

THE MISSION

The mission of Lycoming College is to provide a distinguished baccalaureate education in the liberal arts. This is achieved within a coeducational, supportive, residential setting through programs that develop communication and critical thinking skills; foster self-awareness while increasing receptivity to new concepts and perspectives; explore literary and scientific traditions; cultivate an aesthetic sensibility; elicit social responsibility; promote racial inclusiveness, gender equality, and an appreciation of cultural diversity; and produce leadership for the institutions of society. Each student is encouraged to develop and strengthen virtues and traits of character that enable, ennoble, and emancipate the human spirit while deepening commitment to those values that undergird civilization.

Fully accredited, Lycoming is a member of the Middle States Association of Colleges and Schools, and the University Senate of The United Methodist Church. It is a member of the Association of American Colleges and Universities, the Pennsylvania Association of Colleges and Universities, the Commission for Independent Colleges and Universities, the National Commission on Accrediting and the National Association of Schools and Colleges of The United Methodist Church.

Also, the Department of Chemistry is approved by the American Chemical Society to certify upon graduation those students who meet or exceed the requirements established by the Society for membership. The departments of Accounting and Business Administration are members of the Association to Advance Collegiate Schools of Business (AACSB).

THE BACCALAUREATE DEGREE

Lycoming College is committed to the principle that a liberal arts education is the ideal foundation for an informed and productive life. The liberal arts - including the fine arts, the humanities, mathematics, the natural and social sciences - have created the social, political, economic and intellectual systems which help define contemporary existence. Therefore, it is essential that students grasp the modes of inquiry and knowledge associated with these disciplines.

Consequently, the Baccalaureate degree (Bachelor of Arts or Bachelor of Science) is conferred upon the student who has completed an educational program incorporating the two principles of the liberal arts known as distribution and concentration. The objective of the distribution principle is to insure that the student achieves breadth in learning through the study of the major dimensions of human inquiry: the humanities, the social sciences, and the natural sciences. The objective of the concentration principle is to provide depth of learning through completion of a program of study in a given discipline or subject area known as the major. The effect of both principles is to impart knowledge, inspire inquiry, and encourage creative thought.

CONTENTS

Academic Calendar, 2011-2012.....	3
Welcome to Lycoming.....	5
The Campus	7
Admission to Lycoming.....	12
Financial Matters	15
Student Affairs	26
Academic Policies And Regulations.....	31
The Academic Program	42
The Curriculum.....	67
The Board of Trustees.....	256
Administrative Staff/Faculty.....	261
The Alumni Association	296
Index	298
Communication With Lycoming College.....	302

The general regulations and policies stated in this catalog are in effect for the 2011-12 academic year. Freshmen beginning their first terms at Lycoming College in the fall of 2011 or the spring of 2012 are thereafter governed by the policies stated in this catalog.

If changes are made in subsequent editions of the catalog to either distribution requirements, major, or minor requirements, a student has the option of following the original program as outlined in the catalog in effect at the time of matriculation as a freshman or of following a subsequent catalog version. The College always reserves the right to determine which requirements apply.

If a student interrupts his or her education but returns to the College after no more than one academic year has passed, he/she will retain the same requirements in effect at the initial date of entrance. A student who withdraws from the College for more than one year will, upon return, be required to complete the requirements currently imposed upon other students of the same academic level. A student who transfers to the College with advanced standing will be subject to the requirements imposed upon other students at the College who have attained the same academic level. Postbaccalaureate students will be subject to the requirements stated under the Academic Program.

Lycoming College reserves the right to amend or change the policies and procedures stated in this catalog without prior notice to those who may be affected by them. The provisions of this publication are not to be regarded as an irrevocable contract between the applicant and/or the student and Lycoming College.

ACADEMIC CALENDAR 2011 - 2012

	Fall Semester	Spring Semester
Bills are due	August 5	December 16
Residence halls open for freshmen	August 26 at 9 a.m.	January 8 at 10 a.m.
Residence halls open for upperclassmen	August 27 at 10 a.m.	January 8 at 10 a.m.
Classes begin first period	August 29	January 9
Processing of drop/add begins	August 29	January 9
Last day for drop/add	September 2	January 13
Last day to elect audit and pass/fail grades	September 2	January 13
Last day for submission of final grades for courses for which Incomplete grades were recorded in Spring, May, and Summer terms	October 7	
Last day for submission of final grades for courses for which Incomplete grades were recorded in Fall semester		February 17
Early Assessment reports due at noon	October 10	February 20
Enrollment deposit deadline		February 29
Residence halls close at 6 p.m. for spring recess		March 9
Residence halls open at 10 a.m.		March 18
Classes resume first period after spring recess		March 19
Last day to withdraw from courses	October 31	March 19
Last days to withdraw from half semester courses.	1st 7 weeks 2nd 7 weeks	February 8 April 4
Residence halls close at 9:00 p.m. for Thanksgiving recess	November 22	
Residence halls open at 10 a.m.	November 27	
Classes resume first period after Thanksgiving	November 28	

Final examinations begin	December 12	April 23
Semester ends at 5:00 p.m.	December 16	April 27
Residence halls close at 6:00 p.m.	December 16	April 27

SPECIAL SESSIONS

	May Term	Summer Session #1	Summer Session #2
Residence halls open noon - 3:00 p.m.	May 6	June 3	July 8
Classes begin	May 7	June 4	July 9
Last day for drop/add	May 8	June 6	July 11
Last day to elect audit and pass/fail grades	May 8	June 6	July 11
Last day to withdraw from courses	May 23	June 25	July 30
Term ends	June 1	July 6	August 10
Residence halls close at 4:00 p.m.	June 1	July 6	August 10

Special dates to remember:

Freshman First Weekend	August 26, 27, 28
New Student Convocation	August 26
Labor Day (classes in session).....	September 5
Science Saturday.....	September 24
Family Weekend.....	September 30 – October 2
Homecoming Weekend.....	October 14 – 16
Admissions Open House.....	October 22
Long Weekend (no classes)	October 28 – 30
Admissions Open House.....	November 12
Thanksgiving Recess	November 23 – 25
Admissions Open House.....	February 18
Spring Recess.....	March 12 – 16
Accepted Students Day	March 31
Good Friday (no classes)	April 6
Honors Convocation	April 15
Baccalaureate	May 5
Commencement	May 6
Admissions Open House.....	May 12
Memorial Day (no classes)	May 28
Summer Preview.....	June 29

Independence Day (no classes).....July 4
Summer Preview.....July 27

WELCOME TO LYCOMING COLLEGE

Lycoming College is a liberal arts and sciences institution dedicated to providing the type of learning that can be used for a lifetime in a supportive, residential environment that fosters individual growth and close interpersonal relationships.

Lycoming is ranked as a Tier 1 national liberal arts college by *U.S. News and World Report*. In addition, the College is listed as one of “The Best Northeastern Colleges” by *The Princeton Review* and one of “America’s Best College’s” by *Forbes.com*. Lycoming is one of only 90 colleges and universities nationwide to have earned an “A” rating from Standard and Poor’s – a testament to the College’s stable financial foundation from which the academic and extracurricular activities are created.

All of Lycoming’s resources and faculty are dedicated to the undergraduate education of just 1,400 students. With a 14 to 1 ratio of students to faculty, classes of five or 10 students are not uncommon, while even large introductory courses average about 30 students. This means abundant opportunities for individual attention by a faculty truly committed to teaching. The average graduation rate for first time freshmen is 71%. More information is available on the Registrar’s homepage under Student's Right to Know.

Lycoming students are superbly prepared to meet the challenges of life through an academic program that includes both breadth of study in the humanities, arts, social sciences and natural sciences and depth of study in at least one area of concentration. The College offers 35 academic majors and grants the Bachelor of Arts and Bachelor of Science degrees.

Those who intend to continue in health, law, medicine, the ministry or teaching will find excellent pre-professional preparation. Through a number of cooperative programs with other colleges and universities, Lycoming students can study forestry, podiatric medicine, optometry and medical technology while still enjoying the benefits of a small college experience. They can also study abroad at affiliate programs with Regent’s American College in London, England; the Westminster Business School of the University of Westminster, London, England; CUEF Université-Stendhal Grenoble 3 in Grenoble, France; Estudio Sampere in Alicante, Madrid, and Salamanca (Spain), Cuenca (Ecuador) and San José (Costa Rica); the Otto-Friedrich-Universität in Bamberg, Germany. Semester and summer programs in other countries and in Washington, D.C. or New York City are available through a number of other cooperative programs. Lycoming students may also study abroad through non-affiliate programs.

One of Lycoming’s most popular and successful ways of blending career planning with a liberal arts education is through its internship program. Close to one-third of Lycoming students gain real job experience as part of a semester course load. The Williamsport area is particularly rich in internship opportunities in business, communication, government, health and social services. The close relationship between the College and the community has given Lycoming students a chance to roll up their sleeves and gain resume-enhancing experience rather than mere observation.

Most students complete their program of study in four years, usually by taking four courses each fall and spring semester. However, students may take one course during Lycoming's May Term and from one to two courses in each Summer Term.

Perhaps one of the most important qualities of Lycoming is its feeling of community. Lycoming is a truly residential college where all students, with the exception of close commuters, live on campus in one of the College's residence halls or apartments.

The quality of campus life is enriched by a variety of extracurricular activities where Lycoming students gain valuable leadership training.

Students produce a newspaper, run the campus radio station, edit a yearbook, mount theatre productions, participate in a nationally acclaimed choir and concert band, as well as organize and manage their own social fraternities and sororities, special interest clubs and campus-wide social events.

Lycoming is proud to offer its students the opportunity to participate in 17 varsity athletic programs (9 for men, 8 for women). The Warriors compete at the NCAA Division III level and are a member of the Middle Atlantic Conferences. Students may also take part in the College's competitive intramurals program.

Students are often admitted free to productions at the Community Arts Center. Student-run programs have brought in national touring rock bands and comedians.

Lycoming's campus lies near historic downtown Williamsport, a city best-known as the birthplace of Little League Baseball and the site of its annual international championship. The greater metro area has a population of approximately 75,000.

The rolling hills and forestlands of north central Pennsylvania provide some of the state's best scenery, as well as hiking, camping, kayaking and other outdoor recreation. Yet Lycoming is less than a four-hour drive from New York City, Philadelphia, Washington, D.C., Baltimore and Pittsburgh.

The College enjoys a relationship with the United Methodist Church and supports its tradition of providing an education to persons of all faiths. The College is firmly committed to a policy of cultural diversity and expects its students to work together in an atmosphere of respect and tolerance.

HISTORY

The history of Lycoming College has been one of continual evolution. The institution has been, at one time or another, an elementary and secondary school, a seminary, a junior college and at present a four-year liberal arts college—going through four names in the process. Sold by an independent board to the Methodists (who bought it as a source of revenue), it is today an independent non-profit, private college, affiliated with the United Methodist Church.

Its beginning dates back to 1812—making Lycoming one of the 50 oldest colleges in America—when it was founded as the Williamsport Academy, that city’s first elementary and secondary school. The school was administered by a Board of Trustees made up primarily of staunch Presbyterians.

By 1848, Williamsport had its own public school system well in place, and the private school was becoming a financial burden. A visionary circuit preacher, Rev. Benjamin H. Crever, persuaded the Methodists to buy the school. They named the institution Dickinson Seminary and offered college preparatory courses. Rev. Crever is considered the school’s true founder.

The seminary operated as a private boarding school until 1929 when a college curriculum was added and it became the Williamsport Dickinson Junior College, the first private junior college in Pennsylvania.

In 1947, the junior college became a four-year degree-granting college of liberal arts and sciences. It adopted the name Lycoming, derived from the American Indian word “Iacomig,” meaning “Great Stream,” a name that enjoys local popularity as the name of the county, a township and a creek.

In its evolutionary tradition, Lycoming College continues to expand its programs and improve its academic excellence with each decade, seeking to provide a truly distinguished baccalaureate education to every student entering its doors.

THE CAMPUS

Twenty-two buildings sit on Lycoming’s 42-acre campus. Most buildings have been constructed since 1950. All are easy to reach from anywhere on campus. A 12-acre athletic field and football stadium lie a few blocks north of the main campus.

Modern buildings include the nine residence halls, which contain clean and comfortable double rooms; the student union; and the physical education/recreation center. Up-to-date facilities include the library, the theatre, the planetarium, the computer center, an electronic music studio, a photography laboratory, and an art gallery. The computer center opened in 1969; the art gallery and the physical education center opened in 1980. An arts center was renovated and opened in 1983. The Heim Biology and Chemistry Building opened in 1990.

Residence Halls

Asbury Hall (1962) — Named in honor of Bishop Francis Asbury, the father of The United Methodist Church in the United States, who made the circuit through the upper Susquehanna District in 1812, the year Lycoming (then the Williamsport Academy) opened its doors. Asbury Hall houses freshman students in a co-educational environment.

Crever Hall (1962) — Honors Lycoming’s founder and first financial agent, the Rev. Benjamin H. Crever, who helped persuade the Baltimore Conference to purchase the school from the Williamsport Town Council in 1848.

East Hall (1962) — Houses five chapters of Lycoming's fraternities and sororities. The self-contained units contain student rooms and a chapter room.

Forrest Hall (1968) — Honors Dr. and Mrs. Fletcher Bliss Forrest and Anna Forrest Burfeindt '30, the parents and sister of Katherine Forrest Mathers '28, whose generosity established the memorial.

Rich Hall (1948) — Honors the Rich family of Woolrich, Pennsylvania. It houses health services, dining services office, security, residential life, and buildings and grounds. Rich is an all female hall.

Skeath Hall (1965) — The largest residence hall honors the late J. Milton Skeath, professor of psychology and four-time Dean of the College from 1921 to 1967. It houses freshmen in a co-educational environment.

Wesley Hall (1956) — Honors John Wesley, the founder of Methodism. This building houses a number of Greek organizations, as well as independent students.

Williams Hall (1965) — Honors Mary Ellen Whitehead Williams, mother of Joseph A. Williams, of St. Marys, Pennsylvania, whose bequest established the memorial.

The Commons (2007) — This apartment-style living building has 22 units and currently houses 85 residents. The building is fully air conditioned and has a beautifully landscaped commons area. This building is named in honor of six individuals.

Academic Buildings

Academic Center (1968) — The most architecturally impressive complex on campus, the Center is composed of four buildings: the John G. Snowden Memorial Library, Wendle Hall, the Mary L. Welch Theatre and Laboratories, and the faculty office building.

John G. Snowden Memorial Library (1968) www.lycoming.edu/library Named after the late state senator John G. Snowden, the library supports the classroom and research needs of the college community. An active information literacy program promotes the use of print materials, Web-accessed academic information resources, and other information technologies. The collection includes access to more than 290,000 items with over 30,000 periodical titles, and a strong reference collection suitable to an undergraduate education. The Snowden Memorial Library also houses the Lycoming College Archives.

Academic Resource Center — Located on the third floor of the Snowden Library, the ARC is operated by a professional staff and peer tutors during the academic year. The Center offers study skills workshops, tutoring, disability support, and academic counseling.

Art Gallery (1980) — Located in the northwest corner of the first floor of the John G. Snowden Memorial Library, the gallery features exhibits by 4-6 nationally recognized artists and the Student Senior Capstone show every academic year.

Wendle Hall and Laboratories (1968) — Named after the George Wendle family, a College benefactor, this building contains 21 classrooms, the psychology laboratories, four computer laboratories with 75 terminals available for use, and spacious Pennington Lounge, an informal meeting place for students and faculty. The language, business, mathematics and physics laboratories are situated on the upper floors.

Digital Art and Graphics Lab (1993) — The Digital Art and Graphics Lab features state-of-the-art computers on both Macintosh and Windows platforms that are equipped with 2-D animation, digital imaging, illustration, and web design software. The lab also features film and flatbed scanners, color and b/w laser printers and archival digital art printers. Hardware and software are updated regularly to keep up with changes in the graphics industry and innovations in fine art digital imaging. There is a video editing lab with software for use by both fine arts and commercial design students in the Communications Building.

Detwiler Planetarium (1967) — Named after the Detwiler family, it is located in the lower level of the Academic Center. In addition to serving as an instructional tool to astronomy students, the planetarium has become a community resource, hosting close to 2,000 youngsters in Boy Scout, Girl Scout, school and church groups each year.

Mary L. Welch Theatre (1968) — The 204-seat thrust-stage theatre is one of the finest in the region. Theatre facilities include: the college box office, state-of-the-art lighting and sound systems, costume and scene shops, a make-up room, and an additional black-box performance space known as the Dragon's Lair Theatre.

Faculty Office Building (1968) — Contains faculty offices, seminar rooms, and a 735-seat lecture hall.

Fine Arts Center (1923, renovated 2005) — Contains studios, sculpture foundry, wood-shop, printmaking shop, classrooms, darkrooms, lecture hall, offices.

Photography Laboratories (1984, 2004) — Located in the lower level of the Fine Arts Center, it is fully equipped for both black and white photography and alternative processes.

Communication Center (1987) — The focal point of the facility is a fully equipped state of the art digital media laboratory. The building also houses an editing room, classrooms, faculty offices, the FM radio station and the student newspaper office.

Heim Biology and Chemistry Building (1990) — The \$10 million Heim Building is one of the finest undergraduate science facilities in the East. The three-level structure totals more than 63,000 square feet and contains state-of-the-art biology and chemistry laboratories, lecture halls, seminar rooms, a science reading area and a greenhouse as well as classrooms and faculty offices.

Clarke Building & Chapel (1939) — Lycoming's landmark honors Martha B. Clarke, a benefactor. The building contains Clarke Chapel, St. John Neumann Chapel, music classrooms, practice studios, an electronic music studio and faculty offices.

Mary Lindsay Welch Honors Hall (2005) — Lycoming has refurbished a 19th century landmark into an Honors Hall that includes the Shangraw Performance Hall (a 125-seat recital hall), The Lindsay Memorial Chapel and offices for the United Campus Ministry Center, and Community Services Center and Honors Program.

Administration Buildings

Drum House — Built in 1857 the Admissions House is the oldest building on the campus. It was first occupied by a Presbyterian parson.

The Admissions House was bought by the College in 1931, along with 28 other dwellings, and in 1940 became the President's home. John W. Long occupied it for the remainder of his tenure and D. Frederick Wertz lived in the house from 1955 until 1965 when the College made the property at 325 Grampian Boulevard the President's home. The building was then converted for use by the Fine Arts Department. In 1983, when a new Fine Arts facility was completed, the department was relocated and the house was vacant until 1987 when it was restored by college craftsmen to its original Federalist design under the supervision of Carol Baker '60, who kindly volunteered her services during the year-long reconstruction. The Admissions House was a gift of the W.F. Rich family.

John W. Long Hall (1951) — Named after President Long (1921-1955), it houses the administrative offices, including those of the President, Provost, Treasurer, Dean of Student Affairs, Registrar, Alumni Relations, College Relations, Institutional Advancement, Publications, and Financial Aid, and the business office.

Recreation Facilities

Physical Education and Recreation Center (1980) — Includes the George R. Lamade Gymnasium, which contains basketball and other courts; a six-lane swimming pool; all-purpose room; sauna and steam room; weight room; offices; classrooms, and the Alumni lounge.

Recreation Center (2004) — Is a two-story 54,000 square foot space with four basketball courts. It has a suspended indoor running track, an expanded weight room, and a new exercise and fitness area.

Robert L. Shangraw Athletic Complex (1998) — Located at David Person Field, the 17,700 square foot complex contains locker facilities for football, lacrosse, soccer, and softball in addition to a fully-equipped athletic training room. The press box can accommodate radio and television coverage and includes a hospitality suite for guests of the president. There is bleacher sitting for 2,000 fans.

Wertz Student Center (1959) — Named after D. Frederick Wertz, President (1955-1968), it contains the Main Dining Commons, Jane Schultz Dining Room, the Jonas Room, Burchfield Lounge, a recreation area, game rooms, Jack's Corner, bookstore, post office, student activities office, Career Services, Counseling Center, and student organization offices.

Handicapped Accessibility

Most facilities at Lycoming College are accessible to those with limited mobility. In addition, the College will make special accommodations whenever necessary to meet the needs of any of its students.

INFORMATION TECHNOLOGY SERVICES

Lycoming College provides at least one computer network access point in each classroom, office, and for each student on campus. In addition, all residence halls, the Snowden Library and most key areas have wireless network access. Students have access to a variety of on-campus and worldwide resources through the network.

The College maintains six public use computer labs; four labs populated with Windows-based computers, one lab with a mix of Windows and Macintosh computers, and one lab with Macintosh computers. The Windows labs utilize several popular software packages, such as Office 2010 (Word, Excel, PowerPoint, Access, Sharepoint Designer), Internet Explorer, and SPSS. The Graphics Lab utilizes Microsoft Office, InDesign, Photoshop, Quark XPress, Flash Illustrator, Sharepoint Designer, Macromedia Director and DreamWeaver. The Macintosh lab is specialized for digital media including FinalCut Pro. Laser printing, scanning, and DVD/RW drives are available in all labs.

Lycoming College maintains a website where our URL is **www.lycoming.edu**. Any student who is enrolled at Lycoming receives an e-mail account as well as a network account with disk space for a personal Website and file storage. These are backed up daily. Academic departments maintain home pages and resources under the Lycoming College home page(s). Many faculty maintain departmental home pages and communicate with their students by e-mail or through our course management system Moodle.

A Linux and a Windows server provides access to a variety of different software packages to students in the Mathematical and Computer Sciences. — **www.lycoming.edu/it**

ResNet (1995) — ResNet is the Residential Networking program for any student living in a residence hall, where they have direct access to the Lycoming network and Internet from their computer. A laptop computer with wireless is recommended and discounts are available through our Dell initiative or software discount program. Students need properly configured computers to pass through the Campus Manager security system, with an updated operating system, the campus standard anti-virus and anti-spyware program. Any additional devices using wireless, such as smartphones, game consoles, etc., must also be registered. ResNet is part of a single consolidated Technology Fee of \$210 per semester for resident students and \$110 per semester for commuter students that will cover your access to ResNet, wireless, cable TV and the telephone basic fee. For full instructions you can go to www.lycoming.edu/it/resnet.htm.

ADMISSION TO LYCOMING

Lycoming College welcomes applications from prospective students regardless of age, sex, race, religion, financial resources, color, national or ethnic background. Visit us at www.lycoming.edu.

Admission Decision Criteria

Admission to Lycoming College is competitive. Applicants are evaluated on the basis of their academic preparation, talents, and interests, as well as the College's capacity to help them achieve their educational objectives and career goals.

Successful candidates for admission have typically completed a college preparatory program in high school which includes four years of English, three years of math, two years of modern language, two years of natural or physical science, three years of social science, and two years of academic electives.

In addition, successful admission candidates generally place in the top two-fifths of their high school graduating class, and have better than average SAT1 or ACT scores.

From time to time supplemental materials, as well as a personal interview, may be required prior to the determination of admissibility.

Admission Application Filing Period

Applications for the fall semester will be accepted from June 1st of the preceding year through April 1st of the year in which studies are to begin. Applications for the spring semester are accepted from the preceding May 1st through December 1st.

Applications, when complete, are reviewed and evaluated on a rolling basis. Generally, applicants are notified in writing regarding the outcome of their applications within three weeks following the receipt of all required materials.

Freshman Applicants

Freshman applicants must complete the following steps:

- 1) Submit the completed Lycoming College Admission Application.
- 2) Submit the non-refundable \$35 application fee.
- 3) Provide official transcripts of all high school and post-secondary school studies (whether or not completed).
- 4) Submit official results of the SAT1 or ACT.
- 5) Submit two personal letters of recommendation.

Transfer Applicants

Lycoming College considers applications from students who have attended other post-secondary educational institutions. These applicants must have earned a cumulative grade point average of at least 2.00 (on a 4-point scale) in transferable courses at the post-secondary institution(s) attended.

Credit will be granted only for courses which have a grade of “C-” or higher. Courses with a non-grade such as “P” or “S” will not transfer. Lycoming College will determine which courses are appropriate for transfer and is under no obligation to accept any course. Lycoming College does not have a statute of limitations but it reserves the right to refuse to accept some courses for transfer in which the content is outmoded. The Registrar will consult the academic department(s) involved. Final determination of transfer credit will be made by the Lycoming College Registrar based on official transcripts only. Transfer courses will be shown on the Lycoming transcript with the symbol “T.”

Applicants may transfer up to 64 semester credits at the Lycoming College 100 and 200 level and up to 32 semester credits at the Lycoming College 300 and 400 level for a total of 96 credits. Students must complete the final 32 credits of the degree program at Lycoming College. At least 16 credits in the major area must be taken at Lycoming College.

Additional information regarding the transfer of college credit appears under Alternative Credit Sources.

Transfer applicants must complete each of the following steps:

- 1) Complete and return application with the \$35 application fee.
- 2) Provide official transcripts and course descriptions or catalogs from each post-secondary school attended. Students who have accumulated less than 24 semester hours or 36 quarter hours must also submit high school transcripts. (Official results of the SAT1 or ACT may also be required.)
- 3) Submit the Transfer Student Admission Report. (It will be sent to you upon application.)

International Applicants

Prospective students who are neither citizens nor permanent residents of the United States are welcome to apply for admission.

International applicants must complete each of the following steps:

- 1) Submit the completed Lycoming College Admission Application.
- 2) Provide certified true copies of all secondary (and when applicable, post-secondary) transcripts, mark sheets, diplomas, and certificates in the original languages, as well as in English (when the originals are not in English). Translations of non-English materials must be certified as true and correct.
- 3) Submit two letters of recommendation.
- 4) Provide proof of the ability to read, write, and speak English at the college level as evidenced by a TOEFL score of at least 525, 190 for computer assessment test, or 70 for the Internet-based test.
- 5) Submit bank statements showing your families ability to fund your Lycoming education.
- 6) International students who are currently studying in the United States must be “in-status” with the United States Department of Justice, Immigration and Naturalization Service. They must also be eligible to transfer to Lycoming College.

Please note that the minimum amount required for each academic year of study (September through April) at Lycoming College is U.S. \$41,000. Summer living expenses (May through August) average an additional U.S. \$4,500, and are not included in the \$41,000 amount.

Readmission to the College

Students who leave the College for one or more semesters, including those who leave mid-term, must apply for readmission. To apply for readmission, one must:

- a. Complete the Application for Readmission form;
- b. Return the completed form to the Office of the Registrar; and
- c. If applicable, have official transcripts for all course work completed elsewhere sent to the Registrar.

The College reserves the right to deny readmission to former students. Reasons for denial of readmission requests include, but are not limited to: lack of residence hall space, unresolved financial obligations, academic deficiencies, unresolved disciplinary action, charges or convictions related to criminal activity.

Students will be informed in writing about the decision regarding readmission. To confirm readmission, students must send a non-refundable deposit of \$200 to the Office of the Registrar. Students who intend to live in the residence halls must send an additional \$100 room reservation deposit and complete the appropriate forms in the Office of Residence Life.

Lycoming College does not have a statute of limitations but it reserves the right to refuse to accept some courses in which the content is outmoded. The Registrar will consult the academic department(s) involved.

Confirmation of Intent to Enroll at Lycoming

Admitted applicants are asked to confirm their intent to enroll for the fall semester no later than the preceding May 1st, or by December 1st for the following spring semester by submitting the appropriate deposit. New commuting students are required to submit a \$200 Confirmation Deposit. New resident students are required to submit the \$200 Confirmation Deposit, as well as a \$100 Room Reservation Deposit. Admitted international applicants are required to submit all applicable deposits prior to the issuance of the I-20 form. Deposits are non-refundable.

Student Orientation

All new students are required to attend one of three summer orientation sessions with at least one parent before they enroll in the fall. The purpose of the program is to acquaint new students and their parent(s) more fully with the College so that they can begin their Lycoming experience under the most favorable circumstances. Students will take placement tests, meet their academic advisor, and register for fall classes. Information on orientation is mailed to new students after they confirm their intention to enroll.

Withdrawal of Admission Offers

Lycoming College reserves the right to withdraw offers of admission when:

- 1) information requested as part of the admission application process is not provided by applicants;
- 2) misrepresentation of fact to the College by applicants occurs during the application process;
- 3) the conduct of applicants is not in keeping with the ethical or moral standards as set forth in the *Lycoming College Catalog* or the *Lycoming College Student Handbook*.

Admissions Office Location and Hours

Prospective students and their families are encouraged to visit the campus for a student-conducted tour and an interview with an admissions counselor, who will provide additional information about the College and answer questions.

The Office of Admissions is located on Washington Boulevard and College Place. For an appointment, telephone 1-800-345-3920, ext. 4026 or (570) 321-4026, write the Office of Admissions, Lycoming College, 700 College Place, Williamsport, PA 17701, or visit www.lycoming.edu/admissions/Forms/InfoRequest.html.

Office hours are:

Weekdays

September through April: 8:00 a.m. to 4:30 p.m.

May through August: 8:00 a.m. to 4:00 p.m.

Saturdays

September through April:

9:00 a.m. to 12:00 noon

May through August: appointments by request.

FINANCIAL MATTERS

Expenses for the Academic Year 2011-2012

The following expenses are effective for the regular fall and spring semesters. The College reserves the right to adjust fees at any time. The fees for each semester are payable approximately three weeks prior to the start of classes for the semester as indicated on the semester bill.

Fees	Per Semester	Per Year
Tuition	\$15,584.00	\$31,168.00
Room Rent	\$ 2,288.00	\$ 4,576.00
Board	<u>\$ 2,197.00</u>	<u>\$ 4,394.00</u>
Total	\$20,069.00	\$40,138.00

One-Time Student Fees

Application Fee	\$35
Confirmation/Contingency Deposit	\$200
Room Reservation Deposit	\$100
Freshman Fee	\$200

Part-Time Student Fees

Application Fee	\$35
Each Unit Course	\$3,896

Additional Charges

Non-refundable Enrollment Deposit for Returning Students	\$100
Activity Fee per semester.....	\$75
Technology Fee (resident students) (per semester)	\$210
Technology Fee (commuter students) (per semester).....	\$110
Laundry Fee (resident students) (per semester)	\$40
Applied Music Fee (half-hour per week per semester).....	\$300
Cap and Gown.....	prevailing cost
Laboratory Fee per Unit Course	\$10 to \$425
Parking Permit	\$120
Practice Teaching Fee	\$400
R.O.T.C. Uniform Deposit (payable at Bucknell University)	\$75
Transcript Fee	\$4*
Single Room Charge	\$2,630
College Apartment	\$2,977

The tuition covers the regular course load of twelve to sixteen credits each semester excluding band, choir, theater practica and all scholars' seminars. Any credits over 16 will be charged at a rate of \$974 per credit. Resident students must board at the College. If a double room is used as a single room, there is an additional charge of \$342 per semester. The estimated cost for books and supplies is up to \$800 per year, depending on the course of study. Special session (May Term and Summer Session) charges for tuition, room, and board are established during the fall semester.

**\$4 for first copy; \$1 for each additional copy requested at the same time. No charge for currently enrolled full-time students. No transcripts will be issued for a student or alumnus whose financial obligation to the college has not been satisfied.*

Entry Fees and Deposits

Application Fee — All students applying for admission must submit a \$35 application fee. This charge defrays the cost of processing the application and is nonrefundable.

Confirmation/Contingency Deposit — All full-time students who have been notified of their admission to Lycoming College are required to make a \$200 Confirmation Deposit to confirm their intention to matriculate. The Deposit is held until Graduation or upon written notification submitted to the Registrar's office at least two weeks prior to the start of each semester. Any remaining deposit balance will be refunded after all financial obligations to the College have been satisfied.

Resident students must remit an additional \$100 Room Reservation Deposit. The room deposit is applied against the comprehensive fees billed for the first semester of attendance.

Both the Confirmation and Room Reservation Deposits are refundable prior to the start of the first semester of attendance if the official withdrawal date is not later than May 1.

Enrollment Deposit — A non-refundable enrollment deposit of \$100 is required of all current full and part-time degree-seeking students each spring in order to pre-register for the subsequent fall semester courses and/or to participate in the annual room selection process. This deposit is applied against the fall semester bill.

Partial Payments

For the convenience of those who find it impossible to follow the regular schedule of payments, arrangements may be made with the College Bursar for the monthly payment of College fees through various educational plans. Additional information may be obtained from the Treasurer's Office or Admissions Office.

Lycoming College Withdrawal Refund Policy

Students wishing to withdraw from the College during the semester should meet with the Assistant Dean for Freshmen or the Assistant Dean for Sophomores to ensure that student financial and academic records are properly closed. The effective date of calculating refunds shall be: the date that the student begins the withdrawal process or provides official notification to the institution of his or her intent to withdraw; the midpoint of enrollment if the student drops out without notification to the institution; or the date, as determined by the institution, that the student withdraws due to illness or accident.

Students withdrawing will receive a prorated refund for tuition, fees, room and board, less an administrative fee of \$100 and any unpaid charges, according to the following schedule:

	Refund	Charge
During Week 1	90%	10%
During Week 2	80%	20%
During Week 3	70%	30%
During Week 4	60%	40%
During Week 5	50%	50%
During Week 6	40%	60%
After 6th Week	0%	100%

Please note that there is no refund after the sixth week of the semester. For Freshmen, the refund period will be extended into the week that early assessment grades are distributed to students and parents.

Comparative schedules apply to the May and Summer terms.

The calculated refund will be reduced by any unpaid charges. Any balance remaining will be billed to the student. Unpaid student account balances will be charged interest at the rate of 1% per month on the month end balance until the account is paid in full.

Should legal collection become necessary, all costs of collection will be added to the balance due.

Lycoming College's institutional refund policy is distinct and different from the Federal Return of Title IV Funds policy. The adjustment of institutional financial aid will follow the Withdrawal Refund Policy stated above. The College is required to perform a Return of Title IV Funds calculation for all federal financial aid recipients who withdraw (officially or unofficially) from all classes on or before the 60% attendance point of the semester. Students who are subject to the return of any Title IV funds may result in a balance due to the College, Federal Government or both. See Federal Return of Title IV Funds Policy for further explanation on the return of federal funds.

Students who drop individual course(s) during the add/drop period will receive 100% adjustment to tuition and fees. Students who drop individual courses(s) after the add/drop period will not receive any adjustment to tuition and fees.

Federal Return of Title IV Funds Policy

The 1998 Reauthorization of the Higher Education Act requires the college to calculate a Return of Title IV Funds on all federal financial aid students who withdraw (officially or unofficially) from all classes on or before the 60% attendance point of the semester. A prorata schedule is used to determine the percentage of the semester the student attended based on the withdrawal date/last date of attendance.

The student's withdrawal date is the date the student began the withdrawal process; the date the student otherwise provided the school with official notification of the intent to withdraw; or for the student who does not begin the school's withdrawal process or notifies the school of intent to withdraw, the mid-point of the payment period of enrollment for which the Title IV assistance was disbursed (unless the institution can document an actual date in an academically-related activity). For any student who withdraws from the College, the College does have the option of using a student's documented last day of attendance at an academically-related activity as the withdrawal date, if the College believes this better reflects when the student stopped attending and truly withdrew from school.

The percentage of the semester the student attended is calculated as follows:

$$\frac{\text{Number of days in attendance}}{\text{Number of days in semester}}$$

The number of days counted includes all calendar days in the semester including weekends and holidays, but excludes college breaks of five or more days.

The percentage of the semester the student attended is used to calculate the amount of the student's earned versus unearned federal aid funds. The unearned portion of federal aid funds must be returned to the appropriate aid program in accordance with the Order of Return as mandated by law. The Order of Return is: Federal Unsubsidized Loan, Federal Subsidized Loan, Perkins Loan, Federal PLUS Loan, Federal Pell Grant, Federal SEOG Grant.

The college is responsible for returning the lesser of Unearned Title IV Aid or Unearned Institutional Charges. Unearned Institutional Charges are based on the determined percentage of the semester the student did not attend. The College is responsible for its return of funds first, followed by the student's return of funds.

The student is responsible for returning:

$$\begin{array}{r} \text{Amount of Unearned Title IV Aid} \\ - \text{Amount of Aid School Returns} \\ \hline \text{Amount Student Returns} \end{array}$$

The College must return its portion of Unearned Title IV aid (loan and grant) to the appropriate federal program within 45 days from the student's withdrawal date as determined by the Office of Financial Aid. If the amount the student returns includes a federal loan, the student is responsible for repayment of the loan in accordance with the terms of the loan program. If the amount the student returns includes grant aid, the student must repay 50% of the grant money received, rather than 100%. Students do not have to repay grant overpayments of \$50 or less per program.

The student must return unearned grant aid to the college within 45 days from the date of notification. Failure by the student to return or make arrangements to return unearned grant aid to the College within 45 days will result in the student being reported to the U.S. Department of Education (USDOE). The student will be considered in an Overpayment Status, and will not be eligible for additional aid at any post-secondary institution participating in Title IV Aid programs. Students who are reported to USDOE in an Overpayment Status should contact the USDOE to make payment arrangements to repay the necessary grant funds. Examples of Federal Title IV Return of Funds calculation are available in the Office of Financial Aid. Students who stop attending Lycoming College may not receive further financial aid disbursements, may lose some or all of the aid that has already been disbursed to their account, may be responsible for repayment of unpaid charges, and may be considered in Overpayment status with USDOE.

Students who wish to rescind their official withdrawal submitted to the college must do so within one week of the original withdrawal and notification must be provided in writing to the Office of Financial Aid.

Students who stop attending all classes without officially withdrawing from the college will be subject to a Return of Funds calculation at the end of the semester, based on their last date of attendance as determined by the Office of Financial Aid.

State Grant programs have varying regulations concerning refunds, but most will require at least a partial refund of the State Grant. If the student has received a Lycoming Grant, a portion of the student's refund also will be repaid to the Lycoming Grant program. This will reduce, or in many cases eliminate, the amount of the refund the student otherwise would receive.

Non-Payment of Fees Penalty

Students will not be registered for courses in a new semester if their accounts for previous attendance have not been settled. Diplomas, transcripts, and certifications of withdrawals in good standing are issued only when a satisfactory settlement of all financial obligations has been made in the Treasurer's Office. Final grades may also be held in some cases. Unpaid student accounts will be charged interest at the rate of 1% per month on the month-end balance until accounts are paid in full. Should legal collection become necessary, all costs of collection will be added to the balance due.

FINANCIAL AID

Lycoming College is committed to helping students and families meet college costs. While some assistance is available to students regardless of need (merit scholarships), the primary purpose of the College's financial aid program is to help qualified students of limited financial resources attend Lycoming College. Scholarships may be awarded on the basis of merit and/or need, while grants are provided solely on the basis of financial need. Long-term educational loans with favorable interest rates and repayment terms are available, as are part-time employment opportunities.

It is important to submit financial aid applications after January 1st, as appropriate income information becomes available, but by March 1. Although applications may be filed later, applicants can only receive consideration for remaining available funds.

To be considered for financial aid, students and families must complete the following steps for each year the student seeks assistance:

1. Fully complete and submit the Free Application For Federal Student Aid (FAFSA).
Returning students should submit the Renewal FAFSA.

2. The College may request signed and dated copies of student and parent(s) Federal income tax returns, including W-2 forms, be sent to the Financial Aid Office. The tax returns required are for the year preceding the academic year in which the student seeks assistance.
3. PA residents can apply for state grant assistance using the FAFSA as well. Non-PA residents should contact the State Grant Agency in their home state to see if additional forms must be filed.

Basic eligibility requirements for all federal programs are available from the Department of Education at www.studentaid.ed.gov. Students are responsible for understanding the basic eligibility requirements.

Enrollment Status for Financial Aid Eligibility

Financial aid eligibility is substantially reduced for students who are charged less than full-time tuition. Credit is earned for some courses which are offered at no charge, including choir, band, theatre practica and all scholar seminars. Therefore, these credits would not be counted in the full-time tuition calculation. For financial aid purposes, a full-time student is enrolled in 12-16 billable semester hours. A student's financial aid eligibility is finalized after the end of the college's published add/drop period.

Satisfactory Academic Progress Requirements

Financial aid recipients are required to be in good academic standing and maintaining satisfactory academic progress toward their degree requirements. Satisfactory academic progress, as described below, is evaluated annually (end of the spring semester) and cumulatively by the Financial Aid Office. Failure to maintain satisfactory progress may result in the cancellation of financial aid eligibility. The Financial Aid Office will notify students who do not meet the satisfactory academic progress by mail.

Satisfactory Academic Progress for financial aid eligibility should not be confused with the College's academic progress policy. In some instances a student may appeal academic suspension and be permitted to continue enrollment even though the student has fallen behind in credit hours or cumulative GPA. A student who is granted an academic appeal may continue to receive financial assistance only if the student meets the minimum qualitative (GPA) and quantitative (credits completed) standards.

Undergraduate students receiving financial aid must maintain a minimum cumulative grade point average and make steady progress toward the completion of their degree as described below.

<u>Attempted Credits</u>	<u>Minimum Cumulative Grade Point Average</u>	<u>Progress Completion Requirements</u>
0-16	1.85	75% of attempted credits
17-32	1.95	75% of attempted credits
33+	2.00	75% of attempted credits

Transfer credits accepted by Lycoming College will be included in the progress completion requirement and minimum GPA requirement (if the college transferred in the grade). Students who have not completed their undergraduate degree after 170 attempted hours (including transfer credits) will no longer be eligible for financial aid. Students must graduate with a cumulative 2.0 grade point average.

Treatment of W, I, X, P & F Grades and Repeated Coursework

1. Course withdrawals (W) after the drop/add period are not included in the GPA calculation, but are considered a non-completion of attempted coursework
2. Incomplete (I) grades are not included in the GPA calculation but are considered a non-completion of attempted coursework until the incomplete grade is replaced with a permanent grade and academic progress can be reevaluated.
3. An audit (X) grade is not considered attempted coursework. It is not included in the GPA calculation or completion rate determination.
4. A satisfactory (P) grade is treated as attempted credits earned, but it is not included in the GPA calculation unless the student has designated a minimum acceptance letter grade.
5. A failing grade (F) is treated as attempted credits not earned; it will be included in the calculation of the GPA and the minimum completion rate.
6. The most recent course grade for a repeated course will be included in the calculation of the GPA and every repeated attempt will be included in the completion rate determination.

Financial Aid Probation

Students who fail to successfully complete the minimum completion rate and/or who fail to meet the minimum cumulative GPA requirement will be placed on financial aid probation. This allows one additional semester of course work to bring the academic record up to the minimum standards. Financial aid can be received during the semester of probation. After the probationary semester the student's progress will be reevaluated.

Financial Aid Suspension

Students on financial aid probation who fail to successfully complete the minimum completion rate and/or who fail to meet the minimum cumulative GPA requirement will be ineligible for financial aid.

Reinstatement of aid after Financial Aid Suspension

Reinstatement of financial aid after a student is placed on Suspension is achieved as follows:

1. The student submits a written letter of appeal in accordance with the appeals process and the Financial Aid Appeals Committee grants the appeal. The student is placed on Financial Aid Probation for the semester rather than on Suspension; or
2. The student attends Lycoming College during the Suspension semester, pays for tuition and fees without the help of student aid, and does well enough in the coursework to satisfy all the satisfactory academic progress standards. The student must notify the Financial Aid Office if they plan to attend Lycoming College without the assistance of financial aid; or
3. The student attends summer school to eliminate the deficiency in credits and/or GPA. The student must notify the Financial Aid Office if they are planning to take classes during the summer to eliminate the deficiency.

Students who have been placed on Suspension cannot skip a semester and regain eligibility. No financial aid will be disbursed during subsequent semesters for students on Suspension. If the student fails to attain the minimum standards after the second semester of probation, eligibility for financial assistance will be cancelled automatically.

Appeal Process

Appeals of Financial Aid Suspension must be made in writing to the Director of Financial Aid by the date specified in the Suspension notification letter. The Financial Aid Appeals Committee will review the appeal and notify the student in writing within 5 working days of their decision. All decisions made by the Financial Aid Appeals Committee are final and not subject to further review.

The appeal letter must address the extenuating circumstance(s) why satisfactory academic progress was not made, why the extenuating circumstance(s) has changed, as well as an outlined plan for future academic success. Extenuating circumstances can include, but not limited to, illness or injury; death of a family member; family difficulties; interpersonal problems with friends, roommate, significant others; difficulty balancing work, athletics, and family responsibility; or financial difficulties.

Acceptance of an appeal is only valid for determining eligibility for financial assistance and has absolutely no bearing on any determination made by the Registrar and/or the Committee on Academic Standards.

College Scholarships & Grants

NOTE: Lycoming Scholarships and Grants are awarded to eligible students who are full-time and degree-seeking. Students already possessing a bachelor's degree are normally ineligible for scholarships, grants and institutional loans.

Lycoming Grants may be awarded to students to help meet their documented financial need. Renewal requires continued financial need as determined by Federal Methodology and/or the financial aid director.

Ministerial Grants are awarded to dependent children of United Methodist ministers and ordained ministers of other denominations. This grant amounts to 33% of tuition for children of United Methodist ministers in the Central Pennsylvania Conference and 25% of tuition for all others. Students meeting the criteria for this grant and any other Lycoming Scholarship(s) will be awarded the scholarship(s)/grant that provides the highest dollar amount; both will not be awarded.

Pre-Ministerial Student Grants of up to 25% tuition are awarded to students preparing for the Christian ministry. Students must complete a pre-ministerial grant application available through the financial aid office. Students meeting the criteria for this grant and any other Lycoming Scholarship(s) will be awarded the scholarship(s)/grant that provides the highest dollar amount; both will not be awarded.

Federal Grants

Pell Grants are made available by the federal government. Eligibility is based upon a federal formula.

Supplemental Educational Opportunity Grants may be awarded to students with exceptional financial need. Priority must be given to Pell Grant recipients. Funds are provided by the federal government. Funds are limited.

State Grants

Pennsylvania Higher Education Assistance Agency (PHEAA) Grants are available for PA residents meeting domicile and financial requirements of the program. Eligibility is determined by PHEAA. These grants are available for a maximum of 8 semesters. Non-PA residents should contact the State Grant Agency in their home state for availability of funds to students attending out-of-state colleges.

Loan Programs

Federal Direct Stafford Loan allows eligible Freshmen to borrow a maximum of \$3,500 annually. Eligible Sophomores may borrow up to a maximum of \$4,500 annually. Eligible juniors and seniors may borrow up to a maximum of \$5,500 annually. The federal government pays the interest while the student is enrolled on at least a half-time basis. The student begins to repay the loan (interest and principal) 6 months after leaving school. The interest rate is fixed at 4.5%. Eligibility is based on financial need.

Federal Direct Unsubsidized Stafford Loan provides an opportunity for students to borrow under the Stafford Program who do not qualify for the maximum amount of subsidized Stafford loan. Maximum grade level amount minus subsidized eligibility equals unsubsidized eligibility. Interest must be paid by the borrower on a quarterly basis while enrolled (check with your lender to see if interest payments may be deferred). Other aspects of the loan are similar to those under the Subsidized program. Independent students may be eligible for higher loan limits; contact the Financial Aid Office for more information. The interest rate is fixed at 6.8%.

Federal Perkins Loan (formerly the National Direct Student Loan) may be offered to students with exceptional need. Borrowers must repay the loan, plus 5% per annum simple interest on the unpaid balance, over a period beginning nine months after the date on which the borrower ceases to be enrolled at least half-time. Funds are limited.

Federal Direct PLUS Loan is a loan parents may take out on behalf of their dependent student. The amount a parent may borrow for one year is equal to the cost of education for one year minus any financial aid the student is eligible for in that year. The interest rate is fixed at 7.9%.

Employment Opportunities

Federal College Work-Study Program Awards provide work opportunities on campus for qualified students. Students receive pay-checks for work performed in the previous pay period. Based on documented need and awarded by the Financial Aid Office. Funding is limited. The student assumes full responsibility in locating a job. Returning students who wish to work the following year must have their name submitted to the Financial Aid Office by their supervisor before the end of the Spring semester.

Students also have the opportunity to seek work-study employment off-campus in the Community Service program. Interested students can get additional information in the Financial Aid Office.

Lycoming Campus Employment Program is similar to Federal Work-Study except that students are paid with institutional funds only and is not based on financial need. A limited number of jobs are available. Funding is limited.

Other Job Opportunities are frequently available with local business firms or persons. Contact the Career Development Office of the College for information on these opportunities.

Other Aid Sources

Veterans and Dependents Benefits are available for qualified veterans and children of deceased or disabled veterans. Contact the Veteran's Officer in the Registrar's Office.

Reserved Officers Training Corps (ROTC) Stipends and Scholarships are available for qualified students. Contact the Financial Aid Office for more information.

Tuition Exchange Grants may be available. Lycoming College is a member of the Tuition Exchange Program. This program is for dependent students of employees at participating institutions of higher education. Students should contact the Tuition Exchange officer at their sponsor institution for information regarding this sponsorship. Students are expected to apply for all federal and state grants. If the student receives a federal or state grant, those amounts may be applied toward room and board charges if the student resides in the dorms. If the student commutes, the grant amount is equal to tuition less federal and state grants.

United Methodist Scholarships may be available to full-time degree-seeking applicants who have a cumulative GPA of 3.00 or better, are active in Christian activities, and who are active, full members of a United Methodist church. Demonstrated financial need is also required. Normally, seven \$1000 scholarships are awarded each year. Annual application is required. Recipients are selected by the Director of Financial Aid and will be awarded to the neediest students. The funds are provided by the United Methodist Church. Applications are available in the Financial Aid Office. Renewal requires a cumulative GPA of at least 3.00.

United Methodist Student Loans are available on a very limited basis to students who are members of the United Methodist Church. The maximum amount which may be borrowed for an academic year is \$2,500 subject to the availability of the funds. Contact The Board of Higher Education and Ministry, P.O. Box 871, Nashville, TN 37202 for more information.

Non-college Aid Opportunities are often available through family employers or labor unions, business firms, fraternal and religious organizations, and secondary schools. Your parents should contact their employer or organizations of which they are members for information on financial aid resources.

STUDENT AFFAIRS

The Division of Student Affairs coordinates a variety of programs, services, and activities designed to enhance students' personal, social, and educational growth and development. This is accomplished through a variety of programs, offices, and staff including:

- Campus Ministry
- Campus Recreation
- Career Services
- Community Service
- Commuter Student Affairs
- Counseling Services

- Greek Life
- Health Services
- International Student Advising
- Judicial Affairs
- Residential Life
- Safety and Security
- Student Programs and Leadership Development

The Student Affairs staff view students as partners in the educational process and, therefore, expect that students will share responsibility for managing our educational community.

Campus Ministry

The United Campus Ministry, located in Mary Lindsay Welch Honors Hall, is staffed by a Protestant and Roman Catholic campus minister. The Campus Ministry provides a wide range of activities in support of the spiritual development and religious life of students. Ecumenical and inclusive in nature, Campus Ministry at Lycoming provides worship services, service projects, social occasions, retreats, and study opportunities. The campus ministers are an integral part of campus life and are available to students who may need support and spiritual direction.

Campus Recreation

The Campus Recreation Department provides opportunities for students, faculty and staff to enjoy a recreational sports atmosphere. The 54,000 square foot Recreation Center houses a suspended indoor track overlooking 4 large court areas for basketball, volleyball and tennis. The center also includes a weight room and cardiovascular area, both with state of the art equipment. The swimming pool is accessible at different times throughout the week for open swim. The Intramural program is also available to students, faculty and staff and offers several different team sports including: flag football, basketball, volleyball, wiffleball and indoor soccer.

Career Services

Career Services provides services which are designed to help individuals make effective career decisions beginning with identification of their skills, interests, personality, and career related values. For individuals unsure of what to major in, resources and support are available to research and assess their options and determine what they may wish to do after graduation. For individuals sure of their major but not sure what to do after they graduate, in addition to one-on-one counseling, a variety of resources are also available including a library of career resources, online material, alumni, workshops, experiential learning, and networking opportunities.

Career Services teaches individuals how they can learn about different career fields and present themselves to potential employers in a positive and effective manner. Helping individuals make appropriate and meaningful connections between college and career is a goal of Career Services. Career Services is located on the third Floor of Wertz Student Center. See www.lycoming.edu/cdc for more information.

Community Service

Community Service is a learning opportunity for students accomplished in conjunction with various agencies in the Williamsport area and college departments. This activity allows students to expand their knowledge about diverse individuals and communities. The outcome of such service promotes students' personal and social development as well as giving them an enhanced perspective of civic responsibility and social justice.

The Community Service Center located in Honors Hall coordinates many service opportunities available to students, faculty, and staff in the greater Williamsport area. A number of the community service projects include Big Brothers Big Sisters, Habitat for Humanity, the Literacy Project, a school tutoring program, Best Buddies, Adopt-A-Highway, Bloodmobile, Shepherd of the Streets, and the CROP Walk for World Hunger.

Counseling Services

The college experience provides an unparalleled opportunity for intellectual, emotional, social, and spiritual development. Sometimes this experience becomes difficult and stressful. Counseling Services strives to support and assist students who are in distress. Professional counselors provide individual counseling, crisis intervention, consultation with students, faculty and staff and outreach programming on psychological, mental health, and substance abuse issues. All services are confidential and free of charge to all Lycoming College students. Counseling services also provides referrals to area mental health providers for those students who wish to meet with someone outside the college or whose needs cannot be met with services available on campus.

Health Services

Lycoming College Health Services focuses on the holistic care of the individual, health maintenance, and wellness through health education and prevention of illness. Educational materials and instructional programs are available through the Student Health Services.

Routine medical care is provided on a daily basis Monday-Friday 8:30 a.m.- 4:00 p.m. during the fall and Spring semesters. The office is staffed by a full-time registered nurse and a part-time registered nurse with a physician available on a limited daily basis.

Health Services' policies reflect the recommendations of the American College Health Association (ACHA), the Pennsylvania Department of Health, and the Centers for Disease Control (CDC).

Residential Life

As a residential college, Lycoming offers students the opportunity to integrate academic and residential experiences. The Residential Life Office is committed to providing a living/learning environment to help each resident grow as a person and as a student. Lycoming College requires all full-time students to live in college housing and participate in the college board plan each

semester of the academic year that they are enrolled. Married students, students residing with their parents within a 40 mile radius, students living with their dependents, and students 23 years or older may request to be exempted from this policy. Such requests should be submitted in writing to the Dean of Student Affairs at least three weeks prior to the beginning of the semester that students are requesting permission to live off campus. We do not provide housing for students who have dependent children living with them, or married students wanting to live together.

Residence halls put students at the heart of College activity—offering greater opportunities for participation. Through programs, leadership opportunities, and peer interactions, residents gain a sense of belonging to the campus community, acquire new knowledge and skills, have easy access to College services, make informed choices, and assume responsibility for themselves and their community.

The residence halls are staffed with upperclass students who serve as Resident Advisors (RAs) selected on the basis of leadership skills. RAs provide information, refer students to campus and local resources, help enforce College and community standards, use helping skills for students in need, and facilitate educational and social programs. Most importantly, RAs assist residents in the development and maintenance of strong, positive residence hall communities. With the guidance and support of Residential Life staff, each resident is expected to become involved in promoting a positive learning environment in his or her community.

Several different living options are available for students in our eight residence halls. Freshmen are housed together in a co-educational environment encouraging students to develop class identity and unity. The six upperclass halls offer opportunities for co-educational housing, an all female hall, fraternity and sorority chapter housing, and a cluster living option. College apartments and the Commons are available to upperclass students who meet specific grade requirements and who are in good disciplinary standing with the College. Additional information is sent to students following their acceptance by the College.

Safety and Security

The Department of Safety & Security strives to maintain an environment that is free of unnecessary hazards and disruptions. This responsibility includes the enforcement of Lycoming College rules, regulations, and policies. Security personnel are scheduled on an around-the-clock basis. An emergency telephone line is always monitored. Twenty-four hour a day telephone extensions are used to handle general security concerns. The department solicits the cooperation of the entire college community in reporting unsafe conditions and suspicious activity on the Lycoming College campus.

Other services provided by the department are: First aid and ambulatory medical transportation, emergency maintenance referral, an escort service, guest and parking registration, and the dissemination of telephone numbers and general information to the public when the College switchboard is closed.

Student Programs

The Office of Student Programs and Leadership Development promotes the personal growth and intellectual development of students through co-curricular programs. Just as the classroom experience provides a forum for new thoughts, ideas, and opinions, so does co-curricular programming. The office collaborates with students, faculty, and staff to foster innovative programs, encourage student learning, and prepare students for life beyond the College. This is accomplished in the context of supplementing the educational mission of the College. Through the efforts of the student administered Campus Activities Board (CAB), co-curricular programming is offered to the entire college community and is designed to enhance the overall educational experience of students through the exposure to social, cultural and recreational programs. Professionals on staff in Student Programs plan and implement leadership development training programs for all students including the student government, the Interfraternity and Panhellenic Councils and all registered student organizations.

Standards of Conduct

Lycoming College is committed to the creation and maintenance of a living-learning environment which fosters the intellectual, personal, social and ethical development of its students. Respect for the rights of others and self-discipline are essential to the fulfillment of these goals. Students are expected to adhere to the policies contained in the Student Handbook and other College publications. These policies, rules and regulations are part of the contractual agreement students enter into when they register at Lycoming College.

Students who demonstrate an unwillingness to abide by these policies will be subject to disciplinary action. Students are encouraged to review the Student Policies Manual and Housing Agreement in order to familiarize themselves with the policies governing student conduct.

ATHLETICS

Athletics is an important part of the Lycoming experience. As a member of the NCAA, Lycoming sponsors seventeen intercollegiate sports for both men and women student-athletes.

Men can choose from football, soccer, cross country, wrestling, golf, basketball, lacrosse, swimming, and tennis. Women can compete in soccer, cross country, lacrosse, volleyball, basketball, swimming, softball, and tennis.

Lycoming is a member of the Middle Atlantic Conference, which is a Division III athletic conference. As a Division III school, Lycoming does not offer athletic scholarships.

In addition, the College offers a very active intramural and recreation program that is open to all students. This program includes, among others, basketball, water polo, volleyball, flag football, and indoor soccer.

ACADEMIC POLICIES AND REGULATIONS

Students are expected to familiarize themselves with the academic policies contained in this Catalog. Failure to do so does not excuse students from the requirements and regulations described herein.

THE UNIT COURSE SYSTEM

Instruction at Lycoming College is organized, with few exceptions, on a departmental basis. Most courses are unit courses, meaning that each course taken is considered to be equivalent to four semester hours of credit. Exceptions occur in applied music and theatre practicum courses, which are offered for either one-half or one semester hour of credit; in departments that have elected to offer certain courses for the equivalent of one, two or three semester hours of credit; and in physical activities courses which are zero credits. Furthermore, independent studies and internships carrying two semester hours of credit may be designed.

The normal student course load is four unit courses (16 semester hours) during the fall and spring semesters. Students who elect to attend the special sessions may enroll in one unit course (four semester hours) during the May term and one or two unit courses (four - eight semester hours) in each of the summer terms. A student is considered full time when enrolled for a minimum of three unit courses, or the equivalent, during the fall or spring semesters, one unit course, or the equivalent, for the May term, and two unit courses for each of the summer terms.

Students may enroll in five unit courses (20 semester hours) during the fall and spring semesters if they are Lycoming scholars or were admitted to the Dean's List at the end of the previous semester. Exceptions may be granted by the Dean of the College. There will be an additional charge, see Financial Matters.

Overloads are not permitted during the May and summer terms.

ALTERNATIVE CREDIT SOURCES

Transfer Credit

Matriculated students who wish to study at other campuses must obtain prior written approval to do so from their advisor, the chair of the department in which the credit will be awarded, and the Lycoming College Registrar. Course work counting toward a major or minor must also be approved in advance by the chairperson of the department in which the major or minor is offered. Once a course is approved, the credit and grades for the course will be transferred to Lycoming and calculated in the student's grade point average as if the courses were taken here. This means that "D" and "F" grades will be transferred as well as all other grades. Unapproved courses will not transfer. Final determination of transfer credit will be made by the Registrar based on official transcripts only.

Lycoming College does not have a statute of limitations but it reserves the right to refuse to accept some courses for transfer in which the content is outmoded. The Registrar will consult the academic department(s) involved.

Students are expected to complete their last eight unit courses (32 semester hours) and 16 semester hours in their major at Lycoming. Requests for waivers of this regulation must be sent to the Committee on Academic Standards.

Credit By Examination

Students may earn credit or advanced placement through the standardized examinations listed below. A maximum of 50 percent of the course requirements for the Baccalaureate degree may be earned through these examinations. The appropriate academic department will determine which tests they will accept and the course equivalencies. A list of approved examinations is available in the Office of the Registrar. Although these examinations may be taken after matriculation, new students who are competent in a given area are encouraged to take the examination of their choice before entering Lycoming so that the college will have the test scores available for registration advising for the first semester of enrollment. Students applying to the college for the first time should inform the Admissions Office that they have completed these tests and provide the official scores as part of their application packet. Continuing students must send official test scores to the Office of the Registrar and inform their academic advisors when examinations have been taken.

The College Entrance Examination Board Advanced Placement (CEEB AP) - In most cases, a score of four is required for credit.

The International Baccalaureate - Students who have completed the full diploma and have scores of five or above on all of the higher level examinations will be granted 32 credit hours; specific courses will be based on the examinations taken. Students who complete the full diploma but earn less than a score of five on all of the higher level examinations will be granted eight credits for each higher level examination completed with a grade of five or higher and four credits for a satisfactory or higher completion of the Theory of Knowledge requirement. Students who have completed the certificate will be granted credit based on the examinations taken. Standard level examinations will not be considered.

The American College Testing Proficiency Examination Program (ACT PEP) - A score equivalent to a grade of “B” or above is required.

College Level Examination Program (CLEP) - A score equivalent to a grade of “B” or above is required.

Defense Activity for Non-Traditional Education Support (DANTES) - A score equivalent to a grade of “B” or above is required.

