. CC: Scientific Explanations. 4 SH.

INTD-501 Senior Seminar

The Senior Seminar in International Studies is the culmination and integration of the International Studies major, although it is also open to students majoring in Political Science, Public Policy, Legal Studies, and Criminal Justice. This class may count as the capstone experience for students majoring in all three programs. It provides students with the opportunity to research, write, and present a thesis on an approved topic. Students work closely with faculty members to formulate their theses and prepare both a research design and a final senior essay that implements that design. Students will also critically analyze others' work. Prerequisite: POLI-205. 4 SH. CC: Writing Intensive. Same as POLI-501.

INTERNATIONAL STUDIES

Faculty Coordinator

Kirk A Harris, Ph.D., Associate Professor of Political Science

International Studies

The Bachelor of Arts in International studies is an interdisciplinary major that combines several fields of study to help students develop the knowledge and skills needed to approach complex global challenges and devise responses. While there are three distinct focus areas, the common link in international studies education is the global perspective used to address social, cultural, economic, political and scientific issues and the interdisciplinary approach to tackling large-scale subjects that cross national boundaries.

Off-Campus Study Opportunities

Students majoring in international studies are required to participate in a semester-length off-campus international experience, and those who minor in the program are strongly encouraged to do so. Programs appropriate for international studies students include but are not limited to those that expose participants to conflict resolution, international organizations, sustainable development, public health and diplomatic work. In recent years, international studies students have traveled to countries such as Argentina, Australia, Austria, Belgium, China, Cyprus, the Czech Republic, France, Germany, Italy, Japan, Jordan, Mexico, the Netherlands, South Korea, Spain, and the United Kingdom.

Internships

Because it is critical to gaining professional opportunities and placement post-graduation, students are strongly encouraged to pursue internships in the wide field of international studies. International studies

majors regularly complete internships during a study abroad period. Others have interned domestically in the field. The program advisor works with students to identify internship opportunities.

Regional focus

Students in the major are also encouraged to develop a specialization in the study of a particular world region (e.g. Africa, Asia, Latin America, or Europe) as part of their coursework and study abroad experience.

Learning goals

- Students will possess factual knowledge and in-depth understanding of their chosen focus area.
- Students will critically read scholarly work and compare theoretical and methodological frameworks for understanding international phenomena.
- Students will develop strong research skills including the ability to frame research questions for analysis and apply theoretical knowledge to study real-world events.
- Students will understand the global diversity of populations and societies, as well as the political, social and economic effects of different categories of diversity.
- Based on their international experiences, students will understand the breadth of human interactions, and that problems often elicit complex, conflicting and ambiguous responses.

Major in International Studies

International studies majors must complete a minimum of 48-56 semester hours of approved coursework in the major, all with grades of C- or better and an overall average of at least 2.00 in courses for the major. No more than 16 semester hours in the major may be taken at the 100-level, and at least 14 semester hours must be taken at or above the 300-level. All majors must take INTD-201 International Studies and Global Challenges.

All international studies majors must demonstrate proficiency through the 200-level (i.e., the equivalent of four semesters of college-level instruction) of a modern world language. All majors must take a capstone course (INTD-501 or its equivalent in Political Science).

Students in the major must engage in an off-campus, internationally focused educational experience, preferably consisting of a semester or year abroad. Shorter-term experiences, such as focus programs offered by Susquehanna University or an internship with an international-based organization, also qualify when approved by the advisor.

Double-counting Restriction

No more than 12 semester hours may be double-counted between the international studies major and any other major or minor.

Honors

To graduate with honors, international studies majors must do the following:

- Maintain a minimum GPA of 3.50 in the program and 3.25 overall,
- Request admission to the program at the beginning of the senior seminar/capstone course, and
- Complete and publicly present an honors-quality project in the spring of their senior year.

Focus Areas

Students choose one of three focus areas for the international studies major: diplomacy, comparative cultures, and trade and development. Course requirements vary, depending on the focus area.

48-56 Diplomacy

- 4 INTD-201 International Studies and Global Challenges
- 4 POLI-131 International Relations
- 4 POLI-121 Comparative Government and Politics
- 4 POLI-205 Research Methods I
- 8 Non-U.S. history (two courses)
- 8 Upper-level (non U.S.-based) political science (2 courses)
- 4 Non-U.S. literature or Religious Studies course
- 4 ECON-201 Principles of Macroeconomics
  - **or** ECON-338 International Political Economy
  - **or** ECON-335 Economic Development
- 4 Relevant electives (one course)
- 4 Senior seminar/capstone
- Completion of the equivalent of 8SH at the 200-level of a world language

48-56 Comparative Cultures

- 4 INTD-201 International Studies and Global Challenges
- 4 Introductory Anthropology
- 4 ENGL-250 World Literature
  - **or** ENGL/JWST-255 Jewish Literature
  - **or** ENGL-240 Literary Themes (when specific topic has been approved)
- 4 Non-U.S. upper-level anthropology
- 4 Non-U.S. literature or art history (one course)
- 4 RELI-105 World Religions
- 4 Additional religious studies or world philosophy
- 4 Non-U.S. history
- 4 POLI-205 Research Methods I
- 8 Relevant electives (two courses)
- 4 Senior Seminar/Capstone
- Completion of the equivalent of 8SH at the 200-level of a world language

48-56 Trade and Development

- 4 INTD-201 International Studies and Global Challenges
- 4 POLI-131 International Relations
- 4 ECON-201 Principles of Macroeconomics
- 4 ECON-202 Principles of Microeconomics
- 4 ECON-338 International Political Economy
  - **or** ECON-335 Economic Development
- 4 History of any non-U.S. region
- 8 Upper-level internationally-focused courses in economics, management, marketing, or luxury brand marketing & management, ecology, earth & environmental science, or environmental studies
- 4 One upper-level, non-U.S.-based course in political science, sociology or anthropology

4 POLI-205 Research Methods I
4 Relevant electives (one course)
4 Senior Seminar/Capstone
Completion of the equivalent of 8SH at the 200-level of a world language

Minor in International Studies

International studies is a superb complement to a number of other majors. Students may choose to minor in international studies by completing 24 semester hours in a focus area. Only courses completed with a grade of C- or above may be counted toward the minor. No more than eight semester hours may be taken at the 100-level.

Double-counting Restriction for Interdisciplinary Minors

Only 8 semester hours of this minor may be double-counted toward the student's major.

24 Diplomacy
4 Non-U.S. history
4 Non-U.S. literature or religion
8 Political science: Two courses, non-U.S.-based, POLI-131 International Relations encouraged
4 Economics: ECON-201 Principles of Macroeconomics, ECON-338 International Political Economy, or ECON-335 Economic Development encouraged
4 INTD-201 International Studies and Global Challenges

24 Comparative Cultures
4 Introductory anthropology
4 Non-U.S. upper-level anthropology
4 Non-U.S. literature or art history
4 Religious studies or philosophy
4 Non-U.S. history
4 INTD-201 International Studies and Global Challenges

24 Trade and Development
4 ECON-201 Principles of Macroeconomics
4 ECON-338 International Political Economy
or ECON-335 Economic Development
4 History of any non-U.S. region
8 Two upper-level internationally-focused courses in economics, management, marketing, luxury brand marketing & management, ecology, earth and environmental sciences, or environmental studies
4 INTD-201 International Studies and Global Challenges

International Studies Courses

INTD-201 International Studies and Global Challenges

International Studies involves the analysis of transnational phenomena – things that cross borders – from a variety of disciplinary perspectives. This course provides an overview of theories and approaches common to the field of international studies. Students will grapple with what makes this field interdisciplinary and

examine problem-solving on an international scale. Students are introduced to how and why the field draws from many different disciplines, such as economics, anthropology, history, political science, linguistics/language, and religious studies. CC: Interdisciplinary, Diversity.

INTD-501 Senior Seminar

The Senior Seminar in International Studies is the culmination and integration of the International Studies major, although it is also open to students majoring in Political Science,Public Policy, Legal Studies, and Criminal Justice. This class may count as the capstone experience for students majoring in all three programs. It provides students with the opportunity to research, write, and present a thesis on an approved topic. Students work closely with faculty members to formulate their theses and prepare both a research design and a final senior essay that implements that design. Students will also critically analyze others' work. Prerequisite: POLI-205. 4 SH. CC: Writing Intensive. Same as POLI-501.

JEWISH & ISRAEL STUDIES

Faculty Director

Laurence D. Roth, Ph.D., Charles B. Degenstein Professor of English

The Jewish & Israel studies minor consists of 22 semester hours, including JWST-113 Introduction to Judaism, JWST-255 Jewish Literature, JWST-338 The Holocaust, eight semester hours selected from the other available Jewish & Israel studies courses listed below and two semester hours of independent study approved by the director.

The various departments that partner with the Jewish & Israel studies program may offer special topic and variable content courses of interest (such as Biblical Hebrew, Jewish and Israeli Cinema, etc.) that will be cross-listed as JWST-390 and that will satisfy the elective requirement of the minor.

Double-counting Restriction for Interdisciplinary Minors

Only 6 semester hours of this minor may be double-counted toward the student's major.

Jewish & Israel Studies Courses

JWST-113 Introduction to Judaism

Examines Judaism as it has been defined and developed as a way of thought and a way of life. The course focuses on central religious concepts, holidays, life-cycle ceremonies and various forms of religious expression, including prayer and ritual, in order to help students understand what it means and has meant to be a Jew. Same as RELI- 113. 4 SH. CC: Diversity.

JWST-115 Jewish Philosophy and Ethics

Explores issues and problems related to the philosophical and ethical literature of the Jews, from the Talmudic period through the present. Topics vary and may include classical Jewish texts, mysticism, continental and poststructural Jewish philosophy, morality and social practice, women and gender and Judaism in America. The course encourages students to recognize in Jewish texts reflections of Judaism that are diverse and, at times, antithetical to one another. Same as RELI-115. 4 SH. CC: Ethics.

JWST-201 The Hebrew Bible

An introduction to the texts of the Hebrew Bible, with concern for their sociohistorical contexts, literary forms and theological insights. Attention also to the variety of ways in which this literature has been and continues to be valued. Prerequisites: Sophomore standing and one of the following: a course in religious studies, a course in English, a course in history, DIVS-100, WGST-100, or instructor's permission. Same as RELI-201. 4 SH. CC: Diversity Intensive, Interdisciplinary, Writing Intensive.

JWST-207 Women in the Biblical Tradition

An extensive inquiry into women's stories and images in the Hebrew Bible, New Testament and related literature from the biblical period. Explores the range of roles played by women within biblical narratives, the variety of metaphorical/symbolic uses of femininity in biblical traditions, and legal and ethical precepts related to the status of women in the biblical period. Methods and approaches from the social sciences, history, literary studies and theology, as shaped by feminist theory, will serve as the main guides for this study. Prerequisites: Sophomore standing and one of the following: a course in religious studies, a course in women's studies, a course in English, a course in history, or DIVS-100. Same as WGST-207 and RELI-207. 4 SH. CC: Diversity Intensive, Interdisciplinary, Writing Intensive.

JWST-255 Jewish Literature

A variable topic survey, in English translation, of the texts, writers, histories and languages that describe Jewish literatures. The course is especially concerned with debates over definitions of "Jewish literature" (What makes Jewish literatures Jewish?), the significance of Jewish literary and cultural diversity, and Jewish literary navigations between diaspora and homeland, secularism and religiosity. Readings may include Hebrew and Israeli literature, Yiddish literature, Sephardic literature or Jewish literatures of Europe and the Americas. Same as ENGL-255. Prerequisite: Sophomore standing. 4 SH. CC: Diversity, Literary Expression.

JWST-312 History and Culture of Jewish Cuisines

Using anthropological approaches to the study of food, this course examines the meanings and uses of various Jewish cuisines as they developed in diverse regions and historical periods. We will consider the laws of kashrut and their modern interpretations, the social history of traditional Jewish foods, the literary development of Jewish cookbooks, and literary and cinematic representations of Jewish cuisines and dining. Underlying our study will be questions concerning how class, gender, faith, ethnicity, aesthetics and politics inform Jewish foodways. Because cooking and eating are frequently done in the company of others, much of our work will be collaborative. 4 SH. CC: Diversity.

JWST-338 The Holocaust

Examines the origins, implementation and consequences of the Nazi program of mass murder over the course of the 20th century. Students study various primary and secondary sources of the Holocaust and consider the lasting impact of how we represent and remember those events. Same as HIST-338. 4 SH.

JWST-390 Topics in Jewish & Israel Studies

Discussion, debate and evaluation of significant trends and phenomena in Jewish & Israel studies. Topics vary according to instructor preference and may include regional literatures and histories, Jewish languages,

gender and identity issues, folklore, Jewish film, Jewish music, Sephardic studies, Zionism, Christian/Jewish relations, and black/Jewish relations. 4 SH.

JWST-500 Independent Study

Detailed exploration of literature or author(s) of a selected historical period; of a literary, historical or religious topic, problem or issue; or of creative arts related to Jewish & Israel studies. This course engages students in library or action research, research design or application, or creative work in the arts under a faculty member's direction, and it culminates the minor in Jewish & Israel Studies. 2 SH.

LANGUAGES, LITERATURES & CULTURES

Faculty

Greg C. Severyn, Ph.D., Associate Professor of Spanish Studies, department head
Walfrido Dorta, Ph.D., Associate Professor of Spanish Studies
Li E, Ph.D., Associate Professor of Chinese Studies
Martina Kolb, Ph.D., Associate Professor of German Studies
Amanda S. Meixell, Ph.D., Associate Professor of Spanish Studies
Daryl M. Rodgers, Ph.D., Associate Professor of Italian Studies
Mirta Suquet, Ph.D., Associate Professor of Spanish Studies
Megan L. Torres, Ph.D., Associate Professor of Spanish Studies

Language Fellows

A special feature of language study at Susquehanna is the opportunity for students to interact with visiting instructors from other countries. The fellows teach introductory language classes, act as teaching assistants in upper-level courses, and join students in weekly language tables and other cultural and club activities.

Language, Literature & Culture Studies

Learning Goals

- Students will demonstrate a high level of communicative proficiency in the target language. This proficiency encompasses interpretive, presentational, and interpersonal modes.
- Students will be able to interpret target language texts in a variety of modes (written, spoken, and visual) and in a variety of genres (narrative, poetry, nonfiction, etc.).
- Students will be able to present orally and in writing about a range of cultural and literary topics and issues related to the target language for a variety of purposes (e.g., to inform, explain, persuade, etc.).
- Students will be able to interact and negotiate meaning in spoken and written conversations for a variety of purposes.
- Students will thus use their language proficiency to develop critical insight into the cultures in which their language of study is widely spoken.

Languages, Literatures & Cultures Majors

24-28 All majors in French Studies, German Studies or Spanish Studies complete the following:
24-28 SH at the 200-, 300-, and 400-levels

A related history course
A capstone
A semester of study abroad in a country where the language of study is spoken
Note: Independent Study (542) may also be counted toward the major and minor

Students must earn at least a C- in all major courses and have a minimum GPA of 2.00 in the major.

Major in French Studies

28 All majors in French Studies must complete the following:

28 SH at or above the 200-level, including FRNC-205, FRNC-208, FRNC-303, and FRNC-306

Note: Since the content of these four courses changes every year, they can be taken twice each for credit.

A semester of study abroad in a French-speaking country

The French Studies history requirement can be satisfied in various ways:

Through certain FRNC-310 or FRNC-460 courses
Through approved history courses taken during the semester abroad
Through approved courses in the History Department

A capstone, which is comprised of

(1) a 400-level course in French to be taken after completing a semester abroad and
(2) a language proficiency evaluation (FRNC-599) evaluated on a satisfactory/ unsatisfactory basis that must be passed

Students must earn at least a C- in all major courses and have a minimum GPA of 2.00 in the major.

Major in German Studies

28 All majors in German Studies must complete the following:

GERM-201, GERM-202 and 20 semester hours of German at the 300- and 400-level
A semester of study abroad in a German-speaking country
A course in European history
A capstone, which is comprised of

(1) a 400-level course in German to be taken after completing a semester abroad and
(2) a language proficiency evaluation (GERM-599) evaluated on a satisfactory/ unsatisfactory basis that must be passed

Students must earn at least a C- in all major courses and have a minimum GPA of 2.00 in the major.

Major in Spanish Studies

24-28 All majors in Spanish Studies must complete the following:

28 SH above the 201-level, including SPAN-202, SPAN-300 or SPAN-301, and SPAN-302; students placed at the 300-level complete 24 SH at the 300- and 400-levels
A semester of study abroad in a Spanish-speaking country

A course in Latin American history
The completion of one course in each of the three geographical areas where Spanish is most widely spoken: Spain, Spanish America, and the United States
A capstone, which is comprised of
(1) a 400-level course in Spanish to be taken after completing a semester abroad and
(2) a language proficiency evaluation (SPAN-599) evaluated on a satisfactory/ unsatisfactory basis that must be passed

Students must earn at least a C- in all major courses and have a minimum GPA of 2.00 in the major.

Minor in French Studies

20 All minors in French Studies must complete the following:
20 SH in French (independent of placement) starting at the 200-level
At least 4 SH must be FRNC-310 h

Students must earn at least a C- in all minor courses and have a minimum GPA of 2.00 in the minor.

Minor in German Studies

20 All minors in German Studies must complete the following:
GERM-201, GERM-202, and 12 SH at the 300-level

Students must earn at least a C- in all minor courses and have a minimum GPA of 2.00 in the minor.

Minor in Spanish Studies

12-16 All minors in Spanish Studies must complete the following:
16 SH above SPAN-201, or 12 SH at the 300-level if placed at the 300-level

Students must earn at least a C- in all minor courses and have a minimum GPA of 2.00 in the minor.

Minor in Italian Studies

12-20 All minors in Italian Studies must complete the following:
20 SH above ITAL-102, or 12 SH at the 300-level if placed at the 300-level
Two courses must be at the 200-level
Three courses must be at the 300-level

Students must earn at least a C- in all minor courses and have a minimum GPA of 2.00 in the minor.

Minor in Applied Linguistics

Students with a minor in Applied Linguistics typically have a minor or major in a world language and must have reached intermediate-level proficiency in a language other than English (typically the completion of a 200-level course in a world language) to take courses in the program.

22 All minors in Applied Linguistics must complete the following:

- 4 LANG-300 Introduction to Applied Linguistics
- 2 LANG-504 Language and the Professions

16 semester hours chosen from the following courses:

- 4 ANTH-152 Public Culture
- 4 ANTH-162 Introduction to Anthropology
- 4 COMM- 194 Intercultural Communication
- 4 EDUC-350 English Language Learners: Theory and Instruction
- 4 FRNC-310 French/Francophone Literary and Cultural or Film Studies with the title of 'French for Business' or 'Problems in French Translation'
- 4 FRNC-460 Seminar on French and Francophone Literature and Culture or Film with title of 'French for Business' or 'Problems in French Translation'
- 4 LANG-350 Introduction to Linguistics
- 4 LANG-360 Introduction to Second Language Acquisition
- 4 PSYC-348 Psycholinguistics

Students must earn at least a C- in all minor courses and have a minimum GPA of 2.00 in the minor.

Double-counting Restriction for Interdisciplinary Minors

Only 8 semester hours of this minor may be double-counted toward the student's major.

Teaching Certification

Secondary Teaching Certification Coursework required by the state of Pennsylvania for admission to the teacher certification program includes successful completion of FYSE-100 or equivalent course (having learning goals related to English composition), at least 3 semester hours in British or American literature, at least 6 semester hours of mathematics coursework (or other courses which satisfy the Central Curriculum Analytical Thought requirement) and at least one 40-hour externship. Education course requirements for secondary education are EDUC-101 Introduction to Education and Society, EDUC-250 Educational Psychology, EDUC-260 Introduction to Special Education, EDUC-270 Instruction of Exceptional Students, EDUC-330 Technology in Education, EDUC-350 English Language Learners, EDUC-380 Instructional Design, EDUC-422 Methods of Curriculum, Instruction, and Assessment in Teaching Foreign Languages, EDUC-479 Principles of Secondary Education, EDUC-483 Differentiated Instruction and Classroom Management in Secondary Education, and the EDUC-500 Student Teaching package (EDUC-501, EDUC-502, EDUC-503, and EDUC-600). In addition, students pursuing certification in French, German or Spanish satisfy all of the usual requirements for those majors.

Departmental Honors

The departmental honors option recognizes outstanding work in language, literary, and cultural studies. To graduate with honors, majoring students must do the following:

- Receive an invitation to enter the program in the senior year,
- Maintain a GPA of 3.50 in the department and 3.30 overall,

- Declare an honors advisor by the end of the first week of the fall/spring semester of the senior year,
- Develop and submit honors-quality senior research by April 15 (usually as part of a seminar, research or independent study course), and
- Present their papers for discussion with faculty or at Senior Scholars Day.

Work not meeting the standards for departmental honors may be applied to the regular major.

Placement

Please see the Academic Policies section of this catalog for information regarding language placement.

German 102 and Spanish 102

Students who do not complete the course in which they were placed within two years must retake the online language placement exam to determine their appropriate placement after the lapsed time.

Chinese, French and Italian 102

Students who do not complete the course in which they were placed within two years must contact the instructor to determine their appropriate placement after the lapsed time.

Applied Language Credit

The Department of Languages, Literatures and Cultures encourages students who exempt the World Languages Central Curriculum requirement to continue their language study by enrolling in the course into which they have been placed at the 200-level or above. Upon successful completion of that course with a grade of B- or above, such students will earn a total of eight semester hours of credit: four semester hours for the upper-level course and four semester hours of (ungraded) applied language credit in recognition of their achievement. This policy does not apply to students who have previously earned college credit (whether at Susquehanna, through transfer course work or AP/ IB) in the language they are continuing to study. Applied language credit may not be used to satisfy the requirement for a major or minor program.

Languages, Literatures and Cultures Courses

Arabic Studies Courses

ARBC-101 Beginning Arabic I

Intended for students with no previous experience with the language. An introduction to speaking, reading, listening and writing in Arabic. Also explores aspects of Arab culture. 4 SH.

ARBC-102 Beginning Arabic II

Continuation of ARBC-101. An introduction to speaking, reading, listening and writing in Arabic. Also explores aspects of Arab culture. 4 SH. Prerequisite: ARBC-101 or equivalent department-approved proficiency. CC: World Language.

Chinese Studies Courses

CHNS-101 Beginning Chinese I

Introduces students to short conversations in standard (Mandarin) Chinese while laying foundations for further studies of the language. Includes standard pronunciation, basic vocabulary and writing simple statements. Explores the systems of language and culture of the Chinese people. 4 SH.

CHNS-102 Beginning Chinese II

A continuation of CHNS-101. Introduces students to short conversations in standard (Mandarin) Chinese while laying foundations for further studies of the language. Includes standard pronunciation, basic vocabulary and writing simple statements. Explores the systems of language and culture of the Chinese people. 4 SH. Prerequisite: CHNS- 101 or equivalent department-approved proficiency. CC: World Language.

CHNS-201 Intermediate Chinese: Language and Culture

Review and expansion of elementary-level skills to intermediate level. Focus on developing skills needed to improve listening, speaking, reading and writing. Topics include culture and civilization with emphasis on current issues, comparisons to own cultures and interdisciplinary perspectives. Prerequisite: CHNS-102 or equivalent department- approved proficiency. 4 SH.

CHNS-202 Intermediate Chinese II

This is the second part of Intermediate Chinese. It aims to provide students with an authentic and effective language environment and help create a fun Chinese learning experience. It covers four chapters of the textbook on topics such as “sports,” “travel,” “at the airport,” and “new semester.” Students will continue to develop their skills in Chinese by mastering approximately 150 new characters, more complicated expressions, and more advanced grammar. By completing this course, students should be able to communicate with others in the above mentioned daily life situations, read materials of moderate difficulty, and write simple compositions related to the topics. Students will also achieve a better understanding of Chinese culture. Prerequisite: CHNS-201 or equivalent department-approved proficiency. 4 SH

French Studies Courses

FRNC-101 Beginning French I

Intended for both students who are new to the language and students with limited previous experience in the language who have placed into the first-semester level. Focuses on acquisition of core vocabulary and structures useful for completing conversational and writing tasks associated with daily life. Also, development of strategies for reading short, authentic texts in the target language. Includes study of cultural topics. 4 SH.

FRNC-102 Beginning French II

Continuation of Beginning French I with emphasis on development and application of speaking, listening, reading and writing skills. Individual and group projects center on cultural dimensions of France and the French-speaking world. Prerequisite: FRNC-101, placement by examination or equivalent department-approved proficiency. 4 SH. CC: World Language

FRNC-205 French Culture and Language

This project-based course will focus on study of cultural issues in contemporary France, along with language study meant to increase students’ proficiency while supporting course discussion and work on projects. The individual and group projects completed in this course will encourage students to bring their own academic

and personal interests to bear on the cultural issues under study. Because issues and projects will vary from year to year, FRNC-205 may be taken twice for full credit. FRNC-205 and FRNC-208 may be taken in any order. Prerequisites: FRNC-102 or equivalent placement. 4 SH.

FRNC-208 Cultures of la Francophonie

This project-based course will focus on study of cultural issues in the larger French-speaking world (mostly outside of France, but sometimes addressing issues that arise at the intersection of France and other French-speaking areas), along with language study meant to increase students' proficiency while supporting course discussion and work on projects. The individual and group projects completed in this course will encourage students to bring their own academic and personal interests to bear on the cultural issues under study. Because issues and projects will vary from year to year, FRNC-208 may be taken twice for full credit. FRNC-205 and FRNC-208 may be taken in any order. Prerequisites: FRNC-102 or equivalent placement. 4 SH. CC: Diversity Intensive.

FRNC-303 Oral Expression and Public Speaking

The focus of this intermediate/advanced course is to develop oral skills in French: develop vocabulary and strategies for engaging actively in a variety of types of conversational interactions, from obtaining information to expressing opinions, to elaborating and defending a position, to explaining ideas. Focus will be on developing the ability to speak spontaneously and at length, and to speak before a group. The course is structured around projects emphasizing various oral skills, including pronunciation and intonation, one of which focuses on organizing and running a French-language outreach event. Prerequisites: 8 SH at the 200-level. Students with equivalent high school or other experience may enroll with instructor approval. Course may be taken twice for credit. 4 SH.

FRNC-306 Written Expression and Translation

The focus of this course is to practice various genres of writing and to develop skills the art of individual and/or collaborative translation. The course is structured around a central project of translating real-world texts on a cultural topic or theme, and the translation work will involve gaining some understanding of that topic or theme. Writing in various genres will relate to this topic or theme through fact and fiction. Language structures studied in this course will support work on these projects. Prerequisites: 8 SH at the 200-level or FRNC-303. Students with equivalent high school or other experience may enroll with instructor approval. This course may be taken twice for full credit. 4 SH. CC: Interdisciplinary, Writing Intensive.

FRNC-310 French/Francophone Literary and Cultural or Film Studies

Topics vary each semester. Students may take more than one 300-level topics course. Critical study of particular cultural and literary themes and topics related to France and the French-speaking world. Approach and projects will vary with course topics. Prerequisite: FRNC-301 or FRNC-302, or department-approved proficiency. 4 SH.

FRNC-460 Seminar on French and Francophone Literature and Culture or Film

Topics vary each semester. Students may take more than one 460 seminar. These seminars explore selected topics in depth and from the perspective of more than one discipline. Includes discussion of theory and research methods. Research project is a central component of this course. Prerequisites: Sophomore standing and completion of semester study abroad. 4 SH. Capstone. CC: Interdisciplinary, Writing Intensive.

FRNC-501 Internship

Supervised employment in a modern language environment. Prerequisite: Department permission. 4-8 SH.

FRNC-542 Independent Study

Prerequisites: 48 semester hours, a cumulative 3.00 or higher GPA and approval of supervising professor and course area department head. 1-4 SH.

FRNC-599 Senior Language Proficiency Evaluation

Noncredit. Required for all majoring students. Individually scheduled. Taken only in the student's final semester prior to graduation. Graded on a satisfactory/unsatisfactory basis.

German Studies Courses

GERM-101 Beginning German I

Intended both for students with previous experience in the language but who have not placed above the first-semester level and for students new to the language. Focuses on conversations to acquire a useful core vocabulary, reading graded prose and writing brief sentences. Explores the systems of language, culture and civilization of German-speaking peoples. 4 SH.

GERM-102 Beginning German II

Continuation of German 101. Focuses on conversations to acquire a useful core vocabulary, reading graded prose and writing brief sentences. Explores the systems of language, culture and civilization of German-speaking peoples. Prerequisite: GERM-101 or equivalent department-approved proficiency. 4 SH. CC: World Language.

GERM-201 Intermediate German I: Language and Culture

Review and expansion of elementary-level skills to intermediate level. Focus on developing skills needed to improve listening, speaking, reading and writing. Topics include culture and civilization with emphasis on current issues, comparisons to own cultures and interdisciplinary perspectives. Prerequisite: GERM-102, placement by examination or equivalent department-approved proficiency. 4 SH.

GERM-202 Intermediate German II: Language and Culture

Extensive review and expansion of elementary-level skills. Focus on improving all skills: listening, speaking, reading and writing. Also includes culture and civilization. Prerequisite: GERM-201. 4 SH. CC: Diversity Intensive.

GERM-301 Advanced Conversation and Oral Expression

Language skill development, emphasizing formal speaking and short essay writing. Includes cultural and/or literary materials. Prerequisite: GERM-202. 4 SH.

GERM-302 Advanced German Grammar and Written Expression

Focus on written German (reading and writing), including systematic review of principal grammatical structures. Development of critical thought and expansion of vocabulary through analysis of original German, Austrian, and Swiss texts in various genres and media (including literary, journalistic, and scientific prose, features and documentaries). Enhancement of German composition skills. Designed for students with a functional command of the German language and an understanding of its basic grammatical structures. Prerequisites: GERM-202. 4 SH.

GERM-310 Topics in German Studies

Critical study of particular topics and forms of Austrian, German, and Swiss literature, culture, and film. Themes and genres will vary according to the interest and expertise of the instructor. Lectures, discussions, and readings in German. Prerequisites: GERM-301 or GERM-302. 4 SH.

GERM-460 Seminar in German Studies

Explores selected topics in depth. Research paper required. Prerequisite: A 300-level course or department-approved proficiency. 4 SH. Capstone. CC: Writing Intensive.

GERM-503 Internship

Supervised employment in an appropriate modern language environment. Prerequisite: Department permission. 4-8 SH.

GERM-542 Independent Study

Prerequisites: 48 semester hours, a cumulative 3.00 or higher GPA and approval of supervising professor and course area department head. 1-4 SH. Counts toward the major or minor.

GERM-599 Senior Language Proficiency Evaluation

Noncredit. Required for all majoring students. Individually scheduled. Taken only in the student's final semester prior to graduation. Graded on a satisfactory/unsatisfactory basis.

Italian Studies Courses

ITAL-101 Beginning Italian I

Intended both for students with previous experience in the language but who have not placed above the first-semester level and for students new to the language. Focuses on acquisition of core vocabulary and structures necessary for carrying out short conversations, reading graded prose and writing brief sentences associated with daily life. Also explores aspects of Italian civilization and culture. 4 SH.

ITAL-102 Beginning Italian II

Continuation of ITAL-101. Focuses on acquisition of core vocabulary and structures necessary for carrying out short conversations, reading graded prose and writing brief sentences associated with daily life. Also explores aspects of Italian civilization and culture. Prerequisite: ITAL-101 or equivalent department-approved placement. 4 SH. CC: World Language.

ITAL-2THM Intermediate Themes in Culture and Civilization

This intermediate-level course involves the exploration of a variety of themes related to Italian culture and civilization (e.g. immigration, family, politics, etc.). The approach used is theme-driven content-based instruction. It is designed to increase your language proficiency in Italian through the study of content focused on themes of particular importance in Italian culture and civilization. The course may be repeated for credit as the theme varies from year to year. ITAL-2THM and ITAL-2TPC may be taken in any order. Prerequisites: ITAL-102 or equivalent department-approved proficiency. 4 SH.

ITAL-2TPC Intermediate Topics in Culture and Civilization

This intermediate-level course involves the exploration of a specific topic related to Italian culture and civilization (e.g. Italian regional culture; Italian history through film, etc.). The approach used is topic-driven content-based instruction. It is designed to increase your language proficiency in Italian through the study of content focused on a broad topic of particular importance in Italian culture and civilization. The course may be repeated for credit as the topic varies from year to year. ITAL-2TPC and ITAL-2THM may be taken in any order. Prerequisites: ITAL-102 or equivalent department-approved proficiency. 4 SH.

ITAL-3THM Advanced Themes in Culture and Civilization

This advanced-level course involves the exploration of a variety of themes related to Italian culture and civilization (e.g. immigration, family, politics, etc.). The approach used is theme-driven content-based instruction. It is designed to continue to increase your language proficiency in Italian through the study of content focused on themes of particular importance in Italian culture and civilization. The course may be repeated for credit as the theme varies from year to year. ITAL-3THM and ITAL-3TPC may be taken in any order. Prerequisites: Two intermediate-level Italian courses or equivalent department-approved proficiency. 4 SH.

ITAL-3TPC Advanced Topics in Culture and Civilization

This advanced-level course involves the exploration of a specific topic related to Italian culture and civilization (e.g. Italian regional culture; Italian history through film, etc.). The approach used is topic-driven content-based instruction. It is designed to continue to increase your language proficiency in Italian through the study of content focused on a broad topic of particular importance in Italian culture and civilization. The course may be repeated for credit as the topic varies from year to year. ITAL-3TPC and ITAL-3THM may be taken in any order. Prerequisites: Two intermediate-level Italian courses or equivalent department-approved proficiency. 4 SH.

ITAL-542 Independent Study

Prerequisites: 48 semester hours, a cumulative 3.00 or higher GPA, and approval of supervising instructor and course area department head. 1-4 SH. Counts toward the major or minor.

Spanish Studies Courses

Students minoring in Spanish Studies complete SPAN-202, SPAN 300 or SPAN-301, and SPAN-302 plus another course at the 300-level. Students majoring in Spanish Studies complete SPAN-202, SPAN-300 or SPAN-301, SPAN-302; a course in Latin American history; a semester abroad in a Spanish-speaking country; and the capstone, which is composed of two elements: (1) a 400-level course typically taken during the senior year and (2) a language proficiency evaluation in their final semester. Finally, majors complete one course in each of the three geographical areas where Spanish is most widely spoken; Spain, Spanish America and the United States.

SPAN-101 Beginning Spanish I

Intended both for students with previous experience in the language who have not placed above the first-semester level and for students new to the language. Focuses on acquisition of core vocabulary and grammatical structures necessary for basic communication so students can carry out brief conversations, write about daily life, and explore short culture-based readings in Spanish. 4 SH.

SPAN-102 Beginning Spanish II

Continuation of SPAN-101. Focuses on the continued acquisition of core vocabulary and grammatical structures necessary for basic communication so students can further develop their skills for brief conversations, writing about daily life, and exploring short culture-based readings in Spanish. Prerequisite: SPAN-101 or equivalent department-approved placement. 4 SH. CC: World Language.

SPAN-201 Intermediate Spanish I: Language and Culture

Review and expansion of elementary-level language and cultural skills to the intermediate level. Prerequisite: SPAN-102, placement by examination or equivalent department-approved proficiency. 4 SH.

SPAN-202 Intermediate Spanish II: Language and Culture

A continuation of SPAN-201 and the first course for the minor and major, this course focuses on grammar structures not covered in 201 and further develops students' language and cultural skills at the intermediate level in preparation for 300-level coursework. Topics of current interest in the Hispanic world form the basis of course activities. Prerequisite: SPAN-201 or equivalent department-approved proficiency. 4 SH.

SPAN-300 Spanish for Heritage Speakers

This course addresses the specific language skills most relevant to heritage Spanish speakers (students who have been exposed to Spanish informally or in domestic environments). It focuses on the acquisition and improvement of critical communication in Spanish. Using materials taken from a variety of real-life contexts primarily emphasizing U.S. Latinx communities, the course aims to sharpen heritage speakers' sociolinguistic competency and ability to interpret musical, cinematic, and literary works in Spanish. Prerequisite: SPAN-202 or equivalent department-approved proficiency or interview with the professor. 4 SH. CC: Diversity Intensive.

SPAN-301 Advanced Conversation and Oral Expression

Develops communicative abilities at the advanced level along with knowledge of the Hispanic world. Emphasis on building oral proficiency. Prerequisite: SPAN-202 or equivalent department-approved proficiency. Required for the major. 4 SH.

SPAN-302 Grammar and Composition

Reinforces the fundamental grammar studied previously and introduces more advanced structures. Emphasis on development of writing skills. Prerequisite: SPAN-202 or equivalent department-approved proficiency. Required for the major. 4 SH.

SPAN-310 Topics in Hispanic Culture

In-depth study of a selected topic of interest for both majors and minors. Prerequisites: SPAN-300 or SPAN-301, and SPAN-302 or equivalent department-approved proficiency. 4 SH. CC: Diversity Intensive.

SPAN-445 Seminar in Peninsular Spanish Studies

In-depth study of a selected topic of interest for majors. Research paper required. Prerequisite: Senior standing or equivalent department-approved proficiency. 4 SH. Capstone. CC: Writing Intensive.

SPAN-447 Seminar in Hispanic-American Studies

In-depth study of a selected topic of interest for majors. Hispanic-American encompasses both Spanish America and Hispanic cultures in the United States. Prerequisite: Senior standing or equivalent department-approved proficiency. 4 SH. Capstone. CC: Writing Intensive.

SPAN-503 Internship

Supervised employment in an appropriate modern language environment. Prerequisite: Department permission. 4-8 SH.

SPAN-542 Independent Study

Prerequisites: 48 semester hours, a cumulative 3.00 or higher GPA, and approval of supervising instructor and course area department head. 1-4 SH. Counts toward the major or minor.

SPAN-599 Senior Language Proficiency Evaluation

Noncredit. Required for all majoring students. Individually scheduled. Taken only in the student's final semester prior to graduation. Graded on a satisfactory/unsatisfactory basis.

Courses Taught in English

LANG-300 Applied Linguistics

This course is designed to provide an introduction to the field of applied language studies, often referred to as applied linguistics. In particular, this course is an introduction to the study of language as applied to real-world problems in specific situations in which people use and learn languages, e.g., language learning and teaching, intercultural communication, bilingualism and multilingualism, language policy and planning, language, power, and politics to name a few. The course explores such questions as how do people acquire a language that is not their own and how does this affect their social and cultural identity? What is the role of computer-assisted language learning in the language classroom? How are the issues of bilingual and multilingual education addressed at both the educational and political level. Intermediate proficiency in another language is recommended but not required. 4 SH.

LANG-350 Introduction to Linguistics

This course is an introduction to the science of linguistics and its subcomponents, including syntax, semantics, morphology, phonetics, phonology, historical linguistics, and sociolinguistics. It is designed specifically for those completing a minor in Applied Linguistics, but the course is open to others interested in this field of inquiry. Intermediate proficiency in another language is recommended but not required. 4 SH.

LANG-360 Introduction to Second Language Acquisition

This course is designed as an introduction to how first and, in particular, second languages are learned. Students will be introduced to key terminology, concepts, issues, and theories involved in the acquisition of a second (or additional) language. Students will use their foundational understanding of the principles, processes, and issues related to second language acquisition (SLA) to begin to read research in the field, and to make connections to the related field of language teaching and learning. Intermediate proficiency in another language is recommended but not required. 4 SH.

LANG-500 Language Teaching Methods

The course aims to give Language Fellows in the Department of Languages, Literatures and Cultures an overview of communicative, task-based language instruction. This overview consists of theory and research in second language acquisition and teaching, as well as practical application. 4 SH

LANG-503 Classroom Assistant

An opportunity for students to collaborate with a professor by assisting in one of the language courses offered through the Modern Languages Department to gain insight into language learning and teaching. Expectations and responsibilities will vary depending on the course in question, the needs of the professor and the goals of the student. Generally, they will include attendance and participation in the class in which the student is assisting and regular meetings with the supervising instructor. This course may be taken multiple times for credit. Prerequisites: A minimum of one semester abroad in a program in which all coursework is done in the target language; approval by the supervising instructor. 1-2 SH.

LANG-504 Language and the Professions

Supervised employment in an appropriate modern language environment. Students may choose to take LANG-540 under the Satisfactory/Unsatisfactory (S/U) Option, in which case they must earn a 'Satisfactory' grade. Prerequisite: Department permission. 2 SH.

LEADERSHIP

Faculty Coordinator

Joseph Giomboni, Ph.D., Assistant Professor of Communications

The leadership minor is designed to focus attention in a concentrated way on a key goal of a Susquehanna education: preparing students for a lifetime of leadership in a diverse and changing world. The minor allows students to explore the challenges faced by leaders, both today and in the future.

While pursuing the minor, students will examine the qualities needed to serve as ethically trustworthy and competent leaders in a wide variety of venues, such as business, government, community, and the non-profit sector. To complete the minor students are required to serve in at least one leadership position on campus (e.g. as a resident assistant, a member of the Student Government Association, president of a club, officer of a sorority/fraternity, captain of a sports team, participant in ROTC, etc.).

Minor in Leadership

Students minoring in leadership complete 20 semester hours with grades of C- or higher, including LSHP-502 Leadership Seminar and at least one course from each of the areas listed below. Minors are also encouraged to complete a Leadership practicum with a grade of S as part of their 20 hours. While LSHP-502 is required for the minor, the other LSHP courses (100, 200, 500) can be used to count toward any of the three areas.

Double-counting Restriction for Interdisciplinary Minors

Only 4 semester hours of this minor may be double-counted toward the student's major.

4 Ethics

CHEM-303	Scientific Ethics, Blunders, and Fraud
COMM-201	Ethics and Leadership
PHIL-122	Resolving Moral Conflicts
PHIL-125	Justice
PHIL-150	Race, Class, and Ethics
PHIL-255	Plato's Republic and HBO's The Wire
RELI-104	Ethics in Biblical Stories
RELI-107	Faiths and Values
RELI-315	Being Awesome at Life
RELI-318	Confucian Ethics

4 Personal Interactions and Group Dynamics

ANTH-162	Intro to Anthropology
ANTH-152	Public Culture
COMM-191	Interpersonal Communication
COMM-192	Public Speaking
COMM-194	Intercultural Communication
COMM-391	Team Communications
ENGL-385	Making Democracy Work
MGMT-468	Women in Organizations
PSYC-101	Principles of Psychology
PSYC-230	Social Psychology
PSYC-245	Personality
PSYC-350	Psychology, Culture, and Ethnicity
RELI-316	Doaism, Zen and Authenticity
SOCI-101	Principles of Sociology
SOCI-102	Social Problems
WGST-100	Introduction to Women's and Gender Studies

4 Issues in Leadership

BSAN-174	Data Collection and Modeling
BSAN-233	Data-Driven Decision Making
EENV-242	Climate and Global Change
ENST-301	Current Topics in Environmental Studies
ECON-315	Managerial Economics
ENGL-299	Professional and Civic Writing: Practice and Theory

MGMT-240 Principles of Management
MGMT-290 Non-Profit Management
MGMT-360 Management and Organizational Behavior
MUSC-369 Beginning Conducting
MUSC-371 Instrumental Conducting
MUSC-372 Choral Conducting
MUSC-275 Intro to Arts Leadership
POLI-131 International Relations
POLI-212 Introduction to Public Policy
POLI-310 Public Opinion and Political Psychology
POLI-316 The American Presidency
POLI-321 European Union
POLI-351 Public Administration
ROTC-102 Introduction to Leadership
ROTC-401 Leadership Challenges and Goal Setting
THEA-340 Stage Management and Theatre Operations
THEA-451 Directing

Leadership Courses

LSHP-100 SU Service Leaders Seminar

SU Service Leaders (SUSL) Seminar: Identity and Community in Service and Leadership. Open to students accepted into the SUSL program, this course prepares students for their role as service leaders in the community and on-campus. It focuses on developing awareness of, taking action on, and learning accountability to make a connection between critical reflection about students' own identities and the ways they interact with the community. Acceptance into the SUSL program required. Prerequisite: Instructor permission. 2 SH.

LSHP-200 SUConnects Mentor Training Seminar

Open to students accepted into the SUConnects Mentor program, this course prepares students to for their role as mentors for first-year students. Students will explore issues facing students from traditionally underrepresented backgrounds. They will focus on recognizing, exploring, and strengthening their leadership skills. Prerequisite: Acceptance into the SUConnects Mentor program and/or consent of instructor. 2 SH.

LSHP-500 Leadership Practicum

Open to students who are currently in a leadership position, the practicum includes both formal professional training and written reflection. May be repeated for up to four credit hours total in conjunction with different leadership roles. Requires approval of the Leadership Minor Director. S/U grade. Credits may apply to any of the four leadership minor areas. Prerequisite: Completion of 12 SH at Susquehanna University. 1-2 SH.

LSHP-502 Leadership Seminar

The leadership seminar is the culminating course in the leadership minor. Students will explore the challenges faced by leaders both today and in the future. They will examine the qualities needed to serve as ethically trustworthy and competent leaders in a wide variety of venues, such as business, government, community, non-profit sector, and so on. Students will also have the opportunity to reflect on their own experiences of

leadership during their tenure at SU. Prerequisites: Completion of at least 12 semester hours for the leadership minor. 2 SH.

LEGAL STUDIES

Faculty Coordinator

Alison H. Merrill, Ph.D., Assistant Professor of Political Science
Nicholas J. Clark, Ph.D., Professor of Political Science, interim coordinator (spring 2026)

Learning Goals

- Knowledge about the American civil and criminal legal system, including both the institutions and the processes.
- Knowledge about the rights and responsibilities upheld within the American legal system.
- Familiarity with at least three different disciplinary approaches to the study of the legal system and the relationships between those approaches.
- An understanding of the implications of the law for social and political behavior.
- An ability to analyze and critique complex arguments, showing strong analytical reasoning abilities.

Major in Legal Studies

Legal Studies is an interdisciplinary major that focuses on legal ideas, legal institutions, and the legal process and the relationship between that process and larger social and political forces. The major is a pre-professional program focused on allowing students to better appreciate the implications of the law for individual rights and liberties, the relationships between different groups within society, and the functioning of our political system and to discover if they want to pursue a legal career. The program of study includes courses from Political Science, Sociology, Anthropology, Philosophy, and other subjects. Courses are designed to help students develop their ability to think clearly and to analyze arguments critically.

Double-counting Restriction

There are no restrictions on double-majoring with another program or minoring with another program, other than that a Legal Studies major cannot double-count more than 12 SH with another major or minor.

Requirements for the Major in Legal Studies

36 All Legal Studies majors must complete the following courses:

4	ACCT-210 Legal Environment
4	ENGL-299 Professional and Civic Writing: Theory and Practice
4	PHIL-122 Resolving Moral Conflicts
	OR PHIL 125 Justice
4	PHIL-213 Symbolic Logic
4	POLI-111 American Government and Politics
4	POLI-215 Law and Politics
4	POLI-411 Constitutional Law
4	POLI-412 Civil Liberties
4	SOCI-255 Crime and Justice

OR SOCI-350 Punishment and Society

8 Complete 8 SH of the following courses:

2 ACCT-220 Intro to Taxation (2 SH)
2 ACCT-310 Advanced Business Law
4 ANTH-311 Regulating Bodies: Food, Sex, Drugs, and the Economy
4 COMM-481 Media Law
4 ENST-335 Environmental Law and Regulations
4 MGMT-416 Intellectual Property and Business
4 PHIL-150 Race, Class, and Ethics
4 POLI-334 International Organizations and Law
4 SOCI-311 Sociological Theory

0-4 Internship

Students must complete an internship, which may or may not count for credit.

A capstone experience is required for the major. If a student has not completed a capstone for another program, the Director of Legal Studies will work with them to identify a possible capstone experience (such as POLI-501 Senior Seminar).

Minor in Legal Studies

The legal studies minor is not to be regarded as a prelaw program but is designed to be compatible with and complement various major programs, including those that remain traditional foundations for careers in law. Students planning a legal studies minor should declare their intention during their sophomore year to ensure that the required courses will fit into their program.

To complete the 24-semester-hour minor in legal studies, students must take the following courses: ACCT-210 Legal Environment, POLI-215 Law and Politics, and one of the following: SOCI-255 Crime and Justice, or SOCI-350 Punishment and Society. Twelve additional semester hours must be selected from the following (at least one of these electives must be at the 300- or 400-level and not already counted toward one of the above requirements): ACCT-220 Introduction to Taxation; ACCT-310 Advanced Business Law; ACCT-496 when taught as 'Fraud and Forensic Accounting'; ANTH-311 Regulating Bodies; COMM-481 Media Law; ENST-335 Environmental Laws and Regulations; MGMT-416 Intellectual Property and Business; MGMT-362 Employment Law; PHIL-125 Justice; PHIL-122 Resolving Moral Conflicts; POLI-334 International Organizations and Law; POLI-411 Constitutional Law; POLI-412 Civil Liberties; SOCI-255 Crime and Justice; SOCI-350 Punishment and Society; and LGST-505 Internship in Legal Studies. Other courses may count as electives with the approval of the legal studies coordinator. Students minoring in legal studies are urged to take additional courses in history, economics, sociology, political science and other related fields. Students should note that the required and elective Sociology courses have a prerequisite of SOCI-101 or ANTH-162.

Further information may be secured from Assistant Professor of Political Science Alison Merrill, coordinator of the legal studies program.

Double-counting Restriction for Interdisciplinary Minors

Only 8 semester hours of this minor may be double-counted toward the student's major.

Legal Studies Courses

LGST-505 Internship in Legal Studies

Practical experience in a supervised work program in a legal setting. This may include work in a law office, the office of a district attorney or public defender, in a court program, or work for a judge. The student must obtain approval from the coordinator of the legal studies program before beginning the internship. The faculty intern advisor will be chosen in consultation with the legal studies coordinator. To register for the internship, a student must be a declared legal studies minor, have junior or senior standing, and have completed at least two of the three required courses for the minor (ACCT-210, POLI-215, and either SOCI-255 or SOCI-350). Only one internship may be counted toward the minor. 2 SH.