STUDENT RECORDS

The policy regarding student educational records is designed to protect the privacy of students against unwarranted intrusions and is consistent with Section 43B of the General Education

Provision Act (commonly known as the Family Educational Rights and Privacy Act of 1974, as amended). The details of the College policy on student records and the procedures for gaining access to student records are contained in the current issue of the Student Handbook which is available in the library, online, and in the Office of the Dean of Student Affairs.

REGISTRATION

During the registration period, students select their courses for the next semester and register their course selections in the Office of the Registrar. Course selection is made in consultation with the student's faculty advisor in order to insure that the course schedule is consistent with College requirements and student goals. After the registration period, any change in the student's course schedule must be approved by both the faculty advisor and Office of the Registrar. Students may not receive credit for courses in which they are not formally registered.

During the first five days of classes, students may drop any course without any record of such enrollment appearing on their permanent record, and they may add any course that is not closed. The permanent record will reflect the student's registration as of the conclusion of the drop/add period. Students wishing to withdraw from a course between the fifth day and the 9th week of classes must process a course withdrawal form in the Office of the Registrar. Withdrawal grades are not computed in the grade point average. Students may not withdraw from courses after the 9th week of a semester and the comparable period during the May and summer terms. Students who stop attending a course (or courses) but do not withdraw will receive a grade(s) of "F."

In zero semester hour and two semester hour (1/2 unit) courses meeting only during the last half of any semester, students may drop/add for a period of five days, effective with the mid-term date shown on the academic calendar. Withdrawal from zero-credit and half-semester courses with a withdrawal grade may occur within 4-1/2 weeks of the beginning of the course. It is understood that the period of time at the beginning of the semester will be identical, for example, a period of five days as indicated above.

Cross Registration

A special opportunity exists in the Williamsport area for students to take courses at the Pennsylvania College of Technology. Students may enroll for less than a full-time course load at the Pennsylvania College of Technology while remaining enrolled in courses at Lycoming.

Students must be enrolled full-time in a degree program and have earned no more than 93 semester hours. Cross registration is available for the Fall and Spring Semesters, and Summer I and II. It is not available for May Term.

NON-DEGREE STUDENTS

Students who do not wish to pursue a degree at Lycoming College may, if space permits, register for credit or audit courses on either a part-time or full-time basis. Students who register for less than 12 semester hours are considered to be enrolled part-time; students who register for 12 or more semester hours are considered to be enrolled full-time and must pay the \$200 contingency fee.

Anyone wishing to register as a non-degree student must fill out an application form in the Admissions Office, pay a one-time application fee, and pay the tuition rate in effect at the time of each enrollment. After a non-degree student has attempted four unit courses (16 semester hours), the student must either matriculate or obtain permission from the Dean of the College to continue study on a non-degree basis.

All non-degree students are subject to the general laws and regulations of the College as stated in the College Catalog and the Student Handbook. The College reserves the right to deny permission to register for individuals who do not meet the standards of the College.

Students who wish to change from a non-degree to a degree status must apply for admission as a degree candidate and satisfy all conditions for admission and registration in effect at that time.

AUDITORS

Any person may audit courses at Lycoming at one-fourth tuition per course. Members of the Lycoming College Scholar Program may audit a fifth unit course per semester at no additional charge. Laboratory and other special fees must be paid in full. Examinations, papers, and other evaluation devices are not required of auditors, but individual arrangements may be made to complete such exercises with consent of the instructor. The option to audit a course must be declared by the end of the drop/add period. Forms are available in the Registrar's Office.

ATTENDANCE

The academic program at Lycoming is based upon the assumption that there is value in class attendance for all students. Individual instructors have the prerogative of establishing reasonable absence regulations in any course. The student is responsible for learning and observing these regulations.

WITHDRAWAL FROM THE COLLEGE

A student who wishes to withdraw from the College during the semester should contact the Assistant Dean for Freshmen or the Assistant Dean for Sophomores. College personnel will explain the procedure to ensure that the student's financial and academic records are properly closed.

A student who decides to discontinue study at the College as of the conclusion of the current semester must provide the Registrar with written notification of such plans in order to receive a refund of the contingency deposit. See Lycoming College Withdrawal Refund Policy for details.

GRADING SYSTEM

The evaluation of student performance in courses is indicated by the use of traditional letter symbols. These symbols and their definitions are as follows:

A EXCELLENT - Signifies superior achievement through mastery of content or skills and demonstration of creative and independent thinking.

B GOOD - Signifies better-than-average achievement wherein the student reveals insight and understanding.

C SATISFACTORY - Signifies satisfactory achievement wherein the student's work has been of average quality and quantity. The student has demonstrated basic competence in the subject area and may enroll in additional course work.

D PASSING - Signifies unsatisfactory achievement wherein the student met only the minimum requirements for passing the course and should not continue in the subject area without departmental advice.

F FAILING — Signifies that the student has not met the minimum requirements for passing the course.

I INCOMPLETE WORK — Assigned in accordance with the restrictions of established academic policy.

R A REPEATED COURSE — Students shall have the option of repeating courses for which they already have received a passing grade in addition to those which they have failed. Credit is received only once for the course. The most recent course grade will count toward the GPA.

P PASSING WORK, NO GRADE ASSIGNED — Converted from traditional grade of A through D-.

X AUDIT — Work as an auditor for which no credit is earned.

W WITHDRAWAL — Signifies withdrawal from the course from the sixth day through the ninth week of the semester. Students may not exceed 24 semester hours of unsuccessful course attempts (grade of F and W) except in the case of withdrawal for documented medical or psychological reasons.

Pluses and minuses may be awarded (except for A+, F+, or F-) at the discretion of the instructor. The cumulative grade point average (GPA) is calculated by multiplying quality points by credits and dividing the total quality points by the total credits. A quality point is the unit of measurement of work done by the student. The cumulative GPA is not determined by averaging semester GPA's.

The grade point average for the major and minor is calculated in the same way as the cumulative grade point average. A minimum of 2.00 is required for the cumulative grade point average in the major and minor to meet the requirements for graduation.

Grade	Quality Points Earned for Each Semester Hour
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

Pass/Fail

Use of the pass/fail grading option is limited as follows:

- Students may enroll on a P/F basis in no more than one unit course per semester and in no more than four unit courses during their undergraduate careers.
- P/F courses completed after declaration of a major or minor may not be used to satisfy a requirement of that major or minor, including courses required by the major or minor department which are offered by other departments. (Instructor-designated courses are excepted from this limitation.)
- Courses for which a grade of P is recorded may not be used toward fulfillment of any distribution or "W" course requirement.
- Students may not enroll in ENGL 106 on a P/F basis.
- A course selected on a P/F basis from which a student subsequently withdraws will not count toward the four-course limit.
- Instructor-designated courses may be offered during the May term with the approval of the Dean of the College. Such courses are not counted toward the four-course limit.
- P grades are not computed in the grade point average.
- Students electing the P/F option may designate a minimum acceptance letter grade from A to B-. If the student earns the designated grade or better, the grade will be recorded in the

permanent record and computed in the grade point average. If a student selects P/F (with no designated minimum acceptance grade) and earns a grade of A to D-, a P will be recorded in the permanent record but not computed in the grade point average. In all cases, if a student earns a grade of F, this grade will be recorded in the permanent record and computed in the student's grade point average.

- Students must declare the P/F option before the drop/add deadline.
- Instructors are not notified which of their students are enrolled on an P/F basis.
- Students electing the P/F option are expected to perform the same work as those enrolled on a regular basis.

Incomplete Grades

Incomplete grades may be given if, for absolutely unavoidable reasons (usually medical in nature), the student has not been able to complete the work required in the course. An incomplete grade must be removed within six weeks of the next regular semester, otherwise the incomplete is converted to an "F."

Repetition of Course

Students shall have the option of repeating courses for which they already have received a passing grade in addition to those which they have failed. Recording of grades for all repeated courses shall be governed by the following conditions:

- A course may be repeated only one time. Both attempts will be recorded on the student's transcript.
- Credit for the course will be given only once.
- The most recent grade will count toward the GPA with this exception: A "W" grade cannot replace another grade.

Final Course Grade Appeal Process

Assigning final course grades is a responsibility that falls within the professional judgment and expertise of each faculty member. Grades assess as accurately as possible a student's performance according to clear criteria provided in the course such as academic performance, class attendance, and punctuality in submitting assignments. Student appeals of the final course grade must follow the three-step procedure outlined below.

(1) At any time after final grade reports are issued but no later than two weeks into the beginning of the semester following the conclusion of the course, the student must request an informal conference with the instructor to discuss the grade and attempt to resolve the concern.

(2) If the outcome of the informal conference is not satisfactory to the student, or the instructor is not available, the student may submit a written request to meet with the department chairperson (or another faculty member in the department in instances involving the chairperson) within two

weeks of meeting with the instructor. The student's request must include a written statement outlining the basis for the appeal and documenting the date(s) when the student met with the course instructor. It is the function of the chairperson to determine the relevant facts and to attempt to resolve the disagreement. The decision regarding the course grade in question will be made by the instructor in consultation with the chairperson (or his/her stand-in). The student will receive from the department chairperson written notification of the decision within one week of the meeting with the chairperson.

(3) If resolution has not been achieved at step two, the student or the instructor may make a written appeal to the Dean of the College within two weeks of the department chairperson's written notification. In order to resolve the disagreement, the Dean will confer with the student and the instructor in private sessions. If the Dean is unable to accomplish a resolution, she/he will forward the case to the Committee on Academic Standards.

(4) Appeal to the Committee on Academic Standards is the most serious level which a final course grade appeal can reach. Both the student and the instructor must submit brief written statements (with accompanying documentation) to the Committee, describing the matter as they understand it. The Committee may decide not to hear the appeal on the basis of the written statements. If it does hear the appeal, the Committee will make a final decision in the matter, which could include changing the original grade. Cases involving grade appeals to the Committee on Academic Standards will be heard by the entire committee but will be voted on only by the four faculty members serving on the committee. The Dean will communicate in writing to the student and the instructor the final decision of the Committee within three weeks of receiving the appeal. This is the final step in the appeal process.

ACADEMIC LEVELS

The following table is used to determine the academic grade level of degree candidates. See Financial Aid for more information.

Year	Semester	Number of Semester Hours Earned
Freshman	1	Fewer than 12
	2	At least 12 but fewer than 24
Sophomore	1	At least 24 but fewer than 40
	2	At least 40 but fewer than 56
Junior	1	At least 56 but fewer than 76
	2	At least 76 but fewer than 96
Senior	1	At least 96 but fewer than 112
	2	More than 112

ACADEMIC STANDING

Good Academic Standing

Students will be considered in good academic standing if they meet the following standard:

Semester Hours Completed	Minimum Cumulative GPA
fewer than or equal to 16	1.85
more than 16, fewer than or equal to 32	1.95
more than 32	2.00

Probation

Students who do not meet the standards for good academic standing and/or who have earned two or more failing grades at the end of any given semester, will be placed on academic probation for the next semester.

Students on academic probation are required to pass ARC 100, Success Skills Workshop, if they have not already done so and are encouraged to attend programs developed by the Freshman and Sophomore deans.

Suspension

Students are eligible for suspension from the College when:

- their cumulative grade point average is below good standing for any two semesters, or
- they earn a grade point average of 1.50 or under in any one semester.

The period of suspension will be for a minimum of one full semester, not including May term or the summer sessions.

- After this time students may apply for readmission to the College. The decision for readmission will be made by the Committee on Academic Standards. Readmission is not guaranteed.
- Students readmitted after suspension will be on academic probation.
- Students readmitted after suspension who fail to meet the required standards may be dismissed.
- Students may request permission to take courses at another institution. Courses not receiving prior approval will not be accepted for transfer.

Dismissal

Students will be subject to dismissal from the College when:

- they exceed 24 semester hours of unsuccessful course attempts (grades of F and W) except in the case of withdrawal for documented medical or psychological reasons, or

- they cannot reasonably complete all requirements for a degree.

The standard length of dismissal will be for a period of two years.

- After this time students may apply for readmission to the College. The decision for readmission will be made by the Committee on Academic Standards. Readmission is not guaranteed.
- Students readmitted after dismissal will be on academic probation.
- Students may request permission to take courses at another institution. Courses not receiving prior approval will not be accepted for transfer.

Probation, suspension, and dismissal become effective at the end of the semester in which the student fails to meet the academic standards listed above. The student will be notified of such action via U.S. mail. Receipt of such notice is not a prerequisite to the student's being placed on probation, suspension, or dismissal.

ACADEMIC HONESTY

The integrity of the academic process of the College requires honesty in all phases of the instructional program. The College assumes that students are committed to the principle of academic honesty. Students who fail to honor this commitment are subject to dismissal. Procedural guidelines and rules for the adjudication of cases of academic dishonesty are printed in *The Student Handbook*.

ACADEMIC HONORS

Dean's List

Students are admitted to the Dean's List at the end of the fall and spring semesters if they meet all of the following conditions:

- complete at least 12 semester hours for the semester at Lycoming or an approved affiliate, cooperative, or exchange program (see section of catalog dealing with Study Abroad, Cooperative programs, The Philadelphia Center, Washington Semester, United Nations Semester and Capital Semester)
- earn a minimum grade point average of 3.50 for the semester
- do not incur grades of F
- do not incur grades of P (except in choir, band and in those courses graded only as P/F)
- do not repeat any courses (except those which may be repeated for credit)

Graduation Honors

Students are awarded the Bachelor of Arts degree or the Bachelor of Science degree with honors when they have earned the following grade point averages based on all courses attempted at

Lycoming, with a minimum of 64 semester hours (16 units) required for a student to be eligible for honors:

summa cum laude..... exactly 3.90-4.00
magna cum laude exactly 3.70-3.89
cum laudeexactly 3.50-3.69

Academic Honor Awards, Prizes, and Societies - Superior academic achievement is recognized through the conferring of awards and prizes at the annual Honors Convocation and Commencement and through election to membership in honor societies.

SOCIETIES

Biology.....	Beta Beta Beta
Business	Delta Mu Delta
Chemistry.....	Gamma Sigma Epsilon
Communication.....	Alpha Epsilon Rho
Criminal Justice	Alpha Phi Sigma
Economics.....	Omicron Delta Epsilon
Education	Kappa Delta Pi
English	Sigma Tau Delta
Foreign Language	Phi Sigma Iota
General Academic.....	Phi Kappa Phi
History.....	Phi Alpha Theta
Mathematics	Kappa Mu Epsilon
Philosophy.....	Phi Sigma Tau
Physics	Sigma Pi Sigma
Political Science.....	Pi Sigma Alpha
Psychology.....	Psi Chi
Religion.....	Theta Alpha Kappa
Social Science	Pi Gamma Mu
Theatre	Alpha Psi Omega

THE ACADEMIC PROGRAM

Lycoming College awards two different degrees: Bachelor of Arts (B.A.) and Bachelor of Science (B.S.). For students wishing to do so, multiple degrees are possible. Candidates for multiple degrees must satisfy all requirements for each degree and earn a minimum of 40 units (160 semester hours). Students who have completed fewer than 40 units but more than 32 units (128 semester hours), and who have completed all other requirements for two baccalaureate degrees from Lycoming College will receive only one baccalaureate degree. They must choose the degree to be conferred. Completed majors will be posted to the transcript.

Freshmen entering the College during the 2011-2012 academic year are subject to the requirements which appear on the following pages. Continuing students are subject to the Catalog in effect at the time of their entry unless they elect to complete the current curriculum. Students who transfer to the College with advanced standing will be subject to the requirements imposed upon other students at the College who have attained the same academic level.

Students already possessing a baccalaureate degree who are returning for a second degree will be reviewed on an individual basis by the Registrar and major department. Post-baccalaureate

students will be subject to the current catalog, must complete all major requirements and related prerequisites, and may be required to complete the distribution requirements. This does not apply to non-degree students in certificate-only programs.

Students must complete the final 32 semester hours of the degree program at Lycoming College. At least 16 semester hours in the major program must be taken at Lycoming.

If a student interrupts his or her education but returns to the College after no more than one academic year has passed, he/she will retain the same requirements in effect at the initial date of entrance. A student who withdraws from the College for more than one year will, upon return, be required to complete the requirements currently imposed upon other students of the same academic level.

Lycoming College certifies five official graduation dates per calendar year. Diplomas are awarded when all materials confirming the completion of the graduation requirements have been received and approved by the Registrar's Office at least five days prior to the date of graduation. Degrees are awarded at the following times: **January 1** for those who complete requirements between September 1 and the end of the Fall semester; **May Commencement date** for those who complete requirements between January 1 and the end of the Spring semester; **May term** for those who complete requirements during May term; **Summer I** for those who complete requirements during Summer I; **Summer II** for those who complete requirements during Summer II.

Lycoming's Commencement ceremony occurs in May. Students will be permitted to participate in the ceremony when (a) they have finished all degree requirements as of the preceding January 1, have finished all requirements as of the May date, or have a plan approved by the Registrar for finishing during May term or the Summer sessions; and (b) they are in good academic standing at the conclusion of their last semester prior to the ceremony.

The College will graduate any student who has completed the distribution program, fulfilled the requirements for one major, earned a minimum of 32 units (128 semester hours) and met all other requirements for graduation.

Exceptions to or waivers of any requirements and/or policies listed in this Catalog must be made by the Committee on Academic Standards.

THE BACCALAUREATE DEGREE

Lycoming College is committed to the principle that a liberal arts education is the ideal foundation for an informed and productive life. The liberal arts — including the fine arts, the humanities, mathematics, the natural and social sciences — have created the social, political, economic and intellectual systems which help define contemporary existence. Therefore, it is essential that students grasp the modes of inquiry and knowledge associated with these disciplines.

Consequently, the Baccalaureate degree (Bachelor of Arts or Bachelor of Science) is conferred upon the student who has completed an educational program incorporating the two principles of

the liberal arts known as distribution and concentration. The objective of the distribution principle is to insure that the student achieves breadth in learning through the study of the major dimensions of human inquiry: the humanities, the social sciences, and the natural sciences. The objective of the concentration principle is to provide depth of learning through completion of a program of study in a given discipline or subject area known as the major. The effect of both principles is to impart knowledge, inspire inquiry, and encourage creative thought.

THE BACHELOR OF ARTS DEGREE

Requirements For Graduation

Every B.A. degree candidate is expected to meet the following requirements in order to qualify for graduation:

- Complete the distribution program.
- Complete the Writing Across the Curriculum Program requirements.
- Complete one year of Physical Activities, Wellness, or Community Service. Military Science 011, 021, 031, or 041 may satisfy this requirement.
- Complete a major consisting of at least eight unit courses (32 semester hours). Students must pass every course required for the major and have a minimum major grade point average of 2.00.
- Pass a minimum of 32 units (128 semester hours) with a minimum cumulative grade point average of 2.00. Additional credits beyond 128 semester hours may be completed provided that the minimum 2.00 cumulative average is maintained.
- Complete in residence the final eight courses (32 semester hours) offered for the degree at Lycoming.
- Satisfy all financial obligations incurred at the College.
- Complete the Intent to Graduate Form and file the form in the Registrar's Office during the final semester before graduation.

THE BACHELOR OF SCIENCE DEGREE

The Bachelor of Science degree is available to students majoring in Biology, Chemistry, Physics or Psychology. Students may elect either the B.A. or the B.S. degree in these majors. The B.S. degree is appropriate for students planning further education in a graduate or professional school.

Requirements For Graduation

Every B.S. degree candidate is expected to meet the following requirements in order to qualify for graduation:

- Complete the B.S. major in either Biology, Chemistry, Physics or Psychology. Students must pass every course required for the major and have a minimum major grade point average of 2.00.
- Complete the distribution program.
- Complete the Writing Across the Curriculum Program requirements.
- Complete one year of Physical Activities Wellness, or Community Service. Military Science 011, 021, 031 or 041 may satisfy this requirement.

- Pass a minimum of 32 units (128 semester hours) with a minimum grade point average of 2.00. Additional credits beyond 128 semester hours may be completed provided that the minimum 2.00 cumulative average is maintained.
- Complete in residence the final eight courses (32 semester hours) offered for the degree at Lycoming.
- Satisfy all financial obligations incurred at the College.
- Complete the Intent to Graduate Form and file the form in the Registrar's Office during the final semester before graduation.

THE DISTRIBUTION PROGRAM

The Distribution Program for the B.A. and B.S. Degrees

A course can be used to satisfy only one distribution requirement (except in the Cultural Diversity area). Courses for which a grade of "P" is recorded may not be used toward the fulfillment of the distribution requirements. (For an explanation refer to the Grading System.) No more than two courses used to satisfy the distribution requirements may be selected from the same department, except for ENGL 106 or 107 and Modern Language courses numbered below 222. This means that in English, Modern Languages literatures, and Theatre care must be taken to comply with this rule.

A course in any of the following distribution requirements refers to a full-unit course (four semester hours) taken at Lycoming, any appropriate combination of fractional unit courses taken at Lycoming which accumulate to four semester hours, any appropriate course which is taken by cross-registration, any appropriate course which is part of an approved off-campus program (such as those listed in the catalog sections titled COOPERATIVE PROGRAMS, SPECIAL ACADEMIC OPPORTUNITIES, and STUDY ABROAD PROGRAMS), or any approved course transferred from another institution.

Special distribution requirements which apply to students in the Lycoming Scholar Program appear under the Honors Program. For information regarding CLEP and AP credit, see Alternative Credit Sources.

A. English - Students are required to pass ENGL 106 or 107 during their freshman year.

B. Fine Arts - Students are required to pass two courses (or the equivalent) from Art, Creative Writing, Digital Media Communication, Film, Literature, Music, and/or Theatre.

C. Modern and Ancient Language Studies – Students are required to pass a course in French, German, Greek, Hebrew, Latin, or Spanish numbered 101, unless exempted on the basis of placement, and a course numbered above 101 in the same language. Placement in a modern language at the appropriate course level will be determined by the faculty of the Department of Modern Languages and Literatures. Placement in an ancient language at the appropriate course level will be determined by the Department of Religion.

D. Humanities - Students are required to pass four courses from History, Literature (English, Modern Languages and THEA 335), Philosophy, and/or Religion. At least one course must be successfully completed in 3 of the 4 disciplines.

E. Mathematics - Students are required to demonstrate competence in basic algebra and to pass one course selected from CPTR 108, MATH 106, 109, 112, 123, 128, 129, 130, 214, or 216. The requirement of competence in basic algebra must be met before the end of the fourth semester or within one year of entry, whichever is later. Students that have not met this competency requirement before the final semester of the applicable time period must register for MATH 100 in that semester.

New students take the mathematics placement examination determined by the Department of Mathematical Sciences at a new-student orientation session. Those who do not pass this exam may take home a computerized study guide and take another exam at a specified time.

After beginning classes at Lycoming College, a student may satisfy the basic algebra competence requirement by successful completion of MATH 100 at Lycoming, or of an approved course transferred from another college, or by passing a competence examination administered by the Department of Mathematical Sciences. Enrolled students may take this examination only once during a semester and may be subject to a testing fee. No student will be permitted to take this examination while enrolled in MATH 100.

F. Natural Sciences - Students are required to pass two laboratory courses chosen from Astronomy/Physics, Biology, and/or Chemistry.

G. Social Sciences - Students are required to pass two courses from Criminal Justice and Criminology, Economics, Political Science, Psychology, or Sociology-Anthropology.

H. Cultural Diversity - Students are required to pass one designated course which introduces students to Cultural Diversity which are distinct from the predominant Anglo-American culture. The course selected to fulfill this requirement may also be used to satisfy one of the other general education requirements in the liberal arts. Students also may fulfill the cultural diversity requirement by successfully completing at least one full-time semester (12 semester hours) in a college-accepted study abroad program.

The following courses have been approved to be offered as cultural diversity courses and will be offered as such. Students must check semester class schedules to determine which courses are offered as “D” (cultural diversity) courses for that semester.

ANTHROPOLOGY	ANTH 114, 229, 230, 232, 234, 310, 320, 344
ART	ART 222, 339
BUSINESS	BUS 244, 319
CRIMINAL JUSTICE	CJCR 334
EDUCATION	ECED 243, EDUC 338, SPED 243, 338
ENGLISH	ENGL 229, 332, 334
FRENCH	FRN 221, 222, 311
GERMAN	GERM 221, 222

HISTORY	HIST 120, 140, 230, 232, 238, 240, 246, 325, 338, 342
MUSIC	MUS 116, 128, 234
POLITICAL SCIENCE	PSCI 140, 241, 331, 367
PSYCHOLOGY	PSY 341
RELIGION	REL 110, 210, 211, 212, 225, 226, 320, 328, 333
SOCIOLOGY	SOC 240, 334
SPANISH	SPAN 221, 222, 311
THEATRE	THEA 114, 212, 332, 333, 335, 410
WOMEN'S AND GENDER STUDIES	WGST 200, 300

Writing Across the Curriculum Program

I. Purpose

The Lycoming College Writing Across the Curriculum Program has been developed in response to the conviction that writing skills promote intellectual growth and are a hallmark of the educated person. The program has therefore been designed to achieve two major, interrelated objectives:

- 1) to enhance student learning in general and subject mastery in particular, and
- 2) to develop students' abilities to communicate clearly.

In this program, students are given opportunities to write in a variety of contexts and in a substantial number of courses in which they receive faculty guidance and reinforcement.

II. Program Requirements

Students must successfully complete the following writing requirements:

- 1) ENGL 106 (Composition) or ENGL 107 (Honors Composition)
- 2) A writing component in all distribution courses completed at Lycoming
- 3) Three courses designated as writing intensive, or "W" courses.

The following policies apply:

- Successful completion of ENGL 106 or 107 is a prerequisite for enrollment in writing-intensives.
- All courses designated "W" are numbered 200 or above.
- One of the student's "W" courses must be in his/her major (or one of the majors) or with departmental approval from a related department. All three cannot carry the same course-number prefix (e.g. PHIL, ENGL, ACCT, etc.).

Physical Activities, Wellness, and Community Service Program

I. Purpose

This program is designed to promote students' physical welfare, health awareness, and to encourage a sense of civic responsibility.

II. Program Requirements

Students must pass any combination of two semesters of zero credit course work selected from the following:

1. Designated physical activities courses,
2. Designated varsity athletics,
3. Designated wellness courses,
4. Designated community service projects,
5. Designated military science courses.

Research and Information Competencies

The need to support and instruct students on how to evaluate, access and understand the information-based environment that surrounds them is critical. A distinguished liberal arts education relies on a breadth of competencies as well as the ability to access knowledge. At Lycoming College, students are encouraged to formulate and refine questions; to acquire basic knowledge of where to begin the discovery process; to know how, when and what kind of information defines effective research; to synthesize, format, cite and reconcile diverse information; to evaluate the quality and sustainability of information; and to differentiate between types of literary sources and the relevance of each.

CONCENTRATION

The Major

Students are required to complete a series of courses in one departmental or interdisciplinary (established or individual) major. Specific course requirements for each major offered by the College are listed in the curriculum section of this catalog. Students must earn a 2.00 or higher cumulative grade point average in the major. Students must declare a major by the beginning of their junior year. Departmental and established interdisciplinary majors are declared in the Office of the Registrar, whereas individual interdisciplinary majors must be approved by the Committee on Curriculum Development. Students may complete more than one major, each of which will be recorded on the transcript. Students may be removed from major status if they are not making satisfactory progress in their major. This action is taken by the Dean of the College upon the recommendation of the department, coordinating committee (for established interdisciplinary majors), or Curriculum Development Committee (for individual interdisciplinary majors). The decision of the Dean of the College may be appealed to the Committee on Academic Standards by the student involved or by the recommending department or committee. Students pursuing majors in two different degrees are subject to the policy for dual degrees listed under the Academic Program.

Departmental Majors — The following Departmental majors are available:

Bachelor of Arts Degree:

Accounting
Art History
Art Studio
Astronomy

Biology
Business Administration
Chemistry
Corporate Communication
Criminal Justice
Criminology
Digital Media Communication
Economics
English
French
German
History
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Religion
Sociology-Anthropology
Spanish
Theatre

Bachelor of Science Degree:

Biology
Chemistry
Physics
Psychology

Established Interdisciplinary Majors — The following established Bachelor of Arts degree interdisciplinary majors include course work in two or more departments:

Actuarial Mathematics
American Studies
Archaeology and Culture of the Ancient Near East
International Studies
Literature

Individual Interdisciplinary Majors — Students may design majors which are unique to their needs and objectives and which combine course work in more than one department. These majors are developed in consultation with students' faculty advisors and with a panel of faculty members from each of the sponsoring departments. The applications are acted upon by the Curriculum Development Committee. The major normally consists of at least 10 courses, at least six of which are at the 300 or 400 level. No more than two courses used to satisfy distribution requirements may be included in the major. Examples of individual interdisciplinary majors are:

Legal Studies, Women and the Legal System, and Religion and Marketing. Applications are available in the Office of the Registrar.

The Minor

The College awards two kinds of minors, departmental and interdisciplinary, in recognition of concentrated course work in an area other than the student's major. All minors are subject to the following limitations:

- A minor must include at least two unit courses which are not counted in the student's major.
- A student may receive at most two minors.
- Students with two majors may receive only one minor; students with three majors may not receive a minor.
- Students may not receive a minor in their major discipline unless their major discipline is Actuarial Mathematics and the minor is Mathematics (three courses must be taken outside of the major); their major is Art and the minor is Art History; their major is Art and the minor is Web Design and Technologies; their major is Biology and the minor is Environmental Science; their major is Corporate Communication and the minor is Digital Media Communication, Film Studies, or Media Writing; their major is Digital Media Communication and their minor is Film Studies or Media Writing; or their major is Religion and the minor is Biblical Languages.

A discipline is any course of study in which a student can major. Tracks within majors are not separate disciplines.

- A student may not receive a minor unless his/her average in the courses which count for his/her minor is a minimum of 2.00.
- Courses taken P/F may not be counted toward a minor. Students must declare their intention to minor by completing a form available in the Office of the Registrar.

When students complete a minor, the title will be indicated on their official transcript. Minor requirements must be completed at the time of graduation.

Departmental Minors — Requirements for a departmental minor vary from department to department. Students interested in pursuing a departmental minor should consult that department for its policy regarding minors.

Departmental minors are available in the following areas:

ACCOUNTING

ART

Art History

Commercial Design

Painting

Photography

Sculpture

ASTRONOMY

BIOLOGY

Biology
Environmental Science
BUSINESS ADMINISTRATION
CHEMISTRY

COMMUNICATION
Digital Media Communication
Film Studies
Media Writing

CRIMINAL JUSTICE
ECONOMICS
General
Quantitative

ENGLISH
Literature
Writing

MODERN LANGUAGES AND LITERATURES
French
German
Spanish

HISTORY
American History
European History
History

MATHEMATICAL SCIENCES
Computational
Computer Science
Mathematics

PHILOSOPHY
Philosophy
Philosophy and Law
Philosophy and Science
Ethics

PHYSICS

POLITICAL SCIENCE
Political Science
American Politics
World Politics
Legal Studies

PSYCHOLOGY

RELIGION

SOCIOLOGY-ANTHROPOLOGY

THEATRE
Performance
Technical Theatre
Theatre History and Literature

Interdisciplinary Minors — Interdisciplinary minors include course work in two or more departments. Students interested in interdisciplinary minors should consult the faculty coordinator of that minor. Interdisciplinary minors are available in the following areas:

AMERICAN STUDIES
ARCHAEOLOGY AND CULTURE OF THE ANCIENT NEAR EAST
BIBLICAL LANGUAGES
CLASSICAL STUDIES
ENVIRONMENTAL SUSTAINABILITY
FINANCIAL ECONOMICS AND ANALYSIS
HEALTH CARE ADMINISTRATION
MEDIEVAL STUDIES
MULTICULTURALISM
PUBLIC POLICY- DOMESTIC PUBLIC POLICY, INTERNATIONAL PUBLIC POLICY
WEB DESIGN AND TECHNOLOGIES
WOMEN’S AND GENDER STUDIES

PRE-PROFESSIONAL PROGRAMS (also see “Pre-Professional Advising” in The Advising Program section) Preparation for Educational Professions — Lycoming College believes that the liberal arts provide the best preparation for future teachers. Thus, all education students complete a liberal arts major in addition to the Lycoming College Teacher Education Certificate requirements. Students can be certified in early childhood, secondary (biology, chemistry, citizenship, English, general science, mathematics, physics, social sciences, social studies), K-12 (art, modern languages, music), and dual certification special education. All teacher education programs are approved by the Pennsylvania Department of Education. Pennsylvania certificates are recognized in most other states either through reciprocal agreements or by transcript evaluation. For more detailed information, see the Education Department listing.

Preparation for Health Professions — The program of pre-professional education for the health professions (allopathic, dental, osteopathic, podiatric and veterinary medicine; optometry, and pharmacy) is organized around a sound foundation in biology, chemistry, mathematics, and physics and a wide range of subject matter from the humanities, social sciences, and fine arts. At least three years of undergraduate study is recommended before entry into a professional school; the normal procedure is to complete the Bachelor of Arts degree.

Students interested in one of the health professions or in an allied health career should make their intentions known to the Admissions Office when applying and to the Health Professions Advisory Committee (HPAC), Dr. Edward Gabriel, Chair, during their first semester (see Pre-Professional Advising).

Preparation for Legal Professions — Lycoming offers a strong preparation for students interested in law as a profession. Admission to law school is not predicated upon a particular major or area of study; rather, a student is encouraged to design a course of study (traditional or interdisciplinary major) which is of personal interest and significance. While no specific major is recommended, there are certain skills of particular relevance to the pre-law student: clear

writing, analytical thinking, and reading comprehension. These skills should be developed during the undergraduate years.

Pre-law students should register with the Legal Professions Advisory Committee (LPAC), Dr. John Whelan, Chair, during their first semester (see Pre-Professional Advising).

Preparation for Theological Professions — Students preparing to attend a theological seminary should examine the suggestions set down by the Association of Theological Schools. It is recommended that students pursue a broad program in the liberal arts with a major in one of the humanities (English, history, languages, literature, philosophy, religion) or one of the social sciences (American studies, criminal justice, economics, international studies, political science, psychology, sociology-anthropology). Students preparing for a career in religious education should major in religion and elect five or six courses in psychology, education and sociology. This program of study will qualify students to work as educational assistants or directors of religious education after graduate study in a theological seminary.

Students should register with the Theological Pursuits and Callings (TPAC), Dr. Steven Johnson, Chair, during their first semester. TPAC acts as a “center” for students, faculty, and clergy to discuss the needs of students who want to prepare themselves for the ministry, religious education, advanced training in religion, or related vocations (see Pre-Professional Advising).

COOPERATIVE PROGRAMS

Lycoming has developed several cooperative programs to provide students with opportunities to extend their knowledge, abilities, and talents in selected areas through access to the specialized academic programs and facilities of other colleges, universities, academies and hospitals. Although thorough advising and curricular planning are provided for each of the cooperative programs, admission to Lycoming and registration in the program of choice do not guarantee admission to the cooperating institution. The prerogative of admitting students to the cooperative aspect of the program rests with the cooperating institution. Students who are interested in a cooperative program should contact the coordinator during the first week of the first semester of their enrollment at Lycoming. This is necessary to plan their course programs in a manner that will ensure completion of required courses according to the schedule stipulated for the program. All cooperative programs require special coordination of course scheduling at Lycoming.

Forestry or Environmental Studies — Lycoming College offers a cooperative program with Duke University in environmental management and forestry. Qualified students can earn the baccalaureate and master degrees in five years, spending three years at Lycoming and two years at Duke. All Lycoming distribution and major requirements must be completed by the end of the junior year. At the end of the first year at Duke, a baccalaureate degree will be awarded by Lycoming. Duke will award the professional degree of Master of Forestry or Master of Environmental Management to qualified candidates at the end of the second year.

The major program emphases at Duke are Forest Resource Management, Resource Economics and Policy, and Resource Ecology.

The program is flexible enough, however, to accommodate a variety of individual designs. An undergraduate major in one of the natural sciences, social sciences, or business may provide good preparation for the programs at Duke, but a student with any undergraduate concentration will be considered for admission. All students need at least two courses each in biology, mathematics, and economics.

Students begin the program at Duke in July after their junior year at Lycoming with a one-month session of field work in natural resource management. They must complete a total of 48 units which generally takes four semesters.

Some students prefer to complete the baccalaureate degree before undertaking graduate study at Duke. The master degree requirements for these students are the same as for those students entering after the junior year, but the 48-unit requirement may be reduced for completed relevant undergraduate work of satisfactory quality. All credit reductions are determined individually and consider the students' educational background and objectives. Faculty advisor: Dr. Melvin Zimmerman.

Medical Technology - Students desiring a career in medical technology may either complete a Bachelor of Arts or a Bachelor of Science program followed by a clinical internship at any hospital accredited by the American Medical Association, or they may complete the cooperative program. Students electing the cooperative program normally study for three years at Lycoming, during which time they complete 24 unit courses, including the College distribution requirements, a major, and requirements of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The current requirements of the NAACLS are: four courses in chemistry (one of which must be either organic or biochemistry); four courses in biology (including courses in microbiology and immunology), and one course in mathematics.

Students in the cooperative program usually major in biology, following a modified major of six unit courses that exempts them from Ecology (BIO 224) and Plant Sciences (BIO 225). Students must take either Microbiology (BIO 321) or Microbiology for the Health Sciences (BIO 226), and either Human Physiology (BIO 323) or Cell Biology (BIO 435). The cooperative program requires successful completion of a one-year internship at a hospital accredited by the American Medical Association. Lycoming is affiliated with the following accredited hospitals: Williamsport, Robert Packer, Lancaster, Graduate, and Abington. Students in the cooperative program receive credit at Lycoming for each of eight courses in biology and chemistry successfully completed during the clinical internship. Successful completion of the Registry Examination is not considered a graduation requirement at Lycoming College.

Students entering a clinical internship for one year after graduation from Lycoming must complete all of the requirements of the cooperative program, but are not eligible for the biology major exemptions indicated above. Upon graduation, such students may apply for admission to a clinical program at any hospital.

Optometry — Through the Accelerated Optometry Education Curriculum Program, students interested in a career in optometry may qualify for admission to the Pennsylvania College of Optometry after only three years at Lycoming College.

After four years at the Pennsylvania College of Optometry, a student will earn a Doctor of Optometry degree. Selection of candidates for the professional segment of the program is completed by the admissions committee of the Pennsylvania College of Optometry during the student's third year at Lycoming. (This is one of two routes that students may choose. Any student, of course, may follow the regular application procedures for admission to the Pennsylvania College of Optometry or another college of optometry to matriculate following completion of his or her baccalaureate program.) During the three years at Lycoming College, the student will complete 24 unit courses, including all distribution requirements, and will prepare for his or her professional training by obtaining a solid foundation in biology, chemistry, physics, and mathematics. During the first year of study at the Pennsylvania College of Optometry, the student will take 39 semester hours of basic science courses in addition to introductions to optometry and health care. Successful completion of the first year of professional training will complete the course requirements for the B.A. degree at Lycoming College.

Most students will find it convenient to major in biology in order to satisfy the requirements of Lycoming College and the Pennsylvania College of Optometry. Such students are allowed to complete a modified biology major which will exempt them from two biology courses: Ecology (BIO 224) and Plant Sciences (BIO 225). (This modified major requires the successful completion of the initial year at the Pennsylvania College of Optometry.) Students desiring other majors must coordinate their plans with the Health Professions Advisory Committee in order to ensure that they have satisfied all requirements. Faculty Advisor: Dr. Edward Gabriel.

Podiatry — Students interested in podiatry may either seek admission to a college of podiatric medicine upon completion of the Bachelor of Arts degree or through the Accelerated Podiatric Medical Education Curriculum Program (APMEC). The latter program provides an opportunity for students to qualify for admission to the Pennsylvania College of Podiatric Medicine (PCPM) or the Ohio College of Podiatric Medicine (OCPM) after three years of study at Lycoming. At Lycoming, students in the APMEC program must successfully complete 24 unit courses, including the distribution requirements and a basic foundation in biology, chemistry, physics, and mathematics. During the first year of study at PCPM or OCPM, students must successfully complete a program of basic science courses and an introduction to podiatry. Successful completion of the first year of professional training will contribute toward the fulfillment of the course requirements for a Bachelor of Arts degree at Lycoming.

Students in the cooperative program who major in biology will be allowed to complete a modified major which will exempt them from two biology courses: Ecology (BIO 224) and Plant Sciences (BIO 225). This modified major requires the successful completion of the initial year at PCPM or OCPM.

Students interested in a career in podiatric medicine should indicate their intentions to the Health Professions Advisory Committee. Faculty Advisor: Dr. Edward Gabriel.

U.S. Army Reserve Officers Training Corps Program (R.O.T.C.) — The program provides an opportunity for Lycoming students to enroll in the Army Reserve Officers' Training Corps (ROTC). Lycoming notes enrollment in and successful completion of the program on student

transcripts. Military Science is a four-year program divided into a basic course given during the freshman and sophomore years and an advanced course given during the junior and senior years. The Army ROTC Basic Course comprises four courses and requires no commitment to the military. The Army ROTC Advanced Course comprises four courses and requires a military commitment. The content and methods of the Advanced Course comprise the minimum curriculum that an individual must complete in order to be commissioned. The U.S. Army Reserve Officers' Training Corps (ROTC) program is offered to Lycoming College students in cooperation with Bucknell University. For more information, call 570-577-1013 or visit <http://www.bucknell.edu/ROTC.xml>.

THE HONORS PROGRAM

The Scholar Program

The Lycoming College Scholar Program is a special program designed to meet the needs and aspirations of highly motivated students of superior intellectual ability. Lycoming Scholars satisfy the College's distribution requirements with more challenging courses than students not in the Scholar Program are required to complete. (Substitutions to the Scholar Distribution Requirements can be made only by successful application to the Scholar's Council.) Lycoming Scholars also participate in special interdisciplinary seminars and in an independent study culminating in a senior presentation. Scholars may audit a fifth course each semester at no additional cost. In addition, Scholars may be exempted from the usual limitations on independent studies by the Individual Studies Committee.

Students are admitted to the program by invitation of the Scholar Council, the group which oversees the program. The council consists of a director and four other faculty selected by the Dean of the College, and four students elected by current scholars. The guidelines governing selection of new scholars are flexible; academic excellence, intellectual curiosity, and creativity are all taken into account. Students who desire to participate in the Scholar Program but are not invited may petition the Scholar Council for consideration. Petitioning students should provide the Scholar Council with letters of recommendation from Lycoming faculty and a transcript to be sent to the director of the Scholar Program.

To remain in the program, students must maintain a cumulative average of 3.00 or better. Students who drop below this average will be placed on Scholar probation for one semester. After one semester, they will be asked to leave the program if their GPA has not returned to 3.00 or higher. To graduate as a Scholar, a student must have at least a 3.00 cumulative average. Scholars must successfully complete five Lycoming Scholars Seminars, as well as the non-credit Senior Scholar Seminar in which they present the results of their required independent study project. In addition, the following distribution requirements must be met.

Scholar Distribution Requirements for Students in B.A. and B.S. Programs

A. English — Scholars must complete ENGL 106 or ENGL 107 (by invitation only). The Scholar Council strongly recommends that qualified scholars enroll in ENGL 107 if scheduling

permits. ENGL 106 or 107 must be taken during the freshman year.

B. Fine Arts — Scholars are required to pass two courses (or the equivalent) from the following: Art: ART 111, 116, 220 or higher; Music: MUS 117, 128, 160 or higher; Theatre: Any course except 135-138, 145, 148, and 149. NOTE: Scholars must earn a course grade of A- or better in THEA 100; Creative Writing: ENGL 240, 322, 341, 342, 411, 412, 441 or 442; Literature: Any English Literature course (except ENGL 215) and the literature courses of the Department of Modern Languages and Literatures (French, German, or Spanish).

C. Modern and Ancient Language Studies — Scholars are required to pass a course in French, German, or Spanish numbered 111 or higher, or a course in Greek, Hebrew or Latin numbered 221 or higher. Placement in a modern language at the appropriate course level will be determined by the faculty of the Department of Modern Languages and Literatures. Placement in an ancient language at the appropriate course level will be determined by the Dept. of Religion. Scholars who have completed two or more years of a given language in high school are not admitted for credit to the elementary course in the same modern language except by written permission of the chairman of the department.

D. Humanities — Scholars are required to pass four courses from three of the following disciplines: History: any course numbered 200 or higher; Literature: any English literature course (except ENGL 215) and the literature courses of the Department of Modern Languages and Literatures (French, German, or Spanish); Philosophy: any course numbered 219 or higher; Religion: any course numbered 200 or higher.

E. Mathematics — Scholars must earn at least a grade of B (3.00) in one of MATH 106, 109, 112, 123 or CPTR 108; or successfully complete one of MATH 128, 129, 130, 214 or 216.

F. Natural Sciences — Scholars are required to pass two laboratory courses from the following: Astronomy/Physics: any course numbered 111 or higher; Biology: any course numbered 110 or higher; Chemistry: any course numbered 110 or higher.

G. Social Sciences — Scholars are required to pass two courses from the following: Criminal Justice and Criminology: any course numbered 200 or higher, except 230, 340, 448/449; Economics: any course numbered 110 or higher; Political Science: any course numbered 110 or higher*; Psychology: PSY 110 or any other PSY course numbered 200 or higher; Sociology-Anthropology: any course numbered 200 or higher, except SOC 448.

*NOTE: Scholars must earn a course grade of B or better in 100 level PSCI courses.

H. Cultural Diversity — Scholars are required to pass one designated course which introduces students to Cultural Diversity which is distinct from the dominant western culture. Approaches to study may be artistic, historical, sociological, anthropological, international, psychological, or issues oriented. The course selected to fulfill this requirement may also be used to satisfy one of the other general education requirements in the liberal arts.

I. Writing Across the Curriculum — This requirement is the same as that stipulated by the College for all students.

J. Physical Activities, Wellness and Community Service — This requirement is the same as that stipulated by the College for all students.

K. Lycoming Scholar Seminars — Team-taught interdisciplinary seminars are held every semester under the direction of the Lycoming Scholar Council. They meet for one hour each week (Tuesdays at noon) and carry one hour of credit. Grades are “A/F” and are based on students’ performance. Lycoming Scholars are required to successfully complete five seminars and they are permitted to register for as many as eight. Topics for each academic year will be selected by the Scholar Council and announced before spring registration of the previous year. Students must be accepted into the Scholar Program before they enroll in a Scholar Seminar. Scholars are strongly urged to register for a least one seminar during the freshman year.

L. Senior Project — In their junior or senior year, scholars must successfully complete an independent studies or departmental honors project which has been approved in advance by the Independent Studies Committee and the Scholar Council. This project must be presented orally as part of the Senior Scholar Seminar and be accepted by the Scholar Council.

M. Major — Scholars must complete a major and 32 units (128 semester hours), exclusive of the Senior Scholar Seminar.

Note to Transfer Students — In the case of transfer students and those who seek to enter the program after their freshman year and in other cases deemed by the Scholar Council to involve special or extraordinary circumstances, the Council shall make adjustments to the scholar distribution requirements provided that in all cases such exceptions and adjustments would still satisfy the regular College distribution requirements.

Management Scholars Program of the Institute for Management Studies

The IMS sponsors a Management Scholars Program for academically talented students in the three IMS departments. To join the Management Scholars Program, a student must satisfy the following criteria:

- a) Have a declared major or minor in one or more of the IMS departments. However, the IMS Director may invite or permit other students to join the Management Scholars Program who do not meet this criteria, such as freshmen who have not yet declared a major or minor.
- b) Have an overall GPA of 3.25 or higher, or exhibit strong academic potential if the student is a first-semester freshman.

To graduate as a Management Scholar, a student must meet the following criteria:

- a) Successfully complete two semester-hours of Management Scholar Seminars.
- b) Successfully complete a major or minor in one of the three IMS departments.
- c) Graduate with a GPA of 3.25 or higher in both overall college work, and within an IMS major and/or minor.
- d) Successfully complete an appropriate internship, practicum or independent study, or complete a special project approved by the IMS Director.

At least one Management Scholar Seminar is taught per academic year on an interdisciplinary topic of relevance to students in all three IMS departments. The seminars are offered as one semester-hour courses and do not result in overload charges for full-time students.

Students who are currently Lycoming College Scholars may also become Management Scholars and participate in both programs.

Departmental Honors

Honors projects are normally undertaken only in a student's major, and are available only to exceptionally well-qualified students who have a solid background in the area of the project and are capable of considerable self-direction and have a GPA of at least 3.00. The prerequisites for registration in an honors program are as follows:

- A faculty member from the department(s) in which the honors project is to be undertaken must agree to be the director and must secure departmental approval of the project.
- The director, in consultation with the student, must convene a committee consisting of two faculty members from the department in which the project is to be undertaken, one of whom is the director of the project, and one faculty member from each of two other departments related to the subject matter of the study.
- The Honors Committee must then certify by their signatures on the application that the project in question is academically legitimate and worthy of pursuit as an honors project, and that the student in question is qualified to pursue the project.
- The project must be approved by the Committee on Individual Studies.

Students successfully complete honors projects by satisfying the following conditions in accordance with guidelines established by the Committee on Individual Studies:

- The student must produce a substantial research paper, critical study, or creative project. If the end product is a creative project, a critical paper analyzing the techniques and principles employed and the nature of the achievement represented in the project shall be also submitted.
- The student must successfully explain and defend the work in a final oral examination given by the honors committee.
- The Honors Committee must certify that the student has successfully defended the project, and that the student's achievement is clearly superior to that which would ordinarily be required to earn a grade of "A" in a regular independent studies course.
- The Committee on Individual Studies must certify that the student has satisfied all of the conditions mentioned above.

Except in unusual circumstances, honors projects are expected to involve independent study in two consecutive unit courses. Successful completion of the honors project will cause the designation of honors in that department to be placed upon the permanent record. Acceptable theses are deposited in the College library. In the event that the study is not completed successfully or is not deemed worthy of honors, the student shall be reregistered in independent studies and given a final grade for the course.

THE ADVISING PROGRAM

Academic Advising

One advantage of a small college is the direct, personal contact between a student and the College faculty who care about that student's personal, academic, and professional aspirations. The student can draw upon their years of experience to resolve questions about social adjustment, workload, study skills, tutoring, and more. Perhaps the member of the faculty with the most impact on a student is the academic advisor.

The freshman advisor, whom the student meets at summer orientation, assists with course selection by providing accurate information about requirements, programs, and career options. Advisors help students to identify other campus resources, such as counseling and Health Services, Career Development, Campus Activities, and more.

During the sophomore year, the student must choose a major and select an advisor from the major department. The new advisor, while serving as a resource, can best advise that student about course selection and graduate school and career opportunities.

Advisors at Lycoming endeavor to contribute to students' development in yet another way. They insist that students assume full responsibility for their decisions and academic progress. By doing so, they help to prepare them for the harder choices and responsibilities of the professional world.

Also, Lycoming provides special advising programs for careers in medicine, law, and religion. Interested students should register with the appropriate advisory committee immediately after deciding to enter one of these professions.

Pre-Professional Advising (also see "Pre-Professional Programs" in the Concentration section)

Preparation for Educational Professions — Students interested in obtaining teacher certification should consult with a member of the Education Department as early as possible. See the Education Department listing.

Preparation for Health Professions — Students interested in one of the health professions or in an allied health career should make their intentions known to the Admissions Office when applying and to the Health Professions Advisory Committee (HPAC) during their first semester. This committee advises students concerning preparation for and application to health-professions schools. All pre-health professions students are invited to join the student Pre-Health Professions Association. Also see descriptions of the cooperative programs in podiatric medicine, optometry, and medical technology.

Preparation for Legal Professions — Students interested in pre-law should register with the Legal Professions Advisory Committee (LPAC) during their first semester and should join the Pre-Law Society on campus. LPAC assists the pre-law student through advising, compilation of recommendations, and dissemination of information and materials about law and the legal

profession. The Pre-Law Society sponsors films, speakers, and field trips including visits to law school campuses.

Preparation for Theological Professions — Students who plan to investigate the religious vocations should register with the Theological Pursuits and Callings (TPAC) during their first semester. TPAC acts as a “center” for students, faculty, and clergy to discuss the needs of students who want to prepare themselves for the ministry, religious education, advanced training in religion, or related vocations. Also, it may help coordinate internships for students who desire practical experience in the parish ministry or related areas.

ACADEMIC SUPPORT SERVICES

Academic Resource Center (ARC)

Daniel Hartsock, Director
Shanna Wheeler, Assistant Director
www.lycoming.edu/arc

The Academic Resource Center, located on the third floor of the Snowden Library, provides a variety of free services to the campus community.

Tutoring in Writing —Working one-on-one, Writing Consultants use questioning techniques to help writers improve papers while developing confidence and independence as writers. Writing Consultants discuss development, organization, grammar, documentation, and any other writing concern. Writing Consultants offer 37 hours of scheduled tutoring weekly.

Tutoring in the Content Areas—The ARC offers one-on-one tutoring support in most courses. Tutors assist students with homework assignments and test preparation. A list of tutors is available on the ARC website or by contacting the ARC directly.

Study Groups — Conducted for selected classes, study groups offer students an opportunity to draw on the experiences of a successful upper class student to navigate the academic challenges of courses. Study group facilitators attend class and organize review and study sessions outside of class.

Study Skills Support—The ARC provides support through individualized instruction and through small group workshops upon request. Topics vary depending on the needs of students. Also, the ARC offers a more formal option for study skills support: ARC 100, Success Skills Workshop.

ARC 100, Success Skills Workshop

A seven-week course, the workshop introduces students to a variety of topics important to student success. Among these are time management, learning styles, motivation, highlighting text, and note-taking. Topics will be selected to meet students’ needs. ARC 100 is highly

recommended for students who, in consultation with their academic advisors, choose to improve their academic skills. *This non-credit course will be graded on a pass/fail basis.*

Disability Support—The Coordinator of Services for Students with Disabilities assists students in arranging for classroom accommodations, meeting requirements, and developing appropriate study practices.

Office of the Assistant Dean for Freshmen

Lycoming College believes a student's freshman year needs structure and support. This office serves as a focal point for the freshman and his or her family.

Freshman Orientation — The purpose of this required program is to acquaint new students and their families more fully with the College so that they can begin their Lycoming experience under the most favorable circumstances. Students sit for placement tests, confer with their academic advisors, preregister for fall classes, and become acquainted with their classmates.

1st Weekend — Begins the day freshmen arrive with New Student Convocation. The weekend activities include academic success, career and library workshops along with social events.

Information and Support — Students and their families find the Office of the Assistant Dean for Freshmen an accessible resource to resolving problems, developing solutions, coordinating services and enabling student success. Student and family newsletters are provided during the year.

Office of the Assistant Dean for Sophomores

The College continues to provide academic counseling and support as students move into the sophomore year. The Assistant Dean for Sophomores meets individually with upperclassmen and, in cooperation with the Assistant Dean for Freshmen, conducts small group retreats and other meetings. These efforts are designed to alert students to their circumstances, to help them explore options, to motivate them to achieve their academic aspirations, and to provide them with useful strategies and resources for success.

In addition, the Sophomore Dean consults with students on a variety of personal, social, residential, financial, and other concerns.

Early Assessment

During the sixth week of the semester classroom instructors prepare Early Assessment Progress Reports for freshmen, new transfer students, students on academic probation, and students with cumulative GPAs less than 2.10. In week seven, academic advisors, students, parents, deans, and coaches receive these progress reports and can counsel students having difficulty regarding adjustment strategies. Progress grades are not recorded on the student's permanent record.

SPECIAL ACADEMIC OPPORTUNITIES

First-Year Seminar — Every fall, Lycoming College offers a number of first-year seminars, small classes that investigate topics in various disciplines. Students receive a letter from the

Director of the First Year Seminar in the spring before their freshman year telling them what seminars will be available.

May Term — This four-week voluntary session is designed to provide students with courses listed in the catalog and experimental and special courses that are not normally available during the fall and spring semesters and summer sessions. Some courses are offered on campus, others involve travel. In addition to the courses themselves, attractions include less formal classes and reduced tuition rates. On campus courses have included Field Geology, Energy Economics, Writer's Seminar, American Detective Fiction, and The American Hard-Boiled Mystery. Travel courses have included Painting at the Outer Banks, Art History and Photography, Cross-Cultural Psychology, and Tropical Marine Biology in Jamaica. Students may take a maximum of 4 semester hours.

Summer Sessions I and II — These two successive five-week academic terms offer the opportunity for students to complete internships, independent studies and semester courses. Students may take a maximum of 8 semester hours.

Independent Studies — Independent studies are available to any qualified student who wishes to engage in and receive academic credit for any academically legitimate course of study for which he or she could not otherwise receive credit. It may be pursued at any level (introductory, intermediate, or advanced) and in any department, whether or not the student is a major in that department. An independent studies project may either duplicate a catalogue course or be completely different from any catalog course. In order for a student to be registered in any independent study course, the following conditions must be satisfied:

- 1) An appropriate member of the faculty must agree to supervise the project and must certify by signing the application form that the project involves an amount of legitimate academic work appropriate for the amount of academic credit requested and that the student in question is qualified to pursue the project.
- 2) The studies project must be approved by the chair of the department in which the studies project is to be undertaken. In the case of catalog courses, all department members must approve offering the catalog course as an independent studies course.
- 3) After the project is approved by the instructor and the chair of the appropriate department, the studies project must be approved by the Committee on Individual Studies.

Participation in independent studies projects which do not duplicate catalog courses is subject to the following:

- Students undertaking independent studies projects must have a GPA of at least 2.50.
- Students may not engage in more than one independent studies project during any given semester.
- Students may not engage in more than two independent studies projects during their academic careers at Lycoming College.
- The Individual Studies Committee may exempt members of the Lycoming College Scholar Program from these two limitations.

As with other academic policies, any other exceptions to these two rules must be approved by the Committee on Academic Standards.

Internship Program — An internship is a course jointly sponsored by the College and a public or private agency or subdivision of the College in which a student is able to earn college credit by participating in some active capacity as an assistant, aide, or apprentice.

For a one unit (4 semester hour) internship, at least ten hours per week must be spent in agency duties. Academic requirements include a daily log or journal, a research paper of approximately ten pages or its equivalent, and a reading list of approximately five books or the equivalent. The student and academic supervisor meet weekly during the term of the internship.

The objectives of the internship program are:

- 1) to further the development of a central core of values, awarenesses, strategies, skills, and information through experiences outside the classroom or other campus situations, and
- 2) to facilitate the integration of theory and practice by encouraging students to relate their on-campus academic experiences more directly to society in general and to possible career and other post-baccalaureate objectives in particular.

Any junior or senior student in good academic standing may petition the Committee on Individual Studies for approval to serve as an intern. A maximum of 16 credits can be earned through internships, practica, and/or student teaching. Guidelines for program development, assignment of tasks and academic requirements, such as exams, papers, reports, grades, etc., are established in consultation with a faculty director at Lycoming and an agency supervisor at the place of internship.

Students with diverse majors have participated in a wide variety of internships, including ones with NBC Television in New York City, the Allenwood Federal Prison Camp, Pennsylvania State Department of Environmental Resources, Lycoming County Historical Society, the American Cancer Society, business and accounting firms, law offices, hospitals, social service agencies, banks and Congressional offices.

Practica — Practica are offered in Accounting, Art, Biology, Business, Communication, Criminal Justice, Economics, Education, IMS, Psychology, and Sociology. These courses require 10 to 12 hours of work per week in a business, agency, or organization in addition to classroom time. A maximum of 16 credits can be earned through practica, internships, and/or student teaching.

Teacher Intern Program — The purpose of the Teacher Intern Program is to provide individuals who have completed a baccalaureate degree with the opportunity to become certified teachers through on-the-job training. Interns can earn a Lycoming College Teacher Education Certificate and be certified by the Commonwealth of Pennsylvania in elementary, secondary (biology, chemistry, citizenship, English, general science, mathematics, physics, social sciences, social studies), K-12 (art, modern languages, music), and special education (cognitive, behavior and physical/health disabilities).

Interested individuals should file a formal application with the Education Department for admission to the Intern Program. Upon completion of the application process, interns receive a letter of Intern Candidacy from the Pennsylvania Department of Education which the candidate then uses to apply for a teaching position. Necessary professional coursework can be completed prior to the teaching experience when individuals obtain teaching position. See Education Department listing for more information.

The Philadelphia Center — A full semester liberal arts program for professional development and field study is available to Lycoming students. The program is open to juniors majoring in any discipline or program. The Philadelphia Center is sponsored and administered by the Great Lakes Colleges Association.

Washington Semester — With the consent of the Department of Political Science and the Registrar, selected students are permitted to study in Washington, D.C., at The American University for one semester. They may choose from seven different programs: Washington Semester, Urban Semester, Foreign Policy Semester, International Development Semester, Economic Policy Semester, Science and Technology Semester, or American Studies Semester.

United Nations Semester — With the consent of either the Department of History or Political Science and the Registrar, selected students may enroll at Drew University in Madison, New Jersey, in the United Nations Semester, which is designed to provide a first-hand acquaintance with the world organization. Students with special interests in world history, international relations, law, and politics are eligible to participate.

Capitol Semester Internship Program — This program is available to eligible students on a competitive basis. The program is cosponsored by Pennsylvania's Office of Administration and Department of Education. Paid internships are available to students in most majors. Interested students should contact the Career Services for additional information.

STUDY ABROAD PROGRAMS

Students are encouraged to participate in a variety of study abroad programs sponsored by affiliates or other institutions. Students who intend to study abroad must have a cumulative grade point average of 2.50 or higher. Study abroad opportunities range from summer sessions to a full semester or academic year overseas. All overseas programs require prior approval from the students' major departments, the Director of International Education, the Dean of Students and the Registrar. Applications may be obtained from the Director of International Education.

A limited number of competitive grants for study abroad at our affiliate institutions are available. Application forms are posted on the College's home page under Academic Programs, Study Abroad. For more details, contact the Director of International Education. Lycoming aid transfers only to the Westminster Business School and Otto-Friedrich-Universität.

Affiliate Programs – Lycoming has cooperative arrangements with five institutions overseas: CUEF Université-Stendhal Grenoble 3 (Grenoble, France), Estudio Sampere (Costa Rica, Ecuador, and Spain), the Otto-Friedrich-Universität (Bamberg, Germany), Regent's American

College (London, England), and the Westminster Business School, University of Westminster (London, England). Course offerings vary at each institution; contact the Director of International Education for details. Students interested in programs in Costa Rica, Ecuador, France, Germany and Spain should also contact the Department of Modern Language Studies.

Programs Sponsored by Other Institutions

Lycoming students have taken advantage of opportunities offered by other institutions in countries such as Australia, Cyprus, Egypt, Hungary, Ireland, Israel, Italy, and Scotland. Information regarding these and other programs is available through the Director of International Education and Career Services.

NOTE: Lycoming College cannot assume responsibility for the health, safety, or welfare of students engaged in or en route to or from any off-campus studies or activities which are not under its exclusive jurisdiction.

CURRICULUM

Numbers 100-149 Introductory courses and Freshman level courses

Numbers 200-249 Intermediate courses and Sophomore level courses

Numbers 300-349 Intermediate courses and Junior level courses

Numbers 400-449 Advanced courses and Senior level courses

Numbers N50-N59* Non-catalog courses offered on a limited basis

Numbers 160-169 Applied Music, Theatre Practicums and other fractional credit courses

Numbers 470-479 Internships

Numbers N80-N89* Independent Study

Numbers 490-491 Independent Study for Departmental Honors

*N = course level 1, 2, 3 or 4 as determined by department

Except for academic reasons, all students have the right of access to all courses.

ACCOUNTING (ACCT)

Associate Professor: Kuhns (Chairperson)

Assistant Professor: Kremer

Visiting Assistant Professor: Wienecke

Part-time Instructor: Facey

The purpose of the accounting major is to help prepare the student for a career within the accounting profession. In order to satisfy the needs of an extremely diverse profession, the major in accounting consists of two separate tracks. Track I is a 150 semester hour program designed to meet the 150 hour requirement of the American Institute of Certified Public Accounts for those students whose goal is to become a member of the AICPA in Pennsylvania or any other state. Track II is a 128 semester hour program and is designed to meet the requirements of the Pennsylvania State Board of Accountancy for those students whose goal is to become Certified Public Accountants in Pennsylvania.

Students planning to sit for the Uniform Certified Public Accounting Examination are advised to check with their State Board of Accounting to assure that they have completed all courses required for C.P.A. licensure.

The Department of Accounting is a member of the Institute for Management Studies. For more information, please see the Institute for Management Studies listing.

Core courses required of all majors:

ACCT 110, 223, 225, 235, 236, 320, 344, 345, 436, 440, 441, 443; BUS 128, 238, 244; ECON 110 and 111; MATH 123.

Track requirements:

1. Accounting–150 hours:

ACCT 442, 447, and one course from 438, 439 or 470-479; BUS 441; and one course from SOC or PSY.

2. Accounting–128 hours:

One course from ACCT 438, 439, 470-479, or BUS 441.

Comprehensive Senior Exams:

1. All accounting majors are required to take and pass a standardized accounting achievement exam during their final semester. Students who fail may retake the exam or take an independent study in the area(s) that were tested unsatisfactorily.

2. All accounting majors are required to take and pass an outcome assessment exam administered by the Business Department. Students who fail must retake and pass the assessment.

The following courses, when scheduled as W courses, count toward the writing intensive requirement: ACCT 440 and 442.

Minor

A minor in the Department of Accounting consists of ACCT 110, 130 or 223, and three higher numbered accounting courses selected from the following: ACCT 225, 320, 344, 345, 441.

100

PERSONAL FINANCIAL PLANNING

This course prepares students to make better informed financial decisions in a complicated world. A practical, relatively nontechnical course designed to help the student identify and plan to meet their financial goals.

110

FINANCIAL ACCOUNTING

An introductory course in recording, classifying, summarizing, and interpreting the basic business transaction. Problems of classification and interpretation of accounts and preparation of financial statements are studied.

130

ACCOUNTING FOR MANAGERIAL DECISION-MAKING

An introduction to the various components of managerial accounting. Emphasis is placed on managerial problem-solving techniques and the analysis of the results. Accounting systems, costing procedures, cost-volume profit relationships, managerial control processes and the use of computers as aids to decision-making are studied. Students will gain hands-on experience with various computer applications of managerial accounting. *Prerequisite: ACCT 110.*

223

COST AND BUDGETARY ACCOUNTING THEORY

Methods of accounting for material, labor and factory overhead expenses consumed in manufacturing using job order, process, and standard costing techniques. *Prerequisite: ACCT 110.*

225

BUDGETING AND FINANCIAL STATEMENT ANALYSIS

A study of the preparation and use of budgets. A study of financial data as a means of analyzing, interpreting, and using financial statements is included. *Prerequisite: ACCT 110.*

235

LEGAL PRINCIPLES

A study of the sources and principles of law in general. The application of these principles to the law of contracts, agency, negotiable instruments and legal associations is covered.

236

LEGAL AND ETHICAL ISSUES FOR ACCOUNTANTS

A study of the fundamentals of law related to the forms of business, real property, wills and estates. The accountant's legal liability and the American Institute of Certified Public Accountants Code of Professional Conduct is studied.

320**ACCOUNTING INFORMATION SYSTEMS/FUND ACCOUNTING**

An introduction to design and use of accounting information systems (AIS) and design and implementation of control systems in AIS. An introduction to the theory and practice of fund accounting. *Prerequisite: ACCT 110.*

344**INTERMEDIATE ACCOUNTING THEORY I**

An in-depth examination of the environment within which financial accounting theory exists. An examination of the basic postulates that underlie financial statements and a critique of what financial reporting means. *Prerequisite: ACCT 223 or consent of instructor.*

345**INTERMEDIATE ACCOUNTING THEORY II**

An examination of the various accounting and reporting issues affecting assets. *Prerequisite: ACCT 344 with a minimum grade of C, or consent of instructor.*

436**INTERMEDIATE ACCOUNTING THEORY III**

An examination of the various accounting and reporting issues affecting liabilities, stockholder equity, earnings per share, cash flows and accounting changes. *Prerequisite: ACCT 345 with a minimum grade of C, or consent of instructor.*

438-439**PRACTICUM IN ACCOUNTING I-II**

An introduction to the real world of accounting. Students are placed in Managerial and Public Accounting positions in order to effect a synthesis of the students' academic course work and its practical applications. Specifics of the course work to be worked out in conjunction with department, student and sponsor. *May be repeated for credit with consent of instructor.*

440**AUDITING THEORY**

A study of the science or art of verifying, analyzing, and interpreting accounts and reports. The goal of the course is to emphasize concepts which will enable students to understand the philosophy and environment of auditing. Special attention is given to the public accounting profession, studying auditing standards, professional ethics, the legal liability inherent in the attest function, the study and evaluation of internal control, the nature of evidence, the growing use of statistical sampling, the impact of electronic data processing, and the basic approach to planning an audit. Finally, various audit reports expressing independent expert opinions on the fairness of financial statements are studied. *Prerequisites: ACCT 344 and MATH 123; or consent of instructor.*

441**FEDERAL INCOME TAX I**

An analysis of the provisions of federal income tax law as applied to individuals. Gross income, inclusions, exclusion, deductions, losses, business expenses, depreciation, cost recovery, amortization, depletion, employee and self employed expenses, itemized deductions, at risk rules and passive activities are studied. *Prerequisite: ACCT 344.*

442**FEDERAL INCOME TAX II**

An analysis of federal tax law. Tax credits, property transactions, accounting periods and methods, taxation of corporations, partnerships, and S corporations are studied. *Prerequisite: ACCT 441.*

443**ACCOUNTING FOR BUSINESS COMBINATIONS**

Certain areas of advanced accounting theory, including business combinations and consolidated financial statements. *Prerequisite: ACCT 345. One-half unit of credit.*

447**ADVANCED ACCOUNTING**

An intensive study of partnerships, installment and consignment sales, branch accounting, foreign currency transactions, and segment interim reporting. *Prerequisite: ACCT 345. One-half unit of credit.*

470-479**INTERNSHIP (See index)**

Interns in accounting typically work off campus under the supervision of a public or private accountant.

N80-N89**INDEPENDENT STUDY (See index)**

Typical examples of recent studies in accounting are: computer program to generate financial statements, educational core for public accountants, inventory control, and church taxation.

490-491**INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)**

ACTUARIAL MATHEMATICS

Associate Professor: Sprechini (Coordinator)

The Actuarial Mathematics major is designed to offer, within a liberal arts framework, coursework to prepare for an actuarial career. Students obtain the necessary mathematical background for the first actuarial exam and two or three exams beyond the first one. Students also obtain some background in accounting, economics, and business which is needed for an actuarial career. At the time of completion of all major requirements, or shortly thereafter, a student should be prepared to sit for up to four of the examinations of the Society of Actuaries.

The Actuarial Mathematics major consists of 14 unit courses and two semesters of non-credit colloquia. In Mathematical Sciences, required courses are CPTR 125, MATH 128 (or exemption by examination from 128), 129, 130, 234, 238, 332, 333, and two courses from MATH 321, 338, and 400. Also required are ACCT 110; one of ECON 110 or 111; one of MATH 214 or ECON 340; one of ACCT 130, ACCT 441, BUS 238, ECON 330, 331 or 441; two semesters of MATH 449.

The Society of Actuaries gives VEE (Validation by Educational Experience) credit for a grade of at least B- in coursework in the areas of Economics, Applied Statistical Methods, and Corporate Finance. A grade of at least B- in both ECON 110 and 111 is necessary for credit in the area of Economics. Information about credit in the areas of Applied Statistical Methods and Corporate Finance can be obtained from the coordinator for the actuarial mathematics major.

Other recommended courses include: ACCT 223, 224, 226, 344; BUS 242, 339; CPTR 108; ECON 220, 229, 332, 337; MATH 106, 231, 432, 434. It is also strongly recommended that the student complete as many of the actuarial examinations as possible prior to graduation.

AMERICAN STUDIES (AMST)

Associate Professor: Leiter (Coordinator)

Assistant Professor: Williamson (Coordinator)

The American Studies major offers a comprehensive program in American civilization which introduces students to the complexities underlying the development of America and its contemporary life. The program develops the skills of research, writing, and critical thinking that are central to a well-rounded, liberal arts education. The major requires eleven courses relevant to the interdisciplinary study of American civilization and the completion of the American Studies colloquium. Two minor tracks are also available in the American Studies program. The American Studies minor requires five courses in similar areas as the major. The Multiculturalism minor requires five courses that concentrate on the issues of ethnic and racial diversity that define American society, art, and history.

Students should design their American Studies major in consultation with a program coordinator, and they must maintain at least a 2.5 GPA in order to complete the independent study requirement. With the appropriate faculty approval, some special topics courses (freshman seminars, ENGL 215, SOC 320, and so on) may fulfill American Studies requirements. Students pursuing another major or minor in addition to their American Studies major may count no more than three courses for credit toward both concentrations. Students may count no more than one course for credit toward both an American Studies minor and another major or minor.

1. Three Core Courses:

The primary integrating units of the major, these courses teach students to consider ideas from different points of view and help them to correlate information and methods from various disciplines:

AMST 200 Perspectives on America (freshman or sophomore year)

HIST 449, PSCI 300, or SOC 330— Research and Methodology (junior or senior year; must be completed before or concurrently with AMST 489)

AMST 489 Independent Study (junior or senior year)

2. One course in the American arts:

MUS 128	American Music
MUS 234	History of Jazz
MUS N 80	Studies in American Music
THEA 212	Multicultural America on Screen
THEA 335	Modern Drama
THEA N 80	Studies in American Theatre

3. Three courses in American humanities, with at least one from history and one from English:

ENGL 222	American Literature I
----------	-----------------------

ENGL 223	American Literature II
ENGL 229	African American Literature
HIST 125	United States History 1601-1877
HIST 126	United States History 1877-Present
HIST 226	Colonial America and the Revolutionary Era
HIST 230	African American History
HIST 233	Civil War and Reconstruction
HIST 238	Civil Rights Revolution
HIST 242	Vietnam War at Home and Abroad
HIST 338	Rights, Reform, and Protest
HIST 342	Women and Reform
HIST 402	Age of Jefferson and Jackson
HIST 404	U.S. Since 1945
PHIL 334	Contemporary Political Philosophy

4. Three courses in American social sciences, with at least one from Political Science and one from Sociology:

ECON 224	Urban Problems
ECON 236	American Economic History
ECON 332	Government and the Economy
ECON 335	Labor Economics
PSCI 110	U.S. Government and Politics
PSCI 130	The American Legal System
PSCI 211	State and Local Government
PSCI 212	Political Parties
PSCI 213	Congressional Politics
PSCI 214	The Presidency
PSCI 220	Public Policy in America
PSCI 231	Law in America
PSCI 316	Public Opinion and Polling
PSCI 330	Constitutional Law
PSCI 331	Civil Rights and Liberties
PSCI 339	Judicial Politics and Behavior
PSCI 369	American Foreign Policy
SOC 210	Sociology of Mental Health and Illness
SOC 220	Sociology of Family
SOC 228	Aging and Society
SOC 310	Medical Sociology
SOC 334	American Identity

5. An additional course numbered 300 or higher from those listed above or an internship

6. American Studies Colloquium: Juniors and seniors are required to complete AMST 348 & 448 each semester they are a declared major for a maximum of four semesters.

Minors

The minor in American Studies requires five courses: AMST 200; one course from MUS 128, 234, THEA 212; one course from ENGL 222, 223, 229, HIST 125, 126, 226, 230, 233, 238, 242, 338, 342, 402, 404, one course from ECON 224, 236, 332, 335, PSCI 110, 130, 211, 212, 213, 214, 220, 231, 316, 330, 331, SOC 220, 334; and one additional course numbered 200 or higher from any listed above.

The minor in the Multiculturalism track of American Studies consists of five courses: AMST 200; SOC 334; and three courses from ECON 224, ENGL 229, HIST 230, HIST 338, MUS 234, PSCI 331, THEA 212.

200

PERSPECTIVES ON AMERICA

An analysis of the fundamental nature of American culture, society, and politics and the interdisciplinary means for studying it. The course explores what is distinctively American and introduces students to the range of approaches taken to better understand topics covered in American studies. *Alternate years.*

348 & 448

AMERICAN STUDIES COLLOQUIUM

A non-credit seminar featuring guest, faculty, and student presentations on research, methodology, and related topics. *Required of all junior and senior American Studies majors. Meets 2-4 times each semester. Pass/Fail.*

470-479

INTERNSHIP (See Index)

N80-N89

INDEPENDENT STUDY

489

INDEPENDENT STUDY

An intensive interdisciplinary research project designed by the student in consultation with a faculty advisor.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)

ARCHAEOLOGY AND CULTURE OF THE ANCIENT NEAR EAST AND MEDITERRANEAN

Professor: Dever

Assistant Professor: Knauth (Coordinator)

The interdisciplinary major in Archaeology and Culture of the Ancient Near East and Mediterranean is designed to acquaint students with the “cradle of Western civilization.”

The major requires completion of ten courses relevant to the study of the ancient Mediterranean and Near Eastern worlds plus colloquium and a capstone experience:

1. Six core courses:

REL 226 Biblical Archaeology

ANTH 229 Cultural Anthropology or ANTH 344 Anthropological Theory

HIST 210 Ancient History or REL 323 Roots of Early Christianity

ART 222 Survey of Art I: Ancient, Medieval, and Non-Western

REL 328 History and Culture of the Ancient Near East

ARCH 449 Archaeological Theory and Method

2. Two courses in ancient language study (at least one of which must be at the 102 level or above) from:

GRK 101-102, 221, 222 Biblical Greek Grammar and Readings

HEBR 101-102, 221, 222 Biblical Hebrew Grammar and Readings

LAT 101, 102, 221, 222 Latin Grammar and Readings

(Akkadian, Arabic, Classical Greek, Coptic, or Modern Hebrew may be substituted.)

Although not included in the major, the study of German and/or French is strongly recommended for those planning to pursue graduate studies in the field.

3. Two additional courses from Archaeology and related disciplines, at least one of which must be numbered 200 or above chosen from the following:

ARCH or REL 401 (Field Archaeology);

Other ARCH courses excluding 348/448 (colloquium) and 402*;

HIST 210 or REL 323 (not counting as a core course);

Anthropology (ANTH 114, 229, 230, 232, 234, 310, 320, 344);

Biblical literature (REL 113, 114, 333, 337, 433);

Ceramics (ART 119 or 229);

Classical literature and rhetoric (ENGL 218, 225);

Geology (ASTR 102 or 112, 104);

Ancient Greek philosophy (PHIL 301);

Judaism and Islam (HIST 232; REL 210, 211, 212);

Middle Eastern politics / political conflict (PSCI 342, 361, 362, 367).

Other courses from the fields of art, economics, history, literature, philosophy, political science, and religion (or other related fields), including independent study projects, may be substituted subject to approval by the supervisory committee.

*ARCH 402 may be applied to the major as an extra course, but may not take the place of a full-unit course.

4. Archaeology Colloquium:

When declared majors studying on campus, juniors and seniors are required to complete ARCH 348/448 every semester that it is offered for a maximum of four semesters. Students considering study abroad in their junior year should take ARCH 348 in their sophomore year.

5. The capstone experience consists of the following components:

1) Practical Experience:

All students must either:

- a) participate in an approved archaeological field school (students must keep and submit a journal documenting all aspects of the experience); or
- b) complete a relevant internship (students must keep and submit a journal documenting the experience).

2) Colloquium Presentation:

Majors are required to give a colloquium presentation in their senior year. The presentation will normally be based on the student's ARCH 449 seminar research project and/or practical experience, and must present significant independent research relating to archaeology.

3) Portfolio:

Senior majors must submit a portfolio of their best work from contributing courses, representing their level of mastery in the related disciplines. The portfolio will also include a short essay briefly reflecting on the student's experience in the major. The portfolio and dig/internship journal will be submitted for approval at the time of the senior colloquium presentation or within one week thereafter, along with a hard copy of the colloquium presentation and write-up of underlying research. The final seminar paper and subsequently completed major papers will be added during the final semester as they are completed.

The following courses satisfy the cultural diversity requirement: ANTH 229, 230, 232, 234, 310, 320, 344, ART 222, PSCI 367, REL 210, 211, 212, 226, 328, 333.

The following courses, when scheduled as W courses, count toward the writing intensive requirement: ARCH 449, ART 222, ENGL 225, REL 323, 333, 337, 433.

Minor

An interdisciplinary minor in Archaeology and Culture of the Ancient Near East and Mediterranean requires completion of one archaeology course from REL 226 or ARCH/REL 401, and four additional full-unit courses – at least three of which must be numbered 200 or higher – from:

ARCH or REL 401 Field Archaeology

Other ARCH courses at the discretion of the supervisory committee

ANTH 114, 229, 230, 232, 234, 310, or 320 Anthropology (only one allowed)

ANTH 344 Anthropological Theory

ART 222 Survey of Art I: Ancient, Medieval, and Non-Western
ASTR 102 or 112 Geology
HIST 210 Ancient History
HIST 232 or REL 212 Islam
REL 226 Biblical Archaeology
REL 323 Roots of Early Christianity
REL 328 History and Culture of the Ancient Near East
REL 113, 114, 210, 333, 337, or 433 Biblical or Judaic studies (only one allowed)
At least two of these courses must be from outside the Religion Department.

348 & 448

ARCHAEOLOGY COLLOQUIUM

A forum for senior presentations, faculty and outside speakers relating to archaeology, plus occasional outside workshops and events. A letter grade is assigned when the student gives a presentation, otherwise the grade will be P/F. *Required when offered of all junior and senior declared majors studying on campus. One hour per week. Non-credit seminar.*

401

FIELD ARCHAEOLOGY

Participation in an approved archaeological dig or field school program in the Near East or Mediterranean region. Includes instruction in excavation techniques, recording and processing of artifacts. A survey of excavation and research and the use of archaeology as a tool for elucidating historical and cultural changes. Under certain circumstances, participation in an archaeological field school in North, Central, or South America, or elsewhere may be accepted. *Special fees apply. May Term or Summer Sessions only. Cross-listed as REL 401 for Mediterranean and Near Eastern digs only. Students desiring credit toward the Religion major or humanities distribution requirement should register for REL 401.*

402

TOPICS IN ARCHAEOLOGICAL RESEARCH

Directed research in archaeology, normally conducted in conjunction with an archaeological excavation project. A substantial research paper is required, making significant use of archaeological data and highlighting the relationship between field archaeology and history, art history, or related archaeological sciences. Possible topics for work in Cyprus could include ancient trade, city-state development in Cyprus, relations between Cyprus and the Levant, and Cyprus in an ancient Near Eastern context. Other topics are possible with approval of the instructor. Research in Cyprus is conducted at the Cyprus American Archaeological Research Institute and the library of the Department of Antiquities of Cyprus. *One-half unit of credit. May be repeated for credit with departmental consent. Co-requisite ARCH/REL 401 or consent of instructor.*

421**ARCHAEOLOGICAL FIELD SUPERVISION**

Participation in an archaeological excavation or field school program at the level of assistant supervisor or above. Includes instruction in on-site supervision of daily digging, record-keeping, and interpretation of finds, and/or specialized training in excavation project coordination, data processing, or analysis of specific types of material culture. Research project required.

Prerequisite: ARCH/REL 401 or equivalent experience. Special fees apply. May Term or Summer Sessions only.

449**ARCHAEOLOGICAL THEORY AND METHOD**

This seminar acquaints the student with the evolution of archaeological thinking over the past century. Current archaeological theory is covered in some detail; students will learn to identify, examine, and evaluate specific theories. Each student also prepares and presents a substantial research project. *Prerequisite: ANTH 229 or 344, plus two courses from ART 222I, REL 226, 323 and 328, plus an excavation or internship experience, or consent of instructor.*

470-479**INTERNSHIP (See index)**

Interns in archaeology usually work in historical museums or art museums under the supervision of a museum director/curator/archaeologist and a member of the faculty. Course can also be designated as ART, HIST, or REL and taken through the relevant department.

N80-89**INDEPENDENT STUDY (See index)**

This course represents an opportunity to pursue specific research interests not usually covered in regular courses. Course can also be designated as ART, HIST, or REL and taken through the relevant department.

ART (ART)

Professors: Estomin, Golahny (Chairperson)

Assistant Professors: Goodman, Tran

Part-time Instructors: Rhone, Shipley, Sterngold

The Art Department offers two majors in the B.A. Degree—Studio Art and Art History.

THE B.A. DEGREE STUDIO ART

For the Bachelor of Arts Degree in studio art, students must complete the seven-course foundation program and the requirements for an area of specialization, successfully complete each semester's colloquium (while a declared major), and successfully complete the senior exhibition. The senior exhibition, which is the capstone achievement, serves to assess students' expertise in their chosen specialty. Work produced in specialized courses may be included in the exhibition. *Exception to participation in the colloquium may be made by the art faculty.*

Placement in Photography will be based on the experience of the student and determined by the faculty of the Art Department. Students who place out of ART 227 Photography I will take ART 337 Photography II to fulfill the foundation requirement in photography. In addition, students placed directly into ART 337 who are specializing in Track IV, Commercial Design, will be required to take ART 431 Advanced Digital Imaging. Students specializing in Track VI, Photography/Digital Art, will be required to take ART 344 Time-Based Digital Media, or ART 430 Interactive Multi-Media and Web Design, or an approved independent study.

Foundation Program

ART 111 — Drawing I

ART 116 — Three-Dimensional Design

ART 212 — Color and Design

ART 222 — Survey of Art I: Ancient, Medieval and Non-Western

ART 223 — Survey of Art II: Renaissance to the Present in Western Culture

ART 227 — Photography I

ART 343 — Introduction to Digital Art

ART 148, 248, 348, 448 — Art Colloquium

Art majors are encouraged to take DCOM 200: Introduction to Video

Areas of Specialization

I. Painting

ART 220 — Painting I

ART 221 — Drawing II

ART 330 — Painting II

ART 446 — Studio Research and two art history courses numbered 300 or above.

II. Printmaking

ART 221 — Drawing II
ART 228 — Printmaking I
ART 338 — Printmaking II
ART 446 — Studio Research and two art history courses numbered 300 or above.

III. Sculpture

ART 225 — Sculpture I
ART 226 — The Figure
ART 335 — Sculpture II
ART 446 — Studio Research and two art history courses numbered 300 or above.

IV. Commercial Design

ART 221 — Drawing II
ART 337 — Photography II
ART 344 — Time-Based Digital Media
ART 430 — Interactive Multi-Media and Web Design
ART 442 — Special Projects in Commercial Design
ART 470 — Internship OR
ART 449 — Art Practicum
Students are encouraged to take the following courses: ART 431, Advanced Digital Imaging;
DCOM 200, Introductory Digital Media.

V. Generalist Art Major

To be taken by those students who are seeking teaching certification in Art. In addition, this area of specialization is recommended for those students also majoring or minoring in Psychology with a possible future career in art therapy.

ART 119 — Ceramics I
ART 220 — Painting
ART 225 — Sculpture I
ART 228 — Printmaking I
and two art history courses numbered 300 or above.

Along with other education requirements, students planning to complete the K-12 art certification program must also complete ART 310 – History and Practice of Art Education. This course counts as a 300 level art history course. State requirements for certification to teach change regularly. Please check with the Education Department for most current PA state requirements.

VI. Photography/Digital Art

ART 337 — Photography II
ART 342 — Photography III
ART 431 — Advanced Digital Imaging
ART 432 — Photography IV
and two art history courses numbered 300 or above.

Students are also encouraged to take ART 344, Time-Based Digital Media, and ART 430, Interactive Multi-Media and Web Design.

The following courses satisfy the cultural diversity requirement: ART 222 and 339. The following courses, when scheduled as W courses, count toward the writing intensive requirement: ART 222, 223, 320, 331, 0334, 336, 339, 347 and 349.

THE B.A. DEGREE ART - HISTORY

To complete a Bachelor of Arts degree with a major in art history, a student must take courses in art history, studio art, and related disciplines. A student majoring in art history is advised to take a foreign language at an advanced level.

Art History majors (once declared) are required to participate in each semester's art colloquium.

Required of all students:

ART 222 — Survey of Art I: Ancient, Medieval, and Non-Western
ART 223 — Survey of Art II: Renaissance to the Present in Western Culture
ART 447 — Art History Research
ART 148, 248, 348, 448 — Art Colloquium

Choose four of the following:

ART 310 — History/Practice Art Education
ART 320 — Visual Media in the Digital Age
ART 331 — Recent Developments in Art
ART 334 — Art of the Renaissance
ART 336 — Art of the Baroque
ART 339 — Gender and Identity in Art
ART 347 — History of Photography
ART 349 — Narrative in Art

Choose two of the following:

ART 111 — Drawing I
ART 116 — Three-Dimensional Design
ART 212 — Color and Design
ART 227 — Photography I

Two Additional Courses Outside the Art Department:

Students must take at least two additional courses in the areas of History, Literature, Philosophy, Theater or Religion, to be selected with their advisors.

All Art History courses have been approved to be offered as writing intensive courses; students must check class schedules to determine which courses are offered as “W” for each semester.

Minors

Six minors are offered by the Art Department. Requirements for each follow:

Commercial Design: Art 111, 212, 223, 227, 343 and 442;

Painting: Art 111, 212, 220, 221, 223 and 330;

Photography: ART 111, 212, 223, 227, 337 and either 342 or 431;

Sculpture: Art 116, 225, 226, 335, and 111, 119 or 445;

Art History: Art 222, 223 and two advanced art history courses (Art majors who minor in Art History must take two additional upper level courses beyond the two required for the minor intended for students who major in other disciplines, i.e., Art 222, 223 and four upper level courses); and

Web Design and Technologies: CPTR 125, 322, 339, ART 343, 344 and 430. This minor will appeal to students with an interest in both design and computer science who are interested in the expanding fields of web design and web development.

111

DRAWING I

An introduction to the fundamentals of the two-dimensional arts, the materials and techniques of drawing, and current concepts and practices.

116

THREE-DIMENSIONAL DESIGN

An introduction to the broad range of techniques, materials and processes of three-dimensional art. Investigation of formal, theoretical and conceptual issues.

119

CERAMICS I

Emphasis placed on pottery design as it relates to function of vessels and the design parameters imposed by the characteristics of clay. The techniques of ceramics are taught to encourage expression rather than to dispense merely a technical body of information.

212

COLOR AND DESIGN

The creative process, elements, and principles of two-dimensional design and color theory through a variety of handmade and digital processes.

220

PAINTING I

Fundamentals of painting through lecture, demonstration and studio experience, and study of historical and current art movements. *Prerequisite: ART 212 or consent of instructor.*

221**DRAWING II**

Exploration of a range of materials and concepts, with an emphasis on current approaches to drawing. *Prerequisite: ART 111.*

222**SURVEY OF ART I: ANCIENT, MEDIEVAL, AND NON-WESTERN**

A survey of the major developments in the visual arts of the Ancient, Medieval, and Nonwestern fields, with emphasis on visual literacy and the meaning of art within society.

223**SURVEY OF ART II: RENAISSANCE TO THE PRESENT IN WESTERN CULTURE**

A survey of the major artistic developments of western art, with emphasis on their cultural contexts.

225**SCULPTURE I**

Exploration of traditional and contemporary approaches to sculpture through a variety of processes, materials, and theory. Emphasis on personal creativity. *Prerequisite: ART 116 and consent of the instructor.*

226**THE FIGURE**

Study of the structures of the figure, use of the figure as a vehicle for personal expression, and discussion of historical and contemporary theory. Exploration of various materials, including clay and plaster.

227**PHOTOGRAPHY I**

Objectives of the course are to develop technical skills in the use of photographic equipment (cameras, films, darkroom, printmaker) and to develop sensitivity in the areas of composition, form, light, picture quality, etc. Each student must own (or have access to) a 35mm camera capable of full-manual operation.

228**PRINTMAKING I**

Introduction to the techniques of silkscreen, intaglio, monotype and lithography printing. One edition of at least six prints must be completed in each area. *Prerequisite: ART 111 and 212; or consent of instructor.*

229**CERAMICS II**

Continuation of Ceramics I. Emphasis on use of the wheel and technical aspects such as glaze making and kiln firing. *Prerequisite: ART 119.*

310**HISTORY AND PRACTICE OF ART EDUCATION**

This course concerns the teaching of art, from the distant past to the present. Topics include Discipline-Based Art Education: its philosophy, history, and context; lesson planning; and teaching methods. Course work includes observation of art classes in elementary and secondary schools in the greater Williamsport area. *Required of art majors in the K-12 certification program.*

320**VISUAL MEDIA IN THE DIGITAL AGE**

The historical study of new media, with emphasis on video and interactive art forms, in relationship to the development of television, the World Wide Web, and social networks. *Alternate years.*

330**PAINTING II**

Experimentation with various media, subject matter and techniques, with reference to historical and current artistic movements. *Prerequisite: ART 220.*

331**RECENT DEVELOPMENTS IN ART**

The roots of current trends in art, taking into account trans-national and global issues, historical references, news media, and identities of gender, ethnicity and region.

334**ART OF THE RENAISSANCE**

The art of Italy and Northern Europe from 1300 to 1530, with emphasis on the painters Giotto, Masaccio, Leonardo da Vinci, Raphael, Titian, Van Eyck, and Dürer; the sculptors Ghiberti, Donatello and Michelangelo; and the architects Brunelleschi and Alberti.

335**SCULPTURE II**

Advanced study of materials, technical processes, and concepts in sculpture, using a variety of materials, including casting, metal, foundry and mixed-media installation. Additional discussion of historical and contemporary theory. *Prerequisites: Art 116 and 225.*

336**ART OF THE BAROQUE**

Seventeenth-century painting and sculpture in Italy and The Netherlands with emphasis on Bernini, Poussin, Rubens, and Rembrandt, with special attention given to the expressive, narrative, and painterly styles present in their art.

337**PHOTOGRAPHY II**

To extend the skills developed in Photography I (ART 227) by continued growth in technical expertise including instruction in photo art processes such as collage, multiple images, hand-coloring and/or toning. Emphasis is placed on conceptual and aesthetic aspects of photography. *Prerequisite: ART 227 or permission of instructor.*

338**PRINTMAKING II**

Continuation of Printmaking I (ART 228). Emphasis on multi-plate and viscosity printing. *Prerequisite: ART 228.*

339**GENDER AND IDENTITY IN ART**

A survey of identities in art from a variety of viewpoints (gender, creative, ethnic, multicultural, historical, social, political and economic) which integrates the portrayal of often marginalized personae into the mainstream.

342**PHOTOGRAPHY III**

Study of aesthetics and compositional strategies using medium and large format cameras and advanced printing techniques for black and white photography. Emphasis is placed on developing a comprehensive and conceptual portfolio. *Prerequisites: ART 337, and either ART 111 or 212; or consent of instructor.*

343**INTRODUCTION TO DIGITAL ART**

Introduction to digital art including design, photography, illustration and video. Course covers fundamentals of vector and raster imaging, typography, color, image compositing and integration of traditional and digital media. *Prerequisites: ART 227 and either ART 111 or 212; or consent of instructor.*

344**TIME-BASED DIGITAL MEDIA**

Studio course using industry-standard software to create time-based media for artistic and commercial purposes. Content includes 2-D digital animation, audio and video production, web-design, and DVD authoring. *Prerequisite: ART 343 or consent of instructor.*

347**HISTORY OF PHOTOGRAPHY**

A historical survey of photography from its beginning as a commercial and scientific medium, emphasizing its emergence as a fine art, and including current practices within multimedia contexts. *Alternate years.*

349**NARRATIVE IN ART**

This course examines the reciprocity of the sister arts of making images and writing prose and poetry. On the one hand, we study how visual artists respond to the written word, and on the other, how writers respond to art. This course draws on material from antiquity to the present in western culture.

430**INTERACTIVE MULTI-MEDIA AND WEB DESIGN**

Studio course focusing on creation of interactive media and web design for multiple platforms, utilizing industry-standard software. *Prerequisite: ART 343 or consent of instructor.*

431**ADVANCED DIGITAL IMAGING**

Advanced study of the concepts and aesthetics of color photography, digital photography and archival fine art digital printing. *Prerequisites: ART 337 and 343; or consent of instructor.*

432**PHOTOGRAPHY IV**

This is a course dedicated to the creation of a professional portfolio. The students devise projects that further development in the areas that interest them most. Work from this class may be incorporated in the senior group exhibition. This course serves as the capstone course for the traditional photographers in the Photography/Digital Art Track. *Prerequisite: ART 342.*

440**PAINTING III**

Continued studio experience for advanced students with emphasis on personal direction, and with reference to individual artists and art movements. *Prerequisite: Art 330.*

441**DRAWING III**

Advanced drawing techniques and materials, with emphasis on a thesis presentation. *Prerequisite: Art 221.*

442**SPECIAL PROJECT IN COMMERCIAL DESIGN**

Concentrated research, and creation of a series of projects in commercial design involving typography, illustration, photography, branding, and graphic design, using industry-standard software. The capstone course for art majors in the Commercial Design track. *Prerequisite: ART 343 or consent of instructor.*

445**SCULPTURE III**

The student is expected to produce an original series of sculptures with conceptual and technical cohesion, using advanced sculpture techniques, concepts, and materials. Discussion of historical and contemporary theory. *Prerequisites: ART 116, 225, and 335.*

446**STUDIO RESEARCH**

Independent supervised research that can be used as a capstone course in any area of studio art in order to produce a coherent body of work and/or to culminate in a thesis project.

447**ART HISTORY RESEARCH**

Seminar in art history methods and research. Students write an extensive research essay, to be presented to a committee of Art Department faculty. *This course may be repeated for credit.*

148, 248, 348, 448**ART COLLOQUIUM**

A non-credit seminar in which faculty, students and invited professionals discuss and critique specific art and media exhibitions. Required of all students majoring in Studio Art and Art History. Meets 4-6 times each semester. Pass/Fail. Non-credit seminar.

449**ART PRACTICUM**

Seminar course offering students 150 hours of professional internship experience in commercial design, web design, photography, museum studies, audio or video with companies, non-profit organizations and museums. Students must apply directly to the Art Department to arrange job placement before pre-registration to be eligible for this course. *Prerequisite: At least one of the following: ART 342, 344, 430, 431, 442, DCOM 300 or consent of instructor.*

470-479**INTERNSHIP (See index)**

This course offers students internship experience in commercial design or commercial photography with companies and organizations. *Prerequisite: ART 430 or 442, or consent of instructor. Students must apply directly to the Art Department to arrange job placement before pre-registration to be eligible for this course.*

490-491**INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)**

ASTRONOMY AND PHYSICS

Professor: Fisher (Chairperson)

Associate Professor: Erickson

Assistant Professor: Kulp

Part-time Instructor: Doersam

The department offers two majors. The major in astronomy is specifically designed to train students in the field of planetarium education; it also may serve as a basis for earning state certification as a secondary school teacher of general science. The major in physics can prepare students for graduate work in physics, astronomy, engineering and other related physical sciences, for state certification as secondary school teachers of physics, or for technical positions in government or industry.

ASTRONOMY (ASTR)

The major in astronomy requires courses in astronomy, physics, chemistry and mathematics. The required courses are ASTR 111, 448, and five additional courses numbered ASTR 112 or higher four of which must be numbered ASTR 230 or higher; PHYS 225-226; two courses in chemistry to be selected from CHEM 110, 111, 330, 331, or 439; and MATH 128-129. Astronomy majors are also required to register for four semesters of ASTR 349 and 449 (noncredit colloquia).

The requirement for taking ASTR 448 can be satisfied by doing an individual studies or honors project where the results would be presented at a departmental colloquium. A double major in astronomy and physics need only take the course once. Students who have successfully completed a summer REU, RUG, or equivalent research experience may request departmental approval to substitute that experience plus an additional advanced astronomy or physics course not already required by the major in place of ASTR 448.

The following courses are recommended: PHIL 333, PHYS 333, and ART 227.

Students interested in teacher certification should refer to the Department of Education listing.

The following course, when scheduled as a W course, counts toward the writing intensive requirement: ASTR 230.

Minor

A minor in astronomy consists of a grade of C or better in both ASTR 111 and PHYS 225 plus any three additional courses selected from PHYS 226 or ASTR courses numbered 200 or higher.

000**LABORATORY TEACHING METHODS**

This course provides students with practical experience in laboratory teaching. Students in this course are paired with a faculty mentor and help supervise labs, deliver pre-lab lectures and assist in ordering chemicals, supplies, and equipment, and in preparing laboratory experiments. Students complete a project that integrates the physical science education literature, classroom instruction materials, laboratory safety and proper storage and disposal of materials and equipment used. In the appropriate situation, a student may substitute planetarium show preparation and presentation for laboratory exercises. *Open to junior physics and/or astronomy majors pursuing certification in education, with consent of the instructor. Non-credit course. Cross-listed as PHYS 000.*

101**PRINCIPLES OF ASTRONOMY**

A broad summary of our current view of the universe, from our solar system to distant galaxies. Describes the instruments and techniques used by astronomers, today and in the past, to develop our concepts about the nature of the universe and its contents. Four hours of lecture and one two-hour laboratory per week. *Credit may not be earned for both ASTR 101 and 111.*

102**PRINCIPLES OF GEOLOGY**

A broad summary of the physical nature of the Earth, including its internal structure and surface processes. Shows how past events can be reconstructed from preserved evidence to reveal the geologic history of our planet from its origin to the present. Four hours of lecture and one two-hour laboratory per week. *Alternate years. Credit may not be earned for both ASTR 102 and 112.*

104**FIELD GEOLOGY**

A methods course introducing the field techniques needed to study the geology of an area. *May or summer term only.*

107**OBSERVATIONAL ASTRONOMY**

A methods course providing the opportunity to make a variety of astronomical observations, both visually and photographically, with and without telescopes. The planetarium is used to familiarize the student with the sky at various times during the year and from different locations on earth. *May or summer term only.*

111**FUNDAMENTALS OF ASTRONOMY**

An introduction to the nature of the physical universe – its contents (from our solar system to distant galaxies), its history, and the physical processes occurring in it. The course is quantitative, utilizing algebra, as well as trig, log, and exponential functions.

This course is designed for students considering majoring in one of the natural sciences or mathematics. Four hours of lecture and one three-hour laboratory per week. *Corequisite: MATH 127 or consent of instructor. Credit may not be earned for both ASTR 101 and 111.*

112**FUNDAMENTALS OF GEOLOGY**

An introduction to the study of the Earth – its composition, structure, history, and the processes occurring on its surface and in its interior. The course includes some elementary geophysics and geochemistry, and thus utilizes algebra, as well as trig, log, and exponential functions. This course is designed for students considering majoring in one of the natural sciences, mathematics, or archaeology. Four hours of lecture and one three-hour laboratory per week. *Corequisite: MATH 127 or consent of instructor. Credit may not be earned for both ASTR 102 and 112.*

120**MANNED SPACE FLIGHT**

Traces the development of space flight capability from Sputnik (1957) through the early Space Race to achieve a manned landing upon the surface of the Moon, the era of space stations, development of the Space Transportation System (space shuttle), to current U.S. and Russian space efforts. Examination of scientific, engineering, and political motivations. Extensive use of NASA video. May incorporate travel to NASA facilities. *Offered only when possible in May Term. Not for distribution.*

230**PLANETARIUM TECHNIQUES**

A methods course covering major aspects of planetarium programming, operation and maintenance. Students are required to prepare and present a planetarium show. Upon successfully completing the course, students are eligible to become planetarium assistants. Three hours of lecture and demonstration and three hours of practical training per week.

Prerequisite: a grade of C or better in ASTR 101 or 111. Alternate years.

243**PLANETARY SCIENCE**

A comparative survey of the various classes of natural objects that orbit the sun, including the major planets, their satellites, the minor planets, and comets. Topics include meteorological processes in atmospheres, geological processes that shape surface features, internal structures, the role of spacecraft in the exploration of the solar system, and clues to the origin and dynamic evolution of the solar system. *Four hours of lecture per week. Prerequisites: a grade of C or better in ASTR 111 or 112, or PHYS 225. Alternate years.*

340**THE INVISIBLE UNIVERSE**

The astrophysics of celestial objects that emit thermal and non-thermal radiation outside the visible portion of the electromagnetic spectrum. Traces the development of observational techniques at radio, infrared, ultraviolet, x-ray, and gamma-ray wavelengths. Includes cosmic microwave background radiation, pulsars, quasars, gamma-ray bursters, magnetars, and active galactic nuclei. *Four hours of lecture and three hours of laboratory per week. Prerequisites: ASTR 111 and PHYS 226. Cross-listed as PHYS 340.*

344**RELATIVITY AND COSMOLOGY**

A detailed presentation of the special theory of relativity and an introduction to the general theory. Topics include: observational and experimental tests of relativity, four-vectors, tensors, space-time curvature, alternative cosmological models, and the origin and future of the universe. *Four hours of lecture per week. Prerequisites: ASTR 111 and PHYS 225. Alternate years. Cross-listed as PHYS 344.*

445**STELLAR EVOLUTION**

The physical principles governing the internal structure and external appearance of stars. Mechanisms of energy generation and transport within stars. The evolution of stars from initial formation to final stages. The creation of chemical elements by nucleosynthesis. *Four hours of lecture per week. Prerequisites: ASTR 111 and PHYS 226. Alternate years.*

446**STELLAR DYNAMICS AND GALACTIC STRUCTURE**

The motion of objects in gravitational fields. Introduction to the n-body problem. The relation between stellar motions and the galactic potential. The large-scale structure of galaxies in general and of the Milky Way Galaxy in particular. *Four hours of lecture per week. Prerequisites: ASTR 111 and PHYS 225. Alternate years.*

448**RESEARCH TOPICS**

Students participate in a research project under the guidance of a faculty member in the department. In weekly meetings, they share reports from the literature and report on their own work. Topics range from abstract theoretical to selected practical experimental investigations. *Prerequisite: Permission of the instructor. Cross-listed as PHYS 448. May be taken a second time with departmental approval.*

349 & 449

ASTRONOMY AND PHYSICS COLLOQUIA

This non-credit but required course for juniors and seniors majoring in astronomy and physics offers students a chance to meet and hear active scientists in astronomy, physics, and related scientific areas talk about their own research or professional activities. In addition, majors in astronomy and physics must present two lectures, one given during the junior year and one given during the senior year, on the results of a literature survey or their individual research. Students majoring in this department are required to attend four semesters during the junior and senior years. A letter grade will be given when the student gives a lecture. Otherwise the grade will be P/F. Non-credit course. *One hour per week. Cross-listed as PHYS 349 & 449.*

470-479

INTERNSHIP (See index)

N80-N89

INDEPENDENT STUDY (See index)

Independent studies may be undertaken in most areas of astronomy.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)

PHYSICS (PHYS)

The B.A. Degree

The required courses for the B.A. in physics are PHYS 225, 226, 331, 332, 448 and four additional courses numbered PHYS 333 or higher; two courses in chemistry to be selected from CHEM 110, 111, 330, 331, or 439; and MATH 128-129. Physics majors are also required to register for four semesters of PHYS 349 and 449 (non-credit colloquia).

The B.S. Degree

The required courses for the B.S. in physics are PHYS 225, 226, 331, 332, 337, 448, and three additional courses numbered PHYS 333 or higher; CHEM/PHYS 439; an additional chemistry course from CHEM 110, 111, 330, or 331; MATH 128, 129 and 238; and two additional courses from MATH 130, 214, 231, 233, 321, 332, 333; CPTR 125, 246; CHEM 330, 331, 333, or 443. Physics majors are also required to register for four semesters of PHYS 349 and 449 (non-credit colloquia).

The requirement for taking PHYS 448 can be satisfied by doing an individual studies or honors project where the results would be presented at a departmental colloquium. A double major in astronomy and physics need only take the course once. Students who have successfully completed a summer REU, RUG, or equivalent research experience may request departmental approval to substitute that experience plus an additional advanced astronomy or physics course not already required by the major in place of PHYS 448.

Up to two courses chosen from ASTR 111, 112, 243, 445 and 446 may substitute for two physics electives. The following courses are recommended: MATH 231, 238; CPTR 125 (these are required or useful by many internships and graduate schools), and PHIL 333.

Students interested in teacher certification should refer to the Department of Education listing.

The following course, when scheduled as W course, counts toward the writing intensive requirement: PHYS 338.

Minor

A minor in physics requires completion of the following courses with a C grade or better: PHYS 225-226, 331, 332, and one additional course selected from PHYS courses numbered 300 or higher.

000

LABORATORY TEACHING METHODS

This course provides students with practical experience in laboratory teaching. Students in this course are paired with a faculty mentor and help supervise labs, deliver pre-lab lectures and assist in ordering chemicals, supplies, and equipment, and in preparing laboratory experiments. Students complete a project that integrates the physical science education literature, classroom instruction materials, laboratory safety and proper storage and disposal of materials and equipment used. *Open to junior physics and/or astronomy majors pursuing certification in education, with consent of the instructor. Non-credit course. Cross-listed as ASTR 000.*

106

ENERGY ALTERNATIVES

A physicist's definition of work, energy, and power. The various energy sources available for use, such as fossil fuels, nuclear fission and fusion, hydro, solar, wind, and geothermal. The advantages and disadvantages of each energy-conversion method, including availability, efficiency, and environmental effects. Present areas of energy research and possible future developments. Projections of possible future energy demands. Exercises and experiments in energy collection, conversion, and utilization. *May or summer term only.*

108

GREAT IDEAS OF THE PHYSICAL UNIVERSE

An introduction to several major concepts of physics which have developed over the past several centuries, relating them to their broad implications. The emphasis is on a descriptive rather than a mathematical discussion of topics which range from early Greek concepts of science to present day methods and techniques used to describe the physical universe. Many distinctions and similarities between science and other areas of human endeavor are studied to demonstrate the beauty, simplicity, harmony, and grandeur of some of the basic laws which govern the universe. *Three hours of lecture and two hours of laboratory per week. Alternate years.*

225**FUNDAMENTALS OF PHYSICS I**

A mathematically rigorous introduction to physics designed for majors in the natural sciences and mathematics. Topics include classical mechanics, thermodynamics, and mechanical waves. *Five hours of lecture and recitation and one three-hour laboratory per week. Prerequisite or co-requisite: MATH 128.*

226**FUNDAMENTALS OF PHYSICS II**

A mathematically rigorous introduction to physics designed for majors in the natural sciences and mathematics. Topics include electromagnetism, optics, and quantum physics. *Five hours of lecture and recitation and one three-hour laboratory per week. Prerequisite: PHYS 225. Prerequisite or co-requisite: MATH 129.*

331**CLASSICAL MECHANICS**

An analytical approach to classical mechanics. Topics include: kinematics and dynamics of single particles and systems of particles, gravitation and other central forces, moving reference frames, and Lagrangian and Hamiltonian formulations of mechanics. *Four hours of lecture and three hours of laboratory per week. Prerequisites: MATH 129 and a grade of C or better in PHYS 225.*

332**ELECTROMAGNETISM**

A theoretical treatment of classical electromagnetism. Topics include: electrostatics, magnetostatics, electric and magnetic potentials, electric and magnetic properties of matter, Maxwell's equations, the electromagnetic field, and the propagation of electromagnetic radiation. *Four hours of lecture and three hours of laboratory per week. Prerequisites: MATH 129 and a grade of C or better in PHYS 226.*

333**OPTICS**

Geometrical optics, optical systems, physical optics, interference, Fraunhofer and Fresnel diffraction, and coherence and lasers are covered. *Four hours of lecture and one three-hour laboratory per week. Prerequisites: PHYS 226 and MATH 128; or consent of instructor. Alternate years.*

335**NONLINEAR DYNAMICS**

Students learn how to apply mathematical techniques from the field of nonlinear dynamics to problems from the physical, biological, and social sciences. Possible topics include one, two, and three dimensional systems; bifurcation theory, limit cycles, chaos, fractals, and one and two dimensional maps. The lab component of this course stresses numerical analysis. *Four hours of lecture and three hours of laboratory per week. Prerequisites: PHYS 225 and MATH 129 or consent of instructor.*

336**MATHEMATICAL METHODS OF PHYSICS**

Solution of ordinary linear differential equations using power series and Laplace transforms, nonlinear differential and coupled differential equations, Fourier analysis using both trigonometric and complex exponential functions, complex variables, eigenvalue problems, infinite dimensional vector spaces, partial differential equations, boundary value problem solutions to the wave equation, heat flow equation and Laplace's equation. *Four hours of lecture and one three-hour laboratory per week. Prerequisites: MATH 231 and 238. Alternate years.*

337**THERMODYNAMICS AND STATISTICAL MECHANICS**

Classical thermodynamics will be presented, showing that the macroscopic properties of a system can be specified without knowledge of the microscopic properties of the constituents of the system. Then statistical mechanics will be developed, showing that these same macroscopic properties are determined by the microscopic properties. *Four hours of lecture and one three-hour laboratory per week. Prerequisites: PHYS 226 and MATH 129. Alternate years.*

338**MODERN PHYSICS**

Thorough investigation of changes in the classical understanding of space and time together with those of energy and matter that led to the time development of relativistic and quantum mechanical theories. Topics include: introduction to special relativity, blackbody radiation, the postulation of the photon and quantization, atomic spectra, interactions of matter and energy, Bohr model of the atom, concepts of symmetry, and development and applications of the Schrodinger equation. *Four hours of lecture and one-three hour laboratory per week. Prerequisites: MATH 129 and a grade of C or better in PHYS 226.*

339**CONDENSED MATTER PHYSICS**

Structural topics include ordinary crystalline structures, liquid crystals, quasi-crystals, and nanostructures. Property-related topics include periodic potentials, band structure, electromagnetic and thermal properties, superconductivity, superfluidity, aspects of surface physics, and aspects of polymer physics. *Four hours of lecture and three hours of laboratory per week. Prerequisites: PHYS 332 and MATH 129, or consent of instructor. Alternate years.*

340**THE INVISIBLE UNIVERSE**

The astrophysics of celestial objects that emit thermal and non-thermal radiation outside the visible portion of the electromagnetic spectrum. Traces the development of observational techniques at radio, infrared, ultraviolet, x-ray, and gamma-ray wavelengths. Includes cosmic microwave background radiation, pulsars, quasars, gamma-ray bursters, magnetars, and active galactic nuclei. *Four hours of lecture and three hours of laboratory per week. Prerequisites: ASTR 111 and PHYS 226. Cross-listed as ASTR 340.*

344**RELATIVITY AND COSMOLOGY**

A detailed presentation of the special theory of relativity and an introduction to the general theory. Topics include: observational and experimental tests of relativity, four vectors, tensors, space-time curvature, alternative cosmological models, and the origin and future of the universe. *Four hours of lecture per week. Prerequisites: ASTR 111 and PHYS 225. Alternate years. Cross-listed as ASTR 344.*

439**INTRODUCTION TO QUANTUM MECHANICS**

Introduction to the basic concepts and principles of quantum theory. Solutions to the free particle, the simple harmonic oscillator, the hydrogen atom, and other central force problems are presented using the Schrodinger wave equation approach. Topics also include operator formalism, eigenstates, eigenvalues, the uncertainty principles, stationary states, representation of wave functions by eigenstate expansions, and the Heisenberg matrix approach. *Four hours of lecture. Prerequisites: Either PHYS 226 or CHEM 331, and MATH 231. Cross-listed as CHEM 439.*

447**NUCLEAR AND PARTICLE PHYSICS**

The course considers properties of nuclei, nuclear models, radioactivity, nuclear reactions (including fission and fusion), and properties of elementary particles. The interactions of nuclear particles with matter and the detection of nuclear particles are covered. It will be shown how observed phenomena lead to theories on the nature of fundamental interactions, how these forces act at the smallest measurable distances, and what is expected to occur at even smaller distances. *Four hours of lecture and recitation and three hours of laboratory per week. Prerequisites: PHYS 226, MATH 129, and either PHYS 338 or CHEM 110. Alternate years.*

448**RESEARCH TOPICS**

Students participate in a research project under the guidance of a faculty member in the department. In weekly meetings, they share reports from the literature and report on their own work. Topics range from abstract theoretical to selected practical experimental investigations. *Prerequisite: Permission of the instructor. Cross-listed as ASTR 448. May be taken a second time with departmental approval.*

349 & 449**ASTRONOMY AND PHYSICS COLLOQUIA**

This non-credit but required course for juniors and seniors majoring in astronomy and physics offers students a chance to meet and hear active scientists in astronomy, physics and related scientific areas talk about their own research or professional activities. In addition, majors in astronomy and physics must present two lectures, one given during the junior year and one given during the senior year, on the results of a literature survey or their individual research. Students majoring in this department are required to attend four semesters during the junior and senior years. A letter grade will be given when the student gives a lecture. Otherwise the grade will be P/F. Non-credit course. *One hour per week. Cross-listed as ASTR 349 & 449.*

470-479**INTERNSHIP (See index)**

Interns in physics work off campus under the supervision of professional physicists employed by local industries or hospitals.

N80-N89**INDEPENDENT STUDY (See index)**

Independent studies may be undertaken in most areas of physics.

490-491**INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)**

BIOLOGY (BIO)

Professor: Zimmerman

Associate Professor: Gabriel, Newman (Chairperson)

Assistant Professors: Briggs, Broussard, Morrison, Zhao

The Department of Biology offers both B.A. and B.S. degree programs, with minors available in Biology and Environmental Science. Consent of instructor may replace BIO 110-111 as a prerequisite for all upper level biology courses.

The B.A. Degree

To earn the B.A. degree students must complete the 13 course major, selecting one of the four tracks listed below:

Comprehensive Biology Track: students must complete BIO 110, 111, 222, 224, 225, 321, 323 and one additional biology course from any of the three groups listed below.

Cell and Molecular Biology Track: students must complete BIO 110, 111, 222, 435, either 432 or 437 and one additional course from each of the three groups listed below.

Ecology Track: students must complete BIO 110, 111, 224, 225, either 334 or 336, two additional courses from Group 3 and one course from Group 1 below.

Anatomy and Physiology Track: students must complete BIO 110, 111, 222, 323, 338, one course from Group 3, and two courses chosen from among BIO 321, 347, 444.

Group 1 - Cell & Molecular Biology

BIO 222 Genetics

BIO 337 Neurobiology

BIO 347 Immunology

BIO 348 Endocrinology

BIO 432 Genome Analysis

BIO 435 Cell Biology

BIO 437 Molecular Biology

BIO 439 Medical Genetics

BIO 444 Biochemistry

BIO 447 Cell & Molecular Biology Research Methods

Group 2 – Organismal Biology

BIO 225 Plant Science

BIO 321 Microbiology

BIO 323 Human Physiology

BIO 334 Invertebrate Zoology

BIO 336 Vertebrate Biology

BIO 338 Human Anatomy

BIO 341 Developmental Biology

BIO 346 Virology
BIO 431 Histology
BIO 440 Parasitology and Medical Entomology

Group 3 - Ecology & Evolution

BIO 224 Ecology
BIO 328 Aquatic Biology
BIO 329 Tropical Marine Biology
BIO 333 Medicinal & Poisonous Plants
BIO 340 Plant Animal Interactions
BIO 342 Animal Behavior
BIO 430 Comparative Anatomy of Vertebrates
BIO 436 Evolution
BIO 446 Plant Physiological Ecology

For all tracks, students must successfully complete CHEM 110, 111 and either 215 or 220; and two units of mathematical sciences chosen from CPTR 108, 125, MATH 109, 123, 127, 128 or above. In addition, juniors and seniors are required to successfully complete BIO 349/449 (non-credit colloquium) for a maximum of four semesters and complete the capstone experiences described below. Enrollment in student teaching and/or other similar off-campus academic experiences will be accepted by the department in lieu of that semester's colloquium requirement. Only two courses numbered below 221 may count toward the major. Declared Biology majors may substitute BIO 106 for BIO 110, and BIO 107 for BIO 111 with written consent of the department chair.

The B.S. Degree

To earn the B.S. degree students must complete the 13 course major described for the B.A., meet the colloquium requirement, complete the capstone experiences described below, and pass three courses chosen in any combination from the following: BIO 328 or above (including BIO 400, 401 and/or 470), CHEM 200 or above, PHYS 200 or above, or MATH 127 or above.

Cooperative Programs

Certain specific exceptions to the B.A. and B.S. degrees will be made for students in accelerated programs. The requirements for accelerated programs in Optometry, Forestry or Environmental Studies, Medical Technology, and Podiatry can be found in the Academic Program section of the catalog.

Students interested in these programs should contact the program director before finalizing their individual programs.

Writing Intensive Courses

The following courses, when scheduled as W courses, count toward the writing intensive requirement: BIO 200, 222, 224, 321, 333 and 435.

Capstone Experiences for Biology Majors

In order to graduate, all biology majors must demonstrate to the Department their command of biology by meeting the following three criteria.

1. **Practical Experience:** All students must complete at least one of the experiences in the following list: Internship, Practicum, BIO 447, Relevant Summer Experience, Independent Studies, Honors, Medical Technology Internship, Teaching Semester, Biology Laboratory Assistant, Biology-related volunteer work. (Summer experiences, Biology-related volunteer work, or working as a lab assistant must be approved by the Department in order to be used to meet this requirement.)

2. **Research & Presentation Component:** All junior and senior majors are required to successfully complete Biology Colloquia (BIO 349 and 449) during all their semesters on campus. During their final year, students will research a biological topic and make an oral presentation at the Biology Colloquium. This will provide the student with the basic level of information literacy in the biological science.

3. **Assessment:** All majors are required to pass a Biology Department Exit Exam.

Certification in Secondary Education

A Biology major interested in becoming certified at the secondary level to teach Biology and/or General Science should, as early as possible, consult the current Department of Education Teacher Education Handbook and should make their plans known to their advisor and the Chair of the Education Department so the required courses can be scheduled before the Professional Semester. Please check with the Education Department for the most current PA State requirements.

Minors

The Department of Biology offers two minors: Biology and Environmental Science.

A minor in biology requires the completion of four courses numbered 200 or higher, with their appropriate prerequisites (i.e., two introductory biology courses). At least two of these must be from the series of courses BIO 222, 224, 225, 321, or 323.

A minor in Environmental Science consists of two introductory biology courses (one of which must be BIO 220), BIO 224, two additional courses numbered 200 or higher, one course in economics (recommended ECON 225), and ASTR 102.

Biology majors who minor in Environmental Science must complete all requirements of the biology major. In addition, they need to complete BIO 220, BIO 401, ECON 225, ASTR 112, and one course selected from either ANTH 229, or an advanced biology course (328 or higher).

Clean Water Institute

This institute is designed to provide a forum for the natural resource heritage of North Central Pennsylvania, the Susquehanna River and its major tributaries (Pine, Loyalsock, Lycoming, and Muncy Creeks). The institute provides a service not only to Lycoming College students, through

coordination of Environmental internships, practica (BIO 401) and independent study/honors projects, but also the community. This may include seminars or workshops on environmental issues as well as monitoring assistance to watershed groups.