Other Legal Studies Courses

Information on the other legal studies classes may be found in the catalog under the respective department headings.

MANAGEMENT AND MARKETING

Faculty

Hualu Zheng, Ph.D., Assistant Professor of Marketing, department head
Emma Fleck, Ph.D., Professor of Entrepreneurship and Marketing, interim department head (spring 2026)
Yingying Li, Ph.D., Assistant Professor of Marketing
Jessica J. Masterton, Ph.D., Assistant Professor of Publishing and Media Entrepreneurship
Joanna Pishko, Ph.D., Assistant Professor of Marketing
Krista Troiani, Ph.D., Assistant Professor of Management
Rifat Sharmelly, Ph.D., Assistant Professor of Management
Basil Holobetz, MBA, Lecturer in Management
Lauren Elsasser Smith, MBA, Lecturer in Management and Marketing
Chanin Wendling, MBA, Visiting Professor of Management
Michael Woody, DBA, Visiting Professor of Management

Requirements for the Majors offered by the Management and Marketing Department

Students complete the business foundation courses and a major in international business, luxury brand marketing and management, management, or marketing. No grade below C- will be accepted to fulfill major requirements or in any foundation course.

Double-counting Restriction

A student can declare two majors within the Sigmund Weis School of Business, but they may not declare a double major in both 1) Marketing and 2) Luxury Brand Marketing & Management. Students must complete all the requirements for both declared majors. Students may only double-count the courses included in the Business Foundation requirements. Therefore, if a course is used to satisfy a requirement of one major, that same course may not be used to fulfill a requirement of the second major within the School of Business.

Business Foundation Courses

Complete one of the following Introduction to Business classes:

4	MGMT-196	Global Business Perspectives
2	MGMT-138	Fundamentals of Business

Complete one of the following statistics classes:

4	MATH-108	Introduction to Statistics
4	MATH-180	Statistical Methods
4	MGMT-202	Business Statistics
4	PSYC-123	Statistics for the Behavioral Sciences

Required courses:

4	ACCT-200	Financial Accounting
4	ACCT-210	Legal Environment
4	ACCT-230	Managerial Accounting
4	BSAN-174	Data Collection and Modeling
4	BSAN-472	Data Insight and Visualization
4	ECON-201	Principles of Macroeconomics
4	ECON-202	Principles of Microeconomics
4	FINC-340	Corporate Financial Management
2	MGMT-105	Introduction to Professional Development
4	MGMT-240	Principles of Management
4	MGMT-400	Business Policy and Strategy
4	MKTG-280	Marketing

No grade below a C- will be accepted toward graduation for foundation courses; upon earning a grade below C- in a foundation course, the student must retake the course the next semester in which it is offered. The course descriptions listed later in the catalog identify prerequisites, and these suggest a certain degree of order in completing the foundation. In addition to the foundation, first-semester business students enroll in MGMT-196 Global Business Perspectives (four semester hours), which provides an introduction to liberal studies and college life, as well as an overview of business functional areas, career opportunities and the Sigmund Weis School curriculum. This course satisfies the First-Year Seminar requirement of the Central Curriculum.

Major in Entrepreneurship and Corporate Innovation

Learning Goals

- Develop an entrepreneurial mindset that can be used to develop viable career options in entrepreneurship and the corporate environment.
- Expand conceptual knowledge of the entrepreneurial processes and practice these by starting a venture or within an existing organization.
- Develop a repertoire of venture management tools and techniques which can also be used in a diverse range of businesses.

The Entrepreneurship and Corporate Innovation major is designed to develop the skills needed to start a business or thrive as an entrepreneurial thinker within a corporate environment. Students are given an

opportunity to develop their entrepreneurial skills in conjunction with a focus on management, marketing, sales, negotiation and communication. This flexible program supports both innovation within new venture creation and existing corporate structures through the development of problem solving and creative thinking skills, the ability to recognize opportunities, and develop plans to capitalize on high-potential ideas.

The unique strength of this program is that it combines theory with practice, providing students the opportunity to test the theories, models, and strategies learned in the classroom by creating their own businesses, working within businesses, and gaining access and insight from leaders in the entrepreneurial business community.

Students may not major in Entrepreneurship and Corporate Innovation and minor in Entrepreneurship and Innovation.

Double-counting Restriction

A student can declare two majors within the Sigmund Weis School of Business, but they may not declare a double major in both 1) Marketing and 2) Luxury Brand Marketing & Management. Students must complete all the requirements for both declared majors. Students may only double-count the courses included in the Business Foundation requirements. Therefore, if a course is used to satisfy a requirement of one major, that same course may not be used to fulfill a requirement of the second major within the School of Business.

Courses that fulfill the electives for the major in Entrepreneurship and Innovation may not also be used to satisfy requirements of minors offered by the Sigmund Weis School of Business.

The Entrepreneurship and Innovation major requires completion of the business foundation, and 24 semester hours as follows:

16	**Required courses:**		
	4	ACCT-345	Entrepreneurial Finance and Accounting
	4	MGMT-230	Entrepreneurship and Innovation
	4	MGMT-333	New Ventures: Start-up to Exit
	4	MGMT-434	Entrepreneurial Experience
8	**Choose from the following:**		
	4	COMM-215	Introduction to professional selling
	4	MGMT-360	Management and Organizational Behavior
	4	MGMT-361	Human Resource Management
	4	MGMT-437	Social & Sustainable entrepreneurship
	2	MGMT-466	Negotiations
	4	MKTG-320	Digital Marketing
	2	MKTG-321	Social Media Marketing
	4	MKTG-381	Marketing research
	4	MKTG-382	Consumer Behavior

Major in International Business

Major Goals

- Develop a cultural awareness and sensitivity to global business customs and practices.

- Develop an understanding of the external forces which affect the operations of international business.
- Evaluate the progressive movement from competition to collaboration by practicing the various global communication and negotiation styles.
- Analyze and assess global logistic mechanisms and how to leverage this as a competitive advantage in international business.

International Business majors develop the cross-cultural and business skills to effectively manage all types of enterprises in a global environment as well as prepare local and national organizations to expand across international borders. This major integrates both a theoretical and applied background in International Business. Students are required to complete an International Internship which enables them to experience first-hand, the differences and challenges in working in a foreign environment while developing an understanding and appreciation of other cultures. This major is intended for students who want to actively participate in our diverse, dynamic and interdependent global economy.

The international business major requires completion of the business foundation, an internship in a foreign country and completion of the following classes:

2	MGMT-315	Global Supply Chain Logistics
4	MGMT-350	International Business
4	ECON-338	International Political Economy
2	MGMT-410	International Management
2	MKTG-317	International Marketing
2	MGMT-466	Negotiations
0-4	International Internship: uncredited, or students may choose to apply an additional 2-4 semester hours beyond what is required for the major	
4	Semester hours selected from the following courses:	
	4 COMM-194	Intercultural Communication
	4 ECON-330	International Trade and Finance
	4 HIST 132	Europe 1648 to Present
	4 HIST-172	Early Modern Africa
	4 HIST 181	Latin American 1825 to Present
	4 MGMT-404	Global Business Ethics
	4 POLI-320	African Politics
	4 POLI-321	European Union
	4 POLI-331	American Foreign Policy
	4 POLI-334	International Organizations and Law
	4 POLI-322	Politics of Developing Nations
	4 RELI-105	World Religions
	4 World language at the 200-level or above	

Major in Luxury Brand Marketing & Management

Major Goals

- Develop a comprehensive understanding of core marketing concepts and elements of a marketing plan.
- Expand upon the conceptual knowledge of marketing theory to develop a thorough understanding of luxury marketing theory, the luxury consumer, and luxury brand management.

- Acquire proficiency in using data research and analytics to develop strategies for companies within the luxury industry.
- Advance marketing strategies for the luxury industry within a digital context.

From family businesses to international conglomerates, luxury goods and services provide global management challenges and opportunities. Luxury goods and services are rapidly expanding markets and include everything from athletic teams, sports cares, and resorts to the fashion and jewelry industries. Students in this major study the business models and unique marketing strategies that are often counter-intuitive but integral to the successful management and marketing of luxury brands. Students will develop an advanced awareness of consumer behavior and consumer relationship management and learn to apply effective strategic marketing techniques to this fiercely competitive market. The increasing focus on sustainability, the impact of today's international economy, and the unique legal issues involved in the luxury sector are key to understanding this sector of goods and services.

The goal of the Luxury Brand Marketing & Management major is to assist students with gaining the knowledge and skills to develop a global vision of the business, leadership, marketing, and managerial abilities to manage successfully a luxury brand.

The Luxury Brand Marketing & Management major requires completion of the business foundation and the following courses:

4	LBMM-216 Introduction to Luxury Brand Marketing and Management
4	LBMM-316 Advanced Luxury Branding
4	LBMM-385 Retail & Visual Merchandising
4	MKTG-320 Digital Marketing
2	MKTG-321 Social Media Marketing
4	MKTG-381 Marketing Research

Major in Management

Major Goals

- Analyze and apply foundational theories and concepts of management and organizational behavior to real-world scenarios, fostering critical thinking and problem-solving skills essential for effective leadership roles.
- Evaluate human resource management strategies and practices, including recruitment, training, performance evaluation, and employee relations to develop proficiency in managing personnel and company resources effectively, efficiently, and ethically within organizational contexts.
- Examine the principles and practices of sustainable business management, including environmental stewardship, social responsibility, and ethical decision-making, to cultivate an understanding of how businesses can integrate sustainability into their operations for long-term success and societal impact.
- Introduce and apply effective negotiating and conflict resolving practices which will empower students to build partnerships across diverse cultural, political, and organizational boundaries, promoting ethical decision-making and driving collective success in a globalized world.

Management majors learn how to plan, organize, lead and control business operations. This includes the ability to manage people and relationships in for-profit and non-profit organizations and grow business

opportunities. This major provides a broad background in management and is intended for students who wish to manage and lead organizational activities.

The management major requires completion of the business foundation and the following coursework:

4 MGMT-360 Management and Organizational Behavior
4 MGMT-361 Human Resource Management
4 MGMT 373 Managing for Sustainability
2 MGMT-379 Business-Government Relations
2 MGMT-466 Negotiations

8 Semester hours chosen from the following:

- 4 MGMT-290 Non-Profit Management
- 4 MGMT-333 New Ventures and Corporate Innovation
- 4 MGMT-350 International Business
- 2 MGMT-351 Seminar in European Business Operations
- 4 MGMT-404 Global Business Ethics
- 2 MGMT-410 International Management
- 2-8 MGMT-467 Topics in Management
- 2-4 MGMT-503 Internship

Double-counting Restriction

A student can declare two majors within the Sigmund Weis School of Business, but they may not declare a double major in both 1) Marketing and 2) Luxury Brand Marketing & Management. Students must complete all the requirements for both declared majors. Students may only double-count the courses included in the Business Foundation requirements. Therefore, if a course is used to satisfy a requirement of one major, that same course may not be used to fulfill a requirement of the second major within the School of Business.

Courses that fulfill the electives for the major in Management may not also be used to satisfy requirements of minors offered by the Sigmund Weis School of Business.

Major in Marketing

Major Goals

- Develop a comprehensive understanding of core marketing concepts and elements of a marketing plan.
- Evaluate consumers segments and develop a deep understanding of consumer buying behavior.
- Develop a high level of proficiency in using data research and analytics to solve real-world marketing issues.
- Implement marketing strategies in a digital context.

Marketing involves managing the interface between an organization and its customers by determining their needs and behaviors and delivering need-satisfying value to them while meeting the organization's goals. Marketing has a fundamental role in virtually all business decisions and in directing the efforts of customer-driven organizations. Marketing is essential not only to retailers, wholesalers and manufacturers, but also to attorneys, accountants, museums, hospitals, colleges, and performing arts and political action groups.

The marketing major requires completion of the business foundation and 24 semester hours as follows:

2 MKTG-317 International Marketing
4 MKTG-320 Digital Marketing
2 MKTG-321 Social Media Marketing
4 MKTG-381 Marketing Research
4 MKTG-382 Consumer Behavior
4 MKTG-488 Marketing Analytics

4 Choose from the following (4 SH minimum):
- 4 COMM-418 Advertising Campaigns
- 4 LBMM-216 Introduction to Luxury Brand Marketing and Management
- 4 LBMM-316 Advanced Luxury Branding
- 4 LBMM-385 Retail & Visual Merchandising
- 4 MGMT-416 Intellectual Property and Business
- 2-4 MKTG-486 Topics in Marketing
- 4 PSYC-230 Social Psychology

Minor in Business Administration

The minor in business administration requires six to eight courses totaling at least 24 semester hours. The minor in Business Administration is not available to students in the Sigmund Weis School of Business.

To complete the minor, students must have a GPA of at least 2.00 and no grade below C- in courses chosen from the following:

4 ACCT-200 Financial Accounting
4-8 ECON-105 Elements of Economics
or both ECON-201 Macroeconomics **and** ECON-202 Microeconomics
4 MGMT-202 Business Statistics
or MATH-108 Introduction to Statistics
or MATH-180 Statistical Methods
or PSYC-123 Statistics for the Behavioral Sciences

12 Choose from the following (12 SH minimum):
- 4 FINC-340 Corporate Financial Management
- 4 MKTG-280 Marketing
- 4 MGMT-240 Principles of Management
- 4 MGMT-360 Management and Organizational Behavior

Minor in Entrepreneurship and Innovation

Entrepreneurship is important to the overall economic future of our society, as well as being a leading area of interest to students. The creation of new products, services, jobs, business, and, in fact, entire industries is more dependent upon entrepreneurship today than it ever has been in the past. The importance of entrepreneurship has become more widely acknowledged and understood, generating enormous opportunities for entrepreneurial thinking and considerable interest in the field by students and educators. To complete the minor students must have a GPA of at least 2.00 in the minor coursework and must complete the following courses with grades of C- or higher.

4 MGMT-230 Entrepreneurship and Innovation

4	MGMT-333	New Ventures and Corporate Innovation
4	MGMT-434	Entrepreneurial Experience
4	MGMT-437	Social and Sustainable Entrepreneurship

Minor in Management

The minor in Management provides an opportunity for students to gain a business minor with a focus on the management of people and resources. This important functional area of business is currently provided as a major within the department but in using the courses already being offered, this minor widens the access to both SWSB majors (excluding Management majors) and students throughout the campus that would be interested in management as an additional skill set to their liberal arts and science major. To complete the minor students must have a GPA of at least 2.00 and no grade below C- in courses outlined below.

4	MGMT-240	Principles of Management
4	MGMT-360	Management and Organizational Behavior
4	MGMT-361	Human Resource Management
4	MGMT-373	Managing for Sustainability
2	MGMT-466	Negotiations
2	MGMT-379	Business-Government Relations
	or	MGMT-410 International Management

4 Choose from the following:

4	MGMT-290	Non-Profit Management
4	MGMT-350	International Business
4	MGMT-333	New Ventures and Corporate Innovation
4	MGMT-351	Seminar in European Business Operations
2-4	MGMT-503	Internship

Double-counting Restriction

A student can declare two majors within the Sigmund Weis School of Business, but they may not declare a double major in both 1) Marketing and 2) Luxury Brand Marketing & Management. Students must complete all the requirements for both declared majors. Students may only double-count the courses included in the Business Foundation requirements. Therefore, if a course is used to satisfy a requirement of one major, that same course may not be used to fulfill a requirement of the second major within the School of Business.

Only 4 semester hours of this minor may be double-counted toward the student's major.

Minor in Luxury Brand Management and Marketing

The minor in luxury brand management & marketing provides an opportunity for students to gain skills and expertise in managing and marketing luxury brands. The minor incorporates concepts from art, storytelling, social psychology, and graphic design along with basic business concepts to introduce students to the world of luxury, and teach them the foundational concepts in luxury brand management and marketing.

Double-counting Restriction:

Only 4 semester hours of this minor may be double-counted toward the student's major.
Note: the minor is not available to students majoring in marketing.

The minor in Luxury Brand Management & Marketing requires a total of 22 credit hours

18 Required Courses:

4	LBMM-216	Introduction to Luxury Brand Marketing & Management
4	LBMM-316	Advanced Luxury Branding
4	MKTG-280	Marketing
4	MKTG-320	Digital Marketing
2	MKTG-321	Social Media Marketing

4 Choose from the following:

4	COMM-418	Advertising Campaigns
4	LBMM-385	Retailing and Visual Merchandising
4	MKTG-382	Consumer Behavior
4	MKTG-381	Marketing Research
2	MKTG-317	International Marketing
2-4	MGMT-467	Topics in Marketing

Minor in Marketing

The minor in marketing requires 20 semester hours. To complete the minor, students must have a GPA of at least 2.00 in the minor coursework and no grade below a C- in courses chosen from the following:

4	MKTG-280	Marketing

16 Choose from the following:

4	COMM-418	Advertising Campaigns
4	LBMM-216	Introduction to Luxury Brand Marketing and Management
4	LBMM-316	Advanced Luxury Branding
4	LBMM-385	Retail & Visual Merchandising
4	MKTG-320	Digital Marketing
2	MKTG-321	Social Media Marketing
4	MKTG-381	Marketing Research
2	MKTG-317	International Marketing
4	MKTG-382	Consumer Behavior
2-4	MKTG-486	Topics in Marketing
4	MKTG-488	Marketing Analytics

Double-counting Restriction for Interdisciplinary Minors

Only 4 semester hours of this minor may be double-counted toward the student's major.

Note: the minor is not available to students majoring in Luxury Brand Marketing & Management.

Luxury Brand Marketing & Management Courses

LBMM-216 Introduction to Luxury Brand Marketing and Management

This course covers the history of luxury brands through the facets of luxury today. It explores how brand equity is created, pricing strategies, the distribution of luxury goods, and various business models for luxury goods. Prerequisite: MKTG-280 4 SH.

LBMM-316 Advanced Luxury Branding

In this course students explore communication strategies, developing brand equity, and luxury brand stretching. The course also covers global trends and innovative strategies for marketing luxury to emerging markets. In addition, it introduces students to the impact of digital technology and the concepts of luxury sustainability and social entrepreneurship. Prerequisite: LBMM-216. 4 SH.

LBMM-385 Retail and Visual Merchandising

This course covers the various aspects of retail and visual merchandising operations and the role of creativity in the context of luxury industry. Students will explore concepts, theories, and research on retail and visual merchandising and apply that knowledge to real-life examples and class projects. Prerequisite: LBMM-216. 4 SH.

Management Courses

MGMT-105 Introduction to Professional Development

This course focuses on identifying and clarifying individual values, skills, interests and personality type to develop suitable career objectives, placing emphasis on the connections between career preparation, academic choices and co-curricular activities. Students learn how to construct a resume and cover letter and conduct an employment search. Primary theories used to teach career planning and development include trait and factor, developmental, learning and socioeconomic theories. Prerequisite: Sophomore standing. 2 SH.

MGMT-138 Fundamentals of Business

This course offers an overview of business fundamentals, functional areas of business, business careers, and opportunities provided by the Sigmund Weis School of Business. It is designed for students who did not complete Global Business Perspectives during their first semester. The course enables students to assess their interest in business, and it prepares them for their subsequent business courses and careers. A project-based approach enables the integration of critical thinking, strategic analysis, teamwork, and communication skills. The course culminates with team presentations of case analyses to invited business executives. Prerequisite: business majors only. Credit may not be received for both MGMT-196 and MGMT-138. 2 SH.

MGMT-196 Global Business Perspectives

This course offers an overview of business fundamentals, functional areas of business, business careers and opportunities provided by the Sigmund Weis School of Business. The course enables students to assess their interest in business, and it prepares them for their subsequent business courses and careers. A project-based approach enables the integration of critical thinking, strategic analysis, teamwork, and communication skills. The course culminates with team presentations of case analyses to invited business executives. Business majors only. Credit may not be received for both MGMT-196 and MGMT-138. 4 SH. CC: First-Year Seminar.

MGMT-202 Business Statistics

Principles and methods of data collection, presentation, analysis and interpretation for business decisions. Includes statistical description, probability theory and methods of inference; regression and correlation analysis; time-series analysis and index numbers; and chi-square. Introduces computer-based statistical packages. (Students may earn credit for only one of the introductory statistics courses offered by the management, mathematics or psychology departments.) 4 SH. CC: Analytical Thought.

MGMT-230 Entrepreneurship and Innovation

This course is aimed specifically at attracting students from all disciplines to explore innovation and entrepreneurship in a cross-disciplinary setting. Students will investigate what entrepreneurial opportunities can exist within such fields as creative writing, math, engineering, languages, music and business. The aim of the course is to ignite passion in discovering how an idea can become a real company, through experiential learning using a variety of methodologies. The course will include an introduction to entrepreneurship through an exploration of developing ideas, business model creation and business feasibility analysis. 4 SH.

MGMT-240 Principles of Management

This course examines the essentials of management: planning, organizing, leading, and controlling. Within this structure, students will explore how managers deal with the turbulent environment of business and the increasing complexity brought on by globalization and technological innovation.CC: Diversity Intensive. 4 SH.

MGMT-290 Non-Profit Management

This is an introductory survey of the nature and function of non-profit organization, including basic legal requirements affecting non-profits, theories and practices for establishing and managing non-profit organizations, designing and assessing operational structures for non-profit organizations, and strategies for inter-organizational relationships. Same as POLI-355. Prerequisite: MGMT-240. 4 SH.

MGMT-315 Global Supply Chain Logistics

Focus on the management and flow of goods and services across national borders to enhance the competitiveness of small, medium, and large-size firms including: market research, agent selection, payment terms, government regulation, transportation, insurance, documentation and inventory management. Prerequisites: MGMT-240. 2 SH.

MGMT-333 New Ventures and Corporate Innovation

This course will focus on multiple aspects of new venture start-up, growth and exit to include; the start-up process, the various business models, the legal foundations of a business, business operations, financial management, organizational growth and exit strategies. However, given that entrepreneurial activity can be seen within large, established organizations, this course will also focus on how an entrepreneurial mindset can be used to support corporate innovation. Using a blend of theory and application, students in this course will be equipped with the skills and knowledge to navigate the complexities of entrepreneurship, whether launching a start-up or driving innovation within a corporate setting. Pre-requisite: MGMT-230 or Business major. 4 SH.

MGMT-350 International Business

A broad exposure to the turbulent, complex and expanding nature of business in the international environment. Considers the fundamental principles and practices of multinational enterprises with both text and case studies. Prerequisites: ECON-201, ECON-202 or instructor's permission. 4 SH.

MGMT-351 Seminar in European Business Operations

A study of business practice and operations in the U.K. and continental Europe. Offered in London, England, for business students in the Sigmund Weis School London Program. Emphasis is pragmatic and applications-oriented. The course features field trips to manufacturing facilities, distribution centers and financial institutions in the U.K. and on the European continent. Class often features guest lecturers knowledgeable in specific fields of international business. Prerequisites: Junior standing or instructor's permission and participation in the London Program. 2 SH.

MGMT-360 Management and Organizational Behavior

Examines the theories, practices and processes of management and organizational behavior. Emphasizes applications of theory to practice and learning from experiential activities. Topics include psychological contracts, motivation, perception & attribution, interpersonal communication, group processes, power & influence, conflict and negotiation, and leadership. Numerous exercises emphasize application of theories and processes to students' personal experiences. Prerequisites: Sophomore standing. 4 SH. CC: Diversity Intensive.

MGMT-361 Human Resource Management

Examines the activities and practices conducted by a human resource management department, as well as the relationships among them. Topics include job analysis and design, human resource planning, recruitment and selection, training and development, performance appraisal, and compensation. Numerous exercises are used to emphasize application of human resource management concepts and methods to real-world scenarios. Prerequisite: MGMT-240. 4 SH.

MGMT-362 Employment Law

Explores legislation regulating wages, hours and other conditions of employment. Topics include federal laws that regulate wages and salaries, hours of work, equal employment opportunity, health and safety, and workplace justice. Students are required to apply concepts and techniques discussed in class within several assignments and/or exercises. Prerequisite: MGMT-361 or instructor's permission. 2 SH.

MGMT-373 Managing for Sustainability

This course enables students to evaluate the economic, social and environmental performance for-profit and nonprofit organizations through the lens of sustainability concepts. Using a case method approach, students critically examine contemporary sustainability issues and evaluate their potential effects on the sustainability practices of domestic and international organizations. Prerequisite: MGMT-240 or MGMT-360. 4 SH.

MGMT-379 Business-Government Relations

This course focuses on the relationship between business and government in both market-based and social contexts. Students will examine how government policies affect businesses and how businesses influence and interact with governments. Business-government relationships will be analyzed within the contexts of the

United States, Organization for Economic Cooperation and Development (OECD), and developing countries. Prerequisites: one course from POLI-111 or MGMT-240. 2 SH.

MGMT-390 Operations Management

Introduces areas such as product and process development, capacity planning, inventory control, product scheduling, and quality control. Emphasizes the integration of strategic long-term and analytical short-term decisions and the integration of the operations function within the firm. Uses quantitative models, spreadsheet models and computer applications to provide a framework and support for the development of management decisions. Prerequisites: Junior standing, ACCT-200, and either ECON-105 or ECON-202. 4 SH.

MGMT-400 Business Policy and Strategy

The capstone course for business seniors that integrates much of the knowledge they gain from earlier courses. Uses a case method approach to solve problems facing top management. Emphasizes the global environment and strategic management decisions. Covers finance, management, marketing, technology, geography, leadership and other factors in both domestic and international cases. Heavy emphasis on the development of analytical skills and both written and oral communications skills. Prerequisites: Senior standing, FINC-340, ACCT-230 and either MGMT-240 or MGMT-360. 4 SH. Capstone. CC: Writing Intensive.

MGMT-404 Global Business Ethics

Examines the concepts and applications of ethical and moral behavior that affect business decision making and result in socially responsible policies and actions. Uses actual cases and issues to demonstrate the need for social responsibility as an integral part of business strategies and implementation. Prerequisites: Junior standing and MGMT-240. CC: Diversity Intensive, Ethics Intensive. 4 SH.

MGMT-410 International Management

This course presents an analysis of the unique managerial problems encountered by international, multinational and global business enterprises. Emphasis is placed on the economic, technological, sociocultural and political aspects of firms doing business globally and their effects on the managerial objectives, processes, and strategic decision- making. Prerequisite: MGMT-240 or MGMT-350. 2 SH.

MGMT-416 Intellectual Property and Business

The purpose of this course is to acquaint students with the fundamentals of intellectual property (IP) law. Moreover, while students will be introduced to emerging IP law, it also will explore the interplay of luxury goods in the realm of intellectual property. Students will be introduced to the four primary fields within intellectual property: trademarks, copyrights, patents, and trade secrets. Prerequisite: ACCT-210. 4 SH.

MGMT-434 Entrepreneurial Experience

Student teams will conceptualize and develop a start-up organization (by trying, failing, pivoting, and repeating). Through this process they will develop an understanding the different challenges and opportunities that an entrepreneur faces and work with active entrepreneurs to provide recommendations to specific real-time challenges. Students will also study several cases that demonstrate different aspects of the entrepreneurial company and gain confidence to use entrepreneurial thinking in future endeavors. Prerequisite: MGMT-230 and MGMT-333. 4 SH.

MGMT-437 Social and Sustainable Entrepreneurship

This course will focus on the exploration of entrepreneurship through an analysis of case studies within a variety of entrepreneurial contexts. It will address modern aspects of entrepreneurship such as sustainability, ethics, social innovation, gender and globalization. The context in which entrepreneurial activity is explored will include non-for- profit organizations, non-governmental organizations and for-profit ventures. The course expands on the critical role of entrepreneurs and the role that entrepreneurship plays in the local, national and global economy. Prerequisite: MGMT-230. 4 SH.

MGMT-438 Sales Management

This course examines the personal selling component of marketing from a management perspective. The course will emphasize the selling process and managing sales personnel. Topics will include market analysis, sales strategies, sales presentations, and creating and administrating a sales program. The course is application focused and will build on the Professional Selling class by identifying elements necessary for successful sales management, including recruiting, training, motivating, and promoting sales people. We will also consider how selling over the internet has and will continue to impact selling of products and services. Prerequisites: COMM-215. 4 SH.

MGMT-464 Compensation Structure Design

Explores the theory and practice of compensation structure design based on concepts of internal and external equity. Internal equity focuses on assessing the relative worth of different jobs in an organization through job evaluation. External equity involves assigning pay levels to different jobs in an organization based on data collected from wage and salary surveys of competitors. The topic of benefits is also addressed. Students are required to apply concepts and techniques in class within a group project that entails developing a compensation structure for a hypothetical company. Prerequisite: MGMT-361 or instructor's permission. 2 SH.

MGMT-465 Performance Management

Explores the theory and practice of performance appraisal and performance-based pay. Performance appraisal topics include appraisal instruments, sources of appraisal, increasing appraisal accuracy and conducting appraisal interviews. Performance-based pay topics include traditional merit pay, as well as incentive plans, gain sharing and profit sharing. Students are required to apply concepts and techniques discussed in class within several assignments and/or exercises. Prerequisite: MGMT-361 or instructor's permission. 2 SH.

MGMT-466 Negotiations

Develops skills in negotiation, joint decision making and joint problem solving through analysis of the negotiating process, frequent negotiation exercises, case analyses and interaction with professional negotiators. Prerequisite: Junior standing or instructor's permission. 2 SH.

MGMT-467 Topics in Management

Explores topics of current importance and interest in management. Prerequisites: Sophomore standing. 2-4 SH.

MGMT-468 Women in Organizations

Examines the role of sex and gender in organizations. Special attention is given to topics relevant to women working in organizations, such as sex and gender differences in career/job preferences, advancement and pay, teamwork, leadership, sexuality in the workplace and work-family balance. Other topics addressed include hostile vs. benevolent sexism, as well as practices designed to increase diversity within organizations. Class is conducted in a seminar format. Prerequisite: Junior standing or permission of instructor. Same as WGST-380. 2 SH. CC: Diversity Intensive.

MGMT-501 Independent Study

Individualized academic work for qualified students under faculty direction. Typically focused on topics not covered in regularly offered courses. Prerequisites: Senior standing and permission of faculty member and department head. 2-4 SH.

MGMT-502 Senior Research

An original research project under faculty direction. Prerequisites: Senior standing and permission of faculty member and department head. 2-4 SH.

MGMT-503 Business Internship

A learning experience that cultivates a student's academic and professional development through valuable work experience and the integration of classroom-acquired knowledge by working at a firm, corporation, government agency, or nonprofit organization. Prerequisites: Approval by the SWSB Internship Coordinator and acceptance by the organization. Graded on an S/U basis. 2 or 4 SH.

MGMT-504 Professional Sales Internship

A learning experience that cultivates a student's academic and professional development through valuable work experience and the integration of classroom-acquired knowledge by working at a firm, corporation, government agency, or nonprofit organization. Prerequisites: Approval by the SWSB Internship Coordinator and acceptance by the organization. Graded on an S/U basis. 0, 2, or 4 SH.

Marketing Courses

MKTG-280 Marketing

The study of business activities planned and implemented to facilitate the exchange or transfer of products and services so that both parties benefit. Examines markets and segments, as well as product, price, promotion and channel variable decisions. Considers marketing in profit and nonprofit sectors and in the international setting. 4 SH.

MKTG-317 International Marketing

In this course students analyze world markets, including the perspectives of consumers throughout the world. Students will learn about the marketing management techniques required to meet the demands of world markets in a dynamic and ever-changing setting. Prerequisite: MKTG-280. 2 SH.

MKTG-320 Digital Marketing

This course emphasizes the importance of digital marketing and the ways in which it has revolutionized the interactions and relationships between firms and consumers. Students will gain both theoretical and industry knowledge, and explore the powerful tools that companies use in digital marketing to reach their consumers. This course emphasizes topics such as online advertising, search engine optimization, conversion strategies, social media, and online privacy. Students will also learn to quantitatively and qualitatively evaluate digital tools for business purposes. Prerequisite: MKTG-280. 4 SH.

MKTG-321 Social Media Marketing

Social media marketing (SMM) allows businesses to gain a competitive advantage by creating and distributing valuable, relevant, and consistent content in social media. This course is designed to provide students with knowledge of using SMM to increase brand awareness, identify key audiences, generate leads, and build meaningful relationships with customers. Corequisite: MKTG-320 Digital Marketing. 7-week course. 2 SH.

MKTG-381 Marketing Research

The course material parallels the marketing research process and follows the definition of a research problem, the design of an appropriate methodology and the collection of data. Data compilation and analysis and report preparation are covered in the data analysis portion of the course. The objective is to provide students with the analytical skills and practical experience that will allow them to perform market research. Prerequisites: introductory statistics course (MATH-108, MATH-180, MGMT-202, or PSYC-123) and MKTG-280. 4 SH.

MKTG-382 Consumer Behavior

A survey of the contributions of the behavioral sciences to the understanding of buyer behavior. Emphasizes how marketers use theories regarding the consumer purchasing process to make decisions at both the strategic and tactical levels. Prerequisite: MKTG-280. 4 SH.

MKTG-486 Topics in Marketing

In-depth focus on a marketing topic of current interest. Possible topics include marketing for service and nonprofit organizations, new product development and direct marketing. Prerequisite: MKTG-280. 2 SH.

MKTG-488 Marketing Analytics

This marketing course is designed to support high level decision making through the review, analysis and integration of knowledge gained while completing classes toward a degree in marketing. Students will complete an academic project that demonstrates their mastery of marketing principles using data-driven decision making. Prerequisite: MKTG-320, MKTG-381, and either MKTG-382 or LBMM-216. 4 SH.

Sigmund Weis School of Business London Program Courses

INTD-133 British Theatre

Offered to students participating in the London Program of the Sigmund Weis School of Business, this course provides knowledge and exposure to the art of theatre performance by utilizing the rich offerings of the theatre and other fine arts resources in London and England. 4 SH. CC: Artistic Expression.

INTD-134 British History/Culture London

Offered to students participating in the London Program of the Sigmund Weis School of Business, this course introduces students to the theories and principles of diversity by examining Great Britain as a case study in diversity. The course explores key aspects diversity in relation to, but not limited to, class, race, gender and sexuality. A key focus will be location-specific study of social and cultural diversity through student exploration of the role played by culture, ethnicity, class, race and gender in Britain's past and in its contemporary life. This will involve exploring the opportunities and challenges faced by individuals, businesses and non-profit organizations in their engagement with issues of equality and social justice. Students will learn about contemporary British culture and they will be able to compare that culture with that of the United States. 4 SH. CC: Diversity.

OFFP-SWSB SWSB London Program Planning

The goal of this course is to prepare study abroad students for a semester's study in the Sigmund Weis School of Business London Program. Students begin work toward achieving the cross-cultural learning goals; examples include examining definitions and aspects of culture and learning to recognize ethnocentrism. They will be introduced to observational and reflective techniques to be used on site and will begin an investigation of the history and culture of their destination. Many differences come into play: finances, physical health and safety, cultural expectations, and world affairs differ in relevance to the SU student studying on campus versus studying in London. This course will respond to the question of how to research, plan and prepare for a study abroad experience, as well as how to prepare to return home. This course also includes some mandatory workshops provided by the GO Program office. Prerequisite: Approval by the GO Program office. 1 SH.

OFFR-SWSB SWSB London Program Reflection

This course completes the cross-cultural requirement for students in the Sigmund Weis School of Business London Program. This course is designed to allow students to reflect on a cross-cultural experience and to integrate that experience into their social, intellectual, and academic life. They will explore the complexities of culture—both their own and that in which they have been immersed—in order to understand the possibilities and responsibilities of being a global citizen. Through short assignments, student presentations, a final paper and an opinion survey, students reflect on their learning in London coursework, company visits, consulting projects and more. Prerequisites: Completion of the SWSB London semester. 1 SH. CC: Cross-Cultural Reflection.

MATHEMATICS & COMPUTER SCIENCE

Faculty

Alathea Jensen, Ph.D., Associate Professor of Mathematics & Computer Science, department head
Edisanter Lo, Ph.D., Professor of Mathematics & Computer Science
Alex Wilce, Ph.D., Professor of Mathematics & Computer Science
Jeffrey A. Graham, Ph.D., Associate Professor of Mathematics & Computer Science
Steve Scheirer, Ph.D., Assistant Professor of Mathematics & Computer Science
Anusha Veluswamy, Ph.D., Assistant Professor of Mathematics & Computer Science
Ibrahim Emirahmetoglu, Visiting Assistant Professor of Mathematics and Computer Science

Mathematics

Learning goals

- The student shows competency in standard mathematical content including calculus, and linear algebra.
- The student communicates mathematical ideas, both orally and in writing, with clarity and precision.
- The student applies mathematical skills and knowledge to solve problems and analyze new situations in mathematics and related areas.

Requirements for the Bachelor of Arts in Mathematics

Students complete the equivalent of 47 or 50 semester hours as described.

4	MATH-112 Calculus II
4	MATH-180 Statistical Methods
4	MATH-201 Linear Algebra
4	MATH-211 Multivariate Calculus
4	MATH-221 Discrete Structures
2	MATH-231 Foundations of Analysis
4	MATH-321 Abstract Algebra
4	MATH-353 Differential Equations
4	One 300-level or above mathematics course or PHYS-405 Mathematical Physics
8	Two 400-level mathematics courses
1 or 4	MATH-500 Senior Colloquium
4	CSCI-181 Principles of Computer Science

Teacher Certification

Secondary Teaching Certification Coursework required by the state of Pennsylvania for admission to the teacher certification program includes successful completion of FYSE-100 or equivalent course (having learning goals related to English composition), at least 3 semester hours in British or American literature, at least 6 semester hours of mathematics coursework (or other courses which satisfy the Central Curriculum Analytical Thought requirement) and at least one 40-hour externship.

Education course requirements for secondary education are EDUC-101 Introduction to Education and Society, EDUC-250 Educational Psychology, EDUC-260 Introduction to Special Education, EDUC-270 Instruction of Exceptional Students, EDUC-330 Technology in Education, EDUC-350 English Language Learners: Theory and Instruction, EDUC-380 Instructional Design, EDUC- 423 Methods of Curriculum, Instruction, and Assessment in Teaching Mathematics, EDUC-479 Principles of Secondary Education, EDUC-483 Differentiated Instruction and Classroom Management in Secondary Education, and the EDUC-500 Student Teaching package (EDUC-501, EDUC-502, EDUC-503, and EDUC-600).

In addition, secondary education mathematics students complete all of the usual requirements for the mathematics major. They must satisfy the “one 300-level or above mathematics course” requirement by taking MATH-331 Geometry.

Interdisciplinary Options

Mathematics majors can easily complete a minor, and often a second major, in another department. Areas such as computer science, chemistry, economics, finance, philosophy, or physics are natural choices. The department also sponsors a business-related minor in actuarial science.

Self-designed major

Highly motivated students whose interests cross traditional departmental lines may also consider a self-designed major. This option provides an integrated program of study from courses in several departments and is described in the majors and minors section.

Capstone

The capstone requirement may be satisfied by the four-semester-hour version of MATH-500 Senior Colloquium. Students need not fulfill the capstone requirement in their major, but they usually do.

Computer Science

Learning goals

- Students acquire knowledge of fundamental computer science and related mathematical concepts, together with programming skills, sufficient to support further postgraduate study or a career in computer science or related disciplines.
- Students develop the ability to design, implement, communicate and evaluate computing-based solutions as documented code to meet a given set of computing requirements in a professional style.

Requirements for the Bachelor of Arts in Computer Science

To earn the Bachelor of Arts degree in computer science, students successfully complete, with grades of C- or better, the equivalent of the following 54 semester hours:

4	CSCI-181	Principles of Computer Science
4	CSCI-182	Object Oriented Programming and Design
4	CSCI-281	Data Structures
4	CSCI-282	Computer Organization
4	CSCI-381	Algorithms
4	MATH-111	Calculus I
4	MATH-180	Statistical Methods
4	MATH-201	Linear Algebra
4	MATH-221	Discrete Structures
18	300-level or above computer science courses	

Requirements for the Bachelor of Science in Computer Science

To earn the Bachelor of Science degree in computer science, a student must complete, with grades of C- or better, the equivalent of the following 64 semester hours:

4	CSCI-181	Principles of Computer Science
4	CSCI-182	Object Oriented Programming and Design

4	CSCI-281	Data Structures
4	CSCI-282	Computer Organization
4	CSCI-381	Algorithms
4	MATH-111	Calculus I
4	MATH-112	Calculus II
4	MATH-180	Statistical Methods
4	MATH-201	Linear Algebra
4	MATH-221	Discrete Structures
4	Select one of the following two options:	
	PHYS-101	Introduction to Digital and Analog Electronics
	PHYS-204	Introductory Physics I
20	300-level or above computer science courses	

Capstone

The capstone requirement may be satisfied with one of the following courses: CSCI-472 Software Engineering: Practicum, CSCI-483 Compiler Theory or CSCI-500 Senior Colloquium.

Students need not fulfill the capstone requirement in their major, but they usually do. A capstone course taken as a junior does fulfill the requirement, but not as a sophomore.

Data Science

The Data Science major is a program that combines Mathematics, Statistics, and Computer Science with an area of application to give students the tools necessary to pursue a career in the field. The major is intended for students who desire a strong technical background in the areas that form the discipline of Data Science.

Learning Goals

Students will develop:

- Proficiency in relevant data analysis techniques such as data cleaning and statistical modeling. (Covered in CSCI-301, CSCI-401, MATH-180)
- Proficiency in programming languages and tools such as Python, R, and data manipulation libraries. (CSCI-181, CSCI-182, CSCI-281, CSCI-301, CSCI-401)
- Proficiency in effective communication both orally and in writing to various stakeholders including non-technical audiences. (CSCI-500 capstone)

Students will be evaluated in the courses covering the various skills and in a capstone course.

Requirements for the Bachelor of Science in Data Science

To earn the Bachelor of Science degree in Data Science, a student must complete, with grades of C- or better, the equivalent of the following:

4	CSCI-181 Principles of Computer Science
4	CSCI-182 Object-oriented Programming and Design
4	CSCI-281 Data Structures
4	CSCI-301 Data Mining

4 CSCI-381 Algorithms
4 CSCI-401 Machine Learning
4 DSCI-210 Foundations of Data Science
4 MATH-111 Calculus I
4 MATH-112 Calculus II
4 MATH-180 Statistical Methods
4 MATH-201 Linear Algebra
4 MATH-211 Multivariate Calculus
4 MATH-221 Discrete Structures
4 CSCI-500 Senior Colloquium

In addition to the courses above, a student must complete a sequence of three courses outside the department chosen from the list below or another sequence approved by the Mathematics & Computer Science department:

Anthropology: ANTH-162; either ANTH-235 or SOCI-245; either ANTH-341 or ANTH-310
Biology: either BIOL-101 or BIOL-102; BIOL-220; one 300-level or higher BIOL course including lab
Chemistry: CHEM-103; CHEM-242; CHEM-341
Earth and Environmental Sciences: EENV-101; one of EENV-105, EENV-220, or EENV-240; EENV-360,
Ecology: ECOL-100; BIOL-220; one 300-level or higher ECOL course including lab
History: One 100-level HIST course; HIST-300, HIST-401
Physics: PHYS-204; PHYS-206; either PHYS-307 or PHYS-401
Political Science: One of POLI-111, POLI-121, POLI-131, or POLI-212; POLI-205; POLI 305
Psychology: PSYC-101; PSYC-223; one 300-level or higher PSYC course
Sociology: SOCI-101; SOCI-235 or SOCI-245; one of SOCI-102, SOCI-255

Double-counting Restriction

Students double majoring in Computer Science and Data Science cannot count CSCI-301 and CSCI-401 as Computer Science electives.

Interdisciplinary Options

Students majoring in computer science can easily complete a minor in another department. Areas such as accounting, business, biology, chemistry, mathematics, physics or a modern language are natural choices. Highly motivated students whose interests cross traditional departmental lines may also wish to consider the self-designed major option, developing an integrated program of study from courses in several departments. For further information, see the majors and minors section.

Double Major/Minor in Computer Science and Mathematics

Because the computer science major already requires several mathematics courses, many computer science majors add a mathematics major or minor relatively easily. However, it is department policy that cross-listed elective courses (such as MATH-351/CSCI-351 Numerical Computing, MATH-352/CSCI-352 Numerical Analysis or MATH-382/CSCI-382 Theory of Computation) count in only one major or minor at a time.

Departmental Honors

The departmental honors program encourages and recognizes outstanding academic performance. To graduate with departmental honors, a mathematics major or computer science major must do the following:

- Have a minimum GPA of 3.50 in the department and 3.00 overall,
- Request admission to the program at the end of the junior year,
- Consult with a faculty advisor to design an honors-quality project and begin research as a first-semester senior taking MATH-503 Independent Research or CSCI-503 Independent Research,
- Complete the project during the second semester in MATH-500 Senior Colloquium or CSCI-500 Senior Colloquium,

Kappa Mu Epsilon

Students who meet national standards for membership are eligible to join this national undergraduate mathematics honorary society.

Minor in Actuarial Science

Students minoring in actuarial science will typically have strong interests in mathematics and business. Students taking this minor complete with grades of C- or better the following courses: MATH-211 Multivariate Calculus, MATH-441 Mathematical Statistics, MATH-351 Numerical Computing, MATH-352 Numerical Analysis, CSCI-401 Machine Learning, ACCT-200 Financial Accounting, FINC-340 Corporate Financial Management and either ECON-105 Elements of Economics or both ECON-201 Principles of Macroeconomics and ECON:202 Principles of Microeconomics.

Double-counting Restriction for Interdisciplinary Minors

Because this is an interdisciplinary minor, at least 16 semester hours of the minor must not be credited toward the student's major.

Minor in Computer Science

Students who minor in computer science successfully complete 24 semester hours, with grades of C- or better, in the following courses:

4	CSCI-181 Principles of Computer Science
4	CSCI-182 Object Oriented Programming and Design
4	CSCI-281 Data Structures
12	300-level or above computer science courses

Minor in Mathematics

The minor completes 24 semester hours of mathematics with grades of C- or better. Requirements include MATH-112 Calculus II, MATH-201 Linear Algebra, MATH-221 Discrete Structures, with at least four semester hours at the 300-level or above and 8 semester hours above the 108-level.

Computer Science Courses

CSCI-151 Introduction to Programming

An introductory course in computer science for nonmajors. The course teaches computer programming with emphasis on logical thinking, problem solving and algorithmic development. PROCESSING or a similar programming language is used. Topics include variables, arithmetic and logical operators, graphics, user interface, built-in library calls, I/O operations, conditional statements, loops, functions, and classes. 4 SH. CC: Analytical Thought.

CSCI-181 Principles of Computer Science

An introductory course in computer science for majors. Also open to nonmajors. Emphasizes computer problem- solving methods and algorithmic development. Topics include programming in Python or a comparable language, techniques of good programming style, data types, file and screen input and output, control structures, subroutines, recursion, arrays, and pointers. 4 SH. CC: Analytical Thought.

CSCI-182 Object Oriented Programming and Design

This is the second course in computer programming that builds upon functional programming developed in the prerequisite course. This class introduces object-oriented programming, stressing the importance of planning, design, and optimization of object-oriented solutions to programming problems. Topics include objects, classes, constructors, inheritance, polymorphism, and design. Prerequisite: CSCI-181 Principles of Computer Science. 4 SH.

CSCI-200 Multi-agent Modeling in the Natural and Social Sciences

This course will explore some of what computer science has to offer to the natural and social sciences. Many phenomena consist of interacting individuals that can be modeled as following a set of behavioral rules. Using a suitable computer language such as NetLogo, Repast or others, we will learn to model these phenomena. Some programming experience is helpful but not required. Prerequisites: Fulfillment of the Analytic Thought requirement, sophomore standing and completion of either the Social Interactions requirement or the Scientific Explanations requirement. Some programming experience would be helpful but is not required. 4 SH. CC: Interdisciplinary.

CSCI-281 Data Structures

Second course in computer programming. Stresses the interplay between algorithms, data structures and their implementations. Topics include stacks, queues, linked lists, sorting, searching, binary trees and graphs. Prerequisite: CSCI-182 Object Oriented Program and Design. 4 SH.

CSCI-282 Computer Organization

Fundamentals of computer organization and machine architecture. Presents an overview of computer system organization and examines in detail the digital logic level, the register level and the operating system program interface. Uses the assembly language of an available machine for programming assignments. Prerequisite: CSCI- 281 Data Structures or instructor’s permission. 4 SH.

CSCI-301 Data Mining

This course provides an introduction to the concepts in the automatic extraction of implicit, previously unknown and potentially useful information from large data that are generated in commerce, science and other areas. Topics include preprocessing of the data, application of the fundamental algorithms on the prepared data and interpretation of the patterns discovered by the algorithms. The fundamental algorithms for supervised learning, including classification and numerical prediction, and unsupervised earning, which includes association rules and clustering, are introduced. Prerequisites: CSCI-181 Principles of Computer Science and either MATH-180 Statistical Methods or both MATH-108 Introduction to Statistics, and BSAN-233 Data Driven Decision Making. 4 SH.

CSCI-351 Numerical Computing

An introduction to the computational techniques for solving mathematical problems, focusing on one-variable calculus. Topics include roots of nonlinear equations, finding maximum and minimum, interpolation, function approximation, numerical differentiation and integration. Same as MATH-351. Prerequisite: MATH-111 Calculus I; MATH-112 Calculus II is suggested. 2 SH.

CSCI-352 Numerical Analysis

A study of the standard numerical techniques for solving mathematical problems, focusing on multivariable calculus and linear algebra. Topics include large sparse matrices, eigensystems, solving systems of equations, multivariable interpolation, maximum and minimum of multivariable functions, multivariable numerical integration, and numerical solutions of ordinary and partial differential equations. Same as MATH-352. Prerequisites: MATH-112 Calculus II, MATH-201 Linear Algebra and MATH-351 Numerical Computing. 2 SH.