000

SEMINAR IN BIOLOGICAL EDUCATION

Each student planning to teach Biology in secondary schools attends a series of seven seminars, conducted prior to student teaching, during the spring semester of the junior year. These seminars are conducted by members of the biology faculty. In addition to pertinent teaching issues, students are also exposed to procedures for laboratory set up and maintenance, and safety procedures for students and materials in a laboratory. Special arrangements will be made for non-degree students. *Non-credit course.*

106

CELLS, GENES AND SOCIETY

This course investigates the roles cellular phenomena, genes and biotechnology play in everyday life. The primary goal of this course is to improve recognition and understanding of the implications of biology in health care, agriculture, law, bioethics, and business. *Credit may not be earned for both BIO 106 and 110. BIO 106 is not a prerequisite for BIO 107. Three hours of lecture and one-three hour lab per week.*

107

ANATOMY FOR HEALTH CARE CONSUMERS

This course is a brief survey of human anatomy and physiology, which includes study of the complementary nature of form and function, as well as study of the levels of biological organization within the body. The objective is to provide students with a background which will allow them to read, comprehend, and appreciate current articles on this subject in the popular press. Students learn the names, structure, and general functions of the major organs of the body. Animal dissection is optional. *Credit may not be earned for both BIO 107 and 111. BIO 106 is not a pre-requisite for BIO 107. Three hours of lecture and one-three hour laboratory per week.*

110

INTRODUCTION TO BIOLOGY I

An introduction to the study of biology designed for students planning to major in the sciences. Major topics considered include a survey of biochemistry, cell biology, genetics, development, and evolution. *Credit may not be earned for both BIO 106 and 110. Three hours of lecture and one three-hour laboratory per week.*

111

INTRODUCTION TO BIOLOGY II

An introduction to the study of biology designed for students planning to major in the sciences. Major topics considered include a survey of eukaryotic diversity mammalian anatomy and physiology, animal behavior, ecology, and evolution. *Prior completion of BIO 110 is recommended, but not required. Credit may not be earned for both BIO 107 and 111. Three hours of lecture and one three-hour laboratory per week.*

200**THE 4TH AND 5TH KINGDOMS**

While food, oxygen and medicines are all necessary for human existence, the importance of plants and fungi are often ignored by our society. Plants and fungi play an essential role in our planet's ecology and are central in human cultural evolution. Topics covered by this course include the ways plants and fungi work, how humans have used plant and fungal products for their benefit and pleasure through out history, and how different phytochemicals can influence human health. We also examine human impacts on plant and fungal biodiversity, how we have altered the environment in our quest for food and the perfect American lawn, and the impacts of genetic engineering. *Three hours of lecture and one three-hour laboratory per week. This course does not count towards the biology major.*

220**ENVIRONMENTAL BIOLOGY**

This course provides an introduction to ecological principles and concepts with an examination of the biological basis of contemporary environmental problems. The effects of human population on earth's resources are studied against a background of biological and health sciences as they relate to Environmental Sustainability. The course includes such topics as recycling, availability of food, processing of solid waste, alternative energy, clean air, and clean water. *Three hours of lecture and one three-hour laboratory per week. This course is not a substitute for BIO 110 or 111 for Biology majors.*

222**GENETICS**

A general consideration of the principles governing inheritance, including treatment of classical, molecular, cytological, physiology, microbial, human, and population genetics. *Three hours of lecture and two two-hour laboratory periods per week. Prerequisites: BIO 110-111.*

224**ECOLOGY**

The study of the principles of ecology with emphasis on the role of chemical, physical, and biological factors affecting the distribution and succession of plant and animal populations and communities. Included are field studies of local habitats as well as laboratory experimentation. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110-111.*

225**PLANT SCIENCES**

A survey of the structure, development, function, classification, and use of plants and related organisms. The study comprises four general topic areas: form, including morphology and anatomy of plants in growth and reproduction; function, concentrating on nutrition and metabolism peculiar to photosynthetic organisms; classification systems and plant identification, and human uses of plants. *Three hours of lecture and one three hour laboratory per week. Prerequisites: BIO 110-111.*

321**MICROBIOLOGY**

A study of microorganisms. Emphasis is given to the identification and physiology of microorganisms as well as to their role in disease, their economic importance, and industrial applications. *Three hours of lecture and two two-hour laboratory periods per week.*

Prerequisites: BIO 110-111. Not open to students who have received credit for BIO 226.

323**HUMAN PHYSIOLOGY**

The mechanisms and functions of systems, including the autonomic, endocrine, digestive, cardiovascular, respiratory, renal, nervous, and reproductive systems. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110-111.*

328**AQUATIC BIOLOGY**

A field-oriented course dealing with freshwater ecosystems. Studies include a survey of the plankton, benthos, and fish—as well as the physical and chemical characteristics of water that influence their distribution. Several local field trips and an extended field trip to a field station familiarize students with the diversity of habitats and techniques of limnologists. *Alternate years.*

Prerequisites: BIO 110-111.

329**TROPICAL MARINE BIOLOGY**

A field-oriented course where students study the creatures of the fringing reefs, barrier reefs, lagoons, turtlegrass beds and mangrove swamps at a tropical marine laboratory. Studies include survey of plankton, invertebrates, and fish as well as the physical and chemical characteristics that influence their distribution. *Prerequisites: BIO 110-111. Alternate May terms.*

333**MEDICINAL AND POISONOUS PLANTS**

An overview of plants that produce physiologically active substances that are important to humans and animals. Major themes include: Mechanisms and symptoms of poisoning, and plant chemicals with useful physiological effects. Laboratory topics include plant classification and techniques for compound identification. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110-111, or consent of instructor. Alternate years.*

334**INVERTEBRATE ZOOLOGY**

Comparative study of the invertebrate phyla with emphasis on phylogeny, physiology, morphology, and ecology. *Two three-hour lecture/laboratory periods per week. Prerequisites: BIO 110-111. Alternate years.*

336**VERTEBRATE BIOLOGY**

A biological survey of the vertebrates including aspects of morphology, physiology, behavior, ecology, and evolution. Issues of conservation and biodiversity are also addressed. Laboratories will focus on the field biology of Pennsylvania vertebrates and on dissections to emphasize comparative anatomy. *Three hours of lecture and one four-hour laboratory per week.*

Prerequisites: BIO 110 and 111. Alternate years.

337**NEUROBIOLOGY**

A survey of fundamental principles in neurobiology, including the cell biology of the neuron, action potentials, synaptic transmission, organization of sensory and motor systems, neuronal development and pathfinding, and plasticity in the nervous system. Students also explore neurological disorders such as Alzheimer's and Parkinson's diseases, depression, addiction, and problems with learning and memory. Includes student discussion and presentation of original scientific literature. *Three hours of lecture and one three-hour laboratory per week.*

Prerequisites: BIO 110 and 111. Alternate years.

338**HUMAN ANATOMY**

An upper-division elective course which uses a combined organ-system and regional approach to the study of human anatomy. The course includes lecture, laboratory and individual and/or group mini-projects. Computer simulated dissection software packages are used extensively. Video presentations of cadaver dissections and a video disk of cross-sectional anatomy are available for study. *Prerequisites: BIO 110 and 111.*

340**PLANT ANIMAL INTERACTIONS**

An investigation of different herbivorous animals, plant defenses, and how herbivores influence plants. Topics include evolution of herbivores and plants, effects of herbivory on individuals and communities, and types of plant defenses. We also discuss how animals deal with plant defenses, the advantages and disadvantages of monophagous and polyphagous lifestyles, different types of herbivores and herbivore damage, and mutualisms between plants and their herbivores. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110-111, or consent of instructor. Alternate years.*

341**DEVELOPMENTAL BIOLOGY**

A study of the development of vertebrates from fertilization to the fully formed fetus with an emphasis on the role of gene expression in embryo and organ development. Laboratory includes such topics as chick embryo and zebrafish development and micro-injection techniques. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110 and 111. Alternate years.*

342**ANIMAL BEHAVIOR**

A study of causation, function, evolution, and biological significance of animal behaviors in their normal environment and social contexts. *Three hours of lecture and one four-hour laboratory each week. Prerequisites: BIO 110-111. Alternate years.*

346**VIROLOGY**

An introduction to the study of viruses. The course covers virus anatomy and reproduction, diseases caused by viruses, modern treatments of viral infections and viral vaccines produced by recombinant DNA and other technologies. Course content also includes a description of how viruses are used as tools for genetic engineering and for studying cellular processes like membrane signal transduction, regulation of genetic expression and oncogenesis (cancer). *Four hours of lecture per week. Prerequisites: BIO 110-111 or consent of instructor. Alternate years.*

347**IMMUNOLOGY**

The course introduces concepts concerning how pathogens cause disease and how host organisms defend against infectious diseases. Characterization of and relationships between antigens, haptens, and antibodies are presented. Other topics include: immediate and delayed hypersensitivities (i.e. allergies such as hay fever and poison ivy), immunological renal diseases, immunohaematology (blood groups, etc.), hybridoma technology, the chemistry and function of complement, autoimmunity, and organ transplant rejection phenomena. Laboratory experiments include: agglutination, immunoprecipitations, ELISA assays, immunofluorescence, immunoelectrophoresis, complement fixation, and Western blotting. *Three hours of lecture, one three-hour laboratory per week. Prerequisites: BIO 110-111. Alternate years.*

348**ENDOCRINOLOGY**

This course begins with a survey of the role of the endocrine hormones in the integration of body functions. This is followed by a study of the control of hormone synthesis and release, and a consideration of the mechanisms by which hormones accomplish their effects on target organs. *Two three-hour lecture/laboratory periods per week. Prerequisites: BIO 110-111. Alternate years.*

400**BIOLOGY PRACTICUM**

A work-oriented experience for junior or senior biology majors jointly sponsored by the Department and a public or private agency. The practicum is designed to integrate classroom theory with field or laboratory practice. In addition to attendance at a weekly seminar, students spend 10-12 hours per week at the sponsoring agency. Academic work includes, but is not limited to: a log, readings, recitation and an assigned research paper related to the specific agency's activities. *May be repeated once for credit with consent of instructor.*

401**ENVIRONMENTAL PRACTICUM**

A work-oriented experience for junior or senior students interested in environmental science. Students work on projects jointly sponsored by the Clean Water Institute and a public or private agency. The practicum is designed to integrate classroom theory with field and/or laboratory practice. In addition to attendance at a weekly seminar, students spend 10-12 hours per week at the sponsoring agency or project. Academic work includes, but is not limited to a log, readings, recitation and an assigned research paper related to the specific agency or project activity. *May be repeated once for credit with consent of instructor.*

430**COMPARATIVE ANATOMY OF VERTEBRATES**

Detailed examination of the origins, structure, and functions of the principal organs of the vertebrates. Special attention is given to the progressive modification of organs from lower to higher vertebrates. *Three hours of lecture and one four-hour laboratory per week. Prerequisites: BIO 110-111. Alternate years.*

431**HISTOLOGY**

A study of the basic body tissues and the microscopic anatomy of the organs and structures of the body which are formed from them. Focus is on normal human histology. *Three hours of lecture and one four-hour laboratory per week. Prerequisites: BIO 110-111. Alternate years.*

432**GENOME ANALYSIS**

This course examines the genomes of humans, other animals, plants, and microbes to identify characteristics unique to specific groups as well as genomic features shared by multiple groups. These genomic studies include analysis of gene expression and networks of interacting proteins. The application of this information in the fields of medicine, agriculture, and evolution is emphasized. The laboratory integrates experiments at the lab bench with a substantial bioinformatics component. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110, 111 and 222. Alternate years.*

435**CELL BIOLOGY**

An intensive study of the cell as the basic unit of life. Topics include: origins of cellular life, biochemistry of the cell, enzymatic reactions, cellular membranes, intracellular communication, the cell cycle, the cytoskeleton and cell motility, protein sorting, distribution and secretion. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110-111 and one semester of organic chemistry. Alternate years.*

436**EVOLUTION**

The study of the origin and modification of life on earth. Topics discussed include molecular evolution, population genetics, gene flow, natural selection, sexual selection, kin selection, neutral theory, extinction, coevolution, and the evolution of man. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110-111, or consent of instructor. Alternate years.*

437**MOLECULAR BIOLOGY**

An in-depth analysis of fundamental cellular information flow processes with particular emphasis on how these processes have been applied in the laboratory, resulting in technologies such as DNA cloning and sequencing, the Polymerase Chain Reaction (PCR), genetic testing, gene therapy, genetic engineering, DNA forensics, and microarrays. *Two hours of lecture, a one-hour lab and a three-hour lab per week. Prerequisites: BIO 110 - 111 and 222. Alternate years.*

439**MEDICAL GENETICS**

This course is concerned with the relationships of heredity to disease. Discussions will focus on topics such as chromosomal abnormalities, metabolic variation and disease, somatic cell genetics, genetic screening, and immunogenetics. Laboratory exercises offer practical experiences in genetic diagnostic techniques. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110-111. Alternate years.*

440**PARASITOLOGY AND MEDICAL ENTOMOLOGY**

The biology of parasites and parasitism. Studies on the major groups of animal parasites and arthropod vectors of disease involve taxonomy and life cycles. Emphasis will be made on parasites of medical and veterinary importance. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110-111. Alternate years.*

444**BIOCHEMISTRY**

Emphasis is given to the metabolism of carbohydrates, lipids, amino acids, proteins, and nucleic acids; integration of metabolism; and biochemical control mechanisms, including allosteric control, induction, repression, signal transduction as well as the various types of inhibitive control mechanisms. *Three hours of lecture, one three-hour laboratory and one hour of arranged work per week. Prerequisite: CHEM 221, or consent of instructor. Cross-listed as CHEM 444. Alternate years.*

446**PLANT PHYSIOLOGICAL ECOLOGY**

A study of plant resource acquisition in the face of competing neighbors and the quickly changing global environment. The course focuses on how differences in the environment affect plant water use, carbon dioxide acquisition, light capture and nutrient uptake. *Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIO 110-111 and 225. Alternate years.*

447**CELL AND MOLECULAR BIOLOGY RESEARCH METHODS**

This course focuses on the culture and methods of biology research. Students meet twice per week to learn experimental design, good record keeping, ordering/preparation of materials, equipment maintenance, and analyses of primary biology literature. Each student designs and conducts a lab project that can be supervised by any member of the biology faculty. Each student prepares an oral presentation, poster presentation, and a research journal-style paper. *Two one-hour seminars and six to eight hours of laboratory work per week. Prerequisites: BIO 110, 111, at least two other biology courses and consent of instructor.*

349 & 449**BIOLOGY COLLOQUIUM**

This course offers the student a chance to become familiar with research in the biological sciences using techniques such as meeting and talking with active researchers, reading and critically analyzing the current literature, and discussing the ideas and methods shaping biology. Students are required to read and analyze specific papers, actively participate in discussions. Biology majors with junior and senior standing are required to successfully complete colloquium during all semesters on campus except for semesters when student teaching. *The grade will be P/F. Non-credit course. One hour per week. Prerequisite: Biology majors with junior or senior class standing.*

470-479**INTERNSHIP (See index)**

Recent samples of internships in the department include ones with the Department of Environmental Resources, nuclear medicine or rehabilitative therapies at a local hospital.

N80-N89**INDEPENDENT STUDY (See index)**

Departmental studies are experimentally oriented and may entail either lab or field work.

490-491**INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)**

Examples of recent honors projects have involved stream analysis, gypsy moth research, drug synthesis and testing.

BUSINESS ADMINISTRATION (BUS)

Associate Professors: Boyd (Chairperson), Kolb, Sterngold

Assistant Professors: Grassmueck

This major is designed to educate students about business and management functions in for-profit, non-profit, and public organizations. The program provides a well balanced preparation for a wide variety of professions and careers, including banking, financial services, small business management, marketing, sales, advertising, retailing, management, supervision, investments, human resources management, organization development, entrepreneurship, and management information systems. The major is also appropriate for students who plan to attend graduate school in business or related fields, such as law or public administration.

The Department of Business Administration is a member of the Institute for Management Studies. For more information, see the Institute for Management Studies listing.

All students majoring in Business Administration must complete the core courses and at least one of the four tracks listed below:

Core Course Requirements:

ACCT 110, and either ACCT 130 or 223; BUS 112, 128, 238, 244, and 441; ECON 110 and 111. It is recommended that students complete most of the core business courses before their senior years, and before taking courses to satisfy track requirements, except for BUS 441, which students must take as seniors after completing the other core business courses.

Track requirements:

Sustainable Business Management: BUS 225 and three courses from BUS 439, BUS 470-479, ANTH 232, BIO 220, ECON 225, ECON 349, PHIL 228, PSCI 338, PSY 221. Only one of these three courses may be selected from BUS 439, BUS 470-479 and ECON 349, and the practicum or internship must be in the area of Sustainable Business Management or a related field.

Health Care Administration: BUS 222; three courses from BUS 439, BUS 470-479, BIO 107, ECON 349, PHIL 219, SOC 222, SOC 310. Only one of these three courses may be selected from BUS 439, BUS 470-479 and ECON 349, and the practicum or internship must be in the area of Healthcare Administration or a related field.

A course may be used to satisfy the elective course requirements in only one business track.

Assessment Exam:

To earn a degree in business administration, students must pass an outcomes assessment exam during their senior year as determined by the Department. Students who fail must re-take and pass the assessment.

Minor

A minor in Business Administration consists of ACCT 110; BUS 128, 238, 244; and one business course numbered above 200 excluding the core business courses.

Internships

Through BUS 439, Business Practicum, the department facilitates a wide variety of internships with businesses, government agencies and nonprofit organizations. In addition, the department is a member of the Institute for Management Studies, which also facilitates internships, including full-time internships during the summer.

Diversity and Writing Intensive Courses

The following courses satisfy the cultural diversity requirement: BUS 244 and 319. The following courses, when scheduled as W courses, count toward the writing intensive requirement: BUS 242, 244, 333, 347, 410, 420 and 441.

112

BUSINESS AND SOCIETY

This course examines the role of business in modern society, focusing on three central topics: the legal, regulatory and social environment of business, the uses of business technologies and information systems, and the forms and functions of business organizations. Students study the properties of for-profit, nonprofit and government enterprises, the differences between corporations and other forms of business, and the relationships among accounting, marketing, management, finance, international business and other business professions. Not open to juniors and seniors except with consent of instructor.

128

MARKETING PRINCIPLES

A study of the methods used by business and nonprofit organizations to design, price, promote and distribute their products and services. Topics include new product development, advertising, retailing, consumer behavior, marketing strategy, ethical issues in marketing and others.

222

HEALTH CARE ADMINISTRATION

This class presents key issues impacting the administration of today's healthcare organizations and explores how those issues impact the delivery of care. Issues of accounting, finance, marketing, human resource management, and management information systems are explored. The goals of the course are to provide a solid foundation of applying managerial knowledge within the healthcare industry. This course introduces students to the practices and theories of health care policy and current issues facing the healthcare industry.

225**SUSTAINABLE BUSINESS MANAGEMENT**

An introduction to the conception and practice of sustainable business methods in organizations around the world. It also introduces the concepts of “Sustainable Business Management” and “Triple Bottom Line Management” which assume that management should focus on three critical goals simultaneously: financial, environmental, and social. This course is designed to lead to an understanding of the process of sustainable business management.

238**FUNDAMENTALS OF FINANCIAL MANAGEMENT**

A study of the fundamental theory, tools, and methods of financial management. Topics include the mathematics of finance, working capital management, capital budgeting, and analysis of financial statements. *Prerequisite: ACCT 100, or consent of instructor.*

242**MARKETING RESEARCH**

This is a study of the principles and practices of marketing research. The focus is on the development and application of marketing research methods. Topics covered include selection of a research design, data collection, analysis and report writing. Both quantitative and qualitative methods will be covered. The class will focus on an applied project. *Prerequisites: BUS 128 or consent of instructor.*

244**MANAGEMENT AND ORGANIZATIONAL BEHAVIOR**

A study of the complex character of organizational life and the discipline and process of management. Topics include the evolution and scope of organizations and management, planning, organizing, leading, and controlling. Emphasis is placed on the importance of managing in a global environment, understanding the ethical implications of managerial decisions, and appreciating work place diversity.

310**HUMAN RESOURCES MANAGEMENT**

A study of the human resources function in organizations. The course introduces the roles and functions of the human resources department and how managers engage in human resource activities at work. The functions of selection, training and development, compensation, retention, performance appraisal, promotion, employment law, and the modern-day importance of strategic human resource management are explored. *Pre-requisite: BUS 244 or consent of instructor.*

319**INTERNATIONAL MARKETING**

An investigation of the challenges of marketing products in an increasingly global environment. Special emphasis is placed on the cultural and social diversity of international markets. Examines the marketing strategies of global firms, and the challenges of international pricing, distribution, promotion and product development. *Prerequisite: BUS 128 or consent of instructor.*

332**INTEGRATED MARKETING COMMUNICATIONS**

Integrated marketing communications combines the promotional tools of advertising, direct marketing, sales incentives, public relations and personal selling. This class focuses on how to plan, develop and execute integrated marketing communications programs for a coordinated strategic program of total communications for an organization. IMC is a concept in use in business, government and social service sectors. *Prerequisite: BUS 128 or consent of instructor.*

333**GLOBAL BUSINESS STRATEGIES**

Students study the basic concepts and theories pertaining to today's global economy, business environment, and markets. Topics include international business environment, foreign political systems, world cultures, global economic integration, operation of the international monetary system, and ethical issues involving global business. In addition multinational corporations, national trade policies, foreign direct investment, and regional trading areas are covered.

Prerequisite: Open to junior or seniors only or with consent of instructor.

339**FINANCIAL STRATEGY**

An intensive study of issues and applications of financial management. Topics covered include advanced capital budgeting, cash flow estimation and risk analysis, real options, capital structure and leverage, dividend policy, derivatives, international finance and special topics in financial management. Extensive use of Excel in directed and non-directed cases. *Prerequisite: BUS 238 or consent of instructor.*

347**CONTEMPORARY ISSUES IN MARKETING**

Students examine social controversies involving marketing as portrayed in books, popular writings, political debates and films (e.g., marketing of junk-foods, prescription drugs or violent video games), or the students study specialized marketing practices, such as financial services marketing, nonprofit marketing, Internet marketing or sports and recreational marketing.

Prerequisite: BUS 128 or consent of instructor.

348**CONTEMPORARY ISSUES IN MANAGEMENT**

Students examine social controversies involving management as portrayed in books, popular writings, political writings and films (e.g., the effects of plant closings and global competition on local communities), or the students study specialized management practices, such as social entrepreneurship, environmentally sustainable business practices or public administration.

Prerequisite: BUS 244 or consent of instructor.

349**CONTEMPORARY ISSUES IN FINANCE**

Students examine social controversies involving finance as portrayed in books, popular writings, political debates and films (e.g., Enron and other corporate financial scandals, the destabilizing effects of hedge funds and programmed trading), or the students study specialized financial practices, such as public finance or investment banking. *Prerequisite: BUS 238 or consent of instructor.*

410**INVESTMENTS**

An introduction to key concepts in investments. Students learn about security types, mutual funds, returns and risks, portfolio theory, portfolio selection, asset pricing models, market efficiency, behavioral finance, security analysis, option valuation and special topics in investments. In addition, this course introduces students to different concepts, theories, and philosophies in the literature on how to invest profitably and how to adjust portfolio strategies. *Prerequisite: BUS 238 or consent of instructor.*

420**ORGANIZATION DEVELOPMENT**

An overview of the concepts, models, and theories in the field of organization development. Students will learn how to design and manage organizational change through diagnosis, intervention, and institutionalization of change events. Students are given the opportunity to apply what they have learned by acting as change agents with a local organization. *Prerequisite: BUS 244 or consent of instructor.*

429**MARKETING STRATEGY**

A study of the methods used by business and nonprofit organizations to analyze and select target markets, and then to develop strategies for gaining and maintaining these customers. Topics include competitive strategy, market segmentation, product positioning, promotional design and marketing-related financial analysis. Case studies, and the development of a detailed marketing plan are covered. *Prerequisite: BUS 128 or consent of instructor.*

439**BUSINESS PRACTICUM**

This course provides students with practical work experience with local companies and organizations. Students work 10-12 hours per week for their sponsor organizations, in addition to attending a weekly seminar on management topics relevant to their work assignments. Since enrollment is limited by the available number of positions, students must apply directly to the business department before preregistration to be eligible for the course. *Prerequisite: Consent of instructor.*

441**BUSINESS STRATEGY AND ENTREPRENEURSHIP**

An intensive study of the entrepreneurial function of business enterprises designed to build students' skills in conducting strategic analysis and strategic development in a variety of industries and competitive situations. Students examine industry structure, functional strategies, competitive challenges of a global marketplace, and sources of sustainable competitive advantage. This course is designed to integrate the knowledge and skills gained from previous coursework in business and related fields. *Prerequisites: All core courses or consent of instructor. Seniors only.*

470-479

INTERNSHIP (See index)

N80-N89

INDEPENDENT STUDY (See index)

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)

CHEMISTRY (CHEM)

Professor: McDonald

Associate Professor: Bendorf

Assistant Professors: Mahler, Ramsey (Chairperson)

The Department of Chemistry offers both B.A. and B.S. degree programs, and is approved by the American Chemical Society (ACS) to certify those students whose programs meet or exceed requirements established by the ACS. Students who complete the ACS certified degree are also eligible for admission to the American Chemical Society following graduation.

For students planning on graduate study in chemistry, German is the preferred foreign language option, and additional courses in advanced mathematics and computer science are also recommended.

The following courses, when scheduled as W courses, count toward the writing intensive requirement: CHEM 330, 331, 332 and 449.

The B.A. degree

To earn the B.A. degree a student must complete CHEM 110-111, 220-221, 330-331, 332, 333; PHYS 225-226; MATH 128-129; and, as a Capstone experience, one of the following: CHEM 449, 470, 490 or the Professional Semester (EDUC 446, 447, 449).

The B.S. degree

To earn the B.S. degree a student must complete the thirteen course major described above as well as three unit courses in chemistry at the 400-level. One unit course from the following list may be substituted for one 400-level chemistry course: PHYS 331 or above; BIO 222 or above; MATH 123, 130, 214, 216, 231, 238, 332; or CPTR 125.

ACS Certification

To earn ACS certification, a student must complete the requirements described above under the B.A. degree as well as CHEM 443, 444, and one additional course from CHEM 440, 442 or 446. Students completing this program of study may elect to receive either the B.A. or the B.S. degree.

Certification in Secondary Education

A Chemistry major interested in becoming certified in secondary education in Chemistry and/or General Science/Chemistry should, as early as possible, consult the current Department of Education Teacher Education Handbook and make their plans known to their advisor and the Chair of the Education Department so the required courses can be scheduled for the Professional Semester. A Chemistry major who successfully completes the Professional Semester (EDUC

446, 447, 449) has also satisfied the Chemistry Capstone experience. Please check with the Education Department for the most current PA State requirements.

Minor

A minor in chemistry requires completion of CHEM 110-111, 220-221, and two CHEM courses numbered 300 or higher.

000

LABORATORY TEACHING METHODS

This course provides students with practical experience in laboratory teaching. Students in this course are paired with a faculty mentor and help supervise labs, deliver prelab lectures and assist in ordering chemicals and prepping laboratory experiments. Students complete a project that integrates the chemical education literature, classroom instruction materials, laboratory safety and chemical procurement, storage and disposal. *Open to junior chemistry majors pursuing certification in education, with consent of the instructor. Non-credit course.*

100

CHEMISTRY IN CONTEXT

A science distribution course for the non-science major. The course explores real-world societal issues that have important chemical components. Topics covered may include air and water quality, the ozone layer, global warming, energy, acid rain, nuclear power, pharmaceuticals and nutrition. The chemistry knowledge associated with the issues is built on a need-to-know basis. *Three hours of lecture and one two-hour laboratory period each week. Not open for credit to students who have received credit for CHEM 110.*

110

GENERAL CHEMISTRY I

A quantitative introduction to the concepts and models of chemistry. Topics include stoichiometry, atomic and molecular structure, nomenclature, bonding, thermochemistry, gases, solutions, and chemical reactions. The laboratory introduces the student to methods of separation, purification, and identification of compounds according to their physical properties. This course is designed for students who plan to major in one of the sciences. *Three hours lecture, one hour of discussion and one three-hour laboratory period each week. Prerequisite: MATH 100 or consent of department.*

111

GENERAL CHEMISTRY II

A continuation of CHEM 110, with emphasis placed on the foundations of analytical, inorganic, and physical chemistry. Topics include kinetics, equilibria, acid-base theory, electrochemistry, thermodynamics, nuclear chemistry, coordination chemistry, and descriptive inorganic chemistry of selected elements. The laboratory treats aspects of quantitative and qualitative inorganic analysis. *Three hours of lecture, one hour of discussion, and one three-hour laboratory period each week. Prerequisite: CHEM 110 or consent of department.*

215**ORGANIC AND BIOLOGICAL CHEMISTRY**

A descriptive study of the compounds of carbon. This course illustrates the principles of organic chemistry with material relevant to students in biology. Topics include nomenclature, mechanism, alkanes, arenes, amino acids, proteins, carbohydrates and other naturally occurring compounds. This course is designed for students who require only one semester of organic chemistry, and is not intended for students planning to enroll in chemistry courses numbered 220 or above. *Three hours of lecture, one hour of discussion, and one three-hour laboratory period each week. Prerequisite: CHEM 111. Not open for credit to students who have received credit for CHEM 220.*

220**ORGANIC CHEMISTRY I**

An introduction to the chemistry of the compounds of carbon. Topics include structure and bonding, nomenclature, conformational analysis, stereochemistry, substitution and elimination chemistry, alkenes, alkynes, IR spectroscopy and organic synthesis. Techniques for the synthesis, purification and characterization of organic compounds are introduced in the laboratory. *Three hours of lecture and one four-hour laboratory period each week. Prerequisite: CHEM 111.*

221**ORGANIC CHEMISTRY II**

A continuation of CHEM 220 with emphasis on the synthesis and characterization of organic compounds. Topics include the chemistry of alcohols, dienes, arenes, and carbonyl compounds, NMR spectroscopy, mass spectrometry and radical chemistry. The laboratory work includes multi-step syntheses, mechanistic studies and characterization of organic compounds using a variety of spectroscopic techniques. *Three hours of lecture and one four-hour laboratory period each week. Prerequisite: A grade of C- or better in CHEM 220.*

330**PHYSICAL CHEMISTRY I**

A study of energy in chemistry and its reactions, including in-depth gas laws, thermodynamics, phases and physical transformations of pure substances and mixtures, equilibrium, electrochemistry, and statistical mechanics. The laboratory involves physicochemical measurements of thermodynamic properties. *Three hours of lecture and one four-hour laboratory period each week. Prerequisites: CHEM 111, MATH 129, PHYS 225-226; or consent of instructor.*

331**PHYSICAL CHEMISTRY II**

A continuation of CHEM 330 with emphasis on time and structure in chemistry and its reactions. Topics include molecular motion, rates of reactions and kinetics, molecular reaction dynamics, quantum mechanics, atomic and molecular structure and their relation to spectroscopy. The laboratory introduces kinetics and quantum mechanics experiments, as well as student projects. *Three hours of lecture and one four-hour laboratory period each week. Prerequisite: CHEM 330.*

332**ANALYTICAL CHEMISTRY**

A study of the fundamental methods of gravimetric, volumetric and elementary instrumental analysis together with practice in laboratory techniques and calculations of these methods. *Three hours of lecture and two three-hour laboratory periods each week. Prerequisite: CHEM 111 or consent of instructor.*

333**ADVANCED INORGANIC CHEMISTRY**

A study of modern theories of atomic and molecular structure and their relationship to the chemistry of selected elements and their compounds. *Three hours of lecture and one four-hour laboratory period each week. Prerequisites: CHEM 330, MATH 129, and one year of physics; or consent of instructor.*

439**INTRODUCTION TO QUANTUM MECHANICS**

Introduction to the basic concepts and principles of quantum theory. Solutions to the free particle, the simple harmonic oscillator, the hydrogen atom, and other central force problems are presented using the Schrodinger wave equation approach. Topics also include operator formalism, eigenstates, eigenvalues, the uncertainty principles, stationary states, representation of wave functions by eigenstate expansions, and the Heisenberg matrix approach. *Four hours of lecture. Prerequisites: Either PHYS 226 or CHEM 331, and MATH 231. Cross-listed as PHYS 439.*

440**ADVANCED ORGANIC CHEMISTRY**

Theory and application of modern synthetic organic chemistry. Topics may include oxidation-reduction processes, carbon-carbon bond forming reactions, functional group transformations, and multi-step syntheses of natural products (antibiotics, antitumor agents, and antiviral agents). *Three hours of lecture and one four-hour laboratory period. Prerequisite: CHEM 221.*

442**SPECTROSCOPY AND MOLECULAR STRUCTURE**

Theory and application of the identification of organic compounds. With special emphasis on the utilization of spectroscopic techniques (H-NMR, C-NMR, IR, UV-VIS, and MS). *Three of hours lecture and one four-hour laboratory period each week. Prerequisite: CHEM 221.*

443**ADVANCED ANALYTICAL CHEMISTRY**

A study of advanced analytical methods with emphasis on chromatographic, electrochemical, and spectroscopic methods of instrumental analysis. *Three hours lecture and one four-hour laboratory period each week. Prerequisites: CHEM 331 and 332, or consent of instructor.*

444**BIOCHEMISTRY**

Emphasis is given to the metabolism of carbohydrates, lipids, amino acids, proteins, and nucleic acids; integration of metabolism; and biochemical control mechanisms, including allosteric control, induction, repression, signal transduction as well as the various types of inhibitive control mechanisms. *Three hours of lecture, one three-hour laboratory and one hour of arranged work per week. Prerequisite: CHEM 221, or consent of instructor. Cross-listed as BIO 444.*

446**ORGANOMETALLIC CHEMISTRY**

An introduction to the chemistry of compounds containing metal-carbon bonds. Topics include structure and bonding, reactions and mechanisms, spectroscopy, and applications to organic synthesis. The use of organometallic compounds as catalysts in industrial processes is emphasized. *Three hours of lecture and one four-hour laboratory period each week. Prerequisite: CHEM 221.*

448**CHEMISTRY COLLOQUIUM**

A seminar in which faculty, students and invited professional chemists discuss their research activities. *Non-credit course.*

Please note that attendance at Chemistry Colloquium is voluntary. Colloquium presentations by students are part of the course requirements for Chemistry Research Methods, Internship, and Honors.

449**CHEMISTRY RESEARCH METHODS**

This course focuses on the nature and practice of chemistry. Students conduct research into a particular chemical problem with a faculty research advisor, and explore different aspects of chemistry and discuss their research in a weekly seminar. A report on the research is written. Majors are strongly encouraged to enroll in this course in either their junior or senior year. *Eight to ten hours of laboratory work and one hour seminar each week. Prerequisites: CHEM 221 and consent of instructor; Corequisite: CHEM 330.*

470-479**INTERNSHIP (See index)**

The student ordinarily works under supervision in an industrial laboratory and submit a written report on the project. To satisfy the Chemistry Capstone requirement, participation in the seminar portion of CHEM 449 is required.

N80-N89**INDEPENDENT STUDY (See index)**

The student ordinarily works on a laboratory research project and writes a thesis on the work.

490-491**INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)**

The student ordinarily works on a laboratory research project with emphasis on showing initiative and making a scholarly contribution. A thesis is written. To satisfy the Chemistry Capstone requirement, participation in the seminar portion of CHEM 449 is required.

CLASSICAL STUDIES

Professors: Johnson, Moses (Coordinators)

The interdisciplinary minor in Classical Studies allows students to pursue an in-depth study of the history, art, literature, and thought of the ancient Greek and Roman world.

The minor requires 3 core courses –

ENGL 225: Classical Literature

HIST 210: Ancient History

PHIL 301: Ancient Greek Philosophy

plus 2 electives chosen from the following:

GRK 221 or GRK 222: Readings in New Testament Greek

LAT 221 or LAT 222: Latin Readings and Culture

ART 222: Survey of Art – Ancient, Medieval and Non-Western Art
or ART 349: Narrative in Art

ENGL 218: Ancient and Modern Rhetoric

REL 323: Roots of Early Christianity

THEA 332: History of Theater I

COMMUNICATION

Assistant Professors: Peterson (Chairperson), Wild
Part-time Instructors: Ogurcak, Van Auken

A major in communication with a liberal arts base is the perfect choice for students interested in corporate communication, advertising, public relations, management, event planning, sales, marketing, broadcasting, and a full range of digital media professions.

The department offers major concentrations in Corporate Communication and Digital Media Communication and minor concentrations in Digital Media Communication, Film Studies, and Media Writing. Students balance theory and practice as they study the way media interacts with society and are introduced to a variety of media in their courses, extracurricular activities, independent projects, and internships.

The following courses, when scheduled as W courses, count toward the writing intensive requirement: CCOM 211, 324, FILM 220, 315, 320, 326.

MAJORS

CORPORATE COMMUNICATION (CCOM)

Corporate Communication is an inter-disciplinary major designed to prepare students for entry into a variety of occupations including corporate communication, public relations, marketing, sales, and advertising.

All students majoring in Corporate Communication must complete the following twelve courses: ACCT 110; BUS 128 and 332; CCOM 200, 210, 211, 324, 400; DCOM 200; ECON 110 or 111; and any 2 of the following courses: BUS 242, 244, 319, 347, 429, CCOM 470.

Students in this major are encouraged to complete an internship before graduation.

REQUIRED COURSES:

ACCT 110 — Financial Accounting
BUS 128 — Marketing Principles
BUS 332 — Integrated Marketing Communications
CCOM 200 — Introduction to Corporate Communication
CCOM 210 — Writing and Research for Traditional, New, and Emerging Media
CCOM 211 Informative and Persuasive Presentational Speaking
CCOM 324 — Public Relations and the Media
CCOM 400 — Corporate Communication Strategy
CCOM 146, 246, 346, 446 — A total of four semesters of non-credit colloquium
DCOM 200 — Introductory Digital Media

And either

ECON 110 — Principles of Macroeconomics

or
ECON 111 — Principles of Microeconomics

OPTIONS—CHOOSE TWO:

Choose two from the following list:

BUS 242 — Marketing Research
BUS 244 — Management and Organizational Behavior
BUS 319 — International Marketing
BUS 347 — Contemporary Issues in Marketing
BUS 429 — Marketing Strategies
CCOM 470 — Internship

200

INTRODUCTION TO CORPORATE COMMUNICATION

This course examines how organizations plan and manage communications with various audiences and stakeholders, including employees, news media, customers, government regulators, investors, and others. The course surveys a broad range of communications topics such as public relations; advertising and integrated marketing communications; new media and digital communications; journalism; mass communications; broadcasting and other forms of content creation.

210

WRITING AND RESEARCH FOR TRADITIONAL, NEW, AND EMERGING MEDIA

Intensive practice in writing for the corporate setting. Emphasis on developing appropriate messages for various traditional, new, and emerging media platforms as well as practice in assessing the effectiveness of those messages. *Prerequisite: ENGL 106 or 107 and CCOM 200.*

211

INFORMATIVE AND PERSUASIVE PRESENTATIONAL SPEAKING

This course trains students in the basic methods of informative and persuasive speaking, with emphasis placed on researching and solving problems having to deal with informative and persuasive speaking. *Prerequisite: ENGL 106 or 107.*

324

PUBLIC RELATIONS AND THE MEDIA

Training in methods of public relations research, program planning and evaluation, working with the media, writing for public relations, and conducting a public relations campaign to solve a problem or crisis. Emphasis on writing, speaking, and electronic communication. *Prerequisites: ENGL 106 or 107, and CCOM 200.*

330**TOPICS IN CORPORATE COMMUNICATION**

Study of communication theory as applied to a special area of corporate communication through readings, discussion, and applications. *Prerequisite: Sophomore standing or above. May be repeated for credit with change of topic*

400**CORPORATE COMMUNICATION STRATEGY**

An integrative course in which students learn to develop and evaluate overall corporate communication strategies involving the continuous employment of multiple media messaging sources. *Prerequisite: CCOM 210 and 324.*

146, 246, 346 and 446**CORPORATE COMMUNICATION COLLOQUIUM**

Students are required to complete successfully the non-credit Colloquium for a total of four semesters through academic experiences such as WRLC, The Lycourier, and Crossing The Frame Productions. Enrollment in other similar on and off-campus academic experiences will be accepted with departmental approval. *Non-credit and Pass/Fail.*

470**INTERNSHIP**

Interns usually work off-campus in a field related to their area of study. *Prerequisite: junior or senior standing.*

DIGITAL MEDIA COMMUNICATION (DCOM)

Digital Media Communication is an innovative, interdisciplinary major with a strong relationship to other disciplines at the college including art, theater, creative writing, electronic music, sociology, political science, and history. The boundaries between video, film, multi-media production, web design, digital sound, photography, graphic design and performance are collapsing as quickly as digital technology is expanding. The Digital Media curriculum at Lycoming College is grounded in the tradition of liberal arts and teaches the theory, skills and grammar of the visual language necessary to work within this rapidly changing technology. Upper level studio and theory courses and the opportunity to do a professional internship provide the conceptual, technical and theoretical knowledge necessary to create compelling digital media and compete in the field.

FOUNDATION COURSES—FIVE:

ART 227 Photography I

ART 343 Introduction to Digital Art

ART 212 Color and Design

THEA 212 Multicultural America on Screen

Either FILM 315 Contemporary Experimental and Independent Film *or*

FILM 326 Media Criticism

PRODUCTION COURSES—FOUR:

Either ART 344 Time-Based Digital Media *or*
ART 430 Interactive Multi-Media and Web Design
DCOM 200 Introductory Digital Media
DCOM 300 Intermediate Digital Media
DCOM 400 Advanced Digital Media / Senior Project

THEORY AND HISTORY COURSES—CHOOSE TWO:

ART 320 Visual Media in the Digital Age
ART 347 History of Photography
ART 349 Narrative in Art
Either THEA 114 Film Art: Motion Picture Masterpieces *or*
FILM 220 Topics in Genres, Actors, and Directors
FILM 300 Film and Social Change
FILM 320 Topics in Film and Culture

OPTIONS—CHOOSE TWO:

ART 431 Advanced Digital Imaging
Either ART 449 Art Practicum *or*
DCOM 470 Internship
DCOM 310 The Moving Image in Series
FILM 221 Introduction to Screenwriting
MUS 224 Electronic Music
SOC 330 Research Methods I
SOC 334 Racial and Cultural Minorities
THEA 226 Directing I
THEA 229 Lighting Design

DIGITAL MEDIA COMMUNICATION COLLOQUIUM

DCOM 148, 248, 348, 448 *Required every semester after major declared (non-credit).*

PARTICIPATION IN SENIOR VIDEO/MULTI-MEDIA FESTIVAL

200

INTRODUCTORY DIGITAL MEDIA

This course studies the principles, techniques, and fundamentals of pre-production, production, and post-production of digital audio and video technologies. *Prerequisite: ART 227 or consent of instructor.*

300

INTERMEDIATE DIGITAL MEDIA

This course is a continuation of the skills developed in DCOM 200, including research, pre-production and post production of audio and video. Students explore presentation options for digital media, including installation and multi-screen. *Prerequisite: DCOM 200 or consent of instructor.*

310**THE MOVING IMAGE IN SERIES**

This production course prepares students to work with the moving image as a series of video shorts that stem from one concept or idea. The course is strongly encouraged for the DCOM major; it aids in preparation for the senior project. *Pre-requisite: DCOM 300 or consent of the instructor.*

400**ADVANCED DIGITAL MEDIA / SENIOR PROJECT**

Advanced production of documentary, narrative or experimental video, multi-media or interactive media incorporating advanced directing, shooting, lighting, sound, and editing. This course is the capstone course for the Digital Media major. Prerequisites: DCOM 300 and senior status, or consent of the instructor.

148, 248, 348, 448**DIGITAL MEDIA COMMUNICATION COLLOQUIUM**

Required every semester after major declared (non-credit). With permission of the department chair, Digital Media Communication majors can substitute working for the campus radio station or Lyco2 Video Production. *Non-credit.*

MINORS**DIGITAL MEDIA COMMUNICATION**

The Digital Media Communication minor will be of interest to students who want to learn digital media as a form to communicate the content of their majors. Students of various majors might want to create a documentary video or educational website on the subject of their senior research. Minors in Digital Media Communication may pursue graduate studies and/or employment in a variety of fields including digital media production, advertising, cultural analysis, and documentary video production. Six courses are required: ART 227, 343, DCOM 200, 300, THEA 212, and one of the following three courses, ART 344, 430, or DCOM 310.

FILM STUDIES (FILM)

The Film Studies program develops skills in media writing and the critical analysis of film, television, and video as an art form. All minors develop skills in researching film history and thinking creatively about contemporary attitudes, values, and beliefs associated with film. Minors in Film Studies have the ability to pursue graduate studies and/or employment in a variety of fields including digital media production and administration, creative advertising, arts administration, journalism, cultural analysis, film preservation, and writing for the media. Six courses are required. Required Foundation Courses: THEA 212 and FILM 326. Film History and Culture: two from FILM 220, 320, and THEA 114. Film Theory and Practice: two from FILM 221, 300, and 315.

214**SURVEY OF LANDMARKS IN FILM HISTORY**

Close reading of selected films from around the world in an historical context using basic film theory to guide the reading with a major emphasis on cinematography, editing, and *mise-en-scene*. *Prerequisite: ENGL 106 or 107.*

220**TOPICS IN GENRES, ACTORS, AND DIRECTORS.**

Comparative study of film genres, directors, and/or performers from an historical perspective. *May be repeated with change in content. Prerequisite: ENGL 106 or 107.*

221**INTRODUCTION TO SCREENWRITING**

Training in methods of creating the original screenplay for film and/or television. Major emphasis is placed on scene and plot construction, character development, and using the language of film to tell a story. *Prerequisites: ENGL 106 or 107.*

300**FILM AND SOCIAL CHANGE**

Close analysis of selected documentary, propaganda, and social problem films that seek to influence our perceptions of reality. *Prerequisites: ENGL 106 or 107.*

315**CREATIVITY IN FILM**

Study of ground-breaking artists who developed new ways of relating form to content in independent, experimental, animated, and digital films. *Prerequisites: ENGL 106 or 107.*

320**TOPICS IN FILM AND CULTURE**

Exploration of film and related media texts in a particular historical context. A study of the art, music, literature, political and social framework of the period and culture under consideration is included. *May be repeated with change in content. Prerequisites: ENGL 106 or 107.*

326**MEDIA CRITICISM**

Practice of analyzing print, auditory, visual, and digital texts from a cultural studies point of view. Major emphasis is placed on basic methods of semiotic theory and application of structuralist analysis and frame theory. *Prerequisites: ENGL 106 or 107 and sophomore standing.*

MEDIA WRITING (MWTG)

The minor in Media Writing provides students in any academic discipline with significant practice in writing to diverse audiences. Students completing this minor learn how to connect messages with audience needs, values, and interests and how to make choices among the possible ways of conveying information in a mediated world.

Each student minoring in Media Writing completes five of the courses listed below as well as a minimum of two non-credit colloquium courses involved with campus media (one of which must include a full semester's work on the campus newspaper). Writing, Rhetoric, and Audiences: one from ENGL 218 and FILM 326. Applied Media Writing: three from ENGL 217, 240, FILM 300, MWTG 219, 324, 325. Special Areas of Media Writing: one from ART 430, ENGL 322, and FILM 221. Colloquium: two from CCOM 246, 346, and 446.

219

CONVERGENT SOCIAL MEDIA

Practical experience in news gathering for print, electronic, and digital media by learning how to create share-worthy content. In this course students will learn how to write, photograph, broadcast, podcast, and live-stream, with an emphasis on social media applications and the latest technology. Emphasis is on researching, and structuring stories for different kinds of media.

Prerequisite: ENGL 106 or 107.

324

DIGITAL PUBLISHING

From desktop publishing for print newspapers, journals, newsletters and brochures, to ePublishing, to web and mobile publishing, today's communication specialists are expected to know how to write effectively for various media. This course covers various publishing software and how to format content for various media applications and how to write feature articles for digital publishing. *Prerequisite: ENG 106 or 107.*

325

WEB COMMUNICATION

This course introduces students to the complicated evolution of the Internet and how to effectively communicate and design for various media. Students learn how to utilize Search engines, and create wikis, and content management systems. *Prerequisite: ENG 106 or 107.*

CRIMINAL JUSTICE AND CRIMINOLOGY (CJCR)

Professor: Ross (Chairperson)

Assistant Professors: Aseltine, Richmond

Part-time Instructors: Ritter, Robbin, Thompson

The Criminal Justice and Criminology majors are interdisciplinary social science majors. Course work leading to the baccalaureate degree in criminal justice emphasizes critical and in-depth interdisciplinary analysis of the causes of crime, of formal and informal efforts at preventing and controlling crime, and of treatment of the field of criminal justice as an applied social science where students are taught to integrate theory construction with practical application. The Criminal Justice major offers opportunities for internship and practicum experiences in the field, and prepares students for careers in law enforcement, court services, institutional and community-based corrections, treatment and counseling services, and for further education at the graduate level. The Criminal Justice major also prepares students for activist and leadership roles in their communities. Course work leading to the baccalaureate degree in Criminology is designed to critically examine the etiology of crime and to provide strong theoretical and methodological foundations for graduate-level work. Students may not double major in criminal justice and criminology.

Criminal Justice

The major in Criminal Justice consists of 12 courses, distributed as follows:

A. Required Core Courses (seven courses):

CJCR 100 — Introduction to Criminal Justice

PSY 110 — Introduction to Psychology

SOC 110 — Introduction to Sociology

PHIL 218 — Philosophical Issues in Criminal Justice

CJCR 300 — Criminology

CJCR 346 — Comparative Criminal Justice

CJCR 447 — Research Methods in Criminal Justice

B. Administration of Justice (one course):

CJCR 201 — Policing and Society

CJCR 203 — Correctional Policy

CJCR 243 — Court and Sentencing Policy

CJCR 340 — Community-Based Corrections

C. Crime and Delinquency (two courses):

CJCR 204 — Youth, Deviance and Social Control

CJCR 230 — Terrorism

CJCR 242 — Organizational Crime

CJCR 341 — Crime Prevention

PSCI 342 — Civil Conflict

PSCI 362 — Terrorism

PSY 116 — Abnormal Psychology

PSY 216 — Abnormal Child Psychology

PSY 242 — Drugs, Behavior, and Society

PSY 310 — Forensic Psychology
PSY 410 — Dysfunctional Families and Child Development

D. Legal Studies (one course):

PSCI 231 — Law in America
PSCI 242 — Human Rights
PSCI 330 — Constitutional Law
PSCI 331 — Civil Rights and Liberties
PSCI 334 — Legal Research and Writing
SOC 305 — Sociology of Law

E. Diverse Communities (one course):

CJCR 334 — Race, Class, Gender, and Crime
SOC 240 — Race, Class, Gender, and Sexuality
SOC 334 — American Identity

Criminology

The major in Criminology consists of 11 courses, distributed as follows:

A. Required Core Courses (five courses):

CJCR 100 — Introduction to Criminal Justice
SOC 110 — Introduction to Sociology
CJCR 341 — Crime Prevention and Policy
CJCR 346 — Comparative Criminal Justice
CJCR 300 — Criminology

B. Critical Analysis Electives (two courses):

PHIL 218 — Philosophical Issues in Criminal Justice
SOC 305 — Sociology of Law
CJCR 320 — Critical Criminology
CJCR 334 — Race, Class, Gender, and Crime

C. Research Methodology (two courses):

Select either CJCR 447 Research Methods in Criminal Justice or SOC 330 Research Methods I; and SOC 430 Research Methods II. Although not required, MATH 214 Multivariable Statistics is strongly recommended.

D. Elective Courses (select two courses including one 300-level or above; only one CJCR course may be counted):

CJCR 201 — Policing and Society
CJCR 203 — Correctional Policy
CJCR 204 — Youth, Deviance, and Social Control
CJCR 230 — Terrorism
CJCR 242 — Organizational Crime
CJCR 243 — Courts and Sentencing Policy
CJCR 340 — Community-Based Corrections

CJCR 345 — Special Topics
ECON 224 — Urban Problems
PSCI 231 — Law in America
PSCI 242 — Human Rights
PSCI 330 — Constitutional Law
PSCI 331 — Civil Rights and Liberties
PSCI 334 — Legal Research and Writing
PSCI 342 — Civil Conflict
PSCI 362 — Terrorism
PSY 242 — Drugs, Behavior, and Society
PSY 310 — Forensic Psychology
PSY 410 — Dysfunctional Families and Child Development

Minor in Criminal Justice

A minor in criminal justice consists of five courses: CJCR 100, CJCR 300, and three electives selected from CJCR 201, 203, 204, 242, 243, 334, 340, 341, or 346.

Diversity and Writing Intensive Courses

The following course satisfies the cultural diversity requirement: CJCR 334.

The following courses, when scheduled as W courses, count towards the writing intensive requirement: CJCR 447 and PHIL 218.

100

INTRODUCTION TO CRIMINAL JUSTICE

This course explores the role of law enforcement, courts and corrections in the administration of justice; the development of police, courts and corrections; the scope and nature of crime in America; introduction to the studies, literature and research in criminal justice; basic criminological theories; and careers in criminal justice.

147

INTRODUCTION TO CRIMINAL JUSTICE FORENSICS

This course is an exploration of the history and application of forensic sciences that provides a wide overview of the many subfields within this discipline. Specifically, this course provides the student with an understanding of key definitions, theoretical frameworks, and forensic science's role within the contemporary law enforcement environment. In addition, the course addresses the impact that this developing field has had on society as a whole. *Prerequisite: CJCR100.*

201**POLICING AND SOCIETY**

Who are the police and what is policing? Exploration of these questions provides a context for critical inquiry of contemporary law enforcement in the United States. Attention is given to law enforcement purposes and strategies, the work force and work environment, and why sworn officers do what they do. Emphasis is also placed on being policed and policing the police. Treatment of these issues enables exploration of basic and applied questions about the projection of state power in community relations, including those related to homeland security.

Prerequisite: CJCR 100.

203**CORRECTIONAL POLICY**

This course presents an overview of offenders, punishment, correctional ideologies, and societal reaction to crime. The historical and philosophical development of the correctional system is examined. The primary emphasis is on critical analysis of contemporary correctional programming for adult and juvenile offenders in the United States. Other social issues and structures directly related to corrections are explored. *Prerequisite: CJCR 100.*

204**YOUTH, DEVIANCE AND SOCIAL CONTROL**

This course is designed to provide the student with a general understanding of juvenile deviance and state processes intended to interrupt youth deviance and juvenile delinquency, particularly in the juvenile justice system. Students explore historical perspectives, deviant juvenile subculture, underlying philosophies, the formal processes and organization of juvenile justice systems, promising prevention/treatment approaches and juvenile probation practices. Students are asked to think critically and offer solutions or strategies to a range of dilemmas confronting the juvenile justice system, including the transfer of juveniles to adult status and the movement to privatize juvenile justice services. *Prerequisite: CJCR 100.*

230**TERRORISM**

This course explores the concept of terrorism as a specialized form of crime through an in-depth analysis of central histories, theories, definitions, and political philosophies. Religious, philosophical, and revolutionary ideas that have resulted in present-day terrorist groups are covered as well as the American response to terrorism and efforts of counter terrorism. Emphasis is also given to both international and domestic terrorism within the context of extremist groups.

Prerequisite: CJCR 100.

242**ORGANIZATIONAL CRIME**

Three major areas of organizational crimes are covered, including traditional organized crime, crimes of the corporate world, and crimes committed under auspices of the government. Examples of topics include international organized crime cabals, drug trafficking and money laundering by the CIA, political bribe taking, government brutality and physical/economic coercion, civil rights violations, and crimes situated in the manufacturing, pharmaceutical, and service trades. *Prerequisite: CJCR 100.*

243**COURTS AND SENTENCING POLICY**

This course examines the role of municipal, state, and federal courts in the American criminal justice system. Many important steps in the processing of criminal cases involve the courts or courtroom actors, including arrest, booking, charging, arraignment, trial, sentencing, and appeal. This course considers the responsibilities and constraints of the courts and courtroom actors in each of these steps. The ideal American criminal court is a site where society's desire for punishment is tempered by its obligation to protect the rights of those accused of crime. This course examines the historical evolution of this ideal and considers the degree to which modern American courts have been able to achieve it. Additional topics that may be considered include the use of courts to affect change in other components of the criminal justice system (e.g., police, prisons) and the emerging trend of "specialized" courts (e.g., drug courts). *Prerequisite: CJCR 100, alternate years.*

300**CRIMINOLOGY**

Analysis of the sociology of law; conditions under which criminal laws develop; etiology of crime; epidemiology of crime, including explanation of statistical distribution of criminal behavior in terms of time, space, and social location. *Prerequisite: SOC 110 or consent of instructor. Cross-listed as SOC 300.*

320**CRITICAL CRIMINOLOGY**

Critical criminology moves students beyond the traditionally defined conception of crime by exploring social, political and economic factors that influence crime and criminal justice practices. This course deals with issues of imperialism, nationalism, classism, racism, sexism and heterosexism related to state oriented and sponsored criminal justice practice. In particular, students critique traditional crime definitions and criminal justice procedures that ignore political and economic based criminal behavior. The goal of this course is to expose students to nontraditional theories of crime including labeling theory, peacemaking criminology, conflict criminology, cultural criminology, and contemporary feminist theory. *Prerequisites: CJCR 100 and 300.*

334**RACE, CLASS, GENDER, AND CRIME**

This course provides a theoretical and practical exploration of the link between gender, race, class and criminal justice practices. First, this class focuses on the link between masculinity and violent behavior, exploring factors influencing aggressive behavior among men. Second, a portion of the class focuses on women in the criminal justice system, exploring the nature and extent of criminal offending among women, including interactions of women as offenders and workers within the criminal justice system. Finally, this course utilizes a critical stance while exploring aspect of race and class pertaining to victimology, criminology, and justice processing. *Prerequisites: CJCR 100 and 300.*

340**COMMUNITY-BASED CORRECTIONS**

This course is designed to provide students with an in-depth study of community-based correction programs, with emphasis on the role of probation and parole and their impact on the offender, the criminal justice system, and society. Particular attention is given to advancements in technologies used to monitor and track offenders within the community, prison overcrowding, re-entry programs, officer discretion and ethics, and the role of specialized treatment courts.

Prerequisite: CJCR 100.

341**CRIME PREVENTION**

Crime prevention measures may reduce crime through altering offenders' motivations to commit crime or restricting offenders' opportunities to commit crime. Evaluations of crime prevention policies and programs are reviewed to determine what works, what does not, and why. In addition to the criminal justice system's ability to prevent crime, the impact of families, schools, communities, and broader economic and social policies on offending is critically examined.

Prerequisite: CJCR 100 and one other CJCR course.

345**SPECIAL TOPICS IN CRIMINAL JUSTICE**

This is a seminar for advanced students offered in response to student request and faculty interest. *This course may be repeated for additional credit with approval of the criminal justice coordinator, but only when course content differs. Sample topics include the death penalty, hate crimes, civil liability in criminal justice, justice in the media, environmental crime, etc.*

Prerequisite: CJCR 100 and one other CJCR course.

346**COMPARATIVE CRIMINAL JUSTICE**

National criminal justice systems are rooted in each country's particular legal system and traditions. After reviewing the major legal systems, this course examines criminal justice systems representative of each legal system. The elements of criminal justice systems (policing, prosecution, the judiciary, and corrections) are compared across several countries, but with special emphasis placed on comparisons to the United States. *Prerequisites: CJCR 100 and one other CJCR course.*

447**RESEARCH METHODS IN CRIMINAL JUSTICE**

Students learn social science methods, research design and implementation, and evaluation of contemporary research in criminal justice. Topics covered include the logic of causal order, sampling theory, qualitative and quantitative design, data collection, proper analysis of data, and basic statistical selection and calculation. Emphasis is placed on understanding social science research and on communicating research in writing. *Prerequisites: CJCR 100. Prerequisite or corequisite: CJCR 300. Math 123 is strongly recommended.*

448-449**CRIMINAL JUSTICE PRACTICUM**

Students are placed with criminal justice agencies, providing opportunities to apply classroom knowledge in an organizational setting, encouraging development of professional skills, helping students identify and clarify career interests, and providing opportunities to conduct hands-on field research. *Prerequisite: Junior or senior status and successful completion of the CJCR Department's practicum application.*

470

INTERNSHIP (See index)

N80

INDEPENDENT STUDY (See index)

This course represents an opportunity to pursue specific interests and topics not usually covered in regular courses. Through a program of readings and tutorials, the student has the opportunity to pursue these interests and topics in greater depth than is usually possible in a regular course. *Prerequisite: CJCR 100 and consent of criminal justice coordinator.*

N90

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)

ECONOMICS (ECON)

Professor: Madresehee

Associate Professor: Sprunger (Chairperson)

Assistant Professor: Moorhouse

The Department of Economics offers three tracks. Track I (General Economics) is designed to provide a broad understanding of economic, social, and business problems. In addition to preparing students for a career in business or government, this track provides an excellent background for graduate or professional studies. Track II (Managerial Economics) develops students' capacity to analyze the economic environment in which an organization operates and to apply economic reasoning to an organization's internal decision making. These courses have more of a managerial emphasis than traditional economics courses. Track III (Quantitative Economics) focuses study on the more quantitative and analytical courses in the department. In addition to a broad coverage of economic theory and applications, these courses especially prepare students for statistical analysis and research of economics issues. This is also an excellent track for students interested in graduate school.

Track I - General Economics requires ECON 110, 111, 331, 440, and 441, and three other courses in economics. Depending on their academic and career interests, students are encouraged to select a minor in another department such as political science, philosophy, or history.

Track II - Managerial Economics requires Econ 110, 111, 220, 332 and 441; ACCT 110; BUS 238; either an accounting course numbered 130 or higher or a second business course (excluding BUS 439); and two other economics courses numbered 200 or above (excluding ECON 349).

Track III -Quantitative Economics requires ECON 110, 111, 340, 441; either 227 or 331; MATH 128 or 109; MATH 214 or 332 and either three other economics courses or two other economics courses and one extra math course numbered 129 or higher.

In addition, the department recommends that majors in Track I and Track II take MATH 123. Track I and Track III majors are encouraged to take ACCT 110. Students interested in graduate school should consult with members of the economics department faculty for recommendations on additional coursework.

The following courses, when scheduled as W courses, count toward the writing intensive requirement: ECON 236, 337, 343 and 440.

Students interested in teacher certification should refer to the Department of Education listing.

Minor

The department offers two minors in economics. The General Economics minor requires the completion of ECON 110, 111 and three other economics courses numbered 200 or above, or

any four economics courses numbered 200 or above. The Quantitative Economics minor requires five courses including ECON 110 and 111; and three courses from MATH 214 or 332 (not both), ECON 227, 331, 340 or 441.

The Department of Economics is a member of the Institute for Management Studies. For more information, see the Institute for Management Studies listing.

102

CONSUMER ECONOMICS

A course in “family” or “practical” economics, designed to teach students how they and their families can be intelligent consumers; that is, how they can spend, save, and borrow so as to maximize the value they receive for the income they have. Treats subjects such as intelligent shopping; the uses and abuses of credit; investing, savings, buying insurance, automobiles and houses; medical care costs; estates and wills, etc.

110

PRINCIPLES OF MACROECONOMICS

Macroeconomics deals with problems of the economic system as a whole. What influences the level of national income and employment? What is inflation and why do we have it? What is the role of government in a modern capitalistic system? How does business organize to produce the goods and services we demand? How are the American financial and banking systems organized? What is the nature of American unionism? What are the elements of government finance and fiscal policy?

111

PRINCIPLES OF MICROECONOMICS

This course focuses upon microeconomics and selected current economic problems. It deals with the relatively small units of the economy such as the firm and the family. Analyzes demand and supply. Discusses how business firms decide what and how much to produce and how goods and services are priced in different types of markets. Also considers such problems as economic growth, international trade, poverty, discrimination, ecology, and alternative economic systems.

220

MONEY AND BANKING

Covers business fluctuations and monetary and fiscal policy; the financial organization of society; the banking system; credit institutions; capital markets, and international financial relations. *Prerequisite: ECON 110.*

224

URBAN PROBLEMS

The application of economic theory to the study of significant social, political, and economic problems associated with urbanization, including poverty, employment, education, crime, health, housing, land use and the environment, transportation, and public finance. Analysis of solutions offered. *Prerequisite: ECON 110 or 111, or consent of instructor. Alternate years.*

225**ENVIRONMENTAL ECONOMICS**

A study of the relationship between environmental decay and economic growth, with particular reference to failures of the price and property-rights systems; application of cost/benefit analysis, measures aimed at the creation of an ecologically viable economy.

227**GAME THEORY**

An introduction to the field of game theory. The focus of study is on how people behave in strategic situations. Applications include pricing, bargaining, negotiating, and voting.

Prerequisite: ECON 111 or consent of the instructor. Alternate years.

236**AMERICAN ECONOMIC HISTORY**

This course examines topics in American Economic History from the post-Civil War era through World War II. Topics covered include the causes of the rise of big business as the dominant means of production, the emergence of the union movement, the growth of the U.S. economy to the largest in the world, and the changing role of government in the economic system.

327**PUBLIC CHOICE**

This course focuses on the application of economics to the political processes of voting and bureaucratic behavior. A major theme is the study of problems that can occur within the democratic process because the incentives given to public servants do not always match society's best interests. Policies and institutions that can improve such problems are explored. U.S. elections and campaigns provide many of the applications for the class. *Prerequisite: ECON 110 or 111, or consent of instructor. Alternate years.*

330**INTERMEDIATE MICROECONOMICS**

An advanced analysis of contemporary theory regarding consumer demand, production costs and theory, profit maximization, market structures, and the determinants of returns to the factors of production. *Prerequisite: ECON 110. Alternate years.*

331**INTERMEDIATE MACROECONOMICS**

An advanced analysis of contemporary theory and practice with regard to business fluctuation, national income accounting, the determination of income and employment levels, and the use of monetary and fiscal policy. *Prerequisite: ECON 110. Alternate years.*

332**GOVERNMENT AND THE ECONOMY**

An analytical survey of government's efforts to maintain competition through antitrust legislation to supervise acceptable cases of private monopoly, through public utility regulation and via means of regulatory commissions, and to encourage or restrain various types of private economic activities. *Prerequisites: ECON 110 and 111, or consent of instructor.*

335**LABOR ECONOMICS**

This course introduces students to the economic analysis of the market for human resources. Students learn economic theory of labor demand and labor supply as well as marginal productivity theory, bargaining theories of wages, and human capital theory. Unions, immigration, and discrimination are also examined. *Prerequisites: ECON 110 or 111; or consent of the instructor. Alternate years.*

337**PUBLIC FINANCE**

An analysis of the fiscal economics of the public sector, including the development, concepts, and theories of public expenditures, taxation, and debt at all levels of American government. Also includes the use of fiscal policy as an economic control device. *Prerequisites: ECON 110 and 111, or consent of instructor. Alternate years.*

340**ECONOMETRICS**

Econometric models provide one of the most useful and necessary tools for decision-making. By using a variety of modern statistical methods, econometrics helps us estimate economic relationships, test different economic behaviors, and forecast different economic variables. This course prepares students for basic empirical work in economics and focuses on linear regression using both cross-sectional and time-series data. *Prerequisites: MATH 123, ECON 110 and 111; or consent of the instructor. Alternate years.*

343**INTERNATIONAL TRADE**

A study of the principles, theories, development, and policies concerning international economic relations, with particular reference to the United States. Subjects covered include: U.S. commercial policy and its development, international trade theory, tariffs and other protectionist devices, international monetary system and its problems, balance of payments issues. *Alternate years. Prerequisites: ECON 110 and 111.*

349**MANAGEMENT PRACTICUM**

An apprentice-level work experience for junior or senior economics majors jointly sponsored by the department and a public or private agency (or a subdivision of the college itself) designed to better integrate classroom theory and workplace practice. In addition to attendance at a weekly seminar, students spend 10-12 hours per week at the sponsoring agency per unit of credit. At least one-half of the effort expended will consist of academic work related to agency activities.

440**HISTORY OF ECONOMIC THOUGHT**

A discussion of the origins, development, and significance of the economic ideas embodied in the works of Smith, Marx, Schumpeter, Keynes, and others. *Prerequisite: ECON 110 or consent of instructor. Alternate years.*

441**MANAGERIAL ECONOMICS**

The application of economic theory and methodology to the solution of business problems. Subjects include: optimizing techniques, risk analysis, demand theory, production theory, cost theory, linear programming, capital budgeting, market structures, and the theory of pricing.

Prerequisites: ECON 110 and 111.

470-479**INTERNSHIP (See index)**

Typically off-campus in business, banking, or government, supervised by assigned employee of sponsoring organization.

N80-N89**INDEPENDENT STUDY (See index)**

Superior students may select independent study in various courses, particularly in preparation for graduate school.

490-491**INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)**

EDUCATION (EDUC)

Assistant Professors: Hickoff-Cresko, Macy, Rogers (Chairperson)

Part-time Instructors: Fairchild, Wentzel

The Education Department offers Pennsylvania-approved teacher certification in Early Childhood Education (PreK – 4), Secondary Education (7 – 12), Art Education (K – 12), Foreign Language Education (K – 12), Music Education (K – 12), and Special Education. The Special Education certificate (PreK – 8 and/or 7– 12) is an add-on certificate (dual) that must accompany an Early Childhood certificate or a content area Secondary Education certificate.

Education is not a major at Lycoming College. All students wishing to be certified in Early Childhood Education (PreK – 4), Secondary Education (7 – 12), Special Education (PreK – 8 and 7 – 12, or K – 12 areas must choose a major field from any offered by the college.

ALL education students must complete a minimum of 30 hours of observation/exploration and participation with the assigned cooperating teacher during the semester prior to their professional semester (student teaching). For Early Childhood certification and for the Special Education add-on certificate, an additional 150 hours of pre-professional experience hours MUST be completed prior to student teaching.

Students interested in the teacher education program should refer to the *Teacher Education Handbook* which specifies the current requirements for certification. Early consultation with a member of the Education Department is strongly recommended. Application for Student Teaching must be made during the fall semester of the junior year.

Education Colloquia

All students planning to earn teacher certification must take a two (2) semester non-credit colloquium normally to be taken during the sophomore year. Semester one (EDUC 210) will focus on the history, theory and legal issues in American education. Semester two (EDUC 220) will focus on diversity and other modern issues in American education. **All students must pass the PRAXIS I (PPST) before the completion of their sophomore year.**

Early Childhood Certification

Students seeking early childhood certification must complete PSY 110, 115, 211, EDUC 000, 210, 220, 447, ECED 200, 340, 341, 342, 344, 445, 448, ECED/SPED 243, and SPED 331, 420 as well as the necessary subject area courses.

The Early Childhood Professional Semester

The following courses compose the Early Childhood Professional Semester:

- SPED 420 Instructional Methods to meet the Educational Needs of Diverse Learners (2 credits)
- ECED 445 Methods of Teaching in Early Childhood Education (2 credits)
- EDUC 447 Problems in Contemporary American Education (4 credits)
- ECED 448 Student Teaching in Early Childhood Education (8 credits)

Secondary Teacher Certification

Students seeking secondary teacher certification must complete PSY 110, 118, 211, EDUC 210, 220, 339, 446, 447, 449, SPED 331, EDUC/SPED 338, SPED 420, as well as the necessary subject area courses. (See exception below for students seeking K-12 certifications.) Students may earn one or more of the following certifications:

Biology

Chemistry

Citizenship (economics, history, political science)

English

General science (astronomy, physics, biology, chemistry)

Mathematics

Physics

Social sciences (psychology, sociology-anthropology)

Social studies (economics, history, philosophy, political science, psychology, sociology-anthropology)

Students seeking certification in secondary math must also complete EDUC 345 instead of EDUC 339 before acceptance into the professional semester. Students seeking certification in any of the secondary science areas (biology, chemistry, physics) and general science (astronomy, physics, biology, chemistry) must also complete the required safety and maintenance workshop in their content area. These workshops will address safety issues (laboratory instruction, regulations for use of chemicals, materials and specialized equipment) and general lab behavior. Students will also be taught how to actually set up and maintain a laboratory (in their particular science field) in a middle/secondary school.

The Secondary Professional Semester

The following courses compose the Secondary Professional Semester:

- SPED 420 Instructional Methods to meet the Educational Needs of Diverse Learners (2 credits)
- EDUC 446 Methods of Teaching in Middle Level and Secondary Schools (2 credits)
- EDUC 447 Problems in Contemporary American Education (4 credits)
- EDUC 449 Student Teaching in the Middle or Secondary School (8 credits)

K-12 Teacher Certification

Students seeking K-12 certification must complete PSY 110, 118, 211, ECED 448, EDUC 210, 220, 338, 446, 447, 449, SPED 331, 420, and the necessary subject area courses including the methods course appropriate to their discipline and offered by that department. Students may earn K-12 certification in one or more of the following areas:

Art

Music

French

German

Spanish

The K-12 Professional Semester

The following courses compose the K-12 Professional Semester:

- SPED 420 Instructional Methods to meet the Educational Needs of Diverse Learners (2 credits)
- EDUC 446 Methods of Teaching in Middle Level and Secondary Schools (2 credits)
- EDUC 447 Problems in Contemporary American Education (4 credits)
- ECED 448 Student Teaching in Early Childhood Education (4 credits/7 weeks)
- EDUC 449 Student Teaching in the Middle or Secondary Schools (4 credits/7weeks)

Special Education PreK – 8 Teacher Certification

Students seeking Special Education PreK – 8 certification must complete PSY 110, 115, 211, EDUC 000, 210, 220, 447, SPED 230, 330, 331, 333, 420, 430, 432, and ECED/SPED 344, as well as the necessary subject area major courses and the PreK – 4 Early Childhood course requirements (ECED/SPED 243, ECED 200, 340, 341, 342).

The Special Education PreK – 8 Professional Semester

The following courses compose the Special Education PreK – 8 Professional Semester:

- SPED 420 Instructional Methods to meet the Educational Needs of Diverse Learners (2 credits)
- SPED 430 Methods of Teaching Students with Special Needs (2 credits)
- EDUC 447 Problems in Contemporary American Education (4 credits)
- SPED 432 Student Teaching in Early Childhood Placement for Special Education (8 credits/14 weeks)

Special Education 7– 12 Teacher Certification

Students seeking Special Education 7 – 12 certification must complete PSY 110, 118, 211, EDUC 210, 220, 339, SPED 230, 330, 331, 333, 420, 430, 433, and EDUC/SPED 338, as well as the necessary subject area major courses.

The Special Education 7 – 12 Professional Semester

The following courses compose the Special Education 7 – 12 Professional Semester:

- SPED 420 Instructional Methods to meet the Educational Needs of Diverse Learners (2 credits)
- SPED 430 Methods of Teaching Students with Special Needs (2 credits)
- EDUC 447 Problems in Contemporary American Education (4 credits)
- SPED 433 Student Teaching in a Middle or Secondary Placement for Special Education (8 credits/14 weeks)

The Professional Semester

Students are considered full time when enrolled in the Professional Semester. Those students needing an additional course must comply with the standards stated in the College catalog.

The Department of Education admits applicants to the professional semester applicants when they have (a) completed the participation requirements, (b) paid the student teaching fee, (c) obtained a recommendation from the student's major department, (d) passed a screening and interview conducted by the Education Department, (e) passed the PPST Reading, Writing, and Math portions of the PRAXIS exam, and (f) achieved an overall grade point average of 3.00 or better. Major departments have different criteria for their recommendations; therefore, the student should consult with the chairperson of the major department about those requirements. The Pennsylvania state requirements override any contractual agreement the student teacher has with the college via the catalog under which they were admitted.

Additional teacher intern program information can be found under Special Academic Opportunities. However, many new state-mandated requirements apply to this program.

The following course will satisfy the cultural diversity requirement: ECED 243, EDUC 338, SPED 243, 338.

The following courses, when scheduled as W courses, counts toward the writing intensive requirement: ECED 243, 338, EDUC 339, SPED 243, 338, and 344.

EARLY CHILDHOOD EDUCATION (ECED)

200

TEACHING THE YOUNG CHILD

This course is designed to introduce early childhood students to social, emotional, physical, and aesthetic development in young children from birth through age 9 and the ways in which development affects children's learning and teachers' instructional decisions. Through observations and participation in practicum, seminars, workshops, and lectures, students construct an understanding of how children, including children with special needs, English Language Learners and children with diverse perspectives, construct knowledge about the world in which they live and how teachers use their understanding of children to create environments that support learning. 20 hours of observation/exploration in a PreK setting are required.

243

EARLY LITERACY DEVELOPMENT

This course provides pre-service teachers an understanding of the foundations of early literacy development and instructional strategies and assessment techniques that support the acquisition of literacy. Through observations and participation in practicum, seminars, workshops, and lectures, students construct an understanding of how children, including children with special needs, English Language Learners and children with diverse perspectives, construct knowledge. 30 hours of observation and participation in preschools, kindergartens, or first grades are required. *Cross-listed as SPED 243.*

340**CHILDREN AND MATH**

This course provides students with knowledge, skills and understanding to design and implement effective, developmentally appropriate mathematics instruction for grades PreK-4. Emphasis is on children's (including children with special needs, English Language Learners and children with diverse perspectives) mathematical learning and pre-numerical stages through the acquisition of advanced numerical processes and operations and connections to geometric and algebraic reasoning. 30 hours of field experience in grades PreK – 4 are required. *Prerequisite: EDUC 210 and 220, or consent of instructor.*

341**CHILDREN AND SOCIAL STUDIES**

This course focuses on the content, processes, pedagogy and materials for teaching social studies in the PreK-4 classroom. Knowledge of cognitive development as applied to the selection of content, methods, and materials and strategies for organizing the learning environment for the young learner, including children with special needs, English Language Learners and children with diverse perspectives, are examined. 30 hours of field experience in grades PreK – 4 are required. *Prerequisite: EDUC 210 and 220, or consent of instructor.*

342**CHILDREN AND SCIENCE**

Study of content, processes, and constructivist teaching methods and materials for teaching science in the early childhood classroom. Knowledge of cognitive development as applied to the selection of content in method is examined. Through observations and participation in practicum, seminars, workshops, and lectures, students construct an understanding of how children, including children with special needs, English Language Learners and children with diverse perspectives, construct knowledge about the world in which they live and how teachers use their understanding of children to create environments that support learning. 30 hours of field experience in grades PreK – 4 are required. *Prerequisite: EDUC 210 and 220, or consent of instructor.*

344**LITERACY LEARNING IN EARLY ELEMENTARY GRADES**

This course will provide pre-service teachers with an understanding of developmentally appropriate instructional strategies and assessment techniques to help all students, including children with special needs, English Language Learners and children with diverse perspectives, in kindergarten through grade four become literate using reading, writing, listening and speaking in strategic and authentic ways. 30 hours of observation and participation in elementary classrooms (grade 1– 4) are required. *Prerequisite: PSY 211 or consent of instructor. Cross-listed as SPED 344.*

445**METHODS OF TEACHING IN EARLY CHILDHOOD EDUCATION (PART OF THE PROFESSIONAL SEMESTER)**

The course emphasizes the application of theoretical studies of physical, social and cognitive development and the Early Childhood classroom environment. Particular consideration is given to the appropriate age and developmental level of the students with an emphasis upon selection and utilization of methods in all the early childhood subject areas, including art and music. Specific attention is given to the development of strategies for structuring lesson plans, for maintaining classroom control, and for overall classroom management. Direct application is made to the individual student teaching experience. *Full admission to professional semester. One-half unit of credit.*

448**STUDENT TEACHING IN EARLY CHILDHOOD EDUCATION (PART OF THE PROFESSIONAL SEMESTER)**

Professional experience under the supervision of a selected cooperating teacher in an Early Childhood public school classroom. Student teachers are required to follow the calendar of the school district to which they are assigned. *Two units maximum.*

EDUCATION (EDUC)**000****SEMINAR IN ART, MUSIC, PHYSICAL EDUCATION, AND COMPUTER ACTIVITIES**

Each elementary student teacher attends a series of seminars conducted prior to student teaching. These seminars, conducted by certified public school personnel, emphasize activities and knowledge which are helpful in the self-contained elementary classroom. *Non-credit course.*

210**FALL EDUCATION COLLOQUIUM**

This colloquium taken during the sophomore year offers education certification students the opportunity to meet with professors and invited guest speakers to discuss the historical, economic, political and theoretical foundations of American education. *The grade will be P/F. One hour per week. Non-credit course.*

220**SPRING EDUCATION COLLOQUIUM**

This colloquium taken during the sophomore year offers education certification students the opportunity to meet with professors and invited guest speakers to discuss contemporary issues such as race, gender, ethnic and linguistic diversity in American education. Behavioral modifications and instructional strategies are discussed. *The grade will be P/F. One hour per week. Non-credit course.*

230**INTRODUCTION TO SPECIAL EDUCATION**

This course covers historical, philosophical, and legal perspectives related to exceptional students. All major areas of exceptionality are covered including those who are categorized as “gifted.” A study of typical and atypical development of children provides the basis for an in-depth study of the characteristics and classifications of exceptional students. An emphasis is placed upon the ethical and professional behaviors of teachers of students with disabilities in special education and/or regular classrooms settings including multi-cultural and multilingual situations.

330**READING FOR SPECIAL POPULATIONS: ASSESSMENT AND INSTRUCTION**

This course provides students seeking certification in Special Education with a course that addresses the assessment tools and the teaching strategies for evaluating reading needs, skills, and strengths and with specific teaching strategies to help special needs students accomplish reading success. *Prerequisite: EDUC 344 or consent of department.*

331**CURRICULUM AND ASSESSMENT FOR STUDENTS WITH DISABILITIES**

This course provides information and experiences in assessment strategies, curriculum requirements, and planning for students with disabilities. Legal and ethical issues are covered. Curriculum for early intervention, elementary and secondary education, and transition planning for adult life are included. *Prerequisite: PSY 211.*

333**PROGRAMS AND SERVICES FOR INDIVIDUALS WITH DISABILITIES**

This course investigates community based-services, professional organizations, support programs for parents and students, assistive technologies, and related services such as occupational therapy and counseling. Theoretical perspectives of emotional and behavioral disorders and educational approaches to behavioral issues are discussed. Group processes and communication are studied. Significant field experiences are required. *Prerequisite or co-requisite: EDUC 331.*

338**LITERACY FOR MIDDLE/SECONDARY SCHOOLS**

This course is designed to teach the strategies necessary to implementing literacy skills in the middle/secondary content areas. Reading, writing, speaking, listening and media interpretation in content areas is the focus. Developmental stages for adolescents, including children with special needs, English Language Learners and children with diverse perspectives, and critical reading strategies are addressed in addition to strategies for using young adult literature in the content areas. 30 hours of field experience in middle and secondary classrooms are required. *Prerequisite: EDUC 210 and 220, or consent of instructor. Cross-listed as SPED 338.*

339**MIDDLE AND SECONDARY SCHOOL CURRICULUM AND INSTRUCTION**

An examination of the various curricula of the public schools and their relationship to current practices. Special attention is given to development of the curriculum, state and national curriculum standards, and criteria for the evaluation of curricula and student progress. A particular emphasis is placed upon emerging issues and technology as they relate to curriculum. Emphasis is placed upon the curriculum work within the teaching field of each individual. Through observations and participation in practicum, seminars, workshops, and lectures, students construct an understanding of how children, including children with special needs, English Language Learners and children with diverse perspectives, construct knowledge about the world in which they live and how teachers use their understanding of children to create environments that support learning. 30 hours of field experience in middle and secondary classrooms are required. *Prerequisite: EDUC 210 and 220, or consent of instructor.*

340**TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL**

This course is intended for prospective elementary and middle school teachers and is required for all those seeking elementary certification. Topics include number systems, computational algorithms, measurement, geometry, and children's development of mathematical concepts. Includes an emphasis on adapting instruction for diverse learners. *Prerequisite: EDUC 210 and 220, or consent of instructor.*

341**TEACHING THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL**

Studies and experiences to develop a basic understanding of the structure, concepts, and processes of anthropology, economics, geography, history, political science, and sociology as they relate to the elementary school social science curriculum. Practical applications, demonstrations of methods, and the development of integrated teaching units using tests, reference books, films, and other teaching materials. Observation and participation in regional elementary schools. *Prerequisite: EDUC 210 and 220, or consent of instructor.*

342**TEACHING SCIENCE IN THE ELEMENTARY SCHOOL**

Science methods and materials interpreting children's science experiences and guiding the development of the scientific concepts. A study of the science content of the curriculum, its material and use. Observation and participation in regional elementary schools. *EDUC 210 and 220, or consent of instructor.*

343**TEACHING LANGUAGE ARTS AND CHILDREN'S LITERATURE IN THE ELEMENTARY SCHOOL**

A course designed to consider means of communication, oral and written, including both practical and creative uses. Attention is given to listening, speaking, written expression, linguistics and grammar, and spelling. Stress is placed upon the interrelatedness of the language arts. Children's literature is explored as a vehicle for developing creative characteristics in children and for ensuring an appreciation of the creative writing of others. Observation and participation in regional elementary schools. *Prerequisite: PSY 211 or consent of instructor.*

344**TEACHING READING IN THE ELEMENTARY SCHOOL**

A basic course in the philosophy and rationale for the implementation of an elementary reading program from kindergarten through sixth grade. Emphasis is upon designing a reading instructional program which reflects the nature of the learning process and recognizes principles of child development through examination of the principles, problems, methods, and materials used in elementary reading programs. *Prerequisite: PSY 211 or consent of instructor.*

345**CURRICULUM AND INSTRUCTION IN MIDDLE/SECONDARY MATHEMATICS**

This is a basic course in the theory and pedagogy needed for the instruction of mathematics in the Middle/Secondary Schools. It is designed to examine and implement curriculum, teaching strategies, and required standards in math in the middle and secondary schools. The needs and developmental stages of middle/secondary adolescents are also addressed. Alternate fall semesters. 30 hours of field experience in middle and secondary classrooms are required. *Prerequisites: EDUC 210, 220, and two courses in mathematics; or consent of instructor.*

420**READING FOR SPECIAL POPULATIONS: ASSESSMENT AND INSTRUCTION**

This course provides students seeking certification in Special Education with a course that addresses the assessment tools and the teaching strategies for evaluating reading needs, skills, and strengths and with specific teaching strategies to help special needs students accomplish reading success. *Prerequisite: EDUC 338 or 344, or consent of instructor.* One half unit of credit.

430**METHODS OF TEACHING STUDENTS WITH SPECIAL NEEDS (PART OF THE PROFESSIONAL SEMESTER)**

This course addresses planning and planning and methods for teaching students with disabilities in all content areas. Integration of content and skill areas, least restrictive environment strategies including inclusion and resource room settings, and technology are stressed. *Prerequisites or co-requisites: EDUC 330 or 420, and EDUC 331, 333, 344.*

431**CURRENT ISSUES IN SPECIAL EDUCATION (PART OF THE PROFESSIONAL SEMESTER)**

This capstone course for Special Education requires students to reflect upon their course of study, field experiences, and student teaching; to research and analyze current issues in the field; and to complete their professional portfolios. The content of the course varies according to the needs of students, current events, and issues in Special Education.

One half unit of credit.

432**STUDENT TEACHING IN THE ELEMENTARY SCHOOL FOR SPECIAL EDUCATION (PART OF THE PROFESSIONAL SEMESTER)**

Professional experience under the supervision of a selected cooperating teacher in an elementary school. Student teachers are required to follow the calendar of the school district to which they are assigned.

433**STUDENT TEACHING IN THE SECONDARY SCHOOL FOR SPECIAL EDUCATION (PART OF THE PROFESSIONAL SEMESTER)**

Professional experience under the supervision of a selected cooperating teacher in a secondary school. Student teachers are required to follow the calendar of the school district to which they are assigned.

445**METHODS OF TEACHING IN THE ELEMENTARY SCHOOL (PART OF THE PROFESSIONAL SEMESTER)**

The course emphasizes the relationship between the theoretical studies of physical, social and cognitive development and the elementary classroom environment. Particular consideration is given to the appropriate age and developmental level of the students with an emphasis upon selection and utilization of methods in all the elementary subject areas, including art and music. Specific attention is given to the development of strategies for structuring lesson plans, for maintaining classroom control, and for overall classroom management. Direct application is made to the individual student teaching experience. *Prerequisites: EDUC 000, 340, 341, 342, 343, and 344, and pre-student teaching participation.*

446**METHODS OF TEACHING IN MIDDLE LEVEL OR SECONDARY SCHOOLS (PART OF THE PROFESSIONAL SEMESTER)**

A study of materials, methods, and techniques with emphasis on the student's major. Specific attention is given to structuring unit and lesson plans, maintaining classroom discipline, and to overall classroom management. Stress is placed on the selection and utilization of a variety of strategies, materials, and technologies to support learning for a diverse student population. Students teach demonstration lessons in the presence of the instructor and members of the class and observe superior teachers in regional middle and secondary schools. *Full admission to professional semester. One-half unit of credit.*

447

PROBLEMS IN CONTEMPORARY AMERICAN EDUCATION (PART OF THE PROFESSIONAL SEMESTER)

Seminar on the issues, problems, and challenges encountered by teachers in the American public schools, especially those related to the student teaching experience. Particular attention is given to assessing teacher candidate impact on learners, as well as family and community collaboration, and professionalism.

448

STUDENT TEACHING IN THE ELEMENTARY SCHOOL (PART OF THE PROFESSIONAL SEMESTER)

Professional experience under the supervision of a selected cooperating teacher in an elementary school. Student teachers are required to follow the calendar of the school district to which they are assigned. *Two units maximum.*

449

STUDENT TEACHING IN THE MIDDLE OR SECONDARY SCHOOL (PART OF THE PROFESSIONAL SEMESTER)

Professional laboratory experience under the supervision of a selected cooperating teacher in a secondary school. Student teachers are required to follow the calendar of the school district to which they are assigned. *Two units maximum.*

SPECIAL EDUCATION (SPED)

230

INTRODUCTION TO SPECIAL EDUCATION

This course covers historical, philosophical, and legal perspectives related to exceptional students. All major areas of exceptionality are covered (e.g., learning disabilities, health impairment, gifted, etc.) A study of typical and atypical development of children provides the basis for an in-depth study of the characteristics and classifications of exceptional students. An emphasis is placed upon the ethical and professional behaviors of teachers of students with disabilities in special education and/or regular classroom settings including multicultural and multilingual situations. This course is designed for students seeking dual certification in Special Education with Early Childhood Education (PreK – 4) and Secondary (7 – 12) Education. 30 hours of field experience in an inclusive placement are required.

243

EARLY LITERACY DEVELOPMENT

This course provides pre-service teachers an understanding of the foundations of early literacy development and instructional strategies and assessment techniques that support the acquisition of literacy. Through observations and participation in practicum, seminars, workshops, and lectures, students construct an understanding of how children, including children with special needs, English Language Learners and children with diverse perspectives, construct knowledge. 30 hours of observation and participation in preschools, kindergartens, or first grades are required. *Cross-listed as ECED 243.*

330**READING FOR SPECIAL POPULATIONS: ASSESSMENT AND INSTRUCTION**

Course content addresses the assessment tools and the teaching strategies for evaluating reading needs, skills, and strengths and with specific teaching strategies to help special needs students accomplish reading success. This course is designed for students seeking dual certification in Special Education with Early Childhood (PreK – 4) or Secondary (7– 12) Education. 30 hours of field experience in an inclusive placement is required. *Prerequisite: SPED 230 or consent of instructor.*

331**CURRICULUM AND ASSESSMENT FOR STUDENTS WITH DISABILITIES**

This course provides information and experiences in assessment strategies, curriculum requirements, and planning for students with disabilities. Legal and ethical issues are covered. Curriculum for early intervention, elementary and secondary education, and transition planning for adult life are included. This course is taken by all Education certification students, including students seeking dual certification in Special Education with Early Childhood (PreK – 4) and Secondary (7 – 12). 30 hours of field experience in an inclusive placement is required. *Prerequisite: SPED 230 or consent of instructor.*

333**PROGRAMS AND SERVICES FOR INDIVIDUALS WITH DISABILITIES**

This course investigates community based-services, professional organizations, support programs for parents and students, assistive technologies, and related services such as occupational therapy and counseling. Theoretical perspectives of emotional and behavioral disorders and educational approaches to behavioral issues are discussed. Group processes and communication are studied. This course is designed for students seeking dual certification in Special Education with Early Childhood Education (PreK – 4) or Secondary (7 – 12) Education. 30 hours of field experience in an inclusive placement is required. *Prerequisite: SPED 230 or consent of instructor.*

338**LITERACY FOR MIDDLE/SECONDARY SCHOOLS**

This course is designed to teach the strategies necessary to implementing literacy skills in the middle/secondary content areas. Reading, writing, speaking, listening and media interpretation in content areas is the focus. Developmental stages for adolescents, including children with special needs, English Language Learners and children with diverse perspectives, and critical reading strategies are addressed in addition to strategies for using young adult literature in the content areas. 30 hours of field experience in middle and secondary classrooms are required. *Prerequisite: EDUC 210 and 220, or consent of instructor. Cross-listed as EDUC 338.*

344**LITERACY LEARNING IN EARLY ELEMENTARY GRADES**

This course provides pre-service teachers with an understanding of developmentally appropriate instructional strategies and assessment techniques to help all students, including children with special needs, English Language Learners and children with diverse perspectives, in kindergarten through grade four become literate using reading, writing, listening and speaking in strategic and authentic ways. 30 hours of observation and participation in elementary classrooms (grade 1-4) are required. *Prerequisite: PSY 211 or consent of instructor. Cross-listed as ECED 344.*

420**INSTRUCTIONAL METHODS TO MEET THE EDUCATIONAL NEEDS OF DIVERSE LEARNERS**

This two credit course provides students seeking certification in Education with techniques for meeting the needs of diverse learners, including English Language Learners, and children with behavioral disabilities. *Prerequisite: EDUC 338 or 344, or consent of instructor. One-half unit of credit.*

430**METHODS OF TEACHING STUDENTS WITH SPECIAL NEEDS (PART OF THE PROFESSIONAL SEMESTER)**

This course addresses planning and methods for teaching students with disabilities in all content areas. Integration of content and skill areas, least restrictive environment strategies including inclusion and resource room settings, and technology are stressed. *Full admission to professional semester. One-half unit of credit.*

432

STUDENT TEACHING IN AN EARLY CHILDHOOD PLACEMENT FOR SPECIAL EDUCATION (PART OF THE PROFESSIONAL SEMESTER) Professional experience under the supervision of a selected cooperating teacher in an inclusive setting in an Early Childhood classroom. Student teachers are required to follow the calendar of the school district to which they are assigned.

433**STUDENT TEACHING IN A MIDDLE OR SECONDARY PLACEMENT FOR SPECIAL EDUCATION (PART OF THE PROFESSIONAL SEMESTER)**

Professional experience under the supervision of a selected cooperating teacher in an inclusive classroom in a middle or secondary school. Student teachers are required to follow the calendar of the school district to which they are assigned.

ENGLISH (ENGL)

Professors: Feinstein, Hawkes, Lewes, Moses

Associate Professors: Hafer, Leiter (Chairperson), Preston

Assistant Professor: Hebert-Leiter

Part-time Instructor: Wheeler

The department offers two programs leading to the major in English:

Track I English - Major in Literature

This track is designed for students who choose English as a liberal arts major that prepares them for a wide range of career options; for students who choose English as their subject area for early childhood certification or who wish to earn secondary certification in English; for students who wish to improve their verbal and analytic ability in preparation for a specific career, such as technical writing, business, or law; and for students who intend to pursue graduate study in British or American literature.

A minimum of ten courses is required for Track I. Required courses are ENGL 217; 220; 221; two courses selected from 222, 223, and 229; two from 311, 312, 313, 314, 315, 331, 332, 333, and 334; one from 335 and 336; two electives beyond composition; and the Capstone Experience.

Students who wish to earn secondary teacher certification must complete a minimum of twelve courses in English. Required courses are ENGL 217; 220; 221; 335; 336; 338; two courses from 222, 223, 229; three courses from 311, 312, 313, 314, 315, 331, 332, 333, and 334; one elective beyond composition; and the Capstone Experience.

Students who intend to pursue graduate study in British or American literature should complete the twelve English courses specified for secondary certification and, as part of that sequence, take ENGL 449, Advanced Criticism, as their English elective.

Track II English - Major in Creative Writing

This track is designed for students who aspire to careers as professional writers, as editors, and as publishers; for students who plan to continue studies in an M.F.A. or M.A. program; or for students who would like to discover their creative potential while pursuing a fundamental liberal arts education.

A minimum of ten courses is required for Track II. Required courses are ENGL 240; two courses selected from 220, 221, 222, 223, 225, and 229; two from 311, 312, 313, 314, 315, 333, and 334; one from 331 or 332; one from 335 and 336; two from 341, 342, 441, and 442 (note prerequisites); and one from 411 or 412.

Students who wish to earn secondary teacher certification must complete a minimum of twelve courses in English. Required courses are ENGL 220, 240, 335, 336, 338; one course selected from 221, 222, 223, 225, and 229; two from 311, 312, 313, 314, 315, 333, and 334; one from 331

and 332; two from 341, 342, 441, 442 (note prerequisites); and one from 411 and 412; ENGL 217 recommended.

The following courses satisfy the cultural diversity requirement: ENGL 229, 332, and 334. The following courses, when scheduled as W courses, count toward the writing intensive requirement: ENGL 218, 225, 229, 331, 334, 335, 336 and 338.

Capstone Experience

Seniors in the literature track must hand in a portfolio of writing during the first week of their final semester. The portfolio must include four major papers from English courses and a self-assessment essay. Seniors in the creative writing track must successfully complete either ENGL 411 or ENGL 412.

Minors

The department offers two minors in English:

Literature: Five courses in literature at the 200 level or above, at least three of which must be numbered 300 or above.

Writing: Five courses, four of which are chosen from ENGL 217, 218, 240, 322, and 338; plus one writing intensive course in literature at the 300 level.

106

COMPOSITION

Extensive practice in analytical writing. Special emphasis on developing the composing skills needed to articulate and defend a position in various situations requiring the use of written English. *Credit may not be earned for both 106 and 107.*

107

HONORS COMPOSITION

Extensive practice in analytical writing. Special emphasis on developing the writing skills of students who have the potential to benefit from advanced work. Placement by examination only. *Credit may not be earned for both 106 and 107.*

215

SELECTED TOPICS IN LITERATURE

An introduction to a variety of literature united by topic, which vary according to each instructor. *Prerequisite: ENGL 106 or 107, or consent of the instructor.*

217

CRITICAL WRITING SEMINAR

An introduction to writing critically about literary texts. Workshop setting offers intensive practice in the writing and critiquing of papers. Designed for beginning students of literature. *Prerequisite: ENGL 106 or 107, or consent of instructor. Not open to juniors or seniors except for newly declared majors or with consent of instructor.*

218**CLASSICAL AND MODERN RHETORIC**

An exploration of the province, content, strategies, and techniques comprising ancient and modern discourse, with particular emphasis on written lines of argument. This course may fulfill a humanities course distribution requirement. *Prerequisite: ENGL 106 or 107, or consent of instructor.*

220**BRITISH LITERATURE I**

A survey of literary forms, dominant ideas, and major authors from the Anglo-Saxon period through the 18th century. The course includes a brief study of language development to Chaucer and emphasizes writers such as Chaucer, Shakespeare, Donne, Milton, Swift, Pope, and Johnson. *Prerequisite: ENGL 106 or 107, or consent of the instructor.*

221**BRITISH LITERATURE II**

Literary movements and authors from the beginnings of Romanticism to the end of the 19th century. Particular emphasis on such writers as Wordsworth, Shelley, Keats, Tennyson, Browning, Carlyle, Arnold, Hardy, and Yeats. *Prerequisite: ENGL 106 or 107, or consent of instructor.*

222**AMERICAN LITERATURE I**

Survey of American literature from the beginning to 1865, with major emphasis on the writers of the Romantic period: Poe, Emerson, Thoreau, Hawthorne, Melville, Dickinson, and Whitman. *Prerequisite: ENGL 106 or 107, or consent of instructor.*

223**AMERICAN LITERATURE II**

Survey of American literature from 1865 to 1945, emphasizing such authors as Twain, James, Crane, Hemingway, Faulkner, Frost, Eliot, Stevens, O'Neill, and Williams. *Prerequisite: ENGL 106 or 107, or consent of instructor.*

225**CLASSICAL LITERATURE**

A study, in translation, of Greek and Roman works that have influenced Western writers. Literary forms studied include epic, drama, satire, and love poetry. Writers studied include Homer, Aeschylus, Sophocles, Euripides, Virgil, Juvenal, Horace, Lucretius, and Ovid. *Prerequisite: ENGL 106 or 107, or consent of instructor.*

229**AFRICAN AMERICAN LITERATURE**

A survey of major works and authors of African American literary history from slavery to the present, focusing on such authors as Douglass, J. W. Johnson, Hurston, Hughes, Wright, Ellison, and Morrison. *Prerequisite: ENGL 106 or 107, or consent of the instructor.*

240**INTRODUCTION TO CREATIVE WRITING**

The gateway course for students intending to major in the Creative Writing track. An appropriate course for distribution if the student has demonstrated proficiency in writing. Workshop discussions, structured exercises, and readings in literature provide practice and instruction in the writing and evaluation of poetry and fiction. *Prerequisite: ENGL 106 or 107, or consent of the instructor.*

311**MEDIEVAL LITERATURE**

Readings in Old and Middle English poetry and prose from Bede's Ecclesiastical History to Malory's Arthurian romance. Study of lyric, narrative, drama, and romance with emphasis on the cultural context from which these forms emerge. *Prerequisite: ENGL 106 or 107, or consent of instructor. Alternate years.*

312**RENAISSANCE LITERATURE**

An examination of themes and literary forms of the Renaissance. Authors studied include Donne, Marlowe, More, Shakespeare, Sidney, Spenser, and Surrey. *Prerequisite: ENGL 106 or 107, or consent of instructor. Alternate years.*

313**RESTORATION AND 18TH-CENTURY LITERATURE**

Consideration of selected themes, writers, or modes of Restoration and 18th-century literature (1660-1800) with emphasis on the social, political, and intellectual life of that era. *Prerequisite: ENGL 106 or 107, or consent of instructor. Alternate years.*

314**ROMANTIC LITERATURE**

Concentrated study in the writers, texts, and themes of the Romantic period (1789-1832) with emphasis on the social, political, and intellectual life of that era. *Prerequisite: ENGL 106 or 107, or consent of instructor. Alternate years.*

315**VICTORIAN LITERATURE**

Concentrated study in the writers, texts, and themes of the Victorian period (1832-1901) with emphasis on the social, political, and intellectual life of that era. *Prerequisite: ENGL 106 or 107, or consent of instructor. Alternate years.*

322**ADVANCED WRITING: THE CREATIVE ESSAY**

A course in which students from all disciplines learn to explore and define themselves through the essay, a form used to express the universal through the particular and the personal. Readings include essayists from Montaigne to Gould. *Prerequisite: ENGL 106 or 107, or consent of instructor. Alternate years.*

331**MODERN AND CONTEMPORARY FICTION**

Examination of the novels and short fiction of such major writers as Conrad, Woolf, Joyce, Faulkner, Fowles, and Nabokov, with special emphasis on the relationship of their works to concepts of modernism. *Prerequisite: ENGL 106 or 107, or consent of instructor.*

332**MODERN AND CONTEMPORARY POETRY**

Studies in the themes and visions of modern and contemporary poets, beginning with Yeats and the American Modernists, covering a variety of central movements (such as the Harlem Renaissance), and concluding with a range of multi-cultural authors. *Prerequisite: ENGL 106 or 107 or consent of instructor.*

333**THE NOVEL**

An examination primarily of British and American works from the 18th century to the present, focusing on the novel's ability—since its explosive inception—to redefine its own boundaries. *Prerequisite: ENGL 106 or 107, or consent of instructor. Alternate years.*

334**WOMEN AND LITERATURE**

An examination—literary, social, and historical—of literature by women representing diverse cultures. Each course examines a particular theme significant to women writers from more than one cultural background. *Prerequisite: ENGL 106 or 107, or consent of instructor. Alternate years.*

335**CHAUCER**

A study of representative work in the context of Chaucer's life and times. *Prerequisite: ENGL 106 or 107, or consent of the instructor. Alternate years.*

336**SHAKESPEARE**

A study of representative plays in the context of Shakespeare's life and times. *Prerequisite: ENGL 106 or 107, or consent of instructor. Alternate years.*

338**LINGUISTICS**

An intensive look at the English language, focusing on three grammatical systems (traditional, structural, transformational) to identify their strengths and weaknesses. Attention is also given to larger issues, including language change, the politics of language, the creation of meaning, language acquisition, and dialects. *Prerequisite: ENGL 106 or 107, or consent of instructor. Alternate years.*

341**POETRY WORKSHOP I**

An intermediate workshop focusing on the writing of poetry and methods of analysis.

Prerequisite: Grade of B or better in ENGL 240, or consent of instructor.

342**FICTION WORKSHOP I**

An intermediate course in the writing of short fiction in a workshop environment, where the student is trained to *hear* language at work. Emphasis on characterization and story.

Prerequisite: Grade of B or better in ENGL 240, or consent of instructor.

411**FORM AND THEORY: POETRY**

An advanced workshop in which students are asked to write in various poetic forms, such as the sonnet, villanelle, sestina, and pantoum. *Prerequisite: ENGL 341 or consent of instructor.*

Alternate years.

412**FORM AND THEORY: FICTION**

A course that examines philosophical and aesthetic theories of fiction, and the resulting fiction based on those theories. Authors will most likely include Aristotle, Calvino, Gardner, Gass, and Nabokov. *Prerequisite: ENGL 342 or consent of instructor. Alternate years.*

421**ADVANCED TOPICS IN LITERATURE**

An upper-level literature course governed either by concept (such as a theme or movement) or author (one to three figures). Topics vary according to each instructor. *Prerequisite: At least one English course numbered 218 and above, or consent of the instructor. Alternate years. May be taken a second time for credit with departmental approval.*

441**POETRY WORKSHOP II**

An advanced workshop in the writing of poetry. Students receive intensive analysis of their own work and acquire experience in evaluating the work of their peers. *Prerequisite: ENGL 341.*

442**FICTION WORKSHOP II**

An advanced course in the writing of short fiction. Emphasis on the complexities of voice and tone. The student is encouraged to develop and control his or her individual style and produce publishable fiction. *Prerequisite: ENGL 342.*

449**ADVANCED CRITICISM**

Reading and discussion in the theory and history of criticism. Examination of both traditional and contemporary ideas about the value and nature of literary expression and its place in human culture generally. Work in the course includes practical as well as theoretical use of the ideas and methods of critical inquiry. *Prerequisite: ENGL 106 or 107, or consent of instructor. Alternate years.*

470-479**INTERNSHIP (See index)**

The department provides internships in editing, legal work, publishing, and technical writing.

N80-N89**INDEPENDENT STUDY (See index)**

Recent studies include the role of Pennsylvania in the fiction of John O'Hara; the changing image of women in American art and literature (1890-1945); the hard-boiled detective novel; contemporary women writers; and Milton's use of the Bible in *Paradise Lost*.

490-491**INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)**

Recent projects include "The Function of the Past in the Fiction of William Faulkner" and "Illusion, Order, and Art in the Novels of Virginia Woolf."

ENVIRONMENTAL SUSTAINABILITY

Professor: Zimmerman (Coordinator)

Associate Professor: Boyd (Coordinator)

The minor requires five courses: BIO 220, BUS 225, ECON 225, and two from ANTH 232, PHIL 228, PSCI 338 or PSY 221, one of which may be substituted by a practicum or internship with approval of coordinator.

Practicum or Internship in Environmental Sustainability: A practicum or internship in environmental sustainability is strongly recommended. This will give students an opportunity to work independently under the supervision of a professional in the field.

One of the following practicum or internship experiences is recommended.

ANTH 470-479 — Anthropology Internship
BIO 400 — Biology Practicum
BIO 401 — Environmental Practicum
BIO 470-479 — Biology Internship
BUS 439 — Business Practicum
BUS 470-479 — Business Internship
ECON 349 — Management Practicum
ECON 470-479 — Economics Internship
PHIL 470-479 — Philosophy Internship
PSCI 470-479 — Political Science Internship
PSY 470-479 — Psychology Internship
SOC 448 — Practicum in Sociology-Anthropology

FINANCIAL ECONOMICS AND ANALYSIS

Assistant Professor: Grassmueck (Coordinator)

A minor in financial economics and analysis requires the completion of BUS 339 (Financial Strategies), BUS 410 (Investments), and ECON 220 (Money and Banking). In addition to these three core courses, students are also required to take three electives from the following list. No elective may count toward any other major or minor program of study.

Financial Economics Electives:

ACCT 225	Budgeting and Financial Statement Analysis
BUS 333	Global Business Strategies
ECON 331	Intermediate Macroeconomics
ECON 332	Government and the Economy
ECON 335	Labor Problems
ECON 337	Public Finance
ECON 343	International Trade

HEALTH CARE ADMINISTRATION

Associate Professor: Boyd (Coordinator)

Part-time Instructor: Hostrander

The minor requires the following five courses: BIO 107, BUS 222, PHIL 219, one from ACCT 110, BUS 128, 238, 244, and one from SOC 222 or SOC 310. In addition, the minor requires the completion of 70 hours in course service learning and/or practicum experiences. (For the ACCT 110, BUS 128, 238, 244 and SOC 222, 310 courses, students should consult with the coordinator of the minor and departmental staff to select an appropriate course that fits their educational and career aspirations).

Service Learning Component: Students may complete course service learning hours with Susquehanna Health (or another healthcare organization in consultation with the coordinator of the minor) while enrolled in a course listed in the minor that includes a course service learning component.

Practicum: Students may complete a practicum with Susquehanna Health (or another healthcare organization in consultation with the coordinator of the minor). The practicum is strongly recommended even if a student has accumulated 70 hours via course service learning components.

ACCT 438	Practicum in Accounting
BIO 400	Biology Practicum
BUS 439	Business Practicum
ECON 349	Management Practicum
SOC 448	Practicum in Sociology-Anthropology

HISTORY (HIST)

Professors: Larson, Morris

Assistant Professors: Chandler (Chairperson), Silkey

A major consists of 10 courses, including HIST 115, 116, 449 and at least one from 401, 402, 403, or 404. At least seven courses must be taken in the department, three of which must be numbered 300 or above. In addition, majors are required to successfully complete at least three semesters of History Colloquium from HIST 348 and 448. The following courses may be counted toward fulfilling the major requirements: AMST 200, ECON 236, REL 226 and 328. Other appropriate courses outside the department may be counted upon departmental approval. For history majors who student teach in history, the major consists of nine courses. In addition to the courses listed below, special courses, independent study, and honors are available. History majors are also encouraged to participate in the internship program.

Students interested in teacher certification should refer to the Department of Education listing.

The following courses satisfy the cultural diversity requirement: HIST 120, 140, 230, 232, 238, 240, 246, 325, 338, and 342. The following courses, when scheduled as W courses, count toward the writing intensive requirement: HIST 215, 218, 230, 233, 338, 401, 402, 403, 404 and 449.

Minor

Three minors are offered by the Department of History. The following courses are required to complete a minor in American history: HIST 125, 126, and three courses in American history numbered 200 and above (HIST 120 and/or 325 may be substituted.) A minor in European history requires the completion of HIST 115, 116 and three courses in European history numbered 200 and above. To obtain a minor in History (without national or geographical designation), a student must complete six courses in history, of which three must be chosen from HIST 115, 116, 125, and 126 and three must be history courses numbered 200 and above.

115

WESTERN CIVILIZATION I

A survey of the major developments in the history of Western Civilization from its roots in the Ancient Near East to the era of the Renaissance. The course considers the political, social and cultural aspects of Mesopotamia, Egypt, the ancient Hebrews, Greece, Rome, and Western Europe. Byzantine and Islamic civilizations are studied to provide a wider scope for comparison.

116

WESTERN CIVILIZATION II

A survey of the major developments in the history of Western Civilization from the era of the Renaissance to the present. The course focuses on the political, economic, social, intellectual, and cultural aspects of European history and how Europe interacted with the rest of the world.

120**LATIN AMERICAN HISTORY**

An examination of the native civilization, the age of discovery and conquest, Spanish colonial policy, the independence movements, and the development of modern institutions and governments in Latin America. *Alternate years.*

125**UNITED STATES HISTORY 1601-1877**

A study of the people, measures, and movements which have been significant in the development of the United States between 1607 and 1877. Attention is paid to the problems of minority groups as well as to majority and national influences.

126**UNITED STATES HISTORY 1877- PRESENT**

A study of people, measures, and movements which have been significant in the development of the United States since 1877. Attention is paid to the problems of minority groups as well as to majority and national influences.

140**SURVEY OF ASIAN HISTORY**

A comprehensive overview of Asian history with emphasis on those Pacific Rim countries which have greatest current impact on political and economic development in the United States. *Alternate Years.*

210**ANCIENT HISTORY**

A study of the ancient western world, including the foundations of the western tradition in Greece, the emergence and expansion of the Roman state, its experience as a republic, and its transformation into the Empire. The course focuses on the social and intellectual life of Greece and Rome as well as political and economic changes.

212**MEDIEVAL EUROPE AND ITS NEIGHBORS**

The history of Europe from the dissolution of the Roman Empire to the mid-15th century. The course deals with the growing estrangement of western Catholic Europe from Byzantium and Islam, culminating in the Crusades; the rise of the Islamic Empire and its later fragmentation; the development and growth of feudalism; the conflict of empire and papacy, and the rise of the towns. *Alternate years.*

215**CONFLICT IN WESTERN CIVILIZATION**

An in-depth study of the changing nature of war and its relationship to the development of Western Civilization since the end of the Middle Ages. Particular emphasis is placed on the role of war in the development of the modern nation state and the origins and nature of total war. *Alternate years.*

218**EUROPE IN THE ERA OF THE WORLD WARS**

An intensive study of the political, economic, social, and cultural history of Europe from 1900-1945. Topics include the rise of irrationalism, the origins of the First World War, the Communist and Fascist Revolutions, and the attempts to preserve peace before 1939. *Prerequisite: HIST 116 or consent of instructor. Alternate years.*

219**CONTEMPORARY EUROPE**

An intensive study of the political, economic, social, and cultural history of Europe since 1945. Topics include the post-war economic recovery of Europe, the Sovietization of Eastern Europe, the origins of the Cold War, decolonization, the flowering of the welfare state, the steps leading to the formation of the European Union, and the collapse of the Soviet Empire. *Prerequisite: HIST 116 or consent of instructor.*

226**COLONIAL AMERICA AND THE REVOLUTIONARY ERA**

The establishment of British settlements on the American continent, their history as colonies, the causes and events of the American Revolution, the critical period following independence, and proposal and adoption of the United States Constitution. *Alternate years.*

230**AFRICAN AMERICAN HISTORY**

A study of the experiences and participation of African Americans in the United States. The course includes historical experiences such as slavery, abolition, reconstruction, and urbanization. It also raises the issue of the development and growth of white racism, and the effect of this racism on contemporary Afro-American social, intellectual, and political life. *Alternate years.*

232**THE RISE OF ISLAM**

A survey of the history of Islam in the Middle East, illuminating the foundation of the religion and its spread in the seventh and eighth centuries, the development of a high civilization thereafter, and the subsequent changes in political and social structures over time. Muslim interactions with Christian and Jews are included, but the emphasis of the course is to understand the history of Islamic civilization in its own right. The course ends with a consideration of recent crises in the Middle East and their roots in modern history.

233**CIVIL WAR AND RECONSTRUCTION**

An intensive study of the political, economic, social, cultural as well as military history of the United States in the Civil War era. Topics include the rise of sectional tensions leading up to the secession crisis in 1860, the extent to which the war can be considered the first modern war, the mobilization of the home fronts to support the war effort, the impact of the war on specific groups such as women and African-Americans, and the failed effort to “reconstruct” the South.

238**CIVIL RIGHTS REVOLUTION**

This course explores the African American struggle for equality and the overthrow of American segregation. Although focusing primarily on the battle over legal segregation in the South, the course also examines topics such as northern race relations, Martin Luther King and his critics, the rise of the Black Power movement, and white backlash politics. *Alternate years.*

240**MODERN CHINA**

This course explores the social, political and cultural changes in China since the early 19th Century. Particular attention is given to the Communist Revolution and the developments in China since Mao's death. *Alternate years.*

242**VIETNAM WAR AT HOME AND ABROAD**

An examination of the impact of the Vietnam War on American society. Rather than focusing on traditional military history, this course investigates the diversity of perspectives and individual experiences among soldiers, civilians, families, and protestors during the war. Topics such as the impact of combat experiences on American soldiers, the anti-war movement, and the social and political legacy of the Vietnam War are explored. *Alternate years.*

246**AFRICA AND THE WORLD**

An examination of major themes and developments in African history centered on relations between African nations and the rest of the world. *Alternate years.*

320**DIPLOMATIC HISTORY OF EUROPE SINCE 1789**

A survey of the development of the European-states system and the relations between the European states since the beginning of the French Revolution. *Prerequisite: HIST 116 or consent of instructor. Alternate years.*

322**THE CRISIS OF LIBERALISM AND NATIONALISM: EUROPE 1848-1870**

An in-depth investigation of the crucial "Middle Years" of 19th century Europe from the revolutions of 1848 through the unification of Germany. The course centers on the struggles for power within the major states of Europe at this time, and how the vehicle of nationalism was used to bring about one type of solution. *Alternate years.*

325**WOMEN IN HISTORY**

An examination of the social, political, economic and intellectual experience of women in the Western World from ancient times to the present.

334**ORIGINS OF EUROPE**

This course takes an in-depth look at the formative period of European civilization from the decline and fall of the Roman Empire to the formation, around the year 1000, of monarchies that resemble modern states. Important issues covered include the development and spread of early Christianity, the assumption of rule over Roman territory by barbarians, and the blending of Roman, Christian, and Germanic barbarian traditions into one European civilization.

336**CRUSADES: CONFLICT AND ACCOMMODATION**

An intensive consideration of interactions between Muslims and Christians in the Middle Ages. Hostile and fruitful relations in Spain, warfare in the Holy Land, and the status of religious minorities are studied. In addition to the often violent relations between these major religious groups, this course addresses their intellectual, artistic, and literary developments as well as reciprocal influences.

338**RIGHTS, REFORM, AND PROTEST**

An exploration of the evolution of social justice movements in American society. This seminar examines interconnections between late-nineteenth- and twentieth-century protest movements such as suffrage, civil rights, women's liberation, disabled rights, and gay liberation. *Alternate years.*

342**WOMEN AND REFORM**

A study of the development and evolution of transnational women's reform networks, exploring the particular challenges faced by women reformers and the role they played in shaping American society. The seminar examines topics such as antislavery, temperance, woman's suffrage, anti-lynching, club and urban reform movements. *Alternate years.*

401**THE MIDDLE AGES IN MODERN EYES**

An in-depth study of medieval history by way of modern understandings of the period. The course focuses on academic interpretations, but also consider the Middle Ages in the popular imaginations, such as in film. Examination of the documents, literature, and art of the period constitutes the second major area of course assignments. Student work culminates in a major research project based on the study of translated primary sources. *Prerequisite: HIST 115 or 212, or consent of instructor.*

402**AGE OF JEFFERSON AND JACKSON**

The theme of the course is the emergence of the political and social characteristics that shaped modern America. The personalities of Thomas Jefferson, John Marshall, John Randolph, Aaron Burr, and Andrew Jackson receive special attention. Special consideration is given to the first and second party systems, the decline in community cohesiveness, the westward movement, and the growing importance of the family as a unit of social organization. *Prerequisite: HIST 125 or consent of instructor. Alternate years.*

403**FRENCH REVOLUTION AND NAPOLEON**

An analysis of the political, social, and intellectual background of the French Revolution, a survey of the course of revolutionary development, and an estimate of the results of the Napoleonic conquests and administration. *Prerequisite: HIST 115 or consent of instructor. Alternate years.*

404**U.S. SINCE 1945**

An in-depth study of historical understandings of American political, social, and intellectual developments in the years following World War II. The course focuses primarily on academic interpretations, but also considers post-war America in the popular imagination, as represented by film, music, and literature. Student work culminates in a major independent research project incorporating both primary and secondary source analysis. *Prerequisite: HIST 126 or consent of instructor. Alternate years.*

348 AND 448**HISTORY COLLOQUIUM**

This non-credit but required course for students majoring in history offers students opportunities to meet for a series of occasional events, including methodology workshops and presentations by faculty, guest speakers, and departmental majors. Students taking HIST 449 concurrently deliver formal presentations; those who have not yet taken HIST 449 develop research topic ideas. A letter grade is assigned in a semester when a student gives a presentation. Otherwise the grade is P/F. *History majors are required to successfully complete a minimum of three semesters of colloquium.*

449**HISTORICAL METHODS**

This course focuses on the nature and meaning of history. It opens to the student different historical approaches and provides the opportunity to explore these approaches in terms of particular topics and periods. Majors are required to enroll in this course in either their junior or senior year. *Prerequisite: HIST 348 and one course from HIST 401, 402, 403, and 404, or consent of the instructor.*

470-479

INTERNSHIP (See index)

Typically, history interns work for local government agencies engaged in historical projects or for the Lycoming County Historical Museum.

N80-N89

INDEPENDENT STUDY (See index)

Recent topics include studies of the immigration of American blacks, political dissension in the Weimer republic, Indian relations before the American Revolution, and the history of Lycoming County.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)

INSTITUTE FOR MANAGEMENT STUDIES (IMS) AND MANAGEMENT SCHOLARS PROGRAM

Professor: Madresehee (Director)

The purpose of the Institute for Management Studies is to enhance the educational opportunities for students majoring or minoring in accounting, business administration, or economics. It does this by offering an expanded internship program, special seminars on important management topics, student involvement in faculty research and professional projects, executive development seminars, and a Management Scholars program for academically talented students (described below). In addition, the IMS hosts guest speakers and conferences on current management issues.

The IMS also offers an exchange program for business, accounting and economics students with the Westminster Business School (WBS) which is part of the University of Westminster system located in London. WBS is located in the heart of London on Marylebone Road near Regents Park. Eligible students who participate in the program will spend one semester in London taking a full schedule of classes in such areas as international business, management, accounting and economics. The credits received will then be transferred back to Lycoming College. Eligible WBS students are also permitted to study at Lycoming College for one semester.

All students who have a declared major or minor in accounting, business administration, or economics and who are in good academic standing are automatically members of the IMS. However, the IMS Director may invite or permit other students to join the IMS who do not meet the first criterion, such as freshmen who have not yet declared a major or minor.

210

MANAGEMENT SCHOLAR SEMINAR

Team-taught interdisciplinary seminar under the direction of the IMS faculty. A different interdisciplinary topic relevant to students in all three IMS departments is offered at least once a year. Completion of two semesters required by the Management Scholars Program. *One-quarter unit of credit. Prerequisite: Membership in the Management Scholars Program or consent of IMS Director. May be repeated for credit.*

340

MANAGEMENT INTERNSHIP STUDY

A practicum in which students work as interns for businesses, government agencies and nonprofit organizations in the Williamsport area and locations in Pennsylvania, New Jersey, New York, Washington, D.C., and other places. Reading, writing and research assignments vary by the credit value of the experience. Enrollments are limited to the numbers of available placements. Most internships are full-time paid positions, although part-time and unpaid positions are occasionally accepted. Four to eight semester hours of credit. *Prerequisite: Membership in the Institute for Management Studies and consent of the Director. May be repeated for a maximum of 16 credits.*

349

EUROPEAN BUSINESS EXPERIENCE

An extensive international business experience that will studies how and why businesses go global, with special emphasis on financial, marketing and management issues. In addition, the course explores how local business culture affects the management of a company. The activities include site visits to businesses and organizations, lectures and assigned cultural activities. Assignments include preparatory reading before the start of class, written reports while in Europe and final project that focuses on a particular topic of interest. The research paper is due after return. The course takes place in London with a side trip to another European city.

IMS Scholars Program

The IMS sponsors a Management Scholars Program for academically talented students in the three IMS departments. To join the Management Scholars Program, a student must satisfy the following criteria:

- a) Have a declared major or minor in one or more of the IMS departments. However, the IMS Director may invite or permit other students to join the Management Scholars Program who do not meet this criterion, such as freshmen who have not yet declared a major or minor.
- b) Have an overall GPA of 3.25 or higher, or exhibit strong academic potential if the student is a first-semester freshman.

To graduate as a Management Scholar, a student must meet the following criteria:

- a) Successfully complete two semester-hours of Management Scholar Seminars.
- b) Successfully complete a major or minor in one of the three IMS departments.
- c) Graduate with a GPA of 3.25 or higher in both overall college work, and within an IMS major and/or minor.
- d) Successfully complete an appropriate internship, practicum or independent study, or complete a special project approved by the IMS Director.