CSCI-370 Cryptology and Number Theory

Cryptology is the study of hiding the meaning of messages. Cryptology is an interesting venue for the study of its mathematical underpinnings (number theory, matrix algebra, probability and statistics) and as an opportunity to implement techniques by means of computer programs. We consider monoalphabetic and polyalphabetic encryptions, public key cryptography, security and anonymity. Same as MATH-370. Prerequisite: MATH-221 Discrete Structures. 4 SH.

CSCI-381 Algorithms

Introduces the design and implementation of algorithms using an object-oriented programming language such as C++ or Java. Covers correctness and efficiency of algorithms for sorting, searching, graph problems and mathematical algorithms. Prerequisites: MATH-221 Discrete Structures and CSCI-281 Data Structures. 4 SH.

CSCI-382 Theory of Computation

An introduction to the classical and contemporary theory of computation. Topics include the theory of automata and formal languages, computability by Turing machines and recursive functions, computational complexity and possibly quantum computers. Same as MATH-382. Prerequisites: MATH-221 Discrete Structures and CSCI-281 Data Structures. 2-4 SH.

CSCI-391 Data Communications and Networks I

An overview of data communications and networks, including channel capacity, Ethernet, Internet protocols, DHCP, DNS, TCP, FTP, SMTP, HTTP, Web servers and file sharing. Prerequisite: CSCI-181 Principles of Computer Science. 2 SH.

CSCI-392 Data Communications and Networks II

Further topics in networks, with an emphasis on security. Includes authentication, encryption, verification, certificates, digital signatures, attacks and defenses, privacy and anonymity. Also covers current developments in networks. Prerequisite: CSCI-391 Data Communications and Networks I. 2 SH.

CSCI-401 Machine Learning

This course provides an introduction to the systematic study of algorithms and systems that improve their knowledge or performance with experience. A statistical approach that emphasizes concepts and the implementation of the methods is presented to make sense of large and complex data. Topics include linear regression, classification, resampling methods, shrinkage approaches, tree-based methods, support vector machines and clustering. Prerequisites: MATH-180 Statistical Methods or MATH-108 Introduction to Statistics, and BSAN-233 Data Driven Decision Making, MATH-201 Linear Algebra and CSCI-181 Principles of Computer Science. 4 SH.

CSCI-460 Application Programming

Programming in a common application environment, such as Android apps. Creation and management of windows, dialog boxes, mouse and keyboard input, message queues, graphics and multithreading. Prerequisite: CSCI-381 Algorithms. 4 SH

CSCI-471 Software Engineering: Methodology

The entire software development cycle is explored, from requirements gathering through analysis, design, implementation, testing and documentation procedures. This course discusses both the theory and the business- world reality of software development, with an emphasis on object-oriented methodologies. Prerequisite: CSCI-381 Algorithms or instructor's permission. 4 SH. CC: Writing Intensive.

CSCI-472 Software Engineering: Practicum

This course is designed to provide an experience similar to that of working in the software engineering industry. The methodologies discussed in CSCI-471 Software Engineering: Methodology are put into practice, as students work on project teams throughout one or more software development cycles. Current projects involve designing and developing software to guide a mobile robot. Prerequisites: Junior standing and CSCI-471 Software Engineering: Methodology. 4 SH. Capstone.

CSCI-481 Programming Languages

Studies the principles underlying various computer languages. Uses comparisons and evaluations of multiple programming languages such as C, Python, Java, FORTRAN, HTML, Postscript, LISP, and Prolog to introduce the broad principles of language design and implementation. Prerequisite: CSCI-281 Data Structures. 2 SH.

CSCI-483 Compiler Theory

Studies the phases of compiler design, such as syntax specification, lexical analysis, parsing, symbol tables, error detection, code optimization and code generation. Term project is to write a complete compiler for a small subset of C. Prerequisites: CSCI-282 Computer Organization and MATH-221 Discrete Structures. 4 SH. Capstone.

CSCI-484 Computer Graphics

Basic interactive graphics programming in 2-D and 3-D using a common graphics library such as OpenGL. Introduces fundamental hardware and software concepts to implement graphics. Covers topics of drawing points, curves, surfaces, lighting, shading, animation, geometrical transformation, representation of 3-D shapes, and removal of hidden edges and surfaces as time permits. Prerequisites: CSCI-281 Data Structures and MATH-201 Linear Algebra or instructor's permission. 2 SH.

CSCI-485 Artificial Intelligence

A brief summary of the tools, techniques and applications of artificial intelligence. Introduces problem solving and knowledge representation and selects topics from techniques for constructing models, robot design, language processing, computer vision, neural networks and expert systems. Same as BSAN-485. Prerequisites: CSCI-281 Data Structures, MATH-111 Calculus I and either MATH-108 Introduction to Statistics or MATH-180 Statistical Methods. 2 SH.

CSCI-486 Introduction to Operating Systems

Introduction to the principles of operating systems through detailed discussion of a popular operating system such as Linux, with special attention to the areas of user interface, process management and file systems. Prerequisite: CSCI-281 Data Structures. 2 SH.

CSCI-487 Operating Systems

A study of general operating systems principles, processes, file systems, memory management, interprocess communication, I/O and concurrent processes. Includes a programming project in which the student writes a part of an operating system. Prerequisite: CSCI-486 Introduction to Operating Systems. 2 SH.

CSCI-488 Computer Architecture

A study of computer architecture, including logic circuits, CPU design, instruction sets, CISC, RISC, memory architecture, I/O, peripherals, pipelining, superscalar processors and multiprocessors. Includes hardware and software considerations. Prerequisite: CSCI-282 Computer Organization. 2 SH.

CSCI-500 Senior Colloquium

Experience in individual research and presentation of computer-related topics. Prerequisites: Senior standing and computer science department head's permission. 4 SH. Capstone. CC: Writing Intensive.

CSCI-501 Topics in Computer Science

Subjects vary depending on instructor and student interest. Example topics include software engineering, cryptography, parallel processing, digital video compression, object-oriented technologies, neural networks and others as approved. Prerequisite: Instructor's permission. 2 or 4 SH.

CSCI-502 Independent Study

Individual work for capable students under the supervision of a faculty member. Prerequisites: Instructor consent and approval of computer science department head. Regularly scheduled courses are approved for independent study only under extraordinary circumstances. 2 or 4 SH.

CSCI-503 Independent Research

A research project culminating in a substantive paper on a selected topic or field in computer science or information systems by arrangement with an instructor. Prerequisites: Junior or senior standing and department head's permission. 2 or 4 SH.

CSCI-599 Internship

Full-time employment in computer science or information systems at an industrial firm or a public service organization. Prerequisites: Senior standing, appropriate background courses in computer science and department internship coordinator's permission. S/U grade. 2, 4 or 8 SH.

Data Science Courses

DSCI-210 Foundations of Data Science

This course provides a detailed approach to applied regression analysis and time series analysis including forecasting. The course will make extensive use of the R programming language and environment to perform computations and analysis of various regression and time series problems. Topics in regression analysis include simple linear regression, multiple regression, principles of model building, residual analysis, and special topics such as piecewise regression, weighted least squares, logistic regression, robust regression, nonparametric regression. Prerequisites: MATH-180 Statistical Methods, CSCI-181 Principles of Computer Science, and MATH-201 Linear Algebra. 4 SH.

Mathematics Courses

MATH-101 Precalculus Mathematics

Topics include algebra, functions, graphing, exponents, logarithms, exponential functions, trigonometry and solving word problems. Prerequisite: Based on placement results, some students may require a mathematics review course. 4 SH.

MATH-105 Introductory Topics

This is a two-semester-hour course meant to help education majors satisfy the Pennsylvania state requirement for six credits of college mathematics. Each course will cover a topic of the instructor's choice at an introductory level. Topics so far have included symmetry, counting, and math and music. This course does not count toward a math major or minor, and particular topics may overlap enough with other math courses to bar a student from taking both. Education majors will be given priority. Prerequisites: Usually none. 2 SH.

MATH-108 Introduction to Statistics

A basic introduction to data analysis, descriptive statistics, probability, Bayes' Theorem, distributions of random variables and topics in statistical inference. (Students may earn credit for only one of the introductory

statistics courses offered by the departments of management, psychology or mathematics.) 4 SH. CC: Analytical Thought.

MATH-111 Calculus I

Differentiation and integration of polynomials, exponential, logarithmic and trigonometric functions, rules of differentiation, the Mean Value Theorem, L'Hôpital's Rule, the Fundamental Theorem of Calculus, and applications. 4 SH. CC: Analytical Thought.

MATH-112 Calculus II

Techniques of integration. Also includes improper integrals, further applications of integration, and power series. Prerequisite: MATH-111 Calculus I or equivalent. 4 SH. CC: Analytical Thought.

MATH-180 Statistical Methods

This course provides a broad overview of introductory statistical methods and data analysis. Topics include descriptive statistics, probability, probability distributions, statistical inferences on population means and population variances, multiple comparisons, categorical data, data analysis using linear regression and multiple regression, design of experiments, and analysis of variance. Prerequisite: MATH-111. 4 SH. CC: Analytical Thought.

MATH-201 Linear Algebra

Systems of linear equations, matrices and matrix algebra, vector spaces, linear transformations, inner product spaces, determinants, eigenvalues and eigenvectors, and selected applications. Prerequisite: MATH-111 Calculus I. 4 SH. CC: Analytical Thought.

MATH-211 Multivariate Calculus

Calculus of several variables. Partial derivatives, critical points, multiple integrals, gradient, curl, divergence, Green's, Stokes', and Divergence Theorems. Prerequisites: MATH-112 Calculus II and MATH-201 Linear Algebra. 4 SH.

MATH-221 Discrete Structures

An introduction to the basic logical and set-theoretic framework of mathematics and computer science. Topics include logic, proof techniques, mathematical induction, divisibility and modular arithmetic, sets, relations, mappings, graphs, and counting principles. Prerequisite: MATH-111 Calculus I. 4 SH.

MATH-231 Foundations of Analysis

A rigorous study of the theoretical basis of single-variable differential and integral calculus: limits, continuity, differentiation and integration. Prerequisites: MATH-112 Calculus II and MATH-221 Discrete Structures. 2 SH.

MATH-321 Abstract Algebra

An introduction to algebraic structures including groups, rings, and fields. Prerequisites: MATH-201 Linear Algebra and MATH-221 Discrete Structures. 4 SH. CC: Writing Intensive.

MATH-331 Geometry

A concentrated study of elementary geometry. Includes Euclidean and non-Euclidean geometries and selected topics such as symmetry, Penrose tilings, fractals, knots, mapmaking and the shape of the universe. Prerequisites: MATH-201 Linear Algebra and MATH-221 Discrete Structures. 4 SH.

MATH-351 Numerical Computing

An introduction to the computational techniques for solving mathematical problems, focusing on one-variable calculus. Topics include roots of nonlinear equations, finding maximum and minimum, interpolation, function approximation, numerical differentiation and integration. Same as CSCI-351. Prerequisite: MATH-111 Calculus I; MATH-112 Calculus II is suggested. 2 SH.

MATH-352 Numerical Analysis

MATH-352 Numerical Analysis. A study of the standard numerical techniques for solving mathematical problems, focusing on multivariable calculus and linear algebra. Topics include large sparse matrices, eigensystems, solving systems of equations, multivariate interpolation, maximum and minimum of multivariable functions, multivariable numerical integration, and numerical solutions of ordinary and partial differential equations. Same as CSCI-352. Prerequisites: MATH-112 Calculus II, MATH-201 Linear Algebra and MATH-351 Numerical Computing. 2 SH.

MATH-353 Differential Equations

Introduces theory, basic solution methods, qualitative analysis and applications of ordinary differential equations. Prerequisites: Sophomore standing, MATH-112 Calculus II and MATH-201 Linear Algebra or instructor's permission. 4 SH.

MATH-370 Cryptology and Number Theory

Cryptology is the study of hiding the meaning of messages. Cryptology is an interesting venue for the study of its mathematical underpinnings (number theory, matrix algebra, probability and statistics) and as an opportunity to implement techniques by means of computer programs. We consider monoalphabetic and polyalphabetic encryptions, public key cryptography, security, and anonymity. Same as CSCI-370. Prerequisite: MATH-221 Discrete Structures. 4 SH.

MATH-382 Theory of Computation

An introduction to the classical and contemporary theory of computation. Topics include the theory of automata and formal languages, computability by Turing machines and recursive functions, computational complexity, and possibly quantum computers. Same as CSCI-482. Prerequisites: MATH-221 Discrete Structures and CSCI-281 Data Structures. 2-4 SH.

MATH-411 Real Analysis

Limits and continuity in the general context of metric spaces. Topics include basic point-set topology, completeness, uniform continuity, sequences and series of functions. Additional topics as time permits. Prerequisites: MATH-112 Calculus II and MATH-231 Foundations of Analysis. 4 SH. CC: Writing Intensive.

MATH-415 Complex Analysis

Calculus using complex numbers. Includes analytic functions and the Cauchy-Riemann equations, contour integrals, Cauchy's Theorem, Cauchy's Integral Formula, power and Laurent series, poles, residues, and applications. Prerequisites: MATH-211 Multivariate Calculus, and MATH-231 Foundations of Analysis. 4 SH.

MATH-441 Mathematical Statistics

A more detailed study of statistics. Topics include probability, multivariate distributions, Bayes' Theorem, statistical inference, estimation, decision theory, hypothesis testing, linear models and experimental design. Prerequisites: MATH-211 Multivariate Calculus and either MATH-108 Introduction to Statistics or MATH-180 Statistical Methods. 4 SH.

MATH-500 Senior Colloquium

Experience in individual research and presentation of topics in mathematics. The one-semester-hour version culminates in a presentation to an audience of faculty and students. The 4 SH version satisfies the capstone requirement. Prerequisite: Senior major or department permission. 1 or 4 SH.

MATH-501 Topics in Mathematics

Subject depends on students' and instructor's interests. Possibilities include number theory, set theoretic foundations of mathematics, topology, graph theory, differential geometry and applied mathematics. Whether the course counts as a 400-level course for majors will be announced along with the course description. Prerequisite: Instructor's permission. 2 or 4 SH.

MATH-502 Independent Study

Individual work for capable students under faculty supervision. Scheduled courses are approved for independent study only under extraordinary circumstances. Whether the course counts as a 400-level course for majors will be decided on an individual basis. Prerequisites: Department approval and instructor's consent. 2 or 4 SH.

MATH-503 Independent Research

A research project leading to a substantive paper on a selected topic in mathematics. By arrangement with a department instructor. Prerequisites: Junior or senior standing and department permission. 2 or 4 SH.

MATH-599 Mathematics Internship

Full-time mathematics-related employment at an industrial firm or a public service organization. Prerequisites: Senior standing, appropriate mathematics background courses and department internship coordinator's permission. S/U grade. 2, 4 or 8 SH.

MUSEUM STUDIES

Faculty coordinator

John J. Bodinger de Uriarte, Ph.D., Professor of Anthropology

This 20-credit minor in museum studies is designed for students interested in creating a foundation for future graduate work in museum studies or a career in museums and other public exhibitionary spaces, in

conjunction with a major or minor in an academic field most often associated with museums, such as anthropology, art, art history, education, history, English, publishing and editing, business administration, or one of the natural sciences. The minor draws on its component strengths to offer students experience in both the museological (the study of museums as a site for critical study/reflection on the act(s) of representation) and the museographical (the practical study of museum practices, such as the doing of exhibitions in all of their aspects) facets of museum studies. Students pursuing the museum studies minor will complete an internship in a museum. This component includes opportunities with the Lore Degenstein Gallery on campus, local museums and historical houses, or other museums, exhibitionary spaces, archives, and state and national parks with public exhibition or commemorative spaces. Internship possibilities will be reviewed and approved by the program's director, in consultation with the Museum Studies Advisory Board, chosen from faculty in the art history, history, and anthropology programs.

Minor in Museum Studies

Students must complete 20 semester hours of coursework, which includes ANTH-237 Museums and Anthropology, MSUM-400 Museum Studies Internship, MSUM-500 Directed Research and Exhibition Project, and 8 semester hours chosen from the following: ARTH-101 Introduction to World Art I: Prehistory to 1400, ARTH-102 Introduction to World Art II: 15th Century to 20th Century, ARTH-310 Modernism and the Avante-Garde, ARTH-303 Socially Engaged Art Practice, ARTH-412 Contemporary Art, HIST-300 History Methods, a pre-approved course from a GO Long program, and other courses approved by the director.

Double-counting Restriction for Interdisciplinary Minors

Only 4 semester hours of this minor may be double-counted toward the student's major

Museum Studies Courses

MSUM-400 Museum Studies Internship

The internship for museum studies is designed for students who wish to develop and apply skills related to the museum and public exhibition-related professions (for example, a museum-related, non-profit agency or government office, a museum publication or periodical, a position related to museum or library conservation, exhibition sites in state or national parks, or other similar institutions). Students will gain experience in real work situations and will work under the supervision of a professional in his or her chosen field. Overseeing faculty and their departments offer help in locating and applying for appropriate internships, but students are also encouraged to propose and develop their own positions, subject to approval by the director of museum studies. 2 - 4 SH.

MSUM-500 Final Research and Exhibition Project

MSUM-500 structures the completion of an exhibitionary project at an approved campus venue. The format of the course depends on individual consultation with the instructor on all aspects of the exhibition: planning, design, problem-solving and creativity, accessibility (both physical and intellectual), interpretation, and evaluation. Completion of the project includes written documents, a set of concept drawings, other support materials necessary to communicate project ideas effectively, and the installation of the exhibit. 4 SH.

MUSIC

Faculty

Eric L. Hinton, Ph.D., Professor of Music and Director of Bands, department head
Gail B. Levinsky, D.Mus., Professor of Music
Marcos Krieger, D.M.A., Professor of Music
Patrick A. Long, D.M.A., Professor of Music
Naomi Niskala, D.M.A., Professor of Music
David S. Steinau, D.M.A., Professor of Music
Adrienne M. Rodriguez, Ph.D., Associate Professor of Music and Coordinator of Music Education
Jennifer Sacher Wiley, D.M.A., Associate Professor of Music
Amy Voorhees, D.M.A., Associate Professor of Music and Director of Choral Activities
Zachary M. Levi, D.M.A., Assistant Professor of Music
Jaime Namminga, D.M.A., Assistant Professor of Music
Amanda Russo Stante, D.M., Assistant Professor of Music

Learning Goals

- Performance—Students integrate technical skills and knowledge to be able to complete a successful performance in a particular area of concentration.
- Aural skills and analysis.
- Music history—Students can place music in historical, cultural and stylistic contexts.
- Composition and improvisation.
- Technology—Students identify and employ appropriate technology applicable to their area of specialization.
- Synthesis—Students integrate their music studies through a means appropriate to their curriculum.

Students in the music department may, with department head approval, complete a music technology minor in addition to a major in music.

Double-counting Restriction

Students pursuing a major in the music department may double-count a maximum of 8 semester hours toward another major or minor.

Music Opportunities for Non-Music Majors

The department provides a variety of music opportunities for all students, regardless of their majors and career goals. Nonmajors may take upper-level music courses with permission of the instructor. The department also welcomes nonmajors in performing groups and private study upon a successful audition or permission from the instructor.

Bachelor of Music in Music Education

Susquehanna University believes that educators need to demonstrate professional knowledge and skills in the following four domains of teaching: (1) preparation and planning, (2) instruction and assessment, (3) creating a classroom environment of respect and rapport, and (4) professional responsibility. Collaborative programs

between the university and area schools afford a variety of opportunities to develop and demonstrate professional knowledge and teaching skills. Successful completion of the Bachelor of Music in music education degree requires a minimum cumulative GPA of 3.00. Piano and organ concentrates must choose to follow the vocal emphasis or instrumental emphasis requirements. The major lesson is in piano or organ, with the major ensemble corresponding to the emphasis selected.

Application to the Teacher Education Program

Students seeking admission to Susquehanna University's teacher education program must meet requirements of both the teacher education program and the Pennsylvania Department of Education and formally apply to the university's Department of Education. Application forms are available in the university's Department of Education office. Acceptance into the program is determined by the teacher education program. The Department of Education reserves the right to determine eligibility on a case-by-case basis. Students may apply for admission to the teacher education program as early as the spring semester of their sophomore year. Students must apply and be admitted no later than the first semester of their junior year.

Requirements for admission to the teacher education program include the following:

- Completion of at least 48 semester hours of coursework, including:
- Three semester hours of English composition (FYSE-100 or equivalent);
- Three semester hours of English/American literature;
- Six semester hours of college-level mathematics;
- Successful completion of MUED-200 Historical and Philosophical Foundations of Music Education;
- A cumulative GPA of 3.00;
- Completion of one 40-hour externship (see below), with completed forms returned to the Department of Education;
- Current Act 24, Act 34, Act 114, Act 126, and Act 151 clearances, and negative Tuberculosis (TB) results;
- Two letters of reference from university faculty; and
- Submission of a completed Department of Education application form.

Externship

An externship consists of 40 hours in a school for observing and aiding in classrooms and other areas of the school, conducting staff interviews, etc. Applicants must complete an externship prior to admission to the education program. Externship information and forms can be obtained from the students' academic advisor.

Students who have not been formally admitted into the teacher education program may not take more than 12 semester hours of education courses (including music education courses) without written permission from the coordinator of music education. Transfer students who wish to enter the program are evaluated on an individual basis by the coordinator of music education in consultation with the music education committee and the head of the department.

Professional Conduct

The Department of Music faculty, in consultation with faculty of the Department of Education, reserves the right to judge students' suitability for professional teaching practice. Students are evaluated by faculty in collaboration with cooperating teachers and building administrators to ensure they meet state certification requirements and maintain the integrity of the university's education programs. Practicum students (those in

the schools observing and/or aiding a teacher) and student teachers must follow the policies of the university's education department and the host school district. Students not meeting expectations for professional behavior as specified by the Pennsylvania Code of Professional Practice and Conduct for Educators may be removed from a school site.

Requirements for the Bachelor of Music in Music Education

Each course below must be completed with a minimum grade of C-.

12 Music Literature

2 MUSC-152 Survey of World Music
4 MUSC-245 The Music of the Medieval, Renaissance and Baroque Eras
4 MUSC-250 The Music of the Classic and Romantic Eras
2 MUSC-350 20th-Century Music

14 Music Theory

2 MUSC-161 Theory I: Diatonic Harmony
2 MUSC-162 Theory II: Chromatic Harmony
2 MUSC-163 Ear Training I
2 MUSC-164 Ear Training II
2 MUSC-261 Theory III: Advanced Harmony
2 MUSC-262 Theory IV: Form and Analysis
2 MUSC-263 Ear Training III

40 Education

4 EDUC-250 Educational Psychology
4 EDUC-350 English Language Learners: Theory and Instruction
2 MUED-200 Historical and Philosophical Foundations of Public-School Education and Music Education
4 MUED-339 General Music Education Methods and Practicum
4 MUED-345 Instrumental Music Education Methods and Practicum
4 MUED-351 Choral Music Education Methods and Practicum
4 MUED-355 Music for Exceptional Children and Practicum
0* MUED-400:01 Student Teaching
4* MUED-400:02 Classroom Performance
4* MUED-400:03 Classroom Management
4* MUED-400:04 Preparation and Planning
2* MUED-405 Student Teaching Seminar
(*indicates capstone)

4 Conducting

2 MUSC-369 Beginning Conducting
2 MUSC-371 Instrumental Conducting (instrumental emphasis)
2 MUSC-372 Choral Conducting (vocal emphasis)

31-32 Applied Music and Other Courses

Vocal emphasis 31 SH; Instrumental emphasis 32 SH; Keyboard-Vocal Emphasis 32, Keyboard-Instrumental Emphasis 34

14 Major Lesson (seven semesters)
1 MUSC-034 Piano Class I (not required of keyboard concentrates)
1 MUSC-035 Piano Class II (not required of keyboard concentrates)
1 MUSC-037 Piano Class III
1 MUSC-038 Piano Technique (for piano concentrates only)
1 MUSC-082 University Choir OR MUSC-083 University Chorale (instrumental emphasis)
1 MUED-039 Classroom Instruments
1 MUED-040 Brass Class I
1 MUED-041 Woodwind Class I
1 MUED-042 String Class I
1 MUED-043 Percussion Class
1 MUED-046 Brass Class II (instrumental emphasis)
1 MUED-047 Woodwind Class II (instrumental emphasis)
1 MUED-048 String Class II (instrumental emphasis)
1 MUSC-049 Piano Class IV (vocal emphasis)
2-3 MUSC-066 Collaborative Piano (keyboard concentrates only) (third semester for keyboard concentrates who are exempt from MUSC-037)
1 MUSC-077 Training Ensemble
1 MUSC-084 Diction I (vocal emphasis)
7 Large Ensemble (seven semesters)
0 MUSC-503 Half Recital
0 MUSC-555 Forum (seven semesters)

Performance

Bachelor of Music in Performance

Music students who desire a specialized emphasis in performance may choose this degree option. Accepted majors possess superior skill in the given performance area and demonstrate that skill at forums and recitals. Students who complete this program typically continue study at the graduate level and/or teach in a private studio. Candidates complete the university Central Curriculum requirements plus the following courses with a minimum grade average of C (2.00 GPA). Each course below must be completed with a minimum grade of C-.

12 Music Literature
2 MUSC-152 Survey of World Music
4 MUSC-245 The Music of the Medieval, Renaissance and Baroque Eras
4 MUSC-250 The Music of the Classic and Romantic Eras
2 MUSC-350 20th-Century Music

16 Music Theory
2 MUSC-161 Theory I: Diatonic Harmony
2 MUSC-162 Theory II: Chromatic Harmony
2 MUSC-163 Ear Training I
2 MUSC-164 Ear Training II
2 MUSC-261 Theory III: Advanced Harmony
2 MUSC-262 Theory IV: Form and Analysis
2 MUSC-263 Ear Training III
2 MUSC-265 Ear Training IV

2 Conducting

2 MUSC-369 Beginning Conducting

Plus the following courses determined by the student's specialization:

12 Specialized Courses, Vocal, Keyboard and Individual Instrument Concentrates

2 MUSC-361 Counterpoint
2 MUSC-399 Pedagogy (appropriate to applied area)
2 MUSC-450 Topics in Music Literature (appropriate to applied area)
6 Selected Topics to be chosen from:
1 MUSC-079 Improvisation (a total of 2 semester hours of Improvisation may be applied toward the Specialized Courses requirement)
4 MUSC-215/RELI-215 Music in Christian Ritual
4 MUSC-220 Privilege in Classical Music
4 MUSC-225 Miranda's Hamilton
4 MUSC-260/FILM-260 Early Film Music
2 MUSC-370 Orchestration
2 MUSC-371 Instrumental Conducting
2 MUSC-372 Choral Conducting
4 PHIL-235 Aesthetics

Plus the following courses determined by student's specialization:

18 Applied Music, Vocal Keyboard and Individual Instrument Concentrates

16 Major Lesson (eight semesters)
0 MUSC-503 Half Recital
2 MUSC-500 Full Recital (capstone)
0 MUSC-555 Forum (eight semesters)

20 Applied Music, Multiple Woodwinds Concentrates

8 Major Lesson – Primary Instrument (eight semesters)
4 Major Lesson – Secondary Instrument #1 (four semesters)
4 Major Lesson – Secondary Instrument #2 (four semesters)
0 MUSC-503 Half Recital: Primary Instrument
2 MUSC-500 Full Recital (capstone) featuring the Primary Instrument, Secondary Instrument #1, and Secondary Instrument #2
2 MUSC-075 Fall Musical Orchestra (two semesters)
0 MUSC-555 Forum (eight semesters)

Plus the following courses determined by student's specialization and prescribed by the major advisor:

16 Other Courses, Vocal Concentrates

1 MUSC-034 Piano Class I
1 MUSC-035 Piano Class II
1 MUSC-037 Piano Class III
1 MUSC-049 Piano Class IV
1 MUSC-084 Diction I
1 MUSC-085 Diction II
8 Large Ensemble (eight semesters)

2 Medium/Small Ensemble

12-13 Other Courses, Keyboard Concentrates

1 MUSC-037 Piano Class III (if exempt, MUSC-066 is required)
5 Collaborative/Medium/Small Ensemble
4 Large Ensemble (four semesters)
2 Applied Secondary Keyboard

15 Other Courses, Instrumental Concentrates

1 MUSC-034 Piano Class I
1 MUSC-035 Piano Class II
1 MUSC-037 Piano Class III
8 Large Ensemble (eight semesters)
4 Medium/Small Ensemble

15-19 Other Courses, Multiple Woodwinds Concentrates

1 MUSC-034 Piano Class I
1 MUSC-035 Piano Class II
1 MUSC-037 Piano Class III
8 Large Ensemble (eight semesters)
4-8 MUSC-078 Jazz Ensemble (eight semesters for students whose primary instrument is saxophone; otherwise, four semesters)

Bachelor of Music in Composition

Bachelor of Music in Composition. Music students who desire a specialized emphasis in composing original works may choose this degree option. Accepted majors must possess skill in a standard performance area and also demonstrate potential as composers through a portfolio of notated works. Students explore a wide variety of musical styles with an emphasis on understanding compositional techniques that may be less familiar to them, such as those of 20th-century art music. Students who complete this program typically pursue graduate study leading toward professional activities as a composer, arranger or teacher. Candidates complete the university Central Curriculum requirements plus the following courses with a minimum grade average of C. Each course below must be completed with a minimum grade of C-.

12 Music Literature

2 MUSC-152 Survey of World Music
4 MUSC-245 The Music of the Medieval, Renaissance and Baroque Eras
4 MUSC-250 The Music of the Classic and Romantic Eras
2 MUSC-350 20th-Century Music

20 Music Theory

2 MUSC-161 Theory I: Diatonic Harmony
2 MUSC-162 Theory II: Chromatic Harmony
2 MUSC-163 Ear Training I
2 MUSC-164 Ear Training II
2 MUSC-261 Theory III: Advanced Harmony
2 MUSC-262 Theory IV: Form and Analysis
2 MUSC-263 Ear Training III

2 MUSC-265 Ear Training IV
2 MUSC-361 Counterpoint
2 MUSC-370 Orchestration

5-6 Skills

2 MUSC-369 Beginning Conducting
1 MUSC-034 Piano Class I (instrumental/vocal concentrates)
1 MUSC-035 Piano Class II (instrumental/vocal concentrates)
1 MUSC-037 Piano Class III
2 MUSC-066 Collaborative Piano (keyboard concentrates; third semester for keyboard concentrates who are exempt from MUSC-037)

36 Applied Music

10 Composition lesson (may be a combination of one- and two-credit lessons)
10 Applied lesson in one studio area (minimum of six semesters)
2 MUSC-500 Full Composition Recital (capstone)
0 Forum (eight semesters)
6 Large Ensemble (six semesters)
8 Music Elective (other than applied study and ensembles and 4 SH chosen from MUSC-355, MUSC- 356, MUSC-367 or MUSC-368)

Bachelor of Arts in Music

Students interested in combining a solid foundation in music with the opportunity to pursue in-depth study in another area may choose this degree. The Bachelor of Arts capstone may be an independent study project in music or a department-approved recital. (MUSC-506 Independent Study for two semester hours is always used for Bachelor of Arts capstone registration). Students who are double majors may elect a capstone in the other major in place of or in addition to the music capstone. Students complete university Central Curriculum requirements plus the following courses with a minimum GPA of 2.00. Each course below must be completed with a minimum grade of C-.

12 Music Literature

2 MUSC-152 Survey of World Music
4 MUSC-245 The Music of the Medieval, Renaissance and Baroque Eras
4 MUSC-250 The Music of the Classic and Romantic Eras
2 MUSC-350 20th-Century Music

8 Music Theory

2 MUSC-161 Theory I: Diatonic Harmony
2 MUSC-162 Theory II: Chromatic Harmony
2 MUSC-163 Ear Training I
2 MUSC-164 Ear Training II

14 Applied Music (instrumental and vocal concentrates)

6 Major Lesson (six semesters of half-hour lessons)
1 MUSC-034 Piano Class I
1 MUSC-035 Piano Class II
0 MUSC-555 Forum (six semesters)

6 Large Ensemble (six semesters)

16 Applied Music (keyboard concentrates)

6 Major Lesson (six semester of half-hour lessons)
0-1 MUSC-037 Piano Class III
1 MUSC-038 Piano Technique (for piano concentrates only)
2-3 MUSC-066 Collaborative Piano (third semester for keyboard concentrates who place out of MUSC- 037)
0 MUSC-555 Forum (six semesters)
4 Large Ensemble
2 Collaborative/Medium/Small Ensemble (keyboard concentrates)

7-10 Additional Semester Hours

4 Any music course other than lessons or ensembles
0-2 MUSC-506 Independent Study in Music (if capstone requirement is fulfilled in music; otherwise no independent study required)
3-4 Any two of the following:
    2 MUSC-261 Theory III: Advanced Harmony
    2 MUSC-262 Theory IV: Form and Analysis
    2 MUSC-263 Ear Training III
    2 MUSC-265 Ear Training IV
    1 MUSC-037 Piano Class III (not for keyboard concentrates)

4 Semester hours from course(s) with the THEA, ARTG, ARTH or ARTS prefixes or PHIL-235 Aesthetics or HONS-210 Thought and the Arts.

Minors in Music

The Department of Music offers three minors: the minor in music theory/literature, the minor in music performance and the minor in music technology.

Minor in Music Theory/Literature.

Before declaring a minor in music theory/literature, a student must pass the musicianship and written theory diagnostic tests, which can be arranged by contacting the department head. Note that approval of this minor does not guarantee a place in required music classes. Students must complete with a grade of C- or better 20 semester hours of coursework: either MUSC-152 Survey of World Music or MUSC-101 Introduction to Music; MUSC-161 Theory I; MUSC-162 Theory II; MUSC-163 Ear Training I; and 10 or 12 semester hours of music electives from 200-level courses or higher chosen with the guidance of a member of the Department of Music. Elective credit in applied music and performing groups is limited to two semester hours of applied study and two semester hours of performing groups.

Minor in Music Technology

Before declaring a minor in music technology, a student must obtain approval of the music technology advisor. Note that approval of this minor does not guarantee a place in the required music classes. Students must complete with a grade of C- or better 20 semester hours of coursework: MUSC-355 Audio Engineering Fundamentals; MUSC-356 Music Production in the Recording Studio; MUSC-367 Computer Music

Composition; MUSC-368 Computer Music Performance; and four semester hours in an internship or music electives.

Double-counting Restriction

Students minoring in music technology may only apply 8 semester hours toward a music major.

Minor in Music Performance

Before declaring a minor in music performance, a student must gain admittance to a performance studio. This is accomplished by contacting the department head to schedule an audition. In addition, the student must pass the musicianship and written theory diagnostic tests before gaining admission to the minor. Note that approval of this minor does not guarantee a place in required music classes. Students must complete with a grade of C- or better 18-20 semester hours of coursework (depending on whether the student takes MUSC-152 or MUSC-101): either MUSC-152 Survey of World Music or MUSC-101 Introduction to Music; MUSC-161 Theory I; MUSC-163 Ear Training I; four semesters of half-hour applied lessons; four semesters of a performance ensemble; and four semester hours chosen from MUSC-102 A Study of Jazz, MUSC-220 Privilege in Classical Music, MUSC-225 Miranda's Hamilton, and MUSC-245 The Music of the Medieval, Renaissance and Baroque Eras, and MUSC-260/FILM-260 Early Film Music.

Minor in Collaborative Piano

The Minor in Collaborative Piano aims to captivate students with a keen interest in using their pianistic abilities as a collaborator, whether that is working with singers, instrumentalists, small chamber ensembles, or larger ensembles such as choir, band, or orchestra. Through this minor, students will garner basic musical skills as well as knowledge of the many topics and skills specific to collaborative piano. Before declaring a minor in collaborative piano, a student must audition and obtain approval from the coordinator of collaborative piano. Those eligible to audition include music majors with a keyboard instrument as their primary instrument and students with piano performance grants. Note that approval of this minor does not guarantee a place in the required music classes.

The Minor in Collaborative Piano requires students to complete with a grade of C- or better 13 semester hours of the following coursework:

1	MUSIC-033 Sight Reading and Technique
1	MUSC-049 Piano Class IV
1	MUSC-051 Support Skills for Collaborative Pianists
1	MUSC-084 Diction I
1	MUSC-451 Vocal and Instrumental Literature for Collaborative Pianists
4	MUSC-019 Collab Piano Lesson (minimum of four semesters)
3	MUSC-066 Collaborative Piano (minimum of three semesters)
1	MUSC-076 Small Ensemble (chamber music with concert)
0	MUSC-203 Collaborative Piano Performances (minimum of two semesters, performances totaling 24-32 minutes of music)

Interdisciplinary Minor in Church Music

The Minor in Church Music aims to capacitate students with a keen interest in using their musical talents in church ministry, either as clergy or as music directors. Through this minor, students will garner basic musical skills as well as knowledge of liturgical musical practices. The culmination of the program is a service-based project, where students apply their church music skills in a supervised internship either as an organist or director, assistant director for a church musical group (a church choir, hand-bell ensemble, or praise team) or in a liturgical leadership position (deacon of worship, worship committee member).

Students will choose and organize a service-based experience as an independent study at the end of the program. As an alternative, students may choose to use that Independent Study to prepare and take the Choir-Master Certificate exam or the Service Playing Certificate exam offered by the American Guild of Organists.

Double-counting Restriction

For students who are music majors, the maximum number of double-counting credits is up to 6SH from the required courses and up to 4 SH from the elective selections. For students who are Religious Studies majors, the maximum number of double-counting credits is up to 4 SH from the required courses and up to 4 SH from the elective selections.

12 Required Courses:

4	RELI-/MUSC-215	Music in Christian Rituals
4	RELI-/MUSC-353	The Practice of Church Music
2	MUSC-161	Theory I
2	MUSC-082	University Choir
	OR	MUSC-083 University Chorale

NOTE: each course is 1 SH, taken for a total of 2 SH

12 Additional hours

At least 4 SH must be either Organ or Voice lessons: however, no more than 6 SH of lessons may count.

1	MUSC-003	Organ Lesson
2	MUSC-004	Organ Lesson
1	MUSC-009	Voice Lesson
1	MUSC-010	Voice Lesson
2	MUSC-163	Ear Training 1
2	MUSC-369	Beginning Conducting
4	RELI-103	The New Testament
4	RELI-201	The Hebrew Bible
4	RELI-313	Modern Christianities

Applied Music Lessons

Lessons carry one or two semester hours of credit. Students earn credit of one semester hour for a weekly half-hour lesson. Bachelor of Arts majors take a one-semester-hour lesson on their major instrument. Music education majors and performance majors take a weekly one-hour lesson on their major instrument and receive two semester hours of credit.

A fee is charged per semester for individual lessons that are not stated specifically as curricular requirements (nonmajors or extra lessons for majors). Such lessons are contingent upon faculty availability within the normal teaching load.

Music Courses

MUSC-001 Brass Lesson

Development of good tonal quality, technical facility, and interpretation of solo and chamber literature. 1 SH.

MUSC-002 Brass Lesson

Development of good tonal quality, technical facility, and interpretation of solo and chamber literature. 2 SH.

MUSC-003 Organ Lesson

Emphasizes acquisition of a sound technique. Includes standard recital literature and worship service literature chosen to meet individual needs. 1 SH.

MUSC-004 Organ Lesson

Emphasizes acquisition of a sound technique. Includes standard recital literature and worship service literature chosen to meet individual needs. 2 SH.

MUSC-005 Piano Lesson

The study of Western concert music for the piano. 1 SH.

MUSC-006 Piano Lesson

The study of Western concert music for the piano. 2 SH.

MUSC-007 String Lesson

Development of tone and technical facility and mastery of solo literature. 1 SH.

MUSC-008 String Lesson

Development of tone and technical facility and mastery of solo literature. 2 SH.

MUSC-009 Voice Lesson

Focuses on teaching the student to sing freely and musically. Develops breath control and resonance, range quality and clear diction through exercises and selected vocal literature. 1 SH.

MUSC-010 Voice Lesson

Focuses on teaching the student to sing freely and musically. Develops breath control and resonance, range quality and clear diction through exercises and selected vocal literature. 2 SH.

MUSC-011 Woodwind Lesson

Development of good tonal quality, technical facility, and interpretation of solo and chamber literature. 1 SH.

MUSC-012 Woodwind Lesson

Development of good tonal quality, technical facility, and interpretation of solo and chamber literature. 2 SH.

MUSC-013 Percussion Lesson

Development of technical facility on all areas of percussion: timpani, drum set, mallets, auxiliary percussion, ethnic percussion and snare drum. Includes interpretation and musical training, emphasizing well-rounded ability. 1 SH.

MUSC-014 Percussion Lesson

Development of technical facility on all areas of percussion: timpani, drum set, mallets, auxiliary percussion, ethnic percussion and snare drum. Includes interpretation and musical training, emphasizing well-rounded ability. 2 SH.

MUSC-015 Harpsichord Lesson

Emphasizes acquisition of a sound technique. Includes standard literature selected to meet individual needs and continuo playing. 1 SH.

MUSC-016 Harpsichord Lesson

Emphasizes acquisition of a sound technique. Includes standard literature selected to meet individual needs and continuo playing. 2 SH.

MUSC-017 Guitar Lesson

Private instruction in classical and jazz guitar. Includes extensive exploration of basic musical repertoire, such as Pujol, Guiliani, Carcassi and Sor and the works of other jazz composers; scales, arpeggios, triads, and other technical matters. Investigates folk, popular and electric guitar techniques. 1 SH.

MUSC-018 Guitar Lesson

Private instruction in classical and jazz guitar. Includes extensive exploration of basic musical repertoire, such as Pujol, Guiliani, Carcassi and Sor and the works of other jazz composers; scales, arpeggios, triads, and other technical matters. Investigates folk, popular and electric guitar techniques. 2 SH.

MUSC-019 Collaborative Piano Lesson

MUSC-019 is the study of repertoire for piano and another instrument(s). As the repertoire is vast and varied, one can expect to study from a variety of time periods and genres, including but not limited to vocal and chamber music. Repertoire assigned will be based on the student's skill level, experience, and the individual's educational goals. 1 SH.

MUSC-023 Composition Lesson

Private instruction in crafting and notating musical works. Prerequisite: permission of instructor. 1 SH.

MUSC-024 Composition Lesson

Private instruction in crafting and notating musical works. Prerequisite: permission of instructor. 2 SH.

Applied Music Courses

MUSC-034 Piano Class I

A functional approach for beginning students. Emphasis on harmonization, transposition, development of technique, sight reading and improvisation. Non-music majors are able to enroll in this course only if there are spaces available after all of the music majors have been accommodated. 1 SH.

MUSC-035 Piano Class II

Continued emphasis on harmonization, transposition, development of technique, sight reading and improvisation. Non-music majors are able to enroll in this course only if there are spaces available after all of the music majors have been accommodated. Prerequisite: C- or better in MUSC-034 or appropriate placement. 1 SH.

MUSC-037 Piano Class III

A functional approach for intermediate-level and advanced students. Further emphasis on harmonization, transposition, development of technique, sight reading and improvisation. Non-music majors are able to enroll in this course only if there are spaces available after all of the music majors have been accommodated. Prerequisite: C- or better in MUSC-035 or appropriate placement by department. 1 SH.

MUSC-038 Piano Technique

An in-depth look at piano technique through the analysis and discussion of physical movements that can either implement or prohibit good technique and the analysis of the basic building blocks of piano playing. Emphasis on preventing injury, learning how to expend minimal energy in playing and the creation of good tone. Open to piano majors; secondary pianists by instructor consent. 1 SH. Offered every other year.

MUSC-049 Piano Class IV: Musicianship Skills for Vocal Emphases

Study of the fundamental keyboard skills needed to rehearse choral ensembles and/or teach singing, including the ability to play open score and provide choral and solo vocal accompaniments. Those not required to take the course may enroll only if there are spaces available. Prerequisite: C- or better in MUSC-037 or appropriate placement by department. 1 SH.

MUSC-077 Training Ensemble

A practicum in which students perform on a broad range of band and orchestral instruments and in choral ensembles. 1 SH.

MUSC-203 Collaborative Piano Performances

Public performances between piano and another instrument(s) in a forum or student recital setting. Prerequisite: Approval by the student's collaborative piano teacher. 0 SH.

MUSC-500 Full Recital

Public recital performance for credit. Prerequisite: Approval by music faculty on recommendation of major teacher. 2 SH. Capstone.

MUSC-503 Half Recital

Public recital performance. Prerequisite: Approval by music faculty on recommendation of major teacher. 0 SH.

MUSC-555 Forum

Solo and ensemble performance in a semi-formal setting. Includes programs by visiting organizations, guest artists and lecturers. 0 SH.

Ensembles

MUSC-066 Collaborative Piano

Designed to instruct pianists in the essential aspects of performing chamber music and accompaniments. Prerequisite: Instructor's permission. May be repeated. 1 SH.

MUSC-072 Symphonic Band

A select instrumental performing group that rehearses and performs the finest traditional and contemporary repertoire for the medium. 1 SH.

MUSC-073 Stadium Band

An instrumental performing group that rehearses and performs during the football season only. 1 SH.

MUSC-074 Orchestra

A performing ensemble specializing in standard symphonic repertoire, concerti, opera and oratorio. 1 SH.

MUSC-075 Fall Musical Orchestra

Accompanies the annual student musical production. Fall semester only. 1 SH.

MUSC-076 Small Ensemble

Chamber music of various styles and periods studied and performed in smaller string, woodwind, brass and percussion ensembles, including piano and organ. 1 SH.

MUSC-078 Jazz Ensemble

The rehearsal and performance of 20th-century and modern music reflecting jazz, rock and world music influences. Emphasizes individual student involvement through improvisation. 1 SH.

MUSC-082 University Choir

A major performing ensemble dedicated to high standards of choral performance. A training laboratory, the choir also explores extensive choral literature and techniques of developing choral singing for future music educators. In addition to campus and area concerts, the group tours regularly. Auditions are held each August and are open to any student. 1 SH.

MUSC-083 University Chorale

A mixed-voice campus-centered ensemble, the University Chorale rehearses and performs a wide variety of sacred and secular choral literature in campus and area concerts. Auditions are held each August and are open to any student. 1 SH.

MUSC-086 University Chamber Singers

This ensemble provides singers with a more intimate choral setting while exploring diverse repertoire appropriate for chamber performance. Auditions are held each fall and are open to any member of the University Choir. 1 SH.

MUSC-089 Opera Studio

An ensemble emphasizing the rehearsal and performance of opera and musical theatre. 1 SH.

Music Theory, Composition and Musicianship

MUSC-033 Sight Reading and Technique for Collaborative Pianists

Sight Reading and Technique for Collaborative Pianists aims to develop the sight reading ability and specific piano technique needed by collaborative pianists. Among the emphasized topics covered include: quick and efficient sight reading; eye placement in multi-layered scores; score embellishment; breathing; hand-eye coordination; core and arm weight; and finger work. Prerequisite: Permission from the Director of the Minor in Collaborative Piano. 1 SH.

MUSC-051 Support Skills for Collaborative Pianists

Support Skills for Collaborative Pianists aims to introduce and broadly develop a vast range of skills needed by collaborative pianists, including: “quick study” skills used to prepare scores of all types in a short amount of time; rehearsal and coaching techniques; organization and communication skills; and other specialized skills relevant to collaborative piano. Prerequisite: MUSC-033. 1 SH.

MUSC-161 Theory I: Diatonic Harmony

A study of 18th- and 19th-century harmonic practice, including intervals, scales and diatonic triads in all positions. Analysis of standard literature. Prerequisite: Department-approved proficiency. 2 SH.

MUSC-162 Theory II: Chromatic Harmony

Continuation of Theory I: Diatonic Harmony, including diatonic seventh chords in all inversions and modulation. Analysis of standard literature. Prerequisite: C- or better in MUSC-161. 2 SH.

MUSC-163 Ear Training I

Prepared and sight singing of simple diatonic melodies in the major and minor modes. Includes simple rhythmic and melodic dictation. Prerequisite: Department-approved proficiency. 2 SH.

MUSC-164 Ear Training II

Continuation of Ear Training I, including chromaticism and modulation. Includes two-part and four-part dictation. Prerequisite: C- or better in MUSC-163. 2 SH.

MUSC-261 Theory III: Advanced Harmony

Continuation of Theory II: study of advanced tonal and post-tonal harmony. Prerequisite: C- or better in MUSC-162. 2 SH.

MUSC-262 Theory IV: Form and Analysis

The examination of music through analysis of harmonic, motivic and formal structures, with a special emphasis on post-tonal music. Prerequisite: C- or better in MUSC-261. 2 SH.

MUSC-263 Ear Training III

Advanced sight singing and dictation in all diatonic modes, including two-part and four-part dictation. Prerequisite: C- or better in MUSC-164. 2 SH.

MUSC-265 Ear Training IV

Advanced sight singing and dictation including distant modulation, fragmented tonality and non-diatonic pitch collections. Prerequisite: C- or better in MUSC-263. 2 SH.

MUSC-361 Counterpoint

The analysis and writing of two- and three-voice counterpoint in 16th-century style, with an introduction to the contrapuntal techniques of the Baroque period. Prerequisite: MUSC-261. 2 SH. Offered every other year.

MUSC-370 Orchestration

Technical aspects of composing or arranging music for instrumental ensembles of varying size and ability. 2 SH. Offered every other year.

Music History

MUSC-101 Introduction to Music

Development of appreciation and understanding for music, its underlying elements, and aspects of style and historical setting. Not open to music majors. 4 SH. CC: Artistic Expression.

MUSC-130 Popular Music and Society

Rock music from its origins to the present. Emphasizes stylistic developments and its relationship to society. 4 SH. CC: Artistic Expression.

MUSC-152 Survey of World Music

An introduction to concepts of musical style from historical and global perspectives. World music and contemporary musics will inform this overview of musical genres and practices. Special attention will be given to issues of cultural diversity that arise through the study of non-Western musics. Students will explore and develop learning strategies for approaching this material and college-level work in general. Prerequisite: Must be an accepted music major or minor or have instructor's permission. 2 SH. CC: Diversity Intensive.

MUSC-220 Privilege In Classical Music

This course explores issues of diversity and ethics surrounding race, gender, religion, and culture in the western classical music world – both historically and in the present – and how privilege, and particularly power in this discipline perpetuate these issues. Students must possess an ability to read musical notation to be successful in this course. 4 SH. CC: Artistic Expression, Diversity, Ethics Intensive.

MUSC 225 Miranda's "Hamilton"

A multi-faceted examination of Lin-Manuel Miranda's ground-breaking and influential musical "Hamilton," with continued reflection as to its cultural significance. 4 SH. CC: Artistic Expression, Diversity Intensive.

MUSC-245 The Music of the Medieval, Renaissance and Baroque Eras

Music history and literature from the beginning of Western civilization until 1750. Prerequisite: Sophomore standing, MUSC-101 or MUSC-152, and MUSC-161. 4 SH. CC: Historical Perspectives, Interdisciplinary.

MUSC-250 The Music of the Classic and Romantic Eras

Music history and literature from 1750 until 1900. Prerequisite: MUSC-245. 4 SH. CC: Artistic Expression, Writing Intensive.

MUSC-260 Early Film Music

Exploration of the art, technique, and history of music developed in the late 19th and early 20th centuries to accompany silent movies. Credit may not be received for both MUSC-260 and FILM-260. 4 SH. CC: Artistic Expression.

MUSC-350 20th-Century Music

Music history and literature from 1900 until the present. Prerequisite: Ability to read music. 2 SH. CC: Diversity Intensive.

MUSC-450 Topics in Music Literature

Various topics in music literature, including piano, voice, organ, string, brass, percussion and woodwind literature. 2 SH. Offered at least once annually with rotating topics.

MUSC-451 Vocal and Instrumental Literature for Collaborative Pianists

This course aims to introduce and broadly develop a working knowledge of the vast amount of repertoire that collaborative pianists experience, including: vocal art songs, opera arias and oratorios, musical theatre pieces, instrumental character pieces, sonatas, and concerti. Prerequisite: At least 1 semester of MUSC-019. 1 SH.

Music Education

MUED-039 Classroom Instruments

Basic knowledge of playing and teaching classroom instruments to prepare students to teach general music in the public schools. Includes historical development, literature, performance techniques, and pedagogy. Prerequisites: MUED-200. Music majors only. 1 SH.

MUED-040 Brass Class I

Basic knowledge of playing and teaching the band and orchestra instruments to prepare for instrumental teaching in the public schools. Includes historical development, literature, performance techniques and pedagogy. Music majors only. 1 SH.

MUED-041 Woodwind Class I

Basic knowledge of playing and teaching the band and orchestra instruments to prepare for instrumental teaching in the public schools. Includes historical development, literature, performance techniques and pedagogy. Music majors only. 1 SH.

MUED-042 String Class I

Basic knowledge of playing and teaching the band and orchestra instruments to prepare for instrumental teaching in the public schools. Includes historical development, literature, performance techniques and pedagogy. Music majors only. 1 SH.

MUED-043 Percussion Class

Basic knowledge of playing and teaching the band and orchestra instruments to prepare for instrumental teaching in the public schools. Includes historical development, literature, performance techniques and pedagogy. Music majors only. 1 SH.

MUED-046 Brass Class II

Basic knowledge of playing and teaching the band and orchestra instruments to prepare for instrumental teaching in the public schools. Includes historical development, literature, performance techniques and pedagogy. Music majors only. 1 SH.

MUED-047 Woodwind Class II

Basic knowledge of playing and teaching the band and orchestra instruments to prepare for instrumental teaching in the public schools. Includes historical development, literature, performance techniques and pedagogy. Music majors only. 1 SH.

MUED-048 String Class II

Basic knowledge of playing and teaching the band and orchestra instruments to prepare for instrumental teaching in the public schools. Includes historical development, literature, performance techniques and pedagogy. Music majors only. 1 SH.

MUED-200 Historical and Philosophical Foundations of Public School Education and Music Education

An overview of the role of education and particularly music education in American society, as well as the historical, cultural and philosophical forces that have influenced public schooling. Incorporates topics related to current educational policy and practice, along with classroom observations at elementary and secondary levels of instruction. 2 SH.

MUED-339 General Music Education Methods and Practicum

Study of the instructional methods and materials needed for teaching general music at all levels. Includes practicum. Prerequisites: Junior standing, MUED-200. 4 SH.

MUED-345 Instrumental Music Education Methods and Practicum

Study of the instructional methods and materials needed for teaching instrumental music at all levels. Includes practicum. Prerequisites: Junior standing, MUED-200. 4 SH.

MUED-351 Choral Music Education Methods and Practicum

Study of the instructional methods and materials needed for teaching choral music at all levels. Includes practicum. Prerequisites: Junior standing, MUED-200. 4 SH.

MUED-355 Music for Exceptional Children and Practicum

Study of the instructional methods and materials, including legal, ethical and pedagogical competencies, needed for teaching music to exceptional children. Includes practicum. Prerequisites: Junior standing, MUED-200. 4 SH. CC: Ethics Intensive, Interdisciplinary.

MUED-400 Student Teaching

Full-time, supervised teaching in public school music classrooms. Course credit represents preparation and planning, classroom performance, and classroom management. Students may not register for ensembles or lessons during the semester in which they student teach. Prerequisites: Successful completion of all first-year-, sophomore- and junior-level music education courses; music education coordinator's permission; and acceptance into the education program. 12 SH. Capstone.

MUED-405 Student Teaching Seminar

The course is required to be taken during the student teaching semester and is part of the culminating experience in the music education degree program. From a practitioner's perspective, this course "emphasizes thorough insight into issues relevant to public school music teaching, reflection on current teaching trends, and methodology and development of skills for future teaching and professionalism." This course fulfills portions of the Pennsylvania Department of Education (PDE) requirements for professionalism. 2 SH.

Music Technology

MUSC-355 Audio Engineering Fundamentals

An in-depth study of fundamentals of sound. Topics covered include wiring and electronics, as well as ear training and the building blocks of the modern recording studio. 4 SH. Offered every other year.

MUSC-356 Music Production in the Recording Studio

An introduction to techniques and practices employed by music producers in the recording studio. Issues of session organization, recording techniques, mixing and mastering techniques, and musical aesthetics will be explored. 4 SH. Offered every other year.

MUSC-367 Computer Music Composition

A survey of the electronic music hardware and software available in the computer music studio. The techniques used by both popular and classical electronic composers will be studied. Students will create original works of music or sound art using non-real-time processes. 4 SH. Offered every other year.

MUSC-368 Computer Music Performance

The study of real-time, interactive techniques for electronic music and, to a lesser extent, video. Students will become familiar with the MAX/MSP/JITTER object-oriented programming language, as well as the collection of midi controllers in the SU computer music studio. Student work will result in a final concert. Prerequisite: Sophomore standing. 4 SH. CC: Interdisciplinary. Offered every other year.

Conducting

MUSC-369 Beginning Conducting

Designed to introduce students to the technique of conducting and to develop their ability to lead an ensemble with confidence. Prerequisites: MUSC-035, MUSC-162 and MUSC-164. 2 SH.

MUSC-371 Instrumental Conducting

Study of advanced gestural technique as applied to instrumental rehearsal and performance. Additional attention given to rehearsal techniques, score study, performance practice and philosophical thought with regard to the art and craft of conducting. Prerequisite: MUSC-369. 2 SH.

MUSC-372 Choral Conducting

Designed to provide students with a thorough understanding of choral conducting and rehearsal techniques. Prerequisite: MUSC-369. 2 SH.

Church Music

MUSC-215 Music in Christian Rituals

Examines the theological and musicological aspects of artistic contributions to Christian worship as recognized in varied cultural settings. Same as RELI-215. Prerequisites: Junior standing and ability to read music. 4 SH. CC: Artistic Expression, Diversity Intensive, Interdisciplinary. Offered every three years.

MUSC-353 The Practice of Church Music

A practical course designed to introduce the student to the work of the church musician as planner, administrator, leader and resource person. Incorporates the examination of material for use with soloists,

instrumentalists, handbells and choral groups of all ages and in various denominations. Same as RELI-353. Prerequisites: MUSC- 161 and MUSC-163. CC: Diversity Intensive. 4 SH. Offered every three years.

Jazz Studies

MUSC-079 Improvisation

Exploration and development of improvisation through listening, analysis and performance skills practice. Prerequisites: Ability to read music, vocal or instrumental proficiency, both at a level commensurate with admission to a university ensemble. May be repeated for credit. 1 SH.

MUSC-102 A Study of Jazz

Historical overview of the development and evolution of jazz styles through listening, analysis and performance. Open to all music majors and nonmajors. 4 SH. CC: Artistic Expression, Diversity Intensive.

Music Seminars

MUSC-084 Diction I

Introduces the international phonetic alphabet and the principles of making phonetic transcriptions of Italian, French and German texts. Basic pronunciation skills are also practiced. 1 SH.

MUSC-085 Diction II

An extension of the principles introduced in Diction I, with particular emphasis on singing in foreign languages and in English. Prerequisite: MUSC-084 or instructor's permission. 1 SH. Offered every three years.

MUSC-270 Topics in Music

Examines selected topics which are not covered in the regular curriculum but which are of interest to faculty and students. 1 - 4 SH.

MUSC-275 Intro to Arts Leadership

This course offers a foundational understanding of the challenges and skills relevant to performing arts leadership. Topics will include the establishment and functioning of arts organizations, organizational structures, arts managers, governing board dynamics, marketing and audience development, philanthropy and fundraising, basics of hiring and personnel relative to the arts, and strategies for successful arts programming. 4 SH.

MUSC-364 Performing Arts Technology for Educators

Designed to enhance the teaching of working music educators through a survey of 8 different music technology topics, including live sound, recording, composition/notation, musical skills-acquisition, lab and studio design, computer-aided performance, and live/recorded multi-media and interactive lighting. 3 SH.

MUSC-399 Pedagogy

Examines materials and methodology in the various areas and levels of applied studio teaching. 2 SH. Offered at least once annually with rotating topics.

MUSC-501 Independent Study in Music

In-depth study of a selected topic under faculty guidance. Includes a research paper or presentation or performance for students and faculty. Prerequisites: Securing a faculty sponsor, approval of topic by a music faculty committee, and junior or senior standing. May be repeated for credit. 2-4 SH.

MUSC-504 Internship

Supervised work experience in fields such as recording, music merchandising, church music, music therapy, instrument repair and concert management. Prerequisites: Department head's permission and a 2.75 or higher GPA. 0-12 SH.

MUSC-506 Independent Study in Music

In-depth study of a selected topic under faculty guidance. Includes a research paper or presentation or performance for students and faculty. Prerequisites: Securing a faculty sponsor, approval of topic by a music faculty committee, and junior or senior standing. May be repeated for credit. 2 SH. Capstone.

INTD-250 Japan Seminar

This course offers an insight into Japan's unique culture and society through a survey of its history from ancient to modern times, its political and social transformations, its religious history, the development of its language, literature and art forms, and its absorption and transformation of outside cultures and ideas. This course is a prerequisite for the A Window to Japan GO short program. 2 SH.

NEUROSCIENCE

Faculty coordinators

Helen Kiso, Ph.D., Associate Professor of Psychology
Alissa A. Packer, Ph.D., Associate Professor of Biology

Neuroscience studies

The B.S. degree in neuroscience requires 61 semester hours in biology, chemistry, and psychology, with grades of C- or better in courses counting toward the major. The program involves 37 semester hours of required major courses that serve as the major's foundation, providing students with an understanding of the disciplines that come together to make up the field of neuroscience. In addition, the 61 semester hour total includes 12 semester hours of chemistry courses. Another 12 semester hours of upper-division electives are taken, which must include at least one course with a laboratory component. The neuroscience major capstone represents a full academic year of extended experimental investigation in collaboration with a faculty mentor. Neuroscience students will be able to complete many of their Central Curriculum requirements within the major.

37 Required Major Courses

4 NEUR-101 Introduction to Neuroscience

4 NEUR-510 Neuroscience Student Research I
4 NEUR-511 Neuroscience Student Research II
4 BIOL-102 Cell Biology and Genetics
4 BIOL-455 Functional Neuroanatomy
4 PSYC-101 Principles of Psychology
4 PSYC-123 Statistics for the Behavioral Sciences
OR BIOL-220: Biostatistics
OR MATH-180: Statistical Methods
4 PSYC-223 Research Methods in Psychology
4 PSYC-342 Behavioral Neuroscience
1 PSYC-360 Laboratory in Behavioral Neuroscience

12 Cognate Chemistry Courses
4 General Chemistry I (CHEM-103, CHEM-111)
4 CHEM-221 Organic Chemistry I
4 CHEM-222 Organic Chemistry II

12 Advanced Electives (at least one elective must include a laboratory component)
3 BIOL-300 Developmental Biology
1 BIOL-301 Developmental Biology lab
3 BIOL-302 Comparative Vertebrate Anatomy
1 BIOL-303 Comparative Vertebrate Anatomy lab
3 BIOL-306 Cell Biology
1 BIOL-307 Cell Biology lab
3 BIOL-310 Animal Physiology
1 BIOL-315 Animal Physiology lab
3 BIOL-316 Molecular Biology
1 BIOL-317 Molecular Biology lab
4 BIOL-318 General Biochemistry
4 BIOL-319 Advanced Genetics
3 BIOL-324 Animal Behavior
1 BIOL-325 Animal Behavior lab
3 BIOL-400 Immunology
1 BIOL-401 Immunology lab
3 BIOL-440 Behavioral Neuroendocrinology
1 BIOL-441 Behavioral Neuroendocrinology lab 4 CHEM-302 Medicinal Chemistry
3 CHEM-424 The Biochemistry of Metabolism
1 CHEM-429 The Biochemistry of Metabolism lab
3 CHEM-422 The Biochemistry of Nucleic Acid
1 CHEM-423 The Biochemistry of Nucleic Acid lab
3 CHEM-426 The Biochemistry of Proteins and Enzymes and
1 CHEM-427 The Biochemistry of Proteins and Enzymes lab
4 HLCR-302 Human Physiology
4 NEUR-500 Topics in Neuroscience
4 PHIL-228 Neuroethics
4 PHIL-315 Philosophy of Mind
4 PSYC-320 Psychological Disorders

4 PSYC-340 Cognitive Psychology
4 PSYC-344 Learning Processes
4 PSYC-346 Sensation and Perception
4 PSYC-348 Psycholinguistics
1 PSYC-361 Laboratory in Cognitive Psychology
1 PSYC-362 Laboratory in Learning Processes
1 PSYC-363 Laboratory in Sensation and Perception

Honors in Neuroscience

The departmental honors program encourages and recognizes outstanding performance in neuroscience. To graduate with honors in neuroscience, students must do the following:

- Complete all of the requirements for the major, and
- Have an overall cumulative GPA of 3.25 and a neuroscience GPA of 3.50

Neuroscience Courses

NEUR-101 Introduction to Neuroscience

This course introduces students to the interdisciplinary field of neuroscience: the study of the neural basis of complex behavioral and cognitive phenomena. This course includes a laboratory component where students will be actively engaged in the process of scientific inquiry. 3 lecture hours, 3 laboratory hours. 4 SH. CC: Scientific Explanations.

NEUR-500 Topics in Neuroscience

Varying topics reflecting student and instructor interest. Possible topics could include developmental neurobiology and diseases of the brain. Prerequisites: NEUR-101, PSYC-101, and BIOL-102 or instructor permission. Variable credit.

NEUR-502 Independent Study

Individualized academic work for qualified students under faculty direction. 1-4 SH.

NEUR-510 Neuroscience Student Research I

Neuroscience Student Research I introduces students to methods and techniques of neuroscience research in the context of a collaborative research project. Prerequisite: Senior standing in neuroscience or instructor's permission. 4 SH. Capstone.

NEUR-511 Neuroscience Student Research II

Collaborative research with an emphasis on presentation of data and explanation of results. Prerequisite: NEUR-510 or instructor permission. 16 contact hours. 4 SH. CC: Writing Intensive.

PHILOSOPHY

Faculty

Bryan Chambliss, Ph.D., Assistant Professor of Philosophy, department head
Theresa Lopez, Ph.D., Assistant Professor of Philosophy
Coleen Patricia Zoller, Ph.D., Professor of Philosophy

Learning Goals

- Read texts/arguments in a reflective and critical manner.
- Write in a coherent and persuasive manner.
- Understand and apply logical thinking skills in evaluating arguments.
- Be literate with respect to various historical periods, philosophers, and sub-fields.

Major in Philosophy

Philosophy majors complete, with a grade of C- or better, at least 36 hours in philosophy. In order to graduate with a philosophy major, students must have a minimum GPA of 2.00 in their philosophy courses.

Requirements include:

4	PHIL-213	Symbolic Logic
4	PHIL-241	Ancient Philosophy
4	PHIL-243	Modern Philosophy

4 One 4 SH course from this list of ethics courses:

PHIL-101	Problems in Philosophy
PHIL-105	Philosophy of Love and Desire
PHIL-122	Resolving Moral Conflicts
PHIL-125	Justice
PHIL-130	The Good Life
PHIL-150	Race, Class, and Ethics
PHIL-221	Applied Ethics
PHIL-222	Advanced Ethical Theory
PHIL-224	Bioethics
PHIL-226	Philosophy, Ethics, and the Environment
PHIL-228	Neuroethics

4 One 4 SH course from this list:

PHIL-210	Philosophy of Religion
PHIL-211	Existentialism
PHIL-212	Feminist Philosophy
PHIL-214	Black Existentialism
PHIL-222	Advanced Ethical Theory
PHIL-231	Philosophy of Science
PHIL-235	Aesthetics
PHIL-245	$19^{th}/20^{th}$ Century Philosophy

PHIL-255 Plato's *Republic* and HBO's The Wire

8 Two 4 SH courses from this list:

PHIL-301 Plato Seminar
PHIL-305 Topics in Philosophy
PHIL-312 Theories of Knowledge and Reality
PHIL-315 Philosophy of Mind
PHIL-320 Moral Psychology

Capstone

Students majoring in only philosophy are expected to take PHIL500—Directed Reading and Research to serve as a culmination of all their studies, allowing them to address a particular topic, issue or thinker in philosophy through the lens of their total undergraduate education.

A student with philosophy as a double major may fulfill the university capstone requirement in a major outside of this department. Any double-majoring student who elects to fulfill the capstone requirement in another major must still complete at least 36 hours in philosophy.

Any student wishing to qualify for philosophy departmental honors must successfully complete PHIL500 in addition to any capstone requirements imposed in a second major.

Minor in Philosophy

The philosophy minor completes, with a grade of C- or better, at least 20 semester hours in philosophy. Students consult with a minor advisor to select courses and are expected to take a balance of upper- and lower-level courses.

Honors

The honors in philosophy designation encourages and commends outstanding academic work. To graduate with departmental honors in philosophy, students must do the following:

- Complete requirements for the major,
- Have a cumulative GPA of at least 3.00 overall and at least 3.50 in philosophy, and
- Perform outstanding academic work in at least one course of directed readings and research in philosophy.

Capstone Requirement

Students majoring in philosophy are expected to take the senior capstone requirement in the appropriate subject. A student with a double major may fulfill the university capstone requirement in a major outside of this department. Any student who elects to fulfill the capstone requirement in this manner must complete the philosophy major by successful completion of an additional four-semester-hour course, or the equivalent, in the relevant subject. Any student wishing to qualify for philosophy departmental honors must fulfill the appropriate capstone as provided by the philosophy department in addition to any capstone requirements imposed in a second major.

The course description for the departmental capstone states that it is "to serve [students] as a culmination of all their studies, allowing them to address a particular topic, issue or thinker in philosophy through the lens of

their total undergraduate education." Philosophy majors are encouraged to develop capstone projects that also draw on knowledge and strengths they have acquired in declared minors. Primary oversight of such projects will rest with the appropriate faculty supervisor in philosophy, although students will also be expected to work with an appropriate advisor from their minor area(s) of study.

Philosophy Courses

PHIL-101 Problems in Philosophy

An introduction to philosophy and philosophical problems. Emphasizes standards and ideals of morality and truth. 4 SH. CC: Ethics.

PHIL-105 Philosophy of Love and Desire

An introduction to philosophy, this course examines theories of love, desire and friendship from ancient, medieval, modern, and 19th- and 20th-century philosophers. 4 SH. CC: Ethics.

PHIL-122 Resolving Moral Conflicts

Investigates problems involved in moral decision making, providing students with a better understanding of what it means to be a good individual, a good family member and a good citizen of the nation and world. 4 SH. CC: Ethics.

PHIL-125 Justice

This introductory course is a philosophical inquiry into the idea of justice. Rather than focusing on personal morality, we will investigate issues of public policy. How ought we, through our laws and institutions, distribute the benefits and burdens of society, income and wealth, duties and rights, powers and opportunities, offices and honors? Philosophical writings, as well as practical issues that illustrate competing theories of justice, will be investigated. 4 SH. CC: Ethics.

PHIL-140 The Good Life

This course examines two related areas of ethics: Theories of the good life or well-being make up the first. Engaging perspectives from various disciplines, we take up questions like 'what makes a life go well?' and 'what is worth pursuing for its own sake?' The good life involves not simply feeling good but also being good and doing right by others. Knowing how we should treat one another can be aided by having a grasp of general moral ideals. Normative ethics is the term for this area of inquiry, and occupies the latter part of the course. 4 SH. CC: Ethics

PHIL-150 Race, Class, and Ethics

Examines ethical theory and practice in connection with the relevant social and political philosophy, focusing on the philosophical issues that arise in everyday life. 4 SH. CC: Ethics, Diversity Intensive.

PHIL-210 Philosophy of Religion

Focus on classical and contemporary writings to determine the credibility of religious faiths and beliefs. Same as RELI-210. 4 SH. CC: Diversity Intensive.

PHIL-211 Existentialism

An intensive study of the themes and ideas that inform different existentialist texts. This course also examines the historical context for the emergence of this contemporary school of thought. Prerequisite: Sophomore standing. 4 SH. CC: Ethics Intensive, Interdisciplinary.

PHIL-212 Feminist Philosophy

An examination of the various forms of feminist philosophy (e.g., liberal feminism, radical feminism, existential feminism, Marxist/socialist feminism, psychoanalytic feminism, postmodern feminism, eco-feminism, and multicultural and global feminism). Emphasizes how feminism differs from common (mis)understandings of it. Some attention is also given to various women in professional philosophy. Same as WGST-200. 4 SH. CC: Diversity.

PHIL-213 Symbolic Logic

Examines basic procedures for determining the validity or invalidity of deductive arguments. Emphasizes standard notations, principles and methods used in modern symbolic logic. Also covers aspects of set theory. 4 SH. CC: Analytical Thought.

PHIL-214 Black Existentialism

This course examines the work of key figures in black existential philosophy from the early twentieth century to the present day. These philosophers take up ideas central to the existentialist movement in the course of analyzing the lived conditions of black life under systems of colonialism and anti-black racism. Prerequisite: Sophomore standing. 4 SH. CC: Interdisciplinary, Diversity Intensive, Ethics Intensive.

PHIL-221 Applied Ethics

Examines a variety of practical ethical issues and problems using the tools of philosophical analysis and moral theory. Subject area for course changes on a rotating basis and includes ethics of war and peace and environmental ethics. 2-4 SH. CC: Ethics Intensive.

PHIL-222 Advanced Ethical Theory

Principal theories of moral value and duty in the history of Western thought, as well as in contemporary philosophy. Readings may include works from such thinkers as Plato, Aristotle, Kant, Mill, Schopenhauer, Nietzsche, Held, Korsgaard, Hursthouse, Hooks, Bordo, de Waal, MacIntyre, Blackburn and Lear. Prerequisite: One course in philosophy or instructor's permission. 4 SH. CC: Ethics.

PHIL-223 Business Ethics

A systematic and philosophically informed consideration of some typical moral problems faced by individuals in a business setting, and a philosophical examination of some common moral criticisms of the American business system. 4 SH. CC: Ethics Intensive.

PHIL-224 Bioethics

Examines the major ethical controversies in medicine, subjecting them to close philosophical analysis. Subjects addressed include the patient/doctor relationship, informed voluntary consent, beginning and end of life

issues, abortion, reproductive rights, genetic therapies and cloning, human subject medical experimentation, and healthcare resource allocation. 4 SH. CC: Ethics, Diversity Intensive.

PHIL-226 Philosophy, Ethics and the Environment

This course centers on ethical issues surrounding consumption, both of food and fuel. We examine the environmental and moral implications of our agricultural practices, factory farming, and energy use and production with particular attention to climate change. We will examine foundational questions in environmental ethics concerning the value and moral standing of elements of the environment, including wide-ranging questions about human beings' proper relationship with the natural environment and with non-human forms of life, as well as our relationships with one another. 4 SH. CC: Ethics.

PHIL-228 Neuroethics

Examines ethical, legal and social issues raised by developments in the neurosciences and related technologies. 4 SH. CC: Ethics Intensive.

PHIL-231 Philosophy of Science

Investigates the logic of the scientific method, the history of scientific thought and the philosophical underpinnings of modern science. Focuses on developing an understanding of the nature, origins and growth of modern science and the application of scientific knowledge to human affairs. Prerequisites: Sophomore standing. 4 SH. CC: Interdisciplinary.

PHIL-235 Aesthetics

Examines artistic and aesthetic values reflected in both past and present philosophies of art and beauty. Readings may include selections from Plato, Aristotle, Hume, Kant and Tolstoy, as well as 20th-century philosophers and artists. 4 SH. CC: Artistic Expression.

PHIL-240 Being Awesome At Life

This course offers a cross-cultural examination of the pursuit of a good human life, and how one learns to live better. In other words, it is about the theory and practice of being awesome at life. We focus on ethical dispositions (skills, habits and virtues) as critical features of ethics, explored through texts from various religious and philosophical figures in English translation, as well film and other media. Prerequisite: Junior standing. Previous experience in philosophy or religious studies is helpful, but not required. 4 SH. CC: Ethics.

PHIL-241 Ancient Philosophy

The origins of Western philosophical thought in ancient Greece and Rome. Emphasizes Plato, Aristotle, and the Stoics. 4 SH. CC: Ethics Intensive.

PHIL-243 Modern Philosophy

Focuses on the ideas of European and British philosophers from Descartes through Kant. 4 SH. CC: Writing Intensive.

PHIL-245 19th- and 20th-century Philosophy

This course is a study of works by noted philosophers in the 19th and 20th centuries that represent the dominant movements that arose in response to the critique of idealism and metaphysics, such as existentialism, phenomenology, psychoanalytic theory, analytic philosophy and postmodern philosophy. 4 SH.

PHIL-255 Plato's *Republic* and HBO's "The Wire"

This course examines HBO's The Wire in comparison with Plato's *Republic*. Both the *Republic* and The Wire concern life in a city and which factors foster justice and which foster injustice. These texts raise philosophical questions, such as: What is justice? Who should rule? What are the obligations of rulers? How should children be educated? Who is best suited to protect the city, and how should they be educated for this important job? How should desire be managed in society? Our task is, first, to work to understand the philosophizing being done in both these texts and, second, to philosophize on our own about the topics raised by both texts. 4 SH. CC: Diversity, Ethics Intensive.

PHIL-301 Plato Seminar

An intensive study of the works of Plato. Topics vary and may include Plato's theory of education, Plato and the Greek literary tradition, Plato's Republic, the role of the body in Plato's epistemology, and dialectic and dramatic dialogue. 4 SH. CC: Writing Intensive

PHIL-305 Topics in Philosophy

Examines selected topics in philosophy, depending on student and instructor interest. Course may be repeated for credit if topic is different. 2-4 SH.

PHIL-312 Theories of Knowledge and Reality

Do we have knowledge of the world around us, the so-called external, objective world? Are there any objective truths about the world for us to discover? If there are, how do we come to have knowledge of these truths? These and other related questions of epistemology constitute the subject matter of this course. 4 SH.

PHIL-315 Philosophy of Mind

Investigates philosophical questions about the nature of the mind, its relation to the brain and body, perception, and consciousness. Focuses on the role of scientific evidence in understanding the mind. Prerequisites: Sophomore standing or above. 4 SH. CC: Interdisciplinary.

PHIL-320 Moral Psychology

This course is a study of the human moral mind from both a philosophical and scientific perspective. How do we determine what's morally right and wrong? Why do we act morally? and Why do we sometimes fail? Many such philosophical questions about morality have been illuminated by recent work in psychology and neuroscience. Our aim is to integrate varied disciplinary approaches to make progress in addressing both the practical and theoretical dimensions of these questions. Prerequisites: One course in philosophy or psychology, and sophomore standing. 4 SH. CC: Interdisciplinary, Ethics Intensive, Writing Intensive.

PHIL-400 Independent Study

Individual work on selected topics for qualified students under faculty direction. Requires approval of supervising professor and department head. 1-4 SH.

PHIL-500 Directed Reading and Research

Study of a specific topic in the field for qualified students in consultation with the department. 2-4 SH. Capstone.

PHYSICS

Faculty

Carl Faust, Ph.D., Associate Professor of Physics, department head
Samya B. Zain, Ph.D., Professor of Physics
Jennifer Carter, Ph.D., Assistant Professor of Physics
Adam Hansell, Ph.D., Assistant Professor of Physics

Learning Goals

- Students will demonstrate an understanding of physical concepts and their applications to real world problems.
- Students will demonstrate critical thinking and analytical problem solving techniques.
- Students will develop effective written and oral communication skills in Physics.
- Students will be able to execute and evaluate proper experimental physics procedures during laboratory work.

Major in Physics

Susquehanna offers both Bachelor of Arts and Bachelor of Science programs in physics. The department strongly recommends the Bachelor of Science program for students interested in graduate school or industrial employment. Majors can pursue an interdisciplinary interest, such as biophysics, by carefully choosing electives. The Bachelor of Arts is a good choice for students preparing to teach secondary school.

The Bachelor of Science Degree

The Bachelor of Science degree requires the following courses completed with grades of C- or better:

36 semester hours in physics, including:

4	PHYS-204 Introductory Physics I: Calculus-Based
4	PHYS-206 Introductory Physics II: Calculus-based
4	PHYS-301 Newtonian Mechanics
4	PHYS-302 Electric and Magnetic Fields
2	PHYS-551 Physics Capstone I
2	PHYS-552 Physics Capstone II
8	Additional hours from PHYS courses
8	Additional hours from PHYS courses at the 300- or 400-level

20 semester hours in mathematics

4	MATH-111-Calculus I
4	MATH-112 Calculus II
4	MATH-201 Linear Algebra

4 MATH-211 Multivariate Calculus
4 MATH-353 Differential Equations

8 **Additional hours**
4 CHEM-103 General Chemistry I
or CHEM-111 General Chemistry I Workshop
4 Additional hours in approved biology, chemistry, earth and environmental sciences, mathematics, or computer science courses

The Bachelor of Arts Degree

The Bachelor of Arts degree requires the following courses completed with grades of C- or better:

36 semester hours in physics, including:
4 PHYS-204 Introductory Physics I: Calculus-Based
4 PHYS 206 Introductory Physics II: Calculus-based
4 PHYS-301 Newtonian Mechanics
4 PHYS-302 Electric and Magnetic Fields
2 PHYS-551 Physics Capstone I
2 PHYS-552 Physics Capstone II
8 Additional hours from PHYS courses
8 Additional hours from PHYS courses at the 300- or 400-level

16 semester hours in mathematics
4 MATH-111 Calculus I
4 MATH-112 Calculus II
4 MATH-201 Linear Algebra
4 MATH-211 Multivariable Calculus

8 Additional hours
4 CHEM-103 General Chemistry I
or CHEM-111 General Chemistry I Workshop
4 Additional hours in approved biology, chemistry, earth and environmental sciences, mathematics, or computer science courses

Minor in Physics

Students consult with their major advisor and a physics faculty member to design minor programs. The minor requires with grades of C- or better 20 semester hours in physics, including Introductory Physics I (PHYS 202 or 204) and Introductory Physics II (PHYS 205 or 206) and at least 4 credits of PHYS courses at the 300-level or higher.

Double-counting Restriction

Students majoring in Physics may not double-count courses toward a Chemical Physics major.

Students majoring in Chemical Physics may not double-count courses toward a Chemistry or Physics minor.

Honors

The departmental honors program recognizes superior work in the physics courses. To graduate with honors in physics, majors must do the following:

- Maintain a cumulative 3.25 GPA and a 3.5 major GPA in physics, and
- Successfully complete both Physics Capstone I and II (PHYS-551 and PHYS-552) with a grade of B or better.

Teaching Certification

Secondary Teaching Certification Coursework required by the state of Pennsylvania for admission to the teacher certification program includes successful completion of FYSE-100 or equivalent course (having learning goals related to English composition), at least 3 semester hours in British or American literature, at least 6 semester hours of mathematics coursework (or other courses which satisfy the Central Curriculum Analytical Thought requirement) and at least one 40-hour externship.

Education course requirements for secondary education are EDUC-101 Introduction to Education and Society, EDUC-250 Educational Psychology, EDUC-260 Introduction to Special Education, EDUC-270 Instruction of Exceptional Students, EDUC-330 Technology in Education, EDUC-350 English Language Learners: Theory and Instruction, EDUC-380 Instructional Design, EDUC- 424 Methods of Curriculum, Instruction, and Assessment in Teaching Science, EDUC-479 Principles of Secondary Education, EDUC-483 Differentiated Instruction and Classroom Management in Secondary Education, and the EDUC-500 Student Teaching package (EDUC-501, EDUC-502, EDUC-503, and EDUC-600).

In addition, secondary education physics students complete all of the usual requirements for the physics major.

Physics Courses

PHYS-100 Introductory Astronomy

A general overview of astronomy, covering ancient and modern views of the solar system and beyond, out to the farthest reaches of the observable universe. The course focuses on building a basic understanding of the physical laws that dictate celestial motions and the processes behind the birth, evolution, and death of objects within the universe, as well as the universe itself. It is a primary goal to demonstrate how the scientific method works and how science builds a testable, coherent understanding of natural phenomena. Includes a laboratory component where students gain hands-on experience and are actively engaged in the process of scientific inquiry. 4 SH. 3 lecture hours, 3 laboratory hours. CC: Scientific Explanations.

PHYS-101 Introduction to Digital and Analog Electronics

The fundamental principles of digital and analog electronics are introduced, while emphasizing applications. Guided laboratory investigations are designed to develop an understanding of common electronic devices, as well as scientific instrumentation. 4 SH. 3 lecture hours, 3 laboratory hours.

PHYS-105 Independent Thought and Explorations in Physics

This course serves as an introduction to how physics developed in the last couple of centuries. The objective of this course is to give the foundations for understanding the cornerstones of physics and a general

understanding of the concepts of science. The students will learn how to approach physics problems without a provided outline, and they will be expected to find their own solutions to the assigned problems with subtle but available guidance. The instructors will be on hand for help but will not provide direct solutions to the posed problems. The students will need to work actively and independently at the material. However, they will be working in teams of two or three people, where collaboration between team members is encouraged. All resources will be provided for the students to successfully complete the assigned task. The posed questions will be common experiences in physics that people generally deal with every day but don't really understand the concepts behind and, in most cases, don't even know that they were issues 200 years ago. There are no prerequisites to this course, just the interest to find out about the world in which we live. 4 SH. CC: Scientific Explanations, Writing Intensive.

PHYS-108 Physics of Music

A study of the acoustics of music. Explores the fundamental scientific principles underlying the physical aspects of music-what music is, how music is produced, how we hear it and how it is transmitted to a listener. Prerequisites: Familiarity with basic music terminology, music performance experience, a fascination with music or instructor's permission. 4 SH. 3 lecture hours, 3 laboratory hours. CC: Scientific Explanations.

PHYS-110 3D Modeling, Design, and Printing

A basic introduction to using computer-aided design (CAD) software to model 3D objects and parts to be used in real-world applications. Proper use, calibration, maintenance, and troubleshooting of filament 3D printers will be covered in order to produce quality printed components as efficiently as possible. Emphasis will be placed on design considerations throughout the modeling and printing processes so parts can be used to interface with and solve real-world problems. 4 SH. CC: Analytical Thought.

PHYS-140 Preparatory Course for the Physics Portion of MCAT

This self-paced course is designed to prepare students for the physics portion of the Medical College Admission Test (MCAT) and/or Optometry Admission Test (OAT) examination. Students will learn MCAT-specific concepts and problem-solving techniques covering topics including mechanics, electromagnetism, optics, thermodynamics, and modern physics. All resources will be provided for the students to successfully complete the assigned work. Students need to work actively and independently at the material, and instructors will be on hand to help. Graded: Satisfactory/Unsatisfactory only. 4 SH. CC: none

PHYS-201 Introduction to Physics I Lab

This course is the lab component to Introductory Physics I (PHYS 202 or PHYS 204). Laboratory exercises will cover many concepts discussed in lecture as well as some additional topics not covered in lecture. As such, the content covered in lab and lecture will not always sync up. Experiments will cover various topics in mechanics such as projectile motion, forces, energy, momentum, and rotation. 0 SH. Co-requisite: Must be taken with PHYS 202 or PHYS 204.

PHYS-202 Introductory Physics I (Algebra-based)

Introduces the macroscopic phenomena of the physical universe. Applies concepts of force, work, energy and momentum to waves, fluids and thermodynamics. Laboratory stresses methods of acquiring data, computer data processing and analyzing the causes of errors. Uses high school algebra and trigonometry as the language. Co-requisite: PHYS-201. 4 SH. CC: Scientific Explanations.

PHYS-204 Introductory Physics I (Calculus-based)

Introduces the macroscopic phenomena of the physical universe. Applies concepts of force, work, energy and momentum to waves, fluids and thermodynamics. Laboratory stresses methods of acquiring data, computer data processing and analyzing the causes of errors. Uses algebra, trigonometry and calculus as the language. Pre- or co-requisite: MATH-111; co-requisite: PHYS-201. 4 SH. 3 lecture hours, 3 laboratory hours. CC: Scientific Explanations.

PHYS-205 Introductory Physics II (Algebra-based)

Continuation of Introductory Physics I. Introduces and applies the concept of a field to gravitation, electricity, magnetism, circuits, optics and the atom. Laboratory stresses electronic data acquisition and independent discovery of physical principles. Uses high school algebra and trigonometry as the language. Prerequisites: PHYS-202 or PHYS-204; co-requisite: PHYS-207. 4 SH. 3 lecture hours, 3 laboratory hours.

PHYS-206 Introductory Physics II (Calculus-based)

Continuation of Introductory Physics I. Introduces and applies the concept of a field to gravitation, electricity, magnetism, circuits, optics and the atom. Laboratory stresses electronic data acquisition and independent discovery of physical principles. Uses algebra, trigonometry and calculus as the language. Prerequisites: PHYS-204; co-requisite: MATH-112 and PHYS-207. 4 SH.

PHYS-207 Introduction to Physics II Lab

This course is the lab component to Introductory Physics II (PHYS 205 or PHYS 206). Laboratory exercises will cover many concepts discussed in lecture as well as some additional topics not covered in lecture. As such, the content covered in lab and lecture will not always sync up. Experiments will cover various topics in mechanics such as electrostatics, magnetism, DC and AC circuits, and optics. 0 SH. Co-requisite: Must be taken with PHYS 205 or PHYS 206.

PHYS-301 Newtonian Mechanics

Studies particle and rigid body motion in two and three dimensions. Uses vectors and differential equations. Introduces Lagrangian and Hamiltonian approaches to mechanics. Prerequisites: PHYS-204 and PHYS-206. 4 SH. 3 lecture hours, 3 laboratory hours.

PHYS-302 Electric and Magnetic Fields

Studies the concepts of fields. Uses mathematics of multivariable functions and vectors. Covers Maxwell's equations and their use in describing electric and magnetic waves. Prerequisites: PHYS-204 and PHYS-206. 4 SH.

PHYS-303 Solid State Physics

Introduces the physics of crystalline materials. Discusses lattice dynamics, electron behavior in metals, semiconductors, and dielectric and magnetic properties. Laboratory builds on concepts introduced in analog electronics. Studies computer-to-instrument interfacing, emphasizing signal processing, measurement and control of external processing. Prerequisites: PHYS-101 and Introductory Physics II. 4 SH. 3 lecture hours, 3 laboratory hours.

PHYS-304 Classical and Modern Optics

Geometrical optics, including reflection, refraction, thick and thin lenses, stops, mirrors, aberrations, and ray tracing. Covers physical optics, including interference, diffraction, polarization and optical activity. Discusses quantum optics as they apply to lasers, holography and magneto/electro-optics. 4 SH. 3 lecture hours, 3 laboratory hours.

PHYS-305 Topics in Physics

Selected topics not covered in other courses. May include statistical mechanics, nuclear physics, heat and thermodynamics, material science, and planetary astronomy. Prerequisite: PHYS-204 and PHYS-206. 4 SH. 3 lecture hours, 3 laboratory hours.

PHYS-306 Modern Physics

This course serves as an introduction to the physics discovered near the beginning of the 20th century and beyond. Topics include special relativity, the wave nature of matter, the particle nature of light, the Bohr atom, non-relativistic quantum mechanics, the hydrogen atom, molecular structure, nuclear structure and nuclear applications. Additional topics may be covered depending on professor/student interests. A number of seminal experiments are performed and studied, which aids in putting the introduced ideas into both scientific and historical context. Prerequisites: PHYS-204 and PHYS-206. 4 SH. 3 lecture hours, 3 laboratory hours. CC: Writing Intensive.

PHYS-307 Astronomy and Astrophysics

Covers astronomy and astrophysical concepts at the intermediate level. Emphasis will be placed on connecting the mathematical and physical concepts to astronomical and astrophysical phenomenon. Potential topics include the celestial sphere, planetary motion, planetary science, stellar physics, exoplanetary systems, galaxies, dark matter, and cosmology. Prerequisites: MATH-112 and PHYS-204. 4 SH.

PHYS-308 Computational Physics

An introduction to using computational methods to solve physics problems that are not analytically solvable. No prior programming knowledge is assumed. The course will focus on using MATLAB or some other similar program to graph and visualize data, solve differential equations, generate physics simulation data, and perform general data analysis. Prerequisites: PHYS-202 or PHYS-204 and sophomore standing. CC: Interdisciplinary. 4 SH.

PHYS-401 Electromagnetic and Mechanical Waves

Optical, mechanical and electromagnetic wave phenomena in one, two and three dimensions. Covers free space, fluids and solids. Begins with Maxwell's equations. Prerequisite: PHYS-204 and PHYS-206. 4 SH. 3 lecture hours, 3 laboratory hours.

PHYS-402 Quantum Mechanics

Covers history of quantum mechanics leading to the Bohr Atom. Also focuses on mathematical treatment of quantum mechanics fundamentals. Includes Schrodinger formulation, approximation methods, symmetry and angular momentum. Covers applications to simple atoms and molecules. Prerequisite: PHYS-204 and PHYS-206. 4 SH. CC: Writing Intensive.

PHYS-404 Thermodynamics and Statistical Methods

This course covers the laws of thermodynamics, thermodynamic functions, heat engines, kinetic theory, and the statistical mechanics of classical and quantum-mechanical systems. Prerequisites: PHYS-204 and PHYS-206. 4 SH. 3 lecture hours, 3 laboratory hours.

PHYS-405 Mathematical Physics

This course focuses on developing mathematical techniques for solving advanced problems in physics including thermodynamics, optics, classical mechanics, and quantum mechanics. Mathematical methods will be introduced and examined from differential equations, calculus of variations, and advanced linear algebra. Requirements: Sophomore standing or higher. Prerequisites: MATH 201, MATH-112, Intro Physics II (PHYS-205 or -206) and sophomore standing. 4 SH. CC: Interdisciplinary.

PHYS-500 Independent Study

In-depth focus on a selected topic of student interest. Variable semester hours.

PHYS-530 Physics Internship

Work for government agency or industry under supervision of a physicist or engineer. Variable semester hours.

PHYS-550 Physics Research

Individual or group research in experimental or theoretical physics under the direction of a principal investigator. Prerequisites: Permission of advisor and principal investigator. To meet the capstone requirement, a minimum of two semester hours is required. Variable semester hours. Capstone.

PHYS-551 Physics Capstone I

This course is the first part of a two-semester course to complete the capstone requirement for Physics majors. Students will focus on investigating and developing an appropriate research question. Emphasis will be placed on methods for reviewing existing literature and honing skills necessary to formulate and design an experimental/theoretical approach to solve the proposed research question. Prerequisite: Junior or senior standing. 2 SH.

PHYS-552-Physics Capstone II

This course is the second part of a two-semester course to complete the capstone requirement for Physics majors. Students will continue the research project started in PHYS 551. Emphasis will be placed on data and error analysis and effective written and oral communication of the final project. Career preparedness will also be addressed. Capstone Prerequisite: PHYS 551. 2 SH.

POLITICAL SCIENCE

Faculty

Nicholas J. Clark, Ph.D., Professor of Political Science, department head
Kirk A. Harris, Ph.D., Associate Professor of Political Science

Andrea M. Lopez, Ph.D., Associate Professor of Political Science
Rolfe D. Peterson, Ph.D., Associate Professor of Political Science
Janice Clark, Ph.D., Assistant Professor of Political Science
Alison H. Merrill, Ph.D., Assistant Professor of Political Science

Learning goals:

Students in Political Science are expected to graduate with an understanding of the major theories and debates in American, International, and Comparative politics and with the ability to compare and assess those theories critically. To do so, students will strengthen their understanding of major facts and concepts underlying each of the three fields. Students will recognize the diversity of populations and societies within the United States and globally, as well as the political, social and economic effects of different categories of diversity. Students will develop competency in conducting scholarly research, including the ability to critically read scholarly work and to perform their own research utilizing both quantitative and qualitative methodologies.

Major in Political Science

Majors take 48 semester hours in political science, all with grades of C- or better and at least a 2.00 political science GPA. Twenty-four semester hours of electives are selected with faculty advisor guidance (these may include two hours of internship credit); 16 of these semester hours must be at the 300-level or higher.

4	POLI-111 American Government and Politics
4	POLI-121 Comparative Government and Politics
4	POLI-131 International Relations
4	POLI-205 Research Methods I
4	POLI-305 Research Methods II
4	POLI-501 Senior Seminar
24	hours of electives selected with faculty advisor guidance (may include two hours of internship credit); 16 of these semester hours must be at the 300-level or higher.

The department also recommends additional courses in other areas, depending upon career goals. Frequent choices include business, communications, economics, earth and environmental sciences, modern language, history, and sociology.

Secondary Teaching Certification

Secondary Teaching Certification Coursework required by the state of Pennsylvania for admission to the teacher certification program includes successful completion of FYSE-100 or equivalent course (having learning goals related to English composition), at least 3 semester hours in British or American literature, at least 6 semester hours of mathematics coursework (or other courses which satisfy the Central Curriculum Analytical Thought requirement) and at least one 40-hour externship.

Education course requirements for secondary education are EDUC-101 Introduction to Education and Society, EDUC-250 Educational Psychology, EDUC-260 Introduction to Special Education, EDUC-270 Instruction of Exceptional Students, EDUC-330 Technology in Education, EDUC-350 English Language Learners: Theory and Instruction, EDUC-380 Instructional Design, EDUC-479 Principles of Secondary Education, EDUC-483

Differentiated Instruction and Classroom Management in Secondary Education, and the EDUC-500 Student Teaching package (EDUC-501, EDUC-502, EDUC-503, and EDUC-600).

Political science secondary education students complete the regular political science major with one change in the requirements: rather than taking 24 semester hours of departmental electives, secondary education students take 20 semester hours of departmental electives. In addition to taking the courses listed above, secondary education political science students must complete certification in either social studies or citizenship. The requirements for certification in social studies are EDUC-425 Methods of Curriculum Instruction and Assessment in Teaching Social Studies, SOCI-101 Principles of Sociology, ANTH-162 Introduction to Anthropology, ECON-105 Elements of Economics, PSYC-101 Principles of Psychology, HIST-322 Pennsylvania History or HIST-324 Pennsylvania's Pasts and Their Publics, one course in U. S. history (HIST-111, HIST-112 or HIST-115), one course in European history (HIST-131 or HIST-132), and one course in non-Western history (HIST-151, HIST-152, HIST-171, HIST-172, HIST-180, or HIST-181). The requirements for certification in citizenship are EDUC-427 Methods of Curriculum, Instruction, and Assessment in Teaching Citizenship, ANTH-162 Introduction to Anthropology, ECON-105 Elements of Economics, HIST-322 Pennsylvania History or HIST-324 Pennsylvania's Pasts and Their Publics, one course in U. S. history (HIST-111, HIST-112 or HIST-115), one course in European history (HIST-131 or HIST-132), and one course in non-Western history (HIST-151, HIST-152, HIST-171, HIST-172, HIST-180, or HIST-181).

Minor in Political Science

A political science minor complements many other majors. The minor requires 24 semester hours with grades of C- or better and at least a 2.00 GPA in the minor. Required courses include POLI-111, POLI-121, and POLI-131. At least 4 of the 24 semester hours must be at the 300-level or above.

Minor in International Relations

International relations is the study of interactions among countries. It explores countries' foreign policy, interstate trade, cooperation and war. An international relations minor is a strong complement to a number of fields, particularly for students who wish to pursue international study or business. Students may not attain an international relations minor if they have a political science major or minor. The minor requires 24 semester hours with grades of C- or better and at least a 2.00 GPA in the minor. Required courses include POLI-121 Comparative Government and Politics, POLI-131 International Relations, and 12 semester hours from the following courses: POLI-321 European Union; POLI-331 American Foreign Policy; POLI-334 International Organizations and Law; POLI-335 War and Politics; POLI-338 International Political Economy; or other approved courses. Students must also take one other four-semester-hour comparative politics course.