At least one Management Scholar Seminar is taught per academic year on an interdisciplinary topic of relevance to students in all three IMS departments. The seminars are normally offered as one semester-hour courses and do not result in overload charges for full-time students.

Students who are currently Lycoming College Scholars may also become Management Scholars and participate in both programs.

INTERNATIONAL STUDIES (INST)

Professor: Larson (Coordinator)

The major is designed to integrate an understanding of the changing social, political, and historical environment of Europe today with study of Europe in its relations to the rest of the world, particularly the United States. It stresses the international relations of the North Atlantic community and offers the student opportunity to emphasize either European studies or international relations. The program provides multiple perspectives on the cultural traits that shape popular attitudes and institutions. Study of a single country is included as a data-base for comparisons, and study of its language as a basis for direct communication with its people.

The program is intended to prepare a student either for graduate study or for careers which have an international component. International obligations are increasingly assumed by government agencies and a wide range of business, social, religious, and educational organizations. Opportunities are found in the fields of journalism, publishing, communications, trade, banking, advertising, management, and tourism. The program also offers flexible career preparation in a variety of essential skills, such as research, data analysis, report writing, language skills, and the awareness necessary for dealing with people and institutions of another culture. Preparation for related careers can be obtained through the guided selection of courses outside the major in the areas of business, economics, foreign languages and literatures, government, history, and international relations or through a second major. Students should design their programs in consultation with members of the Committee on International Studies.

The International Studies program also encourages participation in study abroad programs such as the affiliate programs in England, France and Spain, as well as the Washington and United Nations semesters.

The following course, when scheduled as a W course, counts toward the writing intensive requirement: INST 449.

The major consists of 11 courses including INST 449 plus the following:

International Relations Courses - Four or two courses (if two, then four must be taken from Area Courses). Courses within this group are designed to provide a basic understanding of the international system and of Europe's relations with the rest of the world.

ECON 343	International Trade
HIST 320	European Diplomatic History
PSCI 439	American Foreign Policy

Area Courses - Four or two courses (if two, then four must be taken from International Relations Courses). Courses within this group are designed to provide a basic understanding of the European political, social, and economic environment. HIST 116 and BUS 333 are required.

BUS 333 Global Business Strategies
HIST 116 Western Civilization II
HIST 218 Europe in the Era of the World Wars
HIST 219 Contemporary Europe

National Courses

Language - Two courses in one language.

FRN 221, plus one course numbered 222 or above (except 311)
GERM 221, plus one course numbered 222 or above
SPAN 221, plus one course numbered 222 or above (except 311)

Country - One course. The student must select, according to his or her language preparation, one European country which will serve as a social interest area throughout the program. The country selected will serve as the base for individual projects in the major courses wherever possible.

France	FRN 311	Modern France
Germany	HIST N80	Topics in German History
Spain	SPAN 311	Hispanic Culture

Elective Course -One course which should involve further study of some aspect of the program. Appropriate courses are any area or international relations courses not yet taken; HIST 115, 215; related foreign literature courses counting toward the fine arts requirement and internships.

449

SENIOR SEMINAR

A one-semester seminar, taken in the senior year, in which students and several faculty members pursue an integrative topic in the field of international studies. Students work to some extent independently. Guest speakers are invited. The seminar is open to qualified persons from outside the major and the College. *Prerequisite: Consent of instructor.*

LITERATURE (LIT)

This major recognizes literature as a distinct discipline beyond national boundaries and combines the study of any two literatures in the areas of English, French, German, and Spanish. Students can thus explore two literatures widely and intensively at the upper levels of course offerings within each of the respective departments while developing and applying skills in foreign languages. The major prepares students for graduate study in either of the two literatures studied or in comparative literature.

The major requires at least six literature courses, equally divided between the two literatures concerned. The six must be at the advanced level as determined in consultation with advisors (normally courses numbered 200 and above in English and 400 and above in foreign languages). In general, two of the advanced courses in each literature should be period courses. The third course, taken either as a regular course or an independent study, may have as its subject another period, a particular author, genre, or literary theme, or some other unifying approach or idea. Beyond these six, the major must include at least two additional courses from among those counting toward a major in the departments involved. Any prerequisite courses in the respective departments (for example: ENGL 106, FRN 221-222 or 311, GERM 221-222, SPAN 221-222) should be taken during the freshman year. Students should design their programs in consultation with a faculty member from each of the literatures concerned. Programs for the major must be approved by the departments involved.

MATHEMATICAL SCIENCES

Associate Professors: Peluso, Sprechini

Assistant Professors: deSilva (Chairperson), Smith

Visiting Instructor: Reed

Part-time Instructors: Abercrombie, Collins, Davis

MATHEMATICAL SCIENCES

The Department of Mathematical Sciences offers a major program in mathematics and minor programs in computer science, computational science, and mathematics. Interested students may want to investigate the interdisciplinary actuarial mathematics major as well.

COMPUTER SCIENCE (CPTR)

The following courses, when scheduled as W courses, count toward the writing intensive requirement: CPTR 246, 247, 346, 445, and 448.

Minor

The Department of Mathematical Sciences offers two computing minors: Computer Science and Computational Science.

A minor in computer science consists of Math 216, CPTR 125, 246, 247, and two other computer science courses numbered 220 or above.

A minor in computational science consists of Math 216, CPTR 125, 246, and 247; one of CPTR 321, 345, or 349; and an approved computational research project in the student's major discipline which can be fulfilled through ASTR/PHYS 448, BIO 454, CHEM 449, Independent Study, Honors Project, Research Experience for Undergraduates (REU), or other research experience. Computational science is the study of the application of computation to the sciences. The minor in computational science provides students with a core understanding of computer-based problem solving and prepares them to apply that computational power in their chosen discipline.

101

MICROCOMPUTER FILE MANAGEMENT

An introduction to a file-management system, i.e. a database system that uses a single file, in the Windows environment. *One-half unit of credit. This course may not be used to meet distribution requirements.*

108**COMPUTING ESSENTIALS**

An introduction to the use of computers in problem solving and programming. Included are uses of spreadsheets, databases, and programming. The course teaches the use of simple techniques in areas such as number theory, algebra, geometry, statistics, and the mathematics of business and finance. The programming component of the course is currently based on the Visual Basic programming language. Emphasis is given to the processes involved in mathematical modeling and problem solving. Laboratory experience is included using current software. *Prerequisite: Credit for or exemption from MATH 100.*

125**INTRODUCTION TO COMPUTER SCIENCE**

Introduction to the discipline of computer science with emphasis on programming utilizing a block-structured high-level programming language. Topics include algorithms, program structure, and computer configuration. Laboratory experience is included. *Prerequisite: Credit for or exemption from MATH 100.*

246**PRINCIPLES OF ADVANCED PROGRAMMING**

Principles of effective programming, including structured and object oriented programming, stepwise refinement, assertion proving, style, debugging, control structures, decision tables, finite state machines, recursion, and encoding. *Prerequisite: A grade of C- or better in CPTR 125.*

247**DATA STRUCTURES**

Representation of data and analysis of algorithms associated with data structures. Topics include representation of lists, trees, graphs and strings, algorithms for searching and sorting. *Prerequisite: A grade of C- or better in CPTR 246, or consent of instructor. Corequisite: MATH 216.*

248**PROGRAMMING LANGUAGE DESIGN**

Study of modern programming language design and implementation. Paradigms studied include procedural, functional, logic, and object-oriented. Topics include syntax, semantics, data types, data structures, storage management, and control structures. Laboratory experience is included. *Prerequisite: CPTR 247.*

321**INTRODUCTION TO NUMERICAL ANALYSIS**

Topics from the theory of interpolation; numerical approaches to approximation of roots and functions, integration, systems of differential equations, linear systems, matrix inversion, and the eigenvalue problem. Prerequisites: CPTR 125 and MATH 129; MATH 130 strongly recommended. *Cross-listed as MATH 321.*

322**INTRODUCTION TO WEB-BASED PROGRAMMING**

Intermediate programming on the World Wide Web. Topics covered include client/server issues in Web publishing and current programming languages used in Web development. *Prerequisite: CPTR 125. Credit may not be earned for both CPTR 322 and 342.*

324**AUTOMATA, FORMAL LANGUAGES, AND COMPUTABILITY**

The study of finite state machines, pushdown stacks, and Turing machines along with their equivalent formal language counterparts. Topics covered include results on computability, including results regarding the limits of computers and specific problems that cannot be solved. *Prerequisite: MATH 216 or 234. Cross-listed as MATH 324. Alternate years.*

331**COMPUTER NETWORKS**

This course introduces the following computer networking concepts: LAN, WAN, FTP, TCP/IP, HTTP, network topologies, Ethernet, OSI model, routers, switches, and wiring technologies. Students set up a LAN using a mix of available operating systems and networking software. *Prerequisite: CPTR 246.*

339**INTRODUCTION TO DATABASE SYSTEMS**

An introduction to the relational database model and SQL. Topics include but are not limited to: relational model of data; ER diagrams; schema; SQL commands for table construction, updating, and querying; transaction processing; and database integrity. *Prerequisite: CPTR 125. Credit may not be earned for both CPTR 339 and 349.*

342**WEB-BASED PROGRAMMING**

Intermediate programming on the World Wide Web. Topics covered include client/server issues in Web publishing, Java Script, VB Script, Java, Perl, and CGI. *Prerequisite: CPTR 246 or consent of instructor. Alternate years.*

345**INTRODUCTION TO COMPUTER GRAPHICS**

An introduction to graphics hardware and software with emphasis on the mathematics necessary to represent, transform, and display images of two- and three-dimensional objects. Subjects covered include but not limited to: three dimensional modeling and viewing, color models, and rendering. *Prerequisites: CPTR 246 and either CPTR 247 or consent of instructor; MATH 130 recommended. Alternate years.*

346**COMPUTER ORGANIZATION AND MACHINE LANGUAGE**

Principles of computer organization, architecture, and machine language. Topics include machine and assembly languages, internal representation of data, processor data path and control, pipelined processors, memory hierarchies, and performance issues. Laboratory experience is included. *Prerequisite: A grade of C- or better in CPTR 246; CPTR 247 strongly recommended.*

349**DATABASE SYSTEMS**

An in-depth introduction to the relational database model and SQL. Topics include but are not limited to: relational algebra, relational calculus, normalization, design theory of relational databases, SQL standards, and query optimization. *Prerequisite: CPTR 247. Alternate years.*

441**INTRODUCTION TO ARTIFICIAL INTELLIGENCE**

Introduction to the theory, implementation techniques, and applications of artificial intelligence. Topics may include but are not limited to knowledge representation, problem solving, modeling, robotics, natural language analysis, and computer vision. *Prerequisite: CPTR 247. Alternate years.*

442**INTRODUCTION TO ROBOTICS**

Designing, building and programming mobile robots. Some advanced topics are covered which may include control theory, robotic paradigms, and vision. Teamwork is essential in all projects. *Prerequisite: CPTR 247.*

445**OPERATING SYSTEMS**

Detailed analysis of processes, scheduling, multithreading, symmetric multiprocessing, file management, real and virtual memory management, file and memory addressing, and distributed processing. *Prerequisites: CPTR 247 and 346.*

448**ADVANCED DESIGN AND DEVELOPMENT**

Individual or group research and implementation projects. Includes analysis, design, development and documentation of a significant current, relevant problem and its computer-based solution. *Prerequisite: CPTR 247. Alternate years.*

470

INTERNSHIP (See index)

N80-N89

INDEPENDENT STUDY (See index)

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)

MATHEMATICS (MATH)

A major in mathematics consists of CPTR 125, MATH 128 (or exemption by examination from 128), 129, 130, 234, 238, 432, 434, and one of the following three options: MATH 332 and one other mathematics course numbered 216 or above; or MATH 214 and one other mathematics course numbered 220 or above; or MATH 123 and two other mathematics courses numbered 220 or above. In addition, four semesters of MATH 449 are required. All majors are advised to elect PHIL 225, 333 and PHYS 225, 226.

The following course, when scheduled as a W course, counts toward the writing intensive requirement: MATH 234.

Students interested in teacher certification should refer to the Department of Education listings.

Students who are interested in pursuing a career in actuarial science should consider the actuarial mathematics major.

Minor

A minor in mathematics consists of MATH 128 (or exemption by examination from 128), 129, and either 216 or 234; 238; one additional course selected from 130, 214, or any course numbered 200 or above; and two semesters of MATH 449. The two semesters of MATH 449 may be replaced by any course numbered 220 or above.

100

INDIVIDUALIZED LABORATORY INSTRUCTION IN BASIC ALGEBRA

A computer-based program of instruction in basic algebra including arithmetic and decimals, fractions, the real number line, factoring, solutions to linear and quadratic equations, graphs of linear and quadratic functions, expressions with rational exponents, algebraic functions, exponential functions, and inequalities. This course is limited to students placed therein by the Mathematics Department. *One-half unit of credit.*

106

COMBINATORICS

An introduction to the analysis of counting problems. Topics include permutations, combinations, binomial coefficients, inclusion/exclusion principle, and partitions. The nature of the subject allows questions to be posed in everyday language while still developing sophisticated mathematical concepts. *Prerequisite: Credit for or exemption from MATH 100.*

109**APPLIED ELEMENTARY CALCULUS**

An intuitive approach to the calculus concepts with applications to business, biology, and social-science problems. Not open to students who have completed MATH 128. *Prerequisite: Credit for or exemption from MATH 100.*

112**FINITE MATHEMATICS FOR DECISION-MAKING**

An introduction to some of the principal mathematical models, not involving calculus, which are used in business administration, social sciences, and operations research. The course includes both deterministic models such as graphs, networks, linear programming and voting models, and probabilistic models such as Markov chains and games. *Prerequisite: Credit for or exemption from MATH 100.*

123**INTRODUCTION TO STATISTICS**

Topics include tabular and graphical descriptive statistics, discrete and continuous probability distributions, Central Limit Theorem, one- and two-sample hypotheses tests, analysis of variance, chi-squared tests, nonparametric tests, linear regression and correlation. Other topics may include index numbers, time series, sampling design, and experimental design. Course also includes some use of a microcomputer. *Prerequisite: Credit for or exemption from MATH 100.*

127**PRECALCULUS MATHEMATICS**

The study of polynomial, rational, exponential, logarithmic, and trigonometric functions, their graphs and elementary properties. This course is an intensive preparation for students planning to take Calculus (MATH 128-129) or Matrix Algebra (MATH 130), or those whose major specifically requires Precalculus. This course is taught solely as a review of topics which must be mastered by students who intend to take MATH 128 or MATH 130. *Prerequisite: Credit for or exemption from MATH 100. Not for distribution.*

128-129**CALCULUS WITH ANALYTIC GEOMETRY I - II**

Differentiation and integration of algebraic and trigonometric functions, conic sections and their applications, graphing plane curves, applications to related rate and external problems, areas of plane regions, volumes of solids of revolution, and other applications; differentiation and integration of transcendental functions, parametric equations, polar coordinates, infinite sequences and series, and series expansions of functions. *Prerequisite for 128: Exemption from or a grade of C- or better in MATH 127. Prerequisite for 129: exemption from or a grade of C- or better in MATH 128.*

130**INTRODUCTION TO MATRIX ALGEBRA**

Systems of linear equations and matrix arithmetic. Points and hyperplanes, infinite dimensional geometries. Bases and linear independence. Matrix representations of linear mappings. The fixed point problem. Special classes of matrices. *Prerequisite: MATH 127 or its equivalent.*

214**MULTIVARIABLE STATISTICS**

The study of statistical techniques involving several variables. Topics include confidence intervals and hypothesis tests about means and variances, confidence intervals and hypothesis tests with simple and multiple linear regression and correlation, assessing appropriateness of linear regression models, one-and two-way analysis of variance with post hoc tests, analysis of covariance, and analysis of contingency tables. Other topics may include discriminant analysis, cluster analysis, factor analysis and canonical correlations, repeated measure designs, time series analysis, and nonparametric methods. Course also includes extensive use of a statistical package (currently SPSS). *Prerequisite: A grade of C- or better in MATH 123, or a grade of C- or better in both MATH 128 and any mathematics course numbered 129 or above; or consent of instructor.*

216**DISCRETE MATHEMATICS**

An introduction to discrete structures. Topics include equivalence relations, partitions and quotient sets, mathematical induction, recursive functions, elementary logic, discrete number systems, elementary combinatorial theory, and general algebraic structures emphasizing semi-groups, lattices, Boolean algebras, graphs, and trees. *Prerequisite: CPTR 125 or consent of instructor.*

231**DIFFERENTIAL EQUATIONS**

A study of ordinary differential equations and linear systems. Solution techniques include: reduction of order, undetermined coefficients, variation of parameters, Laplace transforms, power series, and eigenvalues and eigenvectors. A brief discussion of numerical methods may also be included. *Prerequisite: A grade of C- or better in MATH 129; MATH 130 recommended.*

233**COMPLEX VARIABLES**

Complex numbers, analytic functions, complex integration, Cauchy's theorems and their applications. *Corequisite: MATH 238. Alternate years.*

234**FOUNDATIONS OF MATHEMATICS**

Topics regularly included are the nature of mathematical systems, essentials of logical reasoning, and axiomatic foundations of set theory. Other topics frequently included are approaches to the concepts of infinity and continuity, and the construction of the real number system. The course serves as a bridge from elementary calculus to advanced courses in algebra and analysis. *Prerequisite: A grade of C- or better in MATH 129 or 130; both courses recommended. Corequisite: MATH 449.*

238**MULTIVARIABLE CALCULUS**

Algebra, geometry, and calculus in multidimensional Euclidean space; n-tuples, matrices; lines, planes, curves, surfaces; vector functions of a single variable, acceleration, curvature; functions for several variables, gradient; line integrals, vector fields, multiple integrals, change of variable, areas, volumes; Green's theorem. *Prerequisites: A grade of C- or better in MATH 129, and either MATH 130 or 231.*

321**INTRODUCTION TO NUMERICAL ANALYSIS**

Topics from the theory of interpolation; numerical approaches to approximating roots and functions, integration, systems of differential equations, linear systems, matrix inversion, and the eigenvalue problem. *Prerequisites: CPTR 125 and MATH 129; MATH 130 strongly recommended. Cross-listed as CPTR 321.*

324**AUTOMATA, FORMAL LANGUAGES, AND COMPUTABILITY**

The study of finite state machines, pushdown stacks, and Turing machines along with their equivalent formal language counterparts. Topics covered include results on computability, including results regarding the limits of computers and specific problems that cannot be solved. *Prerequisite: MATH 216 or 234. Cross-listed as CPTR 324. Alternate years.*

330**TOPICS IN GEOMETRY**

An axiomatic treatment of Euclidean geometry with an historical perspective. *Prerequisite: A grade of C or better in either MATH 129 or 130. Alternate years.*

332-333**MATHEMATICAL STATISTICS I-II**

A study of probability, discrete and continuous random variables, expected values and moments, sampling, point estimation, sampling distributions, interval estimation, test of hypotheses, regression and linear hypotheses, experimental design models. *Corequisite: MATH 238. Alternate years.*

338**OPERATIONS RESEARCH**

Queuing theory, including simulations techniques, optimization theory, including linear programming, integer programming, and dynamic programming; game theory, including two-person zero-sum games, cooperative games, and multiperson games. *Prerequisite: MATH 112 or 130. Alternate years.*

400**TOPICS IN ACTUARIAL MATHEMATICS**

Study of topics selected from those covered on the examinations administered by the Society of Actuaries, with the exception of the topics already covered in MATH 332-333. *Prerequisite: The prerequisite(s) for this course will depend on the particular topic being taught. With consent of the instructor, this course may be repeated for credit.*

432**REAL ANALYSIS**

An introduction to the rigorous analysis of the concepts of real variable calculus in the setting of normed spaces. Topics from: topology of the Euclidean plane, completeness, compactness, the Heine-Borel theorem; functions on Euclidean space, continuity, uniform continuity, differentiability; series and convergence; Riemann integral. *Prerequisites: MATH 238 and a grade of C- or better in MATH 234.*

434**ABSTRACT ALGEBRA**

An integrated approach to groups, rings, fields, and vector spaces and functions which preserve their structure. *Prerequisites: MATH 130 and a grade of C- or better in MATH 234.*

438**SEMINAR**

Topics in modern mathematics of current interest to the instructor. A different topic is selected each semester. This semester is designed to provide junior and senior mathematics majors and other qualified students with more than the usual opportunity for concentrated and cooperative inquiry. *Prerequisite: Consent of instructor. One-half unit of credit. This course may be repeated for credit.*

449**MATH COLLOQUIUM**

This required non-credit course for mathematics majors and minors and actuarial mathematics majors offers students a chance to hear, prepare, and give presentations on topics related to, but not directly covered in formal MATH courses. Each semester students are required to either prepare or present a lecture on some appropriate topic in mathematics. Mathematics majors present two lectures, typically one during the junior year and one during the senior year. Actuarial mathematics majors and mathematics minors present one lecture. A letter grade is given based on attendance and on either presentation preparation or the presentation given. *One hour per week.*

470-479

INTERNSHIP (See index)

N80-N89

INDEPENDENT STUDY (See index)

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)

MEDIEVAL STUDIES

Associate Professor: Preston (Coordinator)

Assistant Professor: Chandler (Coordinator)

The Medieval Studies minor provides a framework for coursework focusing on the Middle Ages.

The core curriculum consists of ENGL 220, ENGL 311, HIST 212 and HIST 401.

Students may then choose two electives from a range of courses that relate to the language, literature, history, art, or religion central to the medieval period in Europe. However, students may count no more than three courses for credit towards both the minor and a major in either History or English.

Electives:

ART 222	Survey of Art: Ancient, Medieval, and Non-Western
ENGL 335	Chaucer
HIST 115	Western Civilization I
HIST 334	Origins of Europe
HIST 336	Crusades: Conflict and Accommodation
LAT 102 or above	Latin Grammar and Readings
MUS 117	Survey of Western Music
REL 113	Old Testament Faith and History
REL 114	New Testament Faith and History
THEA 332	History of Theatre I

MILITARY SCIENCE (MLSC)

The U.S. Army Reserve Officer Training Corps (ROTC) program is offered to Lycoming College students in cooperation with Bucknell University. Details of the ROTC program can be found under Cooperative Programs. For additional information go to:
<http://www.bucknell.edu/ROTC.xml>.

101

LEADERSHIP AND PERSONAL DEVELOPMENT

An introduction to the personal challenges and competencies that are critical for effective leadership. The student will learn how the personal development of life skills such as goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student. *No credit.*

102

INTRODUCTION TO TACTICAL LEADERSHIP

An overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. The student will explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. *No credit.*

201

INNOVATIVE TEAM LEADERSHIP

This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced planning, executing and assessing team exercises and participating in leadership labs. The focus continues to build on developing knowledge of the leadership values and attributes through understanding Army rank, structure, and duties as well as broadening knowledge of land navigation and squad tactics. Case studies will provide a tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment. *No credit.*

202

FOUNDATIONS OF TACTICAL LEADERSHIP

This course examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Continued study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Students develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. *No credit.*

301

ADAPTIVE TEAM LEADERSHIP

Students are challenged to study, practice, and evaluate adaptive team leadership skills as they are presented with the demands of the ROTC Leader Development and Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self awareness and critical thinking skills. Students will receive systematic and specific feedback on their leadership abilities. *No credit.*

302

LEADERSHIP IN CHANGING ENVIRONMENTS

In this course students will be challenged to study, practice, and evaluate adaptive leadership skills as they are presented with the demands of the ROTC Leader Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self awareness and critical thinking skills. *No credit.*

401

DEVELOPING ADAPTIVE LEADERS

The course develops student proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. The student is given situational opportunities to assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare the cadet to make the transition to becoming an Army officer. Both–classroom and battalion leadership experiences are designed to prepare the cadet for the first unit of assignment. The cadet will identify responsibilities of key staff, coordinate staff roles, and use battalion operations situations to teach, train, and develop subordinates. *No credit.*

402

LEADERSHIP IN A COMPLEX WORLD

This course explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism will be examined. Aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support will also be explored. The course places significant emphasis on preparation for BOLC II and III, and the first unit of assignment. Using case studies, scenarios, and “What Now, Lieutenant?” exercises it prepares the cadet to face the complex ethical and practical demands of leading as a commissioned officer in the United States Army. *No credit.*

MODERN LANGUAGE STUDIES (MLS)

Professors: Buedel, Kingery

Assistant Professors: Cagle, Cartal-Falk (Chairperson)

Visiting Assistant Professor: Hernandez Torres

Part-time Instructors: Meeder, Ribitsch

The study of modern languages and literatures offers opportunities to explore broadly the varieties of human experience and thought. It contributes both to personal and to international understanding by providing competence in a modern language and a critical acquaintance with the literature and culture of foreign peoples. A major can serve as a gateway to careers in business, government, publishing, education, journalism, social agencies, translating, and writing. It prepares for graduate work in literature or linguistics and the international fields of politics, business, law, health, and area studies.

MAJOR FIELDS OF STUDY

French, German, and Spanish are offered as major fields of study. The major consists of at least 36 semester hours of courses numbered 111 and above. Students who intend to pursue graduate study in a modern language should take additional 300- and 400-level courses. Majors seeking teacher certification are advised to begin the study of a second modern language. The department encourages students to consider allied courses from related fields, a second major, or an interdisciplinary major such as International Studies.

STUDY ABROAD AND INTERNSHIPS

The department recommends that all language majors study abroad in a Lycoming College affiliate program or in a department-approved program. Students seeking language teacher certification are required to study abroad for a minimum of one semester. Lycoming offers affiliate programs in Grenoble, France (Centre Universitaire d'Etudes Françaises); Cuenca, Ecuador (Estudio Sampere); Bamberg, Germany (Otto-Friedrich-Universität); Madrid, Salamanca, and Alicante, Spain (Estudio Sampere). Other department-approved programs are also available. Students who intend to study abroad should begin planning with their major advisor by the first week of the semester prior to departure. To qualify, students must have sophomore standing or higher, an overall GPA of 2.50, a GPA of 3.00 in language courses, and recommendation from faculty in the major. Overseas internships are offered through approved programs. They typically require substantial language skills and junior or senior standing.

CAPSTONE EXPERIENCE

All modern language majors are required to pass two semesters of MLS 449 (Junior-Senior Colloquium). In addition, all majors must complete at least two of the following six options: (1) appropriate study abroad for a minimum of 8 weeks; (2) an internship; (3) department-approved volunteer work in the modern language; (4) FRN 418, GERM 418, or SPAN 418 with a grade of C or better; (5) secondary teaching certification in French, German, or Spanish; (6) a total of 12 credit hours at the 400-level in French, German, or Spanish.

If the colloquia and other two requirements have not been met by the end of the first semester of the senior year, the student must submit to the chair of the department a plan signed by the advisor showing when and how these requirements will be completed.

TEACHER CERTIFICATION

Students interested in teacher certification should refer to the Department of Education listing.

MODERN LANGUAGES AND LITERATURES (MLS)

338

FOREIGN LANGUAGE PEDAGOGY

The theories and practice of contemporary foreign language pedagogy are explored in this course. Emphasis is placed on the Standards for Foreign Language Learning in the 21st Century. Students write classroom observations, create and teach mini-lessons, conduct research, and devise a unit plan. Designed for future teachers of one or more languages and normally taken in the junior year. *Prerequisite: Consent of instructor. Taught in English. Does not count toward majors in French, German, and Spanish.*

449

JUNIOR-SENIOR COLLOQUIUM

This colloquium offers French, German, and Spanish majors the opportunity to meet regularly with peers, professors, and invited guest speakers to discuss linguistic, literary, cultural, and pedagogical topics. Each student enrolled in 449 is required to deliver at least one oral presentation of approximately 20 minutes in a language other than English in their second semester. *Prerequisite: junior standing. The department recommends that, when possible, students take one semester of 449 during their junior year and another semester during their senior year. Taught in English. The Colloquium will meet a minimum of 6 times during the semester for 1 hour each session. After successful completion of two semesters of the Colloquium, a student may enroll for additional semesters on a pass-fail basis and no oral presentation will be required. Non-credit course.*

FRENCH (FRN)

Major

A major consists of a minimum of 36 semester hours of FRN courses numbered 111 and above or approved courses from a Study Abroad program, including at least eight semester hours from the 400 level, not including MLS 449. French majors must pass at least two semesters of MLS 449 and complete two of the additional requirements as explained under Capstone Experience. Students who wish to be certified for secondary teaching must complete the major with at least a 3.00 GPA and pass FRN 221-222, 311, 418, and MLS 338 (the latter two courses with a grade of B or better). The following courses satisfy the cultural diversity requirement: FRN 221, 222 and FRN 311. The following courses, when scheduled as a W course, count toward the writing intensive requirement: FRN 222, 412, 418, and 426.

Minor

A minor in French consists of at least 20 semester hours of courses numbered 221 and above. Eight of the credits must be numbered 300 or above.

Courses 111 and 112 may be counted towards the minor, but then the minor must consist of at least 24 semester hours of courses, 8 hours of which must be numbered 300 or above.

101

ELEMENTARY FRENCH I

Students acquire novice-level French proficiency in listening, speaking, reading, and writing. Examination of French and Francophone cultures encourages students to view diverse peoples as different yet interrelated.

102

ELEMENTARY FRENCH II

Students continue to acquire novice-level French proficiency in listening, speaking, reading, and writing. Examination of French and Francophone cultures encourages students to view diverse peoples as different yet interrelated. *Prerequisite: FRN 101 or equivalent.*

111

INTERMEDIATE FRENCH I

Intensive review and development of intermediate proficiency in all language skills. Focus on the development of interpersonal, interpretive and presentational modes of communication. Cultural and short literary readings are broader in scope and the study of French and Francophone films is incorporated in the curriculum. *Prerequisite: FRN 102 or equivalent.*

112

INTERMEDIATE FRENCH II

Continued review and development of intermediate proficiency in all language skills. Focus on the development of interpersonal, interpretive and presentational modes of communication. Cultural and short literary readings are broader in scope and the study of French and Francophone films is incorporated in the curriculum. In addition a task-based component is featured in this course. *Prerequisite: FRN 111 or equivalent.*

221

FRENCH CONVERSATION AND REVIEW

Refinement and improvement in the development of interpersonal, interpretive and presentational modes of communication with a view to increasing proficiency toward the advanced level. Conversations and writing focus on contemporary cultural readings, literary texts, and film. Phonetics, pronunciation and grammar review. *Prerequisite: FRN 112 or equivalent.*

222**FRENCH COMPOSITION AND REVIEW**

Students practice different genres of composition, while learning to differentiate between writing and editing. Readings enhance linguistic and cultural knowledge with a view to increasing proficiency toward the advanced level. Includes the study of French stylistics, semantics, syntax and grammar. *Prerequisite: FRN 221.*

311**MODERN FRANCE**

Course material emphasizes events and ideas that have shaped contemporary France and may include readings in history and the arts or focus on cultural products. *Prerequisite: FRN 221 or consent of instructor. Alternate years.*

315**INTRODUCTION TO FRENCH AND FRANCOPHONE LITERATURES**

Diverse readings in this course draw from both French and Francophone literatures and represent significant literary movements from the Middle Ages to the present. The course is designed to acquaint the student with literary concepts and terms, genre study and the basic skills of literary analysis. *Prerequisite: FRN 222 or consent of instructor. Alternate years.*

321**SPECIAL TOPICS IN FRENCH AND FRANCOPHONE LITERATURE AND CULTURE**

Examination of significant cultural or literary topics concerning the French-speaking world. Possible topics include: Francophone short stories; French theatre; French-speaking women writers; French and Francophone poetry; Paris and the Avant-garde; Francophone cinema; Francophone Africa; In Search of Creoleness. *Prerequisites: FRN 222 or consent of instructor. May be repeated for credit with consent of instructor.*

412**FRENCH LITERATURE OF THE 19TH CENTURY**

The dimensions of the Romantic sensibility: Musset, Hugo, Madame de Staël, Vigny, Balzac, Stendhal, Sand; realism and naturalism in the novels of Flaubert and Zola; and the poetry of Baudelaire, Desbordes-Valmore, Rimbaud, Verlaine, and Mallarmé. *Prerequisite: At least one French course from the 300 level. Alternate years.*

418**ADVANCED LANGUAGE PRACTICE**

Intensive practice for advanced students who wish to improve further their spoken and written French. Includes work in oral comprehension, phonetics, pronunciation, composition, and textual analysis. *Prerequisites: Either two French 300 level courses or one French 400 level course; or consent of instructor.*

426**SPECIAL TOPICS IN FRENCH AND FRANCOPHONE LITERATURE AND CULTURE**

Readings of important works and movements in French and/or Francophone literature and culture. Reading selections may focus on a particular genre or they may be a combination of drama, poetry and prose. Cultural topics may be explored with an interdisciplinary approach. Possible topics include: Medieval literature; the Baroque period; the epistolary novel; Romanticism; 20th century poetry; French cinema; children's literature; surrealism and the avant-garde; the Francophone novel; French literature and art between the wars. *Prerequisites: one French 300 level course, or consent of instructor. May be repeated for credit with consent of instructor.*

427**FRENCH LITERATURE OF THE 20TH CENTURY**

This course explores the major movements of the 20th century, beginning with the poetry of the Surrealists, continuing with the Theatre of the Absurd, and culminating in the New Novel. Representative writers include Proust, Breton, Céline, Camus, Duras, Saurraute and Le Clézio. *Prerequisite: At least one French course from the 300 level. Alternate years.*

470-479

INTERNSHIP (See index)

N80-N89

INDEPENDENT STUDY (See index)

Examples of recent studies in French include translation, Existentialism, the classical period, enlightenment literature, and Saint-Exupery.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)

GERMAN (GERM)**Major**

A major consists of a minimum of 36 semester hours of GERM courses numbered 111 and above or approved courses from a Study Abroad program. GERM 426 or 441 is required of all majors. German majors must pass at least two semesters of MLS 449 and complete two of the additional requirements as explained under Capstone Experience. Students who wish to be certified for secondary teaching must complete the major with at least a 3.00 GPA and pass GERM 221-222, 311, 418, and either 426 or 441. In addition to the 36 semester hours of courses for the major, they must also pass MLS 338 and GERM 418 with a grade of B or better. All majors are urged to enroll in MUS 336 and THEA 335. The following courses satisfy the cultural diversity requirement: GERM 221 and 222. The following courses, when scheduled as a W course, counts toward the writing intensive requirement: GERM 426.

Minor

A minor in German consists of at least 20 semester hours of courses numbered 221 and above. Eight of the credits must be numbered 300 or above.

Courses 111 and 112 may be counted towards the minor, but then the minor must consist of at least 24 semester hours of courses, 8 hours of which must be numbered 300 or above.

101

ELEMENTARY GERMAN I

Students acquire novice-level German proficiency in listening, speaking, reading, and writing. Examination of German cultural products encourages students to view diverse peoples as different yet interrelated.

102

ELEMENTARY GERMAN II

Students continue to acquire novice-level German proficiency in listening, speaking, reading, and writing. Examination of German cultural products encourages students to view diverse peoples as different yet interrelated. *Prerequisite: GERM 101 or equivalent.*

111

INTERMEDIATE GERMAN I

Intensive review and development of intermediate proficiency in all language skills. Focus on the development of interpersonal, interpretive and presentational modes of communication. Cultural and short literary readings are broader in scope and the study of German films is incorporated in the curriculum. *Prerequisite: GERM 102 or equivalent.*

112

INTERMEDIATE GERMAN II

Continued review and development of intermediate proficiency in all language skills. Focus on the development of interpersonal, interpretive and presentational modes of communication. Cultural and short literary readings are broader in scope and the study of German films is incorporated in the curriculum. In addition a task-based component is featured in this course. *Prerequisite: GERM 111 or equivalent.*

221

GERMAN CONVERSATION AND REVIEW

Refinement and improvement in the development of interpersonal, interpretive and presentational modes of communication with a view to increasing proficiency toward the advanced level. Conversations and writing focus on contemporary films, cultural readings, and literary texts. Phonetics, pronunciation and in-depth grammar review. *Prerequisite: GERM 112 or equivalent.*

222**GERMAN COMPOSITION AND REVIEW**

Intensive reading and writing program based largely on current topics in the German-speaking countries, and on literature, film, music, art, and other cultural products. Literary texts include two novels. Strong emphasis placed on reading comprehension and the further development of writing skills toward the advanced level. *Prerequisite: GERM 221.*

311**MODERN GERMANY**

This course is designed to familiarize students with social and political structures and cultural attitudes in contemporary German, Austrian, and Swiss society. Material studied may include newspaper articles, interviews, films, and readings in history, religion, anthropology, and the arts. Some attention is paid to the changing education system, to the family and to events and ideas that have shaped German-speaking cultures. *Prerequisite: GERM 221 or consent of instructor.*

321**SPECIAL TOPICS IN GERMAN LITERATURE AND CULTURE**

Examination of significant cultural or literary topics concerning the German-speaking world. Possible topics include: the German Novelle; German theatre; the fairy tale; German poetry; German film; German art and culture. *Prerequisite: GERM 222 or consent of instructor. May be repeated for credit with consent of instructor.*

411**THE NOVELLE**

The German Novelle as a genre relating to various literary periods. *Prerequisite: One German 300 level course, or consent of instructor.*

418**ADVANCED LANGUAGE PRACTICE**

Intensive practice for advanced students who want to improve their spoken and written German. Includes work in oral comprehension, phonetics, pronunciation, oral and written composition, translation, and the development of the language and its relationship to English. *Prerequisite: GERM 222 or consent of instructor.*

426**SPECIAL TOPICS IN GERMAN LITERATURE AND CULTURE**

The study of important works and movements in German literature and culture. Reading selections may focus on a particular genre or they may be a combination of drama, poetry and prose. Cultural topics may be explored with an interdisciplinary approach. Possible topics include: Medieval literature, Romanticism, Classicism, fairy tales, Goethe, East and West Germany, the Weimar Republic, the Uncanny, post-reunification literature and film. *Prerequisite: One German 300 level course, or consent of instructor. May be repeated for credit with consent of instructor.*

441**CONTEMPORARY GERMAN LITERATURE**

Representative poets, novelists and dramatists of contemporary Germany, Switzerland and Austria covering the period from the 1960's to the present. Readings selected from writers such as: Böll, Brecht, Frisch, Dürrenmatt, Bichsel, Handke, Walser, Grass, Becker, and others.

Prerequisite: One German 300 level course, or consent of instructor.

470-479

INTERNSHIP (See index)

N80-N89

INDEPENDENT STUDY (See index)

Examples of recent studies in German include Classicism, Germanic Mythology, Hermann Hesse, the dramas of Frisch and Dürrenmatt.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)

GREEK (GRK) SEE RELIGION

HEBREW (HEBR) SEE RELIGION

LATIN (LAT) SEE RELIGION

SPANISH (SPAN)**Major**

A major consists of 36 semester hours of SPAN courses numbered 111 and above or approved courses from a Study Abroad program. From courses numbered 315 or higher, one course must focus on literature or culture from Spain and one course must focus on literature or culture from Latin America. SPAN 315 and approved topics courses may focus on Hispanic literatures with representative readings from both Spain and Latin America. When this is the case, the course may count toward either the Spanish or Latin American requirement. Eight semester hours must be at the 400 level, not including 449. Spanish majors must pass at least two semesters of MLS 449 and complete two of the additional requirements as explained under the Capstone Experience section. Recommended course: HIST 120. Students who wish to be certified for secondary teaching must complete the major with at least a 3.00 GPA and pass SPAN 221, 222, 311, 418 and MLS 338 (the latter two with a grade of B or better).

The following courses satisfy the cultural diversity requirement: SPAN 221, 222, and 311.

The following courses, when scheduled as W courses, count toward the writing intensive requirement: SPAN 315, 323, 418, 424, and 426.

Minor

A minor in Spanish consists of at least 20 semester hours of courses numbered 221 and above. Eight of the credits must be numbered 300 or above.

Courses 111 and 112 may be counted towards the minor, but then the minor must consist of at least 24 semester hours of courses, 8 hours of which must be numbered 300 or above.

101

ELEMENTARY SPANISH I

Students acquire novice-level Spanish proficiency in listening, speaking, reading, and writing. Examination of Spanish and Latin American cultural products encourages students to view diverse peoples as different yet interrelated.

102

ELEMENTARY SPANISH II

Students continue to acquire novice-level Spanish proficiency in listening, speaking, reading, and writing. Examination of Spanish and Latin American cultural products encourages students to view diverse peoples as different yet interrelated. *Prerequisite: SPAN 101 or equivalent.*

111

INTERMEDIATE SPANISH I

Intensive review and development of intermediate proficiency in all language skills. Focus on the development of interpersonal, interpretive and presentational modes of communication. Cultural and short literary readings are broader in scope and the study of Spanish and Latin American films is incorporated in the curriculum. *Prerequisite: SPAN 102 or equivalent.*

112

INTERMEDIATE SPANISH II

Continued review and development of intermediate proficiency in all language skills. Focus on the development of interpersonal, interpretive and presentational modes of communication. Cultural and short literary readings are broader in scope and the study of Spanish and Latin American films is incorporated in the curriculum. In addition a task-based component is featured in this course. *Prerequisite: SPAN 111 or equivalent.*

221

SPANISH CONVERSATION AND REVIEW

Refinement and improvement in the development of interpersonal, interpretive and presentational modes of communication with a view to increasing proficiency toward the advanced level. Conversations and writing focus on contemporary cultural readings, literary texts, and film. Phonetics, pronunciation and in-depth grammar review. *Prerequisite: SPAN 112 or equivalent.*

222**SPANISH COMPOSITION AND REVIEW**

Intensive reading and writing program based largely on current topics in Spanish-speaking countries, and on literature, film, music, art, and other cultural products. Literary texts include poetry, short fiction, and a novel. Strong emphasis placed on reading comprehension and the further development of writing skills toward the advanced level. *Prerequisite: SPAN 221.*

311**HISPANIC CULTURE**

To introduce students to Spanish-speaking peoples—their values, customs and institutions, with reference to the geographic and historical forces governing present-day Spain and Spanish America. *Prerequisite: SPAN 222 or consent of instructor. Alternate years.*

315**INTRODUCTION TO HISPANIC LITERATURES**

Diverse readings in this course include both Spanish and Latin American literatures designed to acquaint the student with significant Hispanic authors and literary movements. The course deals with genre study, literary terms in Spanish, literary concepts and forms, as well as the basic skills of literary analysis. The course counts toward the requirement in the major as either a course in the literature of Spain or in the literature of Latin America. *Prerequisite: SPAN 222 or consent of instructor.*

321**SPECIAL TOPICS IN HISPANIC LITERATURE AND CULTURE**

Examination of significant cultural or literary topics concerning the Spanish-speaking world. Possible topics include: Latin American short stories; Spanish theatre; Latin American women writers; Hispanic film; Hispanic art. *Prerequisite: SPAN 222 or consent of instructor. May be repeated for credit with consent of instructor.*

323**SURVEY OF SPANISH LITERATURE AND CIVILIZATION**

Designed to acquaint the student with important periods of Spanish literature, representative authors, and major socioeconomic developments. The course deals with the literature from the Middle Ages to the present. *Prerequisite: SPAN 222 or consent of instructor. Alternate years.*

325**SURVEY OF SPANISH-AMERICAN LITERATURE AND CIVILIZATION**

Designed to acquaint the student with important periods of Spanish-American literature, representative authors, and major socio-economic developments. The course deals with the literature, especially the essay and poetry, from the 16th century to the present. *Prerequisite: SPAN 222 or consent of instructor. Alternate years.*

335**TRANSLATION**

Examination of technical issues related to Spanish and English lexical, syntactical, and semantic differences as well as the various cultural issues involved in the act of translation. Students are asked to translate a variety of literary and non-literary texts and to reflect upon and discuss both the theory and practice of translation. Special emphasis is given to increasing Spanish vocabulary and perfecting Spanish grammar. *Prerequisite: SPAN 222 or consent of instructor. Alternate years.*

418**ADVANCED LANGUAGE PRACTICE**

Intensive practice for advanced students who wish to improve their spoken and written Spanish. Includes work in oral comprehension, pronunciation, oral and written composition, and translation. *Prerequisite: Either two Spanish 300 level courses or one Spanish 400 level course; or consent of instructor. Alternate years.*

426**SPECIAL TOPICS IN HISPANIC LITERATURE AND CULTURE**

Readings of important works in Spanish and/or Latin American literature. Reading selections may focus on a particular genre or they may be a combination of drama, poetry and prose. Cultural topics may be explored with an interdisciplinary approach. Possible topics include: Medieval literature; the Golden Age; Romanticism and realism in Spain and Latin America; the Modernist movement in Latin America; 20th century poetry; Lorca and the avant-garde; the Latin American novel or short story; the literature of the Civil War and Franco Spain; the theme of honor in Spanish literature; dramatic revisions of Spanish history in modern Spanish theatre. *Prerequisites: Two Spanish courses at the 300 level, or consent of instructor. May be repeated for credit with consent of instructor.*

470-479

INTERNSHIP (See index)

N80-N89

INDEPENDENT STUDY (See index)

Recent studies include literary, linguistic, and cultural topics and themes such as urban problems as reflected in the modern novel.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)

MUSIC (MUS)

Professors: Boerckel (Chairperson), Thayer

Assistant Professor: Ciabattari

Part-time Instructors: Adams, Breon, Brumbaugh, Burke, Clarke, Cullen, Fisher, Fountain, Laczkoski, Mianulli, Mitchell-Sarch, Muller, Orris, Piastro-Tedford, Whyman

The student majoring in music is required to take a balanced program of music theory, history, applied music, and ensemble. A minimum of eight courses (exclusive of all ensemble, applied music and instrumental and vocal methods courses) is required and must include MUS 110, 111, 220, 221, 335, and 336. Each major must participate in an ensemble (MUS 167, 168, and/or 169) and take one hour of applied music per week for a minimum of four semesters including the entire period in which the individual is registered as a music major (see MUS 160-166). All music majors must pass a piano proficiency exam. The Department strongly recommends that students begin applied study in piano and a major applied instrument or voice as soon as possible, preferably in the first semester of the freshman year. Anyone declaring music as a second major must do so by the beginning of the junior year. Four semesters of Music Colloquium are required of all students majoring in music.

Students interested in teacher certification should refer to the Department of Education listing.

The Music Department recommends that non-majors select courses from the following list to meet distribution requirements: MUS 116, 117, 128, 135-138, 224, and 234. Applied music and ensemble courses may also be used to meet distribution requirements.

Student recitals offer opportunities to gain experience in public performance. Music majors and other students qualified in performance may present formal recitals.

The following courses satisfy the cultural diversity requirement: MUS 116, 128, and 234. The following course, when scheduled as a W course, counts toward the writing intensive requirement: MUS 336.

110-111

MUSIC THEORY I AND II

A two-semester course, intended for students who have some music-reading ability, which examines the fundamental components and theoretical concepts of music. Students develop musicianship through application of applied skills. *Prerequisite to MUS 111: MUS 110.*

116

INTRODUCTION TO MUSIC

A basic course in the materials and techniques of music. Examples drawn from various periods of western and non-western styles are designed to enhance perception and appreciation through careful and informed listening.

117**SURVEY OF WESTERN MUSIC**

A chronological survey of music in Western civilization from Middle Ages to the present. Composers and musical styles are considered in the context of the broader culture of each major era.

128**AMERICAN MUSIC**

An introductory survey of all types of American music from pre-Revolutionary days to the present. Categories to be covered are folk music of different origins, the development of show music into Broadway musicals, serious concert music for large and small ensembles, jazz, and various popular musics from “Tin Pan Alley” to Rock to New Wave. *Alternate years.*

135-136**INTRODUCTION TO DANCE I AND II**

An introduction to the techniques of basic movement and interpretation in ballet, jazz, and modern dance. Classes include improvisation and choreography. Prerequisite for MUS 136: MUS 135 or consent of instructor. One-half unit of credit each. Not open to students who have received credit for THEA 135-136 or THEA 235-236. Cross-listed as THEA 135-136.

137**HISTORY OF THE DANCE I**

A survey of classical ballet from the Ballets de cour of 17th century France to the present with emphasis on the contributions of Petipa, Fokien, Cecchetti, and Balanchine. *One-half unit of credit. Not open to students who have received credit for THEA 137. Cross-listed as THEA 137.*

138**HISTORY OF THE DANCE II**

A survey of the forms of dance, excluding classical ballet, as independent works of art and as they have reflected the history of civilization. *One-half unit of credit. Not open to students who have received credit for THEA 138. Cross-listed as THEA 138.*

220-221**MUSIC THEORY III AND IV**

A continuation of the integrated theory course moving toward newer uses of music materials. *Prerequisite: MUS 111.*

224**ELECTRONIC MUSIC I**

A non-technical introduction to electronic music and MIDI (Musical Instrument Digital Interface) for the major and non-major alike. The course traces the development of MIDI from its origin to present-day digital synthesizers in combination with sequencing computers.

225**ELECTRONIC MUSIC II**

Further consideration of recording techniques. Use of microphones, multi-track recording, mixing, special effects devices, and synchronization will be introduced. Students take part in live recording of concerts and rehearsals of a variety of ensembles. Student projects include complete recording sessions and the production of electronic music compositions utilizing classical studio techniques and real-time networks. *Prerequisite: MUS 224 or consent of instructor.*

234**HISTORY OF JAZZ**

A survey of jazz styles, composers, and performers from 1890 to the present: origins, ragtime, blues, New Orleans, Chicago, swing, bebop, cool, funky, free jazz, third stream, and contemporary.

235-236**INTERMEDIATE DANCE I AND II**

Studies of the techniques of basic movement and interpretation in ballet, jazz and modern dance at the intermediate level. Classes include improvisation and choreography. *Prerequisite for MUS 235: MUS 136 or consent of instructor. Prerequisite for MUS 236: MUS 235 or consent of instructor. One-half unit of credit each. Not open to students who have received credit for THEA 135-136 or THEA 235-236. Cross-listed as THEA 235-236.*

330**COMPOSITION I**

An introductory course for majors and non-majors who wish to explore their composing abilities. Guided individual projects in smaller instrumental and vocal forms, together with identification and use of techniques employed by the major composers of the 20th and 21st centuries. *Prerequisite: MUS 111 or consent of instructor.*

333**CHORAL CONDUCTING**

A study of choral conducting with frequent opportunity for practical experience. Emphasis is placed upon technical development, rehearsal technique, and stylistic integrity. *Prerequisites: MUS 110-111 or consent of instructor. Alternate years.*

334**INSTRUMENTAL CONDUCTING**

A study of instrumental conducting with an emphasis on acquiring skills for self-analysis. Topics include the physical skills and intellectual preparation necessary for clear, expressive, and informed conducting. Other areas such as the development of rehearsal techniques and improvement of aural skills will be addressed on a continual basis. *Prerequisites: MUS 110-111 or consent of instructor. Alternate years.*

335**HISTORY OF WESTERN MUSIC I**

The development of musical styles and forms from Gregorian chant through Mozart, including composers from the medieval, Renaissance, baroque, and early classical eras.

336**HISTORY OF WESTERN MUSIC II**

The development of musical styles and forms from Beethoven to the present, including composers from the late classical, romantic, and modern eras. *Prerequisite: MUS 335 or consent of instructor.*

339**ORCHESTRATION**

A study of modern orchestral instruments and examination of their use by the great masters with practical problems in instrumentation. The College Music Organizations serve to make performance experience possible. *Prerequisites: MUS 110-111 or consent of instructor. Alternate years.*

340**TEACHING MUSIC IN THE ELEMENTARY SCHOOL**

Methods and materials of teaching music in the elementary school with emphasis on conceptual development through singing, moving, listening, playing classroom instruments, and creating music. Course work includes peer teaching demonstrations, practical use of the recorder and autoharp, as well as observation of music classes in elementary schools in the Greater Williamsport area. *Alternate years.*

341**TEACHING MUSIC IN SECONDARY SCHOOLS**

Methods and materials of teaching music in the secondary schools with emphasis on the development of concepts and skills for effective instruction in all aspects of music learning. The teaching of general music and music theory, as well as the organizing and conducting of choral and instrumental ensembles, is examined. Course work includes evaluation of instructional and performance materials, practical use of the recorder and guitar in middle school settings, as well as observation of music classes in secondary schools in the Greater Williamsport area. *Alternate years.*

440**COMPOSITION II**

For students interested in intensive work emphasizing the development of a personal style of composing. Guided individual projects in larger instrumental and vocal forms, together with analysis of selected works from the 20th and 21st century repertory. *Pre-requisite: MUS 330 or consent of instructor.*

445**SPECIAL TOPICS IN MUSIC**

The intensive study of a selected area of music literature, designed to develop research techniques in music. The topic is announced at the Spring pre-registration. Sample topics include: Beethoven, Impressionism, Vienna 1900-1914. *Prerequisite: MUS 116, 117 or 221; or consent of instructor.*

446**RECITAL**

The preparation and presentation of a full-length public recital, normally during the student's senior year. MUS 446 may substitute for one hour of applied music (MUS 160-166).

Prerequisite: Approval by the department. May be repeated for credit.

148, 248, 348, and 448**MUSIC COLLOQUIUM**

A non-credit seminar in which faculty, students, and invited professionals attend concerts and discuss topics related to musical composition, performance, history and pedagogy. Four semesters of Music Colloquium are required of all students majoring in music. *Meets 7-8 times per semester. Pass/fail. Non-credit seminar.*

470-479

INTERNSHIP (See index)

N80-N89

INDEPENDENT STUDY (See index)

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)

APPLIED MUSIC AND ENSEMBLE

The study of performance in piano, harpsichord, voice, organ, strings, guitar, brass, woodwinds, and percussion is designed to develop sound technique and a knowledge of the appropriate literature for the instrument. Student recitals offer opportunities to gain experience in public performance. Credit for applied music courses (private lessons) and ensemble (choir, orchestra and band) is earned on a fractional basis. One hour lesson per week earns one hour credit. One half-hour lesson per week earns one half-hour credit. Ensemble credit totals one hour credit if the student enrolls for one or two ensembles (for more information, see course descriptions below). When scheduling please note that an applied course or ensemble should not be substituted for an academic course, but should be taken in addition to the normal four academic courses.

Applied music courses are private lessons given for 13 weeks: 160, Piano or Harpsichord; 161, Voice; 162, Strings or Guitar; 163, Organ; 164, Brass; 165, Woodwinds; and 166, Percussion. Extra fees apply. See Additional Charges under Financial Matters.

167**ORCHESTRA**

The Williamsport Symphony Orchestra allows students with significant instrumental experience to become members of this regional ensemble. Participation in the W.S.O. is contingent upon audition and the availability of openings. Students are allowed a maximum of one hour of Ensemble credit per semester. A student who is enrolled in orchestra only should register for MUS 167B (one hour credit). A student may belong to two ensembles, choosing either Choir or Concert Band as the second group. Such a student then registers for MUS 167A (1/2 hour credit) plus either MUS 168A (1/2 hour credit) or MUS 169A (1/2 hour credit).

168**CHOIR**

The Lycoming College Choir is open to all students who would like to sing in an ensemble setting. Emphasis is on performing quality choral literature while developing good vocal technique. Students are allowed a maximum of one hour of Ensemble credit per semester. A student who is enrolled in Choir only should register for MUS 168B (one hour credit). A student may belong to two different ensembles, choosing either Orchestra or Band as the second ensemble. Such a student then registers for MUS 168A (1/2 hour credit) plus either MUS 167A (Orchestra - 1/2 hour credit) or MUS 169A (Band - 1/2 hour credit). If a student has auditioned and been selected for the Chamber Choir (no credit available), he/she should register for MUS 168C in addition to registering for the Lycoming College Choir.

169**BAND**

The College Concert Band allows students with some instrumental experience to become acquainted with good band literature and develop personal musicianship through participation in group instrumental activity. Participation in the Band is contingent upon audition. Students are allowed a maximum of one hour of Ensemble credit per semester. A student who is enrolled in Band only should register for MUS 169B (one hour credit). A student may belong to two ensembles, choosing either Orchestra or Choir as the second group. Such a student then registers for MUS 169A (1/2 hour credit) plus either MUS 167A (1/2 hour credit) or MUS 168A (1/2 hour credit). If a student has auditioned and been selected for the woodwind or brass quintets (no credit available), he/she should register for MUS 169C or 169D.

261-267**INSTRUMENTAL AND VOCAL METHODS**

Instrumental and vocal methods classes are designed to provide students seeking certification in music education with a basic understanding of all standard band and orchestral instruments as well as a familiarity with fundamental techniques of singing.

MUS 261 Brass Methods (one hour credit)

MUS 262 Percussion Methods (one hour credit)

MUS 263, 264 String Methods I and II (one hour credit each)

MUS 265 Vocal Methods (one hour credit)

MUS 266, 267 Woodwind Methods I and II (one hour credit each)

PHILOSOPHY (PHIL)

Professor: Whelan (Chairperson)

Assistant Professors: Mayer, Young

Part-time Instructor: Jacques

The study of philosophy develops a critical understanding of the basic concepts and presuppositions around which we organize our thought in morality, law, religion, science, education, the arts and other human endeavors.

A major in philosophy, together with other appropriate courses, can provide an excellent preparation for policy-making positions of many kinds, for graduate study in several fields, and for careers in education, law, and the ministry.

The major in Philosophy requires eight courses, including PHIL 225, 440, any two of PHIL 301, 302, and 303, and at least three other PHIL courses numbered 300 or above. PHIL 340 may be counted toward the major only once except with departmental approval.

The following courses, when scheduled as W courses, count toward the writing intensive requirement: PHIL 216, 217, 218, 219, 301, 333, 334, 336, 340, 440.

Students interested in teacher certification should refer to the Department of Education listing.

Minors

The Philosophy Department offers five minors:

- (1) *Philosophy*: any four Philosophy courses numbered 225 or above, or any five Philosophy courses that include three numbered 225 or above.
- (2) *Philosophy & Law*: four courses from PHIL 225, 334, 336, a departmentally approved 340, or a departmentally-approved independent study.
- (3) *Philosophy & Science*: PHIL 225, 228, 330, and 333.
- (4) *History of Philosophy*: PHIL 301, 302, 303, and any other Philosophy course numbered 225 or above.
- (5) *Ethics & Political Philosophy*: any one of PHIL 216, 217, 218, or 219 along with PHIL 334, 336, and one other course numbered 300 or above.

105

PRINCIPLES OF CRITICAL THINKING

An introduction to the elements of critical thinking centered on developing the skills necessary to recognize, describe, and evaluate arguments. Not open to juniors and seniors except with consent of instructor.

114**PHILOSOPHY AND PERSONAL CHOICE**

An introductory philosophical examination of a number of contemporary moral issues which call for personal decision. Topics often investigated include: the “good” life, obligation to others, sexual ethics, abortion, suicide and death, violence and pacifism, obedience to the law, the relevance of personal beliefs to morality. Discussion centers on some of the suggestions philosophers have made about how to make such decisions. Not open to juniors and seniors except with consent of instructor.

115**PHILOSOPHY AND PUBLIC POLICY**

An introductory philosophical examination of the moral and conceptual dimensions of various contemporary public issues, such as the relation of ethics to politics and the law, the enforcement of morals, the problems of fair distribution of goods and opportunities, the legitimacy of restricting the use of natural resources, and the application of ethics to business practice. Discussion centers on some of the suggestions philosophers have made about how to deal with these issues. Not open to juniors and seniors except with consent of instructor.

140**CENTRAL PROBLEMS IN PHILOSOPHY**

A study of several central philosophical problems, such as the problem of free will and determinism, the relationship between mind and body, the nature and limits of human knowledge, arguments about the existence of God, and the problem of personal identity. Not open to juniors and seniors except with consent of instructor. *Credit may not be earned for both PHIL 140 and 145.*

145**PHILOSOPHY THROUGH FILM**

This course is intended to provide a broad introduction to philosophy. Film is used as a philosophical “text” to confront questions of enduring importance. Among those questions are the following: What is philosophy and what can it accomplish? What kind of person should I try to be? Does God exist? Why do good people suffer? Can human beings act freely? What can we know? Is there a difference between the mind and the brain? Not open to juniors or seniors except with consent of instructor. Credit may not be earned for both PHIL 140 and 145.

216**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.

217

PHILOSOPHICAL ISSUES IN EDUCATION

An examination of the basic concepts involved in thought about education, and a consideration of the various methods for justifying educational proposals. Typical of the issues discussed are: Are education and indoctrination different? What is a liberal education? Are education and schooling compatible? What do we need to learn? *Alternate years.*

218

PHILOSOPHICAL ISSUES IN CRIMINAL JUSTICE

A philosophical examination of some important controversies which arise in connection with the American criminal justice system. Typically included are controversies about the nature and purpose of punishment, the proper basis for sentencing, the correct understanding of criminal responsibility, and the rationale and extent of our basic human rights with respect to the criminal law.

219

PHILOSOPHICAL ISSUES IN HEALTH CARE

An investigation of some of the philosophical issues which arise in therapy and in health research and planning. Topics typically include euthanasia, confidentiality, informed consent, behavior control, experimentation on humans and animals, abortion, genetic engineering, population control, and distribution of health care resources.

225

SYMBOLIC LOGIC

A study of modern symbolic logic and its application to the analysis of arguments. Included are truth-functional relations, the logic of propositional functions, and deductive systems. Attention is also given to various topics in the philosophy of logic. *Alternate years.*

227

RELIGION & REASON

This course examines philosophical questions about the idea of God found in the Jewish, Christian, and Islamic religious traditions. What attributes must God have? Must God be a perfect being? Is the concept of a perfect being coherent? Is the existence of a perfect God compatible with the presence of evil in the world and the existence of human freedom? Does human morality depend in any important way on the will of God? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? The course approaches these questions via readings from classic and contemporary philosophical texts. *Alternate years.*

228**PHILOSOPHY AND THE ENVIRONMENT**

A reexamination of views about nature and the relation of human beings to it. Many intellectual, spiritual, ethical and aesthetic traditions have taken a stance on this issue. This course examines some of the most influential of these traditions philosophically and considers how these views influence thoughts about the environment. Topics might include the following: how sentient, non-human animals factor in human moral reasoning, the status of the wilderness, the preservation of diverse ecosystems, the human relationship to the greater biotic community, moral questions pertaining to the transformation of the natural world into economic commodities, and the relationship between conceptions of beauty and the natural world.