Interdisciplinary Options

Political science majors can easily complete a minor in other departments. Others opt to take a second major. Many choose a related field, such as a modern language, economics, sociology or business. A legal studies minor is a popular choice for those considering a career in the law. International studies, also an interdisciplinary program, is another common option as a minor or second major.

Honors

The departmental honors program encourages and commends outstanding academic work in political science. To graduate with departmental honors, political science majors must do the following:

- Maintain a minimum GPA of 3.50 in the department and 3.25 overall,
- Request admission to the program at the beginning of their senior seminar, and
- Complete and publicly present and defend an honors-quality project in their senior year

Pi Sigma Alpha

Students who satisfy membership requirements may be invited to join the campus chapter of this national honor society in political science.

Political Science Courses

American Politics

POLI-111 American Government and Politics

An introductory course covering the major institutions and processes of American government and politics, with a focus on the Constitution, mass political behavior, and the decision-making of elected officials. 4 SH. CC: Diversity Intensive, Social Interactions.

POLI-220 Democracy in Action!

This course examines questions related to the effectiveness and efficacy of democratic forms of governance in serving the people, such as who should have a role in decision-making and whether most citizens are equipped to participate in decision-making. In considering such questions, this course looks to both ancient and modern democratic theorists and analyses politics in both the ancient and post-modern worlds. The course relies heavily on historical and political simulations, such as those that are part of the Reacting to the Past series. The course is intended to invest students in democratic processes by asking them to consider fundamental questions about democracy while acting as democratic citizens. 4 SH. CC: Ethics.

POLI-310 Public Opinion and Political Psychology

This course examines the psychological dimensions of politics, with a particular focus on how citizens make sense of their political surroundings and how their understandings of the political world are linked to their political beliefs and behaviors. Topics include the effects of personality, the role of emotion and reason, the nature of mass decision-making, and the impact of the media on other sources of information. Prerequisite: Sophomore standing. POLI-111 is recommended but not required. 4 SH. CC: Interdisciplinary.

POLI-311 Media and Politics

Media and Politics explores how political science, communications, and media studies intersect to help us understand politics today. Encompassing the history, regulation, and expansion of mass media in American life, this course examines the impact of media has on political communication, political process, citizen engagement, governing, and our individual connection to the political world. Prerequisite: Sophomore standing. 4 SH.

POLI-312 Elections and Voting Behavior

This course examines two main questions about political behavior in the American public: why do people participate in politics and why do they vote the way they do? Emphasizes the diverse nature of the American

electorate and how decisions are shaped by geographic and demographic factors. Also discusses normative issues associated with voting rights, political knowledge in the electorate, and polarization in American politics. There are no prerequisites for this course, but POLI-111 is recommended. 4 SH. CC: Diversity Intensive.

POLI-316 The American Presidency

An exploration of the power of the American presidency as it has developed over time. Studies presidential authority, the limitations on presidential power and the presidency's impact on public policy in the United States. Explores the interplay between individual presidents and the institution of the presidency. Topics covered include the presidential selection process and the relationship between the president and the Congress, "the bureaucracy" and the courts. There are no prerequisites; however, POLI-111 is recommended. 4 SH. CC: Writing Intensive.

POLI-317 The U.S. Congress

Examines the U. S. Congress as an institution, its responsiveness to public opinion, its relations with other branches of government, and its impact on public policy. Topics include congressional elections, the quality of representation, the internal working of the House and Senate, and the comparison of Congress with state legislatures. There are no prerequisites for this course, but POLI-111 is recommended. 4 SH.

Comparative Politics

POLI-121 Comparative Government and Politics

Surveys the political systems, ideologies and socioeconomic policies and issues in various countries and regions of the world. 4 SH. CC: Diversity, Social Interactions.

POLI-226 Soviet and Russian Politics

Looks at Russian and Soviet politics and foreign policy. The Soviet Union is examined, with particular emphasis on the policies of Gorbachev and the 1991 disintegration of the U.S.S.R. The post-Soviet period is also studied, especially the challenges of democratization and of moving toward a market economy. While primary attention is paid to the situation in Russia, issues in the other former Soviet republics and Eastern Europe are also discussed. 4 SH. CC: Historical Perspectives

POLI-320 African Politics

This course looks at the development of African states from the pre-colonial period to the present day and analyzes contemporary issues characteristic of political life in Sub-Saharan Africa. This includes the study of conflict, development, ethnic politics, and democratization. In addition to work describing politics on the continent, students are also introduced to a set of conceptual tools and sources of data that allow them to study African politics. There are no prerequisites for the course although POLI-121 is recommended. 4 SH. CC: Diversity Intensive.

POLI-321 European Union

Examines the post-World War II development, institutional structure and policies of the European Union and its predecessors in the movement toward European integration, with a special emphasis on the current situation. 4 SH.

POLI-322 Politics of Developing Nations

"Developing nations" and "developing world" are widely used terms but their meaning is ambiguous. Where are these nations? How are "developing" countries different from "developed" ones? And just what does it mean for a country to "develop?" This class addresses these questions. Broadly speaking, it focuses on three big themes: democracy, conflict, and economic change. The course looks at how these themes help interpret what happened in the second half of the 20th century and first decades of the 21st century in Latin America, Africa, the Middle East, and South and Southeast Asia. There are no prerequisites for the course although POLI-121 is recommended. 4 SH.

POLI-324 Democratization

This course introduces students to the study of democratization, including theories about why and when non-democratic states are more likely to undergo a transition toward democracy. Much of the discussion focuses on countries undergoing such transitions at the end of the 20th century and beginning of the 21st century. The course also examines how political scientists define and measure democracy and the conditions necessary for countries to sustain such transitions and consolidate as democracies. 4 SH. CC: Social Interactions

International Relations

POLI-131 International Relations

Examines state behavior in the international system in light of countries' abilities and limitations. Causes of state action, leaders' decision making and the role of power are discussed. Explores why states go to war, the role of the United Nations, the benefits and costs of free trade, and the effects of the environmental and human rights movements. Case studies and current events are used to illustrate theories and provide a framework for discussion. 4 SH. CC: Social Interactions.

POLI-331 American Foreign Policy

Studies the formation and implementation of U.S. foreign policy. Focuses on both the role of the United States in the post-World War II era and current foreign and security policy issues. 4 SH.

POLI-334 International Organizations and Law

A study of the ways of managing the issues that arise from increasing interdependence among nation-states. The course explores the consequences of the growth of international organizations and the proliferation of treaties in areas of security; economics; the environment; and political, social and human rights. Primary attention is devoted to international governmental organizations, especially the United Nations and the World Court, but international nongovernmental organizations (e.g., Amnesty International and Greenpeace) are also considered. There are no prerequisites; however, POLI-131 is recommended. 4 SH. CC: Writing Intensive.

POLI-335 War and Politics

Analyzes issues of war and conflict in the international system, largely from a theoretical perspective. Students examine the questions of why states go to war, how wars can be prevented, how states fight wars and how such conflicts end. Case studies of wars, including World War II and the current wars in Iraq and Afghanistan, will be studied. Arms control, terrorism and peacekeeping are also discussed. There are no prerequisites; however, POLI- 131 is recommended. 4 SH.

POLI-336 Rise of China & World Politics

China is rising. With nearly 1.4 billion people, it is the largest country in the world. Its economy has grown precipitously over the last thirty years and, by some measures, is larger than that of the United States. What does this mean for world politics? For the likelihood of war? For the continuance of the US-created liberal world order and issues like human rights and free trade? This course explores these questions, looking through the lens of international relations theories and China's history and current politics. There are no prerequisites; however, POLI-131 is recommended. 4 SH.

POLI-338 International Political Economy

Examines issues of political interaction with economic forces at the national, international and global levels. Topics studied include economic systems, international trade and finance, the European Union, NAFTA, CAFTA, OPEC, multinational corporations, economic development, poverty, inequality, and global environmental issues. Same as ECON-338. Prerequisites: Sophomore standing; ECON-201 or ECON-105 or instructor's permission. 4 SH. CC: Interdisciplinary.

Public Policy

POLI-212 Introduction to Public Policy

"Laws are like sausages, it is better not to see them being made", a quote often attributed to Prince Otto von Bismarck. Against this advice, this course focuses on understanding how laws are made. We will examine the policy-making process in the United States and, to a lesser extent, in other countries. Who sets the agenda adopted by politicians and policy-makers? What role(s) are played by private actors in the policy-making process? What factors help or hinder the process of implementing policies? Students will consider all of these questions and focus in depth on a number of current policy debates, including immigration policy, environmental policy, and education policy. This course is intended to provide students with an understanding of the theories explaining how policies are shaped by the political process and a familiarity with the practical tools used by policy-makers to develop and enforce the rules, policies, and laws that we all must follow. 4 SH. CC: Ethics Intensive.

POLI-351 Public Administration

The course will examine how rules, regulations, policies, court decisions and laws are actually implemented by what is often referred to as the bureaucracy or the administrative state. In that pursuit, students will become familiar with the origins and composition of the bureaucracy, with organizational structures that characterize bureaucratic bodies, and with theories on how to manage and finance administrative functions. The purpose of the course is to offer both theoretical foundations for understanding the practice of public administration and to prepare students who might be interested in engaging in public administration careers. 4 SH.

POLI-352 Environmental Policy

The course will examine the political and policy-making environment, including the relevant institutions and actors, surrounding the creation and implementation of environmental policies. Students will learn the historical background of environmental policy, the different objectives to be achieved through environmental regulation, the various tools and approaches for achieving those objectives, and some of the current controversies that exist in environmental policy today. The course will also explore differences between how elected leaders, bureaucrats and private actors influence the policy process. 4 SH.

POLI-353 Education Policy

This course examines contemporary issues and challenges in public education. It explores the history of education in the United States and discusses objectives behind creating a public school system. Theories and concepts related to the policymaking process are explored, and resulting policies are analysis and contextualize within the field of education. Finally, the course investigates recent education reforms and, where possible, seeks to analyze the consequences of these reforms. Same as EDUC-530. Prerequisites: EDUC-101, junior or senior standing. 4 SH. CC: Writing Intensive.

POLI-354 Healthcare Policy

This course examines the state of healthcare policy in the United States, focusing primarily on policies that govern the provision and financing of healthcare. The course especially focuses on public programs designed to subsidize healthcare for select populations, including Medicare, Medicaid, and the Affordable Care Act. The course looks at the different political, economic, cultural, and social forces that shape the development of healthcare and the implications of different policy choices. 4 SH.

POLI-355 Non-Profit Management

This is an introductory survey of the nature and function of non-profit organization, including basic legal requirements affecting non-profits, theories and practices for establishing and managing non-profit organizations, designing and assessing operational structures for non-profit organizations and strategies for inter-organizational relationships. Same as MGMT-290. 4 SH.

Public Law

POLI-215 Law and Politics

Examines the law and the legal system in the United States, assessing the possibilities and limitations of the law. Studies the political basis of the law and critiques of the American legal system. Discusses the major players in the legal system, including lawyers, judges and juries. Course culminates with a mock trial. 4 SH.

POLI-411 Constitutional Law

Examines the U.S. Supreme Court with an emphasis on its major decisions in questions of judicial review, federalism, separation of powers, interstate commerce, state police powers and substantive due process. Emphasizes the court's political role and judicial decision making. Prerequisite: Junior standing. POLI-111 is recommended. 4 SH. CC: Interdisciplinary, Writing Intensive.

POLI-412 Civil Liberties

Examines significant Supreme Court decisions concerning the protection of liberty and equality. Topics covered include freedom of speech and press, church-state relations, right to privacy, criminal procedure, and racial and gender discrimination. Prerequisite: Junior or senior standing. POLI-111 is recommended. 4 SH. CC: Writing Intensive.

Research Methods

POLI-205 Research Methods I

Introduces students to the social science research process and common techniques of quantitative and qualitative data analysis. Topics include the development of theory, measurement, data collection and analysis, and research ethics. Requirements include compiling a literature review and using statistical software to conduct data analysis. 4 SH. CC: Analytical Thought, Ethics Intensive.

POLI-305 Research Methods II

This course is an advanced undergraduate course in statistical methods for political research. It covers statistical theory, techniques, and applications of regression analysis in political science, focusing on using statistical methods and statistical software to estimate and test causal relationships. The first part of the course demonstrates how to evaluate arguments and hypotheses statistically through simple and multiple regression analysis. Basic materials include estimation of parameters in bivariate and multivariate regression, hypothesis testing in regression analysis, statistical properties of OLS estimator, assumption violations, and their diagnosis and corrections in practice. The second part of the course introduces more advanced topics such as limited dependent variable and panel data models and focuses on helping students finish the

Political Science Seminars, Independent Studies and Internships

POLI-202 Topics in Government and Politics

Examines selected topics or problems in American government or comparative government, international politics or political thought. May be repeated for credit if topic is different. 2 or 4 SH.

POLI-300 Seminar

Detailed research and in-depth discussion on a selected topic. May be repeated for credit. 2 or 4 SH.

POLI-501 Senior Seminar

A capstone course for political science majors. Students research, write and present a senior thesis on an approved topic and participate actively in discussions. Required for all senior majors. Prerequisites: POLI-205 and senior standing. Same as INTD-501. 4 SH. Capstone. CC: Writing Intensive.

POLI-503 Independent Research

A major research project on a selected political science topic. Prerequisites: Junior or senior standing and permission and arrangement with a department instructor. May be repeated for credit. 2 or 4 SH.

POLI-504 Independent Study

Individualized academic work for qualified students under faculty direction. Usually studies special topics not covered in regularly offered courses. 1-4 SH.

POLI-505 Internship in Government and Politics

Practical experience in a supervised work program. May be for a local, state or federal government agency, legislative body, political party, legal office, or other organization with substantial government-related responsibilities. Only two internship credits may apply to the major requirements. Prerequisites: Junior or senior standing and department's permission. 2 or 4 SH.

PROFESSIONAL SALES

Faculty Coordinator

Michele Welliver, Ph.D., Associate Professor of Communications

Degree Programs in Professional Sales

Professional Sales is an interdisciplinary program that draws on the strength of the Communications Department and the Sigmund Weis School of Business and provides students the opportunity to earn either a major or a minor in professional sales. The Professional Sales program prepares students for successful careers in sales by providing a comprehensive understanding of the sales process, effective communication, and the ability to navigate the competitive and dynamic business landscape.

Susquehanna University has two degree programs in professional sales. The Bachelor of Arts (B.A.) degree is a liberal arts degree earned in the university's School of Humanities, incorporating a solid communication foundation into professional sales studies. The Bachelor of Science (B.S.) degree is earned in the Sigmund Weis School of Business. It integrates extensive business administration coursework into the study of professional sales.

Learning Goals

- Gain a solid understanding of sales principles, including prospecting, qualifying leads, presenting solutions, negotiating, and closing deals, with a focus on practical application in simulated and real-world scenarios.
- Learn effective negotiation tactics and strategies to effectively handle objections and secure successful outcomes.
- Develop polished presentation skills for delivering sales pitches across various platforms.
- Cultivate networking skills to build and maintain relationships with customers, colleagues, and industry professionals, which can be invaluable for career growth and success in sales.
- Understand sales management fundamentals, including leadership, training, and performance evaluation.
- Develop skills related to effective communication in the sales process, enabling students to build strong relationships with clients, understand their needs, and convey value propositions persuasively.

Requirements for the Bachelor of Science Degree in Professional Sales

Combining a professional sales degree with a business foundation will equip students to excel in the competitive field of sales and contribute effectively to any organization. Candidates for the Bachelor of Science with a major in professional sales successfully complete the business foundation courses as follows and 22-26 semester hours of professional sales courses listed below. No grade below a C- will be accepted

toward graduation for foundation courses; upon earning a grade below C- in a foundation course, the student must retake the course the next semester in which it is offered. The course descriptions listed later in the catalog identify prerequisites, and these suggest a certain degree of order in completing the foundation. In addition to the foundation, first-semester SWSB students enroll in MGMT-196 Global Business Perspectives (four semester hours), which provides an introduction to liberal studies and college life, as well as an overview of business functional areas, career opportunities and the Sigmund Weis School curriculum. This course satisfies the First-Year Seminar requirement of the Central Curriculum.

Business Foundation Courses

Complete one of the following Introduction to Business classes:

- 4 MGMT-196 Global Business Perspectives
- 2 MGMT-138 Fundamentals of Business

Complete one of the following statistics classes:

- 4 MATH-108 Introduction to Statistics
- 4 MATH-180 Statistical Methods
- 4 MGMT-202 Business Statistics
- 4 PSYC-123 Statistics for the Behavioral Sciences

Required courses:

- 4 ACCT-200 Financial Accounting
- 4 ACCT-210 Legal Environment
- 4 ACCT-230 Managerial Accounting
- 4 BSAN-174 Data Collection and Modeling
- 4 BSAN-472 Data Insight and Visualization
- 4 ECON-201 Principles of Macroeconomics
- 4 ECON-202 Principles of Microeconomics
- 4 FINC-340 Corporate Financial Management
- 2 MGMT-105 Introduction to Professional Development
- 4 MGMT-240 Principles of Management
- 4 MGMT-400 Business Policy and Strategy
- 4 MKTG-280 Marketing

Professional Sales Sequence Courses (22-26 SH)

- 14-18 Required (14-18)
  - 4 COMM-215 Professional Selling
  - 4 COMM-315 Advanced Professional Selling
  - 4 MGMT-438 Sales Management
  - 2 MGMT-466 Negotiations
  - 0, 2, or 4 MGMT-504 Professional Sales Internship

- 8 Choose from the following electives
  - 4 COMM-194 Intercultural Communications
  - 4 COMM-211 Introduction to Advertising and Public Relations
  - 4 COMM-391 Team Communications
  - 1 COMM-501 Practicum (may complete multiple practica)

Double-counting Restriction

A student can declare two majors within the Sigmund Weis School of Business, but they may not declare a double major in both 1) Marketing and 2) Luxury Brand Marketing & Management. Students must complete all the requirements for both declared majors. Students may only double-count the courses included in the Business Foundation requirements. Therefore, if a course is used to satisfy a requirement of one major, that same course may not be used to fulfill a requirement of the second major within the School of Business.

Requirements for the Bachelor of Arts Degree

Combining a professional sales degree with a communications foundation can lead to a powerful skill set for success in various industries. Candidates for the Bachelor of Arts with a major in professional sales successfully complete the 24 semester hours of communications foundation courses as follows, and 28-32 semester hours of professional sales courses listed below. A grade of C- or better is required for any course to apply to the major.

Communication Foundation Courses

24 Department Requirements

- 4 COMM-101 Essentials of Digital Media
- 2 COMM-102 Methods of Adobe Creative Suite
- 2 COMM-190 Introduction to Communications/Media Theory
- 4 COMM-192 Public Speaking
- 4 COMM-201 Ethics and Leadership
- 4 COMM-202 Digital Media Analytics
- 4 COMM-481 Media Law

Professional Sales Sequence Courses (28-32 SH)

Required

- 4 COMM-215 Professional Selling
- 4 COMM-315 Advanced Professional Selling
- 4 MGMT-438 Sales Management
- 2 COMM-415 Professional Sales Capstone Portfolio
- 0-4 COMM-505 Professional Sales Internship
- 2 MGMT-466 Negotiations
- 4 MKTG-280 Marketing

8 Choose from the following electives (8 SH minimum)

- 2 PRDV-106 Career Readiness
- 4 COMM-194 Intercultural Communications
- 4 COMM-211 Introduction to Advertising and Public Relations
- 4 COMM-391 Team Communications
- 1 COMM-501 Practicum (may complete multiple practica)

Double-counting Restriction

Students double majoring in Communications and Professional Sales, or minoring in Communications and majoring in Professional Sales, may only double count the courses included in the Communications foundation requirements.

Minor in Professional Sales

The Professional Sales minor provides students with a comprehensive understanding of the sales function in an organization, and prepares them for a career in sales through a mix of business and communication classes. The sales function is vitally important as it is the only revenue generating function in an organization. Upon meeting the requirements of the sales minor, the student will understand the selling process, customer relationship management (CRM), creating and executing successful presentations and sales strategies, and managing the sales function.

The minor in Professional Sales requires a total of 16 credit hours: 12 credit hours of required courses and 4 credit hours of elective classes. To complete the minor, students must have a GPA of at least 2.00 and no grade below C- in courses outlined below:

Required:

4	COMM-215 Professional Selling
4	COMM-315 Advanced Professional Selling
4	MGMT-438 Sales Management

A minimum of 4 semester hours from the following:

4	COMM-211 Intro to Advertising and Public Relations
2-4	COMM-505 or MGMT-504 Internship
4	ECON-105, ECON-201 or ECON-202
4	MKTG-280 Principles of Marketing
2	MGMT-466 Negotiations

Double-counting Restriction

No credits from this minor can double count towards a student's major. If a student completes one of the aforementioned classes from this program as part of their major, they should choose from the alternative electives provided. Note: SWSB students cannot take ECON-105 Elements of Economics.

PSYCHOLOGY

Faculty

Helen Kiso, Ph.D., Associate Professor of Psychology, department head
James Briggs, Ph.D., Professor of Psychology
Jennifer Asmuth, Ph.D., Associate Professor of Psychology
Samuel Day, Ph.D., Associate Professor of Psychology
Erin Smith, Ph.D., Associate Professor of Psychology
W. John Monopoli, Ph.D., Assistant Professor of Psychology
Stephen H. Robertson, Ph.D., Assistant Professor of Psychology
Nick Ungson, Ph.D., Assistant Professor of Psychology
Annie Wegrzyn, Ph.D., Assistant Professor of Psychology

Psychological Science Studies

Learning Goals:

- Students will demonstrate familiarity with the key concepts, theoretical perspectives, empirical findings, applications, and overarching themes in psychology.
- Students will understand and apply scientific reasoning to interpret psychological phenomena, including research design, data analysis, and interpretation, as well as use critical and creative thinking, skeptical inquiry, and innovative problem solving to investigate problems related to behavior and mental processes.
- Students will respect and apply ethical standards to evaluate psychological science and practice, while developing and enhancing interpersonal relationships, and adopting values that build community at all levels (locally, nationally, and globally).
- Students will demonstrate effective communication in writing, presentations, and interactions with others for scientific and other purposes.
- Students will apply psychological principles and skills to personal, social, and organizational issues and goals, and develop meaningful direction for life after graduation.

Major in Psychology

Bachelor of Arts Degree

The department offers Bachelor of Arts and Bachelor of Science degree programs. Majors pursuing the Bachelor of Arts complete 41 semester hours in psychology with a grade of C- or better and with at least a 2.00 psychology GPA. Students complete the following required courses from each of five content areas:

12 **Psychology Core (all are required)**
PSYC-101 Principles of Psychology
PSYC-223 Research Methods in Psychology
PSYC-421 Directed Research

4 **Developmental Psychology (choose one of the following):**
PSYC-237 Lifespan Development
PSYC-238 Childhood & Adolescence
PSYC-240 Adulthood & Aging

4 **Interpersonal and Intrapersonal Psychology (choose one of the following):**
PSYC-230 Social Psychology
PSYC-245 Personality
PSYC-320 Psychological Disorders

8 **Fundamental Paradigms in Psychology (choose two of the following):**
PSYC-340 Cognitive Psychology
PSYC-342 Behavioral Neuroscience
PSYC-344 Learning Processes
PSYC-346 Sensation and Perception

1 **Laboratory Proficiency (choose one of the following):**
PSYC-360 Laboratory in Behavioral Neuroscience

PSYC-361 Laboratory in Cognitive Psychology
PSYC-362 Laboratory in Learning Processes
PSYC-363 Laboratory in Sensation and Perception

12 Psychology Electives
12 hours of electives selected with faculty advisor guidance

Majors must also complete a comprehensive psychology examination during the junior or senior year. Questions cover courses in the psychology core, developmental psychology, interpersonal and intrapersonal psychology, and fundamental paradigms in psychology content areas but not courses in the laboratory proficiency area. Students have up to five opportunities to take the comprehensive examination; only the highest score is recorded on the transcript. Performance on the comprehensive examination is reported on the transcript as high pass, pass or fail.

The department also recommends additional courses in other areas, depending on specific career goals. Frequent choices are biology, healthcare studies, sociology, anthropology, philosophy, business, prelaw and communications.

Additional Requirements for the Bachelor of Science Degree

Candidates for the Bachelor of Science degree will complete all requirements for the Bachelor of Arts in psychology. Bachelor of Science candidates also complete two additional courses (at least one of which must be selected from outside the psychology department) from among the following four options:

- A course (together with its corresponding lab) from the natural sciences (biology, chemistry, ecology, earth and environmental sciences, healthcare studies, or physics) that does not fulfill the student's Scientific Explanations requirement[1]
- Any four-semester-hour math course numbered 111 or higher (except statistics) that does not fulfill the student's Analytical Thought requirement[1]
- A third course from the fundamental paradigms content area of the psychology major[2]
- PSYC-323 Advanced Research Design and Analysis[2]

1. A student may take two of these courses to meet their B.S. course requirements
2. This course may also be counted as a psychology B.A. elective

Secondary Teaching Certification

Secondary Teaching Certification Coursework required by the state of Pennsylvania for admission to the teacher certification program includes successful completion of FYSE-100 or equivalent course (having learning goals related to English composition), at least 3 semester hours in British or American literature, at least 6 semester hours of mathematics coursework (or other courses which satisfy the Central Curriculum Analytical Thought requirement) and at least one 40-hour externship.

Education course requirements for secondary education are EDUC-101 Introduction to Education and Society, EDUC-250 Educational Psychology, EDUC-260 Introduction to Special Education, EDUC-270 Instruction of Exceptional Students, EDUC-330 Technology in Education, EDUC-350 English Language Learners: Theory and Instruction, EDUC-380 Instructional Design, EDUC- 479 Principles of Learning and Teaching in Secondary Education, EDUC-483 Differentiated Instruction and Classroom Management in Secondary Education, and the EDUC-500 Student Teaching package (EDUC-501, EDUC-502, EDUC-503, and EDUC-600).

In addition to completing the psychology major and the courses listed above, secondary education psychology students must complete certification in social studies. The requirements for certification in social studies are EDUC- 425 Methods of Curriculum Instruction and Assessment in Teaching Social Studies, SOCI-101 Principles of Sociology, ANTH-162 Introduction to Anthropology, ECON-105 Elements of Economics, POLI-111 American Government and Politics, POLI-121 Comparative Government and Politics, HIST-322 Pennsylvania History or HIST- 324 Pennsylvania's Pasts and Their Publics, 1 course in U. S. history (HIST-111, HIST-112 or HIST-115), 1 course in European history (HIST-131 or HIST-132), and 1 course in non-Western history (HIST-151, HIST-152, HIST-171, HIST-172, HIST-180, or HIST-181).

Minor in Psychology

The minor is designed to acquaint students with important areas in the field while offering flexible options based on their career goals. Students consult with a psychology department advisor to select minor courses. The minor requires 24 semester hours in psychology with a grade of C- or better and a minimum 2.0 grade point average in their psychology classes. Required courses include PSYC-101 Principles of Psychology, 12 semester hours at the 200-level (only one of which may be from the developmental psychology sequence), and eight semester hours in courses numbered 300 or above. Psychology laboratory courses may be applied to the minor. Substitution of 300-level courses for 200-level courses is possible with permission of the minor advisor. Students may not apply the following courses to the minor: PSYC-123 Statistics for the Behavioral Sciences; PSYC-421 Directed Research; PSYC-505 Research Apprenticeship; PSYC-525, 526 Independent Research; and PSYC-527, 528 Practicum.

Honors in Psychology

Award of departmental honors recognizes outstanding performance and dedication in the psychology major. To graduate with honors in psychology, students must do the following:

- Complete all the requirements for either the B.A. or B.S. in psychology.
- Have an overall cumulative GPA of 3.25 and a psychology GPA of 3.50,
- Score at least 80 percent on the comprehensive examination,
- Complete PSYC-525 Independent Research for two semester hours, and
- Present their independent research in an approved public forum.

Psi Chi

Students who meet the requisite standards will be invited to join the international psychology honor society.

Psychology Courses

PSYC-101 Principles of Psychology

Introduces principles and theories of behavior. Topics include biopsychology, sensation and perception, learning and memory, and physical and behavioral development. Also covers personality theory and assessment, social and cultural influences on behavior, and behavior pathology and treatment. 4 SH. CC: Social Interactions.

PSYC-123 Statistics for the Behavioral Sciences

Methods in collecting, organizing, summarizing, analyzing and interpreting numerical data. Topics include organizing data in table and graph formats; measures of central tendency, dispersion, relative standing and correlation; probability; and hypothesis testing. Students may earn credit for only one of the introductory statistics courses offered by the departments of management, psychology and mathematical sciences. 4 SH. CC: Analytical Thought.

PSYC-201 Topics in Psychology

Examines selected topics in psychology, depending on student and instructor interest. Course may be repeated for credit if topic is different. Prerequisite: PSYC-101. 2-4 SH.

PSYC-223 Research Methods in Psychology

Basic research methods. Covers naturalistic observation, surveys and experimental and quasi-experimental designs. Lecture and lab. Prerequisites: Sophomore standing, PSYC-101 and a statistics class (PSYC-123, BIOL/ECOL-220, MATH-108, or MATH-180). 4 SH. CC: Writing Intensive.

PSYC-230 Social Psychology

The study of how individuals are influenced by social interactions. Examines social phenomena, such as attitude change, conformity, impression formation, stereotyping, aggression and helping. Emphasizes scientific methods and results, explanatory theories and application to practical problems. Prerequisite: PSYC-101. 4 SH.

PSYC-232 Environmental Psychology

The study of how people interact with the environment-both natural and built. Topics covered include environmental perception and cognition; worldviews and attitudes toward nature; impact of environmental factors, such as weather, on behavior and mood; reactions to natural and technological disasters; personal space, territoriality and crowding; and psychological factors in urban planning and in residential, educational and commercial design. Prerequisite: PSYC-101. 4 SH.

PSYC-237 Lifespan Development

Human development during conception, infancy, toddlerhood, childhood, adolescence, adult years, and death. Emphasizes development and behavioral changes in the biological, cognitive and social cognitive domains. Includes physical, emotional, identity, relationships, and moral development. Examines culture as a context for development and behavior. Students may not receive credit for both PSYC-237 and PSYC-238. Prerequisite: PSYC-101. 4 SH.

PSYC-238 Childhood & Adolescence

Human development during conception, infancy, toddlerhood, childhood, and adolescence. Emphasizes development and behavioral changes in the biological, cognitive and social cognitive domains. Includes physical, cognitive, emotional, self-concept, pubertal, intellectual, and moral development. Examines culture as a context for development and behavior. Students may not receive credit for both PSYC-238 and PSYC-237. Prerequisite: PSYC-101. 4 SH.

PSYC-240 Adulthood & Aging

Human development from the adult years through death. Emphasizes development and behavioral changes in the biological, cognitive and social cognitive domains. Includes physical and hormonal changes, intelligence, emotions, communication, career and retirement issues, family changes, relationships and marriage, and death and dying. Examines culture as a context for development and behavior. Prerequisite: PSYC-101. 4 SH.

PSYC-242 Health Psychology

Reviews important topics in this field from both the psychological and biomedical perspective. Topics covered include stress and its management, health-related decision making, chronic disease, and the involvement of psychosocial factors in medical care settings. Emphasis is placed on evaluating the impact of these areas upon everyday life and in clinical settings. Prerequisite: PSYC-101 and sophomore standing. 4 SH. CC: Interdisciplinary.

PSYC-243 Drugs, Society, and Behavior

Examines the physiological and psychological effects of a wide variety of legal and illegal drugs, as well as patterns of drug use. Includes behavioral, pharmacological and neurological points of view. Stresses factual and unbiased information, which is presented in a nonjudgmental fashion. Prerequisite: PSYC-101. 4 SH.

PSYC-245 Personality

Covers major theoretical perspectives on personality structure and development, with an emphasis on supporting research and practical applications. Prerequisite: PSYC-101. 4 SH.

PSYC-320 Psychological Disorders

Examines the causes, symptoms and treatment of mental disorders. Also addresses theoretical perspectives, research methodology, the diagnostic process, assessment procedures and ethical issues associated with the field. Prerequisites: PSYC-101 and sophomore standing. 4 SH.

PSYC-322 Psychological Testing

Introduces the development, characteristics and use of psychological tests. Covers methods of constructing, administering and evaluating tests. Reviews tests of abilities, personality, interest and attitudes. Also explores technical problems and ethical issues common in psychological testing. Prerequisites: PSYC-101 and either PSYC- 123 or MATH-180. 4 SH.

PSYC-323 Advanced Research Design and Analysis

Continues and expands topics introduced in PSYC-123 Statistics for Behavioral Sciences. Emphasizes the design and analysis of multifactor experiments and explores the theory and application of several analyses used in psychological research, including t-tests, ANOVA, linear regression, general linear modeling, and factor analysis. Prerequisites: PSYC-101, statistics, and PSYC-223. 4 SH.

PSYC-334 Psychology of Gender

Explores current theory and research in the development of gender and consequences of gender roles. Covers evolutionary, biological, psychoanalytic, cognitive, social learning and cross-cultural perspectives on gender, as well as approaches that seek to understand interactions among these influences. Prerequisites: Sophomore standing and either PSYC-101 or SOCI-101. Same as WGST-334. 4 SH. CC: Diversity, Writing Intensive.

PSYC-340 Cognitive Psychology

An examination of how the mind works through the mental processes underlying attention, perception, memory, language, reasoning and decision making, on both behavioral and physiological levels. Prerequisite: PSYC-101. 4 SH.

PSYC-342 Behavioral Neuroscience

Explores neurophysiological influences on behavior. Topics may include human communication, learning and memory, visual processing, ingestive behavior, sleep, emotion and stress, addiction, aggression, reproductive behavior, and neurological and neuropsychological disorders. Prerequisites: Sophomore standing and PSYC-101. 4 SH. CC: Interdisciplinary

PSYC-344 Learning Processes

Examines principle and theories of classical and instrumental conditioning, including the roles of contiguity and contingency, reinforcement, cognitive and behavioral models of classical conditioning and instrumental learning, and factors influencing learning. Prerequisite: PSYC-101. 4 SH.

PSYC-346 Sensation and Perception

Explores how individuals take in information from the environment and interpret it meaningfully. Focuses on the visual and auditory systems, but also covers olfaction, taste and touch. Covers the anatomy of human sensory systems and the neural and cognitive processes that turn sensations into perceptions of the world. Prerequisite: PSYC-101. 4 SH.

PSYC-348 Psycholinguistics

Examines how humans learn, represent, comprehend, and produce language. Focuses on research methodology, language acquisition, comprehension and production, neural representation of language, and language disorders. Prerequisites: PSYC-101 and sophomore standing or permission of the instructor. 4 SH. CC: Interdisciplinary.

PSYC-350 Psychology, Culture, and Ethnicity

A critical examination of the role of culture in human development and behavior. Explores (a) the universality and diversity of human biological, cognitive, social and emotional development and behavior within and across racial, ethnic and cultural groups; (b) the contexts in which multiple cultures intersect or interact with one another and the historical, institutional and personal factors that influence or regulate these interactions; and (c) the theoretical and methodological approaches psychologists use to explore these issues. Prerequisites: Junior standing and either PSYC-101 or SOCI-101. 4 SH. CC: Diversity, Writing Intensive.

PSYC-360 Laboratory in Behavioral Neuroscience

Using behavioral neuroscience methods and procedures to investigate action potential dynamics, neuroanatomy, visual processing, learning and memory processes, and emotion regulation. Prerequisite: PSYC-223, PSYC-342 to be taken concurrently or as a prerequisite. 1 SH.

PSYC-361 Laboratory in Cognitive Psychology

Investigates cognitive phenomena including attention, memory and problem solving using appropriate experimental methodology and techniques. Prerequisite: PSYC-223, PSYC-340 to be taken concurrently or as a prerequisite. 1 SH.

PSYC-362 Laboratory in Learning Processes

This course provides an experience with the experimental methods employed in the study of learning. The course utilizes laboratory techniques to examine the principles and theories of classical and instrumental conditioning. Prerequisite: PSYC-223, PSYC-344 to be taken concurrently or as a prerequisite. 1 SH.

PSYC-363 Laboratory in Sensation and Perception

Accompanies PSYC-346 Sensation and Perception. Provides direct experience with this topic area through participation in perception studies, collection and analysis of data, and reading and discussion of relevant source literature. Prerequisite: PSYC-223, PSYC-346 to be taken concurrently or as a prerequisite. 1 SH.

PSYC-400 Advanced Topics in Psychology

Examines selected advanced topics in psychology, depending on student and instructor interest. Course may be repeated for credit if topic is different. Prerequisites: Any 200-level or higher psychology course and junior or senior standing. 2-4 SH.

PSYC-421 Directed Research

Student/faculty collaborative research in the student's area of interest. Introduces the methodologies and problems of doing original research in psychology. Lecture and lab. Prerequisites: PSYC-223 and instructor's permission. 4 SH. Capstone. CC: Writing Intensive.

PSYC-450 Theories of Psychotherapy

An introduction to professional psychotherapy and its major theoretical underpinnings. Includes basic helping skills, selected intervention techniques, issues in treating special client populations, and professional ethics. Prerequisites: PSYC-320 and junior standing. 4 SH. CC: Ethics Intensive.

PSYC-500 Internship in Psychology

Practical experience in an approved supervised work setting. The student is responsible for arranging the internship and completing a learning contract with the faculty supervisor. May be repeated once for a maximum of six semester hours. 2-4 SH.

PSYC-505 Research Apprenticeship

Provides an opportunity to collaborate on a faculty research project as part of a close mentoring relationship where students learn advanced research methods and data management in a one-on-one setting. Involves a commitment of five hours per week per semester hour of course credit. Open only to students who meet criteria set by supervisor and only when positions are available. May be taken multiple times to a total of 4 semester hours. Prerequisite: Faculty supervisor's permission. 1-4 SH.

PSYC-510 Independent Study

Provides an opportunity to work individually with the instructor for focused reading, study and reflection about a particular topic area. Prerequisite: Instructor's permission. 1-4 SH.

PSYC-525 Independent Research

Students complete an individual research project in their area of interest working closely with a faculty supervisor. Prerequisites: PSYC-421, supervisor's permission. 2 SH.

PSYC-526 Independent Research

Students complete an individual research project in their area of interest working closely with a faculty supervisor. Prerequisites: PSYC-421, supervisor's permission. 4 SH.

PSYC-527 Practicum

Supervised field experience in student-selected applied settings. Includes related writing assignments. PSYC-527 and 528 may be taken consecutively or concurrently. Prerequisites: Junior or senior standing, PSYC-320, PSYC- 450, minimum 2.80 GPA, and instructor's permission. 4 SH.

PSYC-528 Practicum

Supervised field experience in student-selected applied settings. Includes related writing assignments. PSYC-527 and 528 may be taken consecutively or concurrently. Prerequisites: Junior or senior standing, PSYC-320, PSYC- 450, minimum 2.80 GPA, and instructor's permission. 4 SH.

PUBLIC POLICY

Faculty Coordinator

Nicholas J. Clark, Ph.D., Professor of Political Science

Public Policy

The Bachelor of Arts in Public Policy is an interdisciplinary major that combines courses from a number of different disciplines so that students may obtain the knowledge necessary to analyze, explain, and contribute to the evolution of policies designed to serve the public. There are three different tracks in which students may focus: domestic policy, international/development policy or public administration, and non-profit management. These different tracks allow students to acquire the specialized expertise and skills required to work in different fields related to public policy and governance. Regardless of the track, the major is structured so that students develop the analytical and methodological skills necessary to identify the objectives behind different policies, understand the process by which policies are created, and evaluate the extent to which policies fulfill their objectives.

Internships

Relevant practical experience is invaluable to being able to understand and critically evaluate the policy process. Such experience is also essential for our graduates to compete for policy-related positions in the private or public sphere or for admission into a relevant graduate program. As such, students are required to find and secure an internship focused on an area of public policy or public administration relevant to their

track and area(s) of interest. Students may apply to receive 2 - 4 semester hours of course credit for this internship. The program advisor works with students to identify and apply for relevant internships.

Learning Goals

- Students will develop the analytical and methodological tools necessary to study and explain the development and implementation of public policies.
- Students will be able to identify the objectives motivating different public policies and to evaluate critically the extent to which a policy fulfills its objectives.
- Students will possess factual knowledge relevant to a specific area of public policy (such as healthcare policy or development policy) and/or management of organizations focused on the policy process.
- Students will obtain practical experience relevant to the creation and/or evaluation of public policy.
- Students will frequently engage in discussion and debate related to current social, economic, cultural, and political issues, as well as possible solutions and strategies to address these issues.

Major in Public Policy

Students must complete 44 semester hours, all with grades of C- or higher, as well as an internship experience. The following courses are required for the major.

4 POLI-111- American Government and Politics
4 POLI-212- Introduction to Policy
4 ECON-201- Principles of Macroeconomics
4 ECON-202- Principles of Microeconomics
4 POLI-205- Research Methods
4 ENGL-299- Professional and Civic Writing
4 POLI-355: Non-Profit Management or MGMT-360: Management and Organizational Behavior
4 POLI-501: Senior Seminar or INTD-501: Senior Seminar

Additionally, students must complete the internship requirement and three electives from the following list.

Public Policy Electives:

4 POLI-300 Parties and Interest Groups
4 POLI-316 The American Presidency
4 POLI-317 The U. S. Congress
4 POLI-331 American Foreign Policy
4 POLI-351 Public Administration
4 POLI-352 Environmental Policy
4 POLI-353 Education Policy
4 POLI-354 Healthcare Policy
4 ECON-332 Public Finance
4 ECON-335 Economic Development
4 ECON-341 Economic Policy
4 CJUS-210 Crime Prevention and Policy

Double-counting Restriction

Students majoring in public policy may double-count a maximum of 12 semester hours toward another major or minor. The capstone requirement is fulfilled for majors who have already successfully completed an approved capstone requirement from another degree program.

Minor in Public Policy

Students pursuing the public policy minor must complete 24 semester hours with a grade of C- or higher. The minor is comprised of POLI-212 Introduction to Public Policy, either ECON-201 Principles of Macroeconomics or ECON-202 Principles of Microeconomics, and 16 semester hours from a chosen track. No more than 8 semester hours for the minor may be taken at the 100-level, and at least 4 semester hours must be taken at the 300-level or higher.

Double-counting Restriction for interdisciplinary Minors

Only 8 semester hours of this minor may be double-counted toward the student's major.

RELIGIOUS STUDIES

Faculty

Jeffrey K. Mann, Ph.D., Professor of Religious Studies, interim department head
Karla G. Bohmbach, Ph.D., Professor of Religious Studies
Matthew L. Duperon, Ph.D., Associate Professor of Religious Studies
Thomas W. Martin, D.Phil., Associate Professor of Religious Studies

The study of religion is fundamentally an interdisciplinary endeavor, involving a variety of intellectual approaches in the analysis of diverse expressions of religious phenomena and cultures around the world. Reflecting the methodological and substantive breadth of the field of religious studies, the religious studies major at Susquehanna University is designed to accomplish the following student learning goals:

Learning Goals

- To develop the ability to critically analyze primary religious texts.
- To use various interpretative perspectives (literary, historical, theological, ideological, etc.) in deriving meaning from religious texts.
- To engage with at least one non-Western religious tradition in historical and geographical context.
- To think critically and cross-culturally about ethical questions in relationship to themselves, society and/or the world.
- To engage critically with issues and problems in contemporary societies as they relate to religious thought and/or practice.
- To conduct substantive research (finding, consulting and engaging both primary and secondary resources and making preliminary connections and conclusions from the same) and present this research in written form.
- To reflect upon and assess work in critical and constructive ways by applying concepts, theories and methods within academic and professional contexts.

Double-counting Restriction

Students majoring in religious studies may double-count a maximum of 12 semester hours toward another major.

Major in Religious Studies

Majors in religious studies complete at least 36 semester hours in the discipline with grades of C- or better. To ensure both breadth and depth of study, there is one compulsory course, and the remaining 32 semester hours must include at least one course from each of the four subject areas identified below. At least 20 of the 32 semester hours must be taken at the 200-level or higher. Topics courses and independent study courses may be given a subject area designation by the instructor in consultation with the department. The compulsory course does not count toward the subject area distribution requirement.

4 Compulsory Course for the Religious Studies Major:
RELI-101 Introduction to Religious Studies

16 Subject Area Courses
Must include at least one course from each of the four subject areas listed below: Primary Religious Texts, Ethics, Non-Western Religions and Contemporary issues in Religion

16 Elective Courses
Elective courses can be additional courses within the four subject areas or other courses identified below. At least 20 of the 32 semester hours taken to fulfill the subject area and elective requirements must be at the 200-level or above.

Primary Religious Texts
RELI-103 The New Testament
RELI-104 Ethics in Biblical Stories
RELI-201 The Hebrew Bible
RELI-203 The Historical Jesus
RELI-207 Women in the Biblical Tradition
RELI-300 The Book of Revelation and Zombie Apocalypses

Ethics
RELI-104 Ethics in Biblical Stories
RELI-107 Faiths and Values
RELI-115 Jewish Philosophy and Ethics
RELI-117 Introduction to Asian Religions
RELI-203 The Historical Jesus
RELI-208 Buddhism
RELI-235 Environmental Ethics
RELI-315 Being Awesome at Life
RELI-316 Daoism, Zen and Authenticity
RELI-318 Confucian Ethics

Non-Western Religions
RELI-105 World Religions

RELI-117 Introduction to Asian Religions
RELI-120 Introduction to Islam
RELI-208 Buddhism
RELI-225 Women in Religion
RELI-316 Daoism, Zen and Authenticity
RELI-318 Confucian Ethics

Contemporary Issues in Religion
RELI-107 Faiths and Values
RELI-113 Introduction to Judaism
RELI-208 Buddhism
RELI-220 Magic, Witchcraft and Religion
RELI-225 Women in Religion
RELI-235 Environmental Ethics
RELI-350 Science and Religion
RELI-360 Religious Fundamentalisms in the Modern World

Electives
RELI-209 The Bible and Archaeology
RELI-210 Philosophy of Religion
RELI-215 Music in Christian Rituals
RELI-309 Luther: Life and Thought
RELI-312 The Origins of Christianity
RELI-313 Modern Christianities
RELI-353 The Practice of Church Music
RELI-500 Capstone

Minor in Religious Studies

Students minoring in religious studies complete 20 semester hours in the discipline with grades of C- or better. Students consult with an assigned minor advisor to select both upper- and lower-level courses. Of the five courses, at least two must be at the 200-level or above.

Double-counting Restriction

Students majoring in religious studies may double-count a maximum of 12 semester hours toward another major.

Interdisciplinary Minor in Church Music

The Minor in Church Music aims to capacitate students with a keen interest in using their musical talents in church ministry, either as clergy or as music directors. Through this minor, students will garner basic musical skills as well as knowledge of liturgical musical practices. The culmination of the program is a service-based project, where students apply their church music skills in a supervised internship either as an organist or director, assistant director for a church musical group (a church choir, hand-bell ensemble, or praise team) or in a liturgical leadership position (deacon of worship, worship committee member).

Students will choose and organize a service-based experience as an independent study at the end of the program. As an alternative, students may choose to use that Independent Study to prepare and take the Choir-Master Certificate exam or the Service Playing Certificate exam offered by the American Guild of Organists.

Double-counting Restriction

For students who are music majors, the maximum number of double-counting credits is up to 6 SH from the required courses and up to 4 SH from the elective selections. For students who are Religious Studies majors, the maximum number of double-counting credits is up to 4 SH from the required courses and up to 4 SH from the elective selections.

12 Required Courses:

4 RELI-/MUSC-353 The Practice of Church Music
4 RELI-/MUSC-215 Music in Christian Rituals
2 MUSC-161 Theory I
2 MUSC-082 University Choir OR MUSC-083 University Chorale
NOTE: each course is 1 SH, taken for a total of 2 SH

12 Additional hours

At least 4 SH must be either Organ or Voice lessons: however, no more than 6SH of lessons may count.

1 MUSC-003 Organ Lesson
2 MUSC-004 Organ Lesson
1 MUSC-009 Voice Lesson
2 MUSC-010 Voice Lesson
2 MUSC-163 Ear Training 1
2 MUSC-369 Beginning Conducting
4 RELI-103 The New Testament
4 RELI-201 The Hebrew Bible
4 RELI-313 Modern Christianities

Honors

The honors program in religious studies encourages and commends outstanding academic work. To graduate with departmental honors in religious studies, students must do the following:

- Complete requirements for the major,
- Have a cumulative GPA of at least 3.00 overall and at least 3.50 in religious studies, and
- Perform outstanding academic work in religious studies capstone.

Capstone Requirement

Students majoring in religious studies are expected to take the senior capstone requirement in the appropriate subject. A student with a double major may fulfill the university capstone requirement in a major outside of this department. Any student who elects to fulfill the capstone requirement in this manner must complete the religious studies major by successful completion of an additional four-semester-hour course, or the equivalent, in the relevant subject. Any student wishing to qualify for religious studies departmental

honors must fulfill the appropriate capstone as provided by the Religious Studies Department in addition to any capstone requirements imposed in a second major.

The course description for the departmental capstone states that it is "to serve [students] as a culmination of all their studies, allowing them to address a particular topic, issue or thinker in religious studies through the lens of their total undergraduate education." Religious studies majors are encouraged to develop capstone projects that also draw on knowledge and strengths they have acquired in declared minors. Primary oversight of such projects will rest with the appropriate faculty supervisor in religious studies, although students will also be expected to work with an appropriate advisor from their minor area(s) of study.

Religious Studies Courses

RELI-101 Introduction to Religious Studies

Explores the human phenomenon of religion via the interdisciplinary perspectives and methods of religious studies. Seeks to gain understanding of a wide range of cross-cultural human religious experiences, such as ritual, the sacred, the divine, religious community, religious ethical norms, mysticism, myth and doctrine. An emphasis on analysis of gender, power, privilege and justice in religion. Provides a foundation for understanding religious studies as a discipline. 4 SH CC: Diversity, Ethics.

RELI-103 The New Testament

An introduction to those texts identified as Christian scripture. Particular focus on the social, historical and religious contexts that helped shape this literature and the ways in which these texts witness to the early history of Christianity. 4 SH. CC: Literary Expression.

RELI-104 Ethics in Biblical Stories

This course makes use of biblical stories in order to address ethical questions about human nature, the natural and social world, and the nature of good and evil. As we read the Bible's folktales, epics, legends, chronicles, and parables while examining their ethical worldview and teachings, we will also ask how and where we see parallels to these stories' plots, characters, themes, and moral lessons in the world today. 4 SH. CC: Ethics.

RELI-105 World Religions

Examines both historical and contemporary aspects of the world's major religions. 4 SH. CC: Diversity Intensive, Ethics Intensive.

RELI-107 Faiths and Values

Examines the contemporary personal and social consequences of religiously based values from a multicultural perspective. 4 SH. CC: Diversity, Ethics.

RELI-113 Introduction to Judaism

Examines Judaism as it has been defined and developed as a way of thought and a way of life. The course focuses on central religious concepts, holidays, life-cycle ceremonies and various forms of religious expression, including prayer and ritual, in order to help students understand what it means and has meant to be a Jew. Same as JWST-113. 4 SH. CC: Diversity.

RELI-115 Jewish Philosophy and Ethics

Explores issues and problems related to the philosophical and ethical literature of the Jews, from the Talmudic period through the present. Topics vary and may include classical Jewish texts, mysticism, continental and poststructural Jewish philosophy, morality and social practice, women and gender, and Judaism in America. The course encourages students to recognize in Jewish texts reflections of Judaism that are diverse and, at times, antithetical to one another. Same as JWST-115. 4 SH. CC: Ethics.

RELI-117 Introduction to Asian Religions

This course provides students with an introduction to various religious traditions in Asia. It will provide an overview of the history, beliefs and practices of Hinduism, Buddhism, Confucianism and Daoism, with the intent of helping students to understand the culture, history and values of Asian communities. 4 SH. CC: Diversity Intensive, Ethics Intensive.

RELI-120 Introduction to Islam

Examines the traditions, history, and main social and legal institutions of Islam. Besides considering the basic tenets and texts of the religion, this course focuses on the variety of ways in which Muslims and non-Muslims have understood and interpreted Islam. Specific topic areas addressed include the life of the Prophet of Islam, Islamic pre-modern, modern and contemporary history, the Quran, the Islamic concept of God and society, the role of women, and Islamic governments and movements. 4 SH. CC: Ethics, Diversity.

RELI-201 The Hebrew Bible

An introduction to the texts of the Hebrew Bible, with concern for their sociohistorical contexts, literary forms and theological insights. Attention also to the variety of ways in which this literature has been and continues to be valued. Prerequisites: Sophomore standing and one of the following: a course in religious studies, a course in English, a course in history, DIVS-100, WGST-100, or instructor's permission. Same as JWST-201. 4 SH. CC: Diversity Intensive, Interdisciplinary, Writing Intensive.

RELI-203 The Historical Jesus

Close reading of both the canonical and noncanonical gospels and their various representations of Jesus. Consideration of the search for the historical Jesus and the nature of the communities from which the gospels derived. 4 SH. CC: Historical Perspectives, Ethics Intensive.

RELI-207 Women in the Biblical Tradition

An extensive inquiry into women's stories and images in the Hebrew Bible, New Testament and related literature from the biblical period. Explores the range of roles played by women within biblical narratives, the variety of metaphorical/symbolic uses of femininity in biblical traditions, and legal and ethical precepts related to the status of women in the biblical period. Methods and approaches from the social sciences, history, literary studies and theology, as shaped by feminist theory, will serve as the main guides for this study. Prerequisites: Sophomore standing and one of the following: a course in religious studies, a course in women's studies, a course in English, a course in history, or DIVS-100. Same as WGST-207 and JWST-207. 4 SH. CC: Diversity Intensive, Interdisciplinary, Writing Intensive.

RELI-208 Buddhism

This course gives students an intensive introduction to Buddhism, one of the most influential and vibrant religious traditions in the world today. Beginning at home with North American Buddhism, the course covers the history, practices and beliefs of all major Buddhist traditions, organized geographically. Primary texts in English translation are emphasized, and students are encouraged to try out Buddhist practices in optional sessions. The course also covers contemporary Buddhist responses to ethical issues like abortion, global poverty and the peace process. 4 SH. CC: Diversity Intensive, Ethics.

RELI-209 The Bible and Archaeology

A study of the events, persons and sociocultural processes of ancient (biblical) Israel. Examines carefully the ways in which both the Bible and archaeology can and cannot serve as prime source material for a history of ancient Israel. Considers also the relationships between the biblical text and archaeological findings for historical reconstructions. Prerequisites: Sophomore standing and either one course in history or one of the following courses: RELI-103, RELI-201, RELI-203, or RELI-207. 4 SH. CC: Historical Perspectives, Interdisciplinary.

RELI-210 Philosophy of Religion

Focus on classical and contemporary writings to determine the credibility of religious faiths and beliefs. Same as PHIL-210. 4 SH.

RELI-215 Music in Christian Rituals

Examines the theological and musicological aspects of artistic contributions to Christian worship as recognized in varied cultural settings. Same as MUSC-215. Prerequisites: Junior standing and ability to read music. 4 SH. CC: Artistic Expression, Diversity Intensive, Interdisciplinary.

RELI-220 Magic, Witchcraft and Religion

Examines anthropological concepts of magic, witchcraft and religion in a cross-cultural context. Drawing on ethnography, anthropological theory, history and film, the class explores the nature of magic, witchcraft and religion; the relations among them; and the ways in which they interact with other social formations—for example, gender, politics and economics. Countries studied have included South Africa, India, Haiti and the United States. Same as ANTH-220. 4 SH. CC: Diversity, Social Interactions.

RELI-225 Women in Religion

Critically studies how women are perceived, portrayed and involved in a number of the world's religions, including Hinduism, Buddhism, Judaism, Islam, Christianity and women's spiritual movements. Prerequisite: Sophomore standing. Same as WGST-225. 4 SH. CC: Diversity Intensive, Interdisciplinary, Writing Intensive.

RELI-235 Environmental Ethics

This course combines religious, philosophical and ecological thought as a means of addressing questions about appropriate ethical responses, actions and attitudes in our relationship with our ecosystems. It covers current utilitarian, deontological and virtue-based religious moral thought to focus on questions about the morality of economic and built-environment infrastructures and resultant cultural sea-shifts that need to take place to enable us to embody an ethical relationship with the environment. Prerequisite: Sophomore standing or permission of the instructor. 4 SH. CC: Ethics, Interdisciplinary.

RELI-277 Philippines-History, Religion, and Culture

This course offers an introduction to the history, religion and culture of the Philippines. It is designed as a pre-departure course for students taking part in the GO-Philippines program. 2 SH.

RELI-300 The Book of Revelation and Zombie Apocalypses

This course uses contemporary zombie films to frame an interdisciplinary exploration into the ancient origins of the apocalyptic genre and the origins and reception history of the Book of Revelation. Discourses about the end(s) of the world/society are explored across history in an effort to find ethically meaningful ways of interpreting John's apocalypse. Prerequisite: Sophomore standing. 4 SH. CC: Ethics, Interdisciplinary.

RELI-353 The Practice of Church Music

A practical course designed to introduce the student to the work of the church musician as planner, administrator, leader and resource person. Incorporates the examination of material for use with soloists, instrumentalists, handbells and choral groups of all ages and in various denominations. Same as MUSC-353. Prerequisites: MUSC-161 and MUSC-163. CC: Diversity Intensive. 4 SH.

RELI-305 Topics in Religion

Examines selected topics in religion, depending on student and instructor interest. Course may be repeated for credit if topic is different. 2-4 SH.

RELI-309 Luther: Life and Thought

Through readings from the writings of Martin Luther (1483-1546) and major secondary sources, this course examines the life, thought and importance of Luther in the context of his times and with attention to his significance for today's Christian churches and interfaith dialogs. 4 SH.

RELI-312 The Origins of Christianity

The purpose of this course is to offer an introduction to the academic study of the Christian Church from its inception through the Middle Ages. Beginning with a quick background sketch of the events in the New Testament, this course will examine the people, events and theology that we associate with the early and medieval church, up to the dawn of the Reformation. This class is designed, then, to introduce students to the defining people and events during this period that shaped, and continue to shape, the Christian Church. 4 SH. CC: Historical Perspectives.

RELI-313 Modern Christianities

The purpose of this course is to offer an introduction to the academic study of the Christian Church from the 16th century until today. Beginning with a quick background sketch of the events in the Middle Ages, this course will examine the people, events and theology that we associate with the Reformation, Enlightenment and contemporary Church. We will also be considering the history of the Church outside of its Western parameters. This class is designed, then, to introduce students to the defining events during these periods that shaped, and continue to shape, the Christian Church. Prerequisite: Sophomore standing. 4 SH. CC: Historical Perspectives.

RELI-315 Being Awesome at Life

This course offers a cross-cultural examination of the pursuit of a good human life, and how one learns to live better. In other words, it is about the theory and practice of being awesome at life. We focus on ethical dispositions (skills, habits and virtues) as critical features of ethics, explored through texts from various religious and philosophical figures in English translation, as well film and other media. Prerequisite: Junior standing. Previous experience in philosophy or religious studies is helpful, but not required. 4 SH. CC: Ethics.

RELI-316 Daoism, Zen and Authenticity

This course is an in-depth study of two uniquely East-Asian religious traditions: Daoism and Zen Buddhism. It is also an exploration of the ethical implications of authenticity in personal conduct, especially as it relates to interpersonal communication and interaction. We will read primary texts in English translation as a way to understand how these texts were created and used in the East Asian context, as well as how they might speak to students' own ethical lives. No prerequisites, but previous experience in Religious Studies or Philosophy will be helpful. 4 SH. CC: Ethics.

RELI-318 Confucian Ethics

This course introduces students to the indigenous system of ethical thought that has most profoundly shaped Chinese and East Asian culture: Confucianism. We focus on original textual material in English translation and place these materials in their historical context to understand their relationship to each other and to subsequent developments in China and beyond. However, the course primarily focuses on the ideas these texts express and how those ideas relate to universal concerns in ethics, as well as specific ethical issues. In other words, this is first and foremost an ethics class, and in particular it deals with Chinese materials and East Asian approaches to ethical issues. 4 SH. CC: Diversity Intensive, Ethics, Writing Intensive.

RELI-350 Science and Religion

Examines the interaction of science and religion by looking at the history of their relationship, philosophical and theological issues, and current debate on specific questions of interest to both disciplines. Prerequisite: Sophomore standing or instructor and advisor permission. 4 SH. CC: Interdisciplinary, Ethics Intensive.

RELI-360 Religious Fundamentalisms in the Modern World

This course examines religious beliefs, practices and ways of life that have come to be labeled "fundamentalist." The course attends in particular to their emergence in the modern world and the ways in which they critically engage secular convictions about morality, aesthetics and epistemology. The focus of the course is on Protestant fundamentalism and the Islamic Revival, but, depending on student interest, the class may also consider "ultra- orthodox" Judaism or Hindu nationalism. Prerequisite: One of the following: ANTH-162, ANTH-220, SOCI-101, SOCI-102, a 100-level religious studies course or instructor's permission. Same as ANTH-360. 4 SH. CC: Diversity Intensive, Social Interactions, Writing Intensive.

RELI-400 Independent Study

Individual and in-depth study of a specialized topic under a faculty member's direction. May involve a reading program, a major research paper or experiential learning in conjunction with written analysis and reflection. Prerequisite: Department permission. Variable credit.

RELI-500 Capstone

Study of a particular topic under a faculty member's direction. The capstone is to serve students as the culmination of their studies allowing them to address questions in religious studies through the lens of their total undergraduate education. Such projects could be structured in a number of different ways and might include an experiential learning aspect. The capstone should culminate in a major research paper. 2-4 SH. Capstone.

SOCIOLOGY & ANTHROPOLOGY

Faculty

Shari Jacobson, Ph.D., Associate Professor of Anthropology, department head
John J. Bodinger de Uriarte, Ph.D., Professor of Anthropology
Dave Ramsaran, Ph.D., Provost and Dean of the Faculty, Professor of Sociology
Ordoitz Galilea, Ph.D., Assistant Professor of Sociology
Amanda Maull, Ph.D., Visiting Assistant Professor of Sociology

Learning Goals

- Develops a critical understanding of the relationships between individuals, culture and social structures.
- Improves abilities to speak, write and present information clearly to a variety of audiences.
- Develops an understanding of the links between theory and methods in the production of knowledge.
- Analyzes and critiques the dynamic nature of contemporary social and cultural worlds.

Requirements for Degrees

The Department of Sociology & Anthropology offers a major in sociology, a major in anthropology, a minor in sociology and a minor in anthropology. It also offers, in collaboration with the Department of Education, a course of study that leads to social studies teacher certification.

Students in the Department of Sociology & Anthropology may, with the approval of the advisor and/or department head, complete more than one major and/or minor in the department.

Sociology

Major in Sociology

A sociology major must complete 44 semester hours of required courses in sociology and anthropology and receive grades of C- or better. All majors must achieve at minimum a cumulative GPA of 2.00 in courses offered in the major. There are five compulsory courses. At least 12 of the remaining 24 hours must be taken at the 300-level or higher. In consultation with a department advisor, a sociology major may fulfill some of the major requirements by taking anthropology courses. The department recommends that ANTH/SOCI-235 Qualitative Research Methods, ANTH/SOCI-245 Quantitative Research Methods and SOCI-311 Sociological Theory be completed by the end of the junior year. The capstone requirement for a major in sociology is met by taking ANTH/SOCI-500 Seminar or, with the permission of the department chair, by taking ANTH/SOCI-501 Independent Research, which requires the production of a research paper.

20 Compulsory Courses for Sociology Major

4 SOCI-101 Principles of Sociology

4 SOCI-235 Qualitative Research Methods
4 ANTH/SOCI-245 Quantitative Research Methods
4 SOCI-311 Sociological Theory
4 ANTH/SOCI-500 Seminar

24 Electives
Of the 24 remaining semester hours, at least 12 must be taken at the 300-level or higher.

Minor in Sociology

Students must complete 24 semester hours of required courses in sociology and receive grades of C- or better. All minors must achieve at minimum a cumulative GPA of 2.00 in courses credited toward the minor. Required courses include SOCI-101 Principles of Sociology, SOCI-235/ANTH-235 Qualitative Research Methods or SOCI-245/ANTH-245 Quantitative Research Methods, and SOCI-311 Sociological Theory. At least eight of the remaining 12 semester hours must be taken from courses offered at the 200-level or higher. Credit received for practica courses are not included in the 24 semester hours required of sociology minors.

ANTHROPOLOGY

Major in Anthropology

An anthropology major must successfully complete 44 semester hours of coursework primarily in anthropology. Courses in related disciplines (e.g., sociology and history) may be credited toward the major as noted below. Students must receive grades of C- or better in classes applied to the major and achieve a cumulative GPA of 2.00 in the major. Required courses include ANTH-162 Introduction to Anthropology, ANTH/SOCI-235 Qualitative Research Methods, ANTH-400 History of Anthropological Theory and, as a capstone experience ANTH/SOCI-500 Seminar or, with the permission of the department chair, by taking ANTH/SOCI-501 Independent Research. Of the remaining 28 semester hours, students must take at least five anthropology courses designated as theory courses, one course designated as an area studies course and one elective course. At least 12 of the theory course semester hours must be taken at the 300-level or above. Topics courses or honors courses taught by anthropology faculty may be credited toward the theory requirement pending departmental approval. GO programs reviewed by the department may satisfy the area studies requirement for the major. Depending on the project, ANTH-501 Independent Research may be credited toward either the theory or area studies requirement.

Required Courses
4 ANTH-162 Introduction to Anthropology
4 ANTH-235 Qualitative Research Methods
4 ANTH-400 History of Anthropological Theory
4 ANTH-500 Seminar

Theory Courses
4 ANTH-110 Introduction to Archaeology
4 ANTH-152 Public Culture
4 ANTH-220 Magic, Witchcraft and Religion

4 ANTH-237 Museums and Anthropology
4 ANTH-310 National, Transnational and Diasporic Communities

4 ANTH-311 Regulating Bodies: Food, Sex, Drugs and the Economy
4 ANTH-323 Wish You Were Here: Anthropology of Tourism

4 ANTH/SOCI-341 Family and Kinship
4 ANTH-360 Religious Fundamentalisms in the Modern World
4 ANTH-370 Anthropology of Surveillance
4 ANTH/SOCI-413 Critical Race Theory

Area Studies Courses

Latin America and the Caribbean
4 HIST-180 Latin America, 1492-1825
4 HIST-181 Revolution and Identity in Latin America
4 SPAN-447 Seminar in Hispanic-American Studies

Asia
4 HIST-151 Traditional East Asia
4 HIST-152 Modern East Asia

Africa
4 HIST-171 African Civilization
4 HIST-172 Early Modern Africa

North America
4 ANTH-227 Native America North of Mexico
4 FILM-230 American Film and Culture
4 HIST-111 United States History Before 1877
4 HIST-112 U.S. History from Frontier to Space
4 HIST-115 African American United States History
4 HIST-215 The Civil War in the American Experience
4 HIST-218 Work and Play in the U.S.A.
4 HIST-313 Social History of the United States
4 HIST-314 The Long Civil Rights Movement
4 HIST-316 Making a Multicultural United States
4 HIST-323 History of American Medicine
4 HIST-370 American Women

Europe
4 HIST-132 Ideas and Guns in Modern Europe
4 POLI-226 Soviet and Russian Politics
4 HIST-321 European Union
4 FRNC-310 French/Francophone Literary and Cultural or Film Studies
4 FRNC-460 Seminar on French and Francophone Literature and Culture or Film
4 GERM-460 Seminar in German Studies
4 SPAN-445 Seminar in Peninsular Spanish Studies

Diasporas and Translations
4 JWST-113 Introduction to Judaism

4 JWST-115 Jewish Philosophy and Ethics
4 JWST-255 Jewish Literature
4 JWST-312 History and Culture of Jewish Cuisines
4 JWST-338 The Holocaust

Minor in Anthropology

Students must complete 24 semester hours in anthropology and receive grades of C- or better. All minors must achieve at minimum a cumulative GPA of 2.00 in courses credited toward the minor. Required courses include ANTH-162 Introduction to Anthropology, ANTH/SOCI-235 Qualitative Research Methods and ANTH-400 History of Anthropological Theory. Students must also complete eight semester hours of anthropology theory courses and four semester hours of an area studies course.

Teaching Certification

Secondary Teaching Certification Coursework required by the state of Pennsylvania for admission to the teacher certification program includes successful completion of FYSE-100 or equivalent course (having learning goals related to English composition), at least 3 semester hours in British or American literature, at least 6 semester hours of mathematics coursework (or other courses which satisfy the Central Curriculum Analytical Thought requirement) and at least one 40-hour externship. Education course requirements for secondary education are EDUC-101 Introduction to Education and Society, EDUC-250 Educational Psychology, EDUC-260 Introduction to Special Education, EDUC-270 Instruction of Exceptional Students, EDUC-330 Technology in Education, EDUC-350 English Language Learners: Theory and Instruction, EDUC-380 Instructional Design, EDUC- 479 Principles of Learning and Teaching in Secondary Education, EDUC-483 Differentiated Instruction and Classroom Management in Secondary Education, and the EDUC-500 Student Teaching package (EDUC-501, EDUC-502, EDUC-503, and EDUC-600).

Sociology students who seek secondary education certification in social studies must take the following additional courses outside the Department of Sociology and Anthropology: EDUC-425 Methods of Curriculum Instruction and Assessment in Teaching Social Studies, ECON-105 Elements of Economics, POLI-111 American Government and Politics, POLI-121 Comparative Government and Politics, PSYC-101 Principles of Psychology, HIST-322 Pennsylvania History or HIST-324 Pennsylvania's Pasts and Their Publics, and 1 course in U. S. history (HIST-111, HIST-112 or HIST-115).

Secondary education sociology students must also take the following courses within the Department of Sociology and Anthropology: ANTH-162 Introduction to Anthropology, SOCI-101 Principles of Sociology, SOCI-235 Qualitative Research Methods, SOCI-245 Quantitative Research Methods, SOCI-311 Sociological Theory, or ANTH-310 National, Transnational and Diasporic Communities, SOCI-341 Family and Kinship, SOCI-413 Critical Race Theory, SOCI-500 Seminar or SOCI-501 Independent Research, and 8 semester hours in sociology electives (student teaching may be substituted for the electives requirement).

Honors

The departmental honors program recognizes outstanding academic performance in the major with departmental honors. To graduate with departmental honors in sociology or anthropology, candidates must:

- Have a GPA of 3.50 or above in the major and 3.25 or above overall,
- Secure the recommendation of the department faculty to pursue honors,

- Write a senior thesis or equivalent paper based on departmental seminars, and
- Sit for an oral honors examination.

Sociology Courses

SOCI-101 Principles of Sociology

Methods and approaches of scientific analysis applied to contemporary cultures and societies. Includes socialization, individual and group interaction, major social institutions, social organizations, social change, and collective behavior. 4 SH. CC: Diversity, Social Interactions.

SOCI-102 Social Problems

Basic concepts and principles of sociology applied to significant social problems. Examines social disorganization, cultural conflicts and personal deviations associated with the stress of industrialization, urban life and bureaucracy. 4 SH. CC: Social Interactions.

SOCI-196 #BlackLivesMatter

The Black Lives Matter movement is a movement that began in 2012 after the murder of Trayvon Martin – however the movement and the #BlackLivesMatter weren't the first time that Black people moved collectively to assert their human and civil rights. This course examines the important role of movements leading up to the Black Lives Matter Movement, specifically the Civil Rights Movement, Black Labor Movements, and the Black Power Movement. In this course we will engage with prominent social movement theories to gain an understanding of the processes behind Black people mobilizing to push for societal and institutional change. The course will focus on Black movements and engages with social movements theories such as collective identity, resource mobilization, and movement strategies and tactics to examine these key movements in U.S. history. 4 SH. CC: Social Interactions, First-Year Seminar.

SOCI-235 Qualitative Research Methods

This course is designed to develop students' competence as social researchers. We will cover both theoretical issues-like the epistemology and ethics of qualitative research-and practical ones-the nuts and bolts of the research process, from data collection to analysis. The course will focus on the connection between researchers' theoretical goals and the practical resources and constraints of the research process. Students will be trained in some of the common forms of qualitative social research: ethnography, interviews, content analysis, case studies and the comparative method. Students will also be required to employ qualitative methods to collect and analyze original data, both for (near-weekly) short written assignments and a 15-20 page final research paper. Prerequisites: Sophomore standing and at least one introductory course in sociology or anthropology. Same as ANTH-235. 4 SH. CC: Ethics Intensive, Writing Intensive.

SOCI-245 Quantitative Research Methods

This course is intended to introduce students to common methods used in quantitative social science research. It is intended to help us conceptualize a research problem and how to collect evidence to address that research problem. Students will learn how to conduct basic quantitative social science research, evaluate relevant evidence and determine the best method to be used based on theoretical and practical considerations. The course also focuses attention on such issues as the time dimension, sampling design and ethical issues when conducting quantitative social research. Finally, we use SPSS and series of datasets to test

and demonstrate our knowledge of the respective statistical procedures. Upon completion of this course, students should be better able to critically evaluate the quantitative research they encounter in their social science coursework and in the mass media, as well as be able to design a basic quantitative research project. Prerequisite: Sophomore standing. Same as ANTH-245. 4 SH. CC: Ethics Intensive.

SOCI-255 Crime and Justice

This course explores the dimensions, causes, costs and correlates of the crime problem in the U.S. and considers the uses and limitations of the criminal justice system in dealing with it. To do this, the course is organized around three interdisciplinary literatures: criminology, law and society, and criminal justice studies. Focusing on issues of lawmaking, law breaking and state response to crime, students will review and critique classical and contemporary approaches to the study of these phenomena; identify a range of theoretical approaches and empirical findings in the literatures identified above; and assess the strengths and limitations of contemporary crime control policies in light of accumulated empirical evidence. Prerequisite: SOCI-101, SOCI-102 or ANTH-162. 4 SH.

SOCI-301 Topics in Sociology

Intermediate study of selected topics. Topics vary and depend on student and instructor interest. Possibilities include social policy analysis, sociology of dissent, juvenile delinquency and sex roles. Prerequisite: SOCI-101, ANTH-162 or instructor's permission. 2-4 SH.

SOCI-309 Black Feminism

Black feminism is the study of how gender, race and class issues are inextricably linked to oppression. Black feminism goes beyond mainstream feminisms and sees itself as a collective social movement. This course is primarily an activist response to intersecting oppressions that subordinate black women and others in terms of race, gender, class, sexuality, nation and the need for autonomy in the face of the privileged. Politics not only concerns personal experiences, however challenging and courageous, but must address larger agendas that go beyond individual temperament, choices and placement. There are no formal prerequisites for this course. 4 SH. CC: Diversity.

SOCI-311 Sociological Theory

Western social theory from Comte to the present with emphasis on recent developments. Considers major schools, including positivism, conflict theory, symbolic interactionism, functionalism, social exchange theory, critical theory, phenomenological theory and postmodernism. Prerequisite: Three courses in sociology. 4 SH.

SOCI-312 Social Movements

Collective action plays a significant role in how social change happens. Social movements are often the sites at which people can gather to express their grievances. Movements are also sites where people can imagine and push for what they view as progress. Each movement is shaped by the goals, tactics, and strategies of the people within them – and people often gather around a sense of collective identity. Social movements that emphasize concepts like progress, development, and nation-making indicate visions of the future that can illuminate how race, gender, class, sexuality, and other power relations shape people's lives. In this course, we will discuss various social movements and scrutinize the intersections of power relations as they relate to the ideals to which movements aspire. We will delve into movements like the civil rights movement, feminist movements, LGBTQ movements, and Black Lives Matter. 4SH. Prerequisites: SOCI-101.

SOCI-316 Social Justice

Social Justice is a team-taught course focusing on the multiple forms of oppression that occur in any given society. The distribution of various advantages and disadvantages can be affected by capitalistic systems, greed, personal intention, social and/or political agendas, and even compromise. In this course, we will study the changing dynamics of oppression, earned and unearned privileges, and competing ethical and social theories of social justice and their interaction with race, ethnicity, nationality, ability, gender, class and sexuality. Students will have the opportunity to complete social justice projects requiring their collaborative engagement to identify and understand strategies for social transformation in areas as diverse as access to technology, globalization and ethics. Prerequisite: SOCI-101, ANTH-162 or SOCI-102 or instructor's permission. 4 SH. CC: Ethics Intensive.

SOCI-317 Sociology of Global Human Rights

This course is intended as an introduction to human rights through a sociological perspective. Sociologists explore the social conditions under which human rights legislation is drafted, interpreted, enforced, and violated. The major element of a sociological understanding of human rights is the study of the myriad ways in which the international human rights regime is socially constructed and enacted. We will study the philosophical foundations of human rights doctrine, its historical development, its practical enactment and its discursive flexibility. Using certain examples taken from recent news items and world events, we will study how the discourse of human rights is realized, or failed to realize, in contemporary social reality all around the world. Prerequisite: Sophomore standing and SOCI-101 or SOCI-311. 4 SH CC: Diversity Intensive, Writing Intensive.

SOCI-320 Environmental Sociology

This course examines the dynamic relationship between human societies and the environment through a sociological lens. Students will explore classical and contemporary theories in environmental sociology, including political economy, environmental justice, risk society, and ecofeminism. Key topics include climate change, environmental racism, urban sustainability, indigenous environmental knowledge, and the social construction of nature. Through case studies, policy analysis, and theoretical frameworks, students will critically assess how social, economic, and political structures shape environmental problems and solutions. Course requirements include active participation, an Op-Ed on environmental injustice, and a final research paper analyzing environmental issues through social and historical forces. Prerequisites: SOCI-101 or one EENV course. 4 SH. CC: Diversity Intensive, Writing Intensive

SOCI-341 Family and Kinship

A comparative study of family and kinship. Covers the structures and functions of family and kinship in different cultures. Emphasizes historical and contemporary changes in knowledge and practice focused on family, marriage, procreation and kinship in the United States with particular emphasis on the cultural construction of kinship, the naturalization of identity and difference, the politics of reproduction and new reproductive technologies. Prerequisite: SOCI-101 or ANTH-162. Same as ANTH-341. 4 SH. CC: Diversity Intensive, Writing Intensive.

SOCI-350 Punishment and Society

This course develops students' ability to understand and critique modern penal practices and to interrogate the relationship of punishment to criminal behavior, the rendering of justice, the promotion of public safety and the management of risk. In addition to examining the structure, practices and legal foundation of corrections in the United States, students will be exposed to a range of scholarship examining the social,

moral, economic, political, ideological and historical contexts of punishment in the West, with an eye toward understanding how penal practices came to be as they are, their social implications and cultural meanings. Review and discussion of these materials will develop students' appreciation for the depth and complexity of the topic, as well as their ability to link punishment practices with broader sociocultural conditions and worldviews. Prerequisite: SOCI-101 or ANTH-162. SOCI-311 is recommended but not required. 4 SH.

SOCI-374 Social Work

Introduces and exposes students to the various aspects of social work and social welfare. Includes examples of casework, group work, community organizations and a combination of current practices. Explores how society provides services to meet human needs through public, voluntary and combined efforts. Prerequisite: SOCI-101 or PSYC-101. 4 SH.

SOCI-413 Critical Race Theory

Focuses on race and ethnic relations in contemporary society and popular understandings of race and ethnicity in the United States. Explores the boundaries and markers for membership in an ethnic, racial or minority group. Specifically, this course regards race as a social construct that has significance for structural opportunities, experiences, worldviews and conceptions of self and others. The course investigates the designations "race," "ethnicity" and "minorities," and locates them in foundational and current tensions concerning power and identity. Prerequisite: SOCI-101 or ANTH-162. Same as ANTH-413. 4 SH. CC: Diversity, Social Interactions, Writing Intensive.

SOCI-500 Seminar

Research workshop that fulfills the capstone requirement for majors. Prerequisites: SOCI/ANTH-235 or SOCI/ANTH-245 and two courses in sociology or anthropology, at least one of which has been taken at the 300-level or above. SOCI-311 or ANTH-400 recommended. 4 SH. Capstone.

SOCI-501 Independent Research

Supervised readings and writings in advanced fields of sociological study. Prerequisites: SOCI-101, three courses in sociology, a minimum cumulative GPA of 3.00 in departmental courses and instructor's permission. 1-4 SH. Capstone. May fulfill the capstone requirement with permission of the department head and when taken for at least 2 semester hours. Students not majoring or minoring in sociology or anthropology who wish to use SOCI-501 for their capstone must also have successfully completed SOCI/ANTH-235 or SOCI/ANTH-245, receiving a C- or higher.

SOCI-510 Internship in Sociology

Individual student work in an appropriate setting. Open only when positions are available. 1-8 SH.

SOCI-570 Practicum

Supervised field work in selected social work agencies. Students will keep a log, meet with a faculty member to discuss work and write a paper. Prerequisites: Junior or senior standing, relevant coursework and the department's permission. 4 SH.

SOCI-571 Practicum

Supervised field work in selected social work agencies. Students will keep a log, meet with a faculty member to discuss work and write a paper. Prerequisites: Junior or senior standing, relevant coursework and the department's permission. 4 SH.

Anthropology Courses

ANTH-110 Introduction to Archaeology

The discipline of archaeology involves the study of past societies, their practices and behaviors deduced by the analysis and interpretation of their material remains. It is therefore our only access to the three million years of human history before writing. This course is an introduction to method and theory in anthropological archaeology, with consideration of selected case studies. The course begins with an introduction to the history of the discipline and then focuses on archaeological methods and theory to provide a background to the practice of archaeology. Students will learn concepts, methods and techniques required in archaeological excavation and the analysis of material remains. They will have the opportunity to research and discuss problems in anthropological archaeology. The latter half of the course will take the students through a review of some of the major archaeological discoveries of modern times. This will provide a unique opportunity to review past surveys and excavations and to evaluate and critique past efforts in light of current archaeological theory and practice. 4 SH. CC: Social Interactions.

ANTH-152 Public Culture

This course is an anthropological introduction to public culture in the U.S. It takes public culture to be: a public circulation of sensibilities, identities, dreams, styles, discourses and forms of power; and a way of life enacted and given form in the practices of everyday life and in institutions, laws, social movements, physical and social spaces, and expressive forms. Students will be introduced to key terms and theories in contemporary anthropology and their application in the study of representation; historical imagination; gender, sexuality and identity politics; and nationalism, citizenship and globalization. 4 SH. CC: Diversity, Social Interactions, Writing Intensive.

ANTH-162 Introduction to Anthropology

This course is an introduction to the field of anthropology. Specifically, the course introduces students to the ways in which anthropologists have thought about and investigated human diversity. We inquire into what it is that makes us human; the unique role culture plays in our humanity; the relationships of culture, language and biology; and how anthropologists have studied material culture in past and present civilizations using the tools and theoretical paradigms of archaeology. Students explore these questions through the study of ethnographies and a textbook. 4 SH. CC: Diversity, Social Interactions.

ANTH-200 Trending Topics in Anthropology

ANTH 200 offers “a study of selected topics that vary on student and professor interests. This course is well-positioned for multi-disciplinary subjects, including the anthropology of development, multi-species ethnographies, and health and medicine studies, for example. 4 SH.

ANTH-220 Magic, Witchcraft and Religion

Examines anthropological concepts of magic, witchcraft and religion in a cross-cultural context. Drawing on ethnography, anthropological theory, history and film, the class explores the nature of magic, witchcraft and religion; the relations among them; and the ways in which they interact with other social formations, for example, gender, politics and economics. Countries studied have included South Africa, India, Haiti and the United States. Same as RELI-220. 4 SH. CC: Diversity, Social Interactions.

ANTH-227 Native America North of Mexico

This course is an interdisciplinary introduction to the histories and cultures of the indigenous peoples north of Mexico. Topics to be considered include cultural diversity, colonial history and federal Indian policy, land use patterns, identity and ethnicity, myth and ritual, contemporary issues, representations of Native Americans in the dominant culture, and the role of cultural revitalization and innovation in the negotiation of contemporary community survival. Course readings represent a variety of perspectives, including historical, ethnographic, ecological and literary. Prerequisite: ANTH-162, ANTH-152 or SOCI-101 or instructor's permission. 4 SH. CC: Diversity.

ANTH-235 Qualitative Research Methods

This course is designed to develop students' competence as social researchers. We will cover both theoretical issues-like the epistemology and ethics of qualitative research—and practical ones—the nuts and bolts of the research process, from data collection to analysis. The course will focus on the connection between researchers' theoretical goals and the practical resources and constraints of the research process. Students will be trained in some of the common forms of qualitative social research: ethnography, interviews, content analysis, case studies and the comparative method. Students will also be required to employ qualitative methods to collect and analyze original data, both for (near-weekly) short written assignments and a 15-20 page final research paper. Prerequisites: Sophomore standing and at least one introductory course in sociology or anthropology. Same as SOCI-235. 4 SH. CC: Ethics Intensive, Writing Intensive.

ANTH-237 Museums and Anthropology

This course will explore key interrelationships between museums, anthropology and the practices of representation. Students will be introduced to the history of museums and will also be given the analytical tools to read museums and exhibitions as cultural texts. The course focuses on the production and meanings of public museums and other exhibitionary spaces. We will pay close attention to issues of representation in anthropological and other arenas, to how museums communicate information about cultural-historical processes and events, and to the formation of ethnographic and other subjects. While anthropology and museum studies are the course's focus, we will not restrict our readings to those disciplines and modes of representation alone but will consider other disciplinary perspectives and offerings. Prerequisites: Sophomore standing and ANTH-162 or SOCI-101 or instructor's permission. 4 SH. CC: Interdisciplinary.

ANTH-245 Quantitative Research Methods

This course is intended to introduce students to common methods used in quantitative social science research. It is intended to help us conceptualize a research problem and how to collect evidence to address that research problem. Students will learn how to conduct basic quantitative social science research, evaluate relevant evidence and determine the best method to be used based on theoretical and practical considerations. The course also focuses attention on such issues as the time dimension, sampling design and ethical issues when conducting quantitative social research. Finally, we use SPSS and series of datasets to test and demonstrate our knowledge of the respective statistical procedures. Upon completion of this course, students should be better able to critically evaluate the quantitative research they encounter in their social science coursework and in the mass media, as well as be able to design a basic quantitative research project. Prerequisite: Sophomore standing. Same as SOCI-245. 4 SH. CC: Ethics Intensive.

ANTH-301 Topics in Anthropology

Intermediate study of selected topics. Topics vary and depend on student and instructor interest. Possibilities include the anthropology of modernity, cross-cultural perspectives on gender and sexuality, and drugs and culture. Prerequisite: SOCI-101 or ANTH-162 or instructor's permission. 2-4 SH.

ANTH-310 National, Transnational and Diasporic Communities

Considers the nature of belonging in the world today. Who is "at home"? Who is displaced/out of place? Begins with theories of the nation and anthropological research on national communities and nation-building, then turns to a consideration of those considered outsiders to the nation-state, i.e., diasporic, transnational and refugee communities. Addresses culture as it is formed by the globalization of capital, commodities, media, literacy, and international political and religious movements. Topics covered may include Jewish, Palestinian, African and Chinese diasporas; refugees in Tanzania and in Europe; and Indian intellectuals in the United States. Prerequisite: ANTH-162 or instructor's permission. 4 SH. CC: Writing Intensive.

ANTH-311 Regulating Bodies: Food, Sex, Drugs and the Economy

What is the proper relation between the state and its citizens? Should states merely ensure the basic safety of citizens, or should they somehow promote their well-being? How should decisions about what constitutes safety or well-being be made? Through a study of regulation, this course considers how economics, politics, ethics and aesthetics inform life in modern liberal democracies. We begin by establishing a theoretical framework for our study and then turn to four instances in which states seek to intervene in or regulate the lives of citizens, namely the economy, drugs, food and sex. We will examine issues such as the recent financial meltdown, medical marijuana, food safety and Internet pornography. Prerequisite: Sophomore standing. 4 SH. CC: Interdisciplinary, Social Interactions.

ANTH-323 Wish You Were Here: The Anthropology of Tourism

This class will build a theoretical base in the anthropology of tourism from which to engage key questions about tourism: How does "tourism" frame our daily experiences? Our collective sense of Self and Other? ANTH 323 draws on student GO experiences, both completed and anticipated, as well as other domestic and international tourism experiences. The course also depends on students thinking "through" field methodologies—seeing, writing, interpreting, and story-telling—as ways to engage tourism and tourist practices. Students are recommended but not required to complete ANTH-162 or SOCI-101. Prerequisite: Junior standing. 4 SH. CC: Diversity Intensive, Writing Intensive.

ANTH-341 Family and Kinship

A comparative study of family and kinship. Covers the structures and functions of family and kinship in different cultures. Emphasizes historical and contemporary changes in knowledge and practice focused on family, marriage, procreation and kinship in the United States, with particular emphasis on the cultural construction of kinship, the naturalization of identity and difference, the politics of recognition, and new reproductive technologies. Prerequisite: ANTH-162 or SOCI-101. Same as SOCI-341. 4 SH. CC: Diversity Intensive, Writing Intensive.

ANTH-360 Religious Fundamentalisms in the Modern World

This course examines religious beliefs, practices and ways of life that have come to be labeled "fundamentalist." The course attends in particular to their emergence in the modern world and the ways in which they critically engage secular convictions about morality, aesthetics and epistemology. The focus of the

course is on Protestant fundamentalism and the Islamic Revival, but, depending on student interest, the class may also consider “ultra- orthodox” Judaism or Hindu nationalism. Prerequisite: One of the following: ANTH-162, ANTH-220, SOCI-101, SOCI-102, a 100-level religious studies course or instructor’s permission. Same as RELI-360. 4 SH. CC: Diversity Intensive, Social Interactions, Writing Intensive.

ANTH-370 Anthropology of Surveillance

People have long kept tabs on each other, but we are living in a moment where the capacity of people with various forms of power to collect information about and keep tabs on others is unprecedented. Using materials from anthropology, sociology, political science, technology studies, queer studies, legal studies, philosophy, and journalism, this class considers the scope of surveillance and the methods that are used to collect information about and track everyday people. It also examines how that constant surveillance, and the information gleaned from it, affects how we behave, think, and feel about ourselves and others. Prerequisites: ANTH-162 or SOCI-101 and sophomore standing. 4 SH. CC: Interdisciplinary, Writing Intensive.

ANTH-400 History of Anthropological Theory

Surveys major anthropological theories (e.g., evolutionism, functionalism, structuralism, symbolism and postmodernism) and theorists (e.g., Malinowski, Radcliffe-Brown, Lévi-Strauss, Geertz and Clifford). Examines how ideas about culture have changed over time. Takes a critical perspective by locating both theories and theorists within national and historical frameworks. Prerequisite: ANTH-162. 4 SH. CC: Historical Perspectives.

ANTH-413 Critical Race Theory

Focuses on race and ethnic relations in contemporary society and popular understandings of race and ethnicity in the United States. Explores the boundaries and markers for membership in an ethnic, racial or minority group. Specifically, this course regards race as a social construct that has significance for structural opportunities, experiences, worldviews, and conceptions of self and others. The course investigates the designations “race,” “ethnicity” and “minorities,” and locates them in foundational and current tensions concerning power and identity. Prerequisite: ANTH-162 or SOCI-101. Same as SOCI-413. 4 SH. CC: Diversity, Social Interactions, Writing Intensive.

ANTH-500 Seminar

Research workshop that fulfills the capstone requirement for majors. Prerequisites: ANTH/SOCI-235 or ANTH/SOCI-245 and two courses in anthropology or sociology, at least one of which has been taken at the 300-level or above. SOCI-311 or ANTH-400 recommended. 4 SH. Capstone.

ANTH-501 Independent Research

Supervised readings and writings in advanced fields of anthropological study. Prerequisites: ANTH-162, three courses in anthropology, a minimum GPA of 3.00 in departmental courses and instructor’s permission. 1-4 SH. Capstone. May fulfill the capstone requirement with permission of the department head and when taken for at least 2 semester hours. Students not majoring or minoring in sociology or anthropology who wish to use ANTH-501 for their capstone must also have successfully completed ANTH/SOCI-235 or ANTH/SOCI-245, receiving a C-or higher.

ANTH-510 Internship in Anthropology

Individual student work in an appropriate setting. Open only when positions are available. 1-8 SH.

SUSTAINABILITY MANAGEMENT

Directors

Hualu Zheng, Ph.D., Assistant Professor of Marketing, director
Dan Ressler, Ph.D. Associate Professor of Earth & Environmental Sciences
Katherine Straub, Ph.D., Dean, School of Natural & Social Sciences; Professor of Earth & Environmental Sciences, co-director

The Sustainability Management minor provides students with a broad understanding of how to integrate sustainable practices throughout and across organizations. Students completing the Sustainability Management minor will understand how business practices are interconnected with environmental and social issues and will learn how to apply best practices in sustainability management. Students will be prepared to enter their careers ready to make a positive impact in roles at for-profit, non-profit, or government entities.

Learning Goals

- Demonstrate a broad understanding of the interconnected nature of the economy, environment, and society;
- Demonstrate knowledge of the scientific principles underlying sustainability and their application to environmental issues;
- Demonstrate an understanding of general management principles;
- Synthesize sustainability models and business practices to propose changes to organizational practices;
- Articulate the ethical reasoning behind corporate social responsibility.

Minor in Sustainability Management

The minor requires a total of 24 credit hours: 16 credit hours of required courses and 8 credit hours of elective classes. To complete the minor, students must have a GPA of at least 2.00 and no grade below C- in the courses outlined below:

Required:

4	EENV-101 Environmental Science
4	ENST-110 Sustainability and Society
4	MGMT-240 Principles of Management
4	MGMT-373 Managing for Sustainability

A minimum of 8 semester hours from the following:

4	ACCT-200 Financial Accounting
4	ECON-105 Elements of Economics
4	EENV-105 Energy and the Environment
4	EENV-242 Climate and Global Change
4	ENST-301 Current Topics in Environmental Studies
2	MGMT-315 Global Supply Chain Logistics
4	MGMT-404 Global Business Ethics

4 MGMT-437 Social and Sustainable Entrepreneurship
1-4 MGMT-503 Business Internship or EENV-590 Environmental Internship

Double-counting Restriction for Interdisciplinary Minors

Only 8 semester hours of this minor may be double-counted toward the student's major or another minor. Note: SWSB students cannot apply ECON-105 to the minor.

THEATRE

Faculty

Erik K. Viker, MFA, Professor of Theatre, department head
Anna Andes, Ph.D., Associate Professor of Theatre
Kevin Crowe, MFA, Ph.D., Assistant Professor of Theatre
Jen Rock, MFA, Assistant Professor of Theatre
Callie Lythgoe, MFA, Lecturer in Theatre

Learning Goals

- Students will learn to articulate artistic, scholarly and production related vocabularies, methods and theories of theatrical practice in order to support their continued study and practice of theatre.
- Students will develop proficiency in script analysis, production conceptualization, the history of theatre and theatre's importance to society.
- Students will learn how to contribute to the discipline and practice of theatre, and to society by recognizing and employing relevant and pertinent theatre and interdisciplinary sources to inform their creative and scholarly activities.

Double-counting Restriction

Students may not have a B.A. and a BFA within the department.

Major in Theatre

Requirements for the Bachelor of Arts in Theatre

Susquehanna offers a B.A. in theatre with three emphases: performance, production and design, and theatre studies. Majors complete university Central Curriculum requirements plus 52 semester hours of courses in one of the three theatre emphases. These include introductory courses and specific emphasis requirements. A grade of C- or better is required for any course to apply to the major or minor. Courses may count toward only one emphasis or minor. The department also expects theatre majors and minors to participate each semester in department theatre productions and activities supervised by department faculty.

Theatre Major Emphases

Students fulfill the university Central Curriculum requirements, participate fully in department productions and successfully complete the following courses:

Department Requirements

- 4 THEA-151 Acting Fundamentals
- 4 THEA-160 Theatrical Design Fundamentals
- 4 THEA-258 From Page to Stage
- 4 THEA-340 Stage Management and Theatre Operations
- 4 THEA-352 World Theatre 1
- 4 THEA-353 World Theatre 2
- 4 THEA-505 Capstone Portfolio

Students also choose one of the following options:

Option One: Performance Emphasis

- 4 THEA-251 Acting II: Voice and Movement
- 4 THEA-351 Acting III: Period Styles
- 4 THEA-451 Directing
- 4 semester hours chosen from the following:
  - 1 THEA-101 The Fall Musical,
  - 1 THEA-102 Student-directed Production,
  - 1 THEA-103 Acting Workshop,
  - 1 THEA-104 Advanced Acting Workshop
  - 1 THEA-105 Experimental Acting Workshop.
- 4 semester hours chosen from the following:
  - 4 THEA-142 Stagecraft
  - 4 THEA-143 Scenic Production
  - 4 THEA-144 Costume Technology
- 4 semester hours chosen from the following:
  - 1 THEA-101 The Musical
  - 1 THEA-102 Student-directed Production
  - 1 THEA-103 Acting Workshop
  - 1 THEA-104 Advanced Acting Workshop
  - 1 THEA-105 Experimental Acting Workshop
  - 4 THEA-240 Theatre and Violence
  - 4 THEA-241 Costume Design
  - 4 THEA-245 Scenic and Lighting Design
  - 4 THEA-254 Race and Identity in Theatre
  - 4 THEA-342 Stage Makeup
  - 4 THEA-452 Seminar in Theatre

Option Two: Production and Design Emphasis

- 4 THEA-142 Stagecraft
- 4 THEA-143 Scenic Production
- 4 THEA-501 Production Lab
- 8 semester hours chosen from the following:
  - 4 THEA-241 Costume Design
  - 4 THEA-245 Scenic and Lighting Design
  - 4 THEA-342 Stage Makeup
- 4 semester hours chosen from the following:

4 THEA-144 Costume Technology
4 THEA-240 Theatre and Violence or THEA-254 Race and Identity in Theatre
4 THEA-452 Seminar in Theatre (repeatable with topic change)

Option Three: Theatre Studies Emphasis

4 THEA-200 Introduction to Dramatic Literature
4 THEA-240 Theatre and Violence.
4 THEA-254 Race and Identity on the American Stage
2 THEA-502 Dramaturgy

4 semester hours chosen from the following:

4 THEA-200 Introduction to Dramatic Literature
4 THEA-240 Theatre and Violence

The remaining 10 semester hours may be chosen from the courses below:

4 THEA-142 Stagecraft
OR THEA-143 Scenic Production
OR THEA-144 Costume Technology
4 THEA-241 Costume Design or THEA-342 Stage Makeup
4 THEA-245 Scenic and Lighting Design
4 THEA-251 Acting II: Voice and Movement
4 THEA-260 The Choreopoem
4 THEA-451 Directing
4 THEA-452 Seminar in Theatre (repeatable once with department head approval)
1 THEA-502 Dramaturgy (repeatable once)
1 THEA-501 Production Lab (repeatable once)

No more than 4 semester hours from the following may be included:

1 THEA-101 The Musical
1 THEA-102 Student-Directed Production
1 THEA-103 Acting Workshop
1 THEA-104 Advanced Acting Workshop
1 THEA-105 Experimental Acting Workshop

Requirements for the Bachelor of Fine Arts Degrees

Susquehanna offers two BFA majors in Theatre: in Acting and in Theatre Management. Majors complete university Central Curriculum requirements plus 74 semester hours of courses outlined below. A grade of C- or better is required for any course to apply to the major. The department also expects theatre majors and minors to participate each semester in department theatre productions and activities supervised by department faculty.