301**ANCIENT GREEK PHILOSOPHY**

A critical examination of the ancient Greek philosophers, with particular emphasis on Plato and Aristotle. *Prerequisite: Students who have not completed at least one prior course in philosophy must have consent of instructor. Alternate years.*

302**MEDIEVAL PHILOSOPHY**

A survey of the philosophical developments that took place primarily in Western Europe in the period from about 400 to about 1400 CE, roughly between the fall of Rome and the beginning of the Renaissance. Philosophers from the Christian, Islamic and Jewish philosophical traditions are studied. The course is devoted to questions concerning philosophical theology (proofs for God's existence, the problem of evil, God's foreknowledge, the possibility of free action and the immortality of the soul) and to questions that aren't theological (the role of the state, theories of knowledge and perception). Readings are drawn from Augustine, Boethius, Anselm, Avicenna, Averroes, Maimonides, Aquinas, Duns Scotus, and William of Ockham. *Prerequisite: Students who have not completed at least one prior course in philosophy must have consent of instructor. Alternate years.*

303**MODERN PHILOSOPHY**

A survey of seventeenth- and eighteenth-century European philosophy which examines important philosophical texts from some of the following: Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Rousseau, and Kant. The course considers these texts in their historical context and also tries to see how the views of these philosophers have influenced ours on a variety of issues, particularly those concerning mind and matter, science and knowledge, and the nature of a morally acceptable government. *Prerequisite: Students who have not completed at least one prior course in philosophy must have consent of instructor. Alternate years.*

330**KNOWLEDGE AND REALITY**

This course explores two broad areas of philosophical inquiry: metaphysics, which is concerned with general questions about the ultimate nature of the universe (reality), and epistemology, which is concerned with general questions about what we know or have reason to believe (knowledge). *Prerequisite: Students who have not completed at least one prior course in philosophy must have consent of instructor. Alternate years.*

333**PHILOSOPHY OF NATURAL SCIENCE**

A consideration of philosophically important conceptual problems arising from reflection about natural science, including such topics as the nature of scientific laws and theories, the character of explanation, the importance of prediction, the existence of “non-observable” theoretical entities such as electrons and genes, the problem of justifying induction, and various puzzles associated with probability. *Prerequisite: Students who have not completed at least one prior course in philosophy must have consent of instructor. Alternate years.*

334**CONTEMPORARY POLITICAL PHILOSOPHY**

A close reading of four or five defining works of contemporary political philosophy, beginning with the work of John Rawls. *Prerequisite: Students who have not completed at least one prior course in philosophy must have consent of instructor. Alternate years.*

336**CONTEMPORARY MORAL PHILOSOPHY**

A close reading of four or five centrally important works of contemporary moral philosophy. *Prerequisite: Students who have not completed at least one prior course in philosophy must have consent of instructor. Alternate years.*

340**SPECIAL TOPICS**

Study of selected philosophical problems, texts, writers, or movements. Recent topics include ethical obligations to animals, lying and lawbreaking, artificial intelligence, intelligent design, and homicide. *Prerequisite: Students who have not completed at least one prior course in philosophy must have consent of instructor. When topics differ, this course may be repeated for credit; however, except with departmental approval, it may be counted only once toward a major in philosophy.*

440**PHILOSOPHICAL RESEARCH AND WRITING**

In-depth instruction in both the independent and the cooperative aspects of philosophical research and writing. Each student undertakes an approved research project and produces a substantial philosophical paper. *Open only to, and required of, senior philosophy majors.*

470-479

INTERNSHIP (See index)

N80-N89

INDEPENDENT STUDY (See index)

Recent independent studies in philosophy include Nietzsche, moral education, Rawls' theory of justice, existentialism, euthanasia, Plato's ethics, and philosophical aesthetics.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)

PHYSICS (See Astronomy/Physics)

PHYSICAL EDUCATION

Instructor: Holmes (Chairperson)

Part-time Instructors: Bubb, Dill, Ditzler, Lucas, Matty, Moorhouse, Ring, Stipcak

PHYSICAL ACTIVITIES, WELLNESS, AND COMMUNITY SERVICE

This program is designed to promote students' physical welfare, health awareness, and encourage a sense of civic responsibility. Students must successfully complete any combination of two semesters of course work selected from the following:

1. Designated Physical Activities courses,
2. Designated varsity athletics,
3. Designated wellness courses,
4. Designated community service projects,
5. Designated military science courses.

PHYSICAL ACTIVITY COURSES (PHED)

102

PHYSICAL EDUCATION ACTIVITIES

This topics course satisfies one-half semester of physical education. Coeducational classes meet twice a week with basic instruction in fundamentals, knowledge, and appreciation of various sports. Emphasis is on the potential use of activities as recreational and leisure time interests. *No credit.*

105

PHYSICAL EDUCATION ACTIVITIES

This topics course satisfies one semester of physical education. Coeducational classes meet twice a week with basic instruction in fundamentals, knowledge, and appreciation of various sports. Emphasis is on the potential use of activities as recreational and leisure time interests. *No credit.*

110 - 125

VARSITY ATHLETICS

Students who compete on a varsity sports team may register for a semester of Physical Activity during the semester listed. Two full seasons must be completed to satisfy the Physical Activity requirement. *No credit. It is the student's responsibility to withdraw from the course should they not complete the season.*

110 - BASKETBALL

111 - CROSS COUNTRY

112 - FOOTBALL

113 - GOLF

114 - SOCCER

115 - SOFTBALL

116 - SWIMMING

117 - TENNIS

118 - TRACK

119 - VOLLEYBALL
120 - WRESTLING
121 - LACROSSE

WELLNESS (WELL)

102

TOPICS IN WELLNESS

This topics course satisfies one-half semester of wellness study. Wellness courses meet two hours per week covering various topics that may include Stress Management, Preventing Communicable Diseases, Personal Health and Wellness, and other current health issues. These courses promote student wellness during their stay at Lycoming as well as their post graduate years. *No credit. This course may be repeated with the same topic only with departmental consent.*

105

TOPICS IN WELLNESS

This topics course satisfies one semester of wellness study. Wellness courses meet two hours per week covering various topics that may include Stress Management, Preventing Communicable Diseases, Personal Health and Wellness, and other current health issues. These courses promote student wellness during their stay at Lycoming as well as their post graduate years. *No credit. This course may be repeated with the same topic only with departmental consent.*

106

FIRST AID/CPR

This course satisfies one semester of wellness study. This course prepares students to recognize emergencies and make appropriate decisions for first aid care. Also included are an emphasis on safety and assessment of personal habits to reduce risk of injury and illness. American Red Cross First Aid and CPR certifications are earned upon successful completion of the course. *No credit.*

COMMUNITY SERVICE (COMS)

These courses require 2-3 hours per week in a combination of seminars and agency placement. Child abuse and criminal background clearances may be required to work at a particular agency. Students must meet with the Community Service Director in the Campus Ministry Center during the preregistration process to obtain further information and forms. Clearances must be obtained prior to the beginning of the semester in which the student is registered for Community Service.

105

COMMUNITY SERVICE I

This course satisfies one semester of community service. An experiential learning opportunity accomplished in conjunction with local agencies or college departments. The outcome of such service promotes students' personal and social development as well as civic responsibility. *No credit. May not be repeated.*

106**COMMUNITY SERVICE II**

This course satisfies one semester of community service. Students may elect to enroll in a second semester of community service to satisfy the graduation requirement. This requires the student to be engaged in a somewhat more sophisticated level of learning and service. No credit.

Prerequisite: COMS 105.

POLITICAL SCIENCE (PSCI)

Assistant Professors: Payne, Williamson (Chairperson)

Instructor: Carman

The major is designed to provide a systematic understanding of government and politics at the international, national, state, and local levels. Majors are encouraged to develop their skills to make independent, objective analyses which can be applied to the broad spectrum of the social sciences.

Although the political science major is not designed as a vocational major, students with such training may go directly into government service, journalism, teaching, or private administrative agencies. A political science major can also provide a solid foundation for the study of law, or for graduate studies leading to administrative work in federal, state, or local governments, international organizations, or teaching at the university level. Students seeking certification to teach secondary school social studies may major in political science but should consult their advisors and the Education Department.

Students interested in teacher certification should refer to the Department of Education listing.

A major in Political Science consists of ten courses as follows: PSCI 110; two other introductory courses from PSCI 130, 140 and 160; PSCI 300; PSCI 400 and five others. These five courses must cover at least two subfields of Political Science—American Politics and Public Policy (Designated by course numbers in the 10s or 20s), Legal Studies (Designated with course numbers in the 30s), Comparative Politics (Designated with course numbers in the 40s), or International Relations (Designated with course numbers in the 60s). In addition two of these five courses must be at the 300 level or above.

The following courses satisfy the cultural diversity requirement: PSCI 140, 241, 331, and 367. The following courses, when scheduled as W courses, count towards the writing intensive requirement: PSCI 220, 242, 331, 334, 400.

Minors

The department offers four minors:

- 1) Political Science—any five courses, three of which are numbered 200 or above.
- 2) American Politics—PSCI 110 and four courses selected from those with course numbers ending in the 10s or 20s.
- 3) World Politics— PSCI 140 or 160 and four courses selected from those with course numbers ending in the 40s or 60s.
- 4) Legal Studies—PSCI 130 and four courses selected from those with course numbers in the 30s.

Students are encouraged to consult with department members on the selection of a minor.

110**U.S. GOVERNMENT AND POLITICS**

The ideologies, institutions, and processes of American politics at the national level, with attention to the internal workings of government and the extra-governmental actors including voters, political parties, and interest groups—that influence policy.

130**THE AMERICAN LEGAL SYSTEM**

An introduction to all aspects of the American legal system. Students examine the historical development of the American court system, its current incarnation and organization, the "players" who participate in this system (i.e., lawyers, judges, interest groups), and the stages of the trial process. In addition, students explore the special role that the Supreme Court plays in the American legal system, focusing on the structure of the Court, which cases the Court agrees to hear and why, judicial decision-making, opinion assignment and bargaining, and the notion of constraints on the Court.

140**COMPARATIVE POLITICS AND GEOGRAPHY**

The politics and geography of states in Europe, Asia, the Middle East, Africa, and South America in a search for comparisons and patterns. Includes history, institutions, cultures, borders, regions, and map exercises.

160**INTERNATIONAL RELATIONS**

The basic factors and concepts of international relations, such as international systems, national interest and security, wars, decolonization, nationalism, economic development, trade blocs, and international law and organizations.

211**STATE AND LOCAL GOVERNMENT**

An examination of the general principles, major problems, and political processes of the states and their subdivisions, together with their role in a federal type of government. *Alternate years.*

212**POLITICAL PARTIES**

The role and impact of political parties in America, focusing on theories of individual partisan attitudes and behavior, party organizations and activities, and partisan performance in government. *Alternate years.*

213**CONGRESSIONAL POLITICS**

Study of the U.S. Congress emphasizing internal structure and operations, rules and procedures, party leadership, committee system, external influences, incentives for congressional behavior, and elections. *Alternate years.*

214

THE PRESIDENCY

The structure and behavior of the American presidency, including elections, organization of the office, and relation to other national institutions. *Alternate years.*

220

PUBLIC POLICY IN AMERICA

An investigation of the public policymaking process in the United States. Students examine how issues get on the public policy agenda, the processes policymakers work through in making policy choices, the challenges and associated politics of implementing policy, and the substantive issues that remain once policymakers address a problem. To illustrate the concepts and principles of the public policy process, the course also explores controversial issues ranging from abortion and climate change to gun control and same-sex marriage. *Alternate years.*

231

LAW IN AMERICA

A survey of the sources and functions of American law. Students examine the various types of law (e.g., business, civil, constitutional, criminal, family, etc.) to determine the capacity and limitations of law and legal processes to deal with social problems.

241

POLITICS OF DEVELOPING COUNTRIES

General understanding of what developing countries are and how they compare to the developed world. Critical discussion of the sources of underdevelopment, the issues which plague contemporary developing countries and prevent advancement, possible solutions, and the general future of a developing/developed divide. *Alternate years.*

242

HUMAN RIGHTS

Examination of the historical, philosophical and religious documents in which contemporary human rights are grounded, accompanied by discussions of how these rights change over time and space. Analysis of the future effectiveness of human rights legislation and organizations. *Alternate years.*

261

INTERNATIONAL ORGANIZATIONS

Exploration of the international organizations that purportedly facilitate cooperation within the international system. Discussions focus on the origins of these institutions, their past and present functions, as well as the role they might play in the future of international politics and international law. Students will examine these issues in the context of IOs such as the United Nations, European Union, African Union, Organization of American States, World Bank, and World Trade Organization. *Alternate years.*

300**POLITICAL SCIENCE RESEARCH METHODS**

An examination of the conceptual and analytical tools in political science research. Topics include research design, issue of measurement and empirical analysis. *Prerequisite: Junior standing having completed 2 prior courses in Political Science, or consent of instructor.*

316**PUBLIC OPINION AND POLLING**

A course dealing with the general topic and methodology of polling. Content includes exploration of the processes by which people's political opinions are formed, the manipulation of public opinion through the uses of propaganda, and the American response to politics and political issues. *Prerequisite: PSCI 110, or consent of instructor.*

330**CONSTITUTIONAL LAW**

An investigation of the Constitution's distribution of political power among coequal branches of the federal government (separation of powers) and between the levels of government (federalism). The venue for studying constitutional law will be the decisions of the United States Supreme Court. The investigation will require students read, critically analyze, and discuss cases pertaining to controversial issues ranging from the authority to tax, spend, and declare war to the impact of national emergencies and terrorism. *Prerequisite: PSCI 130 or 231, or consent of instructor. Alternate years.*

331**CIVIL RIGHTS AND LIBERTIES**

An investigation of the Bill of Rights and its place in American democracy. The venue for studying civil rights and liberties will be the decisions of the United States Supreme Court. The investigation requires students to read, critically analyze, and discuss cases pertaining to controversial issues ranging from abortion and flag burning to obscenity and zoning restrictions. *Prerequisite: PSCI 130 or 231, or consent of instructor. Alternate years.*

334**LEGAL RESEARCH AND WRITING**

Designed to develop the skills needed to find, read, and analyze legal sources in order to write persuasive briefs, memoranda, and pleadings. While useful for all, this skill set provides a great advantage to students hoping to attend law school or work in the legal profession. Some class meetings may be held at the James V. Brown Library. *Prerequisite: PSCI 130 or 231, or consent of instructor. Alternate years.*

338**ENVIRONMENTAL LAW AND POLITICS**

An examination of the law, institutions, actors, processes, and context influencing American environmental policymaking. Students investigate contemporary environmental issues including pollution, resource depletion, urban congestion and sprawl, and extinction. *Alternate years.*

339**JUDICIAL POLITICS AND BEHAVIOR**

An exploration of the academic scholarship on judicial politics and behavior designed to develop students' ability to read and critically analyze such research. Questions examined in the course include: Why do judges decide cases the way they do? What effect does public opinion have on judicial decision-making? How do interest groups pursue their objectives in the court system? How are state and federal benches staffed? What effect do institutional differences have on judicial decision-making? *Prerequisite: Junior or senior standing and PSCI 130 or 231, or consent of instructor. Alternate years.*

342**CIVIL CONFLICT**

Examination of the contemporary dominant form of conflict: civil war. Discussion of the political, economic, and institutional sources of civil conflict; determinants of length and intensity; the actors involved and their diverse motivations and actions; the various consequences; and finally, some potential solutions. *Prerequisite: PSCI 140, 160 or CJCR 346; or consent of instructor. Alternate years.*

361**INTERNATIONAL WAR**

Application of the various theories of interstate conflict, grounded in traditional theories of international relations. An examination of the following questions: where, when, and why do wars start? Why should we care? Can war achieve peace? Or are there alternative paths to peace? *Prerequisite: PSCI 160, or consent of instructor. Alternate years.*

362**TERRORISM**

Examination of the causes and strategies of terrorism as well as potential solutions. Students engage a variety of theories and debate whether terrorism has psychological, religious, cultural, and/or rational causes. Terrorism as a strategy is also studied, with particular attention to primary texts on insurgency and counterinsurgency. Application of what we have learned in an effort to evaluate a number of potential solutions. *Prerequisite: PSCI 140, 160 or CJCR 346; or consent of instructor. Alternate years.*

367**WAR AND PEACE IN THE MIDDLE EAST**

Is the Middle East an exceptionally dangerous region? If so, why? Examination of the geography, history, religions, and politics as well as the region's chances for peace. *Prerequisite: PSCI 140 or 160, or consent of the instructor. Alternate years.*

369**AMERICAN FOREIGN POLICY**

The U.S. role in the world in geographic, strategic, historical, and ideological perspectives, plus an examination of the domestic forces shaping U.S. policy. *Prerequisite: PSCI 160, or consent of the instructor. Alternate years.*

400**POLITICAL ANALYSIS**

Capstone course required of majors, normally taken in their senior year, integrates and deepens knowledge and methods of the study of politics by means of empirical political inquiry and quantitative techniques. Open to non-majors with consent of instructor. *Prerequisite: PSCI 300.*

470-479**INTERNSHIPS (See index)**

Students may receive academic credit for serving as interns in structured learning situations with a wide variety of public and private agencies and organizations. Students have served as interns with the Public Defender's Office, the Lycoming County Court Administrator, and the Williamsport City government.

N80-N89**INDEPENDENT STUDY (See index)**

Current studies relate to elections—local, state, and federal—while past studies have included Soviet and world politics.

490-491**INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)**

PSYCHOLOGY (PSY)

Professor: Ryan

Associate Professor: Kelley

Assistant Professors: Beery (Chairperson), Gilbertson, Norton, Olsen

Part-time Instructor: Mitchell

The major provides training in both theoretical and applied psychology. It is designed to meet the needs of students seeking careers in psychology or other natural or social sciences. It also meets the needs of students seeking a better understanding of human behavior as a means of furthering individual and career goals in other areas. Psychology majors and others are urged to discuss course selections in psychology with members of the department to help insure appropriate course selection.

The B. A. degree

To earn the B.A. degree, students must complete 32 semester hours in psychology including PSY 110, 431, 432, and 436. Statistics is also required.

The B.S. degree

To complete the B.S. degree, students must complete 32 semester hours in psychology and statistics as described for the B.A. and take the following additional courses:

- One additional lab course in Psychology from PSY 324 or 433;
- Three of the following Natural Science courses from at least two departments: BIO 110, 111, 323, 338; CHEM 110, 111; PHYS 225, 226;
- One of the following computation courses: CPTR 125; MATH 128, 214; ECON 340, 441;
- An Individual Studies or Honors Project in Psychology or, with department permission, an Internship or the Practicum in Psychology.

Students are also recommended to take one of the following: PHIL 225 or 333.

Students interested in teacher certification should refer to the Department of Education listing.

The following course satisfies the cultural diversity requirement: PSY 341. The following courses, when scheduled as W courses, count toward the writing intensive requirement: PSY 225, 324, 431, 432, and 436.

Minor

A minor in psychology consists of 20 semester hours in psychology including PSY 110, two courses numbered 200 or higher, and one course from PSY 324, 431, 432, or 433.

101**TOPICS**

Exploration of a specific basic or applied topic in psychology. Different topics are explored different semesters. Potential topics include the psychology of disasters, applied behavioral psychology, and organizational psychology. The course is open to elementary and advanced undergraduates. One-half unit of credit. May be repeated once for credit with departmental permission. May not be used to satisfy distribution or major requirements.

110**INTRODUCTORY PSYCHOLOGY**

An introduction to the empirical study of human and other animal behavior. Areas considered may include: learning, personality, social, physiological, sensory, cognition, and developmental. *Three hours of lecture and one two-hour laboratory per week.*

115**DEVELOPMENT FROM INFANCY TO MIDDLE CHILDHOOD**

This course examines how children grow and develop physically, emotionally, socially, and cognitively. Students take a detailed look at development in these areas over the infancy, early, and middle childhood years of life. The implications of development at different points in life for parenting and education are reviewed. *Prerequisite: PSY 110.*

116**ABNORMAL PSYCHOLOGY**

An introduction to the patterns of deviant behavior with emphasis on cause, function, and treatment. The various models for the conceptualization of abnormal behavior are critically examined. *Prerequisite: PSY 110.*

117**DEVELOPMENTAL PSYCHOLOGY**

A general introduction to the field of developmental psychology. The course provides a broad overview of several areas of development (e.g., physical, cognitive, emotional, social, moral) throughout the lifespan. *Prerequisite: PSY 110.*

118**ADOLESCENT PSYCHOLOGY**

The study areas include theories of adolescence; current issues raised by as well as about the “generation of youth”; research findings bearing on theories and issues of growth beyond childhood, and self-exploration. *Prerequisite: PSY 110.*

138**EDUCATIONAL PSYCHOLOGY**

An introduction to the empirical study of the teaching-learning process. Areas considered may include educational objectives, pupil and teacher characteristics, concept learning, problem-solving and creativity, attitudes and values, motivation, retention and transfer, evaluation and measurement. *Prerequisite: PSY 110 or consent of instructor.*

211**LEARNING DISABILITIES**

An examination of learning disabilities, emotional problems, and social problems of children. Topics include the legal and educational rights of children with disabilities, the various categories of disability qualifying for Special Education services, assessment of children with learning disabilities, characteristics of and interventions to help children with learning disabilities and attention difficulties, the educational placements and support services available, and Individualized Educational Programs (IEPs). *Prerequisite: PSY 110.*

216**ABNORMAL CHILD PSYCHOLOGY**

This course examines in detail the symptoms, assessment, causes, and treatments for psychological disorders primarily experienced by children and adolescents, including in the school setting. These include separation anxiety, Attention Deficit Hyperactivity Disorder (ADHD), oppositional defiant disorder, conduct disorder, learning disabilities, autism, Asperger's disorder, and mental retardation. This course also explores the application of specific treatment approaches to children/adolescents for disorders that can be experienced by both children and adults (e.g., phobias, obsessive-compulsive disorder, post traumatic stress disorder, depression, bipolar disorder). Interventions for difficulties such as peer/social problems, physical conditions/illness, traumatic brain injury, and the effects of poverty, divorce, and abuse are also discussed. *Prerequisite: PSY 110.*

220**THE PSYCHOLOGY OF CLOSE RELATIONSHIPS**

This course will review current theory and research on love. The progress of close, interpersonal relationships from initiation to termination will be discussed. In addition, the relation between love and sex is explored, and current research on sexuality reviewed. *Prerequisite: PSY 110.*

221**ENVIRONMENTAL PSYCHOLOGY**

Environmental Psychology explores the relationship between the individual and the environment. Environmental Psychology uses theory and research to explore issues concerning the relationship between the physical environment and human behavior. Environmental Psychology promotes a more socially conscious relationship between humans and our physical environment. Topics include population control, conservation, urbanization, and environmental design. *Prerequisite: PSY 110 or consent of instructor.*

223**FOUNDATIONS OF SPORT AND EXERCISE PSYCHOLOGY**

An introduction to sport and exercise psychology, from the history and development of the field to the theories and principles that are central to the study of sport and exercise psychology. Topics include the evolution of the field of sport psychology, theories surrounding sport participants and sport environments, the group processes that are an essential part of sport, the basic principles of performance enhancement within the field, issues related to enhancing health and well-being in sport and exercise, and issues related to the facilitation of psychological growth and development in sport and exercise. *Prerequisite: PSY 110.*

225**INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY**

The application of the principles and methods of psychology to selected industrial and organizational situations. *Prerequisite: PSY 110 or consent of instructor.*

237**COGNITION**

An in-depth examination of the field of human cognition. Topics include perception, attention, short and long term memory, reading comprehension, problem solving and decision making. Emphasis is placed on understanding the scientific nature of the discipline. *Prerequisite: PSY 110.*

239**BEHAVIOR MODIFICATION**

A detailed examination of the applied analysis of behavior. Focus is on the application of experimental method to the individual clinical case. The course covers targeting behavior, basing, intervention strategies, and outcome evaluation. Learning-based modification techniques such as contingency management, counter-conditioning, extinction, discrimination training, aversive conditioning, and negative practice are examined. *Prerequisite: PSY 110 or consent of instructor.*

242**DRUGS, BEHAVIOR, AND SOCIETY**

This course examines the effects of drugs on brain, behavior, and society. The major focus of the course is legal and illegal psychoactive drugs, including their origins, history of use, and effects on the mind and body. Psychiatric medications and over-the-counter drugs are also addressed. Distinctions are made between drug use, abuse, and addiction. Various approaches to prevention and treatment of abuse are discussed. Students are encouraged to think critically about drug use and its impact on society. *Prerequisite: PSY 110 or consent of instructor.*

310**FORENSIC PSYCHOLOGY**

An examination of psychological theories and research on topics related to psychology and law. Areas covered include forensic pathology, psychological theories of criminal behavior, eyewitness testimony, jury decision making, expert witnesses, the insanity defense, and criminal profiling analysis. *Prerequisites: PSY 110 and 116.*

324**SOCIAL PSYCHOLOGY**

The scientific exploration of interpersonal communication and behavior. Topics include attitudes and attitude change, attraction and communication, social perception and social influence, prosocial and antisocial behavior and group processes. *Three hours of lecture and one two-hour laboratory per week. Prerequisite: PSY 110.*

334**PRINCIPLES OF MEASUREMENT**

Psychometric methods and theory, including scale transformation, norms, standardization, validation procedures, and estimation of reliability. *Prerequisites: PSY 110 and statistics.*

341**PSYCHOLOGY OF WOMEN**

A review of contemporary theory and research on the psychology of gender differences. Special topics include sex differences in achievement, power, and communication; sex-role stereotypes; beliefs about masculinity and femininity; and gender influences on mental health. *Prerequisite: PSY 110.*

410**DYSFUNCTIONAL FAMILIES AND CHILD DEVELOPMENT**

This course explores the relations between a variety of types of family dysfunctions and child development and psychopathology. Specifically, topics in child abuse, neglect, sexual abuse, and children from violent homes, alcoholic homes, and homes with mentally ill parents are studied. The course will focus on empirical literature about dysfunctional families and child development, biographical and political perspectives. *Prerequisites: PSY 116 and 117, or consent of instructor.*

431**RESEARCH METHODS IN PSYCHOLOGY**

A study of the scientific method and the application of statistics to psychology. This course compares qualitative methods such as case studies, ethnographies, and naturalistic observations with quantitative methods such as correlational research, surveys, experiments, and quasi-experimental designs. The focus of the course is on quantitative methods although the relative strengths and weaknesses of the different research approaches will be highlighted. Emphasis is placed on understanding the place of research in the field of psychology. *Three hours of lecture and one two-hour laboratory per week. Prerequisites: PSY 110 and statistics.*

432**SENSATION AND PERCEPTION**

The examination of psychophysical methodology and basic neurophysiological methods as they are applied to the understanding of sensor processes. *Three hours of lecture and one two-hour laboratory per week. Prerequisites: PSY 110, 431 and statistics.*

433**PHYSIOLOGICAL PSYCHOLOGY**

An introduction to the physiological psychologist's method of approach to the understanding of behavior as well as the set of principles that relate the function and organization of the nervous system to the phenomena of behavior. *Three hours of lecture and one two-hour laboratory per week. Prerequisite: PSY110.*

436**PERSONALITY THEORY**

A review of the major theories of personality development and personality functioning. In addition to covering the details of each theory, the implications and applications of each theory are considered. This course is best taken by Psychology majors in the senior year, because it integrates material from diverse areas of psychology. *Prerequisite: PSY 110.*

448-449**PRACTICUM IN PSYCHOLOGY**

An off-campus experience in a community setting offering psychological services, supplemented with classroom instruction and discussion. PSY 448 covers the basic counseling skills, while PSY 449 covers the major theoretical approaches to counseling. *Prerequisite: Consent of instructor.*

470-479**INTERNSHIP (See index)**

Internships give students an opportunity to relate on-campus academic experiences to society in general and to their post-baccalaureate objectives in particular. Students have, for example, worked in prisons, public and private schools, county government, and for the American Red Cross.

N80-N89**INDEPENDENT STUDY (See index)**

Independent study is an opportunity for students to pursue special interests in areas for which courses are not offered. In addition, students have an opportunity to study a topic in more depth than is possible in the regular classroom situation. Studies in the past have included child abuse, counseling of hospital patients, and research in the psychology of natural disasters.

490-491**INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)**

Honors in psychology requires original contributions to the literature of psychology through independent study. The most recent honors project was a study of the effect of self-esteem on attitude-behavior consistency.

PUBLIC POLICY

Professor: Ross (Coordinator)

Assistant Professor: Williamson (Coordinator)

Students may select either the Domestic Public Policy or International Public Policy minor.

Domestic Public Policy Minor:

Students are required to take PSCI 110; either ECON 110 or 111; and MATH 123 or MATH 214. Students intending to pursue graduate work are strongly encouraged to enroll in MATH 214 and at least one social science research methods course.

In addition to these three core courses, students are also required to take three electives from the following list. The three electives must be from three different departments, and at least one elective course must be numbered 300 or above. Only one elective may count toward any other major or minor program of student study.

Domestic Public Policy Electives:

- CJCR 201 Policing and Society
- CJCR 203 Correctional Systems
- CJCR 341 Crime Prevention
- ECON 224 Urban Problems
- ECON 225 Environmental Economics
- ECON 337 Public Finance
- HIST 230 African American History
- HIST 404 U.S. Since 1945
- PHIL 334 Contemporary Political Philosophy
- PSCI 211 State and Local Government
- PSCI 213 Congressional Politics
- SOC 210 Mental Health and Illness
- SOC 220 Sociology of Family
- SOC 228 Aging and Society
- SOC 300 Criminology
- SOC 310 Medical Sociology
- SOC 334 American Identity

International Public Policy Minor:

Students are required to take PSCI 110; either ECON 110 or 111; and MATH 123 or MATH 214. Students intending to pursue graduate work are strongly encouraged to enroll in MATH 214 and at least one social science research methods course.

In addition to these three core courses, students are also required to take three electives from the following list. The three electives must be from at least two different departments and at least one elective course must be numbered 300 or above. Only one elective may count toward any other major or minor program of student study.

International Public Policy Electives:

ECON 323	International Trade
HIST 219	Contemporary Europe
HIST 232	Rise of Islam
HIST 240	Modern China
PHIL 334	Contemporary Political Philosophy
PSCI 439	American Foreign Policy

RELIGION (REL)

Professors: Hughes, Gaber, Johnson (Chairperson)

Assistant Professor: Knauth

Part-time Instructors: Adams, Gilmore

A major in Religion consists of 10 courses, including: REL 113 or 114, two in comparative religions from REL 110, 121, 210, 211, 212, 225, 320, or HIST 232; and two Religion courses numbered 320 or above. No more than four 100 level courses may be applied toward the major. At least seven courses must be taken in the department. Up to three of the following courses may be counted toward fulfilling the major requirements: GRK 221, 222, HEBR 221, 222, HIST 232, PHIL 227 and SOC 302.

Capstone Experience

Seniors must submit a portfolio of writing during the first month of their final semester. The portfolio must include four major papers from Religion courses and an essay in self-understanding. Seniors will then arrange an oral defense with the department faculty, consisting of an assessment interview occurring during the last two months of the final semester.

REL 120 is strongly recommended for pre-ministerial students after their first year, regardless of their major.

The following Religion courses satisfy the cultural diversity requirement: REL 110, 210, 211, 212, 225, 226, 320, 328, and 333.

The following courses, when scheduled as W courses, count toward the writing intensive requirement: REL 230, 323, 331, 333, 337, and 433.

Minors

A minor in Religion consists of one course from REL 110, 113 or 114 and four religion courses numbered 200 or above. At least one course must be taken from REL 110, 210, 211, 212, 225, or 320.

An interdisciplinary minor in Biblical Languages requires the completion of GRK 101, 102, HEBR 101, 102, and two from GRK 221, 222, HEBR 221, 222.

110

INTRODUCTION TO WORLD RELIGIONS

Designed for the beginning student, this course examines what it means to be religious, especially within the major traditions of the world. Issues addressed include the definition of religion, the meaning of ritual and symbolism, and ecstatic phenomena. Attention is paid to significant developments within the major religious traditions.

113**OLD TESTAMENT FAITH AND HISTORY**

A critical examination of the literature within its historical setting and in the light of archaeological findings to show the faith and religious life of the Hebrew-Jewish community in the Biblical period, and an introduction to the history of interpretation with an emphasis on contemporary Old Testament criticism and theology.

114**NEW TESTAMENT FAITH AND HISTORY**

A critical examination of the literature within its historical setting to show the faith and religious life of the Christian community in the Biblical period, and an introduction to the history of interpretation with an emphasis on contemporary New Testament criticism and theology.

120**DEATH AND DYING**

A study of death from personal, social and universal standpoints with emphasis upon what the dying may teach the living. Principal issues are the stages of dying, bereavement, suicide, funeral conduct, and the religious doctrines of death and immortality. Course includes, as optional, practical projects with terminal patients under professional supervision. Only one course from the combination of REL 120 and 121 may be used for distribution.

121**AFTER DEATH AND DYING**

An examination of the question of life after death in terms of contemporary clinical studies, the New Testament resurrection narratives, the Asian doctrine of reincarnation, and the classical theological beliefs of providence and predestination. *Prerequisite: REL 120 is recommended but not required. Only one course from the combination of REL 120 and 121 may be used for distribution. Alternate years.*

210**JUDAIC STUDIES: FROM THE EXODUS TO THE ROMANS**

An examination of the Jewish vision of the foundation stories, the history, and the impact of events upon the Jewish world-view. The sources of the Bible are examined in detail, and the changing self-perception of the Israelites is a major focus. Ultimately this period is formative in what will become the Jewish People. *Alternate years.*

211**JUDAIC STUDIES: TALMUD TO TODAY**

An examination of the development of Jewish traditions from the destruction of the second temple in 70 C.E. to the present day. Particular attention is paid to the relationship between the living situations of Jews in the Diaspora to the development of interpretation of Jewish law. *Alternate years.*

212

ISLAM

A comprehensive examination of the many religious dimensions of Islam, including the life of Muhammad, key textual sources such as the Quran and Hadith, basic beliefs and practices, Sufism, Muslim theology, differences between Sunni and Shi'ite interpretations of the faith, the historical evolution of Islam and its interaction with other cultures, and the theological and socio-political roots of the recent worldwide resurgence of Islam. *Alternate years.*

222

PROTESTANTISM IN THE MODERN WORLD

An examination of Protestant thought and life from Luther to the present against the backdrop of a culture rapidly changing from the 17th century scientific revolution to Marxism, Darwinism, and depth psychology. Special attention is paid to the constant interaction between Protestantism and the world in which it finds itself. *Alternate years.*

225

ASIAN RELIGIONS

A phenomenological study of the basic content of Hinduism, Buddhism, and Chinese Taoism with special attention to social and political relations, mythical and aesthetic forms, and the East-West dialogue. *Alternate years.*

226

BIBLICAL ARCHAEOLOGY

A study of the role of archaeology in reconstructing the world in which the Biblical literature originated with special attention given to archaeological results that throw light on the clarification of the Biblical text. Also, an introduction to basic archaeological method and a study in depth of several representative excavations along with the artifacts and material culture recovered from different historical periods.

227

HISTORY AND THEOLOGY OF THE EARLY CHURCH

An examination of the life and theology of the church from the close of the New Testament to the fifth century. Special attention is given to the struggles of the church with heretical movements, the controversies concerning the person and nature of Christ, and the encounter of the church with the Roman Empire.

230

PSYCHOLOGY OF RELIGION

A study into the broad insights of psychology in relation to the phenomena of religion and religious behavior. The course concentrates on religious experience or manifestations rather than concepts. Tentative solutions are sought to questions such as: What does it feel like to be religious or to have a religious experience? What is the religious function in human development? How does one think psychologically about theological problems? *Alternate years.*

320**TOPICS IN COMPARATIVE RELIGIONS**

A topics course with a comparative religions focus. *Prerequisite: REL 110. Topics will vary from year to year and may be repeated for credit with consent of instructor.*

323**ROOTS OF EARLY CHRISTIANITY**

A study of historical, cultural, and religious influences that shaped the formation of early Christianity and the antecedents of Christian doctrine and practice in Hellenistic, Roman, and post-exilic Jewish cultures.

328**HISTORY AND CULTURE OF THE ANCIENT NEAR EAST**

A study of the history and culture of Mesopotamia, Anatolia, Syria-Palestine, and Egypt from the rise of the Sumerian culture to Alexander the Great. Careful attention is given to the religious views prevalent in the ancient Near East as far as these views interacted with the culture and faith of the Biblical tradition.

331**CHRISTIAN SOCIAL ETHICS**

A study of Christian ethics as a normative perspective for contemporary moral problems with emphasis upon the interaction of law and religion, decision-making in the field of biomedical practice, and the reconstruction of society in a planetary civilization. *Alternate years.*

333**OLD TESTAMENT WOMEN**

An in-depth study of a variety of biblical texts and themes relevant to the roles and character of women in the Old Testament, including selections from Genesis, Ruth, Esther, Song of Songs, Proverbs (esp. ch. 31), and the songs of Deborah and Miriam. Excerpts from the prophecies of Hosea and Ezekiel are also considered. *Alternate years. Prerequisite: REL 113 or 114, or consent of instructor.*

337**BIBLICAL TOPICS**

An in-depth study of Biblical topics related to the Old and New Testaments. Recently offered titles include Exodus, King David, Kingship Ideologies, and The Gospels of Mark and Thomas. *Prerequisite: REL 113 or 114, or consent of instructor. May be repeated for credit with consent of instructor when topics are different.*

342**THE NATURE AND MISSION OF THE CHURCH**

A study of the nature of the Church as “The People of God” with reference to the Biblical, Protestant, Orthodox, and Roman Catholic traditions.

401**FIELD ARCHAEOLOGY**

Participation in an approved archaeological dig or field school program in the Near East or Mediterranean region. Includes instruction in excavation techniques, recording and processing of artifacts. A survey of excavation and research and the use of archaeology as a tool for elucidating historical and cultural changes. *Special fees apply. May Term or Summer Sessions only. Cross-listed as ARCH 401. Students desiring credit toward the Religion major or humanities distribution requirement should register for REL 401.*

433**THE SAYINGS OF JESUS**

An exploration of the ways in which early followers understood the nature and person of Jesus of Nazareth through their appropriation and interpretation of his teachings. An examination of the means and methods by which the teachings of Jesus were passed down from community to community and adapted to changing social and theological contexts in the first centuries of the Christian era. *Prerequisite: REL 113 or 114, or consent of instructor. Alternate years.*

470-479**INTERNSHIP (See index)**

Interns in religion usually work in local churches, hospitals, or other religion-based organizations or programs under the supervision of the pastor, chaplain, or supervisor and a member of the faculty.

N80-N89**INDEPENDENT STUDY (See index)**

Current study areas are in the Biblical languages, Biblical history and theology, Biblical archaeology, comparative religions, and the ethics of technology.

490-491**INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)****ANCIENT LANGUAGES**

Greek, Hebrew, and Latin satisfy the Modern and Ancient Language Study distribution requirement, not the humanities distribution requirement.

GREEK (GRK)

Greek is not offered as a major. An interdisciplinary minor in Biblical Languages requires the completion of GRK 101, 102, HEBR 101, 102, and two from GRK 221, 222, HEBR 221, 222.

101**BIBLICAL GREEK GRAMMAR AND READINGS I**

Fundamentals of Biblical Greek grammar, with an emphasis on the writings of the Greek New Testament. *Alternate years.*

102**BIBLICAL GREEK GRAMMAR AND READINGS II**

Continuation of fundamentals of Biblical Greek grammar, with readings from selected passages of the Greek New Testament. Introduction to the use of lexicons, library resources, and the critical apparatus of the UBS *Greek New Testament* for word study and exegesis. *Prerequisite: GRK 101 or equivalent, or consent of instructor. Alternate years.*

221**READINGS IN THE SYNOPTIC GOSPELS**

A comparative study of the synoptic tradition in Greek. *Prerequisite: GRK 102 or equivalent. Alternate years.*

222**READINGS IN THE PAULINE EPISTLES**

Selected readings from the letters of Paul in Greek with a focus on the translation of one letter in its entirety. *Prerequisite: GRK 221 or equivalent. Alternate years.*

HEBREW (HEBR)

Hebrew is not offered as a major. An interdisciplinary minor in Biblical Languages requires the completion of GRK 101, 102, HEBR 101, 102, and two from GRK 221, 222, HEBR 221, 222.

101**BIBLICAL HEBREW GRAMMAR AND READINGS I**

Fundamentals of Biblical Hebrew grammar and readings of selected passages of the Hebrew Bible. *Alternate years.*

102**BIBLICAL HEBREW GRAMMAR AND READINGS II**

Continuation of fundamentals of Biblical Hebrew grammar and readings of selected passages of the Hebrew Bible. Introduction to the use of lexicons, library resources, and the critical apparatus of BHS for word study and exegesis. *Prerequisite: HEBR 101 or equivalent, or consent of instructor. Alternate years.*

221**READINGS IN BIBLICAL HEBREW NARRATIVE**

A critical reading of the Hebrew text of selected narrative portions of the Old Testament with special attention being given to exegetical questions. The texts read vary from year to year. *Prerequisite: HEBR 102 or equivalent, or consent of instructor. Alternate years.*

222**READINGS IN THE PROPHETIC BOOKS AND WISDOM LITERATURE**

A critical reading of the Hebrew text of selected portions of Old Testament prophecy and wisdom literature, with special attention being given to poetic texts and to exegetical questions. The texts read vary from year to year. *Prerequisite: HEBR 221 or equivalent, or consent of instructor. Alternate years.*

LATIN (LAT)

Latin is not offered as a major.

101

LATIN GRAMMAR AND READINGS I

Fundamentals of classical Latin grammar and readings of selected passages from Latin authors.

102

LATIN GRAMMAR AND READINGS II

Continuation of fundamentals of classical Latin grammar and readings of selected passages from Latin authors. *Prerequisite: LAT 101 or equivalent, or consent of instructor.*

221

LATIN READINGS AND CULTURE I

Readings in a variety of classical Latin texts, including a brief grammar review. *Prerequisite: LAT 102 or equivalent, or consent of instructor.*

222

LATIN READINGS AND CULTURE II

Readings in a variety of classical Latin texts, including the study of Latin inscriptions. *Prerequisite: LAT 221 or equivalent, or consent of instructor.*

SCHOLAR PROGRAM (SCHOL)

Assistant Professor: Briggs (Director)

The Lycoming College Scholar Program is a special program designed to meet the needs and aspirations of highly motivated students of superior intellectual ability. Lycoming scholars satisfy the College's distribution requirements with more challenging courses than students not in the Scholar Program are required to complete. (Substitutions to the Scholar Distribution Requirements can be made only by successful application to the Scholar's Council.) Lycoming Scholars also participate in special interdisciplinary seminars and in an independent study culminating in a senior presentation.

301

LYCOMING SCHOLAR SEMINAR

Team taught interdisciplinary seminar held each semester under the direction of the Lycoming Scholar Council. May be repeated for credit. Completion of five semesters is required by the Scholar Program. *Prerequisite: Acceptance into the Lycoming Scholar Program. One-quarter unit of credit. Grade will be recorded as "A" or "F."*

450

SENIOR SEMINAR

During the senior year, Lycoming Scholars complete independent studies or departmental honors projects. These projects are presented to scholars and faculty in the senior seminar. *Non-credit course. Prerequisite: Acceptance into the Lycoming Scholar Program.*

SOCIOLOGY-ANTHROPOLOGY (SOC, ANTH)

Professor: Ross (Chairperson)

Assistant Professors: Adams, McCall

The Sociology-Anthropology Department offers three tracks in the major. Tracks I and II both provide a solid foundation in the related disciplines of anthropology and sociology; however, Track I involves a concentration of coursework in anthropology and Track II involves a concentration of coursework in sociology. Track III is an interdisciplinary course of study grounded in sociology with an emphasis on population and policies pertaining to human services. Students interested in teacher certification should refer to the Department of Education listing.

Track I - Sociology-Anthropology, Anthropology Concentration requires ANTH 114, 229, 344; SOC 110, 240, 330, and 430; two ANTH electives; and an additional elective appropriate to the student's sub-field interest. This elective must receive approval from the Department of Sociology-Anthropology, with BIO 338 or 436 (for bioanthropology), PHIL 225 (for linguistic anthropology), a MLS course numbered 221 or above (for cultural anthropology), and REL 226 (for archaeology) being recommended.

Track II – Sociology-Anthropology, Sociology Concentration requires ANTH 114, 229; SOC 110, 240, 330, 344, 430; and three additional departmental electives, two of which must be SOC courses.

Track III – Human Services requires SOC 110, 222, 240, 330, 430, and 448; either ANTH 344 or SOC 344; PSCI 230; PSY 110 and one from PSY 116, 239, 242, 410 or CJCR 204; and two courses from SOC 210, 220, 228, 244, CJCR 203, ECON 224, or HIST 342.

The following courses satisfy the cultural diversity requirement: ANTH 114, 229, 230, 232, 234, 310, 320, and 344; SOC 240 and 334.

The following courses, when scheduled as W courses, count toward the writing intensive requirement: SOC 210, 222, 228, and 330.

Minor

The Department of Sociology-Anthropology offers two minors: Anthropology and Sociology.

A minor in Anthropology requires ANTH 114, 229, and three ANTH electives numbered 200 or above.

A minor in Sociology requires SOC 110 and four SOC electives numbered 200 or above.

ANTHROPOLOGY (ANTH)

114

INTRODUCTION TO ANTHROPOLOGY

This course serves as an introduction to anthropology, including all four sub-fields of anthropology, which are cultural anthropology, archaeology, biological/physical anthropology, and anthropological linguistics. By looking at human societies holistically and across cultural contexts, anthropology offers a series of tools to address contemporary problems.

229

CULTURAL ANTHROPOLOGY

Cultural anthropology seeks to explain the diversity of human societies, while looking for commonalities across them. This course serves as a general introduction to the field of cultural anthropology, including an introduction to the history of anthropological research and the practice of ethnography. Topics include kinship, race, globalization, gender, social status, identity and violence.

230

ANTHROPOLOGY OF LATIN AMERICA

This course examines the history of anthropology in Latin America, from early concerns with Native American populations in Central and South America, to current concerns with cultural plurality, neoliberal economic reforms and environmental conservation. Topics include European colonization, globalization, gender, and medical anthropology. *Alternate years.*

232

ENVIRONMENTAL ANTHROPOLOGY

Anthropologists have examined the interaction between people and the environment from many different perspectives. This course surveys several of these approaches to understanding human/environment interactions with particular emphasis on human adaptation to the environment across cultures and through time, as well as the current concerns with environmental sustainability and the social context of the environmental movement. *Alternate years.*

234

ECONOMIC ANTHROPOLOGY

There is a tremendous diversity in how human societies organize themselves for production, distribution and consumption. This course is an examination of the ways people organize themselves around these tasks. The class is both theoretical and practical. Students concerned about real-world business problems re-examine desire, decision-making and the impact of culture on economic behavior, while anthropological theories are considered in terms of their practical utility for understanding observed economic behavior. Topics include the origins of economic systems, ancient economies, colonialism, globalization and international commerce. *Alternate years.*

310**FOOD AND CULTURE**

This course surveys the growing body of scholarship in food studies and the anthropology of food. Food production and consumption are examined in terms of human biology, culture, and social status across time from our evolutionary ancestors to the present day. Topics include systems of food production, the social and cultural context of agricultural settings, the rise of industrial agriculture and fast food, and social movements based in ideas about food, such as the organic and locavore movements. *Alternate years.*

320**SPECIAL TOPICS IN ANTHROPOLOGY**

Study of selected anthropological problems, theorists, or movements. Sample topics include art and society, ethnography and ethnology, applied anthropology, anthropology of gender, culture and agriculture, and Geographic Information Systems (GIS). *With departmental consent, this course may be repeated for credit. Alternate years.*

344**ANTHROPOLOGICAL THEORY**

This course covers the history of theory in anthropology, with a greater emphasis on theories used within cultural anthropology, although theoretical trends in archaeology, anthropological linguistics and biological/physical anthropology are included to a more limited degree. The course is reading intensive and broad, including work by Franz Boas, Eric Wolf, Clifford Geertz, and Pierre Bourdieu among others. *Alternate years.*

470-479**INTERNSHIP (See index)**

Anthropology internship experiences, such as with the Lycoming County Historical Museum, are available.

N80-N89**INDEPENDENT STUDY (See index)**

An opportunity to pursue specific interests and topics not usually covered in regular courses. Through a program of readings and tutorials, the student will have the opportunity to pursue these interests and topics in greater depth than is usually possible in a regular course.

490-491**INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)**

SOCIOLOGY (SOC)

110

INTRODUCTION TO SOCIOLOGY

An introduction to the problems, concepts, and methods in sociology today, including analysis of stratification, organization of groups and institutions, social movements, and deviants in social structure.

210

SOCIOLOGY OF MENTAL HEALTH AND ILLNESS

This course is an examination of the concepts of mental health and mental illness from a sociological perspective. Major issues to be addressed include a consideration of the meaning and implications of the term “mental illness,” an examination of the most important sociological and social psychological theories of mental illness and mental health, an examination of the social reaction that American culture has traditionally responded with to the condition of mental illness, and an analysis of historical and modern methods of treatment. *Alternate years.*

220

SOCIOLOGY OF FAMILY

This course examines American families from a sociological perspective with particular emphasis on the interplay of family as it relates to other social institutions such as the economic, political, educational, religious, and legal institutions. We look at the multiple forms of family and examine racial, ethnic, and social class variations. Additionally, family as a gendered institution and its implications for men’s and women’s lives are addressed.

222

INTRODUCTION TO HUMAN SERVICES

This course is for students interested in learning about, or entering, the human services profession. It reviews the history, the range, and the goals of human services together with a survey of various strategies and approaches to human problems. A twenty-hour community service component is an optional element of the course. *Prerequisite: SOC 110 and/or PSY 110; or consent of instructor.*

228

AGING AND SOCIETY

Analysis of cross-cultural characteristics of the aged as individuals and as members of groups. Emphasis is placed upon media portrayals as well as such variables as health, housing, socio-economic status, personal adjustment, retirement, and social participation. Sociological, social psychological, and anthropological frames of reference are utilized in analysis and description of aging and its relationship to the individual and society. *Prerequisite: SOC 110. Alternate years.*

240**RACE, CLASS, GENDER, AND SEXUALITY**

A survey course in the sociological field of social inequality. This course explores the explanations and persistence of poverty and inequality. Consideration is given to how dynamics of race, class and gender interact, creating historically specific and enduring patterns of inequality. Among the subjects explored are class, race/ethnicity, gender, intersectionality, power, elites, poverty, social mobility and status attainment. While most of the focus is on the United States, these subjects are also explored within comparative and historical frameworks. *Prerequisite: SOC 110.*

244**SOCIAL PROBLEMS**

This course covers three specific perspectives on social problems. First, in a world of potential conditions that could be considered problematic, how do some of these conditions rise to the status of a problem worth public consideration and resources? The social constructionist perspective of social problems is examined to answer this question. The second portion of the course examines several enduring social problems from a social-historical perspective. The final goal of the course is to look at the impact of social policies to address social problems. *Alternate years.*

300**CRIMINOLOGY**

Analysis of the sociology of law; conditions under which criminal laws develop; etiology of crime; epidemiology of crime, including explanation of statistical distribution of criminal behavior in terms of time, space, and social location. *Prerequisite: SOC 110 or consent of instructor. Cross-listed as CJCR 300.*

305**SOCIOLOGY OF LAW**

This course examines law as a social institution that involves an interactive process: on the one hand, law is created and maintained by human beings, and on the other hand, law provides the structure within which human beings develop values pertaining to justice and injustice. This course examines how law is utilized to address social problems, settle disputes, and exert power over others. Specific attention is given to the legal social control of race, class, and gender. This course addresses how law permeates all facets of life from personal identity to the development of domestic institutions to the governing of international relations. *Alternate years.*

310**MEDICAL SOCIOLOGY**

This course examines the social contexts of health, illness and medicine. It gives prominence to the debates and contrasting perspectives that characterize the field of medical sociology. Topics include the social environmental and occupational factors in health and illness, the development of the health professions, ethical issues in medicine, healthcare reform, and the conundrum of managed care. In exploring these topics, emphasis is given to how the social categories of gender, ethnicity, and social class relate with illness, health, and health care. *Alternate years.*

320**SPECIAL TOPICS IN SOCIOLOGY ANTHROPOLOGY**

Study of selected sociological and/or anthropological problems, theorists, or movements. Sample topics include sociology of education, environmental sociology, art and society, sociology of childhood, and media and culture. *Prerequisite: SOC 110 or consent of instructor. With departmental consent, this course may be repeated for credit. Alternate years.*

330**RESEARCH METHODS I**

In studying the research process in sociology-anthropology, attention is given to the process of designing and administering both qualitative and quantitative research. Students complete an original field work project in a public setting. Additionally, students learn to compile and analyze quantitative data through a micro computer statistical software package. Different methodological skills considered include: field work, questionnaire construction, unobtrusive research, and program evaluation. The course must be taken in the junior year. *Prerequisites: SOC 110 and MATH 123.*

334**AMERICAN IDENTITY**

A course on U.S. immigration and assimilation. This multicultural course covers the historical significance of U.S. immigration and the experience of immigrants from 1492 until the present day. Comparisons between when and why groups immigrate as well as their various successes and failures are explored. This course is designed to facilitate an increased understanding of one's cultural identity, provide a forum to discuss and better understand cultural differences, investigate the mechanisms and consequences of prejudice, oppression, and discrimination on American minority groups, and to explore personal beliefs about human differences. *Prerequisite: Junior or senior standing. Alternate years.*

344**SOCIOLOGICAL THEORY**

This course traces the origins of modern social theory beginning with the aftermath of the democratic revolutions in America and France and the capitalist Industrial Revolution in Britain. Analysis of the classical theoretical paradigms of functionalism and conflict theory draws specifically on the works of Marx, Weber, Durkheim, and Simmel. Contemporary theories include exchange and rational choice theory, symbolic interactionism, ethnomethodology, phenomenology, feminist theory, critical theory, and post-modernism. *Prerequisite: SOC 240. Alternate years.*

430**RESEARCH METHODS II**

Building on the research skills acquired during a first course in research methodology, students complete an original quantitative or qualitative research project utilizing one of the many data collection strategies available to sociologists and anthropologists such as field work, content analysis, surveys, qualitative interviews, experimental design, secondary data analysis, or program evaluation. Topic selection is of individual student's choice. *Prerequisite: SOC 330 or CJ CR 447 and either ANTH 344, SOC 300 or 344.*

448**PRACTICUM IN SOCIOLOGY-ANTHROPOLOGY**

This course provides students with the opportunity to apply a socio-cultural perspective to any of a number of organizational settings in the Williamsport area. As the basis for the course, students arrange an internship in the local community. At the same time the student is contributing time and talent to the organization in question, he/she will also be observing, from a socio-cultural perspective, the events, activities, structure, and dynamics of the organization. These experiences will be supplemented by academic readings, a regularly scheduled seminar, and the keeping of a detailed field journal. *Prerequisite: Consent of instructor.*

470-479**INTERNSHIP (See index)**

Interns in sociology typically work off campus with social service agencies under the supervision of administrators.

N80-N89**INDEPENDENT STUDY (See index)**

An opportunity to pursue specific interests and topics not usually covered in regular courses. Through a program of readings and tutorials, the student has the opportunity to pursue these interests and topics in greater depth than is usually possible in a regular course.

490-491**INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)**

THEATRE (THEA)

Associate Professors: Allen, Stanley (Chairperson)

Part-time Instructor: Wingerter

Theatre is a combination of many art forms, and the theatre curriculum provides opportunities to explore all its aspects: dramatic literature, acting, directing, design, and technical theatre. The rigorous production program offers practical training to complement the comprehensive curriculum.

The Theatre Department produces a full season of faculty- and student-directed productions each year. In addition, the department also manages a children's theatre company, The Emerald City Players. The department's production facilities include the Mary L. Welch Theatre, an intimate thrust stage, and the Dragon's Lair Theatre, a small black box studio theatre in the Academic Center. The department also maintains support facilities, including a scene shop, costume shop, dressing rooms, makeup room, and rehearsal areas.

The following courses satisfy the cultural diversity requirement: THEA 114, 212, 332, 333, 335, and 410. The following courses, when scheduled as W courses, count toward the writing intensive requirement: THEA 212, 332, and 333.

Major

All students majoring in Theatre must complete the core courses and the requirements for at least one of the three tracks listed below.

Core courses required of all majors:

THEA 100, 145, 232, 246, 247, 332, 333, 335, 410, and 449.

Track Requirements:

1. Acting:

THEA 148, 226, 245, 260, 345, and 402; 1 credit of 160, one-half credit which must be earned serving as Assistant Stage Manager or Crew Head for a faculty-directed production, and 3 credits of 161.

2. Directing:

THEA 148, 225, 226, 227, 326, and 402; 2 credits of 160, one-half credit which must be earned serving as Assistant Stage Manager for a faculty-directed production and one-half credit which must be earned as the Stage Manager for a faculty-directed production, and 2 credits of 161.

3. Design/Tech:

THEA 149, 225, 228, 229, 320; one from the following: 427, 428, 429; and 4 credits of THEA 160 and/or 161.

Minors

Three minors are available in the Theatre Department.

- A minor in Performance consists of THEA 100, 145, 148, 226, 245, and one credit of THEA 160 and/or THEA 161.
- A minor in Technical Theatre consists of THEA 100, 149, 228, 229, 320, and one credit of THEA 160 and/or THEA 161.
- A minor in Theatre History and Literature consists of THEA 100, 332, 333, 335, 410, and one credit of THEA 160 and/or THEA 161.

100

INTRODUCTION TO THEATRE

A comprehensive introduction to the aesthetics of theatre. From the spectator's point of view, the nature of theatre is explored, including dramatic literature and the integral functioning of acting, directing and all production aspects. Concurrent enrollment in THEA 148 prohibited.

114

FILM ART: MOTION PICTURE MASTERPIECES

Study of selected classic experimental and narrative films from around the world as well as from Hollywood. Consideration of what makes a classic through examination of such topics as acting, writing, directing, style, and genre. *Alternate years.*

135-136

INTRODUCTION TO DANCE I AND II

An introduction to the techniques of basic movement and interpretation in ballet, jazz, and modern dance. Classes include improvisation and choreography. *Prerequisite for THEA 136: THEA 135 or consent of instructor. One-half unit of credit each. Not open to students who have received credit for MUS 135-136 or MUS 235-236. Cross-listed as MUS 135-136.*

137

HISTORY OF THE DANCE I

A survey of classical ballet from the Ballets de cour of 17th-century France to the present with emphasis on the contributions of Petipa, Fokine, Cecchetti, and Balanchine. One-half unit of credit. *Not open to students who have received credit for MUS 137. Cross-listed as MUS 137.*

138

HISTORY OF THE DANCE II

A survey of the forms of dance, excluding classical ballet, as independent works of art and as they have reflected the history of civilization. *One-half unit of credit. Not open to students who have received credit for MUS 138. Cross-listed as MUS 138.*

145

ACTING I

An introductory study of the actor's preparation with emphasis on developing the actor's creative imagination through improvisation, character analysis, and scene study. *Prerequisite: THEA 100. Majors may take concurrently with THEA 100.*

148**PLAY PRODUCTION**

Stagecraft and the various aspects of production are introduced. Through material presented and laboratory work on the Mary L. Welch Theatre productions, students acquire experience with design, scenery, properties, costumes and lighting. *Prerequisite: THEA 100. Concurrent enrollment in THEA 100 prohibited.*

149**THEATRE GRAPHICS**

A comprehensive course in mechanical drafting, perspective rendering, figure drawing, color theory, and scene painting as these skills relate to the study of theatrical design. *Prerequisite: THEA 100 or consent of instructor.*

160**TECHNICAL THEATRE PRACTICUM****161****REHEARSAL AND PERFORMANCE PRACTICUM**

Supervised participation in the various aspects of technical production and/or rehearsal and performance of the Theatre Department's faculty-directed productions in the Mary L. Welch Theatre. Credit for Theatre Practicum is earned on a fractional basis. Students may register for one-half semester hour course credit per production for active participation in the designated area of technology and performance, limited to eight semester hours credit over four years. Students may not register for Theatre Practicum while taking THEA 148 without permission of the instructor. When scheduling, students should register for Theatre Practicum in addition to the normal four academic courses. Because students may not be cast or assigned duties in time to meet the drop/add deadline, late registration for THEA 160 and 161 (Rehearsal and Performance) will be permitted without penalty.

201**TOURING CHILDREN'S THEATRE**

Production and rehearsal techniques for performance of a children's play. Students construct sets, costumes, props and rehearse for touring and performing on during slated class times at area grade schools. Students may repeat this course once with a different play. *Prerequisites: THEA 100 and consent of instructor.*

212**MULTICULTURAL AMERICA ON SCREEN**

Introduction to the art of understanding moving images to discover the cultural values of American filmmakers and their audiences. Comparison of the ways in which films and television use comedy, drama, and the documentary to examine topics having to do with values, beliefs, and cultural diversity in America.