Bachelor of Fine Arts in Acting

Theatre students who want a specialized, comprehensive education in acting may pursue this degree option. Accepted majors will have superior skill in acting and demonstrate that skill through a resume of performance accomplishments. Students who successfully complete this program will be well-prepared for a career as a professional stage or film actor, voice-over artist, or commercial talent, and will also be highly competitive for admission to graduate programs in acting.

Admission to the program will be by department faculty approval based on an applicant audition. Auditions may be conducted remotely or by video submission. Students enrolled in the BFA program must maintain an overall grade point average of at least 2.00 and complete major coursework with a grade of C or higher.

74 Semester hours

Required Courses:

4	THEA-151 Acting Fundamentals
4	THEA-160 Theatrical Design Fundamentals
4	THEA-200 Introduction to Dramatic Literature
4	THEA-251 Acting II: Voice and Movement
4	THEA-254 Race and Identity on the American Stage
4	THEA-258 From Page to Stage
4	WRIT-260 The Choreopoem
4	THEA-340 Stage Management & Theatre Operations
4	THEA-451 Directing
4	THEA-342 Stage Makeup
4	THEA-351 Acting III: Period Styles
4	THEA-352 World Theatre I
4	THEA-353 World Theatre II
2	THEA-505 Capstone Portfolio
4	WGST-240 Theatre and Violence

8 semester hours from the following:

1	THEA-101 The Musical
1	THEA-102 Student-Directed Production
1	THEA-103 Acting Workshop
1	THEA-104 Advanced Acting Workshop
1	THEA-105 Experimental Acting Workshop

8 semester hours from the following:

4	COMM-191 Interpersonal Communication
4	COMM-192 Public Speaking
4	MUSC-101 Introduction to Music
4	MUSC-275 Introduction to Arts Leadership
4	PSYC-101 Principles of Psychology

Bachelor of Fine Arts in Theatre Management

Students who want a thorough pre-professional education in theatre management may pursue this degree option. Accepted majors will have demonstrated potential as project coordinators and arts organizers and will document that skill through a portfolio of accomplishments. Students who complete this program will typically be competitive to continue study at the graduate level and/or work in the areas of patron services, venue management, event coordination, and theatre operations.

Admission to the program will be by department faculty approval based on an applicant interview and portfolio review. Interviews may be conducted remotely. Students enrolled in the BFA program must

maintain an overall grade point average of at least 2.00 and complete major coursework with a grade of C or higher.

74 semester hours

Required Courses

4	ACCT-200 Financial Accounting
4	COMM-191 Interpersonal Communication
4	COMM-201 Ethics and Leadership
4	MGMT-240 Principles of Management
4	MGMT-280 Marketing
4	MUSC-275 Introduction to Arts Leadership
4	THEA-151 Acting Fundamentals
4	THEA-160 Theatrical Design Fundamentals
4	THEA-241 Costume Design
4	THEA-245 Scenic & Lighting Design
4	THEA-353 World Theatre II or
4	THEA-254 Race and Identity on the American Stage
4	THEA-258 From Page to Stage
4	THEA-340 Stage Management & Theatre Operations
8	THEA-501 Production Lab
2	THEA-505 Capstone Portfolio

4 semester hours from the following:

4	THEA-142 Stagecraft
4	THEA-143 Scenic Production
4	THEA-144 Costume Technology
4	THEA-342 Stage Makeup

8 semester hours from the following:

4	COMM-211 Public Relations
4	COMM-322 Strategic Event Management
4	ENGL-299 Professional & Civic Writing
4	MGMT-290 Nonprofit Management

Minor in Theatre

Students are expected to participate in departmental theatre productions and complete 20 semester hours:

4	**Choose 4 semester hours from:**
4	THEA-142 Stagecraft
4	THEA-151 Acting Fundamentals
4	THEA-352 World Theatre 1
4	THEA-353 World Theatre 2
16	**Choose 16 additional semester hours from:**
1	THEA-101 The Musical
1	THEA-102 Student-Directed Production
1	THEA-103 Acting Workshop

1	THEA-104 Advanced Acting Workshop
4	THEA-142 Stagecraft
4	THEA-143 Scenic Production
4	THEA-144 Costume Technology
4	THEA-151 Acting Fundamentals
4	THEA-160 Theatrical Design Fundamentals
4	THEA-240 Theatre and Violence
4	THEA-241 Costume Design
4	THEA-245 Scenic and Lighting Design
4	THEA-251 Acting II: Voice & Movement
4	THEA-352 World Theatre 1
4	THEA-353 World Theatre 2
4	THEA-258 From Page to Stage
4	THEA-340 Stage Management & Theatre Ops
4	THEA-342 Stage Makeup

Honor Society

Students who meet the requisite national and local standards are eligible to join Alpha Psi Omega.

Theatre Courses

THEA-100 Introduction to Theatre

Fundamental characteristics and function of the theatre. Includes basic roles of the playwright, director, actor, designer, technicians and other professions. 4 SH. CC: Artistic Expression.

THEA-101 The Musical

An ensemble of singers, dancers and actors that rehearses and performs a fully realized musical theatre production in the fall semester. Prerequisite: Instructor's permission, by audition. 1 SH.

THEA-102 Student-Directed Production

An ensemble led by a student director that rehearses and performs a full-length production in the spring semester. Prerequisite: Department permission, by audition. 1 SH.

THEA-103 Acting Workshop

A large ensemble of performers that rehearses and performs a fully realized, challenging piece of dramatic literature. Prerequisite: Instructor's permission, by audition. 1 SH.

THEA-104 Advanced Acting Workshop

A small ensemble of highly select performers that rehearses and performs a fully realized, challenging piece of dramatic literature in the fall semester. Prerequisite: Instructor's permission, by audition. 1 SH.

THEA-105 Experimental Acting Workshop

This ensemble course will challenge students with demanding roles in a bare-bones acting environment to bring out their best talent in a no-frills, cutting edge performance experience. Prerequisite: Instructor's permission, by audition. 1 SH.

THEA-142 Stagecraft

Students explore production process, management and leadership skills, preparing scenery, properties, special effects, sound, and costumes for university theatre productions. The course offers hands-on training, exploring practical applications of artistic and structural design, project management, team development, construction techniques and resource coordination. Expectations are up to eight hours of lab each week with possible evening rehearsal and performance assignments. 4 SH.

THEA-143 Lighting Production and Technology

Students explore the production process for lighting design and technology by executing designs for university theatre productions. This course focuses on the maintenance, installation, and operation of theatre lighting equipment. Hands-on training. Expectations are up to six hours of lab each week with possible evening rehearsal and performance assignments. 4 SH.**THEA-144 Costume Technology**

Students explore the production process for executing costume designs for university theatre productions. The model of a professional costume shop and its personnel is used in order to provide hands-on training in costume construction, costume shop operations, team building, and organization, analyzing and problem solving. The course focuses on the practice of basic skills in costume production, repair and maintenance in a collaborative atmosphere. 4 SH.

THEA-151 Acting Fundamentals

This course explores a broad spectrum of skills in the creative process of acting. These skills (including expansion of vocal and physical abilities, emotional and sensory awareness, improvisational skills, etc.) will be focused toward introducing the prospective actor to the six basic steps in Stanislavski's "System of Acting." Prerequisite: Theatre major, theatre minor or the department's permission. 4 SH.

THEA-160 Theatrical Design Fundamentals

This course is an overview and examination of the basic principles and elements of design and how they are related to and used in scenic, costume, and lighting design for theatre. Topics will include the design process, research methods, and practical considerations for executing designs. 4 SH.

THEA-200 Introduction to Dramatic Literature

An introduction to world dramatic literature through study of the development of drama and its various forms, with a focus on dramatic movements and theatrical innovations, as well as the cultural aesthetic, literary and political contexts of individual works. 4 SH. CC: Literary Expression, Diversity Intensive.

THEA-240 Theatre and Violence

Through the reading and analysis of various genres of play texts written by a diverse collection of playwrights, this course analyzes theatre's unique ability to engage with both the agenda and the trauma of violence. Students in this course will learn to consider violence as a tool of oppression that reinforces power structures

and as an expression of trauma by those un-empowered by the same societal power structures. Same as WGST-241. 4 SH. CC: Diversity Intensive, Ethics Intensive.

THEA-241 Costume Design

Portfolio projects in costume design, beginning with script analysis and research and culminating with finished renderings and realized design components for the student's portfolio. 4 SH.

THEA-245 Scenic and Lighting Design

This course will explore scenic and lighting design and the responsibilities of the scenic and lighting designer in the production process. Students will be introduced to the art and practice of advanced design through practical projects in script analysis, literary research, technical drawing, rendering and modeling. Prerequisite: THEA-160 Theatrical Design Fundamentals. 4 SH.

THEA-251 Acting II: Voice and Movement

An in-depth exploration of the basic principles of acting and the creative process introduced in Acting I. These skills (including expansion of improvisational skills, action and text analysis, character analysis and transformation, communion, etc.) will be focused toward advanced work in scene and monologue study, specifically dealing with early and contemporary realism. Prerequisites: Sophomore standing and THEA-151. 4 SH.

THEA-254 Race and Identity on the American Stage

This course surveys the theatre history of underrepresented and marginalized populations as a reflection of their culture and experience. For example, the course will examine the history of African-American theatre and the African-American practitioner's role in theatre from slavery to modern times by comparing these to the impact of gay playwrights in contemporary theatre and the works of Latin American playwrights. Through the study of dramatic literature, the course examines various dramatic genres (comedy, tragedy, and melodrama), historic and contemporary themes and developments in African-American theatre, LGBTQ plays, and dramatic works of other disempowered voices, including plays that both uplifted underrepresented voices and perpetuated stereotypes in popular imagination. 4 SH. CC: Diversity, Historical Perspectives.

THEA-258 From Page to Stage

An exploration of dramatic literature with a concentration in play analysis. The analysis will focus on the structure of dramatic art and how it can be applied by the theatre artist. CC: Writing Intensive.

THEA-260 The Choreopoem

Inspired by the original choreopoem by Ntozake Shange, this course introduces the choreopoem form, investigating the concept of the living text as it applies to collaboration across multiple disciplines. Using literary analysis, creative writing, and theatre, students research the choreopoem form, write one as a class, and publicly perform it, reflecting on the tension of intention vs. impact in performance spaces. Prerequisite: Sophomore or higher standing required. (Same as AFRC-260 and WRIT-260.) 4 SH. CC: Interdisciplinary, Diversity Intensive.

THEA-340 Stage Management and Theatre Operations

Survey of stage management and theatre administration, exploring the relationship between the artistry of theatre as a fine arts discipline and the execution of management principles in theatre operations. Topics to be studied include stage management, theatre organization, professional unions, production management, publicity/marketing, and box office and house management. Prerequisites: Instructor's permission and junior standing. 4 SH. CC: Interdisciplinary.

THEA-342 Stage Makeup

Portfolio projects in makeup design, beginning with script analysis and research and culminating with realized and conceptual projects. Projects in makeup design expose students to the techniques of traditional, prosthetic and wig applications. Prerequisite: Sophomore standing or instructor's permission. 4 SH.

THEA-351 Acting III: Period Styles

Advanced training in acting with an emphasis on effective vocal/rhetorical techniques and on the use of poetic rhythm and imagery in creating a role psychologically as well as physically. Definition of style/language analysis, Greek period style, the comic impulse/Commedia Dell'arte, Renaissance/Elizabethan period style, 17th-century French farce and Restoration/Georgian "Comedy of Manners." Prerequisites: Sophomore standing and THEA-151. 4 SH.

THEA-352 World Theatre 1

Historical survey from the fifth century B.C.E. to the mid-19th century and the rise of realism, studying the theatre and drama of Europe and its colonies, including (but not limited to) Canada, the United States and Mexico. Integrates the study of the history of the theatre through representative plays and their production. Students view live performances, tapes and films to gain an on-stage perspective. Field trips involve some costs; waiver possible. 4 SH. CC: Artistic Expression.

THEA-353 World Theatre 2

Survey of the indigenous and postcolonial theatre and drama of Asia, Africa, the Middle East and the Americas, among others. Integrates the study of the history of the theatre through representative plays and their production. Students view live performances, tapes and films to gain an on-stage perspective. Field trips involve some costs; waiver possible. 4 SH. CC: Artistic Expression, Diversity.

THEA-451 Directing

Study of the basic processes of play directing, script selection, blocking, rehearsal procedure, casting, directorial function and the history of directing. Direction of in-class scenes and presentations of a single all-class scene program at the end of the term for the public. Prerequisites: THEA-151 and either THEA-252 or THEA-258, or instructor's permission. 4 SH.

THEA-452 Seminar in Theatre

Issues and topics in theatre. Emphasizes research and analysis. 4 SH.

THEA-453 Dramatic Theory and Criticism

Students will engage in a focused examination of the major literary and theoretical movements found in drama, spanning the late 19th century to the present. Prerequisite: Senior standing. 4 SH. CC: Diversity Intensive, Writing Intensive.

THEA-501 Production Lab

Applied projects in theatrical design, technical production or theatre management, completed in conjunction with Department of Theatre productions. The student and the supervising professor determine and tailor projects to ensure both mastery of the student's project (or assignment) and a general understanding of the complexities of theatre. All projects require department approval, are critically assessed by the supervising faculty member as well as the student, and must be completed to the satisfaction of the theatre faculty. Four semesters of Production Lab are required for graduation with the production and design emphasis of the Bachelor of Arts in theatre (may be waived at the discretion of the department). 1 SH.

THEA-502 Dramaturgy

In-depth exploration of selected topics in theatre with faculty guidance allows students to focus on topics outside normal sequence of course offerings. Prerequisite: Department-designated faculty director's permission. May be repeated. 1-4 SH.

THEA-503 Honors Study

Independent study for candidates accepted into the departmental honors program. Candidates work under faculty direction, develop and submit a written or production thesis, and defend their thesis orally. 4 SH.

THEA-504 Internship

Supervised work in fields related to professional and/or not-for-profit theatre. Prerequisites: Junior or senior standing and internship coordinator's permission. Variable credit.

THEA-505 Capstone Portfolio

The Capstone Portfolio course is a faculty-guided independent study overview of student achievement in academic work including aspects of theatre operations, design and technology, performance, dramaturgy, and research and writing. A student and a supervising faculty member will tailor portfolios to reflect a student's individual achievements within the theatre curriculum and production work. This course is a reflective and forward-looking experience with content derived from the student's academic experiences both in the classroom and in practice-based learning. By participating in this course students will enhance their artifacts of academic and production achievement to create and present a comprehensive portfolio of their work and career trajectory. 2 SH. Capstone.

THEA-506 Independent Study

Individual work on selected topics for qualified students under faculty supervision. 1-4 SH.

Dance Courses

DANC-101 Conditioning

Development of strength and muscular endurance, as well as lengthening of muscle groups and release of unnecessary tension. 2 SH.

DANC-140 Jazz/Tap

Fundamental technique, practice and appreciation of jazz and tap dance. 2 SH.

DANC-150 Modern Dance

Introduction to the technical skills, practice and appreciation of modern dance. Vocabulary, movement, floorwork, various dance patterns and movement combinations included. 2 SH.

DANC-155 Contemporary Ballroom Dance

Fundamental technique, training and appreciation of ballroom dances, including the foxtrot, waltz, rumba, cha cha and others. 2 SH.

DANC-250 Historical Partner Dance

Fundamental technique, training and appreciation of historical partner dances, including the minuet, quadrille, polonaise, gavotte, mazurka and others. 2 SH.

DANC-301 Advanced Topics in Dance

A contemporary dance class focusing on challenging improvisation, movement, and technical exercises, designed to introduce students to the demands of professional contemporary and modern dance in the context of supporting academic performance activity for majors and elective exploration for non-majors. Specific topics may vary from semester to semester. May be repeated once for credit. 2 SH.

WOMEN & GENDER STUDIES

Faculty Coordinator

Anna Andes, Ph.D., Associate Professor of Theatre, Coordinator

Learning Goals

- To use gender as a tool of analysis.
- To emphasize gender and how it intersects with race, class, ethnicity, sexual orientation, religion, nationality, geography and other identity markers.
- To demonstrate the connections between theory and practice.

Minor in Women & Gender Studies

The minor consists of 20 semester hours, including WGST-100 Introduction to Women and Gender Studies (4 SH), with the remaining semester hours coming from the array of courses listed under the “Courses” tab, as well as other women’s studies courses offered on occasion by individual departments.

Double-counting Restriction for Interdisciplinary Minors

Only 4 semester hours of this minor may be double-counted toward the student's major.

Women & Gender Studies Courses

WGST-100 Introduction to Women's and Gender Studies

Introduction to Women and Gender Studies focuses on issues relating to women and their lives and the impact that gender has on them. It also considers the topic of intersectionality. Finally, it reflects on the connections between theory (in particular, feminist theory) and practice/activism. 4 SH. CC: Diversity, Social Interactions.

WGST-200 Feminist Philosophy

An examination of the various forms of feminist philosophy (e.g., liberal feminism, radical feminism, existential feminism, Marxist/socialist feminism, psychoanalytic feminism, postmodern feminism, ecofeminism, multicultural and global feminism). Emphasizes how feminism differs from common (mis)understandings of it. Some attention is also given to various women in professional philosophy. Same as PHIL-212. 4 SH. CC: Diversity.

WGST-207 Women in the Biblical Tradition

An extensive inquiry into women's stories and images in the Hebrew Bible, New Testament and related literature from the biblical period. Explores the range of roles played by women within biblical narratives, the variety of metaphorical/symbolic uses of femininity in biblical traditions, and legal and ethical precepts related to the status of women in the biblical period. Methods and approaches from the social sciences, history, literary studies and theology, as shaped by feminist theory, will serve as the main guides for this study. Prerequisites: Sophomore standing and one course from the following: a course in religious studies, a course in women's studies, a course in English, a course in history, or DIVS-100. Same as RELI-207 and JWST-207. 4 SH. CC: Diversity Intensive, Interdisciplinary, Writing Intensive.

WGST-211 Women and U.S. Politics

An introductory examination of the role of women in the U.S. political system. The course includes a theoretical and historical view of the development of women's political activity in the United States, as well as a contemporary look at women as activists, voters and candidates. Current issues are incorporated as appropriate. Prerequisite: Sophomore standing. 4 SH.CC: Diversity Intensive, Interdisciplinary.

WGST-225 Women in Religion

Critically studies how women are perceived, portrayed and involved in a number of the world's religions, including Hinduism, Buddhism, Judaism, Islam, Christianity and women's spiritual movements. Prerequisite: Sophomore standing. Same as RELI-225. 4 SH. CC: Diversity Intensive, Interdisciplinary, Writing Intensive.

WGST-240 Female Action Heroines in Film

This course examines the emergence and development of the female action heroine in film over the course of the last fifty years within the popular "action film" genre. This course critically evaluates visual and thematic

markers of femininity, masculinity, sexuality, race, and class with respect to representations of female action heroines in a variety of films. Same as FILM-240. 4 SH. CC: Artistic Expression, Diversity Intensive.

WGST-241 Theatre and Violence

Through the reading and analysis of various genres of play texts written by a diverse collection of playwrights, this course analyzes theatre's unique ability to engage with both the agenda and the trauma of violence. Students in this course will learn to consider violence as a tool of oppression that reinforces power structures and as an expression of trauma by those un-empowered by the same societal power structures. Same as THEA-240. 4 SH. CC: Diversity Intensive, Ethics Intensive.

WGST-250 The Biology of Women

Examines the genetic and biological basis of gender difference, the unique biology of the female body and women's healthcare issues. Topics include female reproductive anatomy and the menstrual cycle, pregnancy and birth, developmental differences in the sexes, and reproductive technologies. Also covers problems such as breast cancer, premenstrual syndrome and osteoporosis. Includes the role of women in the healthcare system, as well as biology and science in general. Not for biology major or biology minor credit. Same as BIOL-157. 4 SH. CC: Diversity Intensive

WGST-330 Gender-Based Violence

This course examines various types of gender-based violence from local, national and international perspectives. Gender based violence is any act that is perpetrated against a person's will and is based on gender norms and unequal power relationship and is often more prevalent in marginalized communities (ie LGBTQ+ identified persons, women of color, etc). This course analyzes manifestations of gender-based violence through various cultural lenses and ethical theories to better understand the intersectionality of gender-based violence. 4 SH CC: Diversity, Ethics

WGST-313 Women in Art

A study of the historic perception and the social history of the role of women in art: as artist, as subject of art and as patron (audience) of art. Emphasizes exploration and debate over issues affecting present-day perceptions about the woman artist of the past and the future. Same as ARTH-313. Prerequisite: Sophomore standing. 4 SH. CC: Artistic Expression, Diversity Intensive, Interdisciplinary, Writing Intensive.

WGST-334 Psychology of Gender

Explores current theory and research on the development of gender and consequences of gender roles. Covers evolutionary, biological, psychoanalytic, cognitive, social learning and cross-cultural perspectives on gender, as well as approaches that seek to understand interactions among these influences. Prerequisites: Sophomore standing and either PSYC-101 or SOCI-101. Same as PSYC-334. 4 SH. CC: Diversity, Writing Intensive.

WGST-365 Studies in Literature and Gender

Courses exploring such topics as women in literature, literature by women, literature and sexuality, the construction of gender in literature, and feminist literary theory. Same as ENGL-365. 4 SH. CC: Writing Intensive.

WGST-370 American Women

This course traces the history of American women from the 17th through the 21st centuries. It considers the history of American women in relation to gender, race, ethnicity, class, sexual orientation and religion. Same as HIST-370. 4 SH.

WGST-380 Women in Organizations

Examines the role of sex and gender in organizations. Special attention is given to topics relevant to women working in organizations, such as sex and gender differences in career/job preferences, advancement and pay, teamwork, leadership, sexuality in the workplace, and work-family balance. Other topics addressed include hostile vs. benevolent sexism, as well as practices designed to increase diversity within organizations. Class is conducted in a seminar format. Prerequisite: Junior standing or instructor's permission. Same as MGMT-468. 2 SH. CC: Diversity Intensive.

WGST-400 Topics in Women's Studies

Occasional offerings of specialized courses exploring topics of pertinent interest to faculty members and students. 2- 4 SH.

WGST-500 Research/Practicum in Women's Studies

Individual work on a focused topic or specialized area in women's studies/the study of gender. Course requirements may be fulfilled in a variety of ways: library research culminating in a major paper; work at an internship site leading to a report/analysis of that work; or some sort of creative activity that includes a written reflective analysis of same. 2-4 SH.

SPECIAL PROGRAMS

The Build Collaborative

BILD-400 Build Collaborative Lab

The Build Collaborative lab is designed to help Build Collaborative Fellows maintain their project schedule and navigate entrepreneurial challenges. Status and progress reports, readings, guest talks, and discussions provide Fellows conceptual and practical tools for strategizing and problem solving with their teams. The lab is also meant to promote peer-to-peer advice, facilitate Director consultation, and administrate team requests for funding and resources. Prerequisites: Instructor's permission. 2-4 SH.

Cross Cultural Courses

The Susquehanna University cross-cultural requirement includes three course components: on-campus preparation, the cross-cultural experience off-campus or in a campus-based GOEX course, and reflection on campus. Each component is a prerequisite for the subsequent component. Students accepted to a GO Short program are automatically registered in all three components: OFFP, OFFS and OFFR, all of which are required for participation. These course components are open only to students accepted to the corresponding GO Short program.

Students approved for a GO Long or GO Your Way program are automatically registered in all three components. Students approved for GO Virtual Exchange courses are automatically registered for the GOEX-300 section into which they are accepted.

International students taking undergraduate coursework who are issued a visa to attend Susquehanna may count their time on campus as their cross-cultural experience (GO program). They must still complete a cross-cultural reflection course (OFFR) in order to fulfill the requirement.

GOEX-300 Cross-Cultural Seminar

This seminar engages students in a primarily on-campus cross-cultural immersion experience, fostering a deeper understanding of diverse global perspectives. Students in this course will develop intercultural competency by critically reflecting on their own cultural identities, recognizing ethnocentric assumptions, and exploring similarities and differences between cultures. They will examine how their identities and actions may be perceived in various cultural contexts and articulate the impact of cross-cultural experiences on their understanding of global issues. Through this process, students will gain insight into how intercultural growth enhances personal development, academic learning, and career readiness. Course topics will vary by instructor and will incorporate a variety of experiential learning methods to ensure meaningful cross-cultural interaction. The preparatory and reflective components of the Cross-Cultural requirement are incorporated into GOEX courses. 4 SH. CC: Cross-Cultural

OFFP-GOLONG Preparation for GO Long

This course prepares students for study on semester-length GO programs. Students begin work toward achieving the cross-cultural learning goals; examples include examining definitions and aspects of culture and learning to recognize ethnocentrism. They will be introduced to observational and reflective techniques to be used on site and will begin an investigation of the history and culture of their destination. This course also includes some mandatory workshops provided by the Office of Cross-Cultural Programs. Prerequisite: Approval by the Office of Cross-Cultural Programs. 1 SH.

OFFP-GOYRWAY Prep for GO Your Way

This course prepares students for study on GO Your Way programs during semester breaks. Students begin work toward achieving the cross-cultural learning goals: examples include examining definitions and aspects of culture and learning to recognize ethnocentrism. They will be introduced to observational and reflective techniques to be used on site and will begin an investigation of the history and culture of their destination. Prerequisite: Approval by the GO Program office. 1 SH

OFFS-GOYRWAY GO Your Way

Study on self-designed GO Your Way program during semester breaks. Students begin work toward achieving the cross-cultural learning goals: examples include examining definitions and aspects of culture and learning to recognize ethnocentrism. They will be introduced to observational and reflective techniques to be used on site and will begin an investigation of the history and culture of their destination. Prerequisite: Approval by the GO Program office.

OFFP-INTL Cross-Cultural Preparation

This course prepares students for study at Susquehanna to fulfill the GO Program requirement. Students begin work toward achieving the cross-cultural learning goals: examples include examining definitions and aspects of culture and learning to recognize ethnocentrism. They will be introduced to observational and reflective techniques, and begin an investigation of American history and culture. Prerequisite: Participation in international student orientation. 1 SH.

OFFP-SWSB SWSB London Program Planning

The goal of this course is to prepare study abroad students for a semester's study in the Sigmund Weis School of Business London Program. Students begin work toward achieving the cross-cultural learning goals; examples include examining definitions and aspects of culture and learning to recognize ethnocentrism. They will be introduced to observational and reflective techniques to be used on site and will begin an investigation of the history and culture of their destination. Many differences come into play: finances, physical health and safety, cultural expectations, and world affairs differ in relevance to the SU student studying on campus versus studying in London. This course will respond to the question of how to research, plan and prepare for a study abroad experience, as well as how to prepare to return home. This course also includes some mandatory workshops provided by the GO Program office. Prerequisite: Approval by the GO Program office 1 SH

OFFR-310 Global Citizenship

This course is designed to allow students to reflect on a cross-cultural experience and to integrate that experience into their social, intellectual and academic life. They will explore the complexities of culture—both their own and that in which they have been immersed—in order to understand the possibilities and responsibilities of being a global citizen. Prerequisites: Completion of an approved cross-cultural experience. 1 SH. CC: Cross-Cultural Reflection.

SWSB London Program Reflection

This course completes the cross-cultural requirement for students in the Sigmund Weis School of Business London Program. This course is designed to allow students to reflect on a cross-cultural experience and to integrate that experience into their social, intellectual, and academic life. They will explore the complexities of culture—both their own and that in which they have been immersed—in order to understand the possibilities and responsibilities of being a global citizen. Through short assignments, student presentations, a final paper and an opinion survey, students reflect on their learning in London coursework, company visits, consulting projects and more. Prerequisites: Completion of the SWSB London semester. 1 SH CC: Cross-Cultural Reflection.

GO Short Programs

OFFP/OFFS/OFFR-ARGENTINA GO Argentina

Identity Formations in Modern Buenos Aires will guide students as they grapple with the historical layers that have shaped identity formation in Buenos Aires. These include socio-economic class, constructions of race, immigration, and demographic reshaping of Buenos Aires during the late 19th/early 20th centuries, to the continuing impact of a military dictatorship (1976-83) that carried out a dirty war that disappeared 30,000 of its own citizens. In addition, we will examine ways soccer clubs have shaped and continue to shape community identity as we work with second division club, Club Atlético Atlanta. 2 SH. CC: Cross-Cultural.

OFFP/OFFS/OFFR-AUSTRAL GO Australia

This program offers students the unique opportunity to experience both the indigenous and settler cultures of Australia and learn about the unique biodiversity and shared history from the perspective of multiple indigenous communities. Students will spend time in the outback and tropical rainforest, snorkel in the Great Barrier Reef, experience the traditional "Welcome to Country" ceremony from local indigenous leaders, and learn about the land from an indigenous perspective. Through these experiences, and time spent in multicultural cities like Adelaide and Sydney, students will develop a greater understanding of the history of a modern nation that continues to navigate challenging relationships between the original inhabitants, settlers, and 20th and 21st-century immigrants. 2 SH. CC: Cross-Cultural

OFFP/OFFS/OFFR-AUSTRIA National History, Global Responsibilities

A three-week travel experience based in Salzburg with required pre-departure meetings and a contiguous reflective component. Also spends time in Vienna, Munich and the Salzburg region. Focuses on questions of cultural inheritance and accountability for the nature of one's national heritage in part by working with students at the University of Salzburg. 2 SH. CC: Cross-Cultural.

OFFP/OFFS/OFFR-BARCELO GO Barcelona

Barcelona, an immensely multicultural city and a classic study abroad destination, serves as host during this 2-3 week service-learning program. In partnership with local organizations that serve socially marginalized populations, including immigrants and refugees, students will consistently engage with community members throughout the program as they actively contribute to the missions of these organizations, thereby gaining a deeper understanding of Spanish and Catalan culture and society. Additionally, students will visit recognized sites of cultural significance in and around Barcelona, such as Park Güell, the Sagrada Familia, and nearby towns. 2 SH. CC: Cross-Cultural

OFFP/OFFS/OFFR-BRITLAW British Law, Commerce and Culture

This program requires students to participate in a short-term, off-campus learning experience based in London, coupled with a one-semester hour preparatory on-campus course and a one-semester-hour post-experience on- campus seminar. Focusing on the British legal and business systems, the course will require students to 1) examine the British legal and business systems, 2) critically compare the British legal systems and business practices with those of the United States, 3) be exposed to different cultures in Britain, and 4) experience, understand and process culture through the lens of British law and business. 2 SH. CC: Cross-Cultural.

OFFP/OFFS/OFFR-CHESTER GO Chester

This is a short-term (3-week) summer program of study centered in Chester, England. In addition, we will take day- trips to Liverpool and Wales. This program offers students an opportunity to fulfill their cross-cultural requirement by engaging with the rich culture and history of the United Kingdom. Students will observe and participate in a practicum experience at either an elementary school or high school. Students will prepare, lead, and observe learning activities. Students will become a part of the school culture and be able to take part in lectures and mentorship opportunities at the University of Chester. Students will visit several local museums and learn about how to incorporate local history into the lessons that they will be sharing with students. Students will also visit Liverpool to learn about the architecture of the industrial city and the history of the United Kingdom's occupation of several now independent countries. The students will visit another part of the United Kingdom, Wales, to learn about how they have kept their linguistic heritage alive as well as visit and explore the history of their castles and culture that still survive today. 2 SH. CC: Cross-Cultural.

OFFP/OFFS/OFFR-CHILE Life is Good in Chile

The Chile Global Opportunities (GO) program affords students the opportunities to learn about Chile's history, geography, economy and culture and to provide service to the Chilean community, especially the youth. Engaging in several cross-cultural experiences, students visit and study the beach location of Pichilemu, the metropolitan area of Santiago and the port cities of Valparaiso and Viña del Mar, and the small town of Los Quenes in the Andes Mountains. The course has no prerequisites, although knowledge of Spanish language will be useful and a willingness to learn some basic Spanish is essential. 2 SH. CC: Cross-Cultural.

OFFP/OFFS/OFFR-CUSCO GO Cusco

This is a 2-3-week summer service-learning and cultural program centered in the city of Cusco, Peru. Students will contribute to a variety of projects in collaboration with local organizations that address the needs of underserved populations in this region. In addition to exploring the history, art and architecture of Cusco, students will also tour the historic center of the capital city Lima, explore several archaeological sites in the Sacred Valley, and meet members of the indigenous communities. Students will also visit the stunning and secluded ruins of Machu Picchu, one of the New Seven Wonders of the World. Knowledge of Spanish language will be useful and a willingness to learn some basic Spanish is essential. 2 SH. CC: Cross-Cultural

OFFP/OFFS/OFFR-CYPRUS GO Cyprus: A Table Divided

GO Cyprus is a two-week summer program centered in Nicosia, Cyprus. Students are immersed in Cyprus' rich history and explore the political division between the Turkish-Cypriot Republic of Northern Cyprus and the Greek- Cypriot Republic of Cyprus, and how those identities are often reflected in the foods people eat. Students participate in a cooking class designed to compare and contrast the differing cultures of Greek Cyprus and Turkish Cyprus. Students visit both the northern and southern parts of the beautiful Mediterranean island. 2 SH. CC: Cross-Cultural.

OFFP/OFFS/OFFR-FRNC GO Southern France

Students experience the culture of southern France while furthering their French language skills. In addition to GO Program credit, students will earn up to six semester hours of transfer credit from the program host, IAU; three semester hours of French language at their placement level; and three semester hours in the course taught (in English) by the SU GO program director on site. Students who have completed FRNC-101 prior to the trip will be able to complete the SU language requirement on this program. 2 SH. CC: Cross-Cultural.

OFFP/OFFS/OFFR-GLPGOS GalápaGOs: Ecuador

GalápaGOs: Ecuador is an interdisciplinary, collaborative course designed to familiarize students with methods, theories, approaches and histories necessary for understanding biological and cultural diversity in the Galápagos Islands of Ecuador. The course pays close attention to the intersections, and potential conflicts, of social and natural science. Theories of evolution—biological and cultural—are one primary focus, as are understandings of difference and power; historical imagination; gender, sexuality and identity politics; and nationalism, citizenship and globalization. Coursework, travel and fieldwork, and reflective components will pay careful attention to contemporary issues of development, environment, tourism and community to look carefully at relationship(s) between localities, national histories and controls, and the demands and effects of tourism. 2 SH. CC: Cross-Cultural.

OFFP/OFFS/OFFR-GRKCLT Greek Culture: Ancient and Modern

In order to understand more deeply both Greek culture and our own, this course includes preparation for and reflection upon a two-week experience of ancient and modern Greek culture. Focusing on Greek philosophy, literature, architecture, sports, food and history, we will attempt to access ancient Greek culture and compare it to modern culture. We will investigate important ancient sites and artifacts in addition to engaging in reflection, discussion, lectures and hands-on activities in order to discover how rational explanations of the world first burst upon the scene of ancient Greece. All the while, we will ask whether the ancient Greeks still have something to offer us as we try to understand the world and our place in it. 2 SH. CC: Cross-Cultural.

OFFP/OFFS/OFFR-ICELAND GO Iceland: Nature, Culture, Identities

GO Ísland/Iceland Nature, Culture, Identies is a multi-disciplinary, collaborative course designed to familiarize students with methods, theories, approaches, and histories necessary for understanding the formation and representation of national identities in Iceland. The course pays close attention to key sites for such representation, including museums, textual histories, touristic narratives, cultural festivals, and organized efforts to “reclaim” nature and tradition. Historical imagination is one primary program focus, as are understandings of difference and power; identity politics; and nationalism, citizenship, tourism, and globalization. Coursework, travel and fieldwork, and reflective components will pay careful attention to contemporary issues of economy, environment, and community to look carefully at relationship(s) between national histories, lived contemporary experience, and the representation of “Icelandicness” to national and international visitors. 2 SH. CC: Cross-Cultural.

OFFP/OFFS/OFFR-ITALART The Arts of Italy: Music, Architecture, and Gastronomy

A short-term (two week) summer program of study centered in Faenza and Firenze, with a two-day stay in Bologna. In addition, we will take day trips to Ravenna, Ferrara, Sienna and San Gimignano. This program offers students an opportunity to fulfill their cross-cultural requirement by engaging with the rich culture and history of the Emilia- Romagna and Tuscany regions of Italy. Students will observe and attend music lessons and rehearsals in an Italian conservatory, as well as observe classes of music education for children and participate in teaching some elements of those classes. Students will prepare meals with the help of Italian cooks, visit and shop at food markets and street markets, and visit several architectural monuments that have defined Western architecture since the Trecento, as well as have the opportunity to observe the architectural styles in urban and rural settings. Preference will be given to music majors and minors, art majors, possible Italian majors, or students with basic knowledge of Italian. To qualify for this course, students must have completed one of the following courses: MUSC-101, ITAL-102, ARTH-101, ARTH-102 or ARTH-306. 2 SH. CC: Cross-Cultural.

OFFP/OFFS/OFFR-JPNWND A Window to Japan: Western Concert Music Through the Eyes of Japan

A 19-day GO short program to Japan, centered on a 10-day residency at Niigata University, where SU students will rehearse and perform chamber music with Niigata University students. Additional trips to rural Sado Island and Tokyo, which will include traditional Japanese lodging; visits to local artisans, shrines and temples; and attendance of a Japanese Theatre performance. Open to music majors by audition and interview. Prerequisite: INTD-250 Japan Seminar. 2 SH. CC: Cross-Cultural.

OFFP/OFFS/OFFR-MERIDA GO Merida

GO Merida students explore Mayan influences of Mexican culture. Students gain insight into indigenous communities in the Yucatán and navigate the modern city of Merida. Students use the knowledge and experience gained through this course to develop critical concepts about culture and a greater understanding

of their place within their own culture. Knowledge of Spanish language will be useful and a willingness to learn some basic Spanish is essential. 2 SH. CC: Cross-Cultural.

OFFP/OFFS/OFFR-MOROCCO GO Morocco-Land of Cultural Crossroads

GO Morocco: Land of Cultural Crossroads is a multi-disciplinary course that focuses on questions of geological barriers and the history of overlapping cultures, traditions, and practices. As a country varied in its landscapes and peoples, Morocco offers a rich opportunity for students to consider the effects of human cultures on place and resources and, conversely, how land and "senses of place" shape cultural practice and production. The concept of multiple "microcultures" is useful for thinking about Morocco; a key factor in creating these cultural entities is topographic barriers. GO Morocco introduces students to these culturally diverse regions and creates opportunities for them to interact with Moroccans from all layers of society (students, professors, group associations, local leaders, and others). Through these interactions, students will become more familiar with Morocco's rich mixture of daily cultural practices. 2 SH. CC: Cross-Cultural.

OFFP/OFFS/OFFR-NEWZLND GO New Zealand/Aotearoa

This course offers a two-week study trip to the north island of New Zealand. The course is designed to introduce students to both the indigenous (Maori) and settler (Pakeha) cultures of New Zealand. Students will use the knowledge and experience gained through this course to develop critical concepts about culture and a greater understanding of their own place within their own culture. 2 SH. CC: Cross-Cultural.

OFFP/OFFS/OFFR-PHILIPP Philippines: Service Learning

In the spring semester students take a course in which they study Filipino culture, history, language, religion and cuisine. Students are graded on the basis of papers, quizzes and a final exam. The second part of the program is a two-week service-learning trip to the Philippines. The first week focuses on a service project in the provincial city of Lipa City in Batangas Province. The second week begins with a visit to United Theological Seminary in Dasmarines, Cavite Province, for a presentation and discussion led by faculty of the seminary. The majority of the second week is spent in Manila, working at the Kanlungan Shelter for children. There are also side trips, typically to the Manila office of the International Justice Mission and the island fortress of Corregidor. 2 SH. CC: Cross-Cultural.

OFFP/OFFS/OFFR-PRAGUE Filming Prague

Students explore the juxtaposition of historical and modern art forms in Prague, a quintessential eastern European city. In this course they work firsthand with professional artists, visit the largest movie studio in Europe, and study the many architectural and design styles that have contributed to the extraordinary experience of post-Communist life in this unique community. 2 SH. CC: Cross-Cultural.

OFFP/OFFS/OFFR-PUERTO Service and Culture in Puerto Rico

Service and Culture in Puerto Rico will focus on health and wellness, land rights, environmental justice, cross-cultural understanding, and social change. Students will be based in San Juan, but will travel all over the island. They will meet with local community and professional leaders, serve 30 plus hours with local organizations on the front line of community development, and explore the history and culture of this U.S. territory located in the Caribbean through field trips and community events, including a visit to the island of Culebra and a series of hikes through El Yunque. 2 SH. CC: Cross-Cultural.

OFFP/OFFS/OFFR-TIROLO GO Tirolo

This course explores the nuances of the 'border' concept, focusing on South Tyrol (Südrol / Tirolo), a borderland with a complex historic, ethnic, and linguistic identity. With two official languages (German and Italian), Tirolese citizens are suspended between two cultures while maintaining their own. Students will explore the concept of geographical, cultural, linguistic, and political borders. Students will live in the medieval Brunnenburg (Castel Fontana), where they will interact with the local population and participate in agricultural and culinary activities. Visits to Austrian and Italian urban spaces with more monocultural profiles than South Tyrol will aid in creating a contrast to South Tyrol's intersectional cultural identity. The reflection portion of this course will help students interpret their experience abroad and reorganize their understanding of citizenship, monoculturalism, monolingualism, geo-political borders, ethnocentrism, and personal vs. group identities.

OFFP/OFFS/OFFR-SAFRICA Travel Writing in South Africa

This course takes students to South Africa and exposes them to a range of South African cultures, including Xhosa, English-speaking, Afrikaner and Muslim. Students read models of international travel writing to see how writers express awareness of cultural similarity and difference, and of their own cultural values and identity. Finally, students write travel essays of their own, in which they reflect on the South African cultures they have encountered and on their own relationships to these cultures, and subject these essays to the creative workshop method. 2 SH. CC: Cross-Cultural.

OFFP/OFFS/OFFR-SWEDEN GO Sweden: Modern Medicine in the Land of the Vikings

Sweden provides healthcare to all of their citizens through national healthcare systems supported by taxes. This course examines approaches to nationalized healthcare and the culture which embraces a nationalized approach to healthcare. Sweden has a Viking heritage which appears to still influence modern life. The Swedish healthcare system arose through the Swedish Lutheran church's mandate to care for the poor through the establishment of almshouses in every parish. The evolution of a faith-based assistance system into a completely public welfare system including healthcare and education will be explored. While there are not prerequisites, PHIL-224 Bioethics is recommended. 2 SH. CC: Cross-Cultural.

First-Year Seminar

First-Year Seminar courses are intended to help students adjust to college life and to get the most from their college careers.

FYSE-100 First-Year Seminar

The First-Year Seminar aims to build a strong foundation of intellectual and personal development leading to academic and career success. It equips students with the tools and knowledge necessary for writing and encourages them to develop their own ideas, to explore and support those ideas with evidence, to marshal that evidence logically, and to express themselves in context-appropriate styles. Students will cultivate meaningful relationships with faculty and other students and seek a sense of belonging within our University community. Individual sections focus on topics chosen by instructors that enable students to connect the academic content of the course topic to their personal and intellectual growth as first-year college students. Instructors encourage students to see learning experiences both in and out of the classroom so that students take an active role in their education, make a successful transition from high school to college, and get the full

benefit of their Susquehanna education throughout their four years on campus and beyond. 4 SH. CC: First-Year Seminar.

Personal Development Courses

PRDV-106 Career Readiness

Career Readiness is an elective course for Arts & Science majors that focuses on identifying and clarifying individual values, skills, and interests to develop career objectives, placing emphasis on the connections between career preparation, academic choices and co-curricular activities. Students learn how to construct a résumé, cover letter and LinkedIn profile and how to conduct job/internship searches including the development of interviewing skills. Career planning is a lifelong process and this course is designed to enhance Career Readiness (the attainment and demonstration of competencies that prepare college graduates for a successful transition into the workplace) through a planned approach emphasizing information gathering and intentional decision-making. Prerequisites: Junior or senior standing. Students who have completed MGMT-105 or are business majors are ineligible for this course. 2 SH

Reserve Officers Training Corps (U.S. Army)

ROTC, or military science, is a four-year program divided into basic courses in the first and second years and advanced courses in the third and fourth years. Susquehanna University offers the program jointly with nearby Bucknell University. The basic and advanced courses are taught at Bucknell in Lewisburg, PA.

The program is designed to prepare college graduates for commission as officers in the U.S. Army. Program goals are to strengthen responsibility and integrity and develop leadership skills and the moral courage to apply those skills.

First-year students and sophomores may enroll in the program on a trial basis with no commitment either to the program or to the military. Students may choose to leave the program or continue with advanced courses to earn officers' commissions. Although the program is designed to start with new first-year students each fall, it is possible to make special arrangements to enter the program as late as the second semester of the sophomore year. Students with prior military service may validate the basic course and enter directly into the advanced course.

Students enrolled in the advanced courses receive a monthly subsistence allowance during the school year. Students also receive books, uniforms and equipment at no cost. First-year students and sophomores may compete for U.S. Army ROTC merit scholarships that pay full tuition and fees, with an additional $1200 each year for books.

Program requirements include a 37-day summer training camp between the junior and senior years. Students receive a salary for the camp experience and are provided travel, lodging and meals at no cost. Students also must complete one course in the area of military history during their third or fourth year.

First-year classes meet once weekly for two hours; sophomore classes meet for a total of two hours weekly. Advanced course classes meet weekly for a total of three hours. Students also are required to participate in physical-fitness training sessions (one hour each, three days a week), and 12 hours of laboratory time throughout the semester. There also is one weekend field training exercise each semester.

Reserve Officers Training Corps Courses

ROTC-101 Introduction to ROTC

Acquaint students with the ROTC program. Increase self-confidence through team study. Learn fundamental concepts of professional leadership in both classroom and outdoor laboratory activities. 2 SH.

ROTC-102 Introduction to Leadership

Learn and apply principles of effective leading. Develop communication skills to improve individual performance and group interaction. Relate organization ethical values to the effectiveness of a leader. Prerequisite: Permission of instructor. 4 SH.

ROTC-201 Self/Team Development

Learn and apply ethics-based leadership skills. Develop skills in oral presenting, concise writing, event planning and coordinating group efforts. Prerequisite: Permission of instructor. 4 SH.

ROTC-202 Individual/Team Military Tactics

Focuses on leading a small group of individuals. Examines the role of the leader, military leadership concept, personal character, decision making, implementing decisions, motivation, supervision and training. Prerequisite: Permission of instructor. 4 SH.

ROTC-301 Leading Small Organizations

Series of practical opportunities to lead groups, receive personal assessments and lead again in situations of increasing complexity. Plan and conduct training for younger students to teach and develop leadership skills. Prerequisite: Permission of instructor. 4 SH.

ROTC-302 Leading Small Organizations II

Analyze tasks; prepare written or oral guidance for students to accomplish tasks. Delegate tasks and supervise. Plan for and adapt to the unexpected in organizations under stress. Prerequisite: Permission of instructor. 4 SH.

ROTC-303 Military History: American Military Experience

This course will examine the military heritage of the United States from the colonial period to the late twentieth century. The goal of the course is to develop students' awareness of the relationship of the U.S. military establishment to American society. Further, the course will focus on the evolution of war and strategy and in the progression of military professionalism, with an emphasis on the history and purpose of joint operations, and discuss the role of history and heritage in understanding the Army profession. Prerequisite: Permission of instructor. 4 SH.

ROTC-401 Leadership Challenges and Goal Setting

Plan, conduct and evaluate activities of the ROTC cadet organization. Articulate goals, put plans into action to attain them. Develop confidence in skills to lead people and manage resources. Prerequisite: Permission of instructor. 4 SH.

ROTC-402 Transition to Lieutenant

Continues the methodology from ROTC-401. Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Prepare for a future as a successful army lieutenant. Prerequisite: Permission of instructor. 4 SH.

ROTC-501 Independent Study

Individual work on selected topics for qualified students under faculty supervision. Prerequisite: Permission of instructor. 1-4 SH.

Minors in Strategic Studies and Military Science

The military science program offers two minors, one in strategic studies and one in military science.

Minor in Strategic Studies

The minor in strategic studies consists of ROTC-301, ROTC-401 and one course from each of the following three areas:

Ethics: RELI-107 Faiths and Values and PHIL-122 Resolving Moral Conflicts

U.S. Policy: POLI-331 American Foreign Policy, and ECON-341 Economic Policy

Geography: PSYC-350 Psychology, Culture and Ethnicity

None of the courses in the strategic studies minor may be applied to the student's major.

Minor in Military Science

The minor in military science consists of ROTC-301, ROTC-302, ROTC-401, ROTC-402 and one course from each of the following two areas:

Human Interactions: PSYC-230 Social Psychology, PSYC-340 Cognitive Psychology and PSYC-350 Psychology, Culture and Ethnicity.

Ethics: RELI-107 Faiths and Values, and PHIL-122 Resolving Moral Conflicts.

None of the courses in the military science minor may be applied to the student's major.

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Dates in parentheses indicate the first year of service and year current position became effective.

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George C. Boone, Professor Emeritus of Biology; B.S. 1960, Lock Haven University; M.A. 1963, University of Kansas; Ph.D. 1978, West Virginia University. (1963, 2003)

Kenneth A. Brakke, Charles B. Degenstein Professor Emeritus of Mathematics; B.S. 1972, University of Nebraska; Ph.D. 1975, Princeton University. (1983, 2022)

David Bussard, Associate Professor Emeritus of Business; B.A. 1965, Bucknell University; MBA 1969, University of Michigan; Ph.D. 1991, University of Pennsylvania Wharton School of Business. (1978, 2015)

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Michele DeMary, Associate Professor Emerita of Political Science; B.A. 1980, Marquette University; Ph.D. 2002, University of Massachusetts. (2000, 2018)

Bruce C. Evans, Associate Professor Emeritus of Political Science; B.A. 1961, Purdue University; M.A. 1965, Indiana University. (1967, 2001)

Hans Eugene Feldmann, Professor Emeritus of English; B.A. 1962, Hofstra University; M.A. 1965, Ph.D. 1974, University of Maryland. (1969, 1999)

Gary W. Fincke, Charles B. Degenstein Professor Emeritus of English; B.A. 1967, Thiel College; M.A. 1969, Miami University; Ph.D. 1974, Kent State University. (1980, 2016)

Kenneth O. Fladmark, Professor Emeritus of Management; B.A. 1948, Augustana College (S.D.); M.Litt. 1949, University of Pittsburgh; Ph.D. 1969, Pennsylvania State University. (1961, 1992)

Frank William Fletcher, Charles B. Degenstein Professor Emeritus of Environmental Science; B.A. 1959, Lafayette College; Ph.D. 1964, University of Rochester. (1962, 1999)

John E. Fries, Associate Professor Emeritus of Music; B.S. 1961, Susquehanna University; M. Mus. 1962, Indiana University. (1966, 1986)

Warren H. Funk, Professor Emeritus of Philosophy; B.A. 1965, St. Olaf College; B.D. 1969, Luther Theological Seminary; Ph.D. 1981, Columbia University. (1995, 2011)

Gerald R. Gordon, Professor Emeritus of History; B.A. 1959, M.A. 1961, Ph.D. 1967, University of Maine. (1962, 1997)

Fred A. Grosse, Professor Emeritus of Physics; B.S. 1955, Muhlenberg College; M.S. 1957, Ph.D. 1966, Lehigh University. (1960, 2012)

Kathleen Gunning, Director Emerita, Blough-Weis Library; B.A. 1969, Brown University; M.L.S. 1974, University of Rhode Island. (1994, 2013)

Jerrell W. Habegger, Associate Professor Emeritus of Accounting; Allen C. Tressler Professor in Accounting; B.A. 1969, Pennsylvania State University; M.Acct. 1975, Ph.D. 1988, Virginia Polytechnic Institute and State University. (1989, 2022)

Donald J. Harnum, Director Emeritus, Athletics and Physical Education; B.S. 1962, University of Maine; M.Ed. 1964, University of Delaware. (1969, 2003)

Carol Jensen Harrison, Assistant Professor Emerita of Mathematics; B.A. 1962, Wartburg College; M.A. 1965, University of Nebraska. (1967, 2005)

Susan M. Hegberg, Professor Emerita of Music; B.Mus. 1966, St. Olaf College; M.Mus. 1968, University of Michigan; Mus.D. 1978, Northwestern University. (1980, 2007)

David C. Henry, Director Emeritus, Facilities Management. (1979, 2010)

Randall W. Hines, Professor Emeritus of Communications; B.A. 1969, M.A. 1974, Kent State University; M.Div. 1975, Bethel Theological Seminary; Ph.D. 1990, Texas A&M University. (2002, 2013)

Carlos A. Iudica, Associate Professor Emeritus of Biology; Licentiate 1984, Universidad Nacional de La Plata, Buenos Aires, Argentina; M.A. 1994, Ph.D. 2000, The University of Florida at Gainesville. (2004, 2025)

Sara Kirkland, Executive Vice-President Emerita; A.B. 1970, Duke University; M.A. 1972, University of Hawaii. (1985, 2015).

M. L. Klotz, Associate Professor Emerita of Psychology; B.S. 1981, Louisiana State University; M.A. 1986, Ph.D. 1986, University of North Carolina at Chapel Hill. (1990, 2023)

L. Jay Lemons, President Emeritus & Sr. Fellow; B.S. and B.A. 1983, Nebraska Wesleyan University; M.Ed. 1985, University of Nebraska; Ph.D. 1991, University of Virginia. (2001, 2018)

Barbara A. Lewis, Associate Professor Emerita of Psychology: B.A. 1971, University of Rochester; M.S. 1972, Ph.D. 1978, Purdue University. (1979, 2014)

Gretchen Lovas, Associate Professor Emerita of Psychology; B.S. 1985, M.A. 1990, Boston University; M.A. 1997, Ph.D. 2002, University of California at Davis. (2004, 2021)

Leona Martin, Professor Emerita of Spanish; B.A. 1959, Wellesley College; M.A. 1965, 1969, Michigan State University; Ph.D. 1990, Pennsylvania State University. (1982, 2014)

Thomas A. Martin, Professor Emeritus of Psychology; B.S. 1978, Eastern Mennonite College; M.A. 1984, Ph.D. 1986, University of Nebraska. (1987, 2022)

Thomas W. Martin, Associate Professor Emeritus of Religious Studies; B.A. 1976, M.A. 1979, Oral Roberts University; D.Phil. 1986, Oxford University. (2003, 2025)

Valerie Martin, Associate Professor Emerita of Music; B.M.E. 1985, Murray State University; M.M. 1988, D.M.A. 1994, University of Alabama. (1994, 2023)

Barbara Woods McElroy, Professor Emerita of Accounting; A.A.B. 1979, Stark Technical College; B.G.S. 1989, Ohio University; MBA 1993, Kent State University; Ph.D. 1997, Pennsylvania State University. (2002, 2021)

Thomas F. McGrath, Professor Emeritus of Chemistry; B.S. 1950, Franklin and Marshall College; Ph.D. 1954, University of Pittsburgh. (1963, 1992)

Marian E. McKechnie, Associate Professor Emerita of History; B.A. 1950, Macalester College; M.A. 1955, University of North Dakota; Ph.D. 1970, American University. (1968, 1993)

Linda McMillin, Charles B. Degenstein Professor Emeritus of Leadership; Professor of History; B.A., Loyola Marymount University; M.A. 1986, Ph.D. 1990, University of California, Los Angeles. (1989, 2021)

Robert G. Mowry, Associate Professor Emeritus of Spanish; B.A. 1959, Oberlin College; M.A. 1962, D.M.L. 1972, Middlebury College. (1962, 2003)

Helen S. Nunn, Director Emerita of Financial Aid; B.A. 1976, Grove City College; M.A. 1978, Indiana University of Pennsylvania. (1986, 2014)

Richard E. Orwig, Associate Professor Emeritus of Management; B.S. 1975, University of Illinois; MBA 1990, University of Arizona; Ph.D. 1995 University of Arizona. (2004, 2019)

Lynn Elizabeth Palermo, Associate Professor Emerita of French; B.A. 1981, Pennsylvania State University; M.A. 1992, University of Delaware; Ph.D. 2003, Pennsylvania State University. (2001, 2023)

Margaret T. Peeler, Charles B. Degenstein Professor of Biology; B.A. 1980, Franklin and Marshall College; Ph.D. 1986, Duke University. (1989, 2025)

Thomas Peeler, Associate Professor Emeritus of Biology; B.S. 1977, North Carolina State University; M.S. 1980, University of Florida; Ph.D. 1986, Duke University. (1990, 2022)

John A. Pendley, Associate Professor Emeritus of Accounting; B.A. 1982, Georgia State University; MPA 1998, Georgia State University: Ph.D. 1994, The University of Georgia. (2010, 2019)

Mark Wm. Radecke, Chaplain Emeritus to the University and Associate Professor of Religion; B.A. 1974, University of Maryland; M.Div. 1978, Lutheran Theological Seminary at Gettysburg; S.T.M. 1999, Trinity Lutheran Seminary; D.Min. 2007, Princeton Theological Seminary. (1997, 2013)

Anne Reeves, Associate Professor Emerita of Education; B.A. 1965, George Washington University; M.A. 1969, University of Washington; Ph.D. 2001, University of Michigan. (2000, 2015)

Jan Reichard-Brown, Associate Professor Emerita of Health Care Studies and Biology; B.A. 1976, Gettysburg College; Ph.D. 1982, University of Cincinnati. (2001, 2025)

William A. Remaley, Professor Emeritus of Business; B.S. 1964, MBA 1965, Pennsylvania State University; Ph.D. 1971, New York University. (1973, 2002)

Alison A. Richard, Registrar Emerita; M.A. 1976, Aberdeen University (U.K.). (1996, 2021)

David Richard, Presidential Professor Emeritus of Biology; B.S. 1981, University of Stirling (U.K); M.S. 1982, University of Dundee; Ph.D. 1987, University of Edinburgh. (1993, 2023)

Beverly V. Romberger, Professor Emeritus of Communications; B.A. 1972, M.A. 1977, Ph.D. 1985, Pennsylvania State University. (1985, 2002)

Antonin Rusek, Associate Professor Emeritus of Economics; M.A. 1972, Prague School of Economics; M.A. 1980, Ph.D. 1984, State University of New York at Stony Brook. (1986, 2018)

William J. Sauer, Professor Emeritus of Management; B.S. 1968, M.S. 1970, University of Wisconsin-Milwaukee; Ph.D. 1975, University of Minnesota. (1989, 2002)

Susan Schürer, Professor Emerita of Modern Languages; B.S. 1971, University of Rhode Island; M.A. 1981, University of Vermont; Ph.D. 1986, University of North Carolina at Chapel Hill. (1986, 2015)

Edward S. Schwan, Allen C. Tressler Professor Emeritus in Accounting; B.A., B.E. 1959, Union College (N.Y.); MBA 1963, Cornell University; Ph.D. 1973, University of Colorado; CPA (Pa.). (1985, 2002)

Alex G. H. Smith, Registrar Emeritus; B.A. 1975, Bowdoin College; M.A. 1976, University of Chicago. (1976, 2015)

Michael Smyth, Associate Professor Emeritus of Sociology; B.S. 2001, Antioch University; M.A. 2004, Ph.D. 2009, University of California at Irvine. (2008, 2020)

James D. Sodt, Charles B. Degenstein Professor Emeritus of Communications; B.S. 1965, Miami University; M.S. 1970, State University of New York at Brockport; M.S.L.S. 1974, Ph.D. 1979, Syracuse University. (1991, 2015)

Nina Tober, Associate Professor Emerita of Music; B.A. 1976, Chatham College; M.A. 1979, University of Colorado; D.M.A. 1994, Claremont Graduate School. (1994, 2015)

Tammy Tobin, Professor Emerita of Biology; B.S. 1985, Cornell University; Ph.D. 1990, Texas A&M University. (1994, 2022)

Robert L. Tyler, Associate Professor Emeritus of Mathematics; B.A. 1960, M.A. 1965, Ph.D. 1972, Syracuse University. (1969, 2001)

Peter B. Waldeck, Professor Emeritus of German; B.A. 1962, Oberlin College; M.A. 1966, Ph.D. 1967, University of Connecticut. (1970, 1989)

J. Thomas Walker, Professor Emeritus of Sociology; B.A. 1964, Greenville College; M.A. 1966, Roosevelt University; Ph.D. 1980, St. Louis University. (1967, 2007)

Pamela White, Dean Emerita of Academic Services; B.A. 1973, Albright College. (1983, 2015)

Cindy Whitmoyer, Assistant Professor Emerita; Public Services Librarian; B.S. 1979, Kutztown University; M.L.S. 2001, Clarion University of Pennsylvania. (2006, 2006)

David N. Wiley, Professor Emeritus of Religion; B.A. 1960, College of Wooster; B.D. 1964, McCormick Theological Seminary; Ph.D. 1971, Duke University. (1967, 2002)

Rebecca A. Wilson, Associate Professor Emerita; Associate Director of the Library; Public Services Librarian; A.A. 1964, St. Petersburg Junior College; B.A. 1966, M.S.L.S. 1967, Florida State University; Ph.D. 1997, Pennsylvania State University. (1987, 2014)

Ali H. M. Zadeh, Professor Emeritus of Finance; B.A. 1971, University of Tehran; M.S. 1984, Ph.D. 1982, Michigan State University. (1987, 2023)

FACULTY

Jonathan D. Green, President; B.Mus., 1985, State University of New York at Fredonia; M.Mus., 1987, University of Massachusetts at Amherst; D.M.A., 1992, University of North Carolina at Greensboro. (2017, 2017)

Ryan Curtis Ake, Assistant Professor; Assistant Director of the Blough-Weis Library; B.A. 2009, Pennsylvania State University; M.S. 2011, Clarion University of Pennsylvania. (2015, 2021)

Amanda Boyer, Assistant Professor; First-Year Experience Librarian; B.A. 2016, Susquehanna University. (2021, 2021)

Brianne Dort, Assistant Professor; Systems Librarian; B.S. 2014, Hollins University; M.S. 2020, Catholic University of America. (2021, 2021)

Margaret Garnett, Special Collections Librarian; Assistant Professor; B.A. 2000, College of William and Mary; M.A. 2003, University of Notre Dame; M.L.S 2014, University of Maryland. (2017, 2017)

Kirk Harris, Dean of Global Programs; Associate Professor of Political Science; B.A. 2006, Whitworth University; Ph.D. 2017 Indiana University. (2017, 2025)

Patrick Long, Dean, School of Arts and School of Humanities; Professor of Music; B.M. 1991, Syracuse University; M.M. 1993, D.M.A. 1996, Eastman School of Music. (2000, 2025)

Maria Muñoz, Chief Inclusion and Diversity Officer; Associate Professor of History; B.A. 2001, University of La Verne; M.A. 2004, University of Nebraska- Lincoln; Ph.D. 2009, University of Arizona. (2009, 2024)

Dave C. Ramsaran, Provost and Dean of Faculty; Professor of Sociology; B.Sc. 1986, M.Sc. 1990, University of the West Indies; Ph.D. 1997, American University. (2000, 2019)

Jennifer Roberts-Reilley, Open Resources & Scholarly Communications Librarian; Assistant Professor; B.A. 2003, Lafayette College, M.S. 2008, Drexel University. (2024, 2024)

Matthew Rousu, Dean, Sigmund Weis School of Business; Professor of Economics; B.S. B.A. 1998, University of South Dakota; Ph.D. 2002, Iowa State University. (2004, 2018)

Robert Sieczkiewicz, Director of the Blough-Weis Library; Associate Professor; B.A. 1991, Hampshire College; M.A. 1998, University of Massachusetts Boston; M.S. 2011, Drexel University. (2015, 2020)

Katherine H. Straub, Dean, School of Natural & Social Sciences; Professor of Earth and Environmental Sciences; A.B. 1994, Harvard University; M.S. 1999, Ph.D. 2002, Colorado State University. (2002, 2021)

Professors

Valerie A. Allison, Professor of Education; B.A. 1987, Westminster College of Salt Lake City; M.E. 1998, Ph.D. 2006, University of Utah. (2008, 2023)

Swarna Basu, Professor of Chemistry; B.A. 1996, Clark University; M.A. 1999, Ph.D. 2002, Wesleyan University. (2005, 2016)

John Bodinger de Uriarte, Professor of Anthropology; B.A. 1981, Vassar College; M.A. 1995, Ph.D. 2003, The University of Texas at Austin. (2003, 2021)

Karla G. Bohmbach, Professor of Religious Studies; B.A. 1983, St. Olaf College; M.A. 1991, Ph.D. 1996, Duke University. (1994, 2014)

James Briggs, Professor of Psychology; B.A. 2000, West Liberty State College; M.A. 2004, Ph.D. 2006, Kent State University. (2011, 2023)

Nick Clark, Professor of Political Science; B.A. 2002, Hastings College; M.S. 2004, Universiteit Twente; M.A. 2004, Westfolische Wilhelms-Universitat; Ph.D. 2012, Indiana University. (2013, 2022)

Andrew Felo, Professor of Accounting; B.S. 1991, Bucknell University; M.S. 1994, Ph.D. 1999, Binghamton University. (2020, 2025)

Emma Fleck, Professor of Entrepreneurship and Marketing; B.A. 2002, Ph.D. 2006, University of Ulster. (2016, 2023)

Geneive E. Henry, Charles B. Degenstein Professor of Chemistry; B.Sc. 1993, Ph.D. 1998, University of the West Indies, Mona. (2003, 2022)

Eric Hinton, Professor of Music; B.M.E. 1985, M.M. 1988, Northwestern University; Ph.D. 2005, Birmingham Conservatoire/University of Central England. (2005, 2024)

Jack R. Holt II, Professor of Biology; B.S. 1973, Harding College; M.S. 1978, Ph.D. 1981, University of Oklahoma. (1981, 2001)

David Imhoof, Professor of History; B.A. 1992 Trinity University; Ph.D. 2000, The University of Texas at Austin. (2000, 2017)

Thomas Wade Johnson, Professor of Chemistry; B.S. 1993, Hampden-Sydney College; M.S. 1997, Ph.D. 2000, Iowa State University. (2003, 2019)

Karla Kelsey, Charles B. Degenstein Professor of English & Creative Writing; B.A. 1998, University of California, Los Angeles; MFA 2001, University of Iowa; Ph.D. 2005, University of Denver. (2005, 2018)

Marcos Krieger, Professor of Music; B.Hum., B.M. 1991, Universidade Católica de Goiás, Brazil; M.M. 1993, Brigham Young University; D.M.A. 1998, University of Nebraska, Lincoln. (2007, 2023)

Gail B. Levinsky, Professor of Music; B.M. 1980, Butler University; M.M. 1989, D.M. 1997, Northwestern University. (2000, 2020)

Edisanter Lo, Professor of Mathematics & Computer Sciences; B.S. 1986, Louisiana Tech University; M.S. 1988, University of Arkansas; Ph.D. 1993, Arizona State University. (2002, 2017)

Jeffrey K. Mann, Professor of Religious Studies; B.A. 1992, Kenyon College; M.A. 1993, Concordia Theological Seminary; M.T.S. 1995, Vanderbilt Divinity School; Ph.D. 2001, Vanderbilt University. (2002, 2019)

David P. Matlaga, Professor of Biology; B.A. 2000, Reed College; Ph.D. 2008, University of Miami. (2012, 2024)

Naomi Niskala, Professor of Music; B.M. 1995, New England Conservatory; M.M. 1997, D.M.A. 2000, State University of New York at Stony Brook; Artist Diploma 2001, Yale School of Music. (2008, 2025)

Olugbenga A. Onafowora, Professor of Economics; B.Sc. 1979, University of Ife, Nigeria; M.S. 1982, Ph.D. 1989, West Virginia University. (1989, 2006)

Matthew H. Persons, Charles B. Degenstein Professor of Biology; B.A. 1991, Albion College; M.S. 1995, Ph.D. 1997, University of Cincinnati. (1999, 2009)

Ann Piper, Professor of Art and Design; BFA 1993, Maryland Institute, College of Art; MFA 1998, New Mexico State University. (2008, 2025)

Erin Rhinehart, Professor of Biology; B.S. 1998, Lehigh University; Ph.D. 2003, University of Florida. (2009, 2022)

Laurence Roth, Charles B. Degenstein Professor of English; B.A. 1982, University of California, Berkeley; M.A. 1991, Ph.D. 1994, University of California, Los Angeles. (1997, 2022)

Edward S. Slavishak, Professor of History; B.S. 1996, Carnegie Mellon University; M.A. 1998, Ph.D. 2002, University of North Carolina at Chapel Hill. (2003, 2019)

David Steinau, Professor of Music; B.M. 1986, Northwestern University; M.M. 1996, New England Conservatory; D.M.A. 2003, University of Illinois at Urbana-Champaign. (2002, 2025)

Erik Viker, Professor of Theatre; B.S. 1987, University of Florida; MFA 2003, The University of Texas. (2003, 2018)

Pavithra Vivekanand, Professor of Biology; B.S. 1996, Madras University; Ph.D. 2003, Wesleyan University. (2012, 2025)

Karol Weaver, Professor of History; B.A. 1992, Bloomsburg University; M.S. 1994, Ph.D. 1999, Pennsylvania State University. (2004, 2015)

Alexander Griffin Wilce, Professor of Mathematics & Computer Sciences; B.A. 1983, Oberlin College; Ph.D. 1989, University of Massachusetts Amherst. (2002, 2022)

Samya Bano Zain, Professor of Physics; M.Sc. 1999, University of the Punjab; M.S. 2002, Ph.D. 2006, University at Albany. (2008, 2023)

Coleen P. Zoller, Professor of Philosophy; B.A. 1998, Bucknell University; M.A. 2002, Ph.D. 2004, Emory University. (2003, 2018)

Associate Professors

Anna Andes, Associate Professor of Theatre; B.A. 1984, Franklin and Marshall College; M.A. 1989, Ph.D. 2005, University of Colorado at Boulder. (2010, 2016)

Lyudmyla Ardan, Associate Professor of Economics; B.S. 2010 Lock Haven University; Ph.D. 2014, Clemson University. (2019, 2024)

Jennifer Asmuth, Associate Professor of Psychology; B.A. 1991, St. John's College; M.A. 2003, Ph.D. 2009, Northwestern University. (2011, 2017)

Jennifer Carter, Associate Professor of Physics; B.S. 2011, Rensselaer Polytechnic Institute; M.S. 2016, Ph.D. 2018, University at Albany. (2019, 2025)

Samuel Day, Associate Professor of Psychology; B.A. 1993, Carson Newman College; Ph.D. 2007, Northwestern University. (2012, 2018)

Catherine Zobal Dent, Associate Professor of English & Creative Writing; B.A.1994, Duke University; M.A. 2003, Ph.D. 2006, Binghamton University. (2009, 2013)

William G. Dougherty Jr., Associate Professor of Chemistry; B.S. 2001, Ursinus College; Ph.D. 2007, University of Delaware. (2013, 2019)

Matthew Duperon, Associate Professor of Religious Studies; B.A. 2003, College of William and Mary; M.A. 2006, Cornell University; Ph.D. 2013, Brown University. (2011, 2018)

Li E, Associate Professor of Chinese; B.A., Inner Mongolia University, China; M.A., Peking University, China; M.A. 2005, University of Massachusetts Amherst; Ph.D. 2016, University of Illinois at Urbana-Champaign. (2017, 2025)

Jennifer M. Elick, Associate Professor of Earth and Environmental Sciences; B.S. 1993, Temple University; M.S. 1995, Kansas State University-Manhattan; Ph.D. 1999, University of Tennessee-Knoxville. (2000, 2000)

Carl Faust, Associate Professor of Physics; B.S. 2009, Kutztown University; M.S. 2011, Ph.D. 2014, Lehigh University. (2014, 2021)

Theresa Finley, Associate Professor of Economics; B.B.A. 2010, James Madison University; M.S. 2012, University of North Carolina at Charlotte; Ph.D. 2017, George Mason University. (2017, 2023)

Christine L. Cooper Grace, Associate Professor of Management; B.S. 1985, Elizabethtown College; M.L.H.R. 1989, Ph.D. 1990, Ohio State University. (2001, 2001)

Anjee Gorkhali, Associate Professor of Finance and Analytics; B.A. 2006, Tribhuvan University; M.S. 2012, Ph.D. 2019, Old Dominion University. (2019, 2025)

Jeffrey A. Graham, Associate Professor of Mathematics & Computer Sciences; B.S. 1984, Iowa State University; M.S. 1986, Texas Tech University; Ph.D. 1992, Rensselaer Polytechnic University. (2001, 2007)

Catherine M. Hastings, Associate Professor of Communications; A.B. 1980, Bryn Mawr College; M.A. 1988, Bloomsburg University; Ph.D. 1996, Pennsylvania State University. (1992, 2004)

J. Andrew Hubbell, Associate Professor of English; B.A. 1989, Gettysburg College; M.A. 1991, Ph.D. 1999, University of Maryland at College Park. (2001, 2007)

Shari Jacobson, Associate Professor of Anthropology; B.A. 1984, Grinnell College; Ed.M. 1990, Harvard University; M.A. 1995, Ph.D. 1999, Stanford University. (2000, 2006)

Alathea Jensen, Associate Professor of Mathematics; B.A. 2008, University of Virginia; M.S. 2015, Ph.D. 2018, George Mason University. (2018, 2024)

David C. Kaszuba, Associate Professor of Communications; B.A. 1991, Wilkes University; M.S. 1996, Temple University; Ph.D. 2003, Pennsylvania State University. (1999, 2007)

Katarina R.I. Keller, Associate Professor of Economics; B.A. 1995, Seattle Pacific University; M.A. 1998, Ph.D. 2002, University of Notre Dame. (2002, 2008)

Helen Kiso, Associate Professor of Psychology; B.A. 2010, California State University Dominquez Hills; M.S. 2012, Ph.D. 2015, Oklahoma State University. (2015, 2021)

Martina Kolb, Associate Professor of German; Weber Chair in the Humanities; B.A. 1991, University of Tubingen; M.A. 1993, University of Oregon; M. Phil 2000, Ph.D. 2005, Yale University. (2015, 2017)

Leigh Ann Kurz, Associate Professor of Education; B.S.Ed. 1985, Shippensburg University; M.Ed. 2012, Ph.D. 2018, George Mason University. (2019, 2025)

Ahmed Lachhab, Associate Professor of Earth and Environmental Sciences; B.S. 1992, University Moulay Ishmael; M.S. 1998, Drexel University; M.S. 2002, Ph.D. 2006, University of Iowa. (2007, 2013)

Amanda Lenig, Associate Professor of Art and Design; B.A 2007, Susquehanna University; M.F.A 2018, Marywood University. (2018, 2024)

Bo Liu, Associate Professor of Accounting; B.B.A. 2009, Southwestern University of Finance and Economics, China; M.S. 2012, Ph.D. 2017, Naveen Jindal School of Management at the University of Texas at Dallas. (2017, 2023)

Andrea M. Lopez, Associate Professor of Political Science; B.A. 1992, University of Virginia; M.A. 1999, Ph.D. 2002, University of Michigan, Ann Arbor. (2000, 2006)

Scott B. Manning, Associate Professor of French Studies; B.A. 1986, Wichita State University; M.A. 1990, Ph.D. 1997, University of Kansas. (1997, 2017)

Tanya Hawley Matlaga, Associate Professor of Biology; B.S. 1996, M.S. 2002, University of Wisconsin; Ph.D. 2008, University of Miami. (2013, 2025)

David S. McLaughlin, Associate Professor of Education; B.Sc. 1984, University of Western Ontario; B.Ed. 1991, Queen's University; M.A. 2003, Ph.D. 2010, Michigan State University. (2010, 2016)

Amanda Meixell, Associate Professor of Spanish; B.A. 1991, Franklin and Marshall College; M.A. 1997, New York University; Ph.D. 2003, Pennsylvania State University. (2003, 2009)

Alison Higgins Merrill, Associate Professor of Political Science; B.A. 2011, Virginia Tech; Ph.D.2018, Texas A&M University. (2018, 2025)

Sarah Edwards Moore, Associate Professor of Education; B.A. 2002, Pennsylvania State University; M.A. 2004, Johns Hopkins University; Ph.D. 2015, Temple University. (2014, 2020)

Matthew Null, Associate Professor of English & Creative Writing; B.A. 2006, Washington and Lee University; MFA 2010, University of Iowa. (2019, 2025)

Michael Ozlanski, Associate Professor of Accounting; B.S. 2005, Susquehanna University; M. Acc. 2012, Ph.D. 2013, Virginia Polytechnic Institute and State University. (2015, 2021)

Alissa A. Packer, Associate Professor of Biology; B.S. 1994, Dickinson College; Ph.D. 2000, Indiana University. (2003, 2009)

Michael A. Parra, Associate Professor of Chemistry, B.S. 2001, M.S. 2004, Ph.D. 2007, Washington State University. (2017, 2025)

Rolfe Daus Peterson, Associate Professor of Political Science; B.A. 2003, University of Idaho; M.A. 2009, Ph.D. 2010, University of California, Davis. (2016, 2020)

Sirapat Polwitoon, Associate Professor of Finance; B.B.A. 1986, Ramkhamhaeng University, Bangkok, Thailand; MBA 1994, Northeastern Illinois University; Ph.D. 2002, University of Rhode Island. (2000, 2006)

James J. Pomykalski, Associate Professor of Analytics. B.A. 1981, St. Norbert College; M.S. 1983, Purdue University; Ph.D. 1994, University of Virginia. (2001, 2007)

Monica Prince, Associate Professor of Creative Writing; B.A. 2012, Knox College; MFA 2015 Georgia College & State University. (2017, 2024)

Daniel E. Ressler, Associate Professor of Earth and Environmental Sciences; B.S. 1988, Pennsylvania State University; M.S. 1993, Ph.D. 1998, Iowa State University. (1999, 1999)

Glen Retief, Associate Professor of English & Creative Writing; B.A. 1990, B.A. 1992, University of Cape Town; MFA 1999, University of Miami; Ph.D. 2005, Florida State University. (2007, 2012)

Randy Robertson, Associate Professor of English; B.A. 1992, University of Virginia; M.A. 1996, University of Chicago; Ph.D. 2002, Washington University. (2007, 2011)

Daryl M. Rodgers, Associate Professor of Italian; B.A. 1996, Harding University; M.A. 2001, Ohio State University; Ph.D. 2007, University of Illinois at Urbana-Champaign. (2009, 2015)

Adrienne Rodriguez, Associate Professor of Music; B.M. 2009, University of Rochester; M.M.E. 2011, University of Miami; Ph.D. 2019, Michigan State University. (2019, 2025)

Rachana Sachdev, Associate Professor of English; B.A. 1982, M.A. 1986, M.Phil. 1989, Delhi University; Ph.D. 1995, University of Pennsylvania. (1994, 2001)

Walfrido Dorta Sanchez, Associate Professor of Spanish; M.A. 2010, Universidade de Santiago de Compostela; Ph.D. 2016, The City University of New York. (2018, 2024)

Greg Severyn, Associate Professor of Spanish; B.A. 2008, Kent State University; M.A. 2011, Ph.D. 2017, University of North Carolina at Chapel Hill. (2018, 2023)

Hasanthika Sirisena, Associate Professor of English & Creative Writing; BFA 1992, School of the Art Institute of Chicago; B.A. 1993, University of North Carolina at Chapel Hill; M.A. 1995, New York University; M.F.A. 2006, City College of New York. (2016, 2022)

Erin Nicole Smith, Associate Professor of Clinical Psychology; B.A. 2005, Susquehanna University; M.A. 2009, Ph.D. 2013, Kent State University. (2017, 2017)

Craig Stark, Associate Professor of Communications; B.A. 1991, The University of North Texas; M.A. 1994, Stephen F. Austin State University; Ph.D. 2009, Pennsylvania State University. (2006, 2012)

Derek J. Straub, Associate Professor of Earth and Environmental Sciences; B.S. 1994, Marquette University; M.S. 1998, Ph.D. 2002, Colorado State University. (2002, 2009)

Mirta Suquet, Assistant Professor of Spanish; M.A. 2008, Ph.D. 2016, University of Santiago de Compostela. (2019, 2025)

Lou Ann Tom, Associate Professor of Chemistry; B.S. 1987, Lycoming College; M.S. 1994, Bucknell University; Ph.D. 2005, Lehigh University. (2007, 2013)

Megan L. Torres, Associate Professor of Spanish; B.S. 2005, University of Connecticut; M.A. 2007, Ph.D. 2012, University of Illinois at Champaign-Urbana. (2014, 2020)

Betsy L. Verhoeven, Associate Professor of English; B.A. 1994, M.A. 2000, Oklahoma State University; Ph.D. 2005, University of Denver. (2009, 2015)

Amy Voorhees, Associate Professor of Music; B.M. 1996, Simpson College; M.S.Ed. 2008, Drake University; D.M.A. 2018, Michigan State University. (2018, 2024)

Michele Welliver, Associate Professor of Communications; B.A. 1989, Bloomsburg University; MBA 1994, Wilkes University; Ph.D. 2017, Pennsylvania State University. (2017, 2023)

Jennifer Sacher Wiley, Associate Professor of Music; B.M. 1986, Oberlin Conservatory of Music; M.M. 1991, New England Conservatory of Music; D.M.A. 1998, University of Minnesota. (1997, 2003)

Dana Zhang, Associate Professor of Accounting; B.B.A. 2011, Chinese University of Hong Kong; M.A. 2012, Ohio State University; Ph.D. 2017, University of Houston. (2017, 2023)

Hualu Zheng, Associate Professor of Management and Marketing; B.S. 2006, Zhengzhou University; M.A. 2009, M.S. 2009, Mississippi State University; Ph.D. 2014, University of Connecticut. (2019, 2025)

Silas Dent Zobal, Associate Professor of English & Creative Writing; B.A. 1997, DePaul University; MFA 2001, University of Washington; Ph.D. 2005, Binghamton University. (2009, 2015)

Assistant Professors

Apoorva Bradshaw-Mittal, Visiting Assistant Professor of Creative Writing, Fiction; B. Tech 2015, Delhi Technological University; M.F.A. 2019, Sarah Lawerence College; Ph. D 2023, University of Southern Mississippi. (2025, 2025)

Phillip Brogdon, Assistant Professor of Chemistry; B.S. 2011, Georgia Southern University; Ph.D. 2018, University of Mississippi. (2020, 2020)

Sophia Buehrer, Visiting Assistant of Professor of French Studies; B.A. 2019, Carleton College; Ph. D. (ABD), New York University. (2025, 2025)

Loc Bui, Assistant Professor of Finance and Analytics; B.S. 2010 Banking University of Ho Chi Minh City; M.S. 2018 Hanken School of Economics, Helsinki; Ph.D. 2023, University of Nebraska – Lincoln. (2023, 2023)

Joseph Bularzik, Visiting Assistant Professor of Chemistry; B.S. 1982, Arizona State University; Ph.D. 1987, University of California, Berkeley. (2025, 2025) Bryan Chambliss, Assistant Professor of Philosophy; B.A. 2006, University of Texas; M.A. 2009, Northern Illinois University; Ph.D. 2019, University of Arizona. (2019, 2022)

Sophie Charvet, Assistant Professor of Biology; B.S. 2008, McGill University, Canada; M.S. 2010, Université Laval, Canada; Ph.D. Université Laval, Canada 2013 (2022, 2022)

Carol Xuanying Chen, Assistant Professor of Criminal Justice; dual B.A. 2017, Pennsylvania State University, M.A. 2020, Ph.D. 2024 University of Maryland. (2024, 2024)

Janice Clark, Assistant Professor of Political Science; B.A. 2004, Brown University; M.A. 2008, University of Denver; Ph.D. 2020, Indiana University. (2021, 2021)

Mégane Coulon, Assistant Professor of African History; B.A. 2014, M.A. 2017 Université Paul Valéry, France; M.A. 2018, Sheffield Hallam University, UK; Ph.D. 2022 University of Worcester, UK. (2023, 2023)

Kevin Crowe, Assistant Professor of Theatre; B.A. 1998, Stony Brook University; MFA 2003 Humboldt State University; M.S. 2010, Portland State University; Ph.D. 2017 University of Colorado, Boulder. (2023, 2023)

Lauren Emick, Assistant Professor of Education; B.S. 2006, Messiah College; M. A. 2014, Geneva College; D.Ed. 2022, Indiana University of Pennsylvania. (2025,2025)

Ibrahim Emirahmetoglu, Visiting Assistant Professor of Mathematics and Computer Science; B.S. 2012, M.A. 2015, Boğaziçi University; M.A. 2018, Rice University; M.S. 2021, M.S. 2023, Ph.D. 2025, University of Iowa. (2025, 2025)

Karly Etz, Assistant Professor of Art History; B.A. 2013, Denison University; M.A. 2015, Ph.D. 2023, Pennsylvania State University. (2024, 2025)

Siobhan Fathel, Assistant Professor of Earth and Environmental Sciences; B.S., B.A. 2011, Susquehanna University; M.S. 2013, Ph.D. 2016, Vanderbilt University. (2023, 2023)

Ordoitz Galilea, Assistant Professor of Sociology; B.A. 2009, Universidad Pública Navarra; M.A. 2013, The New School of Social Research, Ph.D. 2022, University of Connecticut. (2023, 2023)

Joseph Giomboni, Assistant Professor of Communications; B.A. 2003, King's College; M.S. 2007, King's College; MFA 2010, Wilkes University; Ph.D. 2021, Temple University. (2021, 2021)

Amira Hanafi, Assistant Professor of Digital Publishing and Writing; B.A. 2000, Rutgers University; M.F.A. 2008, School of the Art Institute of Chicago. (2025, 2025)

Adam Hansell, Assistant Professor of Physics; B.S. 2011, Lebanon Valley College; M.S. 2013, Lehigh University; Ph.D. 2020, Temple University. (2021, 2021)

Jie Hao, Assistant Professor of Accounting; B.S. 2007, Nankai University; M.Acc. 2009, MBA 2011, DePaul University; Ph.D. 2020, University of Texas at San Antonio. (2020, 2020)

Jimmy Henderson, Assistant Professor of Art and Design; B.S., BFA 2011, Virginia Polytechnic Institute and State University; MFA 2019, Vermont College of Fine Arts; (2022, 2022)

Sean Ironman, Visiting Assistant Professor of Creative Writing; B.A. 2007, B.A. 2010, M.F.A. 2014, University of Central Florida, Ph.D. 2020, University of Missouri-Columbia. (2025, 2025)

Kihun Kim, Assistant Professor of Real Estate; B.A., B.S. 2004, Sogang University, South Korea; M.S. 2007, University of Michigan; Ph.D. 2014, Rutgers University. (2024, 2024)

Steven Labadessa, Visiting Assistant Professor of Studio Art; B.A., B.S. 1990, Brooklyn College (CUNY); J.D. 1997, Boston University; M.F.A. 2001, University of Pennsylvania. (2025, 2025)

Zachary M. Levi, Assistant Professor of Music; B.M. 1998, Ithaca College; M.M 2001, University of Akron; D.M.A. 2019, Catholic University of America. (2022, 2022)

YingYing Li, Assistant Professor of Marketing; B.S. 2010, M.S. 2015, South China University of Technology; MBA 2012, Pittsburgh State University; Ph.D. 2021 Oklahoma State University. (2023, 2023)

Theresa Lopez, Assistant Professor of Philosophy; B.A. 2005, University of Maryland, Baltimore County; Ph.D. 2013, University of Arizona. (2019, 2019)

Maisie MacKnight, Visiting Assistant Professor of Biology; B.S. 2018, University of Georgia; Ph.D. 2025, Pennsylvania State University. (2025, 2025)

Thomas W. Martin, Visiting Assistant Professor of Religious Studies; B.A. 1976, M.A. 1979, Oral Roberts University; Ph.D. 1986, Oxford University. (2003, 2025)

Jessica J. Masterton, Assistant Professor in Publishing and Media Entrepreneurship; B.A. 2010, Cornell University; MFA 2016, University of Alabama; Ph.D. 2020, University of Cincinnati. (2022, 2022)

Amanda Maull, Visiting Assistant Professor of Sociology; B.A. 2002, M.A. 2010, Ph.D. 2018, Pennsylvania State University. (2020, 2025)

Michael Mauro, Assistant Professor of Biology; B.S. 2015, Fairfield University; M.S. 2017, Ph.D. 2021, Yale University. (2025,2025)

W. John Monopoli, Assistant Professor of Psychology; B.A. 2011, Dickinson College; M.A. 2013, State University of New York at Buffalo; Ph.D. 2020, Ohio University. (2021, 2021)

Jaime Namminga, Assistant Professor of Music; B.M. 2005, University of Sioux Falls; M.M. 2009, University of North Carolina School of Arts; D.M.A. 2016 Arizona State University. (2017, 2020)

Cindy Pan, Assistant Professor of Finance; B.B.A. 2019, M.B.A. 2020, Ph.D. 2024, University of Mississippi. (2024, 2024)

Viet Tuan Pham, Assistant Professor of Accounting; B.S. B.A. 2016, M.Acc. 2016, University of Arkansas; Ph.D. 2020, University of Texas, San Antonio. (2022, 2022)

Joanna Pishko, Assistant Professor of Management and Marketing; B.A. 2006, University of Texas at Austin; M.A. 2013, Ph.D. 2019, University of Houston. (2019, 2019)

Stephen H. Robertson, Assistant Professor of Psychology; B.A. 2008, M.A. 2010, James Madison University; Ph.D. 2017, Idaho State University. (2022, 2022)

Jennifer Rock, Assistant Professor of Theatre in Lighting Design; B.A. 2001, Susquehanna University; M.F.A. 2009, University of Connecticut. (2025, 2025)

Antonio Rockwell, Assistant Professor of Biology; B.A. 2013, M.A. 2015, State University College at Buffalo; Ph.D. 2019, Clarkson University. (2019, 2020)

Steven Scheirer, Assistant Professor of Mathematics & Computer Science; B.S. 2013, Moravian University, M.S. 2015, Lehigh University, Ph.D. 2018 Lehigh University (2023, 2023)

Rifat Sharmelly, Assistant Professor of Management; B.S., 2006 Multimedia University; M.S. 2010, Chalmers University of Technology; Ph.D. 2015, University of New South Wales. (2025, 2025)

Nabeel Siddiqui, Assistant Professor of Communications; B.A. 2010, University of Southern Mississippi; M.A. 2011, George Mason University; Ph.D. 2018, College of William and Mary. (2020, 2020)

Samuel Silknetter, Visiting Assistant Professor of Biology; B.S. 2014, Susquehanna University; M.S. 2018, Clemson University; Ph.D. (ABD), Virginia Polytechnic Institute and State University. (2025, 2025)

Amanda Russo Stante, Assistant Professor of Music; BFA 2007, Carnegie Mellon University; M.M. 2010, Indiana University Jacobs School of Music; D.M. 2016, Indiana University Jacobs School of Music. (2020, 2022)

Krista Troiani, Assistant Professor of Management; B.S., B.A. 2006, Bloomsburg University; MBA 2010, Wilkes University of Pennsylvania; Ph.D. 2022, Pennsylvania State University. (2024, 2024)

Nick Ungson, Assistant Professor of Psychology; B.S., B.A. 2010, University of Florida; M.A. 2014, New York University; M.S. 2015, Ph.D. 2019, Lehigh University. (2021, 2021)

Anusha Veluswamy, Assistant Professor of Mathematics & Computer Science; B.E. 2009, Avinashilingam University for Women, India; M.E. 2011, Karpagam University, India; Ph.D. 2024, Anna University, India. (2023, 2024)

Annie Wegrzyn, Assistant Professor of Psychology ; B.A. 2016, North Central College, M.A. 2019, Ph.D. 2023, DePaul University. (2023, 2023)

Michael Woody, Visiting Assistant Professor of Management; B.A. 2012, Temple University; M.B.A. 2014, Villanova University, D.B.A. 2024, Temple University. (2025, 2025)

Lecturers

Linda H. Burkley, Lecturer in Communications; B.A. 1987, La Roche College; M.A. 2004, Duquesne University. (2008, 2013)

John C. Foltz, Lecturer in Communications; B.M.Ed. 1973, Susquehanna University; M.A. 1981, Ithaca College. (2008, 2014)

Basil Holobetz, Lecturer in Management; B.S. 1982, Villanova University; M.B.A 1984, Thunderbird School of Global Management. (2014, 2019)

Callie Lythgoe, Lecturer in Theatre; B.F.A. 2020, Utah State University; M.F.A. 2023, University of Arkansas Fayetteville. (2023, 2025)

April Rivers, Lecturer in Accounting; B.S. 1996, Iowa State University; M.S. 1998, American University; J.D. 2004, Duquesne University School of Law; L.L.M. 2022, Villanova University Charles Widger School of Law (2018, 2022)

Lauren Elsasser Smith, Lecturer in Management and Marketing; B.S. 2013, Susquehanna University; MBA 2019, University of Indiana. (2020, 2020)

SENIOR LEADERSHIP

Jonathan D. Green, President and Chief Executive Officer; B.Mus. 1985, State University of New York at Fredonia; M.Mus. 1987, University of Massachusetts at Amherst; D.M.A., 1992, University of North Carolina at Greensboro. (2017, 2017)

Jennifer M. Bucher, Vice President for Operations; B.A. 2002, Juniata College; M.P.S. 2020, Cornell University. (2013, 2022)

Malcolm L. Derk, Chief of Staff; B.A. 2005, Susquehanna University; MPA 2021, Fels Institute of Government at the University of Pennsylvania. (2005, 2022)

Melissa K. Komora, Vice President for Advancement; B.A. 1990, Fontbonne University; MBA 2015, Sage Colleges. (2018, 2018)

Jeffrey Listwak, Vice President for Finance; B.S. 1991, Indiana University of Pennsylvania; M.B.A 2012, University of Pittsburgh. (2022, 2022).

Patrick Long, Dean of the School of Arts and the School of Humanities; B.M. 1991, Syracuse University; M.M. 1993, D.M.A. 1996, Eastman School of Music. (2000, 2025)

Francy Magee, Vice President for Student Life and Dean of Students; B.A. 1987, Randolph-Macon Woman's College; M.Ed. 1995, University of Virginia; Ed.D. 2014, Teachers College, Columbia University. (2021, 2021)

Aaron Martin, Vice President for Marketing & Communications; B.A. 1991, University of Louisiana Lafayette; M.S. 1995, University of Louisiana Lafayette. (2018, 2018)

Maria Muñoz, Chief Inclusion and Diversity Officer; Associate Professor of History; B.A. 2001, University of La Verne; M.A. 2004, University of Nebraska- Lincoln; Ph.D. 2009, University of Arizona. (2009, 2022)

Dave Ramsaran, Provost & Dean of the Faculty; B.S. 1986, M.S. 1990, The University of the West Indies; Ph.D. 1998, American University. (2000, 2019)

Matthew C. Rousu, Dean, Sigmund Weis School of Business; Professor of Economics; B.S. & B.A. 1998, University of South Dakota; Ph.D. 2002 Iowa State University of Science. (2007, 2018)

Justin Rummel, Vice President for Enrollment; B.A. 1999, Millersville University of PA; MBA 2024, Western Governors University. (2019, 2024)

Katherine H. Straub, Dean, School of Natural & Social Sciences; Professor of Earth and Environmental Sciences; A.B. 1994, Harvard University; M.S. 1999, Ph.D. 2002, Colorado State University. (2002, 2021)

ADMINISTRATIVE LEADERSHIP

Bhavani Ali, Senior Director of Student Support Services; B.A. 2004, University of California Berkeley; M.A. 2006, Alliant International University San Diego. (2022, 2023)

Christopher J. Bailey, Assistant Vice President for Facilities & Campus Safety; B.S. 1994, M.S. 2002, University of Pittsburgh; MBA 2006, Wilkes University. (2010, 2021)

Danielle D. Brown, Associate Provost of Institutional Effectiveness, Assessment, and Strategic Initiatives; B.A. 2003, American University; M.A. 2005, Ph.D. 2007, University of Louisville. (2020, 2024)

Kris Brown, Director Campus Safety; B.S. 1996, Towson University; M.Div. 2004, Lutheran Theological Seminary. (2021,2023)

Simon Corby, Associate Vice President of Campaigns; B.A. 1996, University of Lincoln (UK); M.S. 1998, Bucknell University. (2022, 2025)

Frank Crofchick, Director of Leadership and Engagement; B.S. 2007, M.S. 2009, Kutztown University of Pennsylvania. (2022, 2022)

Barbara E. Dennen, Senior Director of Finance; B.S. 1986, Bloomsburg University, MBA 2017, Shippensburg University. (2004, 2023)

Katie Erdley, Senior Director of Student Financial Services; B.A. 2005, Pennsylvania State University. (2007, 2024)

Kaitlyn Fabian, Director of Student Health Center; A.A.S. 2014, Pennsylvania College of Health Sciences; B.S.N. 2016, Ohio University; M.S.N. 2021, Frontier Nursing University. (2024, 2024)

Katie Grooms, Director of Residence Life; B.A. 2007, Case Western Reserve University; M.Ed. 2009, University of South Caroline Columbia. (2022, 2022)

Michelle Harman, Director of Event Management. (2019, 2019)

Kirk Harris, Associate Dean of Global Programs; Associate Professor of Political Science; B.A. 2006, Whitworth University; Ph.D. 2017 Indiana University. (2017, 2025)

Sharief Hashim, Director of Athletics; B.S. 2008, Columbia Union College; M.S. 2016, Southern New Hampshire University. (2020, 2020)

Jessica L. Manno, Assistant Vice President of Student Life; B.S. 2001, Pennsylvania State University; M.Ed. 2003, James Madison University. (2022, 2022)

Virginia Motyka, Sr. Director of the Center for Academic Success; B.A. 2008, Bloomsburg University; M.Ed. 2012, Bloomsburg University. (2021, 2021)

Stacey Pearson-Wharton, Dean of Health & Wellness; Director of Counseling Center; B.A. 1990, Norfolk State University; M.A. 1992, Indiana University of Pennsylvania; Ph.D. 1999, Pennsylvania State University. (2015, 2017)

Jeannette M. Rork, Registrar; B.A. 1990, University of North Carolina-Greensboro; M.A. 2012, Wake Forest University. (2021, 2021)

Melissa Salazar, Associate Vice President of Advancement; B.A. 1997, University of California, Los Angeles. (2024, 2024)

Dena Salerno, Senior Director of Inclusion & Diversity; B.A. 1988, Eastern University; M.S.Ed. 1991, Bucknell University. (2008, 2021)

Jennifer Servedio, Chief Information Security Officer; B.T. 2006, Morrisville State College; M.S. 2018, Syracuse University. (2019, 2022)

Michaeline Shuman, Associate Provost for Post-Graduate Outcomes; B.A. 1989, Albright College; M.A. 1991, Alfred University. (2014, 2023)

Robert Sieczkiewicz, Director of the Blough-Weis Library; Associate Professor; B.A. 1991, Hampshire College; M.A. 1998, University of Massachusetts Boston; M.S. 2011, Drexel University. (2015, 2019)

Rachel V. Smith, Chief Human Resources Officer; B.S. 1998, Shippensburg University; M.P.A. 1999, Virginia Polytechnic Institute and State University (2024, 2024)

Jennifer Spotts, Director of Strategic Communications; B.A. 2000, Susquehanna University. (2019, 2019)

Jessica Sullivan, Assistant Vice President of Admission; B.A. 2000, St. Lawrence University. (2014, 2022)

Susquehanna
UNIVERSITY

514 UNIVERSITY AVE., SELINSGROVE, PA 17870

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