215**SPECIAL TOPICS IN THEATRE**

Study of selected theatrical subjects, such as plays, writers, movements, or technical projects. Recent topics include stage management, sound design, stagecraft, and professional development. *Prerequisite: THEA 100. With consent of instructor, may be repeated for credit if the topic is different from one previously studied.*

220**VOICE AND DICTION**

Introduction to the fundamental techniques of vocal production for the theatre. Emphasizes an individual program of personal vocal development. Dialects and phonetic study of the major European accents and English accents. Includes oral practice of relevant literature. *Alternate years. One-half unit of credit.*

225**HISTORICAL STYLES IN DESIGN**

An exploration of the evolution of dominant design styles in scenery, lighting, and costumes in Western theatre. *Prerequisite or co-requisite: THEA 148 or 149. Alternate years.*

226**DIRECTING I**

An introductory study of the functions of the director, with emphasis on script analysis, the rehearsal process, and communicating with collaborators. Practical scene work directing student actors is a major component of the course. *Prerequisites: THEA 145 and 148. Majors may take concurrently with THEA 148. Alternate years.*

227**PRINCIPLES OF STAGE MANAGEMENT**

A practical exploration and application of the standard practices of stage management, including the areas of the design process, the rehearsal process, and performance. *Prerequisites: THEA 100 and 148. Alternate years.*

228**SCENE DESIGN**

Development of scene design techniques through study of the practice in rendering, perspective drawing, plan drafting, sketching and model building. Beginning work in theory, techniques, and practices in scenery painting for the theatre. *Prerequisites: THEA 148 or 149, and THEA 225. Alternate years.*

229**LIGHTING DESIGN**

The theory of stage and lighting design with emphasis on their practical application to the theatre. *Prerequisites: THEA 148 or 149, and THEA 225. Alternate years.*

232**STAGE MAKEUP**

Essentials in stage makeup: straight, character, special types. Effects of light on makeup are included. Recommended for performers and directors of educational, church and community theatres. *Prerequisite: THEA 148. One-half unit of credit. Alternate Years.*

233**ADVANCED MAKEUP**

Advanced techniques in makeup design. Three-dimensional and prosthetic makeups are included, with emphasis on nonrealistic and nonhuman forms. *Prerequisite: THEA 232. One-half unit of credit. Alternate years.*

235-236**INTERMEDIATE DANCE I AND II**

Studies of the techniques of basic movement and interpretation in ballet, jazz, and modern dance at the intermediate level. Classes include improvisation and choreography. *Prerequisite for THEA 235: THEA 136 or consent of instructor. Prerequisite for THEA 236: THEA 235 or consent of instructor. One-half unit of credit each. Not open to students who have received credit for MUS 135-136 or MUS 235-236. Cross-listed as MUS 235-236.*

245**ACTING II**

Exploration of contemporary realism through intensive character analysis, monologue work, and scene study. *Prerequisite: THEA 145.*

246**FALL THEATRE COLLOQUIUM**

A non-credit seminar in which faculty and students travel to Canada to such venues as the Shaw Festival or the Stratford Theatre Festival to view and discuss required plays, expanding their cultural and theatrical experiences. In addition, students travel to view and discuss plays selected from community, university, and professional productions in the Williamsport vicinity. *Enrollment in one Fall Theatre Colloquium over the 4-year course of study is required for all students majoring in Theatre. Pass/Fail. Non-credit seminar. Prerequisite: THEA 100 or consent of instructor; this course may be repeated.*

247**SPRING THEATRE COLLOQUIUM**

A non-credit seminar in which faculty and students travel to New York City to view and discuss required plays, expanding their cultural and theatrical experiences. In addition, students travel to view and discuss plays selected from community, university, and professional productions in the Williamsport vicinity. *Enrollment in one Spring Theatre Colloquium over the 4-year course of study is required for all students majoring in Theatre. Pass/Fail. Non-credit seminar. Prerequisite: THEA 100 or consent of instructor; this course may be repeated.*

260**STAGE COMBAT CHOREOGRAPHY**

Combat choreography is a general course at the introductory level designed to provide a fuller understanding of how fight scenes are conceptualized, researched for anachronistic and artistic content, and choreographed mindful of theatrical and safety principles. Students are introduced to various technical elements of basic hand-to-hand combat (stage slaps, falls, rolls, and slugs), broadsword, rapier (cloak and dagger, and buckler), small sword, and katana.

Prerequisites: THEA 100 and 145.

315**SPECIAL TOPICS IN THEATRE**

Study of selected theatrical subjects, such as plays, writers, movements, or technical projects. Recent topics include stage management, sound design, stagecraft, and professional development. *Prerequisite: THEA 100. With consent of instructor, may be repeated for credit if the topic is different from one previously studied.*

320**COSTUME DESIGN**

The theory of costuming for the stage, elements of design, planning, production and construction of costumes for the theatre. Students participate in the construction of costumes for faculty-directed productions. *Prerequisites: THEA 148 or 149, and THEA 225, or consent of instructor.*

Alternate years.

326**DIRECTING II**

Continued exploration of the director's role in the production process with emphasis on the director's work in rehearsal. Practical application includes the direction of a one-act play with student actors in the Dragon's Lair Theatre. *Prerequisite: THEA 226. Alternate years.*

332**THEATRE HISTORY I**

An investigation of the Western theatre as the evolution of a multidisciplinary artistic, cultural, social, economic, religious, and political phenomenon. Dramatic texts representing specific eras are studied as historical evidence of theatre practice. Focuses on the origins of the theatre through 1700. *Prerequisite: THEA 100, or consent of instructor. Alternate years.*

333**THEATRE HISTORY II**

An investigation of the Western theatre as the evolution of a multidisciplinary artistic, cultural, social, economic, religious, and political phenomenon. Dramatic texts representing specific eras are studied as historical evidence of theatre practice. Focuses on the early 18th century through the theatre today. *Prerequisite: THEA 332, or consent of instructor. Alternate years.*

335**MODERN DRAMA**

An examination of selected examples of dramatic literature from the modern theatre, 1875 to the present. The course focuses on a single topic within this framework, such as American drama, American musical theatre, European drama, absurdist drama, epic drama, expressionistic drama, performance art, etc. *Prerequisites: THEA 332 and 333, or consent of instructor. Alternate years.*

337**PLAYWRITING**

An investigation of the techniques of playwriting with an emphasis on creative writing, culminating in a written one-act play. *Prerequisites: ENGL 106 or 107 and THEA 226, or consent of instructor. Alternate years.*

345**ACTING III**

Exploration of historical acting styles including Greek, commedia dell'arte, Elizabethan, comedy of manners, melodrama, and expressionism. Practical application includes character analysis, monologue work, and scene study. *Prerequisite: THEA 245.*

402**SHAKESPEARE ON STAGE**

A study of Shakespeare's plays in production terms. Emphasis is translating works from the page to the stage, with special attention to language, poetry, and acting styles as well as technical problems. Contemporary productions will be viewed. *Prerequisites: THEA 332 and 333, or consent of instructor. Alternate years.*

410**THEATRE AND CULTURE**

Exploration of one or more historic periods in a specific locale to discover the nature of the theatre in its cultural context. Included is a study of the art, music, literature, political and social framework of the period and locale. *Prerequisites: THEA 332 and 333, or consent of instructor. Alternate years.*

415**SPECIAL TOPICS IN THEATRE**

Study of selected theatrical subjects, such as plays, writers, movements, or technical projects. Recent topics include stage management, sound design, stagecraft, and professional development. *Prerequisite: THEA 100. With consent of instructor, may be repeated for credit if the topic is different from one previously studied.*

426**DIRECTING III**

Practical application of directing in one of the department's two performance spaces. *Prerequisites: THEA 326 and consent of instructor. May be repeated for credit.*

427**ADVANCED COSTUME DESIGN STUDIO**

Practical application of costume design for the studio or main stage productions. *Prerequisites: THEA 320 and consent of instructor. May be repeated for credit.*

428**ADVANCED SCENE DESIGN STUDIO**

Practical application of scene design for the studio or main stage productions. *Prerequisite: Consent of instructor. May be repeated for credit.*

429**ADVANCED LIGHTING DESIGN STUDIO**

Practical application of lighting design for the studio or main stage productions. *Prerequisite: Consent of instructor. May be repeated for credit.*

444**ADVANCED DIRECTING STUDIO**

Practical application of directing for studio or main stage productions. *Prerequisites: Consent of instructor and THEA 426. May be repeated for credit.*

445**ADVANCED ACTING STUDIO**

Practical application of acting for studio or main stage productions. *Prerequisites: Consent of instructor and THEA 345. May be repeated for credit.*

449**SENIOR PROJECT**

The practical application of one specific theatre discipline. Students have the option of demonstrating expertise in costume design, scene design, lighting design, acting, or directing for departmental productions. Other options may include but are not limited to design projects or one-person shows. Students will be required to submit a formal written proposal in the spring of their junior year which must be approved by all full-time Theatre Department faculty. Students who choose to direct a full-length play in fulfillment of THEA 449 Senior Project, must have completed the THEA 160 requirements of assistant stage managing and stage managing faculty-directed productions. *This course is open to senior theatre majors only.*

470 – 479

INTERNSHIP (See Index)

Students in the theatre work off campus in theatres such as the Guthrie Theatre, Minneapolis, and the Hartford Stage and the Trinity Repertory.

N80/N89

INDEPENDENT STUDIES (See Index)

Subjects for Independent Studies are chosen in conjunction with faculty members.

490-491

INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See index)

Students who qualify for Departmental Honors produce a major independent project in research and/or theatre production.

WOMEN'S AND GENDER STUDIES (WGST)

Associate Professor: Stanley (Coordinator)

Although a major in women's and gender studies is available only under the policies regarding Individual Interdisciplinary Majors, an established minor in women's and gender studies is provided. WGST 200 and four of the following established cross-listed courses are required for the minor. Students may substitute no more than two experimental or topics courses that have been approved by the coordinating committee. To receive credit for a minor in women's and gender studies, students must maintain at least a 2.00 average in courses taken for that minor.

The following courses satisfy the cultural diversity requirement: WGST 200 and WGST 300.

ART 339	Gender and Identity in Art
ENGL 229	African American Literature
ENGL 334	Women and Literature
HIST 325	Women in History
HIST 342	Women and Reform
PSY 341	Psychology of Women
REL 333	Old Testament Women
SOC 220	Sociology of Family
SOC 240	Race, Class, Gender, and Sexuality
WGST 300	Topics in Women's and Gender Studies

200

GENDERED PERSPECTIVES

An examination of gender issues from an interdisciplinary perspective. This course explores the social construction of gender and gendered institutions as well as relevant critical approaches such as feminist, utopian, and queer theories. Topics may involve language, art, science, politics, culture, violence, race, class, ethnic differences, sexuality, and pornography.

300

TOPICS IN WOMEN'S AND GENDER STUDIES

An examination of selected topics in Women's and Gender Studies designed to allow students to pursue particular subjects in more depth and detail than in the general introductory course. With the permission of the Coordinator of the Women's and Gender Studies Program, students may repeat this course depending on the content.

N80/N89

INDEPENDENT STUDIES

With the approval of the Coordinator, an appropriate special course or independent studies project may be substituted for one of the four courses required for the minor.

THE BOARD OF TRUSTEES

Mr. Peter R. Lynn '69

Chairman

President and CEO

Government Retirement &
Benefits, Inc.

Alexandria, VA

Mr. Stanley W. Slotter '80

Vice Chairman

President

Paradigm Companies

Arlington, VA

Mr. Dale N. Krapf '67

Secretary

Chairman of the Board

Krapf Bus Companies

West Chester, PA

Dr. William E. Evans '72

Assistant Secretary

Retired, United States Public Health Service,

US Coast Guard

Cutchogue, NY

Ann S. Pepperman, Esq.

Assistant Secretary

Partner

McNerney, Page,

Vanderlin & Hall

Williamsport, PA

BOARD MEMBERS

Mr. Lawrence S. Allison, Jr. '96

Executive Secretary

Allison Crane and Rigging

Williamsport, PA

Dr. Brenda P. Alston-Mills '66

Associate Dean and Director: Office of Organization and
Professional Development for Diversity and Pluralism
College of Agriculture and Natural Resources
Michigan State Univ.
East Lansing, MI

David R. Bahl, Esq.

Partner
McCormick Law Firm
Williamsport, PA

Hon. Marie White Bell '58

Retired NJ Superior Court Judge
Huntington, NJ

Mr. Robert L. Bender '59

Retired Assoc. VP for Academic
Affairs
University of Illinois
Champaign, IL

Mr. John R. Biggar '66

Retired Exec. V.P. & CFO
PPL Resources, Inc.
Allentown, PA

Mr. Melvin H. Campbell, Jr. '70

Owner/President
Campbell, Harrington & Brear Advertising Agency
York, PA

Mr. Jay W. Cleveland, Sr.

Chairman of the Board/CEO
Cleveland Brothers Equipment Co., Inc.
Murrysville, PA

Mr. Jay W. Cleveland, Jr. '88

President/CEO
Cleveland Brothers Equipment Co., Inc.
Murrysville, PA

Dr. James E. Douthat

President
Lycoming College
Williamsport, PA

Mr. Donald E. Failor '68

Owner/Chartered Life
Underwriter
Failor Associates, LLC
Harrisburg, PA

Mr. D. Mark Fultz '80

President
Abtex Corp.
Dresden, NY

Mr. David D. Gathman '69

Retired CFO
SunGard Public Sector
Lake Mary, FL

Mrs. Nancy J. Gieniec '59

Self-Employed/Retired
Lancaster, PA

Arthur A. Haberberger '59 '11H

Chair Emeritus
Reading, PA

Mr. Daniel R. Hawbaker

President
Glenn O. Hawbaker, Inc.
State College, PA

Mr. Daniel R. Langdon '73

President
East Penn Manufacturing Co., Inc.
Lyon Station, PA

Mr. David B. Lee '61

President/CEO/Retired
Omega Financial Corp.
State College, PA

Dr. Robert G. Little '63

Family Physician
Pinnacle Health
Halifax, PA

Mrs. Carolyn-Kay Lundy '63

Community Volunteer
Williamsport, PA

Mr. D. Stephen Martz '64

Retired President & COO Omega Financial Corp.
Hollidaysburg, PA

Mrs. Nanci D. Morris '78

Director/Retired
Public Markets for the Princeton Theological Seminary
Chatham, NJ

Mr. David L. Schoch '73

Chief Financial Officer
Ford Motor Company Operations
Farmington Hills, MI

Mr. James G. Scott '70

Vice President, Managing Consultant
Lee Hecht Harrison
Parsippany, NJ

Mr. Hugh H. Sides '60

President
Robert M. Sides Music, Inc.
Williamsport, PA

Mrs. Cheryl E. Spencer '70

Vice President of R & D Quality and Compliance
Shire Pharmaceuticals
Chesterbrook, PA

Mrs. Linda Porr Sweeney '78

Attorney
Lancaster, PA

Mr. John S. Trogner, Jr. '68

Treasurer/Troegs Brewing Co.
Harrisburg, PA

Mr. Marshall D. Welch III

Managing Member
Stonefield Capital, LLC
Williamsport, PA

Dr. Thomas V. Wolfe '78

Senior VP and Dean Division of Student Affairs
Syracuse University
Syracuse, NY

Ms. Diane Dalto Woosnam '73

Chair
Pennsylvania Council on the Arts
Philadelphia, PA

Dr. Dennis G. Youshaw '61

Physician/Retired
Altoona, PA

EMERITI TRUSTEES

Mr. David Y. Brouse '47

Manager/Retired
GTE Sylvania
Montoursville, PA

Mr. Richard W. DeWald '61

Chairman
Montgomery Plumbing
Supply Company
Montoursville, PA

Dr. Daniel G. Fultz '57 '01H

Exec. VP and Treasurer/Retired
Lycoming College
Mendon, NY

Mr. Harold D. Hershberger, Jr. '51

President
Deer Mountain Associates, Inc.
Williamsport, PA

Bishop Neil L. Irons

Retired Bishop
Central PA Conference
United Methodist Church
Mechanicsburg, PA

Rev. Dr. Kenrick R. Khan '57

Clergy/Teacher/Retired
Penney Farms, FL

Mr. Richard D. Mase '62

Businessman, Self-employed/Retired
Montoursville, PA

Dr. Harold H. Shreckengast, Jr. '50 '00H

Chairman Emeritus
Partner/Retired
Price Waterhouse
Philadelphia, PA

Dr. Robert L. Shangraw '58 '04H

Chairman Emeritus
Retired Vice President for Investments
Merrill Lynch, Pierce, Fenner & Smith
Williamsport, PA

Hon. Clinton W. Smith '55

Senior Judge
Lycoming County Court House
Williamsport, PA

Mr. Charles D. Springman '59

Sr. VP Operations/Retired
May Department Stores
Williamsport, PA

Mrs. Phyllis L. Yasui

Nurse/Homemaker/Retired
Philadelphia, PA

ADMINISTRATIVE STAFF

James E. Douthat (1989)

President
A.B., The College of William and Mary
M.Div., Ed.D., Duke University

Thomas A. Griffiths (2007)

Provost and Dean of the College

Professor of Biology

B.S., Bates College

M.S., University of Vermont

Ph.D., University of Massachusetts

Charles W. Edmonds (2009)

Vice President for College Advancement

B.A., Lycoming College

M.Div., Duke University Divinity School

Sue S. Gaylor (2003)

Vice President for Administration & Planning

A.B., Dartmouth College

Ed.M., Ed.D., Harvard University

Daniel P. Miller (2005)

Dean of Student Affairs

B.S., St. John Fisher College

M.S., Syracuse University

Ed.D., Widener University

James D. Spencer (1989)

Vice President of Admissions & Financial Aid

B.A., Concordia College

Gayle L. Allison (2007)

Director of Advancement Services

B.A., Lycoming College

Joseph J. Balduino (2004)

Assistant Director of Admissions

B.A., Lycoming College

Patricia E. Bausinger (2001)

Campus Store Manager

Gregory J. Bell (2010)

Senior Major Gift Officer

B.A., Lycoming College

Jacqueline R. Bilger (2004)

Director of Human Resources & Risk Management

B.S., Pennsylvania College of Technology

Mary J. Snyder Broussard (2006)
Assistant Professor and Instructional Services Librarian
Coordinator of Reference and Assessment
B.A., Miami University
M.L.S., Indiana University

MaryJo Campana (2009)
Director of Career Services
B.A., Lycoming College
M.S. Ed., Bucknell University

Steven Caravaggio (1992)
Director of Academic Computing & End User Services
B.A., Lycoming College
M.A., University of Pittsburgh

James J. Carey (2005)
Asst. Director of Safety & Security Operations
A.A., B.A., King's College

Diane M. Carl (2010)
Assistant to the President
A.A.S., SUNY at Canton

Michael Clark (2008)
Head Football Coach
B.A., Lycoming College
M.B.A., Rowan College

Christine G. Coale (2003)
Assistant Director of Admissions
A.A., Mt. Vernon College
B.A., George Washington University

Regina M. Collins (1991)
Assistant Dean for Freshmen
B.A., Rosemont College
M.S., Bucknell University

Richard L. Cowher II (1978)
Print Shop Manager

Mark E. Douthat (2009)
Director of Recreation & Intramurals
Institutional Research & Planning Analyst
B.A., Bates College

Amy S. Dowling (2011)
Director of Alumni Relations
B.A., Lycoming College

Stephanie E. Fortin (2002)
Assistant Director of Counseling Services
B.A., Lycoming College
M.A., Kutztown University

Nicole S. Franquet (1996)
Director of Network Services
B.A., Lycoming College

Alison S. Gregory (2005)
Assistant Professor and Instructional Services Librarian
Coordinator of Information Literacy and Outreach
B.A., Lycoming College
M.S.L.S., Clarion University

Joseph A. Guistina (2010)
Sports Information Director
B.A., Susquehanna University
M.A., University at Buffalo

Murray J. Hanford (1991)
Publication Manager

Daniel J. Hartsock (1981)
Assistant Dean for Sophomores
Director of Academic Resource Center and Coordinator of Advising
B.H., The Pennsylvania State University
M.A., Indiana University of Pennsylvania

David B. Heffner (1994)
Assoc. Dean and Chief Information Officer
B.S., The Pennsylvania State University
M.S., Bloomsburg University

Dawn L. Hendricks (2010)
Assistant Controller
B.A., Lycoming College

Meghan E. Hepler (2006)
Director of Annual Giving
B.S.Ed., Lock Haven University

Nancy A. Hollick (1990)
Staff Accountant
A.A.S., Pennsylvania College of Technology
B.S., Lock Haven University

Michelle M. Jones (1996)
Controller and Chief Financial Officer/Treasurer
B.A., Lycoming College

Andrew W. Kilpatrick (2005)
Director of Residential Life and Conference Services
B.A., University of Scranton
S.T.B., Gregorian University
S.T.L., Accademia Alfonsiana

Chiaki Kotori (2010)
Director of Institutional Research
B.A., Sophia University
M.Ed., Ed.D., University of Massachusetts Amherst

Robert M. Krepshaw (2009)
Web Designer
A.A.S., B.S., Pennsylvania College of Technology
M. S., Bloomsburg University

F. Douglas Kuntz (2000)
Director of Physical Plant
B.S., West Virginia University

Anne M. Landon (1996)
Coordinator of Internships and
Assistant to the Director of IMS
B.A., Bloomsburg University

James S. Lakis (2009)
Director of Financial Aid
B.A., Temple University

Jeffrey L. LeCrone (2007)
Campus Minister
B.S., Indiana University of Pennsylvania
M. Div., Wesley Theological Seminary

Kathy A. Lucas (1998)
Registered Nurse, Health Services

Lawrence P. Mannolini, III (2004)
Director Student Programs/Leadership Devel.
B.A., St. Lawrence University
M.Ed., Springfield College

Brenda M. Marshall (2004)
Assistant Registrar
B.A., Bloomsburg University

Melissa A. Masse (2001)
Assistant Director of Financial Aid
B.A., Lycoming College

Patrick McCabe (2008)
Admissions Counselor
B.A., Lycoming College

Erin Miller (2009)
Admissions Counselor
B.A., Lycoming College

Jason R. Moran (2004)
Assistant Director of Admissions
B.A., Lycoming College

Janet M. Payne (2006)
Director of Administrative Computing
A.S., Williamsport Area Community College

Katie Rancik (2011)
Admissions Counselor
B.A., Lycoming College

Jerry T. Rashid (2007)
Director of College Relations
A.A., Lansing Community College
B.A., Michigan State University

Elizabeth A. Rhoads (2011)
Web Content Coordinator
B.A., Susquehanna University

Candida I. Rivera (2009)
Assistant Director of Student Programs &
Leadership Development
B.A., Adelphi University

Gary R. Samuels (2006)

Student Life Coordinator

B.A., Lycoming College

M.S., Drexel University

Karen Clark Sheaffer (2008)

Planned Giving Officer

B.A., Lycoming College

M.S., Drexel University

Glenn T. Smith (2007)

Major Gift Officer

B.A., Lycoming College

Casey M. Spencer (2005)

College Relations Specialists

B.A., Lycoming College

Cindy D. Springman (1999)

Bursar

A.A., Williamsport Area Community College

Sondra L. Stipcak (1995)

Director of Health Services

B.S.N., Indiana University of PA

Melanie J. Taormina (2005)

Foundation Relations Officer

B.A., Lycoming College

M.F.A., University of Pittsburgh

Donn C. Troutman (2009)

Director of Safety & Security

B.S., The Pennsylvania State University

Jamie S. VanValkenburg (2010)

Admissions Counselor

B.A., Lycoming College

C. Townsend Velkoff (2005)

Director of Counseling Services

B.A., Hartwick College

M.S., Syracuse University

Timothy M. Weigle (2006)

Assistant Director of Physical Plant

Shanna Powlus Wheeler (2007)

Asst. Director Academic Resource Center
B.A., Susquehanna University
M.F.A., The Pennsylvania State University

Emeriti

Bishop D. Frederick Wertz

President Emeritus
A.B., Dickinson College
M.A., S.T.B., Boston University
LL.D., Dickinson College
D.D., Lycoming College

FACULTY

- * On Sabbatical Fall Semester 2011
- ** On Sabbatical Spring 2012
- *** On Sabbatical Academic Year 2011-12
- **** On Leave Academic Year 2011-12

Professors

Gary M. Boerckel (1979)

Music
B.A., B.M., Oberlin College
M.M., Ohio University
D.M.A., University of Iowa

Barbara F. Buedel (1989)

Modern Languages and Literatures
Marshal of the College
B.A., University of Kentucky
M.A., M. Phil., Ph.D., Yale University

B. Lynn Estomin (1993)

Art
B.A., Antioch College
M.F.A., University of Cincinnati

Sascha Feinstein (1995)

English
B.A., University of Rochester
M.F.A., Ph.D., Indiana University

David G. Fisher (1984)

Astronomy/Physics

B.S., The Pennsylvania State University

M.S., Ph.D., University of Delaware

Amy Golahny (1985)

Art

B.A., Brandeis University

M.A., Williams College - Clark Art Institute

M. Phil., Ph.D., Columbia University

G. W. Hawkes (1989)

English

B.A., University of Washington-Seattle

M.A., Ph.D., SUNY-Binghamton

Richard A. Hughes (1970)

M.B. Rich Chair in Religion

B.A., University of Indianapolis

S.T.B., Ph.D., Boston University

Janet Hurlbert (1985)

Director of Library Services

Associate Dean

B.A., M.A., University of Denver

Steven R. Johnson (1999)

Religion/Archaeology

B.A., California State University, Fullerton

M.Div., San Francisco Theological Seminary

M.A., Miami University of Ohio

M.A., Ph.D., Claremont Graduate University

Sandra L. Kingery (1998)

Modern Languages and Literatures

B.S., Lawrence University

M.A., Ph.D., University of Wisconsin-Madison

Robert H. Larson (1969)

History

Marshal of the College

B.A., The Citadel

M.A., Ph.D., University of Virginia

Darby Lewes (1993)

English

B.A., Saint Xavier College

M.A., Northwestern University

Ph.D., University of Chicago

Litt.D., Wilson College (Honoris Causa)

Mehrdad Madresee (1986)

Economics

Director, Institute for Management Studies

B.S., University of Tehran

M.S., National University of Iran

M.S., University of Idaho

Ph.D., Washington State University

Chriss McDonald (1987)

Chemistry

B.S., Manchester College

Ph.D., Miami University of Ohio

Richard J. Morris (1976)

History

B.A., Boston State College

M.A., Ohio University

Ph.D., New York University

Carole Moses (1982)

English

B.A., Adelphi University

M.A., The Pennsylvania State University

Ph.D., SUNY at Binghamton

Susan M. Ross (1998)

Sociology/Anthropology

B.A., Millersville University

M.A., Ph.D., University of New Hampshire

Kathryn M. Ryan (1981)***

Psychology

B.S., University of Illinois

M.S., Ph.D., University of Pittsburgh

Fred M. Thayer, Jr. (1976)

Music

The Logan Richmond Professorship

A.B., Syracuse University

B.M., Ithaca College

M.M., SUNY at Binghamton

D.M.A., Cornell University

John M. Whelan, Jr. (1971)

Philosophy

John P. Graham Teaching Professorship

B.A., University of Notre Dame

Ph.D., The University of Texas at Austin

Melvin C. Zimmerman (1979)

Biology

The Frank and Helen Lowry Professor

B.S., SUNY at Cortland

M.S., Ph.D., Miami University

Associate Professors

Jerry D. Allen (1984)

Theatre

B.F.A., M.F.A., Utah State University

Susan K. Beidler (1975)

Collection Management Services Librarian

B.A., University of Delaware

M.L.S., University of Pittsburgh

Holly D. Bendorf (1995)

Chemistry

B.S., The Pennsylvania State University

Ph.D., University of California-Los Angeles

Neil M. Boyd (2006)

Business Administration

B.A., Bloomsburg University

M.A., M.B.A., University of Notre Dame

Ph.D., Pennsylvania State University

Richard R. Erickson (1973)

Astronomy and Physics

B.A., University of Minnesota

M.S., Ph.D., University of Chicago

Edward G. Gabriel (1977)

Biology

B.A., M.A., Alfred University

M.S., Ph.D., The Ohio State University

Gary Hafer (1992)

English

B.A., M.A., Kutztown University

Ph.D., Purdue University

Sue A. Kelley (1999) ****

Psychology

B.A., The Pennsylvania State University

M.S., Ph.D., University of Pittsburgh

Bonita Kolb (2002)

Business Administration

B.A., Alaska Pacific University

M.S., Ph.D., Golden Gate University

Eldon F. Kuhns, II (1979)

Accounting

B.A., Lycoming College

M. Accounting, University of Oklahoma

C.P.A. (Pennsylvania)

Andrew Leiter (2005)

English

B.A., University of Alabama, Tuscaloosa

M.A., Ph.D., University of N.C., Chapel Hill

Jeffrey D. Newman (1995)

Biology

B.S., University of South Carolina

Ph.D., Marquette University

Eileen M. Peluso (1998)

Mathematical Science

B.S., Bloomsburg University

M.S., Ph.D., Pennsylvania State University

Todd Preston (2003) *

English

B.A., State University of New York at Geneseo

M.A., State University of New York at Albany

Ph.D., The Pennsylvania State University

Gene D. Sprechini (1981)

Mathematical Science

B.S., Wilkes College

M.A., Ph.D., SUNY at Binghamton

Philip W. Sprunger (1993)

Economics

B.S., B.A., Bethel College

M. A., Ph.D., Indiana University

N. J. Stanley (2002)

Theatre

B.S., Louisiana State University

M.F.A., Florida State Univ., Tallahassee

Ph.D., Indiana University-Bloomington

Arthur Sterngold (1988)

Business Administration

B.A., Princeton University

M.B.A., Northwestern University

Ph.D., The Pennsylvania State University

Assistant Professors

Ryan Adams (2010)

Sociology/Anthropology

B.S., M.A., Ph.D., Indiana University

Elyshia Aseltine

Criminal Justice

B.A., M.A., University of California

Ph.D., University of Texas

Susan Beery (1999)

Psychology

B.A., Duke University

M.S., Ph.D., University of Miami

Michelle Briggs (1992)

Biology

Director of Lycoming Scholars

B.S., Cornell University

M.S., University of Iowa

Ph.D., The Pennsylvania State University

David R. Broussard (2006)

Biology

B.S., M.S., Baylor University

Ph.D., Auburn University

Len Cagle (2005)

Modern Languages and Literatures

B.A., M.A., University of Arkansas

Ph.D., Brown University

Amy Cartal-Falk (1991)

Modern Languages and Literatures

B.A., Lycoming College

M.A., Ph.D., The Pennsylvania State University

Cullen Chandler (2003)

History

B.A., Austin College

M.A., Fordham University

Ph.D., Purdue University

William Ciabattari (2006)

Music

B.S.E., University of Arkansas

M.M., Cleveland Institute of Music

Ph.D., Case Western Reserve University

Santusht S. deSilva (1983)

Mathematical Science

B. Sc., University of Sri Lanka

M.A., Ph.D., University of Pittsburgh

Rebecca Gilbertson (2010)

Psychology

B.A., Concordia College

M.S., Ph.D., University of Kentucky

Seth Goodman (2008)

Art

B.F.A., University of North Carolina at Asheville

M.F.A., Towson University

Georg Gaylor Grassmueck (2007)

Business Administration

B.S., Sacred Heart University

M.B.A., John F. Welch College of Business, Sacred Heart University

Ph.D., The Pennsylvania State University

Rachel Hickoff-Cresko (2009)

Education

B.S., Kutztown University

M.Ed., Universidad del Turabo

Ph.D., Widener University

Robin DeWitt Knauth (1999)

Religion/Archaeology

A.B., Princeton University

M.T.S., Regent College

Th.D., Harvard University Divinity School

Lauri L. Kremer (2006)

Accounting

B.A., Lycoming College

M.B.A., Wilkes University

C.P.A. (Pennsylvania)

Christopher Kulp (2008)

Astronomy/Physics

B.A., McDaniel College

M.S., Ph.D., College of William and Mary

Marisa Macy (2009)

Education

B.A. University of Washington

M.A., Ph.D., University of Oregon

Charles H. Mahler (1994)

Chemistry

B.A., The Ohio State University

M.S., Ph.D., Northwestern University

Betty McCall (2004) *

Sociology/Anthropology

B.A., Lamar University

M.S., Baylor University

M.A., Ph.D., Vanderbilt University

Elizabeth Moorhouse (2007)

Economics

B.S., M.A., Ph.D., University of Nebraska, Lincoln

Mary E. Morrison (2004) *

Biology

B.A., Princeton University

M.A./M.Phil., Ph.D., Columbia University

Tina R. Norton (2011)

Psychology

B.A., M.A. Edinboro University of Pennsylvania

Ph.D., Kent State University

Kurt H. Olsen (1993)

Psychology

B.S., St. Lawrence University

M.S., Ph.D., University of Rochester

Caroline Payne

Political Science

B.A., Berea College

M.A., Ph.D., Louisiana State University

Leah B. Peterson (2007)

Communication

B.F.A., Pratt Institute

M.F.A., Tufts University

Jeremy D. Ramsey (2005)

Chemistry

B.S., Clarion University of Pennsylvania

Ph.D., The Ohio State University

Kerry Richmond (2009)

Criminal Justice

B.A., Boston College

M.S., Central Connecticut State University

Ph.D., University of Maryland

Amy Rogers (2007)

Education

B.A., Lycoming College

M. Ed., Bloomsburg University

Ph.D., Pennsylvania State University

Sarah Silkey (2008)

History

B.A., Carleton College

M.A., Ph.D., University of East Anglia, UK

Michael Smith (2011)

Mathematical Science

B.A., Connecticut College

Ph.D., University of Virginia

Howard Tran (2002)

Art

B.F.A., Academy of Art College

M.F.A., Boston University

Fredric M. Wild, Jr. (1978)

Communication

B.A., Emory University

M. Div., Yale Divinity School

M.A., Ph.D., Ohio State University

Jonathan Williamson (2002)

Political Science

B.A., University of Houston

M.A., Ph.D., Emory University

Douglas Young (2008)

Philosophy

A.B., Brown University

M.T.S., Harvard University

M.A., Ph.D., Cornell University

Dongjiao Zhao (2011)

Biology

B. of Medicine, China Medical University

M.S., Ph.D., Purdue University

Instructor

Visiting, Special, and Part-time Appointments

Diane Abercrombie (1988)

Mathematical Sciences

B.Bus.Admin., Bernard M. Baruch College, CUNY

George C. Adams, Jr. (2003)

Religion

B.A., Susquehanna University

M.A., Ph.D., Fordham University

M.A., Ph.D., Pennsylvania State University

David Burke (1995)

Biology

Raymond Carman

Political Science

B.A., Niagara University

M.A., Binghamton University

Joan Moyer Clark (1987)

Music/Theatre

Regina Collins (1991)

Assistant Dean for Freshmen/Mathematical Science

B.A., Rosemont College

M.S., Bucknell University

Sandra Corson (2010)

Art

B.A., Kutztown University

Marcia Cuzzo (2010)

Education

B.S., Lock Haven, University

Kristine Datres (2009)

Education

B.A., Lycoming College

Roger Davis (1984)

Computers/Mathematics

B.S., M.S., Pennsylvania State University

Pamela Dill (1990)

Wellness

B.S.N., University of the State of New York at Albany

M.S.N., University of Pennsylvania

Charles Doersam (2010)

Astronomy/Physics

B.A., Lycoming College

Peter Facey (2009)

Accounting
B. A., Pennsylvania State University
M.A., Villanova University School of Law

Steven Fairchild (2009)

Education
B.S., M.S., Bloomsburg University
Ph.D., Pennsylvania State University

Pamela Gaber (2002)

Religion/Archaeology
B.A., University of Wisconsin, Madison
A.M., Ph.D., Harvard University

Stephen Gilmore (2005)

Religion
B.S., Millersville University
M.A., Bucknell University

Maria Hebert-Leiter (2010)

English
B.A., Loyola University
M.A., Ph.D., University of North Carolina

Yolopattli Hernandez-Torres

Modern Language Studies- Spanish
B.A., Tecnológico de Monterrey
M.A., Ph.D., University of Illinois

Deborah J. Holmes (1976)

Physical Education
B.S., M.S., The Pennsylvania State University

Joanne Hostrander (2010)

Business Administration
B.S., College of St. Francis
M.S. University of St. Francis
Ph.D., Kennedy-Western University

Robert Jacques (2008)

Philosophy
B.A., University of Notre Dame
M.A., Ph.D., Pennsylvania State University

Milton Loyer

Mathematics

B.S., Eastern Mennonite University

M.A., George Peabody College

M.S., Ph.D., Montana State University

John McNassor (2010)

Religion

B.A., Rockmont College

M. Div., Central Baptist Theological Seminary

M. Phil., Drew University

Ph.D., Drew University

Leslie Meeder (2005)

Modern Language Studies – Spanish

B.A., M.S., University of Pennsylvania

John Mitchell (1999)

Psychology

B.A., Florida State University

Psy.D., Indiana State University

Janice Ogurcak (2001)

Communication, Advisor to The Lycourier

B.A., Pennsylvania State University

Christopher Reed (2008)

Mathematics

B.S., Lycoming College

M.E., Mansfield University

Kimberly Rhone (1998)

Art

B. A., Lycoming College

Daniela Ribitsch (2009)

Modern Language Studies – German

M.A., Ph.D., Karl Franzens University Graz

David Ritter (2009)

Criminal Justice and Criminology

B.A., Mansfield University

Edward Robbins (2001)

Criminal Justice and Criminology

B.A., Mansfield University

M.S., Shippensburg University

Kathryn Turner Sterngold (1992)

Art

B.S., Kutztown University

M.A., Alfred University

Robert Thompson (2008)

Criminal Justice and Criminology

B.S., Pennsylvania University

M.S., Central Missouri University

Robin Van Auken (2002)

Communication

B.A., M.A., University of South Florida

Melvin Wentzel (2009)

Education

B.S., M.S., Mansfield University

Richard E. Wienecke (1982)

Accounting

B.A., Lycoming College

M.S., Bucknell University

M.B.A., Long Island University

C.P.A. (Pennsylvania and New York)

Gretchen Wingerter (2008)

Theatre

B.S., Illinois State University

M.S., University of Illinois

M.F.A., University of Idaho

Applied Music Instructors

Richard Adams (2001)

Woodwinds

B.A., Lycoming College

Tim Breon (1998)

Electronic Music Lab

PA Governor's School for the Arts

David Brumbaugh (2007)

Guitar

Judy Burke (2007)

Woodwinds
B.M.E., Mansfield University

Rebecca Ciabattari (2006)

Brass
M.M., Cleveland Institute of Music

Leslie Cullen (2007)

Woodwinds
M.M., The Julliard School

Donald J. Fisher (2003)

Percussion
B.S., Indiana Univ. of Pennsylvania

Linda Fountain (2006)

Woodwinds

Richard J. Lakey (1979)

Organ and Piano
A.B., Westminster Choir College
M.A., Indiana University of Pennsylvania

Janice Miller Mianulli (2001)

Voice
B.M.E., Westminster Choir College
M.M. in Vocal Performance and Pedagogy, The Pennsylvania State University

Yvonne Mitchell - Sarch (1992)

Piano
B.A., Lycoming College

Riana Muller (2006)

Strings
B.M., M.M., Eastman School of Music

Dale Orris (2006)

Brass
M.M., Cincinnati

Sasha Piastro (2006)

Voice
B.F.A., Carnegie Mellon
M.M. in Vocal Performance and Pedagogy, The Pennsylvania State University

Andrew Rammon (2001)

Strings

B.A., Pepperdine University

M.Music, The Cleveland Institute of Music

Valerie Whyman (2004)

Brass

B.A., University of Surrey

PGCE, Roehampton Institute, London

Adjunct Faculty & Staff

Manjula Balasubramanian, M.D.

*Medical Director, Clinical Laboratory Science Program Graduate Hospital
Philadelphia, PA 19146*

Edwin Beitz, MHA MT(HHS)

*Clinical Laboratory Science Program Director
Williamsport Hospital CLS Program
Williamsport, PA 17701*

Jean Buchenhorst, M.S., MT (ASCP)

*Program Director, Clinical Laboratory Science Program Graduate Hospital
Philadelphia, PA 19146*

Paul J. Cherney, M.D.

*Medical Advisor, School of Medical Technology
Abington Memorial Hospital
Abington, PA 19001*

James Eastman, M.D.

*Medical Director, School of Medical Technology
The Lancaster General Hospital
Lancaster, PA 17603*

Nadine Gladfelter, M.S., MT (ASCP)

*Program Director, School of Medical Technology
The Lancaster General Hospital
Lancaster, PA 17603*

Joseph T. King, M.D.

*Medical Advisor & Associate Pathologist
Clinical Laboratory Science Program
Robert Packer Hospital
Sayre, PA 18840*

Willem Lubbe, M.D.

*Medical Director CLS Program
Williamsport Hospital
Williamsport, PA 17701*

Barbara J. Scheelje, B.S., MT (ASCP)
*Program Director, School of Medical Technology
Abington Memorial Hospital
Abington, PA 19001*

Brian D. Spezialetti, M.S., M.T. (ASCP)
*Program Director
Clinical Laboratory Science Program
Robert Packer Hospital
Sayre, PA 18840*

Emeriti

Susan H. Alexander
*Associate Professor Emerita of Sociology
B.A., M.A., Ph.D., American University*

Robert B. Angstadt
*Professor Emeritus of Biology
B.S., Ursinus College
M.S., Ph.D., Cornell University*

Howard C. Berthold, Jr. (1976)
*Professor Emeritus of Psychology
B.A., Franklin and Marshall College
M.A., University of Iowa
Ph.D., The University of Massachusetts*

Jon R. Bogle
*Professor Emeritus of Art
B.F.A., B.S., M.F.A., Tyler School of Art; Temple University*

Clarence W. Burch
*Professor Emeritus of Physical Education
B.S., M.Ed., University of Pittsburgh*

John H. Conrad
*Professor Emeritus of Education
B.S., Mansfield State College
M.A., New York University*

Jack D. Diehl, Jr.

Professor Emeritus of Biology
B.S., M.A., Sam Houston State University
M.S., Ph.D., University of Connecticut

Robert F. Falk

Professor Emeritus of Theatre
B.A., B.D., Drew University
M.A., Ph.D., Wayne State University

Morton A. Fineman

Professor Emeritus of Physics
B.A., Indiana University
Ph.D., University of Pittsburgh

Charles L. Getchell

Associate Professor of Mathematics, Emeritus
B.S., University of Massachusetts
M.A., Ph.D., Harvard University

Ernest P. Giglio

Professor Emeritus of Political Science
B.A., Queens College
M.A., SUNY at Albany
Ph.D., Syracuse University

Stephen R. Griffith (1970)

Professor Emeritus of Philosophy
A.B., Cornell University
M.A., Ph.D., University of Pittsburgh

Eduardo Guerra

Professor Emeritus of Religion
B.D., Southern Methodist University
S.T.M., Ph.D., Union Theological Seminary

John G. Hancock

Professor Emeritus of Psychology
B.S., M.S. Bucknell University
Ph.D., The Pennsylvania State University

David K. Haley

Associate Professor Emeritus of Mathematical Science
B.A., Acadia University
M.S., Ph.D., Queens University

Owen F. Herring

Assistant Professor Emeritus of Philosophy
B.A., Wake Forest College

James K. Hummer

Professor Emeritus of Chemistry
B.N.S., Tufts University
M.S., Middlebury College
Ph.D., University of North Carolina

Rachael Hungerford

Assistant Professor Emeritus of Education
A.A., Cayuga County Community College
B.S., State University of New York at Plattsburgh
Ph.D., University of Massachusetts/Amherst

Bruce M. Hurlbert

Associate Professor Emeritus of Library Services
B.A., The Citadel
M.S.L.S., Florida State University

M. Raymond Jamison

Assistant Professor Emeritus of Physics
B.S., Ursinus College
M.S., Bucknell University

Emily R. Jensen

Professor Emerita of English
B.A., Jamestown College
M.A., University of Denver
Ph.D., The Pennsylvania State University

Robert J. B. Maples

Associate Professor Emeritus of Foreign Lang.
A.B., University of Rochester
Ph.D., Yale University

Roger W. Opdahl

Professor Emeritus of Economics
A.B., Hofstra University
M.A., Columbia University
D. Ed., The Pennsylvania State University

Kathleen D. Pagana

Professor Emerita of Nursing
B.S.N., University of Maryland
M.S.N., Ph.D., University of Pennsylvania

Doris P. Parrish

Associate Professor Emerita of Nursing
B.S., SUNY at Plattsburgh
M.S., Russell Sage College
Ph.D., University of Texas at Austin

John F. Piper

Professor Emeritus of History and Dean of the College, Emeritus
A.B., Lafayette College
B.D., Yale University
Ph.D., Duke University

David J. Rife

Professor Emeritus of English
B.A., University of Florida
M.A., Ph.D., Southern Illinois University

Michael G. Roskin

Professor Emeritus of Political Science
Robert L. and Charlene Shangraw Professor
A.B., University of California at Berkeley
M.A., University of California at Los Angeles
Ph.D., The American University

Roger D. Shipley

Professor Emeritus of Art
B.A., Otterbein College
M.F.A., Cranbrook Academy of Art

H. Bruce Weaver

Associate Professor Emeritus of Business Administration
B.B.A., Stetson University
J.D., Vanderbilt University
M.B.A., University of Central Florida

Stan T. Wilk (1973)

Professor Emeritus of Sociology/Anthropology
B.A., Hunter College
Ph.D., University of Pittsburgh

ATHLETIC STAFF

LeRoy Baer

Head Men and Women's Tennis Coach
PTR Professional Tennis Registry
Dennis VanDerMeer Tennis University

David Becker

Assistant Football Coach
B.S., California University of Pennsylvania
M.S., Pennsylvania State University

Mike Beckley
Assistant Softball Coach
B.S., Shippensburg University of Pennsylvania
M.S., Shippensburg University of Pennsylvania

Eric Berthold
Assistant Volleyball Coach
B.A., Lycoming College
M.S., University of Scranton

Carmen Bianco
Assistant Football Coach
B.S., Duquesne University
M.S., Mansfield University

David R. Broussard
Assistant Football Coach
B.S., M. S. Baylor University
Ph.D., Auburn University

Michael Clark
Head Football Coach
B.A., Lycoming College

Roger Crebs
Head Wrestling Coach
B.A., Lycoming College

Christen Ditzler
Head Women's Basketball Coach
B.A., Franklin & Marshall College

Matthew Dunn
Head Women's Soccer Coach
B.A., SUNY at Geneseo

Royce Eyer
Assistant Men's Wrestling Coach
B.A., Lycoming College

Albert Fluman

Assistant Wrestling Coach
B.A., Lycoming College

Kevin Funston

Assistant Men's Basketball Coach
B.A., University of Pittsburgh

Gerald Hammaker

Head Men's & Women's Swimming Coach
B.A., The College of Wooster

Dennis Hammond

Assistant Football Coach
B.S., Mansfield University
M.E.D., Bloomsburg University

George Henry

Assistant Women's Basketball Coach
B.A., Susquehanna University
M.S., Pennsylvania State University

Todd Hodgson

Head Men's Lacrosse Coach
M.S., Manhattanville College
B.A., Drew University

Brett Hofstrom

Assistant Men's Soccer Coach
B.S., Shippensburg University of Pennsylvania

Scott Kennell

Director of Athletics
Head Men's Soccer Coach
B.S., North Carolina Wesleyan College

Leslie Larson

Men and Women's Cross Country Coach
B.A., Lycoming College

Dan Lazorka

Head Women's Softball Coach
Certificate in Tool Technology, Pennsylvania College of Technology

Andrea Lucas

Head Athletic Trainer
ATC – B.S., Lock Haven
M.S., Bloomsburg University

Joe Lumbis

Equipment Manager

Mark Marino

Assistant Men's Basketball Coach

B.S., Lock Haven University

M.S., Bucknell University

Certificate School Counseling, Bucknell University

Keri Matty

Assistant Athletic Trainer

B.S., University of Pittsburgh

M.S., Ohio University

Timothy P. McMahon

Head Women's Volleyball Coach

A.B., Penn College

B.S. Mgnt., Lock Haven University

Greg Meyer

Assistant Football Coach

B.S., University at Buffalo

Jamie Miller

Assistant Wrestling Coach

B.S., Bucknell University

Christopher Monfiletto

Assistant Football Coach

Quarterback and Passing Game Coordinator

B.A., Davidson College

M.S., Ohio University

Joe Moore

Assistant Women's Softball Coach

Tom Packard

Assistant Volleyball Coach

Steve Radocaj

Assistant Football Coach

B.A., Mansfield University

Charles (Guy) Rancourt

Head Men's Basketball Coach

B.A., Western Connecticut State University

Joel Reid

Assistant Men and Women's Tennis Coach
Williamsport Community College Graduate
Air Force Veteran

Candida Rivera
Cheerleading Advisor
B.A., Adelphi University

Jamie Spencer
Head Golf Coach
B.A., Lycoming College

Christina Trescavage
Head Women's Lacrosse Coach
B.S., Susquehanna University

Mike Weber
Assistant Football Coach
B.A., Lycoming College

Steve Wiser
Assistant Football Coach
B.A., Lycoming College

ADMINISTRATIVE SUPPORT STAFF

Julie E. Adams
Administrative Assistant to Dean for Freshman

Jeffrey L. Allegrucci
Security Officer

Lorri B. Amrom
Administrative Assistant to Residential Life

Martha L. Ashenfelder
Help Desk Coordinator

Lisa D. Barrett
Library Technician, Technical Services

Melody A. Bartlett
Secretary, Director of Physical Plant

Cynthia Bezilla

Library Evening Proctor

Beth A. Bickel
Accounts Payable Coordinator

Terri L. Brewer
Biographical & Research Records Specialist

Dawn R. Burch
Secretary, Health Services

Barbara J. Carlin
Executive Secretary to Dean of Admissions & Financial Aid

Grace A. Clark
Library Evening Proctor

June V. Creveling
Administrative Assistant to Human Resources

Michele B. Creveling
Library Technician, Assistant to the Director

Mary E. Dahlgren
Data Information Specialist

Linda R. DeLong
Assistant to the Registrar

Rosemarie A. DiRocco
Faculty Secretary, Music & Art/Gallery Director

Julia E. Dougherty
Library Technician, Archives

Robert J. Eck
Shift Supervisor, Security

Clinton H. Eppleman
Network Specialist

Megan D. Eppleman
Telecommunications Coordinator

Terri A. Flook

Admissions Data Entry Clerk

Colleen M. Fox

Administrative Assistant to Alumni Relations

Beatrice D. Gamble

Student Information Specialist

Geralynn A. Gerber

Textbook/Supply Coordinator

Ethel M. Gilbert

Switchboard Operator & Receptionist

Esther L. Henninger

Secretary, Athletics

Barbara E. Horn

Faculty Secretary

Wayne E. Hughes

Media Technology Coordinator

Tamara S. Hutson

Secretary, Career Services

Jeremy Irwin

Systems Analyst

Zachary D. Lease

End User Support Specialist

James V. Leta

Network Specialist

Cathi A. Lutz

Human Resources Coordinator

Glenda M. McDonald

Administrative Assistant to Development

Bernard J. McFadden

Programmer Analyst

Kathryn M. McNamee

Faculty Secretary

Lisa L. Mendler

Housing & Conference Services Coordinator

Tracy B. Miles

Special Events Coordinator, Executive Secretary

Rebecca R. Miller

Secretary, Financial Aid

Tara L. Miller

Payroll & Student Loan Coordinator

Virginia A. Montville

Administrative Communications Assistant

Barbara A. Most

Box Office & House Manager

Karla D. Procopio

Library Technician, Document Delivery

Jeffrey S. Raleigh

Security Officer

Wilma L Reeder

Library Technician, Serials Manager

John F. Ring

Shift Supervisor, Security

Tina L. Rogers

PT Campus Store Assistant

Alysha L. Russo

Library Technician, Circulation Supervisor

Diane Salamone

Coordinator of Student Computing

Brenda J. Schmick

Gift Reporting & Records Specialist

Tanya L. Shipman

Mail Services Assistant

Debbie M. Smith

Faculty Secretary

Gerald Smith

Security Officer

Marilyn E. Smith

Printing Services Assistant

Dawn M. Sones

Mail Services Coordinator

Barbara J. Stevens

Faculty Secretary

Mary L. Strassner

Cashier & Bookkeeper

Sheran L. Swank

Faculty Secretary

Jennifer E. Walter

Administrative Assistant for Annual Giving

James Warren

Security Officer

Donna A. Weaver

Secretary, Student Programs/Leadership Development

Roberta A. Wheeler

Secretary, Athletics

Joyce E. Wilson

Executive Secretary to Provost and Dean of the College

Jean C. Wool

Executive Secretary to Dean of Student Affairs

ALUMNI ASSOCIATION

The Lycoming College Alumni Association has a membership of over 15,000 men and women. It is governed by an Executive Board comprised of 32 members-at-large representing various class years, geographic areas, and affinity groups; the current presidents and immediate past presidents of the senior class and Student Senate also sit on the Board.

“As an off-campus constituency, the Association’s purpose is to seek ways of maintaining an active and mutually beneficial relationship between the College and its alumni, utilizing their talents, resources, and counsel to further the objectives and programs of Lycoming College” [Lycoming College Alumni Association Constitution].

All former students of Williamsport Dickinson Seminary and all former students who have successfully completed one year of study at Williamsport Dickinson Junior College or Lycoming College are considered members of the Association.

The Director of Alumni Relations manages the activities of the Alumni Office, which is responsible for keeping alumni informed of and engaged with the programs, growth, and activities of the College and the Alumni Association through regular publications, periodic mailings, and the alumni website (www.lycoming.edu/alumni). Arrangements for Homecoming, reunions, regional events, and Family Weekend are coordinated through the Office of Alumni Relations. The Alumni Office works closely with the other departments within the Division for College Advancement: Development and College Relations.

Communications to the Alumni Association Executive Board should be addressed to AAEB@lycoming.edu or the Office of Alumni Relations.

ALUMNI ASSOCIATION EXECUTIVE BOARD

OFFICERS

Dr. Heather Duda '98 – President
Clark Gaughan '77 – 1st Vice President
Christine (Colella) Zubris '04 – 2nd Vice President
Wendy (Park) Myers '89 – Treasurer
William Hessert '85 – Secretary

Dr. Deanna Barthlow-Potkanowicz '96
Dr. Kimberly (Lazar) Bolig '79
Andrew Bucke '71
Joseph Bunce III '63
James Burget '72
John Casciano '05
Ann Marie DiSante '06
Austin Duckett '02
Dr. Shannon (Keane) English '94
Richard Felix '56
Dr. William Gallagher III '70

Rev. Robert Graybill '73
Dr. Joanne Hullings '79
Capt. John Lea III '80
Rev. Dr. Andy Lunt '66
Nancy Marple '91
Lindsay Martin '07
Rev. Dr. Ronald McElwee '71
Melany McGillvray '07
Peter Metzgar '98
Andrea (Duncan) Mitcheltree '01
Dr. Barbara (Neff) Price '60
Capt. Richard Raudabaugh '60
Dr. Linda (Wabschall) Ross '69
Michael Ruddy '05
Kurt Weirich '90
Michele (Connors) Witowski '06
Ann (Bell) Wood '73

Student Senate and Senior Class Presidents and Past Presidents

Tyler Breech '12
Nora Dickert '11
Denyse Walters '12

INDEX

Academic Advising.....	60
Academic Calendar.....	3
Academic Honesty/Standing.....	40
Academic Honors.....	41
Academic Opportunities	62
Academic Program.....	42
Accounting Curriculum	68
Accounting-Mathematics.....	68
Actuarial Mathematics	72
Admission to Lycoming.....	12
Advanced Placement.....	32
Advanced Standing by Transfer.....	13, 31
Allopathic Medicine, Preparation	52
Alumni Association	296
Alternative Credit Sources.....	32
American Studies Curriculum.....	73
Ancient Languages.....	235
Anthropology Curriculum.....	239
Application Fee and Deposits	16
Applied Music Requirements	205
Archaeology and Culture of the Ancient Near East.....	76
Art Curriculum.....	80
Astronomy and Physics.....	89
Astronomy Curriculum	89
Audit	35
Biology Curriculum	99
Board of Trustees.....	256
Business Administration Curriculum.....	110
Campus Facilities.....	7
Capitol Semester	65
Career Development Services.....	28
Chemistry Curriculum	116
Christian Ministry, Advising for.....	61
Class Attendance.....	34
College and the Church.....	6
Classical Studies	122
College Level Examination Program (CLEP)	32
Communication Curriculum	123
Community Service Curriculum.....	215
Computer Science Curriculum.....	177
Conduct, Standards of	30
Contingency Deposits	17
Cooperative Programs.....	53
Environmental Studies	53
Forestry	53

Medical Technology	54
Military Science	55
Optometry	54
Podiatry	55
Corporate Communication Curriculum	123
Counseling, Personal.....	28
Course Credit by Examination.....	32
Creative Writing.....	155
Criminal Justice Curriculum	130
Cultural Diversity.....	46
Degree Programs/Requirements	44
Dental School, Preparation	52
Departmental Honors	59
Deposits/Deposit Refunds.....	17
Digital Media Communication Curriculum	125
Distribution Requirements	45
English	45
Fine Arts.....	45
Modern & Ancient Languages Studies	45
Humanities	46
Mathematics	46
Natural Sciences.....	46
Social Sciences.....	46
Cultural Diversity.....	46
Economics Curriculum	137
Education Curriculum.....	142
Educational Opportunity Grants	24
English Curriculum.....	155
English Requirement.....	45
Entrance Examination (CEEB).....	32
Environmental Science Minor	101
Environmental Studies	53
Environmental Sustainability.....	162
Established Interdisciplinary Major.....	49
Faculty.....	261
Film Studies	127
Financial Aid/Assistance	20
Financial Economics and Analysis.....	163
Financial Matters	15
Fine Arts Requirements	45
Forestry, Cooperative Program.....	53
French Curriculum	191
German Curriculum	194
Grading System.....	35
Graduation Requirements	44
Greek Curriculum	235

Health Care Administration	164
Health Professions, Preparation	52
Health Services	28
Hebrew Curriculum	236
History Curriculum	165
Honors Program	56
Honor Societies	41
Humanities Requirement	46
Independent Study	63
Information Technology Services	11
Institute for Management Studies	174
Interdisciplinary Majors	49
Established Majors	49
Individual Majors	49
International Studies	175
Internship Programs	64
Latin	237
Legal Professions, Preparation.....	52
Literature	176
Loans	25
Lycoming Scholar Program	56
Major	48
Admission to	48
Departmental	48
Interdisciplinary	49
Management Scholars Program	172
Mathematical Sciences.....	177
Mathematic Requirements	46
Mathematics Curriculum	177
May Term.....	63
Media Writing.....	128
Medical School, Preparation.....	60
Medical Technology	54
Medieval Studies.....	187
Military Science Curriculum.....	188
Minor.....	50
Modern and Ancient Language Studies	45
Modern Language Studies and Literatures Curriculum.....	190
Music Curriculum	201
Natural Science Requirement	46
Non-degree Students	34
Optometry	54
Optometry School, Preparation.....	60
Osteopathy School, Preparation.....	60
Payment of Fees	15
Philadelphia Center	65

Philosophy Curriculum	207
Physical Activity, Wellness & Community Service Program	47
Physical Activity Curriculum	214
Physics Curriculum.....	213
Placement Services	26
Podiatric Medicine, Cooperative Program.....	55
Political Science Curriculum	217
Pre-Medicine.....	52
Pre-Professional Advising	60
Psychology Curriculum	223
Public Policy	229
Readmission.....	14
Refunds	17
Registration.....	33
Religion Curriculum	231
Repeated Courses.....	37
Reserve Officer Training Corps Program (ROTC).....	55
Residence and Residence Halls	7
Scholarships/Grants	24
Scholarships (ROTC).....	26
Scholar Program.....	238
Social Science Requirement	46
Sociology-Anthropology Curriculum.....	239
Spanish Curriculum	197
Staff.....	256, 260, 284
State Grants and Loans	25
Student Affairs	26
Student Records	32
Study Abroad	65
Supplemental Educational Opportunity Grant (SEOG).....	24
Theatre Curriculum.....	246
Theological Professions, Advising	61
Transfer Credit.....	12, 31
Unit Course System	31
United Nations Semester.....	65
Washington Semester.....	65
Wellness Curriculum	215
Withdrawal from College	34
Withdrawal of Admissions Offer.....	15
Women's and Gender Studies.....	255
Work-Study Grants	26
Writing Across The Curriculum Program.....	47

COMMUNICATING WITH LYCOMING COLLEGE

Please address specific inquiries as follows:

Director of Admissions:

Admissions; requests for publications

Treasurer:

Payment of bills; expenses

Director of Financial Aid:

Scholarships and loan fund; financial assistance

Dean of the College:

Academic programs; faculty; faculty activities; academic support services

Assistant Dean for Freshmen:

Freshman Seminar; freshman academic concerns

Dean of Student Affairs:

Student activities; residence halls; religious life; health services

Registrar:

Student records; transcript requests; academic policies

Career Services :

Career counseling; employment opportunities

Vice President for Development:

Institutional relations; annual fund; gift programs

Athletic Director:

Varsity Sports

Director of Alumni and Parent Programs:

Alumni information; Homecoming; Family Weekend activities

Director of College Relations:

Public information; publications; sports information; media relations

All correspondence should be addressed to:

Lycoming College

700 College Place

Williamsport, PA 17701-5192

The College telephone number is (570) 321-4000

<http://www.lycoming.edu>

Visitors

Lycoming welcomes visitors to the campus. If you would like a guided tour, call the Office of Admissions (570) 321-4026 before your visit to arrange a mutually convenient time.

Toll Free Number 1-800-345-3920

e-mail: admissions@lycoming.edu

NON-DISCRIMINATION POLICY

Lycoming College does not discriminate in admission, employment or administration of its programs or activities on the basis of race, color, national origin, sex, age or disability of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, or other federal, state or local laws, or executive orders.

As a matter of policy, and/or in accordance with applicable law, Lycoming College does not discriminate in admission, employment or administration of its programs or activities on the basis of religion, ancestry, political belief, veteran status, or sexual orientation.

Inquiries concerning application of this policy should be directed to:

Director of Human Resources
Lycoming College
112 Long Hall
Williamsport, PA 17701
(570) 321-4309